



# Thinking Functionally Quick Guide: COVID-19



## General Guidance

By first identifying the function of a student’s behavior, you can more effectively plan to prevent, replace, and respond to challenging behavior. If you would like more information, please visit the [Thinking Functionally Module](#) on the Idaho Training Clearing House. Function-based thinking and interventions can be used across settings and be adapted for Distance Learning. A behavior analytic approach focuses on “fixing” the environment, versus “fixing” the student. It is important to remember that behavior is learned, purposeful, and continues because it is reinforced.

Process	School Implementation	Remote Implementation
<p>Collect ABC data on episodes of challenging behavior to identify potential patterns in setting events, antecedents, behavior, and/or consequences. Check out the <a href="#">ABC Data Collection module</a> on the ITC to learn more.</p> <p><i>*Determine if Consent for Assessment is needed.</i></p>	<p>Collect ABC data in all environments in which the undesired behavior occurs.</p> <p>This is typically done by the teacher, paraprofessional, or other school personnel while the student is in class, recess, lunch, specials, etc.</p>	<p>Collect ABC data through remote technology:</p> <p><b>Option 1:</b> Video capture of the student in environment. Video is shared with the school team, in a manner that was previously agreed upon with all team members. School team reviews video capture and collects ABC data.</p> <p><b>Option 2:</b> Live stream video of student through FERPA compliant means. School personnel collect ABC data while observing student live.</p> <p>U.S. Dept of Education Guidance on FERPA:  <a href="#">FAQs on Photos and Videos under FERPA</a>  <a href="#">FERPA and Covid-19 FAQs</a>  <a href="#">FERPA and Virtual Learning during Covid-19</a></p>
<p>Analyze the data &amp; determine the function of the challenging behavior.</p> <p><i>*This may include the development of a hypothesis statement if part of an FBA.</i></p>	<p>IEP team members meet to analyze the data, identify patterns, and determine the function.</p>	<p>Use of phone and video technology for the IEP team members to meet to analyze the data, identify patterns, and determine the function.</p>
<p>Develop an intervention that is based on the function of the challenging behavior. Determine how to proactively meet the student’s need and identify what the student can be taught to do in place of the challenging behavior that will meet the same need.</p> <p><i>*This may be included as part of a BIP, Positive Behavior Support, and/or an IEP goal. Determine if an amendment and written notice are needed.</i></p> <p>Replacement behavior checklist:</p>	<p>The IEP team should meet to discuss:</p> <ul style="list-style-type: none"> <li>• How to meet the student’s need prior to him/her engaging in challenging behavior across school settings.</li> <li>• An appropriate replacement behavior that will meet the same need/function as the current challenging behavior.               <ul style="list-style-type: none"> <li>○ How will this skill be taught, practiced, and reinforced?</li> </ul> </li> </ul>	<p>Use of phone and video technology for the IEP team to meet to discuss:</p> <ul style="list-style-type: none"> <li>• How to meet the student’s need prior to engaging in challenging behavior in the distance learning environment.</li> <li>• What is an appropriate replacement behavior that will meet the same need/function as the current challenging behavior?               <ul style="list-style-type: none"> <li>○ How will this skill be taught, practiced, and reinforced?</li> <li>○ Create a plan to train staff.</li> </ul> </li> </ul>



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<ul style="list-style-type: none"><li>• Does the replacement behavior meet the student's need? Does it match the function?</li><li>• Can the student engage in the replacement behavior? If not, how can we teach it?</li><li>• Is it as quick and easy as the problem behavior?</li><li>• Is the replacement behavior reinforced quickly and consistently?</li></ul>		<ul style="list-style-type: none"><li>○ Determine how the team will know if the plan is working (e.g., schedule a time to review data).</li></ul>
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*Need help writing a plan to teach a replacement behavior?  
Click [here](#) to submit a ticket through the Help Desk.*