

# Assessing the Quality of FBAs and BIPs



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# Session descriptor

Learn to assess the quality of the FBA/BIP and how to complete and use a rubric that assesses necessary components and ensures that time spent on FBA/BIP results in a high quality plan that will yield positive results.

# FBA Definition

- 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 positive behavior support plan.

# FBA Process

- Student Identification
- Identify Action Team Members
- Record Review
- Interview
- Develop a Summary Statement
- Observations

# FBA Summary Statements

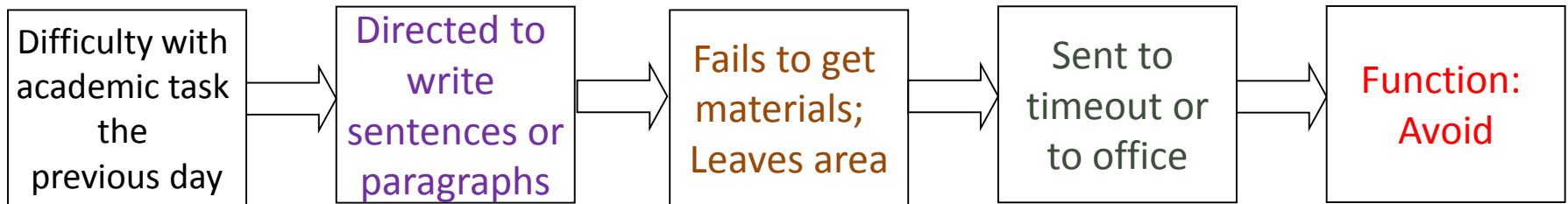
*What should they include?*

An FBA should result in one or more summary statements that identify:

1. **Clear and measurable description** of problem behavior(s)
2. **Contexts** (activities, routines,) in which the problem behavior is *most and least* likely to occur
3. **Specific antecedent events** (triggers, setting events) that predict when the problem behavior is most likely
4. **Consequence** that contributes most to maintaining the problem behavior in that routine
5. **Setting events** that make the problem behavior more intense or more likely to occur
6. Statement of **function** (purpose) of problem behavior

# 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.”

# Elements of a BIP

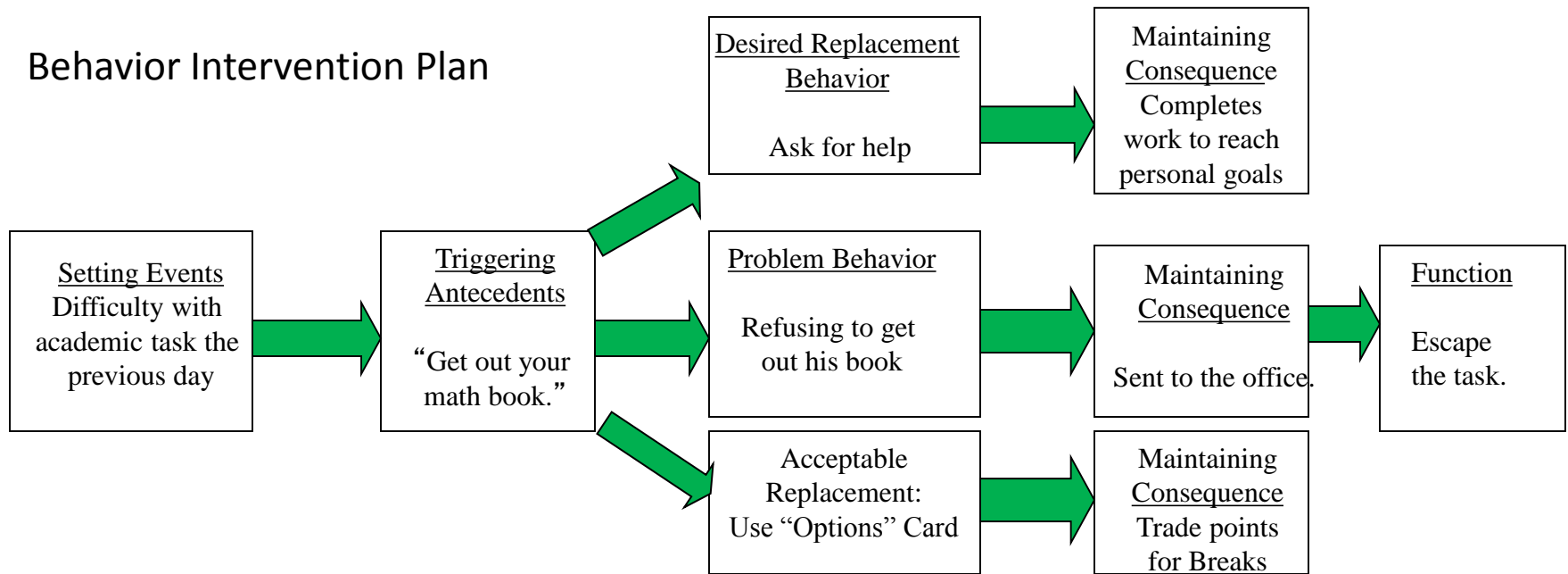
- Setting Event Strategies
- Antecedent Strategies
- Teaching Strategies
- Consequence Strategies
- Safety Strategies
- Monitoring Strategies
- Implementation Plan

# Behavior Intervention Plans (BIP)

- A BIP defines how an educational setting will be changed to improve the behavioral success of one or more students.
  - 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) encourage positive behavior,
    - (b) limit inadvertent reward of problem behavior, and
    - (c) where appropriate, discourage problem behavior.



# Behavior Intervention Plan



## 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 him complete tasks. He can initiate the use of the folder or his teacher can offer the folder if he doesn't start the task.
- 4) Use research-based strategies to provide additional math instruction.

## Teach

- 1) Teach Child to use the “options” card.
- 2) Teach him how to use the resource folder.
- 3) Teach him how to break problems into parts.
- 4) Teach him how to ask for help.

## Reinforce

- 1) Child will earn points for using the “Options” card.
- 2) After he completes 2 or 3 problems, check his work and privately provide positive feedback for his attempts to correctly complete the work.
- 3) He will be able to earn points for initiating tasks and for completing tasks.

# The Need to Assess FBA/BIP Quality

General findings of research on the technical adequacy of FBAs and BIPs demonstrate numerous concerns, including:

- Behaviors not defined and too general
- Behaviors of concern changing throughout one FBA/BIP
- Antecedents and consequences either incorrect or not identified

(Iovannone, 2012; Iovannone & Christiansen, 2011)

# The Need to Assess FBA/BIP Quality

More findings:

- Identification of functions that are not functions (i.e. revenge/payback, anxiety, control)
- Summary statement missing or not linked with FBA information
- Replacement behaviors not included or ambiguous
- Functional equivalence of replacement behavior missing

(Iovannone, 2012; Iovannone & Christiansen, 2011)

# The Need to Assess FBA/BIP Quality

And more findings:

- BIP interventions and strategies not linked with the FBA
- BIPs with stock lists of positive and negative responses to behavior with no individualization to the student. 46% of FBA/BIPs reviewed in one study included only aversive strategies.

(Van Acker, Boreson, Gable, & Potterton, 2005)

# The Need to Assess FBA/BIP Quality

And even more findings:

- Lack of follow-up support or limited descriptions of follow-up for monitoring and evaluating plans
- No follow-through on next steps, including maintenance and generalization
- No plan to check fidelity of implementation

(Iovannone, 2012; Iovannone & Christiansen, 2011)

# What to Do?

- In response to these concerns The *Functional Behavior Assessment/Behavior Intervention Plan Rubric (FBA/BIP Rubric)* was developed by MO SW-PBS for use by Tier 3 teams; this rubric is adapted from a review of other FBA/BIP rubrics.

# Purpose of the FBA/BIP Rubric

- The FBA/BIP Rubric is a tool to assist teams in evaluating the completeness and quality of FBAs and BIPs.
- By checking the rubric ***throughout the FBA/BIP process***, teams can ensure that the completed FBA and BIP will be of high quality.

# Documents

- Adapted FACTs
- FBA/BIP Competing Pathways
- Observations/Interviews
- Fidelity Checklist
- Social Validity Checklist
- Behavior Intervention Plan Flow Chart
- FBA/BIP Scoring Rubric



# The FBA/BIP Rubric

- Consists of seven steps, each with multiple activities, for teams to self-assess using “In Place”, “Partially in Place”, and “Not in Place” criteria.
- There is a place for each activity for teams to document steps to take to address any items rated “Partially in Place” or “Not in Place”.

# FBA/BIP Rubric Steps 1

## 1. Collect information

– Includes:

- Key Individuals
- Record review
- Interviews

Why should we assess?

- Documentation of behavior
- Helps make decisions

Where should we check?

- Adapted FACTs
- Interviews
- FBA/BIP

# FBA/BIP Rubric Steps 2

## 2. Develop Summary Statement

– Includes:

- Description of problem behavior
- Daily routines
- Antecedent and maintaining consequence events
- Setting events

Why should we assess?

- Gather enough details to create a summary statement
- Check for consistency

Where should we check?

- Adapted FACTS
- FBA/BIP

# FBA/BIP Rubric Steps 3

## **3. Confirm Summary Statement**

– Includes:

Direct observations

Confirmation of  
summary statement

Why should we access?

- To determine Function of Behavior

Where should we check?

- Adapted FACTS
- Observations

# FBA/BIP Rubric Steps 4 - 6

Why should we assess?

- Make sure efficient strategies are in place
- Check for enough detail for strategies to be followed
- Does the strategies match the function?

Where should we check?

- Steps 4-6 will be checked by looking at the FAB/BIP

# FBA/BIP Rubric Steps 4

## 4. Develop Competing Behavior Pathway Summary

– Includes:

- Identifying long-term and short-term replacement behaviors
- Reinforcing consequences for replacement behavior

# FBA/BIP Rubric Step 5

## 5. Identify Strategies for BIP

– Includes:

- Neutralize impact of setting events
- Make triggering antecedents irrelevant
- Teach students skills for replacement behavior
- Reinforce desired behavior
- Generalization and maintenance of desired behavior
- Response strategies that make problem behavior ineffective
- Safety procedures if needed

# FBA/BIP Rubric Step 6

## 6. Develop Implementation Plan

– Includes:

- Development and communication of implementation plan
- Development of a training plan for each part of the BIP
- Timelines for completing tasks



# FBA/BIP Rubric Step 7

## 7. Develop Evaluation and Monitoring Plan

– Includes:

- Data collection procedures to monitor impact of BIP and staff who will collect data
- Schedule to assess and monitor social validity
- Procedures for assessing fidelity of implementation

Why should we access?

- Make sure systems are strong and efficient
- Is the plan working?

Where should be check?

- Fidelity Checklist
- Social Validity Checklist
- Recorded on FBA/BIP

# Completing the FBA/BIP Rubric

- Remember you will use the rubric throughout the FBA/BIP process for each student in order to monitor the quality of what is being developed.

# Example:

In the following slides, this team was working on the description of the student's problem behavior in order to develop a summary statement. The description they have is "noncompliant".

# Team’s description of problem behavior: “Noncompliant”

Step	Activity	Status			Steps to Address Any Items “Partially in Place” or “Not in Place”
		In Place	Partially in Place	Not in Place	
2. Develop Summary Statement	1. Describe problem behavior	<p>Description includes <b>all</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li>• observable – description of specific student actions; can be replicated by a stranger</li> <li>• measurable – frequency and/or duration can be counted; beginning &amp; ending of behavior are clearly delineated</li> </ul>	<p>Description of the problem behavior includes <b>one</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li>• observable</li> <li>• measurable</li> </ul>	<p>The summary statement does not include a description of the problem behavior <b>OR</b> the problem behavior is not described in observable or measurable terms.</p>	

# Team’s description of problem behavior: “Noncompliant”

Step	Activity	Status			Steps to Address Any Items “Partially in Place” or “Not in Place”
		In Place	Partially in Place	Not in Place	
2. Develop Summary Statement	1. Describe problem behavior	<p>Description includes <b>all</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li>• observable – description of specific student actions; can be replicated by a stranger</li> <li>• measurable – frequency and/or duration can be counted; beginning &amp; ending of behavior are clearly delineated</li> </ul>	<p>Description of the problem behavior includes <b>one</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li>• observable</li> <li>• measurable</li> </ul>	<p>The summary statement does not include a description of the problem behavior <b>OR</b> the problem behavior is not described in observable or measurable terms.</p>	<p>Joe will re-interview teacher and review ODRs and minors to obtain an observable and measurable description of the problem behavior. If needed, Sarah will conduct an observation to gather additional information about the problem behavior.</p>

# The Same Student

- After interviewing the teacher and reviewing ODRs and minors to obtain additional information, the new description of the problem behavior is “crying and throwing papers on the floor”.
- The team completed the FBA (through Step 3 of the FBA/BIP Rubric) with all activities rated “In Place”. They confirmed the summary statement with observations.
- The function of the behavior is to “escape task”

# Alternative short-team behavior: “Raise hand and ask for break”

Step	Activity	Status			Steps to Address Any Items “Partially in Place” or “Not in Place”
		In Place	Partially in Place	Not in Place	
4. Develop Competing Behavior Pathway Summary	2. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior	<p>The competing behavior pathway includes an alternative short-term behavior that:</p> <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	<p>The competing behavior pathway includes an alternative short-term behavior that serves the same function as the problem behavior.</p>	<p>The competing behavior pathway does not include an alternative short-term behavior.</p>	



# Discussion

- What systems does your team use as you conduct an FBA and develop a BIP?
- Do you use the FBA/BIP Scoring Rubric with each FBA/BIP that is developed at Tier 3?
- How will you respond if an activity is rated “partially in place” or “not in place” and a team member wants to proceed?



# Questions



# Comments



# References

- Blood, E., & Neel, R.S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment of Children*, 30, 67-80.
- *Functional Behavior Assessment/Behavior Intervention Plan Rubric*: Adapted from: C. Borgmeier (2010) Portland State University, *Behavior Support Plan Critical Features Checklist*; Sugai & Horner 2003 *Functional Behavioral Assessment Implementation Checklist*. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8, 149-160; Iovannone, R. & Christiansen, K., University of South Florida, *Tier 3 Functional Behavior Assessment/Behavior Intervention Plan— Technical Adequacy Evaluation Scoring Guide*; Maryland Coalition for Inclusive Education (2009), *Functional Behavior Assessments & Behavior Intervention Plans Rubric for Quality Components*
- Iovannone, R., & Christiansen, K. “Prevent-teach-reinforce model (PTR): A tier 3 behavior intervention accepted by teachers.” Annual meeting of the Association for Positive Behavior Supports, Atlanta, GA. March 2012. Invited Workshop Presentation

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- Iovannone, R. (2012). Evaluating the Technical Adequacy of FBAs and BIPs: How are Schools Doing? [PowerPoint slides]. Retrieved August 14, 2012, from [http://www.tbsconference.net/handouts/2012\\_handouts/Wednesday\\_Session/8-1040/Iovannone%20-%20FBA%20Technical%20Adequacy.pdf](http://www.tbsconference.net/handouts/2012_handouts/Wednesday_Session/8-1040/Iovannone%20-%20FBA%20Technical%20Adequacy.pdf)
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- Van Acker, R., Boreson, L., Gable, R.A., & Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14, 35-56.

*A complete listing of MO SW-PBS Tier 3 Team Workbook references can be found in Chapter 12: References.*