

# *Going Deeper with Behavior Intervention Planning*

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KANSAS CITY  
**KANSAS**  
PUBLIC SCHOOLS

# Expectations

## **Be Respectful**

- Be an active listener
- Use notes for side bar conversations

## **Be Responsible**

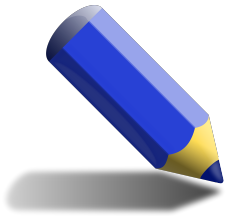
- Silence cell phones—reply appropriately

## **Be a Problem Solver**

- Ask questions as needed to clarify concepts or directions

# Learner Outcomes

- Identify challenges to implementation of high quality Behavior Intervention Plan
  - Replacement behaviors not included or ambiguous
  - Functional equivalence of replacement behavior missing
  - Limited descriptions of Implementation and Follow-up

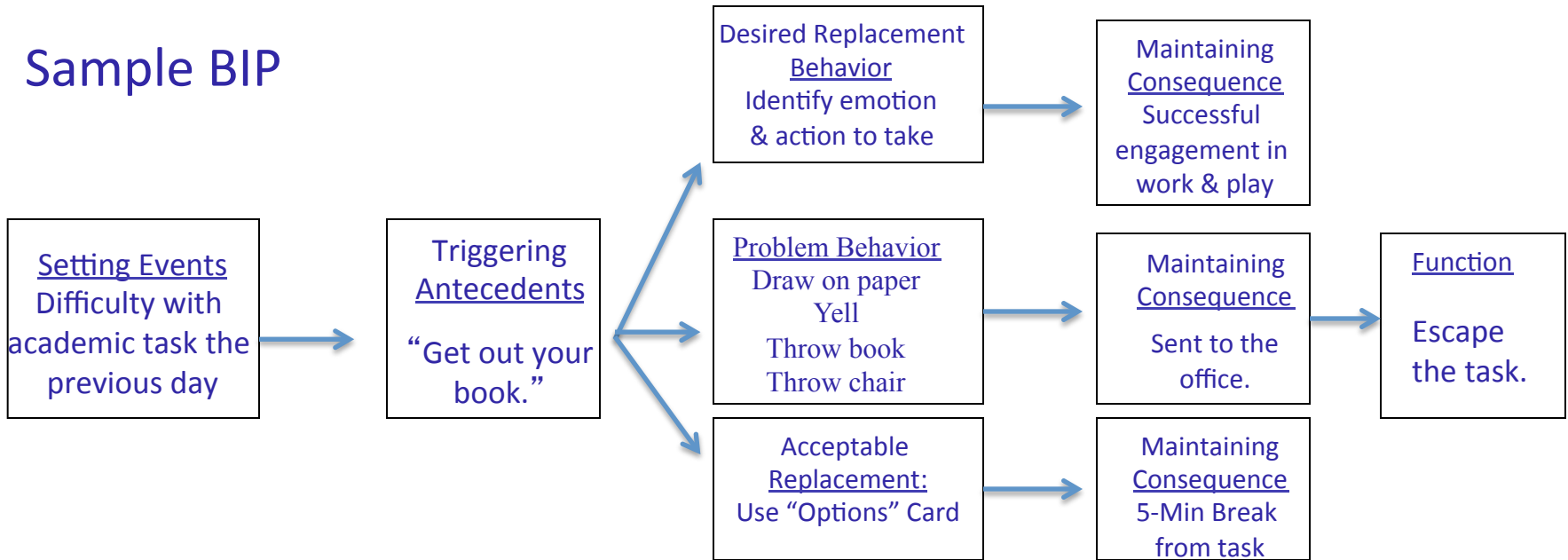


# Activity: Examine your BIP to Check Technical Adequacy of Core Components

- Developed relatively soon after FBA (e.g. within 30 days)
- FBA hypothesis is included or referenced on BIP
- Minimum of one Antecedent Strategy:
  - Included and Linked to FBA Summary Statement
  - Described in enough detail to pass “stranger test”
- Minimum of one Teaching Strategy:
  - **Included and Linked to FBA hypothesis (functional equivalence or incompatible behavior)**
  - **Described in enough detail to pass “stranger test”**
- Minimum of one Reinforcement Strategy:
  - Included and Linked to FBA Summary Statement (functional equivalence provided)
  - Described in enough detail to pass “stranger test”
- Strategy included to stop reinforcing problem behavior (change maintaining responses)
- Need for crisis plan considered and described in detail (if applicable) and linked to hypothesis
- **Implementation and Evaluation plan described in detail**
- Fidelity plan described in detail

(Iovannone & Christiansen, 2011)

# Sample BIP



## Prevent

- 1) Child and a staff member will create a schedule of work activities for each day to allow him to preview work he will be assigned for the day.
- 2) Break the work into parts.
- 3) Create a folder with resources to help Child complete tasks.
- 4) Use research-based strategies to provide additional academic instruction.

## Teach

- 1) Teach Child to use the "options" card.
- 2) Teach Child how to use the resource folder.
- 3) Teach Child how to identify emotion and action to take to self-regulate and appropriately engage in scheduled activities.

## Reinforce

- 1) Child will earn breaks for using the "Options" card.
- 2) After Child completes 2 or 3 problems, check his work and privately provide positive feedback for his attempts to correctly complete the work.
- 3) Child will be able to earn points for identifying emotion & taking action to self regulate.

# Identify Replacement Behavior

*What do you want the student to do instead of engaging in the problem behavior?*

- **Functionally Equivalent Replacement Behavior**
  - Short-term replacement behavior that meets the same function as the problem behavior
- **Desired Replacement**
  - Developing new general skills that remove or reduce the student's use of the problem behavior.

# Desired Replacement Behaviors

- ***Coping & tolerance skills:*** to teach socially acceptable ways of coping with situations that cannot be changed.
- ***General adaptive skills:*** to expand social, communicative, and academic competence in order to prevent problem situations and help student pursue preferences & interests

Halle, Bambara, Reichle, 2005

# Desired Replacement Behavior

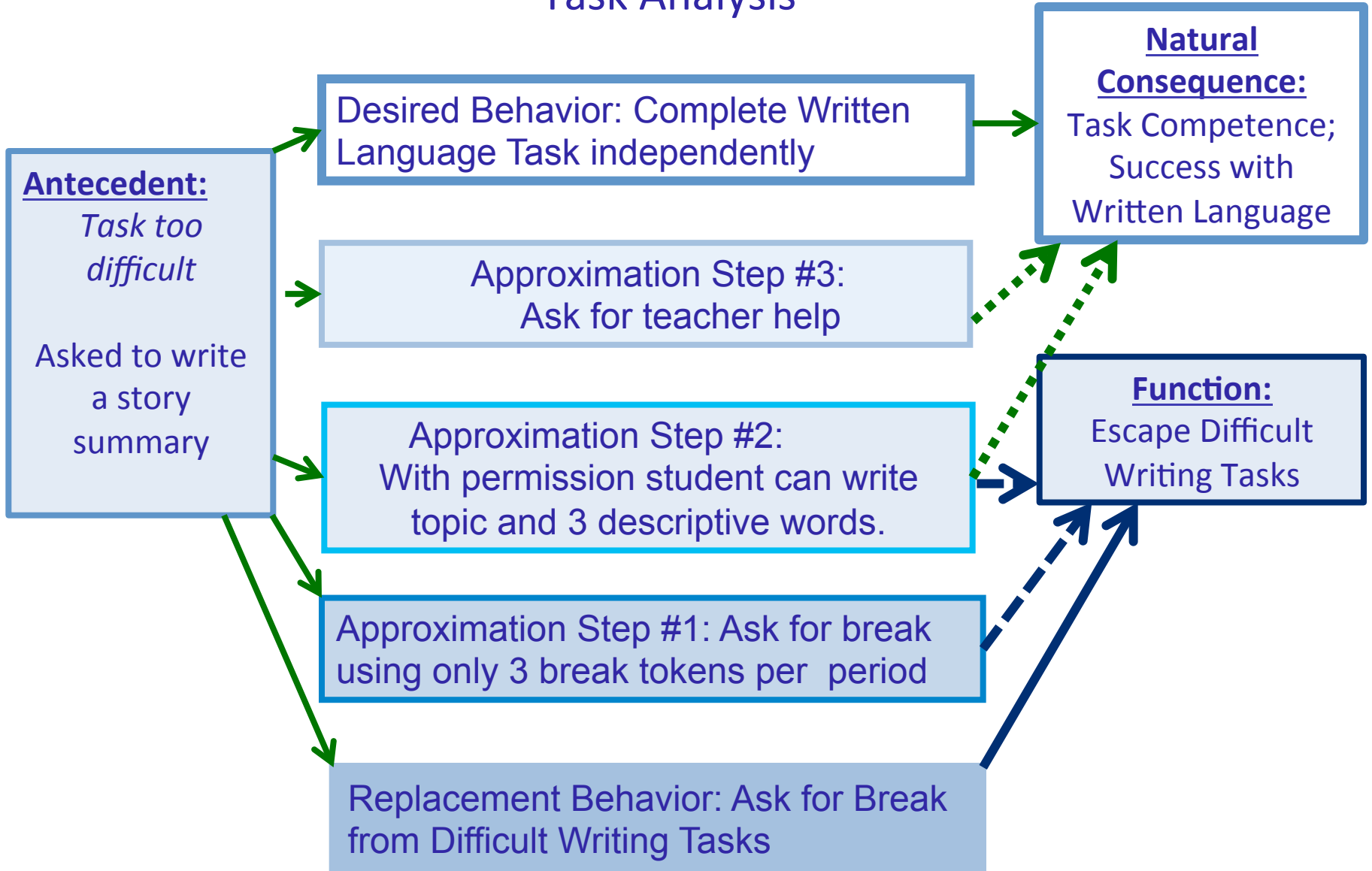
<b>Problem Behavior</b>	<b>Function</b>	<b>Desired Replacement Behavior</b>
Quiet when addressed by peers; Cries; Turns around and walks away	Escape peer interaction	Use appropriate nonverbal signal or simple verbal phrase to respond to peers.
Rips paper; Cusses and walks around the room	Escape difficult tasks	Appropriately seek assistance to initiate or complete work ( replace refusing to start a task)
Pushes or hits peers	Gain peer interaction	Use simple phrase(s) to initiate appropriate interactions with peers



# Teaching Desired Replacement Behavior

- Teaching requires task analysis of the behavior, progressively shaping, modeling, cueing and eventually fading to increase the independent use of the problem behavior
  - Shaping: reinforcing closer and closer approximations to desired behavior
  - Modeling: demonstrating the desired behavior
  - Cueing: showing the student under what conditions the behavior should be performed

# Task Analysis



# Teaching Desired Replacement Behavior

## *Modeling behavior*

- Keep simple - one skill at a time
- Minimize irrelevant details
- Use repetition
- Use several different models
  - At least two examples should be modeled for each behavior so that the students are exposed to examples in different situations.

# Teaching Strategies

- Practice the new behavior when the student is calm, relaxed, and at times when problems do not occur.
- Provide multiple opportunities for the student to role play and practice using the new behavior
- Teach the student *when* to use the replacement behavior.
- Use role play and practice with feedback in the natural environment.

# Teaching Strategies

- Teach the student to recognize the specific situational and internal cues (e.g., a student feels her heart pounding just before it is her turn to read aloud) that naturally happen before the behavior should occur. Minimize the use of teacher-related cues because they foster dependency on the teacher.
- Anticipate when the student is about to make a mistake (or about to experience difficulty when initially learning a new coping skill) and provide support to ensure success.

# Reinforcement Strategy

## *Caution*

- Use immediate reinforcers at the outset of the program.
  - The most effective way to shape or increase a desired behavior is to reinforce it every time it occurs and to reinforce it immediately. But if we look at what schools and parents often do, we find them saying things like, "If you're good today in school, you'll get a reward when you get home." or "If you earn [x] number of points every day this week, you'll get [this great reward] on Friday." At the beginning, you need to provide the reinforcers immediately or quickly after the behavior occurs.

# Reinforcement Strategy

## *Caution*

- What the child will work for one day might not interest them the next
  - Conference occasionally with the student to see what he or she finds motivating.
  - Create a reward “menu” that has a number of choices and review it every two or three weeks to make sure it is still motivating to the student.

# Implementation Plan

1. Identify and communicate with the person who will train school personnel how to implement each part of the BIP
2. Identify each action that must be completed to implement the BIP.
3. Identify resources needed to complete each action.
4. Identify the person responsible for completing each action.
5. Establish a timeline to complete each action.



# Implementation Plan

- Provide description on how supports will look in classroom setting
- Describe each support selected in detail by task-analyzing steps, providing scripts and describing adult behaviors
- Schedule time to train the team/teacher the strategies prior to implementation
- Plan for training students and other relevant individuals
- Provide ongoing support once plan is implemented

# References

- Iovannone, R. & Christiansen, K., (2011, March). Evaluating the technical adequacy of FBAs and BIPs: How are schools doing? Paper presented at the annual meeting of the International Conference on Positive Behavior Supports, Denver, CO.
- Halle, J., Bambara, L. M., & Reichle, J. (2005). Teaching alternative skills In L. M. Bambara & L. Kern, Individualized supports for students with problem behaviors: Designing positive behavior plans (pp. 237-274) New York: Guilford Press.