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Understanding and Addressing Challenging Behaviors: Expect Success

Webinar 4 Data




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Process of FBA for Individuals with Challenging Behavior:

Data

"What We Measure We Change"



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Frequency Recording


Purpose:

- To count how often a behavior occurs

Process:

- Identify and define the specific behavior to observe
- Identify the time period in which the behavior will be counted
- Count and record the number of times an individual participates in the particular behavior
- Tally the number of times the behavior occurs
- Graph to show trends

Peter yells out in class. Staff are tracking the number of times he yells out.



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Duration of Behavior

Purpose:

- To measure how long a behavior lasts

Process:

- Identify the starting time of the behavior
- Identify the ending time of the behavior
- Calculate the total length of time that the behavior was observed to occur without interruption

**Julia would not complete her work task from 10:18am-10:32am.
Total time: 14 minutes**



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Interval Recording of Behavior

Purpose:

- To collect a "snapshot" of the behavior in a predetermined time period

Process:

- Identify a specific time interval at which you will observe and record
- Break observation period into short intervals of time
- Document whether or not the behavior occurred at any time within that time interval

Staff is tracking if Frankie bangs his hands on the desk the first 5 minutes of every hour at 15 second intervals.



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Intensity Recording of Behavior

Purpose:

- Measures the magnitude, strength, amplitude, force, or effort of a response

Process:

- Develop an intensity number scale
- Document the intensity of the behavior as measured by the scale
- Can be difficult to obtain an objective measure

Josh is hitting staff hard enough to leave a mark and cause bruises to form. Staff is tracking the intensity of the hitting.



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Intensity Recording Example 1

Team is using the scale of:

- "Very severe/intense" which means there is a bruise
- "Pretty severe" which means there is a mark left on the skin but no bruising
- "Somewhat severe" which means hard enough to make a sound but no mark or bruise
- "Not at all severe" which is just a tap with no sound, mark, or bruise.
- The time is recorded and the level of intensity is circled. This is one way to track intensity.

Example: Intensity Data Sheet (sometimes called a behavior rating scale)

Student's name _____	Observer _____			
Date _____				
Interfering behavior <u>hitting</u>				
Behavior rating system				
Time behavior occurred	Very severe/intense (dangerous)	Pretty severe (potentially dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (annoying, inconvenient or distracting)
9:15	4	3	2	1
10:05	4	3	2	1
10:23	4	3	2	1
10:40	4	3	2	1
11:30	4	3	2	1
Overall behavior today	Very severe/intense (dangerous)			

National Professional Development Center on ASD



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Intensity Recording Example 2

Intensity Rating Scale

- 1 - Disrupted with verbalizations or physical actions, no material/property destruction, no aggression, continued activity after disruption
- 2 - Disrupted with verbalizations or physical actions, no material/property destruction, no aggression, did NOT continue activity following the disruption
- 3 - Material or property destruction occurred, however, no aggression
- 4 - Aggression occurred, but there was no material destruction
- 5 - Aggression and Property destruction occurred

Date: _____

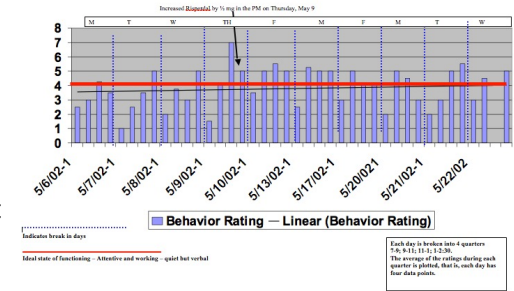
Time	Rating	Initials



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Graphing Example 1: Medicine Change

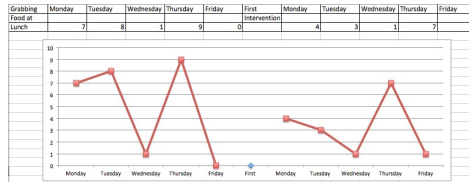
- Measuring to see if a medicine change (black arrow) affected behavior
- Each day is broken into 4 quarters
- The red line is the person's ideal state of functioning which meant attentive, working and quiet, but able to be verbal



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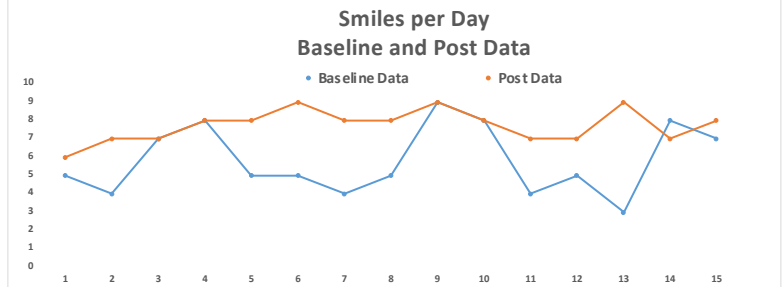
Graphing Example 2: Grabbing Food at Lunch

- Baseline week one
- Started intervention by taping area on table and bench to visually show student his area
- Data from week two shows drop first three days; one day increase; back down on Friday
- Next additional intervention is to add a handprint to table where student is to place the hand he is grabbing food with and then eat with other hand
- Will continue keeping data and decide next steps



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Graphing Example 3: Comparison of Pre- & Post-Data



Hard Data: Team tracked smiles per day to rate external sign of contentment
Anecdotal Data: Team and family reported he was happier overall




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Baseline Data

Do we have data that reflects the measurable, observable target behavior we identified for our individual?

- If yes, we have baseline data
- If no, we need to collect baseline data


Unless there are safety concerns.



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Data Collection Information


- Collect data on target behavior
- Choose when and where to collect
- 10 to 12 data points
- Consistency of gathering



[PBIS World Data Tracking](http://www.pbisworld.com/data-tracking/) [http://www.pbisworld.com/data-tracking/](https://www.pbisworld.com/data-tracking/)

[Behavior Tracker Pro App](https://itunes.apple.com/us/app/behavior-tracker-pro/id319708933?mt=8) <https://itunes.apple.com/us/app/behavior-tracker-pro/id319708933?mt=8>

[Class Dojo Classroom Management System](https://www.classdojo.com/) <https://www.classdojo.com/>




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Data: Molly

4. Target Behavior	[Leave Blank]
Target Behavior	Molly screams loudly enough to interrupt the teacher's instruction to class

6. Data	[Leave Blank]
What specifically will you be tracking based on the target behavior?	The number (frequency) of interruptions from screaming; the duration of each scream
Which method(s) would work best? (frequency, duration, interval, intensity)	Frequency and duration
Who is going to create the data sheet?	Teacher and school psychologist
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	Teacher and paraprofessional
Who will graph the data?	School Psychologist
When/how often will the team meet to review the data?	Weekly the first month including teacher & school psychologist; then every 2 weeks




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Data: Joe

4. Target Behavior	[Leave Blank]
Target Behavior	When given a direction to sit and start an assignment, Joe pushes books off his desk, kicks at furniture, and bolts down the hall.

6. Data	[Leave Blank]
What specifically will you be tracking based on the target behavior?	Number of episodes in general education classes
Which method(s) would work best? (frequency, duration, interval, intensity)	Frequency
Who is going to create the data sheet?	Intervention Specialist (IS)
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	Content teachers, paraprofessional Training from IS
Who will graph the data?	IS
When/how often will the team meet to review the data?	Every 2 weeks until progress is shown

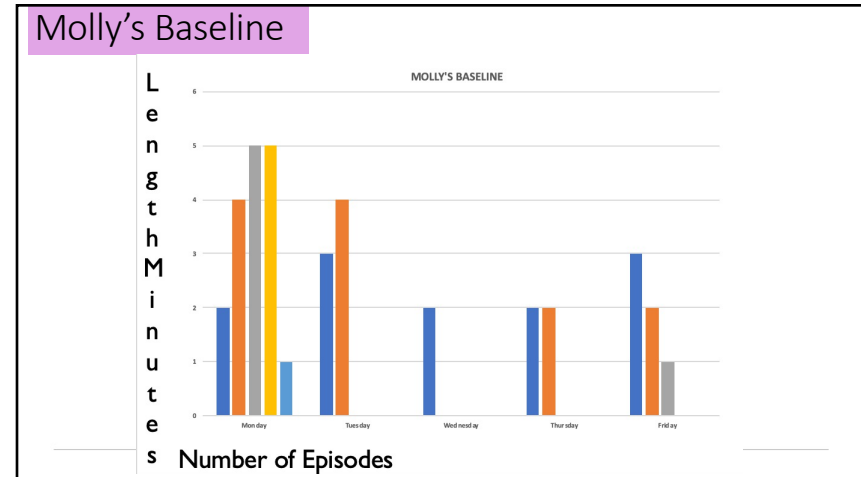


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Data: Rubin	
4. Target Behavior [Leave Blank]	
Target Behavior	Puts his head down on his desk and does not complete his assignments or small group work.
6. Data [Leave Blank]	
What specifically will you be tracking based on the target behavior?	Total number of assignment requests and his reactions to each request (completes assignment, doesn't complete assignment, doesn't join small group)
Which method(s) would work best? (frequency, duration, interval, intensity)	Frequency
Who is going to create the data sheet?	ED Teacher
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	Each gen ed teacher will track data. ED teacher will show everyone how to track the data.
Who will graph the data?	ED Teacher
When/how often will the team meet to review the data?	Once a week for a month; then every 2 weeks.

Challenging Behavior Expect Success

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Molly's Baseline Average

Target Behavior: Molly Screams loudly enough to interrupt the teacher's instruction to class

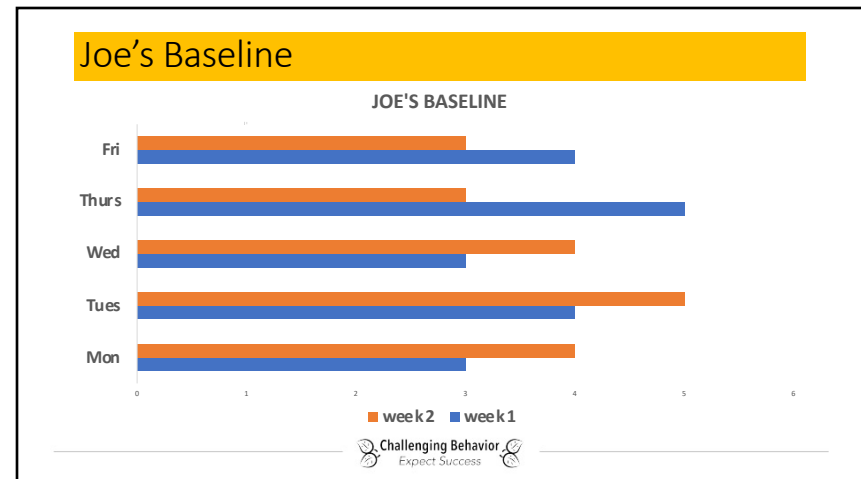
Molly's baseline data/first 30 minutes of circle time since she is usually removed by then

- Monday 5 episodes avg. 3.4 minutes
- Tuesday 2 episodes avg. 3.5 minutes
- Wednesday 1 episode lasting 2 minutes
- Thursday 2 episodes avg. 2 minutes
- Friday 3 episodes avg. 3 minutes

Baseline: 2.6 episodes lasting avg. 2.8 minutes

Challenging Behavior Expect Success

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Joe's Baseline Average

Target Behavior: Joe stands, looks away from teacher, pushes books off the desk, kicks furniture, and bolts down the hall

Joe's baseline for 2 weeks from all general education classes:

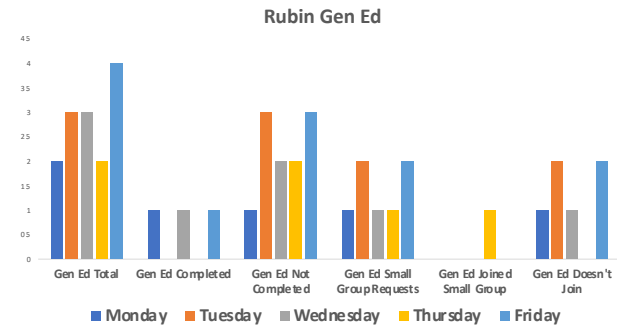
3.8 daily average



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Rubin's Baseline Gen Ed

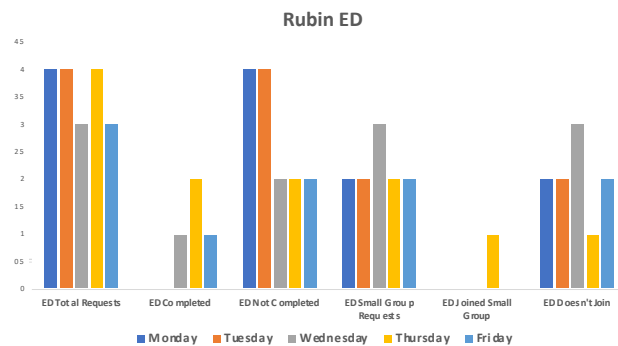
- Assignments Not Completed 80%
- Small Group Not Joined 86%



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Rubin's Baseline ED

- Assignments Not Completed 78%
- Small Group Not Joined 91%



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Rubin's Baseline Averages

Target Behavior: Rubin puts his head down on his desk and does not complete his assignments or join his assigned small group

Rubin's Gen Ed Data:

- Total assignment requests: 14
 - Completed: 3
 - Head down/doesn't complete: 11
- Total small group requests: 7
 - Joined/participated in group: 1
 - Head down/doesn't join: 6

Rubin's ED Data:

- Total assignment requests: 18
 - Completed: 4
 - Head down/doesn't complete: 14
- Total small group requests: 11
 - Joined/participated in group: 1
 - Head down/doesn't join: 10



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Behavior Steps Chart: Data

Behavior Plan Steps Chart

Challenging Behavior: Expect Success Process		Complete Each Step	
<p>Select the target individual. Create the behavior team.</p>			
<p>Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues</p>			
<p>Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior</p>			
<p>Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers</p>			
<p>Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions</p>			



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Your Team's Turn: Data

6. Data	[Leave Blank]
What specifically will you be tracking based on the target behavior?	
Which method(s) would work best? (frequency, duration, interval, intensity)	
Who is going to create the data sheet?	
Who will be responsible to track the data? Who will train those responsible and check for fidelity?	
Who will graph the data?	
When/how often will the team meet to review the data?	

- Complete Section 6 "Data" for tracking the target behavior
- Sample A-B-C data charts are included with the handouts for this webinar



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