

# Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

2014 -2015  
Regional Training

# FYI

## Note from MDE

---

This event is being funded with State and/or Federal funds and is being provided for employees of school districts, employees of the Mississippi Department of Education and Department contractors. Miss. Const. Art. 4, Section 66 prohibits governing authorities from making donations. According to the Mississippi Attorney General, once the Federal funds are turned over to the State, the rules for the expenditure of State funds apply. Based on Mississippi law, this event is not being provided for third party vendors or external providers.

# Personal Skill Development

---

## **Skill development is more than training.**

- Training is important, but training alone won't help you develop new skills or practices.
- Policies and procedures must include new skills and practices.
- Ongoing support is needed to implement new practices accurately and consistently.
- Old practices must be stopped and removed from policies and procedures.
- Ongoing professional development and continuous improvement practices are necessary for staff to stay sharp.

# Personal Skill Development

---

## **Ensure staff successfully develop skills:**

- Value professional development as an important activity;
- Inform staff about any new practices or programs;
- Consult with supervisors to plan a training schedule;
- Prepare staff for any training;
- Provide competent trainers for your staff; and
- Reinforce staff learning with supervision focused on implementing new practices or programs.

# Agenda – Day One

---

8:30 a.m. – 8:45 a.m.	Welcome and Introductions
8:45 a.m. – 10:15 a.m.	Understanding Behavioral Concerns
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Essential Components and Practices for Conducting FBAs
11:30 a.m. – 12:30 p.m.	Lunch
12:30 p.m. – 2:30 p.m.	Data Collection Strategies and Tools
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:45 p.m.	Interpreting Results
3:45 p.m. – 4:00 p.m.	Question/Answer/CEUs and SEMI Paperwork/Evaluation

# Agenda – Day Two

---

8:30 a.m. – 8:45 a.m.	Welcome and Introductions
8:45 a.m. – 10:15 a.m.	Essential Components and Practices for Developing BIPs
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Using FBA Results to Inform BIP Development
11:30 a.m. – 12:30 p.m.	Lunch
12:30 p.m. – 2:30 p.m.	Intervention Strategies
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:45 p.m.	Presentation of Case Study BIPs
3:45 p.m. – 4:00 p.m.	Question/Answer/CEUs and SEMI Paperwork/Evaluation

# Training Objectives

---

- To gain knowledge and skills to appropriately address behavioral concerns in children with and without a range of disabilities.
- To provide information on regulations, policies, procedures, general guidance, best practices, and strategies for conducting Functional Behavior Assessments (FBAs) and developing Behavior Intervention Plans (BIPs).
- To gain skills in collaborative decision-making.

# *Understanding Behavioral Concerns*



# Current Challenges

---

- Some students come to school without skills to respond to instructional and behavioral expectations (Sprague, Sugai & Walker, 1998).
- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning (Skiba and Peterson, 2000).

# Current Challenges

---

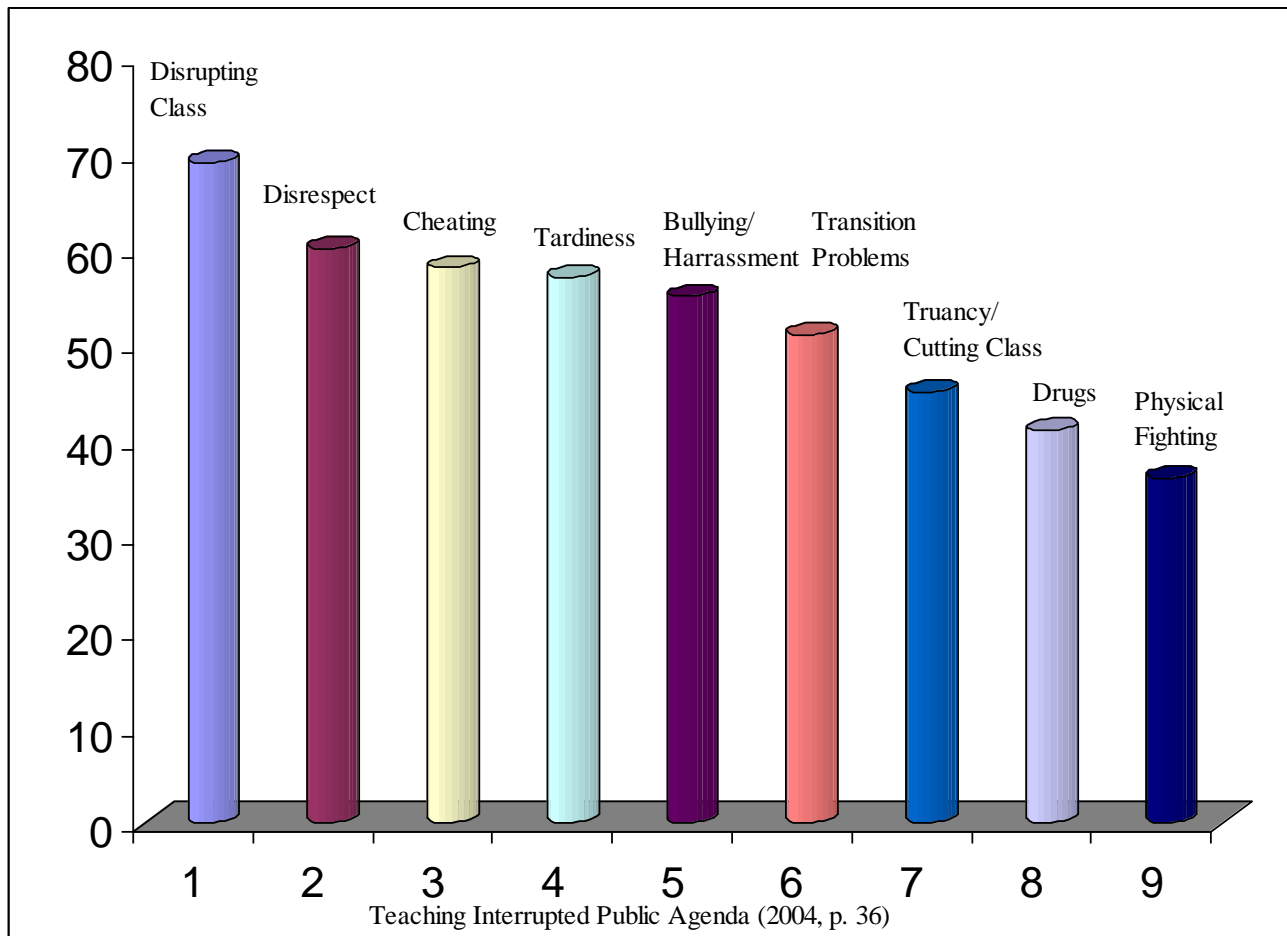
- Students who display severe problem behavior are at-risk for segregated placement (Reichle, 1990).
- Exclusion and punishment are the most common responses to severe problem behavior in schools (Lane & Murakami, 1987; Patterson, Reid & Dishon, 1992).
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998; Walker et al., 1996).

# Typical Problematic Behavior

---

- Disrupting class
- Disrespect
- Cheating
- Inattention
- Out of seat
- Tardiness or truancy
- Bullying or harassment
- Physical or verbal fighting

# Frequency of Problematic Behavior



# Typical Problematic Behavior

---

- Behaviors that interfere with personal learning:
  - Inattention
  - Out of seat
  - Tardiness
  - Truancy
- Behaviors that disrupt the educational environment:
  - Physical, verbal, or relational aggression
  - Self-injury
  - Destruction of property (e.g., breaking furniture)

# Ineffective Responses to Problematic Behavior

---

- Exclusion and punishment are the most common responses to severe problem behavior in schools (Lane & Murakami, 1987; Patterson, Reid & Dishon, 1992).
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998; Walker et al., 1996).

# Ineffective Responses to Problematic Behavior

---

## Why do we do this?

- We get short-term relief from a really negative situation.
- We don't know what to do to correct the student's behavior.
- We don't believe that the student will ever be able to behave better.
- We don't believe that correcting student behavior is our job.

# Effects of Ineffective Responses to Problematic Behavior

Students lose instructional time in schools.

## Student without Behavior Concerns

	K	1	2	3	4	5	6
<i>Months of Instruction</i>	9	18	27	36	45	54	63

## Student with Behavior Concerns

	K	1	2	3	4	5	6
<i>Months of Instruction</i>	6	12	18	24	30	36	42



# Effective Responses to Problematic Behavior

---

We must find better ways to address problematic behavior that ensure:

- Students know what is expected of them.
- Students meet behavioral expectations.
- Students are engaged in learning.
- Students are successful in schools, families, and their communities now and in the future.

# *Theoretical Support for Utilizing FBAs and BIPs*

“All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur.” *(Skinner, 1953)*

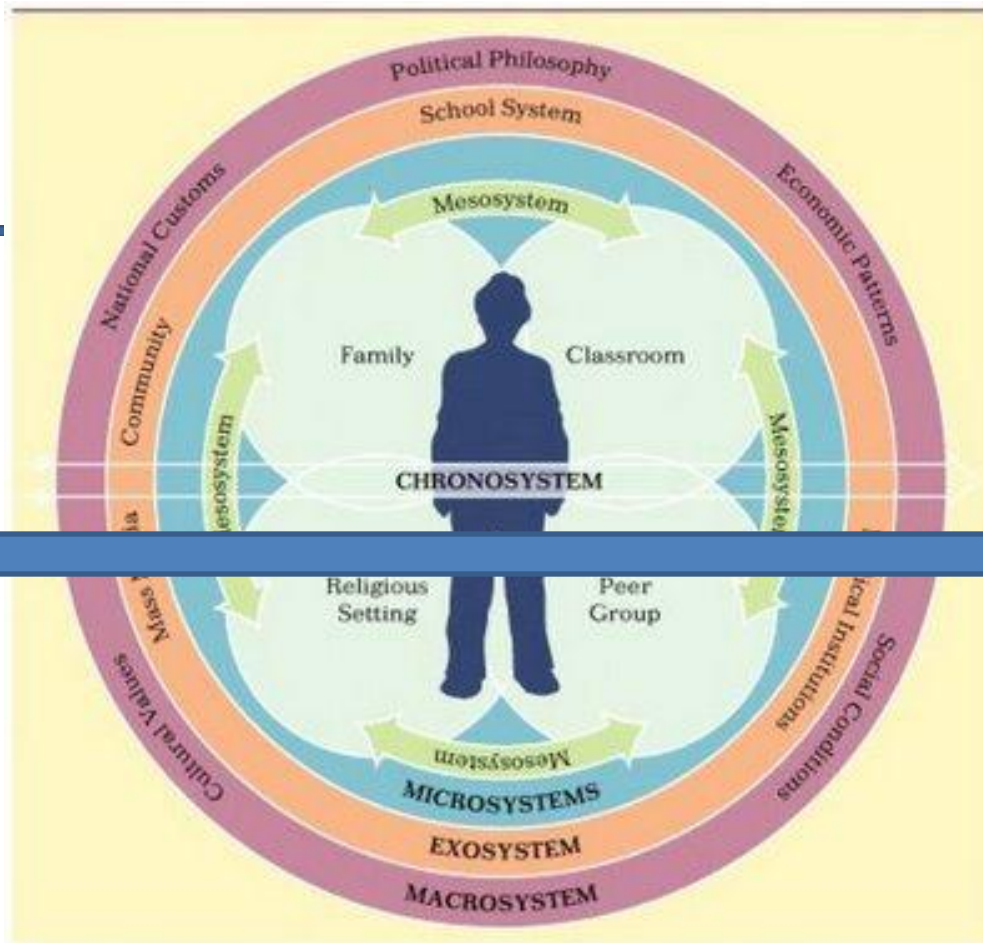
# Two Theories that Support the Use of FBAs and BIPs

---

## Behavioral Theory

- Consequences drive behavior

	<b>Add Something</b>	<b>Take Away Something</b>
<b>Behavior Increases</b>	<b>Positive Reinforcement</b>	<b>Negative Reinforcement</b>
<b>Behavior Decreases</b>	<b>Punishment</b>	<b>Response Cost</b>



# Ecological Theory

- People are affected by their environment.

# Consequences of Behavior

---

- Three basic consequences that can occur
  - **Reinforcement** – causes behavior to occur with greater frequency.
  - **Punishment**- causes behavior to occur with less frequency.
  - **Extinction** – lack of any consequence following a behavior.
- These consequences can also be negative or positive.
  - Negative – withdrawn following a response
  - Positive – delivered following a response

# Consequences of Behavior

---

- **Positive Reinforcement** - occurs when a behavior (response) is followed by a stimulus that is appetitive or rewarding, increasing the frequency of that behavior.
  - *A student raises his hand and the teacher praises him for participating correctly.*
- **Negative Reinforcement** - occurs when a behavior (response) is followed by the removal of an aversive stimulus, thereby increasing that behavior's frequency.
  - *Several peers in the classroom are being loud and disruptive. When another student yells “Shut Up” the disruptive students then immediately stop talking.*

# Consequences of Behavior

---

- **Positive Punishment** – occurs when a behavior is followed by a stimulus or action that decreases that event (usually the stimulus is aversive).
  - *Administering a shock to a dog collar after the dog attempts to leave the yard*
- **Negative Punishment** – occurs when a behavior is followed by the removal of a desired or pleasurable stimulus causing the action to decrease in the future.
  - *A child's toy is taken away when he does not share it with a peer.*



# Consequences of Behavior

---

- From these behavioral principles, techniques for how to apply to children have resulted, with several key beliefs and proven principles.
  - Reinforcement of desired behaviors is the desired consequence strategies to use.
  - Punishment does not teach appropriate behaviors.
  - Punishment may have adverse effects and may teach undesirable behaviors through modeling (aggression).

# *Essential Components and Practices for Conducting FBAs*

# Why Do Students Engage in Problematic Behavior?

---

- All behavior is communication.
  - Students “tell” us about themselves and their needs through their behavior.
- All behavior has a purpose or function.
  - Most commonly, the function of problematic behavior is to “escape” from a situation or demanding task.
  - Next most commonly, the function of problematic behavior is to “get” something such as attention or a tangible item.

# Why Do Students Engage in Problematic Behavior?

---

- Some students come to school without the necessary behavioral, social or emotional skills to meet expectations (Sprague, Sugai & Walker, 1998).
- Some students have been reinforced for engaging in problematic behavior.



# SBE Policy 7219 on FBAs and BIPs

---

FBAs and BIPs are described under discipline procedures:

- A child with a disability who is removed from the child's current placement, pursuant to paragraphs (c) above [*student removed for more than 10 school days for behavior that is not a manifestation of disability*] or (g) below [*student removed to an interim alternative educational setting for not more than 45 days for weapons, illegal substances, or bodily injury*] must—
- ... (ii) Receive, as appropriate, a **functional behavioral assessment (FBA)**, and **behavioral intervention services, and modifications**, that are designed to address the behavior violation to prevent said behavior from recurring.

SBE Policy 7219-300.530(d)(1)

# SBE Policy 7219 on FBAs and BIPs

---

FBAs and BIPs are described under discipline procedures:

- If the LEA, the parent, and relevant members of the IEP Committee make the determination that the conduct was a manifestation of the child's disability, the IEP Committee must—
- (1) Either—(i) Conduct a **functional behavioral assessment**, unless the LEA had conducted a functional behavior assessment before the behavior that resulted in the change of placement occurred, and implement a **behavioral intervention plan** for the child **as required by paragraph (d)(1)(a) and (b) above**; or
- (ii) If a behavioral intervention plan already has been developed, review the **behavioral intervention plan**, and modify it, as necessary, to address the behavior; ...

SBE Policy 7219-300.530(f)

# SBE Policy 7219 on FBAs and BIPs

---

FBAs and BIPs are also mentioned as part of the data considered for an eligibility determination of Emotional Disability (EmD):

- When the evaluation team is considering eligibility under the Emotional Disability category, the multidisciplinary team evaluation report and/or eligibility determination report must include:
  - **B. Functional assessments of the student’s behavior**, if conducted;
  - **C. Attempts to address the behaviors and the results**, including: 1. **Behavior Intervention Plans**, if developed and implemented during the pre-referral process; and...

SBE Policy 7219 Disability Categories, p. 304

# Other Situations Where FBAs and BIPs Are Needed

---

- FBAs and BIPs may be appropriate for students with disabilities in many more situations than those for which they are required.
- FBAs and BIPs are not limited to students with disabilities. They may be part of the services provided under general education Tier services.



# Other Situations Where FBAs and BIPs Are Needed

---

“It is considered best practice for an FBA to be conducted at the following times:

- At the beginning of Tier 3 when the student’s problem behavior impedes the learning of self or others;
- When there is a known history of problem behavior;
- When the student’s suspensions approach 10 cumulative days;...”

RtI Best Practices Handbook, pp. 146-147

# Other Situations Where FBAs and BIPs Are Needed

---

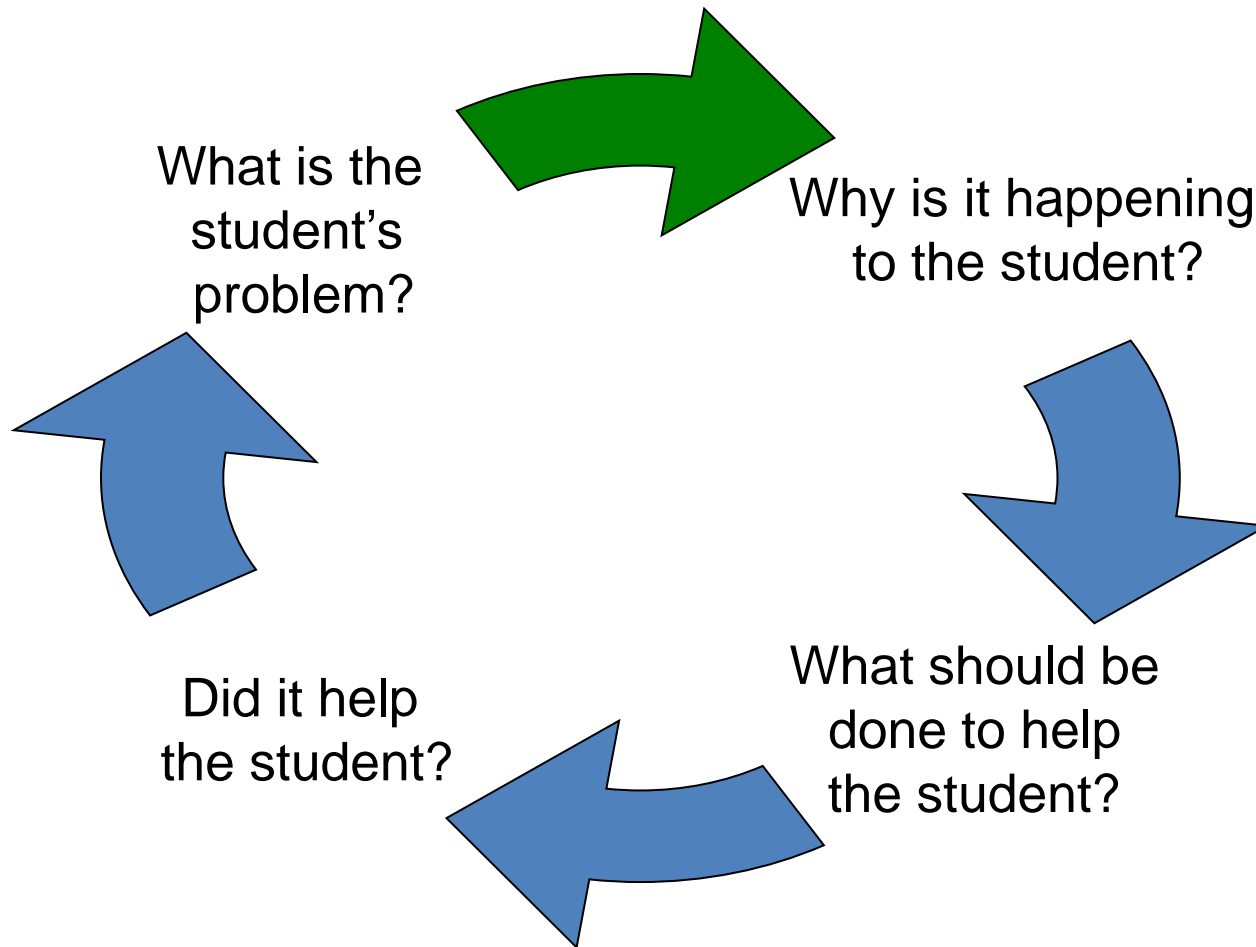
“It is considered best practice for an FBA to be conducted at the following times:

- ...Before the student’s placement into an alternative education setting; and/or
- When the student’s behavior presents a danger to self or others.”

Rtl Best Practices Handbook, pp. 146-147

# Problem-Solving Approach

---



# Problem-Solving Model

## DO YOU HAVE A CONCERN?

- Observe/record the student's performance

## IS IT SIGNIFICANT?

- Compare the student to peers and grade/class expectations

## WHAT SHOULD WE DO?

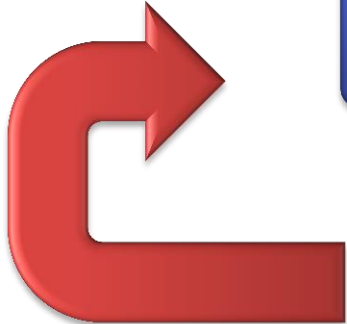
- Explore solutions and develop an intervention plan for the student

## IS IT WORKING?

- Implement and monitor the student's progress on important outcomes

## IS THE CONCERN RESOLVED?

- Compare the student to peers and grade/class expectations



# Phases of FBA Process

---

- Descriptive Phase
- Interpretive Phase
- Verification Phase
- Treatment Implementation & Monitoring  
(Gresham, Watson & Skinner, 2001;  
Sterling-Turner et al., 2001)

# Description of an FBA

---

- FBA is an assessment used to evaluate a child's behavior and determine the purpose or function of that behavior.
- FBA must lead to the development and/or modification and implementation of a behavior intervention plan.

SBE Policy 7219-300.530(d)(1)(ii)(a)

# Essential Components of an FBA

---

1. Clear description(s) of problematic behavior;
2. Identification of antecedent events, times, and situations to predict when the problem behavior will and will not occur;
3. Identification of consequences of the problem behavior;
4. Hypothesis and summary statements that describe the problem behavior and its functions;
5. Collection of data from a variety of sources (interviews, direct observation data, etc.).

SBE Policy 7219-300.530(d)(1)(ii)(a)

# Functional Behavior Assessments: Three Key Questions

---

- Descriptive Phase
  - What?
    - Describe the behavior enough to pass the “stranger test”.
  - When?
    - Describe the conditions when the behavior occurs.
- Interpretive Phase
  - Why?
    - Explain the purpose—or function—of the behavior.



# Descriptive Phase (What?)

---

- Develop clear, complete and concrete descriptions of problematic behavior.
- Identify potential environmental events associated with the occurrence of the target behavior.
- Collect data from a variety of sources:
  - Record reviews
  - Structured interviews
  - Rating scale assessments
  - Direct observations

# Descriptive Phase (What?)

---

The “stranger test” refers to descriptions of behavior that are sufficiently clear, complete, and concrete so that any person, even someone who was a stranger to the child, could read the description, observe the child, and agree with others whether or not the child was engaging in the behavior.

# Descriptive Phase (Why?)

---

Behavior descriptions should be:

- Concrete – Use verbs to describe behavior that can actually be seen/heard.

*“The child makes physical contact with another child.”*

- Clear – Use adjectives/adverbs that are specific.

*“The child makes forceful physical contact with another child using a closed fist or open hand.”*

- Complete – Use examples and non-examples.

*“The child makes forceful physical contact with another child using a closed fist or open hand. This includes hitting, slapping, and shoving a child. This does not include giving a ‘high-five’ or ‘fist bump’ to another child.”*

(Ryan et al., 2003)

# Behavior Descriptions

---

- Off-task
- Non-compliance
- Out-of-seat
- Calling out
- Tantrum
- Self-injury
- Hyperactivity
- Aggression
- Disrespectful
- Inattentive
- Unproductive
- Shy/Anxious
- Depressed

# Activity One: Behavioral Descriptions

---

- Case #1: Mandy is aggressive.
- Case #2: Jonathan is non-compliant.
- Case #3: Shannon is shy and withdrawn.

# *Data Collection Strategies and Tools*

# Descriptive Phase (When?)

---

Collecting data during the FBA process may occur under two conditions:

- Indirect methods
  - Examples: educational records, interviews, rating scales, etc.
- Direct methods
  - Example: direct student observation in natural setting.

# Data Collection

---

## Record reviews:

- Review discipline records, office referrals, etc.
- Review medical or psychological records, including previous evaluation data, etc.
- Review academic records including test performance, academic and conduct grades.
- Review previous observation data.
- Review previous intervention attempts and progress monitoring data, if available.



# Data Collection

---

## Interviews and/or Rating Scales:

- Types
  - Functional Assessment Interview (FAI)
  - Student Assisted Functional Assessment Interview (SAFAI)
  - Functional Assessment Checklist for Teachers and Staff (FACTS-Parts A & B)
  - Functional Assessment Informant Record for Teachers (FAIR-T)
  - Motivation Assessment Scale (MAS)
  - Problem Behavior Questionnaire (PBQ)
- Who
  - Parent/family/primary caregiver
  - Teachers/aides/bus attendants
  - Student

# Data Collection

---

## Direct Observation

- Unstructured naturalistic observation
  - Notation of behaviors descriptively as they occur
  - A-B-C format
- Structured observation
  - Frequency/Event recording
  - Latency or Duration recording
  - Time-Sampling Interval recording
    - Peer comparison or conditional probabilities (A-B-C)
  - Scatterplots

# Example:

## ABC Narrative Observation

---

Antecedent	Behavior	Consequence
Teacher asks student to complete assignment.	Student reads his novel/book.	Teacher reprimands student.
Teacher takes paper and pencil out for the student.	Student continues to read his book.	Teacher tells the student to begin working or he will have to go to the office.
Teacher continues lesson with rest of class.	Student begins to play with his notebook.	Teacher ignores student.

# Example:Duration Recording

Occurrence/Behavior	Start Time	End Time	Total Time

# Data Collection

---

## Direct Observation

### – Observation instruments

- Behavior Observation of Students in Schools (BOSS)
- Systematic Screening of Behavior Disorders (SSBD):  
Peer Social Behavior Code
- Preschool Observation Code
- State-Event Classroom Observation System

# Descriptive Phase (When?)

---

Identify antecedent events, times, and situations when the problematic behavior does occur and does not occur.

- Triangulate data from indirect and direct measures of behavior.
- Consider immediate antecedents such as the time of day, people (adults, peers), or types of instructional arrangements.
- Consider broader antecedents (setting events) such as sleep, health, family changes, or season.

# Interpretive Phase (Why?)

---

- Identify the consequences of the problematic behavior.
  - Compare consequences and their effect on increasing or decreasing the behavior.
- Develop hypothesis and summary statements that describe the problematic behavior and its functions (purpose).

# Interpretive Phase (Why?)

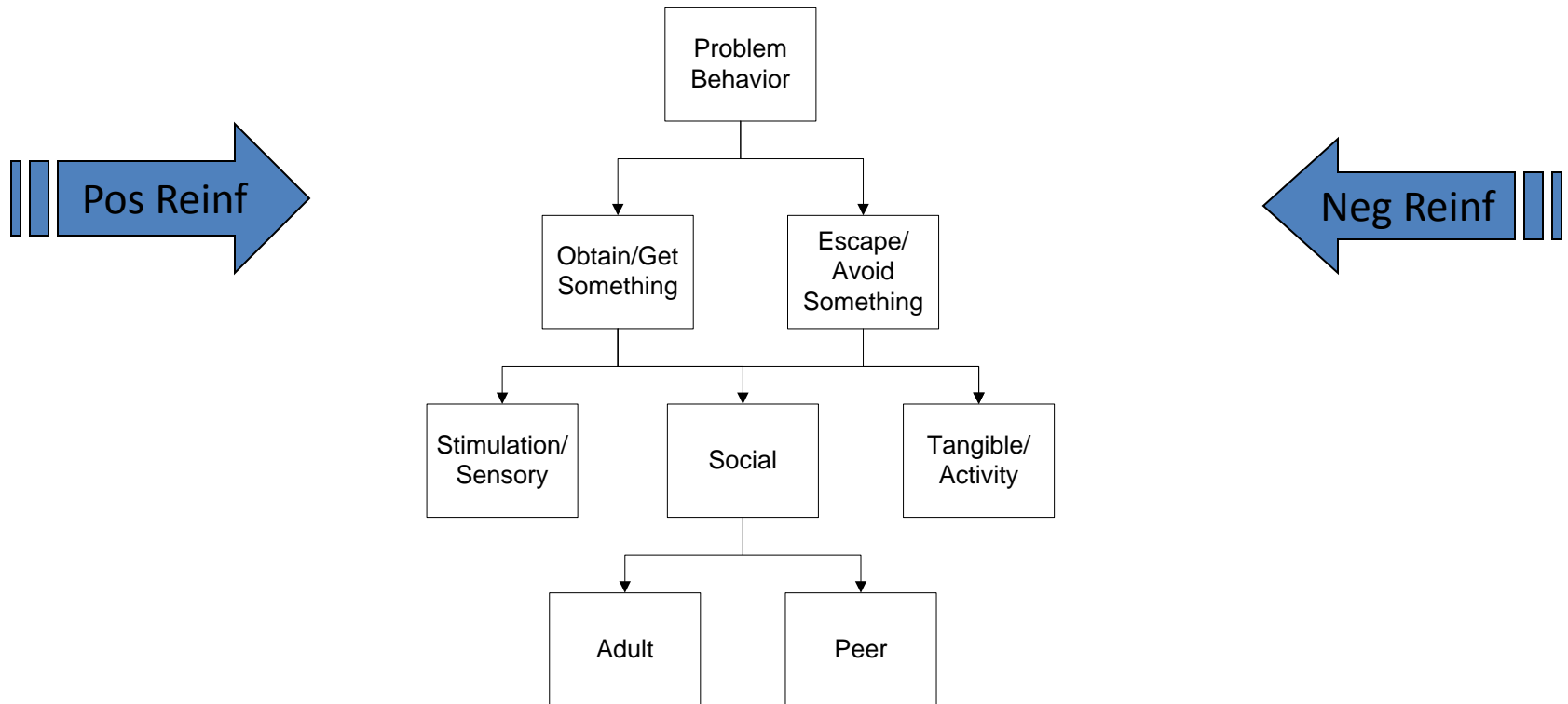
---

- Empirically-Based Functions of Behavior
  - (1) Social attention
  - (2) Escape/avoidance of tasks
  - (3) Sensory reinforcement/stimulation
  - (4) Access to tangible items or events



# Interpretative Phase (Why?)

---



# Interpretative Phase (Why?)

---

Identify consequences of the behavior.

– Escape/Avoid

- Activity
- Social attention
- Internal event/situation

– Obtain

- Activity or Item
- Social attention
- Internal event/situation

# Activity Two: Function of Behavior

# Interpretative Phase (Why?)

---

- Develop summary statements that describe the behavior and its function.

*When \_\_\_\_\_ (antecedent), the student will \_\_\_\_\_ (behavior) to \_\_\_\_\_ (consequence/function).*

- This hypothesis can be tested by changing the antecedents and consequences to see if the behavior changes as a result.

# Activity Three: Developing Summary Statements

# Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

Agenda – Day Two

# Agenda – Day Two

---

8:30 a.m. – 8:45 a.m.	Welcome and Introductions
8:45 a.m. – 10:15 a.m.	Essential Components and Practices for Developing a BIP
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Using FBA Results to Inform BIP Development
11:30 a.m. – 12:30 p.m.	Lunch
12:30 p.m. – 2:30 p.m.	Intervention Strategies
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:45 p.m.	Presentation of Case Study BIPs
3:45 p.m. – 4:00 p.m.	Question/Answer/CEUs and SEMI Paperwork/Evaluation

---

# *Essential Components and Practices for Developing BIPs*



# Steps to Conduct FBAs

---

1. Define the problematic behavior broadly.
2. Define the problematic behavior specifically.
3. Review information from existing records, interviews, and/or rating scales.
4. Collect direct observational data.
5. Review the data to generate hypotheses of triggers and functions.
6. (Optional) Test the hypotheses.
7. Summarize findings.

# Linking FBAs to BIPs

---

- Once an FBA has been conducted, we can determine what leads to and supports problematic behaviors.
- We use this information to develop plans to change the problematic behavior by changing the antecedents first and the consequences second.

# Positive Behavior Supports

---

- Positive behavior support programs and plans should be based on an FBA and must use positive behavior support techniques.
- When an intervention is needed to address problem behavior, the types of intervention chosen should be the least intrusive necessary.

14.133(a), §711.46(a)

# Inappropriate Practices

---

- DO NOT punish behavior caused by the student's disability.
- DO NOT use locked seclusion (e.g., locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit).
- DO NOT use aversive stimuli (e.g., noxious substances or electric shock).
- DO NOT deprive students of their basic needs (e.g., withholding meals, water, or fresh air).
- DO NOT treat students in a demeaning manner.
- DO NOT suspend/remove students from classes that form a pattern of removals.

# Description of a BIP

---

- A BIP must use the information gathered from the FBA to develop a concrete plan of action for improving a student's behavior.
- A BIP focuses on redesigning the environment and building new skills that make the problem behavior *irrelevant, inefficient, and ineffective* in the environment.
- The BIP is not to control the student, but to enable the student to be successful in his/her environment.

SBE Policy 7219§300.530(d)(1)(ii)(b)

# Essential Components of BIPs

---

1. Observable and measurable description of the problem behavior;
2. Identified purpose of the problem behavior as a result of the FBA;
3. General strategy or combination of strategies for changing the problem behavior;
4. Written description of when, where, and how often the strategy will be implemented; and
5. Consistent system for monitoring and evaluating the effectiveness of the plan.

SBE Policy 7219-300.530(d)(1)(ii)(b)

# Essential Components of BIPs

---

- Strategies for addressing problem behavior(s) should include:
  - Prevention or Proactive Strategies;
  - Educative or Teaching Strategies;
  - Reinforcement Strategies; and/or
  - Corrective Strategies.

# BIPs: Four Key Questions

---

- Who?
  - Describe exactly who is responsible for implementing each part of the plan.
- What?
  - Describe each part of the plan.
- When?
  - Describe the conditions for implementing each part of the plan.
- How?
  - Describe the exact procedures for implementing each part of the plan.



# BIPs: What?

---

Select one or more behaviors to address.

- Select the behavior that is the most irritating to the people you interviewed (e.g., parents, teachers, student).
- Select a behavior that is relatively easy to change.
- Select behaviors that will have spill over effects into other areas (improving many areas at once).
- Select behaviors that occur early in a chain of problematic behaviors.

# BIPs: What?

---

Select approaches to address the behaviors.

- Select approaches that teach or increase alternate behaviors rather than eliminating or decreasing problematic behaviors. *Don't leave an empty space for new problematic behaviors!*
- Select approaches that use natural reinforcement in the natural environment. *The more artificial it is, the harder it will be to wean off supports.*
- Select approaches that provide opportunities for student choice. *Strategies that engage the student allow them to internalize the process.*

# BIPs: What?

---

Possible approaches to address the behaviors:

- Social skills training;
- Token reinforcement systems;
- Contingency contracting;
- Home-based reinforcement;
- Peer coaching/peer mediation;
- Group contingencies; or
- Self-monitoring.

# BIPs: What?

---

If the student does not have a skill:

- Provide direct instruction of the expected behavior.
- Model the expected behavior.
- Provide opportunities to practice the expected behavior often.
- Provide corrective feedback when behavior does not meet expectations.
- Provide social acknowledgement and praise when behavior meets expectations.

# BIPs: What?

---

The BIP should start with the least controlling approaches that are effective and move to more controlling approaches if they are not successful.

1. Change the environment.
2. Reinforce different (desired) behaviors.
3. Withhold reinforcement of problematic behaviors.
4. Remove privileges or desired activities as a response cost for continued use of problematic behaviors.
5. Use reductive strategies to decrease or eliminate problematic behavior (overcorrection, restitution).

# BIPs: Who?

---

Specify exactly who will be responsible for doing each part of the BIP.

*“Ms. Brown (homeroom teacher) will provide the student with self-monitoring forms each morning.”*

*“The student will....”*

*“The parent will....”*

*“The bus assistant will....”*

# BIPs: When?

---

Specify exactly when each person will do each part of the BIP.

- Antecedent-based, or preventative, strategies are expressed in terms of when a situation must occur.

*“Ms. Bell (reading teacher) will use a timer set to a maximum of 15 minutes when assigning the student independent reading.”*

- Contingency-based strategies are described in terms of when the student engages in a behavior.

*“Ms. Carson (math teacher) will provide the student with five tokens for each 15-minute assignment the student completes.”*

# BIPs: How?

---

Specify exactly how each person will do each part of the BIP.

- The BIP should be developed with step-by-step directions so that anyone who works with the child, including substitutes, will know how to do any procedure described.
- *“Ms. Brown (homeroom teacher) will read the cue card on the SLANT technique for being on-task to the student while pointing to each associated picture before the end of homeroom each day. SLANT stands for Sit up, Lean forward, Answer questions, Nod and listen to the teacher, and Track the teacher with his eyes.”*



# *Using FBA Results to Inform BIP Development*

# BIP Components: Target Behaviors

---

The BIP should focus on observable and measurable description of the problem behavior(s) identified during the FBA.

- Definition of target behaviors
- Identification of replacement behaviors

# BIP Components: Target Behaviors

---

- Replacement behaviors should link to the student's target behaviors.
- Example:
  - **Inappropriate Vocalizations** – Talking without permission; talking with peers during academic instruction, independent work, or tests; talking to peers about unrelated academic topics when academic tasks have not yet been completed.
  - **Appropriate Vocalizations:** Student will raise hand when he wants to participate in class discussion or when he needs assistance. He will only talk without gaining permission first when the teacher allows such behavior (i.e., free time).

# Activity Four: Replacement Behaviors

# BIP Components: Function of Behaviors

---

- The BIP should identify the antecedents and consequences (function) of each problem behavior as a result of the FBA.
- Each strategy or combination of strategies for changing the problem behavior(s) should consider the individualized function(s).

# BIP Components: Intervention Strategies

---

- General strategy or combination of strategies for changing the problem behavior should relate to the antecedent(s) for the student's behavior.
  - Classroom/behavior management strategies
  - Reinforcing appropriate behaviors
  - Increase supervision

# BIP Components: Intervention Strategies

---

- General strategy or combination of strategies for changing the problem behavior should relate to the function(s) of the student's behavior.
  - Reinforcement strategies
  - Consequent strategies

# BIP Components: Intervention Strategies

---

- General strategy or combination of strategies for changing the problem behavior should relate to the skill deficit(s) of the student's behavior.
  - Social skills training
  - Academic intervention
  - Anger management



# BIP Components:

## Monitoring and Evaluation

---

- The BIP should outline a consistent system for monitoring and evaluating the effectiveness of the plan.
- Tools and instruments used for monitoring progress should focus on target behaviors/replacement behaviors identified during the FBA and outlined in the BIP.

# *Intervention Strategies*

# A-B-C Approach to Selecting Intervention Strategies

---

## A = Prevention or Proactive Strategies

- Antecedent interventions that occur prior to the problem behavior

## B = Teaching Replacement Behavior

- Direct teaching, coaching, modeling of appropriate behaviors

## C = Response to Behavior; Reinforcement and Corrective Strategies

- Interventions that occur after the problem behavior or the replacement behavior

Adpated from C. Borgmeier (2007)



# Intervention Strategies for Social Attention

---

## A = Prevention Strategies

- Check in with the student before class.
- Give student a leadership role in class.
- Schedule frequent opportunities to provide acknowledgement.
- Schedule frequent peer interaction.

## B = Teaching Replacement Behavior

- Identify and teach the student a signal to use when he or she wants attention.
- Teach student how to solicit peer interaction.

Adapted from C. Borgmeier (2007)

# Intervention Strategies for Social Attention

---

- C = Responding to Replacement or Problem Behavior
  - Ignore inappropriate attention seeking behavior, unless it escalates to an unacceptable level.
  - Provide social acknowledgement on a 4:1 ratio.
  - Provide positive feedback when the student uses the signal to obtain social attention.
  - Allow student to earn time with preferred peers with supervision.
  - Place student in time-out as a corrective strategy for continued attention seeking behavior.

Adapted from C. Borgmeier (2007)

# Intervention Strategies for Escape/Avoidance

---

## A = Prevention Strategies

- Modify level of task demand (provide work on student's instructional level).
- Use direct instruction in a small group setting to address grade-level work.
- Provide student with choices about academic tasks.
- Provide student with a peer tutor.

## B = Teaching Behavior

- Identify and teach the student ways for obtaining assistance or a break.
- Provide student with academic remediation.

Adapted from C. Borgmeier (2007)

# Intervention Strategies for Escape/Avoidance

---

C = Responding to Replacement or Problem Behavior

- Minimize the amount of time the student is allowed to escape or avoid completing the task.
- Provide immediate acknowledgement to student for using signal to obtain assistance or break.
- Allow student to earn a break by completing a defined amount of work.

Adpated from C. Borgmeier (2007)



# Target Social Skills Instruction

---

- Specific and direct instruction that focuses on improving social/coping skill(s) deficits
- Utilization of empirically-based procedures including modeling of skill, repeated practice, direct and immediate feedback, reinforcement of appropriate performance, guided correction for incorrect performance



# Target Social Skills Instruction

---

- Scheduled appropriately (e.g., daily, weekly) based on student need
- Monitored for fidelity/compliance
- Continued until behavioral patterns improve
- Identify plans for transition to classroom and generalization to new environments.

# Teaching or Educative Strategies

---

- Teach rules or expectations to student prior to activity or assignment.
- Have the student repeat rules/expectations prior to activity or transitions.
- Teach, coach, model replacement behaviors, social skills, communication skills, anger management skills, and problem-solving skills.

# Teaching or Educative Strategies

---

- Teach specific coping skills (asking for a break; positive talk), relaxation skills (deep breathing, progressive muscle relaxation, visual imagery), or effective responses to bullying.
- Provide academic remediation in targeted areas (provide tiered academic interventions).
- Perform a Task Analysis (break specific skills down into meaningful steps and teach each step to the student).

# Teaching or Educative Strategies

---

- Use Social Stories or other relevant literature to teach replacement behaviors.
- Provide specific opportunities to practice social skills with direct and informative feedback.
- Establish a Check-in/Check-out System or place student on a Behavior Note (Daily Behavior Report Card, School-Home Note) or Behavior Contract.

# *Monitoring and Evaluating BIPs*

# Progress Monitoring

---

- Create methods for measuring behavior(s) that are appropriate.
  - Depending upon the behavior selected, measure frequency, duration, intensity, or latency.
- Collect baseline data in the time/setting in which the behavior will be monitored.

# Set Long-Term Goals

---

Set long-term goals (end criteria) for the year based on reasonable/ambitious goals given the difference between the student's current performance and appropriate expectations.

– Goals should use the following general format:

- *In (amount of time), when (description of a given situation or behavior prompt), the student will (description of behavior expected) at (level of performance expected).*
- *In 30 weeks, when given a visual cue, Thomas will engage in positive peer interactions for 15 minutes or more in four out of five opportunities.*

# Set Short-Term Goals

---

Short-term goals are based on reasonable to ambitious rates of progress and/or rate needed to achieve long-term goal over the time period.

- Ensure that the student has a good chance to be successful.
- Base expected rate of growth on research or data collected on student's progress.
  - Behavior – determine rate of improvement or decrease as needed to be successful.



# Administer Measures and Graph Data

---

Set up the progress monitoring graph.

- Indicate units on axes ( $y$ =units and  $x$ =time).
- Record student name and measure given.
- Record baseline data (median of 3 samples).
- Draw a goal line.
- Record progress (median of 3 samples) and review at weekly to bi-weekly intervals.
- Draw a vertical line to indicate changes in instruction/interventions or goals.

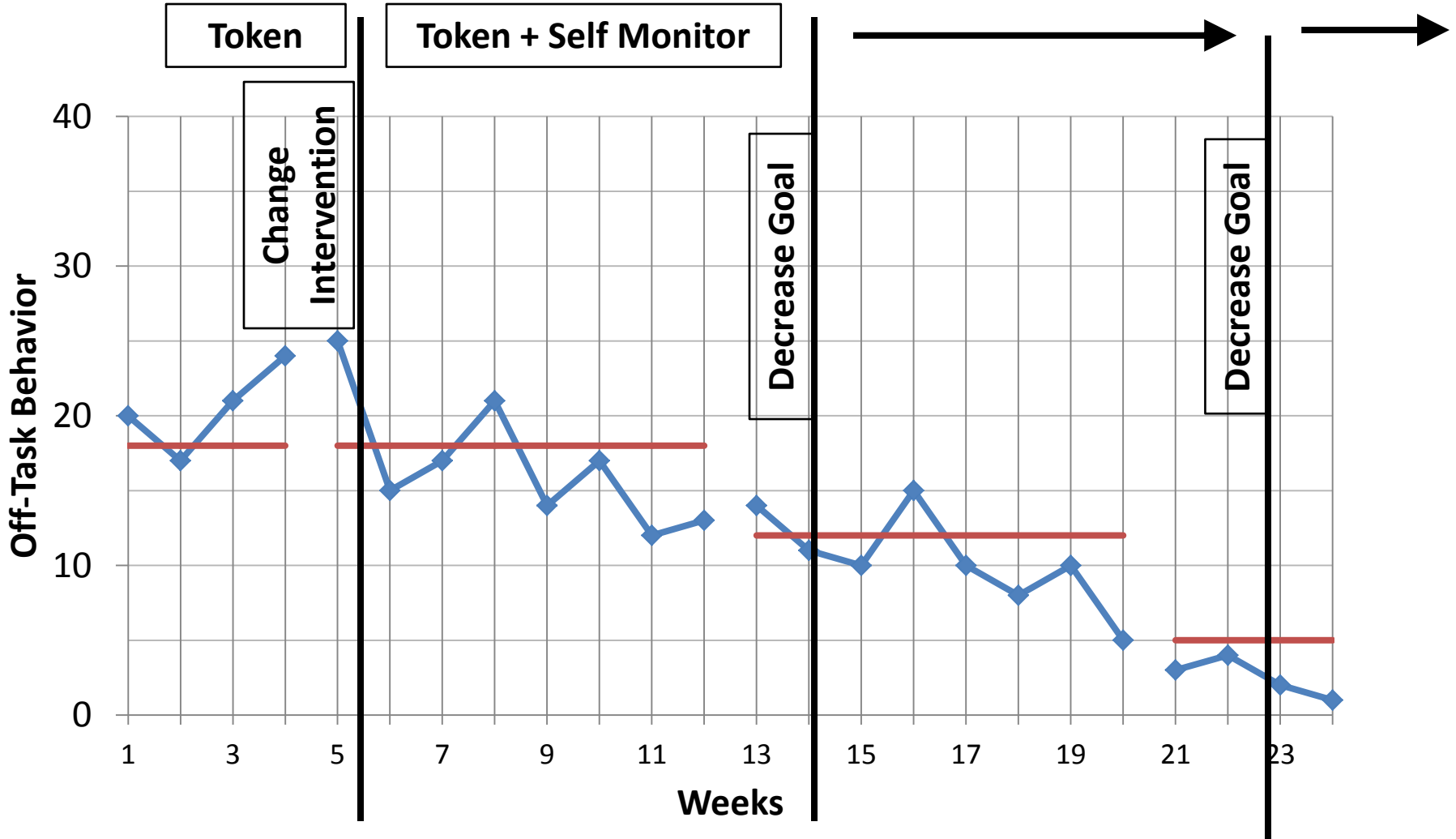
# Review Data and Make Changes as Indicated by the Data

---

Review data every four data points.

- If the data points are below the line, change the frequency, duration, or intensity of the instruction/intervention provided.
- If the data points are above the line, change the goal to reflect the increased performance and/or new rate of improvement.
- If the data points are below and above (or follow) the goal line, continue the intervention until the long-term goal is achieved.

# Behavior Progress Monitoring



# Activity Five: Case Study

# Frequently Asked Questions

---

## ***Can an FBA be conducted in place of a comprehensive evaluation to determine eligibility?***

- No! An FBA is a process of collecting data to use for planning interventions or special education. It does not provide information about whether a child has a disability or not.

## ***Can an FBA be conducted as part of a comprehensive evaluation?***

- Yes! An FBA may be conducted as part of a evaluation for students with concerns about behavior when determining initial or continuing eligibility and/or developing plans for services (i.e., develop or revise the Individualized Education Program [IEP] or Behavior Intervention Plan [BIP]).

State Board Policy 7219 -300.15, 300.300, 300.304–300.311, 300.352, Letter to Christiansen

# Frequently Asked Questions

---

## ***Is consent required for conducting an FBA?***

- Yes! Written Prior Notice and written parental consent are required for an FBA conducted for evaluations and reevaluations.

## ***Is conducting behavioral observations in a classroom setting sufficient for an FBA?***

- No! Although an FBA would include behavioral observations, these observations themselves are not sufficient to be considered an FBA if they do not lead to quality programming.

## ***Is an FBA an intervention in and of itself?***

- No! It is a process for collecting and using data to make decisions about interventions to change the current behavior.

State Board Policy 7219-300.15, 300.300, 300.304–300.311, 300.352, Letter to Christiansen

# Resources for Behavioral Modification Strategies

---

- House, S.N. (Ed.) (2009). *Social skills intervention manual: Goals, objectives, and intervention strategies*. Hawthorne Educational Services.
- Kottler, J.A., & Kottler, E. (2007). *Counseling skills for teachers, 2nd Edition*. Hawthorne Educational Services.
- Mannix, D. (2009). *Social skills activities for secondary students with special needs, 2nd Edition*. Hawthorne Educational Services.
- McCarney, S.B. (2003). *Emotional or behavior disorder intervention manual: Goals, objectives, and intervention strategies for the Emotionally or Behaviorally Disordered student*. Hawthorne Educational Services, Inc.
- McCarney, S.B., & Wunderlich, K.C. (2006). *Pre-referral intervention manual, 3rd Edition*. Hawthorne Educational Services.

# References and Resources

---

- Resources from the University of Kansas:
  - [http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=behavior\\_plans/functional\\_behavior\\_assessment](http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=behavior_plans/functional_behavior_assessment)
- Resources from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL):
  - <http://csefel.vanderbilt.edu/resources/strategies.html#toolsplans>
- Resources from the Center for Effective Collaboration and Practice:
  - <http://cecp.air.org/fba/problembehavior2/main2.htm>
- Resources from the National Dissemination Center for Children with Disabilities (NICHCY):
  - <http://nichcy.org/schoolage/behavior/behavassess#plans>
  - <http://nichcy.org/schoolage/behavior/behavassess#assess>
  - <http://nichcy.org/schoolage/behavior/atschool#fba>



# Contact Information

---

OSE Technical Assistance Staff:

Tawny Evans McCleon, Ph.D., Consultant

Tanya Bradley, Bureau Director

[tbradley@mde.k12.ms.us](mailto:tbradley@mde.k12.ms.us)

(601) 359-3498