

A Systematic Review of Function-Based Replacement Behavior Interventions for Students With and At Risk for Emotional and Behavioral Disorders

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What is the study about?

Students with emotional and behavioral concerns comprise a large percentage of the school social worker's caseload, and many qualify for individualized services or FBA/BIPs. Many of these students have documented social-emotional and interpersonal challenges in a school setting. The authors of this meta-analysis examined sixteen studies, analyzing the relationship between the replacement behaviors on students' FBA and BIPs and necessary social skill interventions. Due to the need for efficient social skill interventions with students who have EBD and related concerns, the authors place high importance on using FBA/BIP content to design and implement social skill training interventions.

What did they find?

Of the 16 studies on FBA/BIP plans that consider this population of students, all but one utilized a self-monitoring tool for students as part of a replacement behavior teaching technique. In addition, all but one study included functional communication training in the replacement behavior section of the FBA/BIP. Both self-

Self-Monitoring and Functional Communication Tools: Examples

- Tallying or recording frequency of target behavior
- Recording feelings and journaling throughout the day
- Asking for a break verbally, with a card or other visual
- Using a communication board, chart, or visual to communicate emotions and needs

monitoring and functional communication are prerequisites to social skill development among students. While there are not many documented instances of educational teams using FBA/BIP plans explicitly for social skills training, it is common to use the plans to develop skills that factor into necessary social skill development for students with documented emotional or behavioral concerns. Thus, linking social skill training and FBA replacement behaviors is an existing and effective practice many school social workers can start using.

Why is the Study Important?

What can School Social Workers Do?

-Approximately half of students with EBD labels demonstrate social skill deficits in school.

-A wider range of social skill training tools must be implemented; using FBA/BIPs for this purpose allows the social skill intervention to be customized for a particular student's needs.

- School social workers need effective and efficient interventions; combining FBA/BIP paperwork with a social skill goal saves time and is more effective in helping a student progress. It creates continuity between FBA/BIPs, classroom behavior, and IEP paperwork.

-Include social skill goals and social skill interventions into replacement behaviors on FBAs and BIPs.

-Refocus FBA/BIP goals to specifically address students' social skill needs.

-Implement this practice with more female students in late elementary, middle school, and high school.

-Research effective social skill training and FBA/BIP practices with a more diverse student population.