Tier 3 FBA/BIP
Engaging in the Process

Debora Lintner

MO SWPBS Tier 2/3 Consultant

Southeast Region 1

Teacher at the beginning
of the school year

Teacher at the end
of the school year

That's Me!

I have learned one new thing today.

I am a classroom teacher.

I am a counselor.

I am a behavior specialist.

I am an administrator.

I am this person!

My school will be starting Tier 3 training in the fall.

My school has already attended T3 training and I just want some clarity.
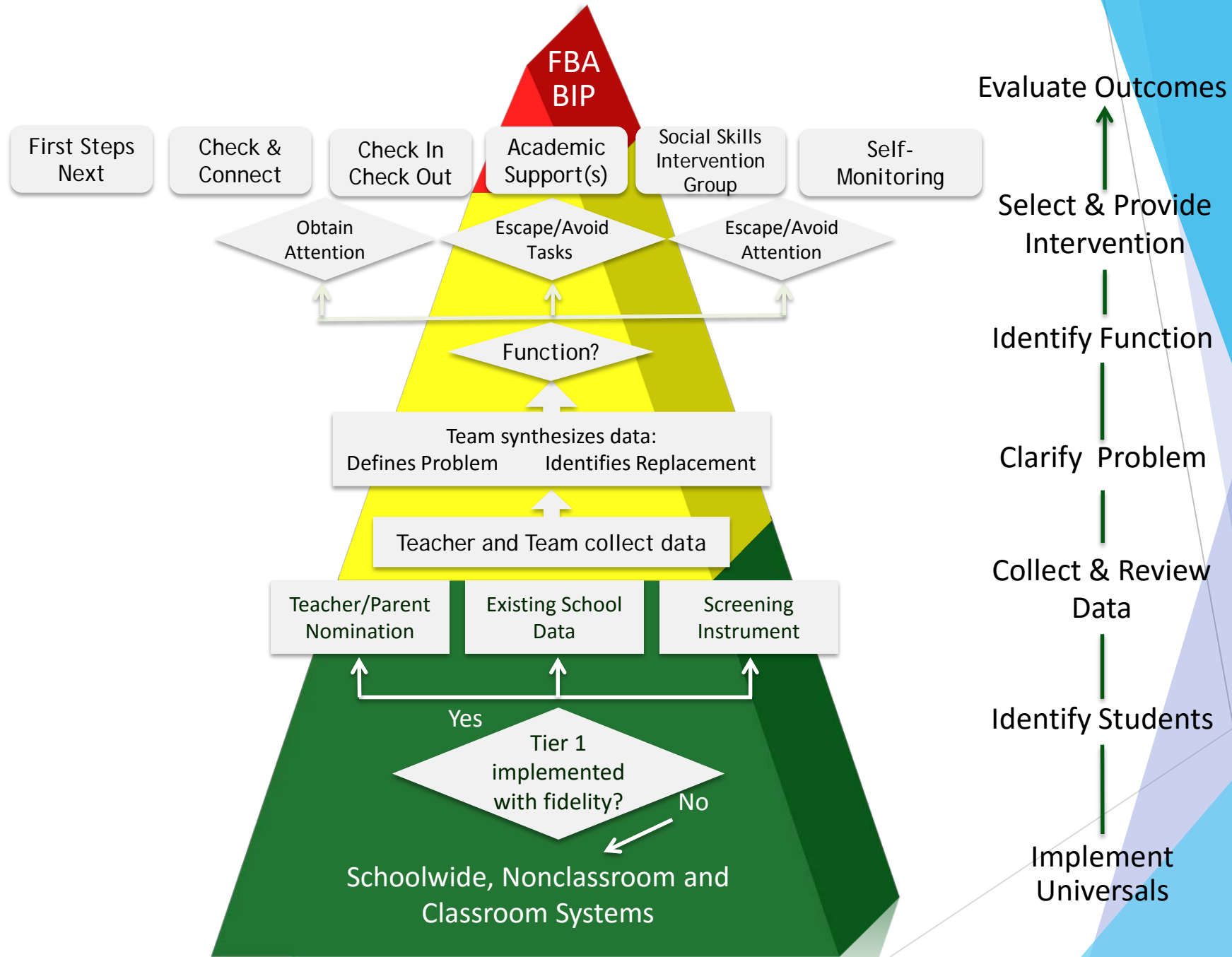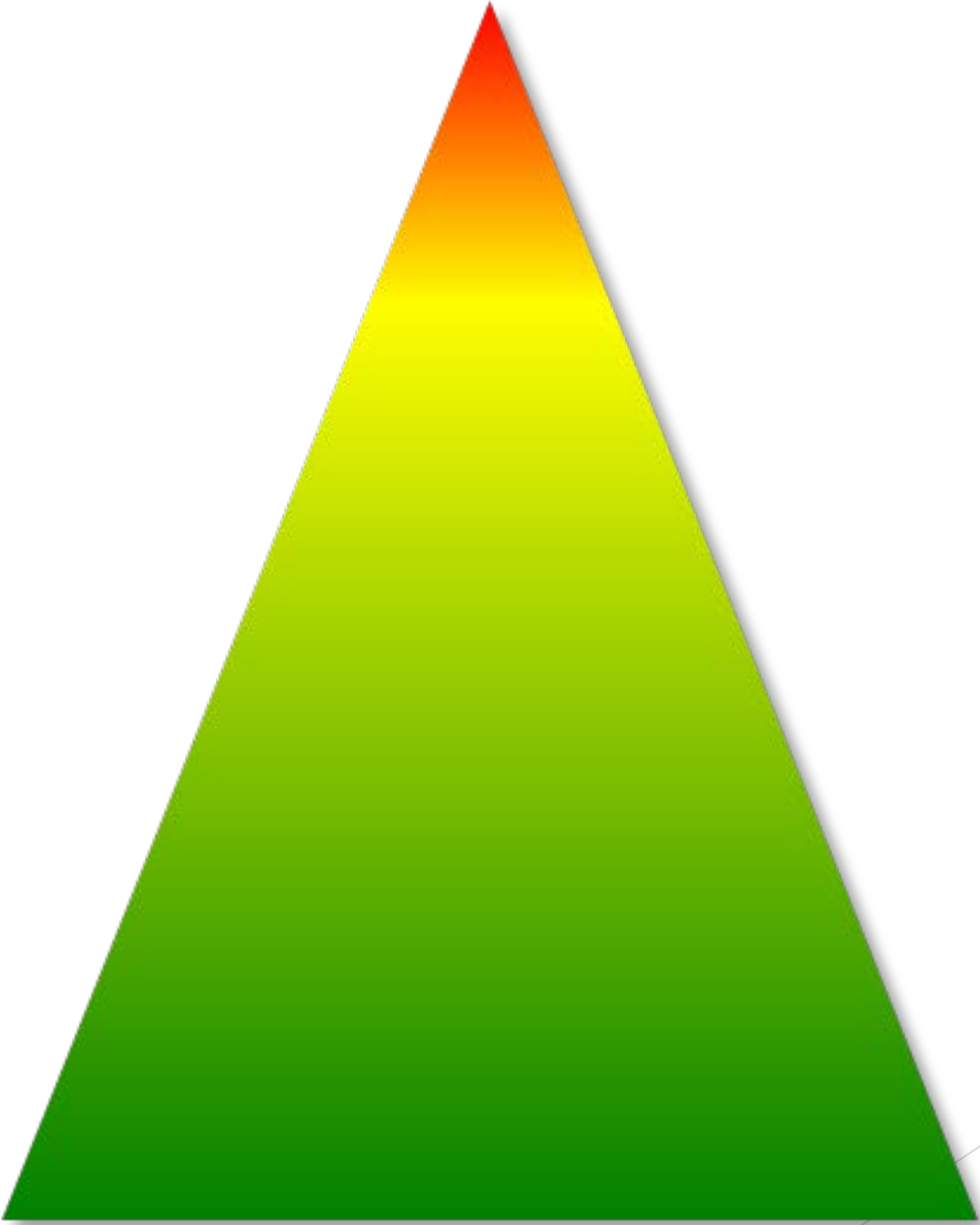
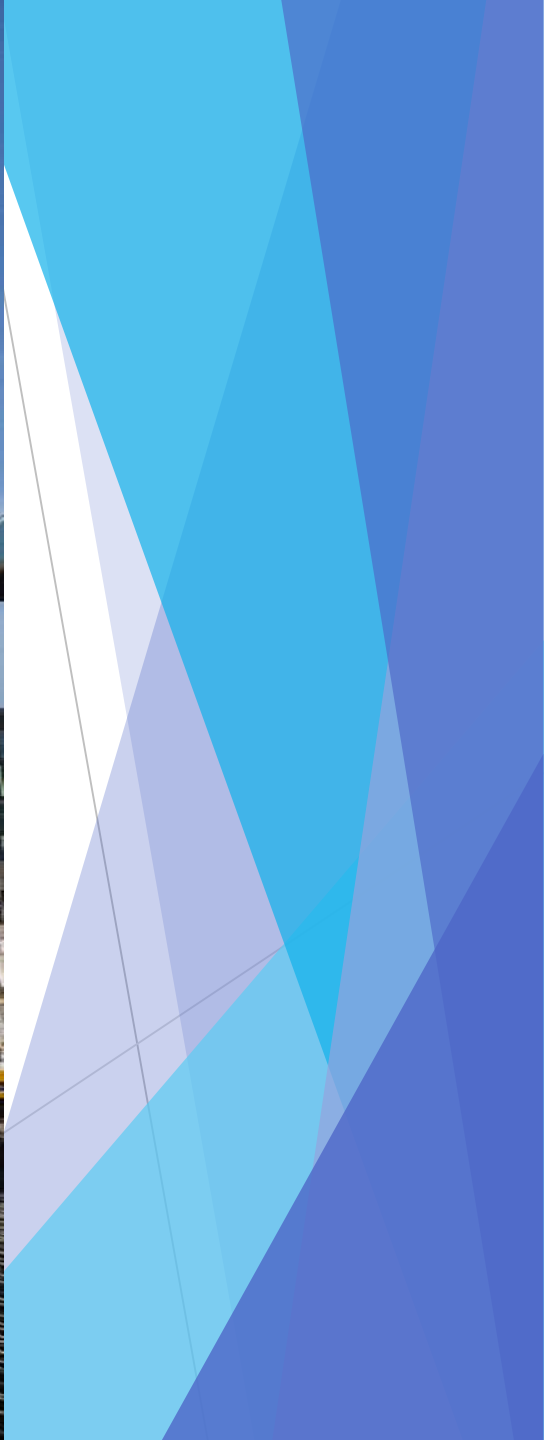# What else would you like to get from this presentation?

Objective for Today

By the end of this session, participants will be exposed to the process of completing a Functional Behavior Assessment/Behavior Intervention Plan and the essential components of both.

Foundation
for
All Tiers

Determine Tier 3 Readiness

Tier 1 and Tier 2 Analysis for Tier 3 Readiness	
TIER 3 READINESS GUIDELINE	**DOCUMENTATION/NOTES:**
Schoolwide Evaluation Tool (SET) Score of 80/80 OR Tiered Fidelity Inventory (TFI) with 70% or higher on Tier 1; the Tier 2 Subscale has been completed	Score and date_____ Criteria met? Yes No Notes for increasing fidelity based upon results:

Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for:
  • Schoolwide Systems
  • Nonclassroom Setting Systems
  • Classroom Systems.
	Score and date_____80% Criteria met? Yes No
	
	Notes for increasing fidelity based upon results:

Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.	Percentage in 0-1 range_____80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Data demonstrates reduction in classroom minor referrals over at least a one year period.	Classroom Minor Referrals collected? Yes No If Yes: Number of previous year's Classroom Minors _____ If No: Add to your Action Plan steps to begin Classroom Minor data collection
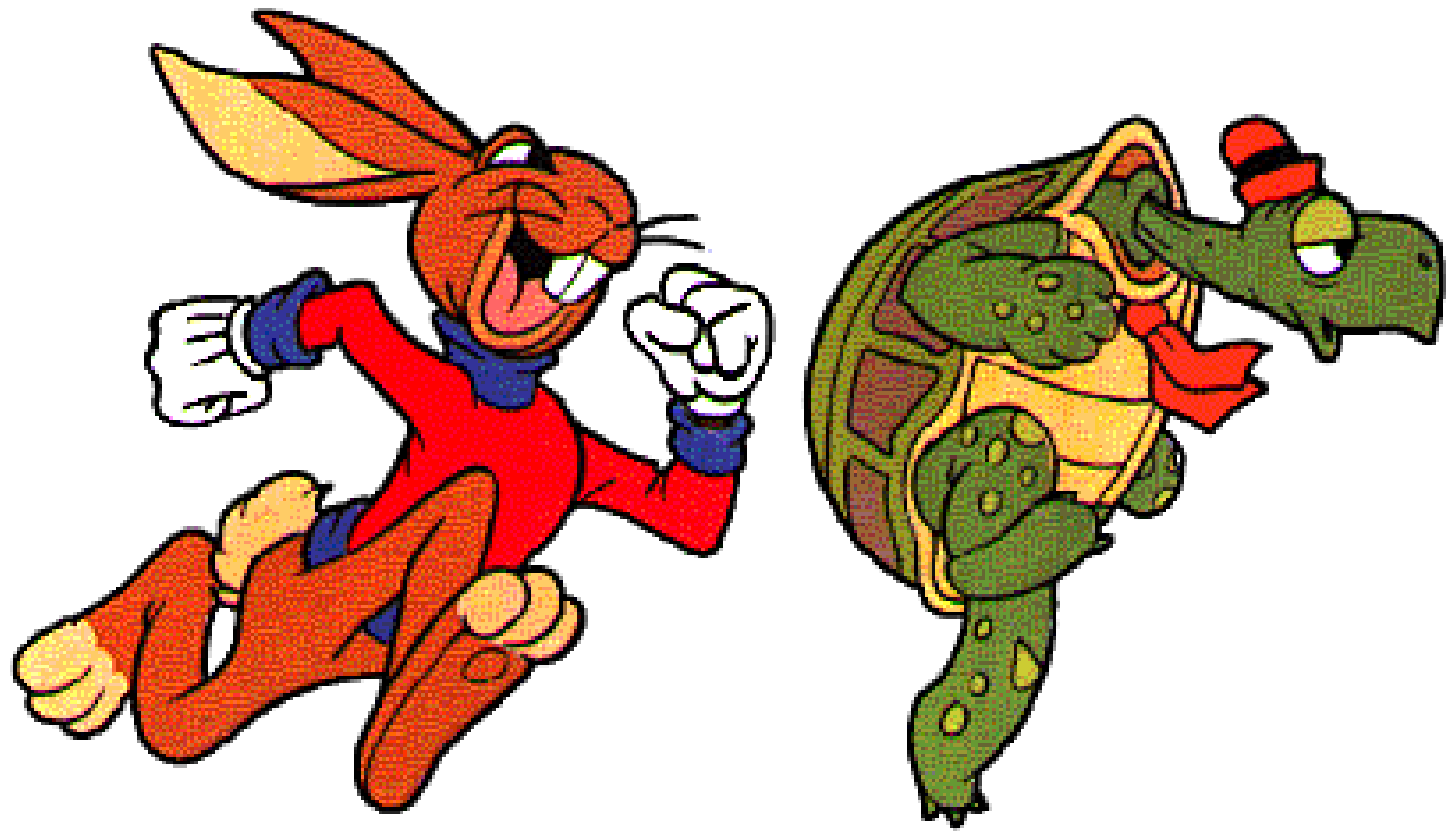
You have arrived!

Identifying Students for Individualized Support

▶ Your team will develop your system and data decision rules to identify students for Tier 3 intervention support:

  ▶ Nonresponse to Tier 2 intervention

  ▶ Chronic problem behaviors

  ▶ Intense problem behaviors

  ▶ Nomination by teacher, student, family members

  ▶ Universal Screening

Functional Behavior Assessment (FBA)

- Functional behavior assessment is a *problem-solving process* for identifying the events that reliably *predict and maintain* problem behavior.

- The primary objective of the FBA is to gather *evidence* to *develop* and *support* a *summary statement* of the *function of behavior* and to use this information to design the behavior implementation plan.
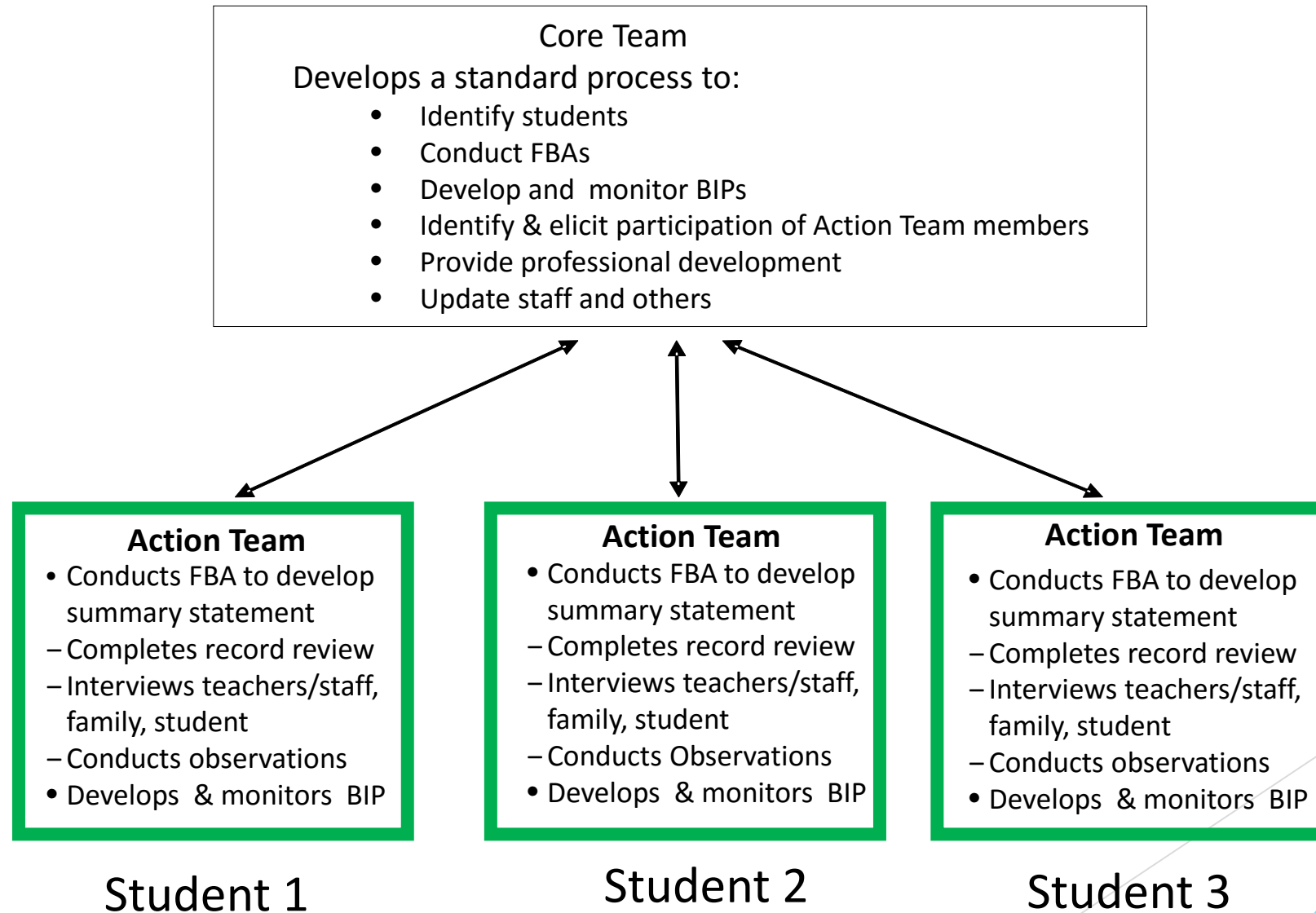
Behavior Intervention Plan (BIP)

- A BIP is based on the FBA and defines how an educational setting will be changed to improve the student's behavioral success. The BIP describes:
  - How the **environment** will be changed to **prevent** occurrences of problem behavior.
  - The **teaching** that will occur to give the student alternative ways of behaving.
  - The **consequences** that will be provided to

    (a) Encourage positive behavior,

    (b) Limit inadvertent reward of problem behavior, and

    (c) Where appropriate, discourage problem behavior.

WHEN A FLOWER DOESN'T BLOOM, YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER.

LEADERQUOTES • INSTAGRAM

ALEXANDER DEN HEIJER

Tier 3 Core & Action Team Responsibilities

Core Team
Develops a standard process to:
- Identify students
- Conduct FBAs
- Develop and monitor BIPs
- Identify & elicit participation of Action Team members
- Provide professional development
- Update staff and others

Action Team
- Conducts FBA to develop summary statement
- Completes record review
- Interviews teachers/staff, family, student
- Conducts observations
- Develops & monitors BIP

Student 1

Action Team
- Conducts FBA to develop summary statement
- Completes record review
- Interviews teachers/staff, family, student
- Conducts Observations
- Develops & monitors BIP

Student 2

Action Team
- Conducts FBA to develop summary statement
- Completes record review
- Interviews teachers/staff, family, student
- Conducts observations
- Develops & monitors BIP

Student 3

FBA Process

1. Student Identification
2. Identify Action Team Members
3. Record Review
4. Interview
5. Develop a Summary Statement
6. Observations
7. Action Team Meeting 2

1. Student Identification

▶ System for Student Identification can include:

- ▶ Nonresponse to Tier 2 intervention
- ▶ Chronic problem behaviors
- ▶ Intense problem behaviors
- ▶ Nomination by teacher, student, family members
- ▶ Universal Screening

2. Identification of Tier 3 Action Team

▶ Once the Tier3 Core Team has determined that a student meets the criteria for individualized intervention, the team identifies the Action Team for that student.

3. Record Review

▶ Collect *relevant* information about a student's academic and behavioral history to

– Provide information that will assist the team to clearly and measurably describe the problem behavior and the context within which it occurs.

– Provide clues to variables that are affecting the problem behavior.

▶ *Adapted FACTS Part A & B*

4. Interviews

▶ Interviews are conducted with teachers and staff, the student and family to obtain or clarify information after the review of the record is complete.

▶ The information obtained from interviews will assist the team to develop an observable and measurable description of the student's problem behavior, identify the contexts where the problem behavior is <u>most</u> likely and <u>least</u> likely to occur and provide additional information to develop a behavior intervention plan.

88

5. Develop Summary Statement
Action Team Meeting 1

▶ Now that the student record has been reviewed and the interviews and Context Analysis have been completed, the Action Team will meet to develop a **Summary Statement** that will identify specific antecedents, consequences and setting event(s) of problem behavior in each identified context.

Behavior Pathway Diagram

Context:

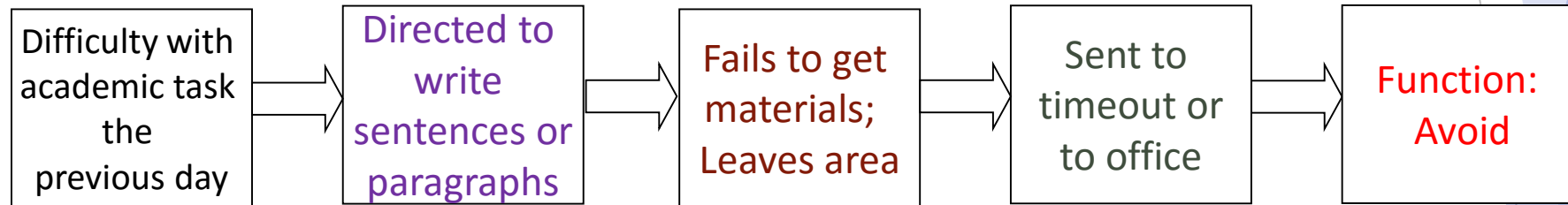| Setting Events	→	Antecedent Events	→	Problem Behavior	→	Consequence Events	→	Function
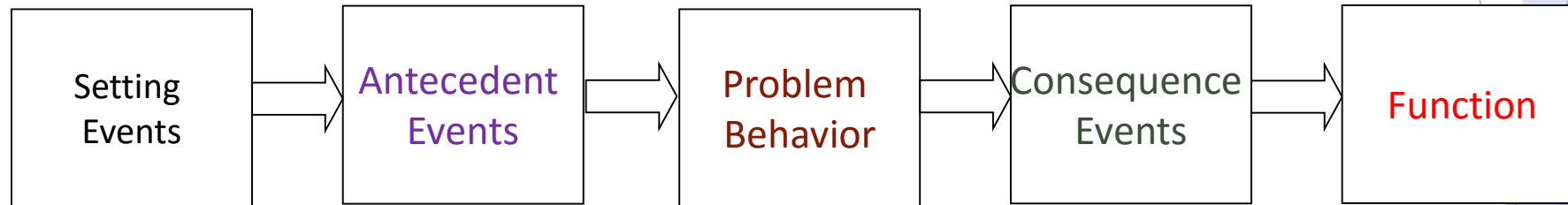
"During : Some context when some antecedent event occurs, the student is likely to engage in problem behavior because some consequence occurs; therefore, the function of the behavior is to obtain or avoid something.
This is more likely to occur when some setting event occurs."

Behavior Pathway Diagram

Context: During independent work time in CA, science and social studies

| Difficulty with academic task the previous day | → | Directed to write sentences or paragraphs | → | Fails to get materials; Leaves area | → | Sent to timeout or to office | → | Function: Avoid |

"During independent work time in CA, science and social studies when she is directed to write sentences or paragraphs, Pat is likely to fail to get out her materials, leave her assigned work area and walk around the room because she is sent to timeout or to the office; therefore, the function of the behavior is to avoid those tasks

This is more likely to occur when Pat has had difficulty with a similar task the previous day."

6. Observations

- Collect more information to generate Summary Statement

   - Rating of Confidence in Summary Statement 1-3

- Test to confirm Summary Statement

   - Rating of Confidence in Summary Statement 4-6

   (Crone & Horner, 2003, p. 44)

- To collect baseline data

- Progress monitor

7. Action Team Meeting 2

▶ Develop Behavior Intervention Plan

Complete the following sentence:

▶ The purpose of the Functional Behavior Assessment is to…

Behavior Intervention Plan (BIP)

▶ Defines how an educational setting will be changed to improve the behavioral success of the student.

- The BIP describes how the environment will be changed to *prevent* occurrences of problem behavior.

- The BIP describes the *teaching* that will occur to give the student alternative ways of behaving.

- The BIP describes the *consequences* that will be provided to

  (a) reinforce/encourage positive behavior,

  (b) limit inadvertent reward of problem behavior and discourage problem behavior.

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

    (Teaching, Setting Event, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan

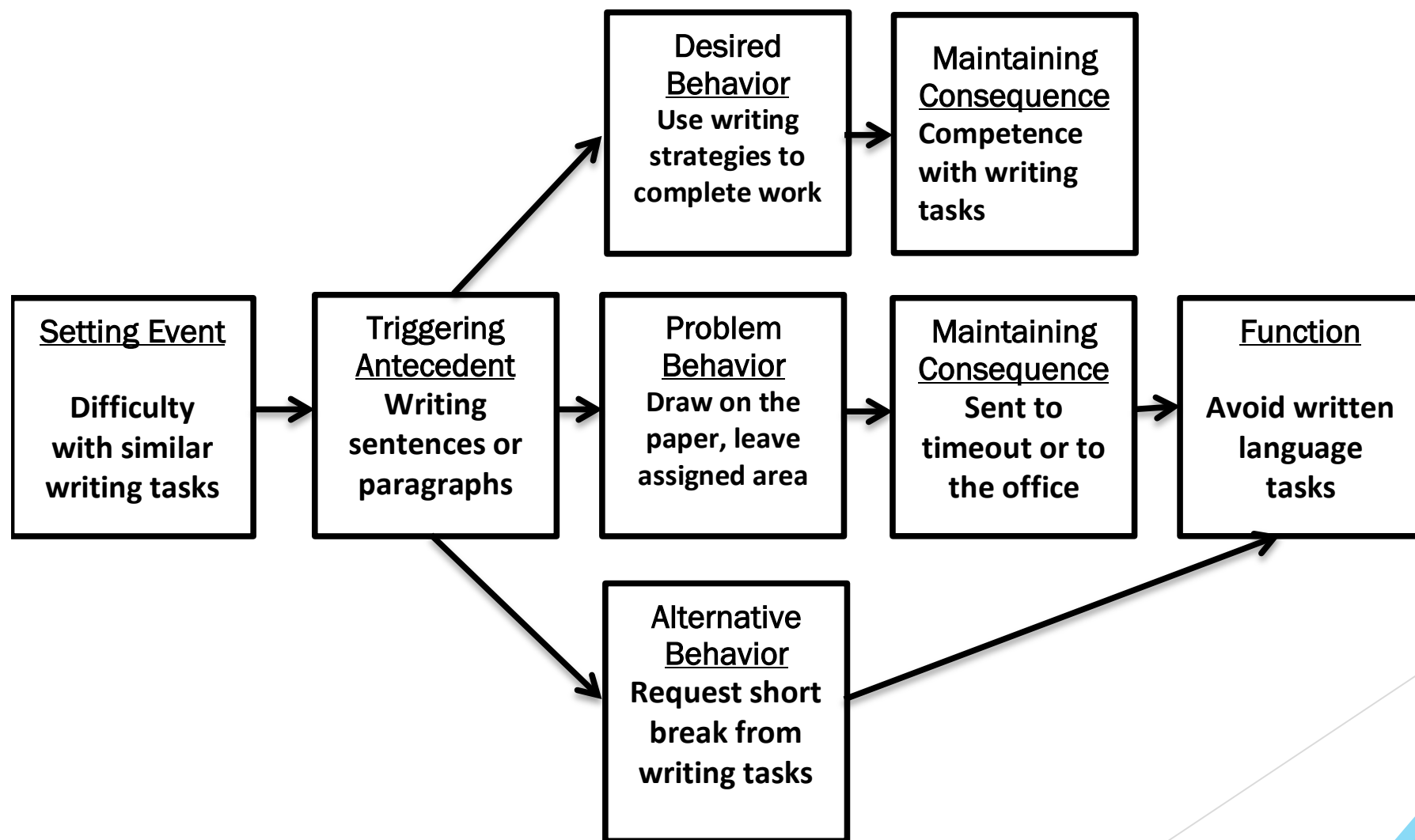7. Generalization & Maintenance

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

     (Teaching, Setting Event, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan

7. Generalization & Maintenance

1. Competing Behavior Pathway

▶ The Competing Behavior Pathway model is used to create a *link* between the functional behavior assessment and the behavior intervention plan.

Competing Behavior Pathway

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

   (Setting Event, Teaching, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan

7. Generalization & Maintenance

2. Intervention Strategies

▶ Resource that includes interventions that address teaching replacement behaviors, antecedents, consequences and setting events

– This menu provides options from which the team can choose to begin developing strategies; the team will customize the strategies to meet the specific needs of the child

– Develop at least 2 strategies for each BIP component

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

   (Teaching, Setting Event, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan

7. Generalization & Maintenance

3. Consequence Strategies to Make Problem Behavior Ineffective

▶ Change consequences that have supported problem behavior

▶ Do not allow the problem behavior to pay off

Strategies to Limit Reinforcement of Problem Behavior

▶ Limit verbal interactions for problem behavior

▶ Prompt peers to ignore problem behavior

▶ Offer brief assistance with task or activity

▶ Schedule standard times to complete unfinished work
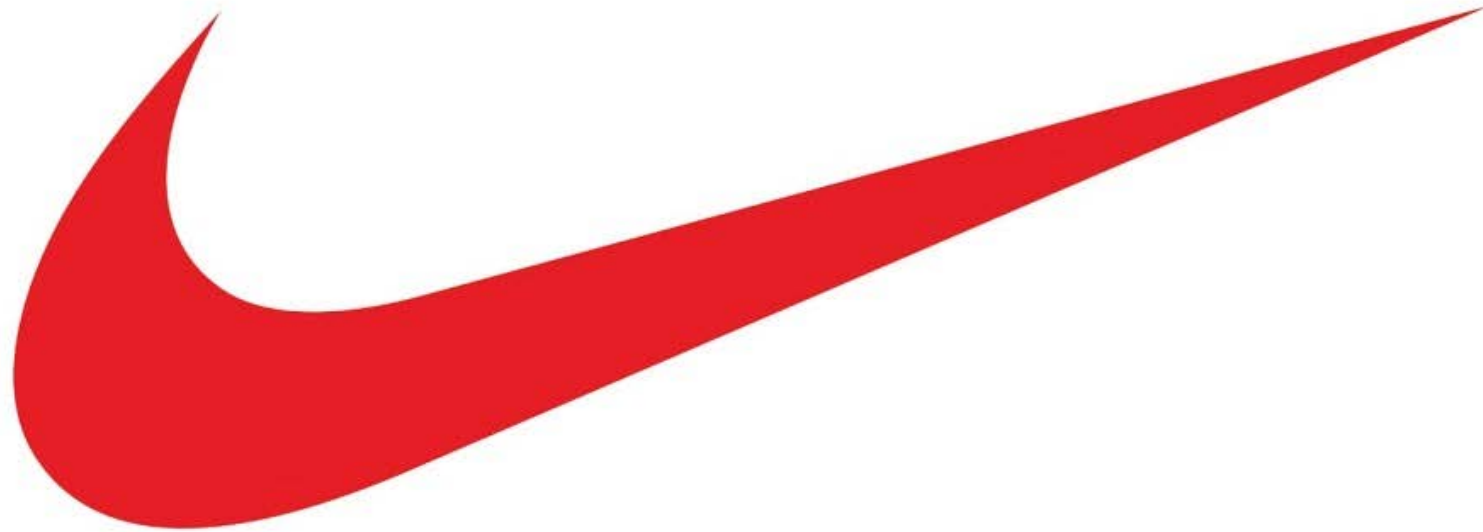
Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

   (Teaching, Setting Event, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan

7. Generalization & Maintenance

4. Safety Plan

▶ Safety strategies are different from response interventions.

▶ They should be used *only* in situations where there is serious risk of harm to student or others.

▶ Preliminary data indicate that crisis management procedures are overused and unnecessarily used (George, 2000).

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

    (Teaching, Setting Event, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan

7. Generalization & Maintenance

5. Implementation Plan

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

     (Teaching, Setting Event, Antecedent, Consequence)

3. Consequence Strategies to Make Problem Behavior Ineffective

4. Safety Plan

5. Implementation Plan

6. Monitoring & Evaluation Plan
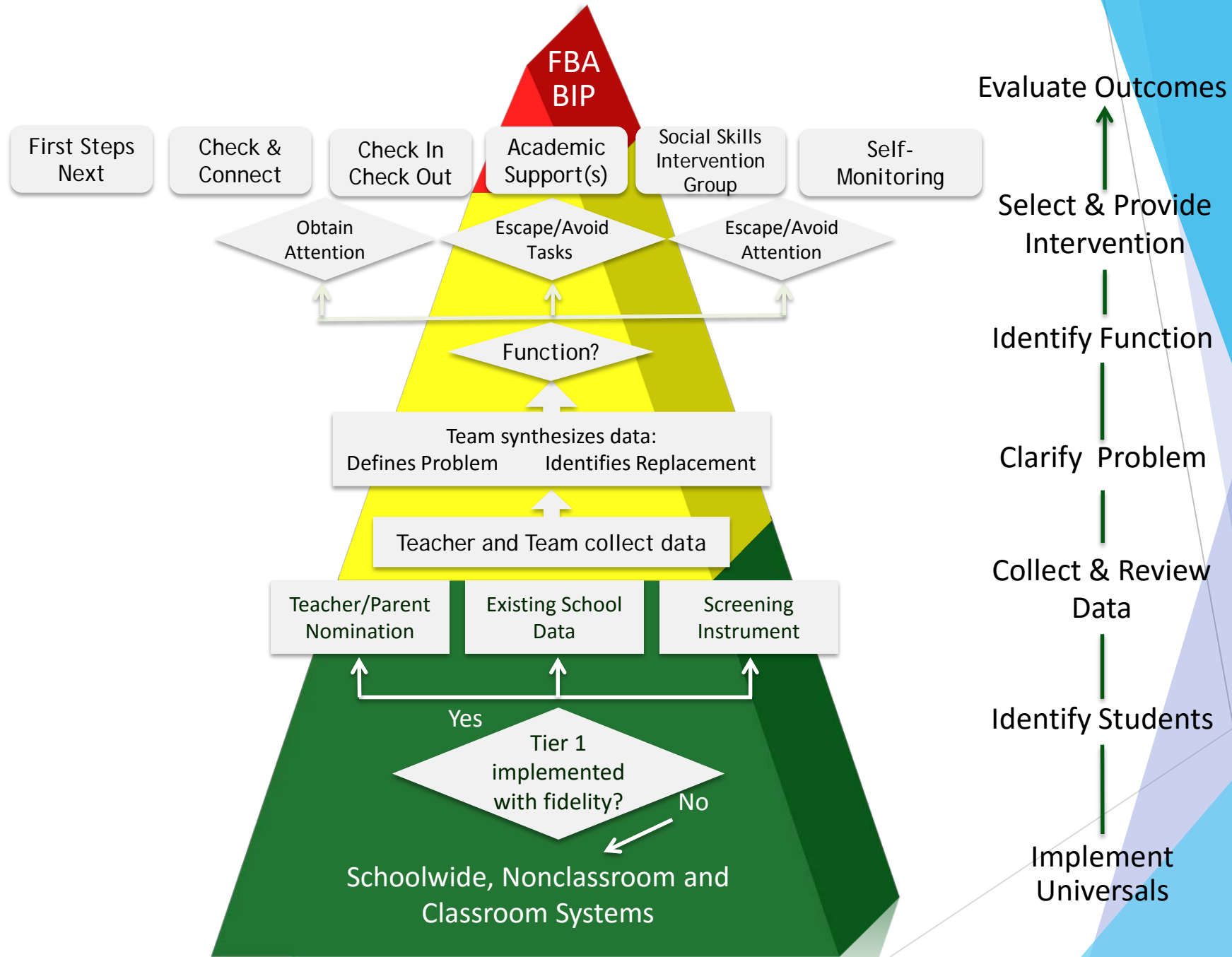
7. Generalization & Maintenance

6. Monitoring and Evaluation Plan

- ▶ Student Outcomes
  - – Student response to behavior intervention
- ▶ Fidelity of Implementation
  - – Determine how effectively each part of the plan was put into place
- ▶ Social Validity
  - – Student, family and staff value the outcomes of the plan

Components of a BIP

1. Competing Behavior Pathway

2. Intervention Strategies

   (Teaching, Setting Event, Antecedent, Consequence)

3. **Consequence Strategies to Make Problem Behavior Ineffective**

4. **Safety Plan**

5. **Implementation Plan**

6. **Monitoring & Evaluation Plan**

7. Generalization & Maintenance

7. Generalization & Maintenance

▶ What strategies will be included to facilitate long-term use of the replacement behavior(s) across all settings?

Guidelines for Maintenance (Fading to Self-Monitoring)

▶ Tier 3 team should discuss each possible candidate for fading

▶ Gradual process rather than abrupt drop

▶ Ideally will incorporate a _self-monitoring_ component

-Increases student responsibility

-Increases ability to manage own behavior without adult prompting & redirection

When I need help with my diet…
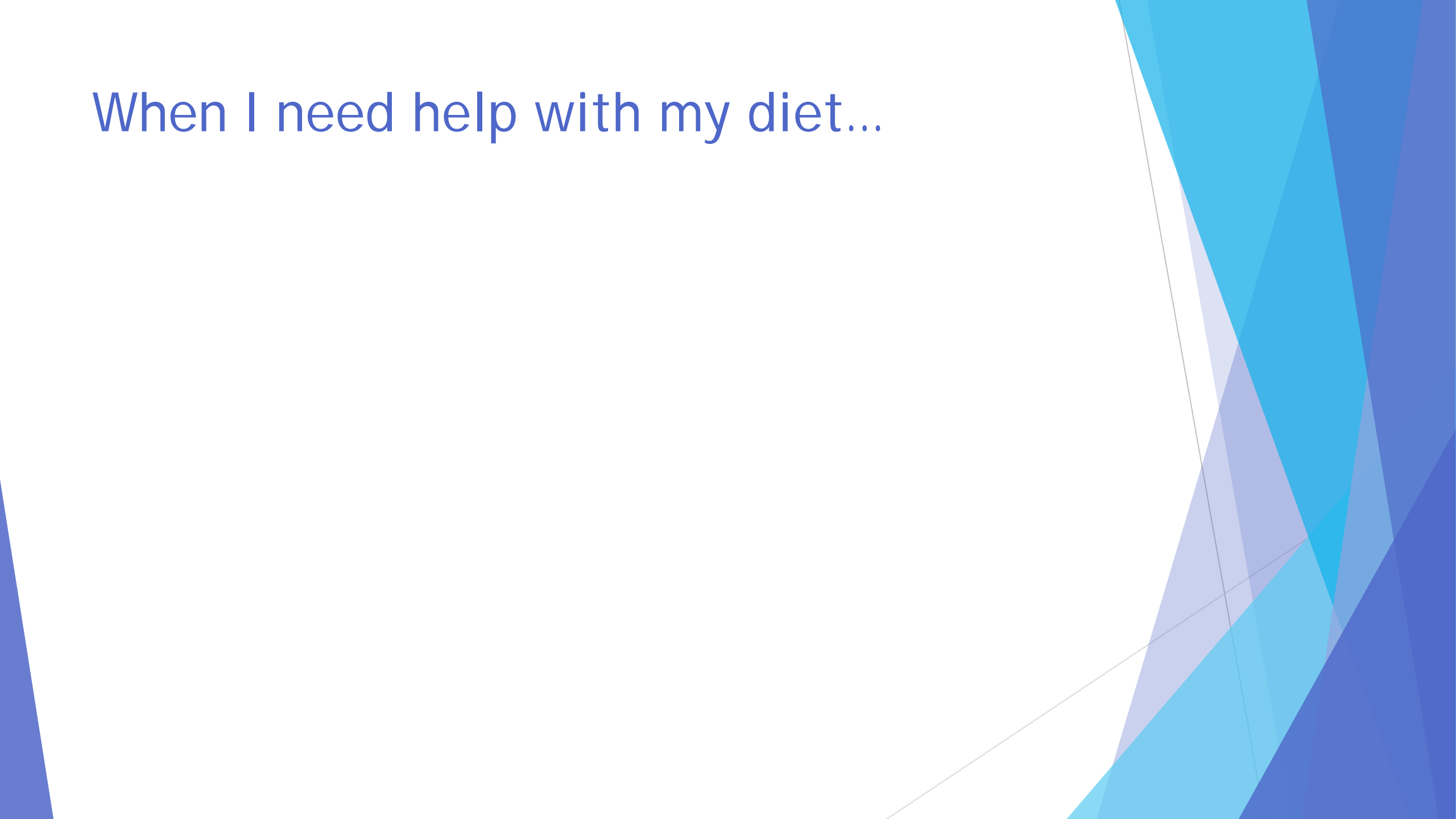
I change my environment!

Debora Lintner
573.450.6594