

Tier 3 FBA/BIP

Engaging in the Process

DEBORA LINTNER

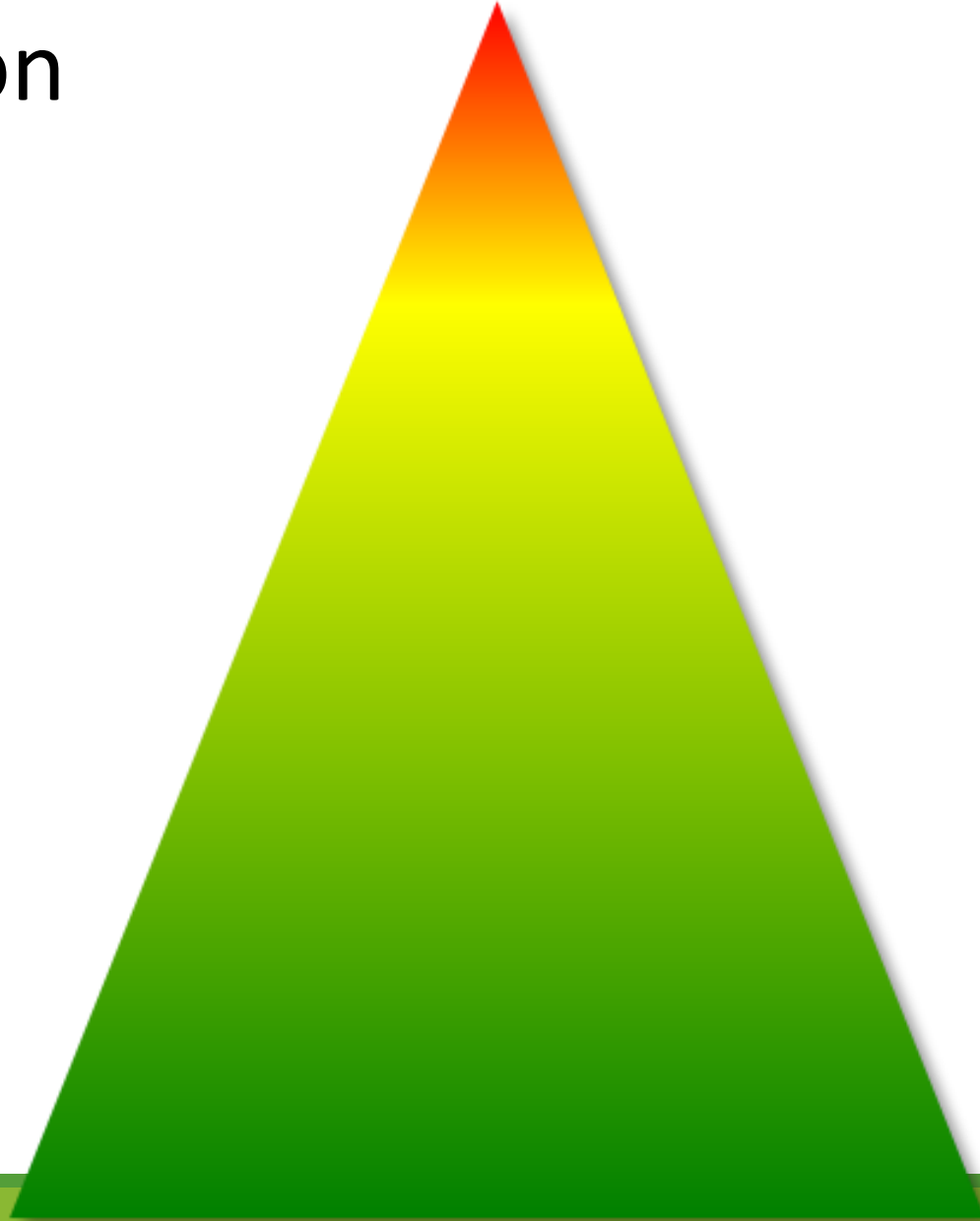
MO SWPBS TIER 2/3 CONSULTANT

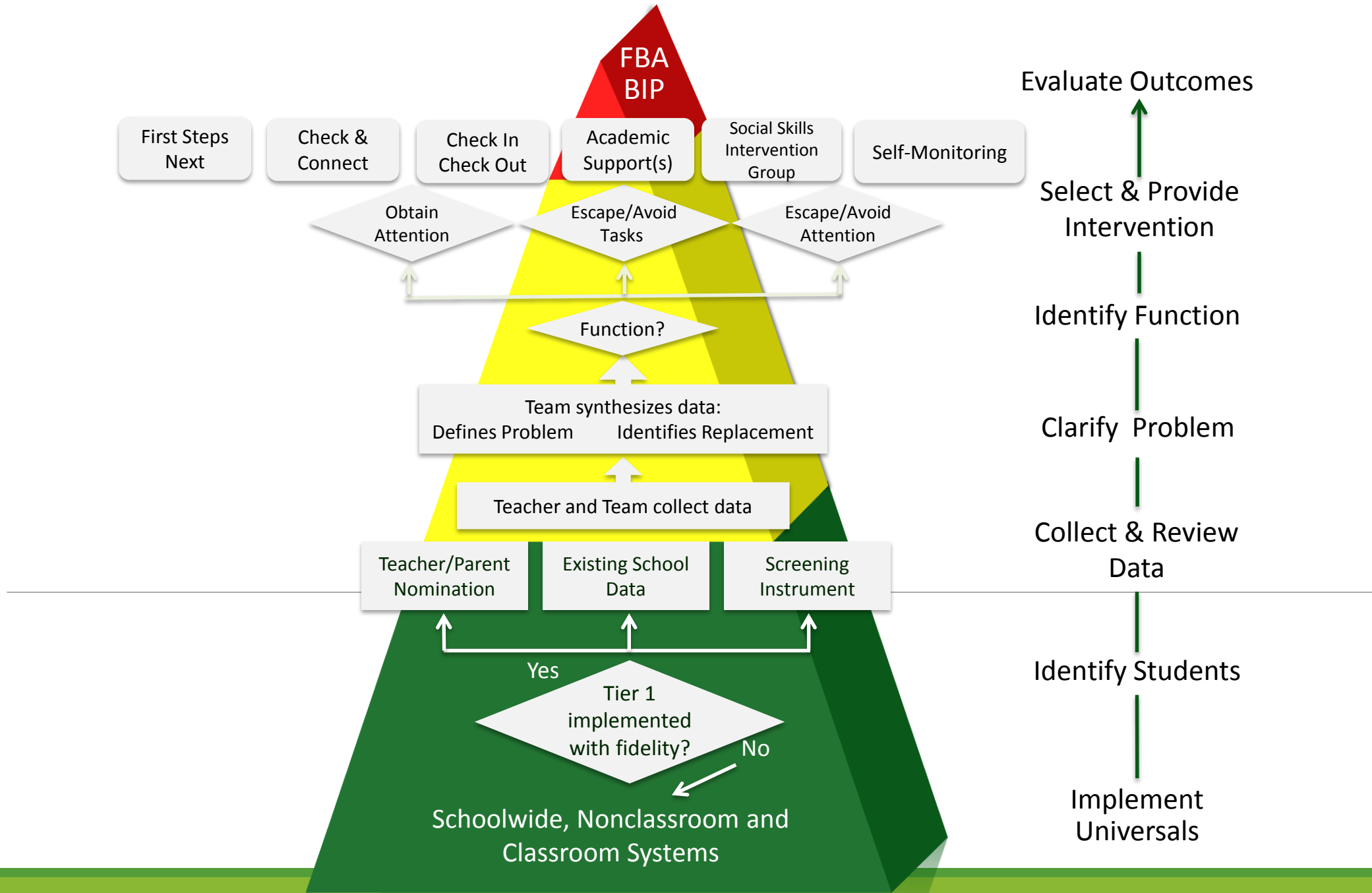
SOUTHEAST REGION 1

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: <ul style="list-style-type: none"> • 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			

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:

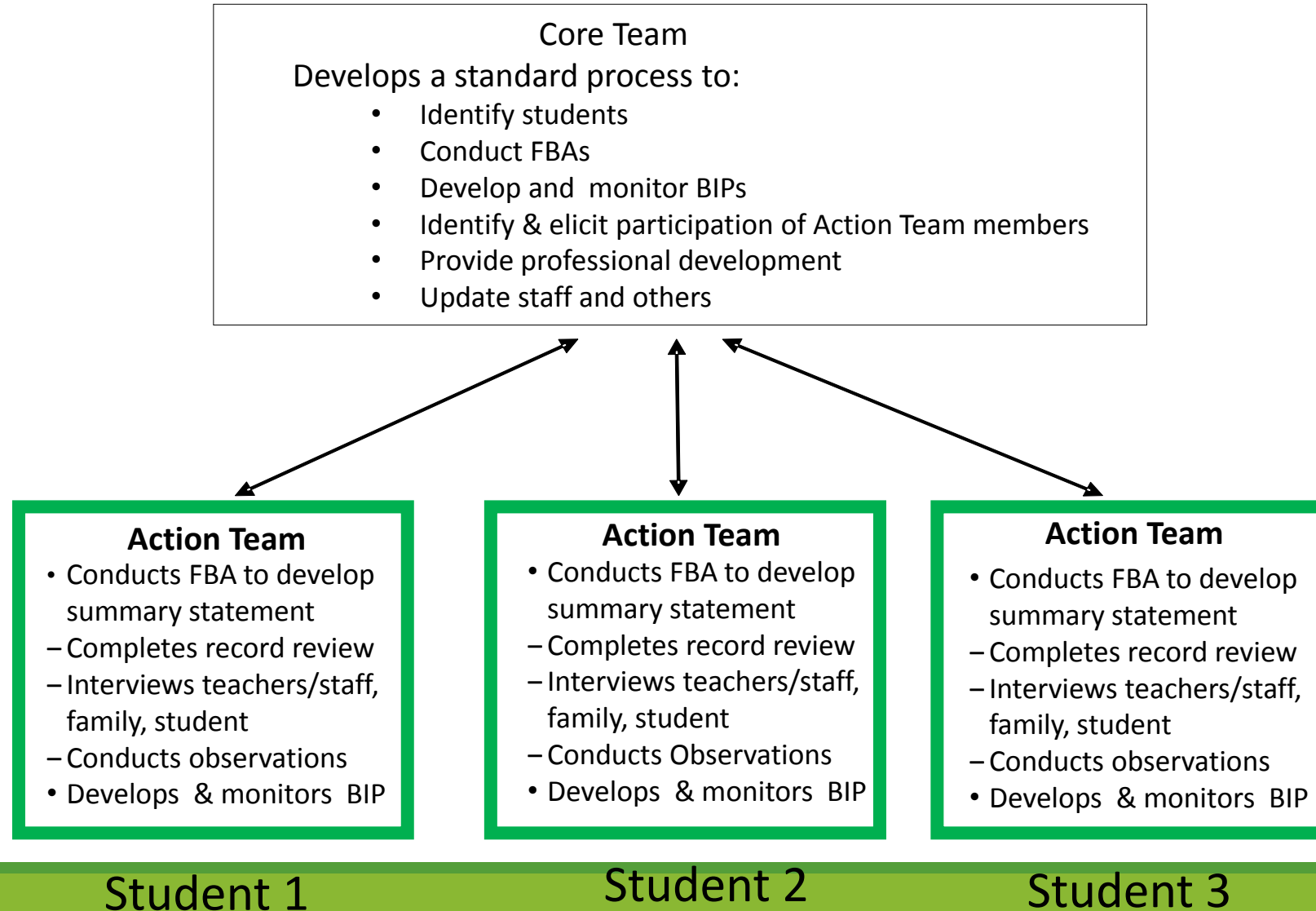
- How the **environment** will be changed to **prevent** occurrences of problem behavior.
- The **teaching** that will occur to give the student alternative ways of behaving.
- The **consequences** that will be provided to
 - (a) Encourage positive behavior,
 - (b) Limit inadvertent reward of problem 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



FBA Process

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

1. Student Identification

Core Team Meeting 1

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

Core Team Meeting 1

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

Between Core Meeting and Action Team Meeting 1

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.

4. Interviews

Between Core Team Meeting and Action Team Meeting 1

Interviews conducted with teachers and staff, the student and family will assist in developing:

- an observable and measurable description of the student's problem behavior,
- identify the contexts where the problem behavior is **most** likely and **least** likely to occur
- provide additional information to develop a behavior intervention plan

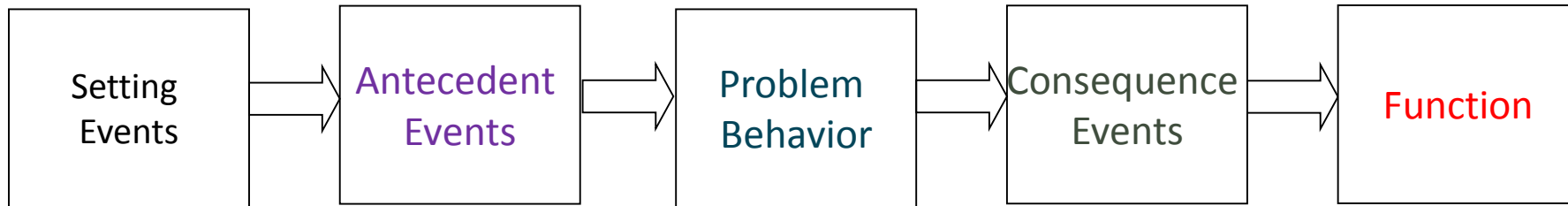
5. Develop Summary Statement

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:



“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



“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

After Action Team Meeting 1

- Collect more information to generate Summary Statement
- Test to confirm Summary Statement
- To collect baseline data
- Progress monitor

7. Action Team Meeting 2

Develop Behavior Intervention Plan

Behavior Intervention Plan (BIP)

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

- 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) 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
3. Consequence Strategies to Make Problem Behavior Ineffective
4. Safety Plan
5. Implementation Plan
6. Monitoring & Evaluation Plan
7. Generalization & Maintenance

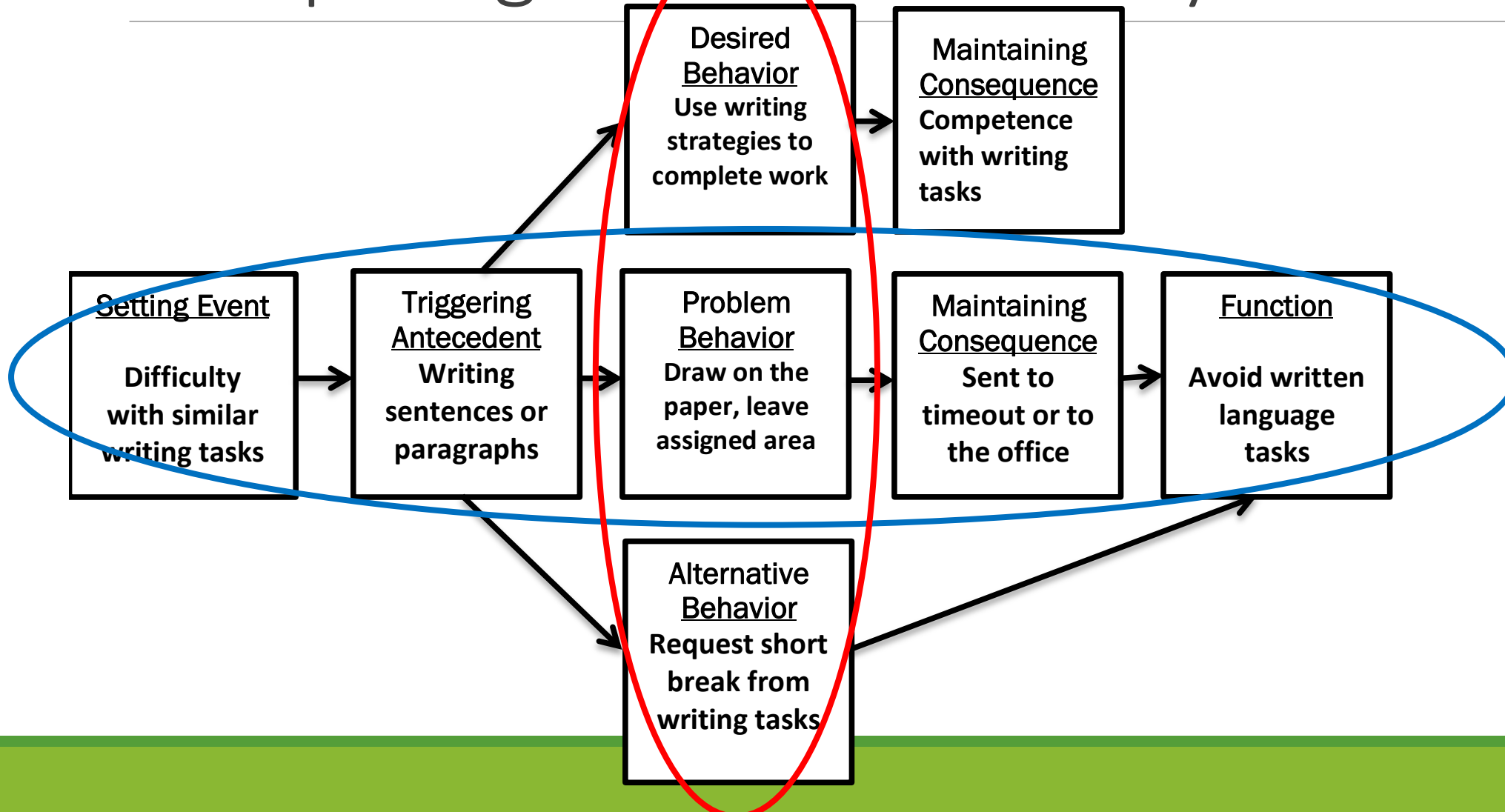
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1. Competing Behavior Pathway

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

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2. Intervention Strategies

Address:

- teaching replacement behaviors
- antecedents
- consequences
- setting events

Develop at least 2 strategies for each BIP component

Components of a BIP

1. Competing Behavior Pathway
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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

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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.

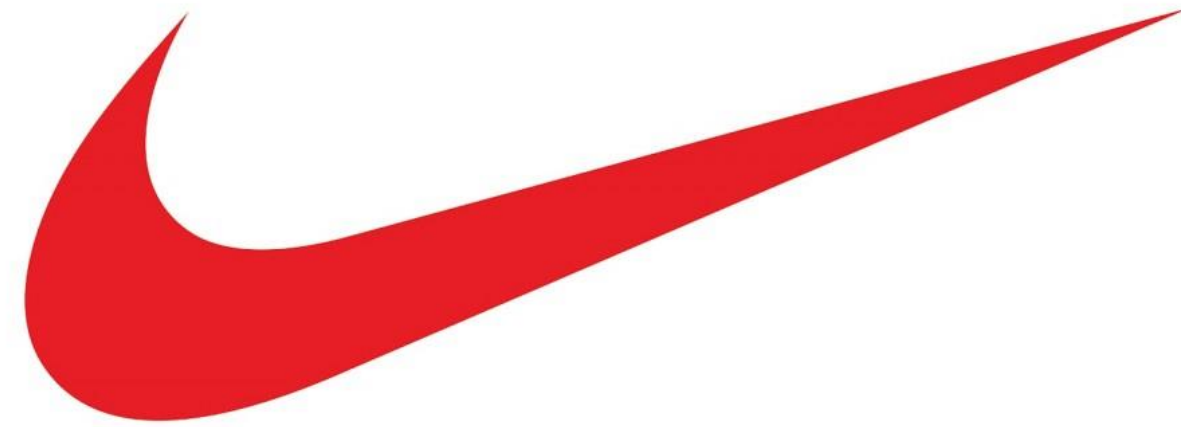
Preliminary data indicate that crisis management procedures are overused and unnecessarily used (George, 2000).

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5. Implementation Plan

1. Identify the training needs
2. Identify the implementation strategies
3. Identify the resources
4. Identify the action plan
5. Establish the monitoring and evaluation system



JUST DO IT.®

will
part of

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Components of a BIP

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3. Consequence Strategies to Make Problem Behavior Ineffective
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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

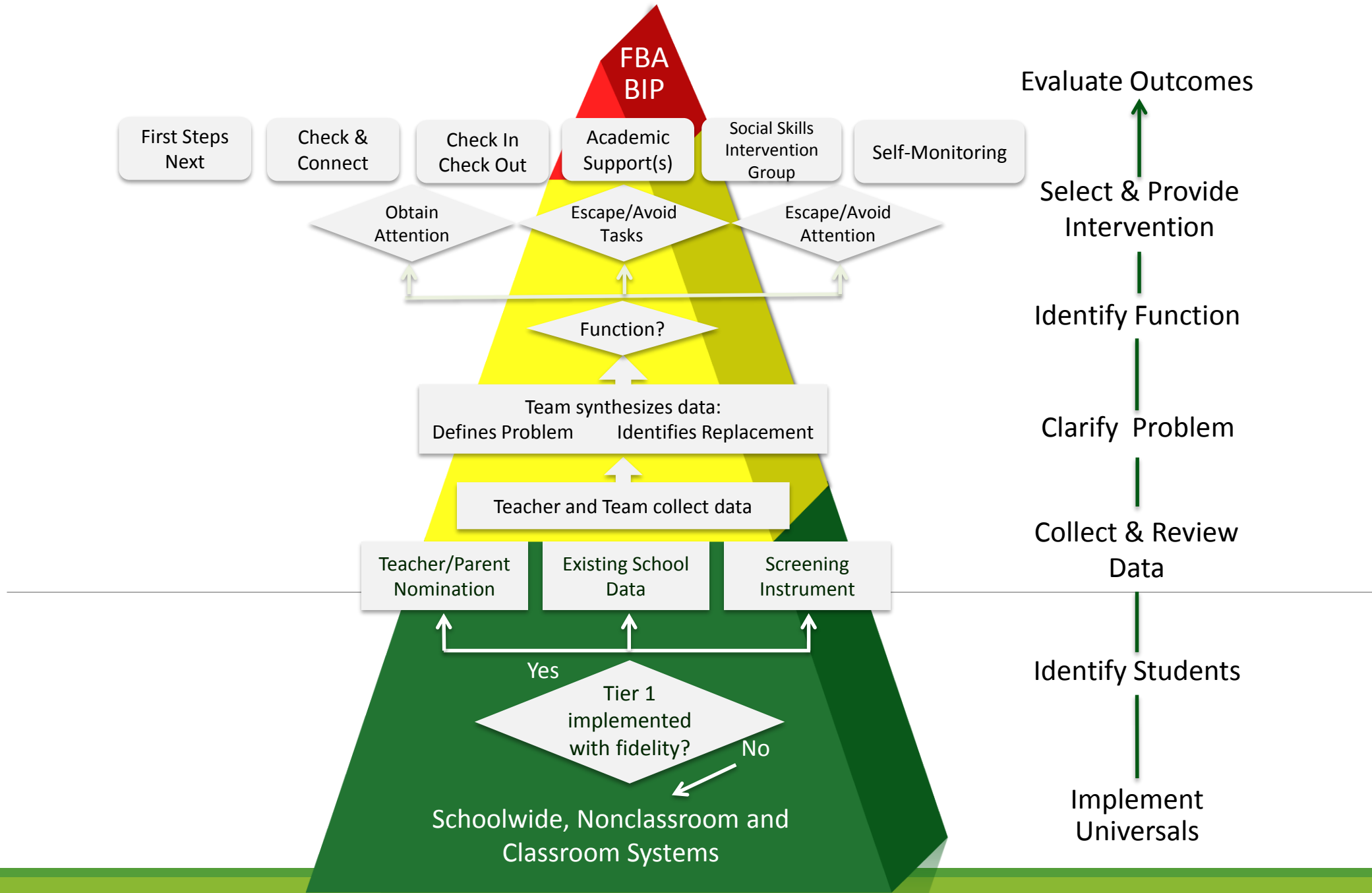
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7. Generalization & Maintenance

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



Debora Lintner

573.450.6594