FUNCTIONALLY EQUIVALENT REPLACEMENT **PALM SPRINGS** BEHAVIORS SCHOOL DISTRICT

Building Positive Habits for a Better Tomorrow Presented by

UNIFIED

The Behavior Team

Compassionately Addressing Behaviors at school CAB-S



Training Norms

Be Present & Refrain from Multi Tasking Listen with intent to understand **Actively Participate** Survey/Feedback Form is mandatory for attendance and will be given to site secretary. **Compassionately Addressing Behaviors at school CAB-S**



REVIEW

WE LEARNED IN OUR PREVIOUS TRAININGS THAT YOU **CAN PLAN TO PREVENT PROBLEMS FROM OCCURRING**, WHEN YOU DETERMINE THE FUNCTION OF A BEHAVIOR.

WE LEARNED THAT YOU COULD AVOID ACCIDENTALLY **REINFORCING CHALLENGING BEHAVIORS AS THEY OCCUR, WHEN YOU KNOW THE FUNCTION OF THE BEHAVIOR.**

Building Rapport Who is involved in Rapport Building

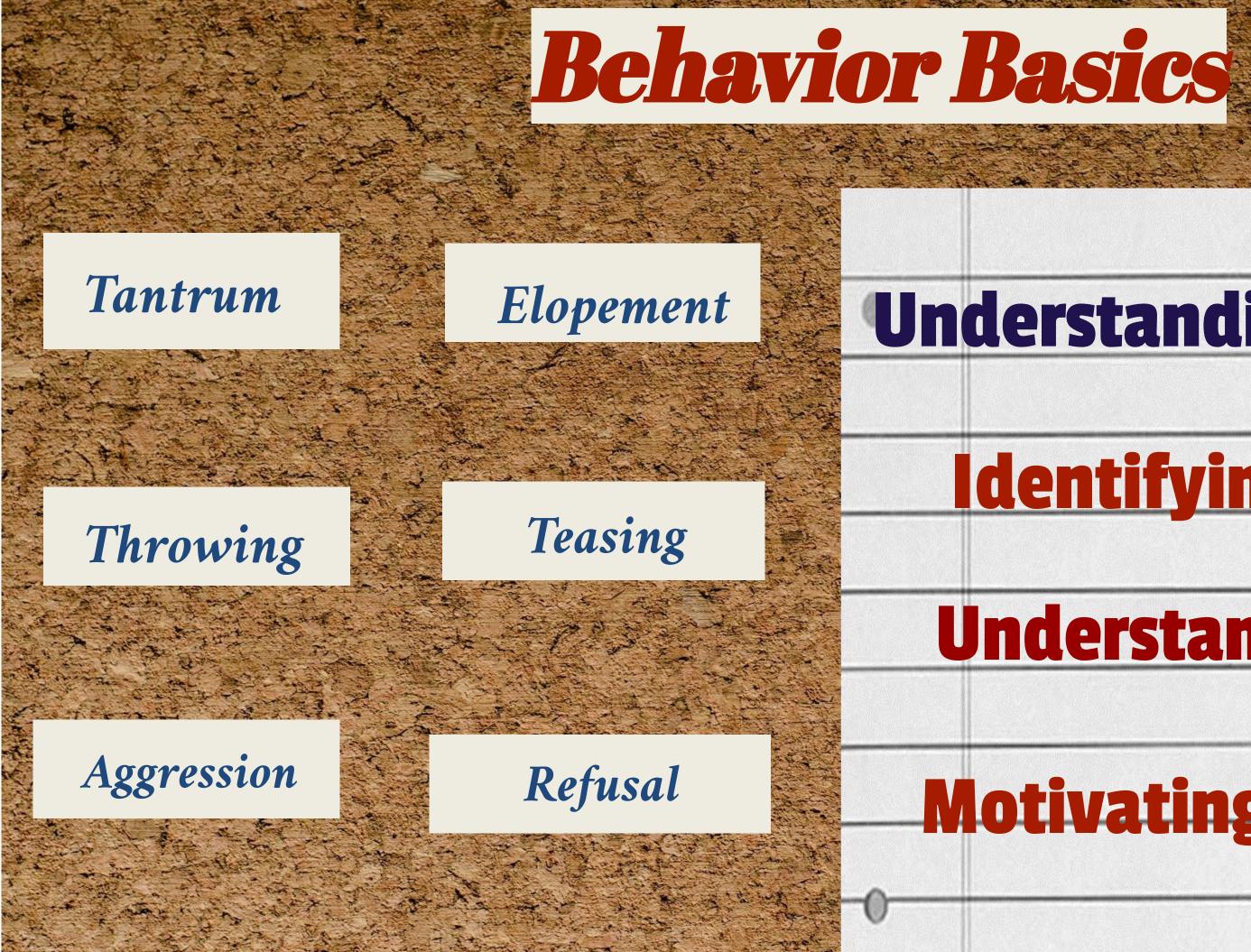
What is Rapport Building

Why build Rapport

How to build Rapport

Effective communication

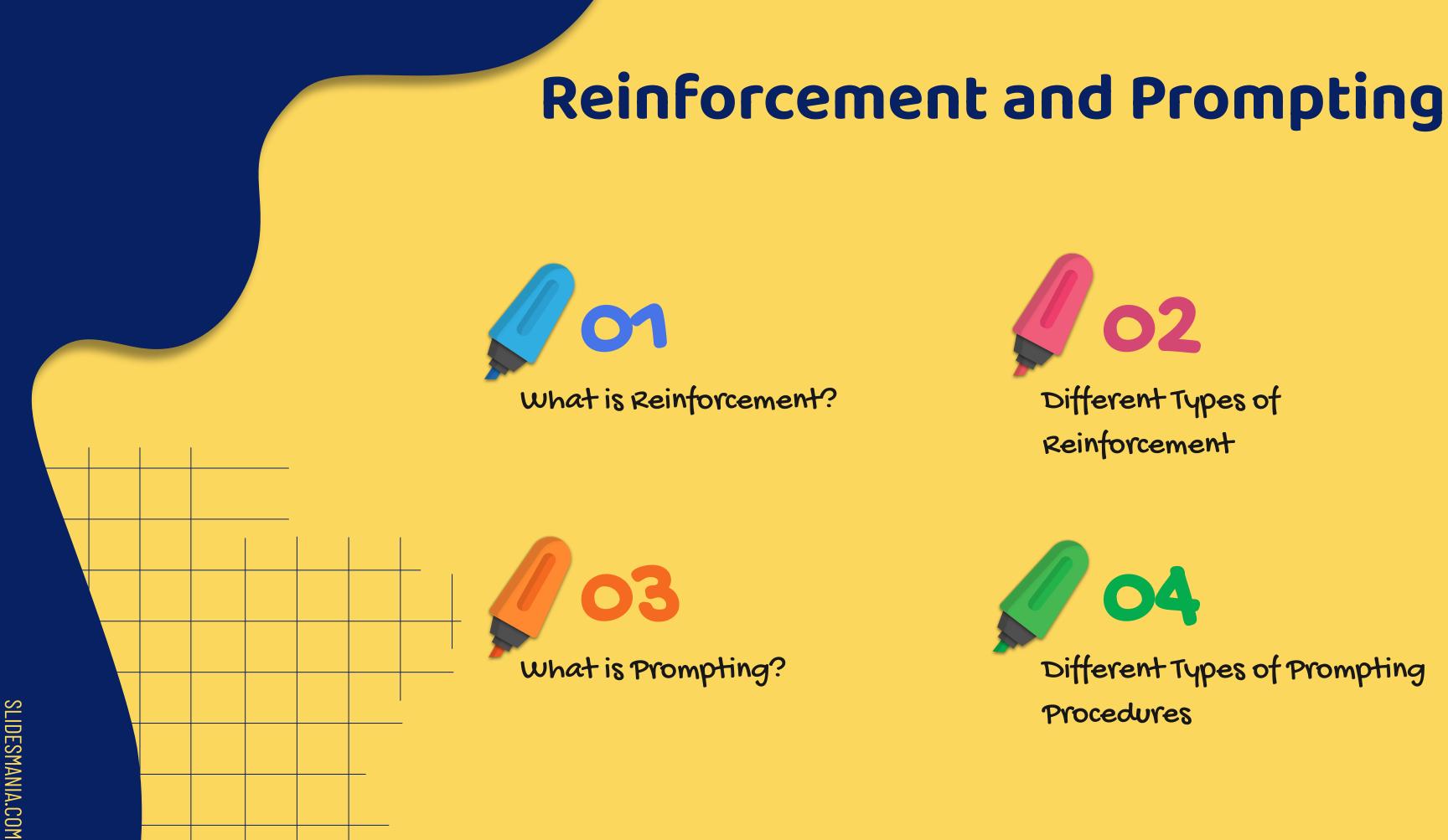






Understanding Triggers Identifying Triggers Understanding ABC's

Motivating Students



Different Types of Reinforcement

04

02

Different Types of Prompting Procedures

De-Escalation

Stages of Escalation

Identify and define the components of de-escalation

Identify who is involved with de-escalation

The importance of de-escalation

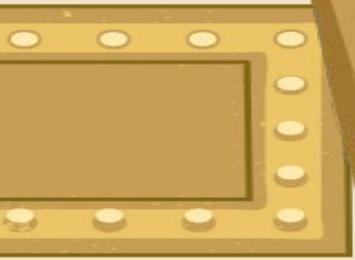
Identify methods of responding to conflict or aggression



1. S.E.A.T

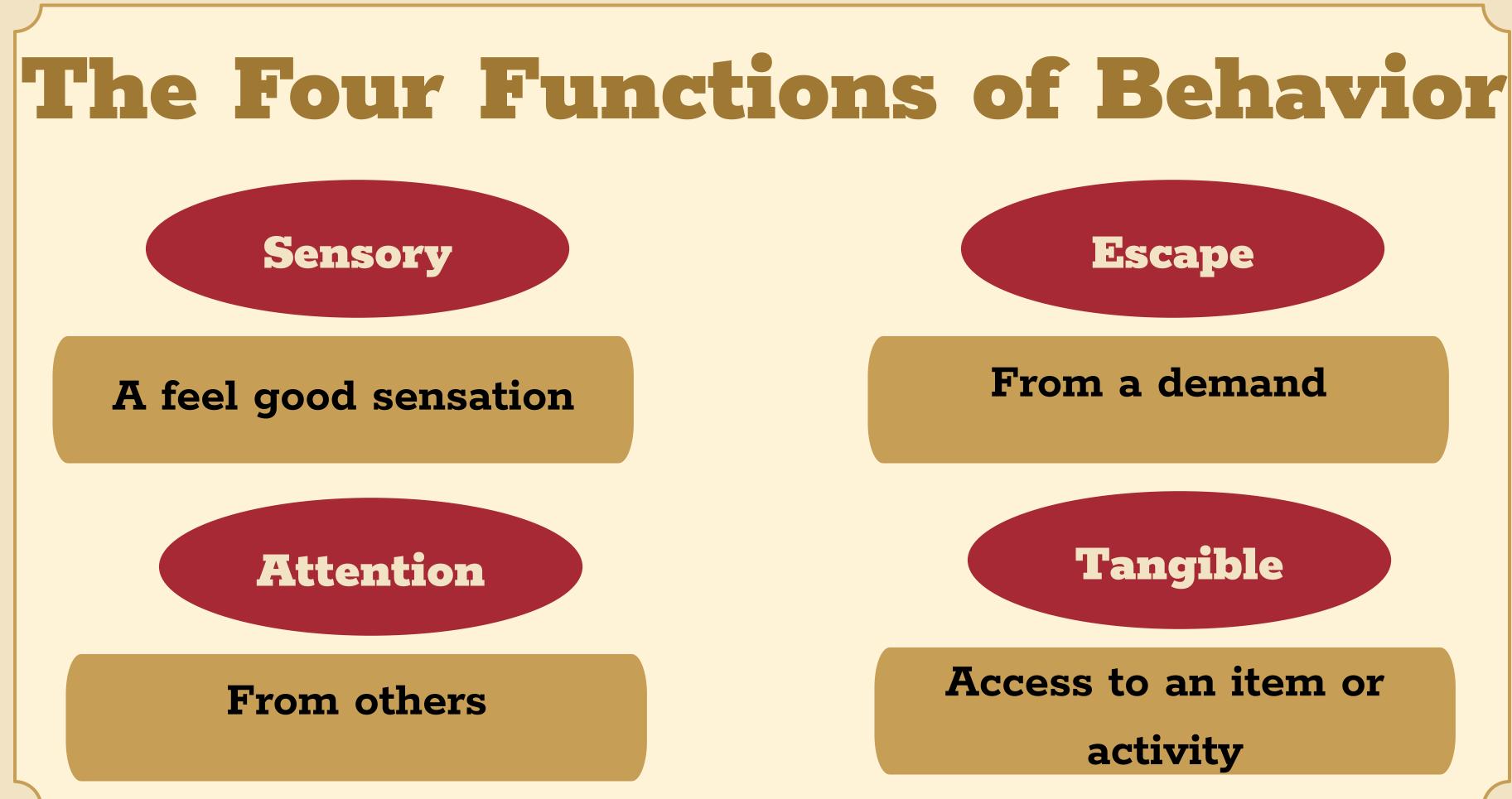
3.

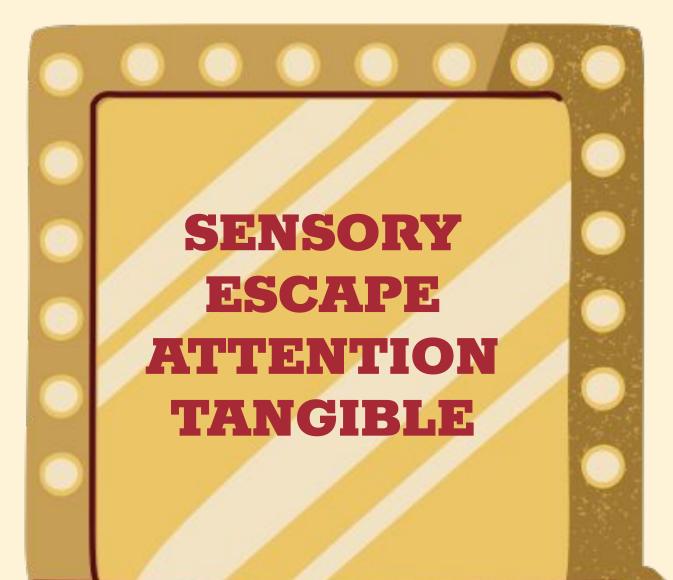
REPLACEMENT BEHAVIORS COI



2. F.E.R.B's

4. A.B.C DATA COLLECTION



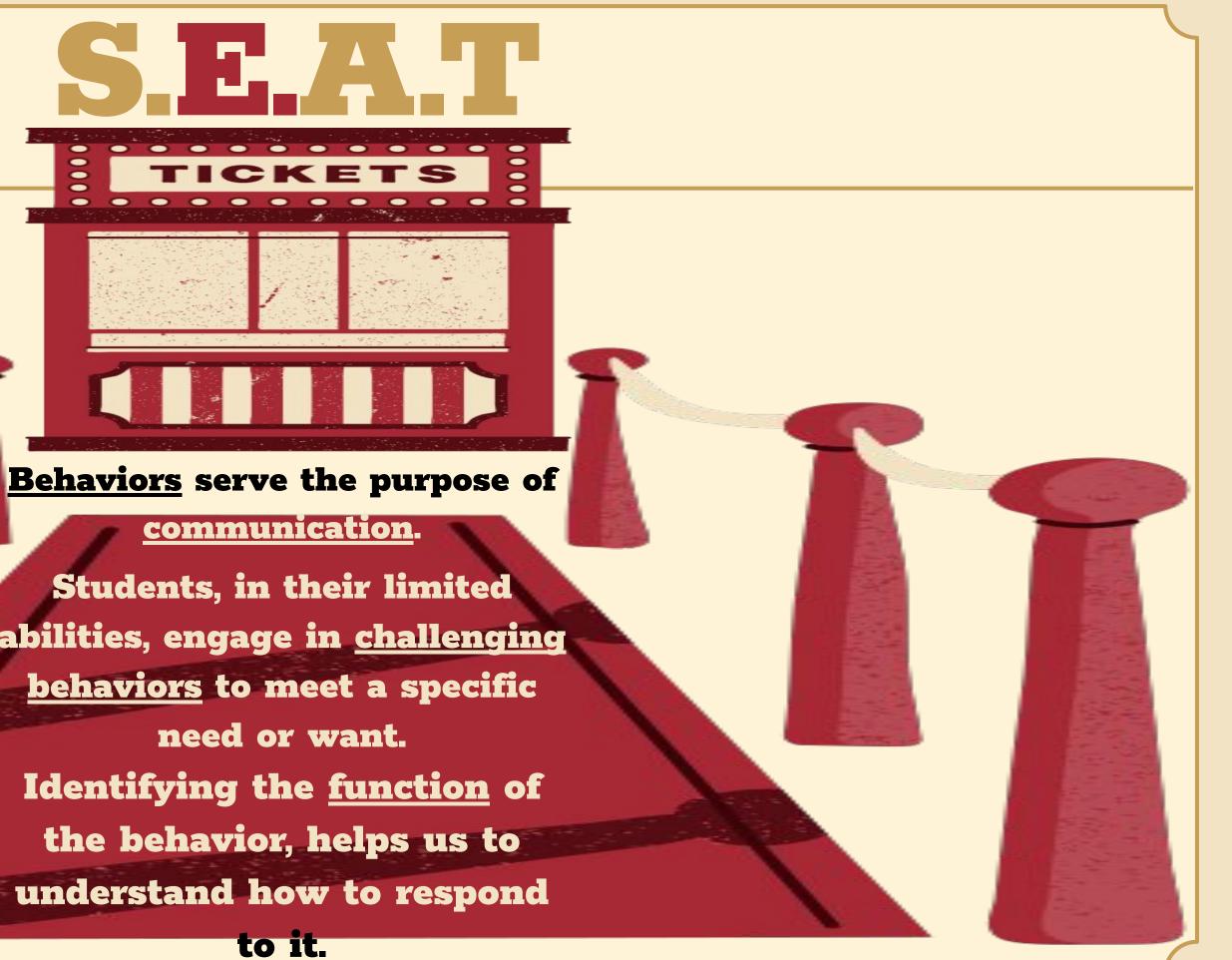




It is believed that there are four functions as to why an individual is engaging in a behavior. By understanding why the behavior is occurring, we can learn to manage, make proactive interventions, and implement evidence based instructions and consequences that are safe and effective.

Any behavior that is occurring, it is happening because the individual is either receiving attention, gaining access to an item/activity/location, or escaping a demand or instruction

SEAT



abilities, engage in <u>challenging</u> <u>behaviors</u> to meet a specific Identifying the <u>function</u> of the behavior, helps us to understand how to respond

	U.	0	0	\cup \cup	
	Function		What it Does	When it Hap	
	S ensory		Provides stimulation to the pleasure zone in the brain	Anytime, esp when anxio excited	
	Escope	<u>,</u>	Removes undesired activities, interactions, or situations	When task is understimul hard, easy, b or undesi	
A	A		Provides access or awareness to/from people or interactions	When soc attention is d	
-	Tongible	Q	Provides preferred activities or items	When a pref activity or it wanted/de	

ppens

What to Do

pecially ous or d Provide deceleration techniques and redirect to more appropriate behaviors

is too: Iating, boring, ired Provide a "first, then, when" prompt, offer choices, or alter then length of task

ocial desired Provide positive reinforcement or attention before the behavior happens.

eferred item is esired Provide a transition activity/object, increase accessibility, or provide DRA/DRO

Activity

Function Charades: Decoding Behavior

Gameplay

- Write down 1 -16 on a piece of paper
- A participant draws a card with a behavior scenario and acts it out.
- Other participants observe the acted-out behavior and, without speaking, write down their guess regarding the potential function of the behavior on a small piece of

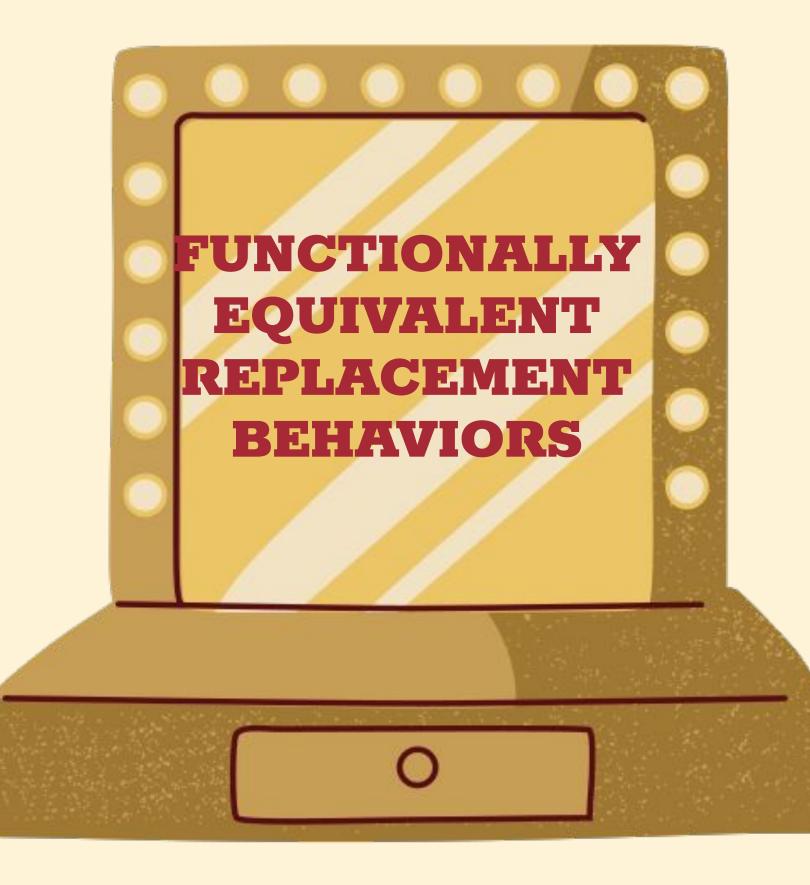
paper.

After a set time or once everyone has made their guesses, reveal the correct function associated with the behavior.

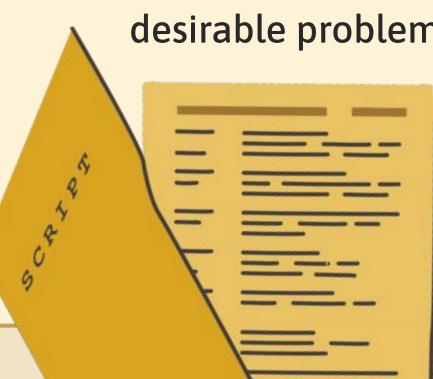
Introduction

What are F.E.R.B's







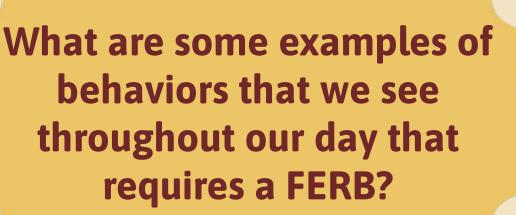


FERB's

- **F**unctionally equivalent replacement
- behaviors are desirable/acceptable
 - behaviors that achieve the same
- outcome/meet the same need as a less
 - desirable problem behavior.

Why Teach Replacement Behaviors

Teach the student an appropriate behavior that serves the same function as the undesired behavior. If we use punishment the behavior will go away for now. If we don't teach a F.E.R.B. instead, the unwanted behavior will come back or the child will come up with another way to get their need met.

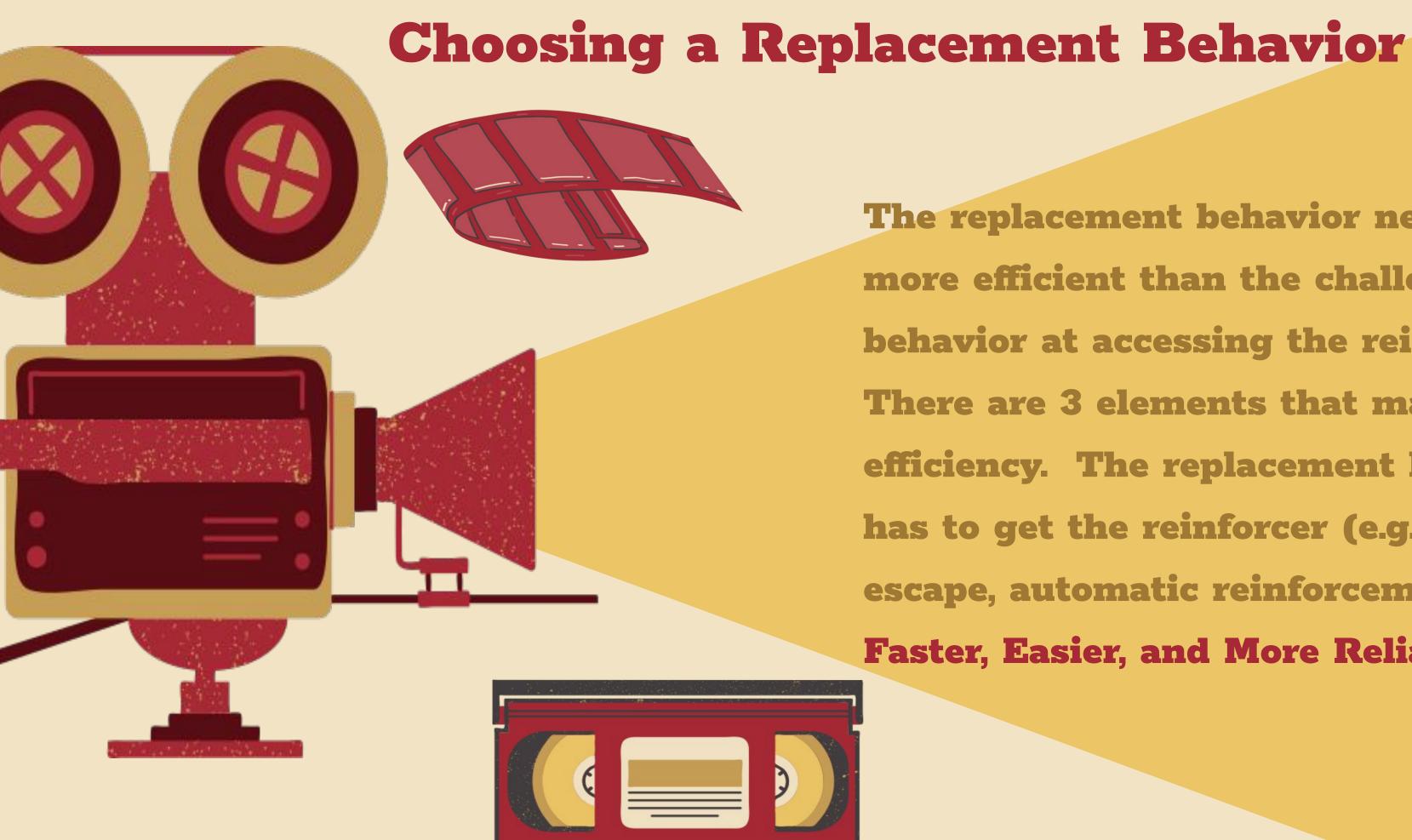












The replacement behavior needs to be more efficient than the challenging behavior at accessing the reinforcer. There are 3 elements that make up efficiency. The replacement behavior has to get the reinforcer (e.g., attention, escape, automatic reinforcement) **Faster, Easier, and More Reliable.**

3 Element of Efficiency

It has to get help, escape, attention, internal reinforcement more quickly than the challenging behavior. ★ The replacement behavior needs to be easier for the individual to implement than the challenging behavior

Whatever the replacement behavior is, it has to be over learned, within the individual's repertoire, and easy to access.





The replacement behavior has to get reinforcement more frequently and more consistently than the challenging behavior

- Make sure that the replacement
 behavior t is easily understood and
- Make sure it will get the needed response in most situations

03 More Reliable



Provide

Data

Role of the Team



Implement Plan and Collect Data Every Two Weeks Evaluate

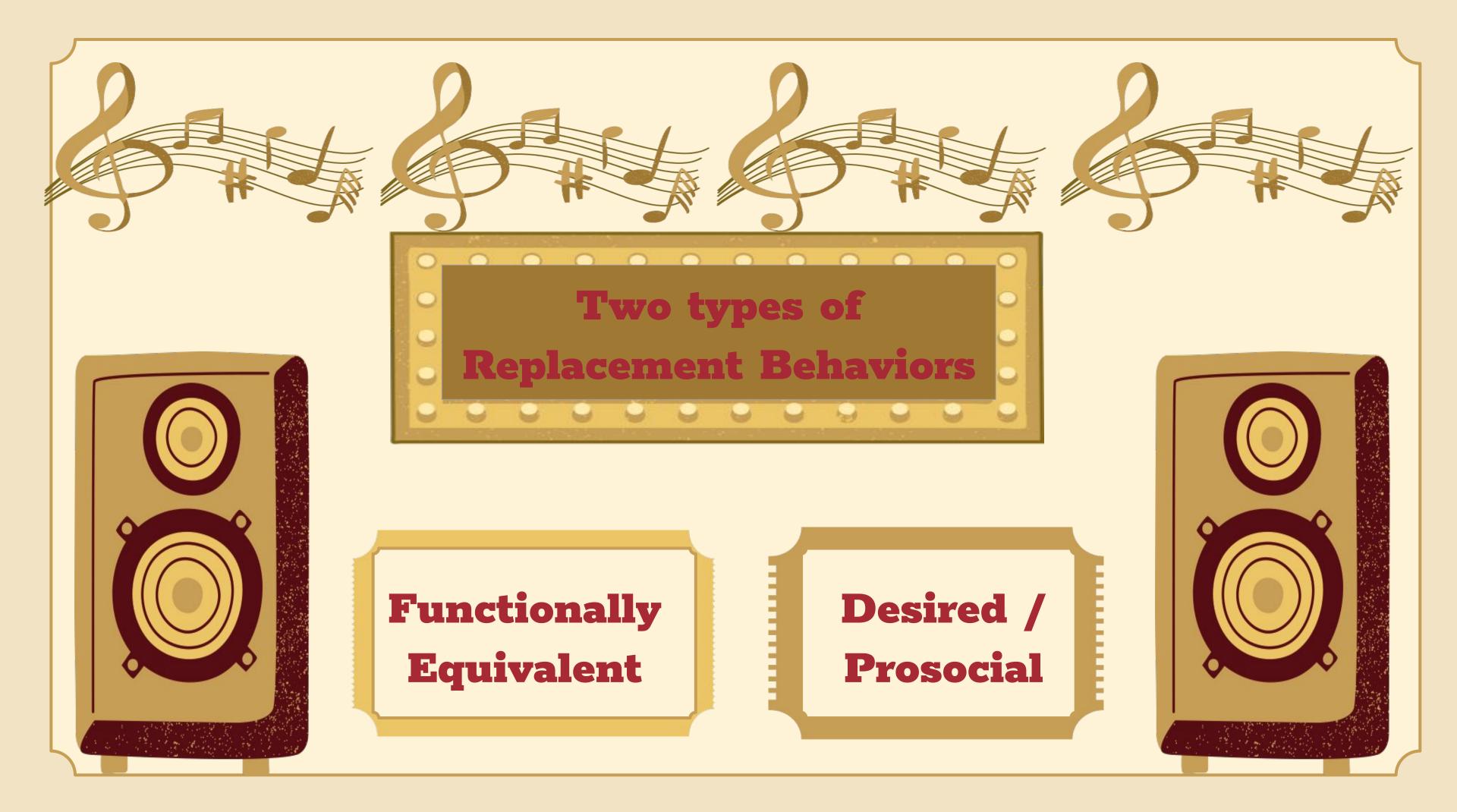


Determine Replacement **Behavior**

Determine Areas of Need

Communication

Behavior is a form of communication. Therefore, when we teach Functionally Equivalent Replacement Behaviors (FERB), we are teaching a different way to communicate.





02 Not the expected or desired behavior

More appropriate way to get the same outcome

calming strategies.

03 Intermediary behavior that will be faded

Examples: Asking for a break, brain break pass, secret signal for attention, work check pass, tardy pass, requesting cool off or

Desired / Prosocial

• Behavior *expected* of the student to get the same or different outcome o**Examples**: Raising hand, asking for item, completing assignment, coming to class on time, or transitioning without challenges.

When we teach a FERB, we partner with the student to develop alternatives

★ The student
 ★ We agree to carry
 agrees to perform
 the replacement
 behavior
 ★ We agree to carry
 out the intervention
 procedures to assist
 the student.

Developing Alternatives

TEACHING NEW BEHAVIORS



Role Playing

Modeling Learning by imitation

Students need to learn not only what to do, but how to do it



Feedback

Positive reinforcement for enacting role-playing behavior. Forcing role-playing is not recommended.

Encourage staff to provide verbal praise to students. Train students to reinforce themselves when practicing a new skill as well.



Generalization

Training sessions should be conducted in settings that most closely resemble the application

setting.

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Teaching Alternative Behaviors

Alternative behaviors MUST be taught to the student!

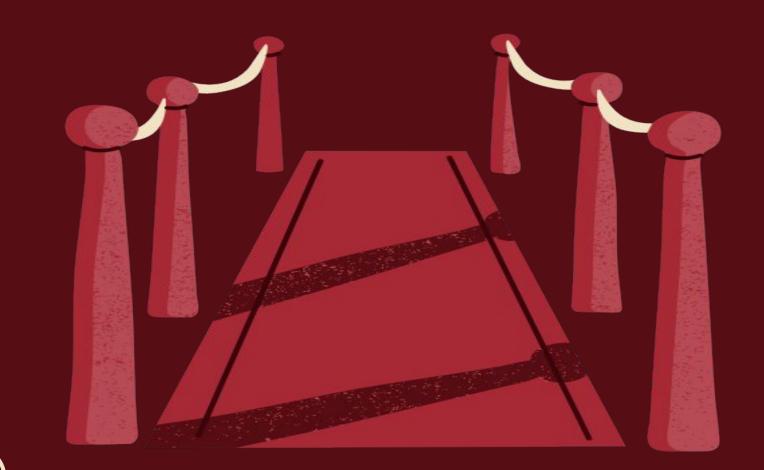
With behavior skills, we expect to tell the expectation once and get compliance the first time!

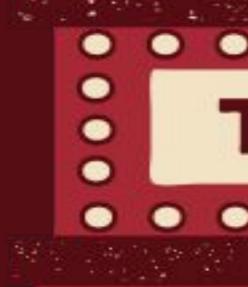
Students are likely to need a great deal of practice when learning new skills. Use modeling and simulated situations to help students practic using their skills when they are calm and available for learning. The more practiced and routine the behavior is for the student, the more likely they are to use it when experiencing triggers.

*When working with non-verbal students

- Provide extended time for taking tests.
- Provide a quiet work space as needed.
- Shorten assignments to avoid overwhelming the student.
- Speak slowly when giving directions.

Identifying Replacement Behaviors:





1. When choosing a replacement behavior for the target behavior, it's best to choose behaviors that are already seen in a child's behavior repertoire or require very little teaching so the child can access the reinforcement with the least amount of effort.

2. Replacement behaviors must be observable and measurable; as is the definition of the target behavior.



TICKETS

Some Replacement behaviors that can be used in our classrooms

★ Positive Communication **★** Offering Choices **★** Conflict Resolution Skills **★** Positive Reinforcement and ★ Self-Regulation Techniques. **Reward Systems** ★ Social Skills Training **★** Teaching Coping Strategies **★** Functional Communication **★** Environmental Modification **★** Task Breaks or Time-Outs



A.B.C

Data Collection



A.B.C. DATA COLLECTION

ABC data collection is a systematic observation method used to understand behavior patterns by analyzing Antecedents, Behaviors, and Consequences.

ABC data collection is important because it helps identify triggers, responses, and outcomes, leading to effective behavior analysis and intervention strategies.

Benefits of ABC Data Collection

- **★** Data-Driven Insights
- **★** Pattern Recognition
- **★** Tailored Interventions
- **★** Effective Communication





How to Collect ABC Data/

1. Clearly define the behavior you want to observe. Make it specific and measurable. For instance, instead of "aggression," specify what actions or behaviors constitute aggression (e.g., hitting, yelling).





2. Before the behavior occurs, note down details about the environment, events, people, or triggers. Include factors like time, location, activities, and individuals involved.

3. When the behavior occurs, record observable details such as the specific actions, duration, intensity, and any relevant context. after the behavior, document what happens next. Include reactions from others, changes in the environment, or outcomes directly linked to the behavior.



Regularly review and analyze the collected data to identify patterns, triggers, and correlations between antecedents, behaviors, and consequences

4. Ensure consistency in recording. Collect data in the same format and at consistent intervals to maintain accuracy and reliability.

ABC Data Collection Chart

Student Name:

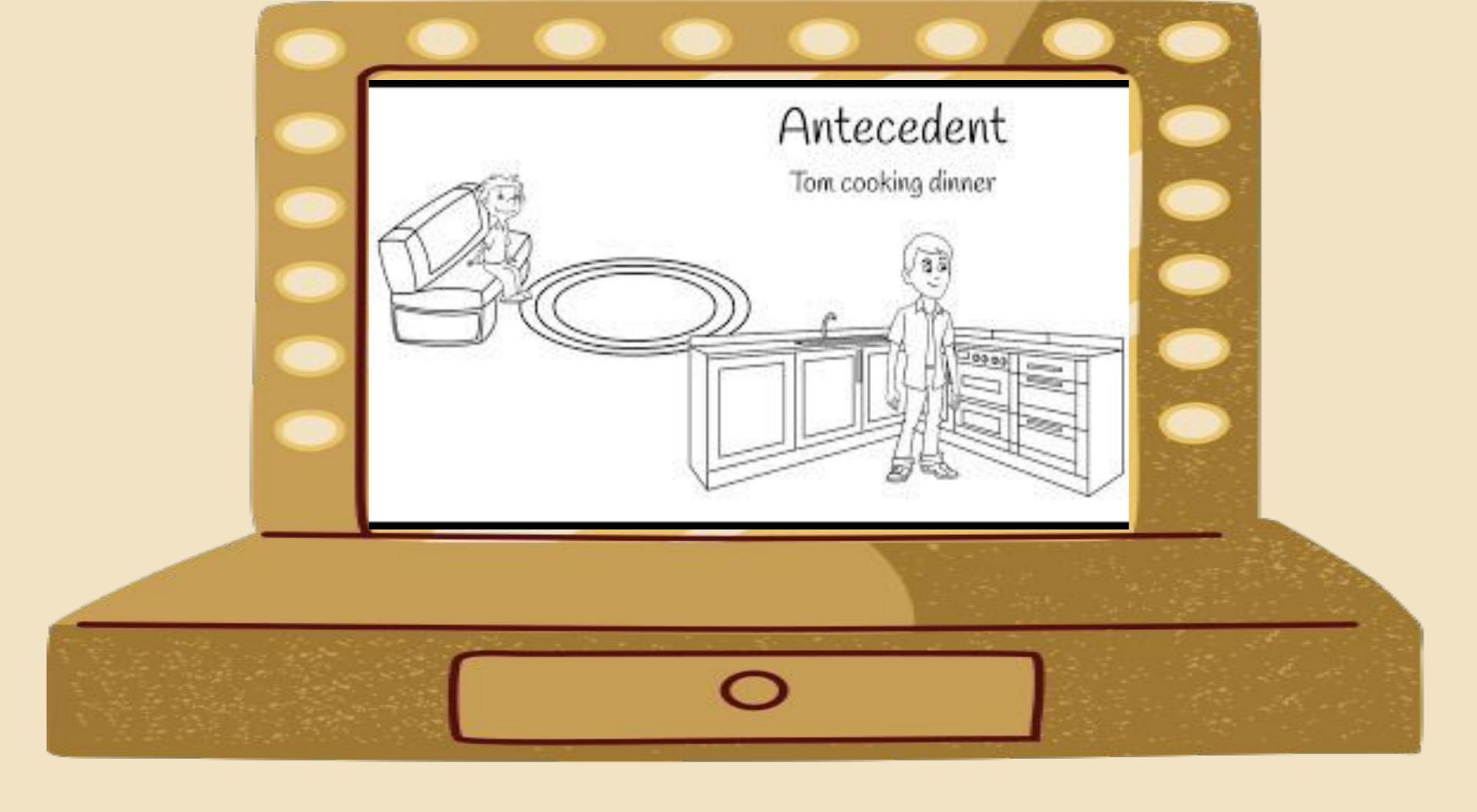
School Site:

Target Behavior(s):

Date / Time	Setting or Setting Event	Antecedent (What Occurred Before)	BX	Consequent (What Occurred	
	 Setting/Location: Structured Time Unstructured Time Setting Event: Hungry Tired Medication Seizure Other: 	 Math Demand English/ELA Demand Instructional Demand Transitional Demand Noise (alarm, peers screaming, etc) Alone (No demand) Denied Access Asked to stop/wait Other: Social Mediated Responses from others 		 Adult Redirected (A Adult Consoled/con (Attention) Student sent home Task Avoided/Rem (Escape) Removed from the (Escape) Denied Access to t Behavior Ignored Given Access to Ite (Tangible) Other: 	

Case Manager:

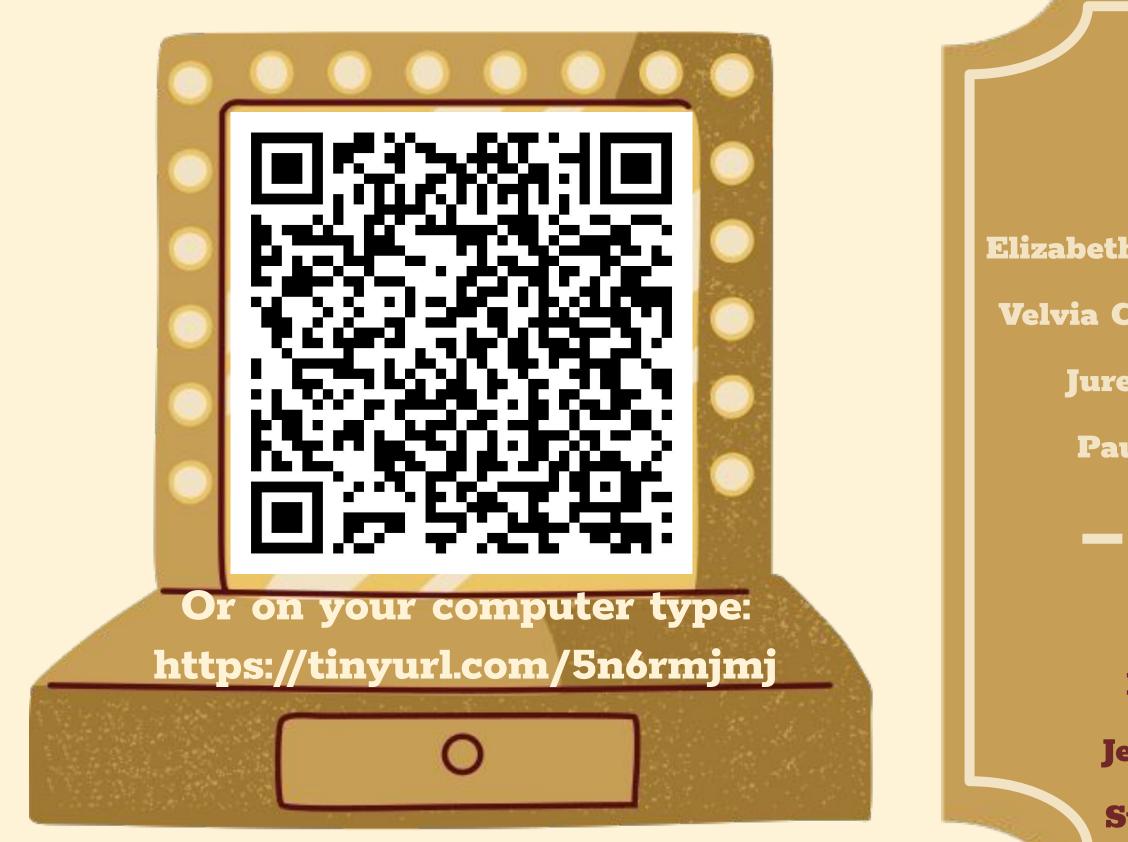
nce ed After)	Student Dis Severity	Initials				
(Attention) omforted ne (Escape)	 Mild (Some classroom disruption) Moderate (Causes disruption but not harmful) Severe (Disruptive, Injury to self or others) 					
noved e classroom	Funct ion	Sensory	Escape	Access	Tangible	
the item	Start: Duration Other In					





1. Observe Jimmy

- 2. Fill out the behavior data sheet based on what you observe.
- 3. Review with someone in the room who has an opposite character.



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Thank you





