The BIP-IT

A Free Data Management Tool for Monitoring Intensive Behavioral Interventions

Gordon Way, Ed.D.

At the end of this session, you will…

- Know the purpose of the BIP-IT
- Know the features of the BIP-IT
- Set up a student file and enter data
- Evaluate whether the BIP-IT meets your needs
- Access your *free* copy

Materials

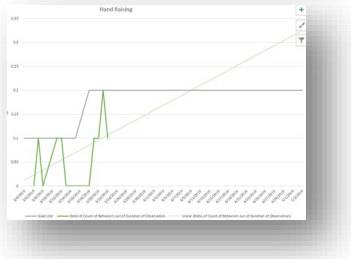
http://pbismissouri.org/apbs-session-42-the-bip-it/

Start with the “Why”

- Collect and chart implementation and outcome data
- To progress monitor response to intervention
- So as to make mid-course adjustments
- *To improve outcomes for students!*

What it is

- A data base
  - **Individual student** needing **Intensive Supports**
- A decision-making tool
  - Observation Methods
  - Response to intervention
- An organizational tool
  - Documents
  - Data
  - Team/contacts



Behavior
Intervention Plan

What it is *NOT!*

- An APP
- A behavior observation tool

Features

- Collect and chart 2 behaviors
  - Replacement or target
- Monitors implementation fidelity
- Charts compare behavior to plan implementation
- Adaptable to different metrics
- Guides data observation method
- Guides decision-making

Behavior Observation Methods

- Continuously and/or directly measure all behavior events
- Sample or proxy measure
  - Time sample
  - Proxy measure (i.e., points)

Continuous Observation Methods

- Event Recording
  - Frequency
  - Ratio or Percentage
  - Rate
- Duration Recording
  - Duration
  - Ratio or Percentage
- Latency

Proxy and Sample Observation Methods

- Permanent products
  - Points on a DPR
  - Assignments completed
- Whole Interval
  - High Frequency, moderate to long duration
  - Behavior counted if it lasts the ***entire*** time segment
- Momentary Interval
  - High Frequency, short duration
  - Behavior is occurring when timer goes off (i.e., end of interval)
- Partial Interval
  - Low frequency, any duration
  - Behavior occurs at any point during segment

Date	Intervals – Mark with ✓ or O										Total times behavior occurred
12/11/15	1	2	3	4	5	6	7	8	9	10	
	0	✓	✓	0	✓	✓	✓	0	0	✓	
	11	12	13	14	15	16	17	18	19	20	
Time	0	✓	0	0	✓	✓	0	0	0	✓	18
10:00 AM to 10:20 AM	21	22	23	24	25	26	27	28	29	30	
	0	✓	0	0	✓	0	✓	✓	✓	0	%
	31	32	33	34	35	36	37	38	39	40	
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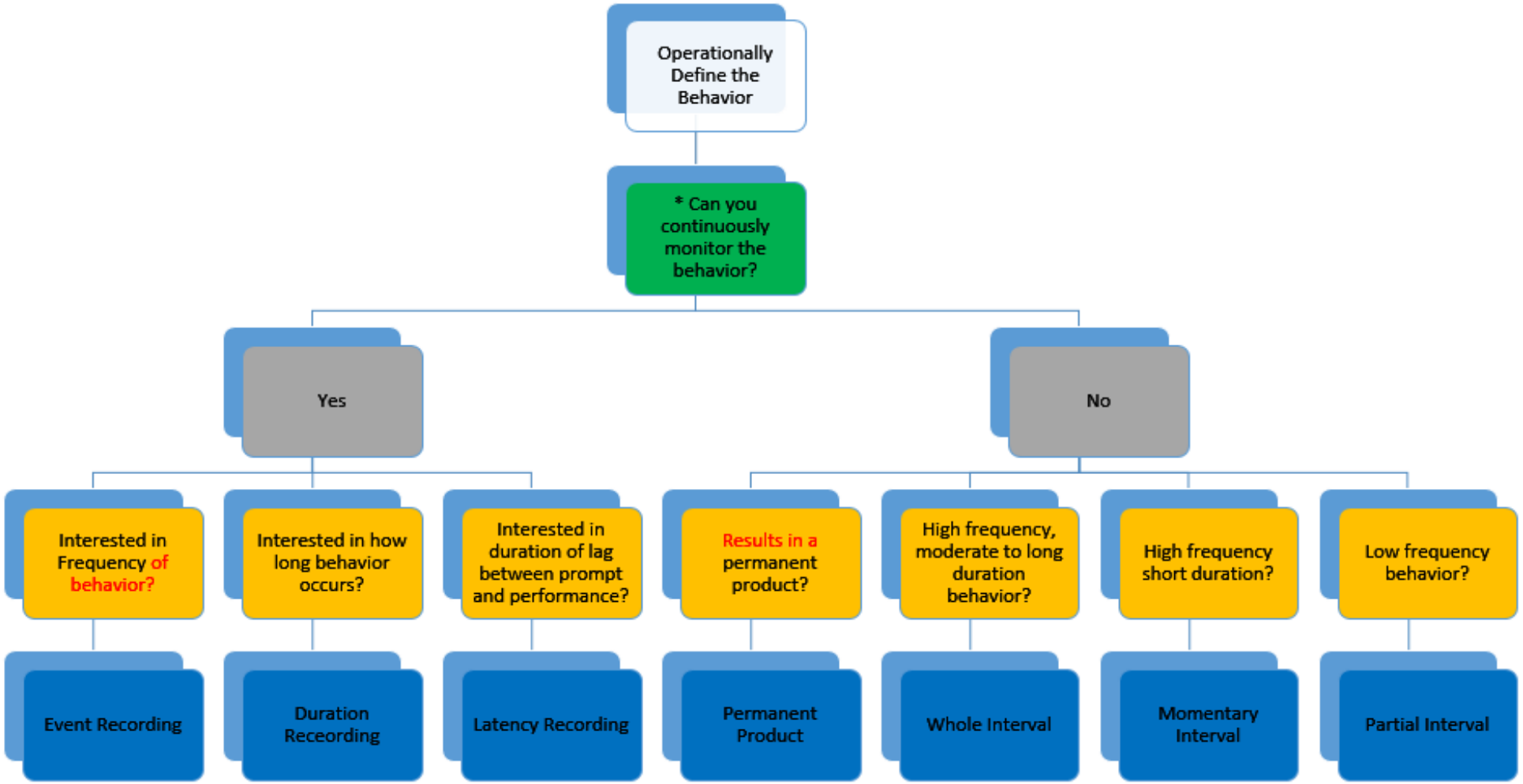
Data Collection Method Flow Chart



*Continuous monitoring means you are able to monitor the student for the entire observation period and record every instance or entire duration of the target behavior. If you are unable to monitor the student during the entire observation period, select one of the interval sampling methods to get an estimate of the frequency of the student's behavior.

	Method of Recording	Data Type	Description	Opportunities	Behaviors	Example: Replacement	Example: Target	When to use	Continuous Monitoring?
Event Based Recording	Event Recording	Frequency	Count each occurance of the Behavior	N/A	Count of Behaviors	On time to class	Tardy to class; hitting; kicking	Frequency: Low Duration: Short	Yes
		Rate	Behavior is recorded if it is observed during any part of the time segment	Duration of Observation (in minutes)	Count of Behaviors	Hand raising	Blurting out	Frequency: Low to moderate Duration: Short	
	Duration Recording	Duration	Total amount of time student is engaged in the behavior	N/A	Duration of Behavior	Time to complete task	Crying/Tantrum	Frequency: Low Duration: Moderate to Long	
		Ratio	Amount of time student is engaged in behavior out of the duration of the	Duration of Observation (in minutes)	Duration of Behavior	Time on task	Time out of seat	Frequency: Low Duration: Moderate to Long	
	Latency	Latency	Amount of time between when the student is prompted to do a task of behavior and the time when the student actually begins or	N/A	Duration of Non-Compliance	Return to seat from other activity Begin work on assignment	Delay in compliance Putting head down	Frequency: Low to moderate Duration: Moderate to Long	
Permanent Product	Permanent Product (other)	Frequency	Results in a permanent product	N/A	Count of Behaviors	Performance task	Participation refusal	Behavior results in permanent Product (rubric score, participation points, etc.)	No
		Percentage or Ratio	Reults in a permanent product out of a limited number of opportunities to produce the product	Number of Opportunities	Count of Behaviors	Assignments Completed/Assignments Given	Work refusal	Behavior results in permanent products where there are a set number of opportunities to produce permanent products	
	Permanent Product (DPR)	Percentage or Ratio	Number of points earned out of the number of points possible	Points Possible	Points Earned	Points Earned/Points Possible	N/A	Student earns points as part of Behavior Intervention	
Time-Based Sampling	Whole Interval	Ratio	Observation segment is broken into intervals. Behavior is recorded only if it occurred during the entire interval	Total Intervals	Number of intervals behavior observed	Attending to instruction; participation in group	Student has head on desk	Frequency: High Duration: Moderate to Long	
	Momentary Time Sampling	Ratio	Timer is set to regular intervals; if behavior is occurring when the timer goes off, record the behavior	Total Intervals	Number of intervals behavior observed	Working at an appropriate noise level	Talking during work time; making noises	Frequency: High Duration: Short	
	Partial Interval	Ratio	Observation segment is broken into regular intervals; if the behavior is observed at any time during an interval, the interval is marked; Divide the number of intervals where the behavior was observed by the number of intervals observed.	Total Intervals	Number of intervals behavior observed	Use kind words; talking about assignment	Name Calling	Frequency: Low Duration: Any	

Data Type	Definition
Frequency	A count of how many times a behavior occurs
Duration	How long the behavior occurs
Latency	Time elapsed between prompt and behavior
Rate	Frequency of behavior during a specific time of observation
Ratio	Frequency of behaviors out of the number of opportunities to perform the behavior
Percentage	Frequency of behaviors out of the number of opportunities to perform the behavior, multiplied by 100 (Note: This spreadsheet uses ratios, only, for graphing purposes

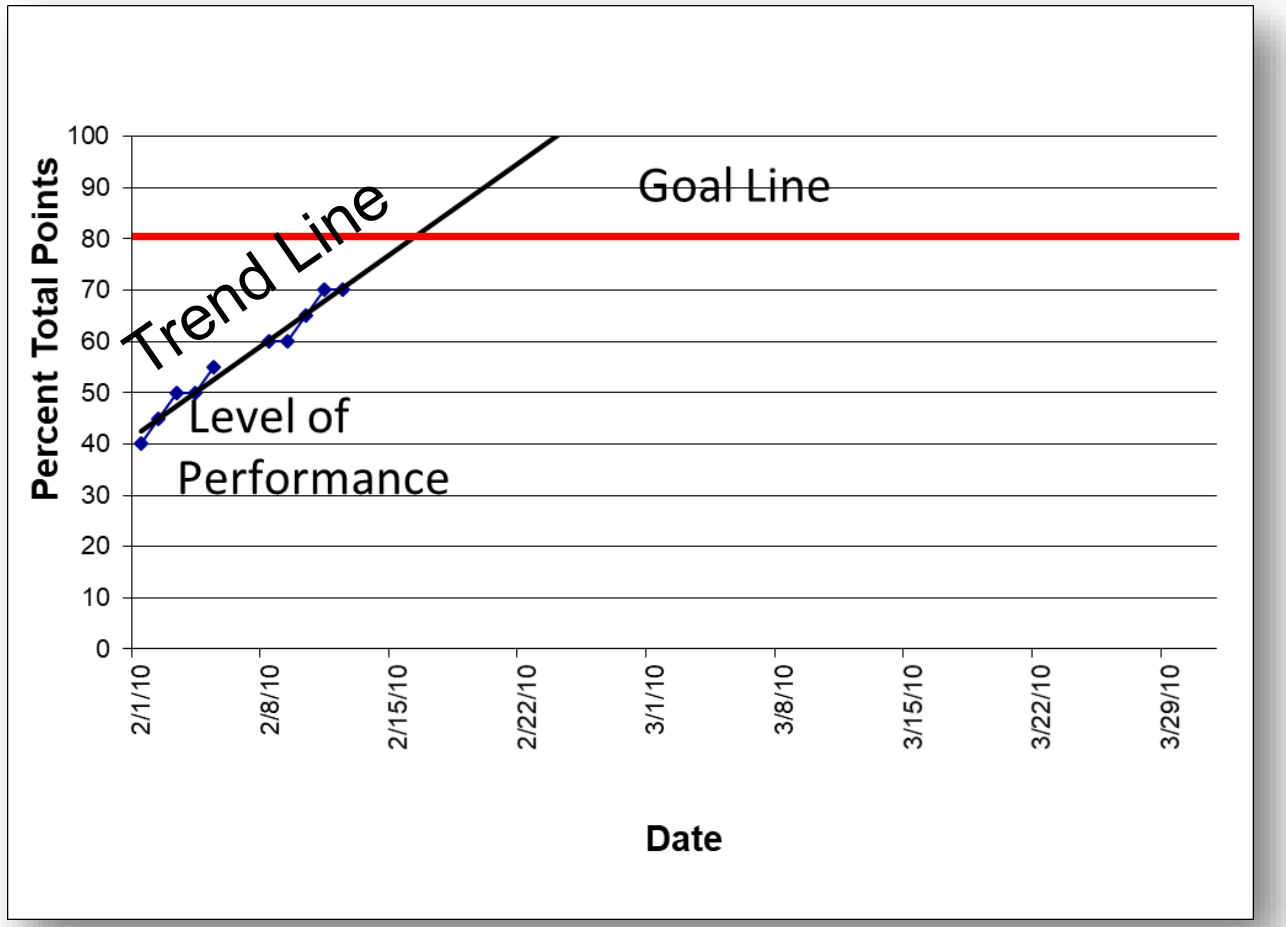
Using the BIP-IT for Decision-Making

Length of Intervention

- At least 4-8 weeks (Lembke, 2010, 2016; Sprague, et al., 2008)
- At least 8 data points (Lembke, 2010, 2016)

Positive Response

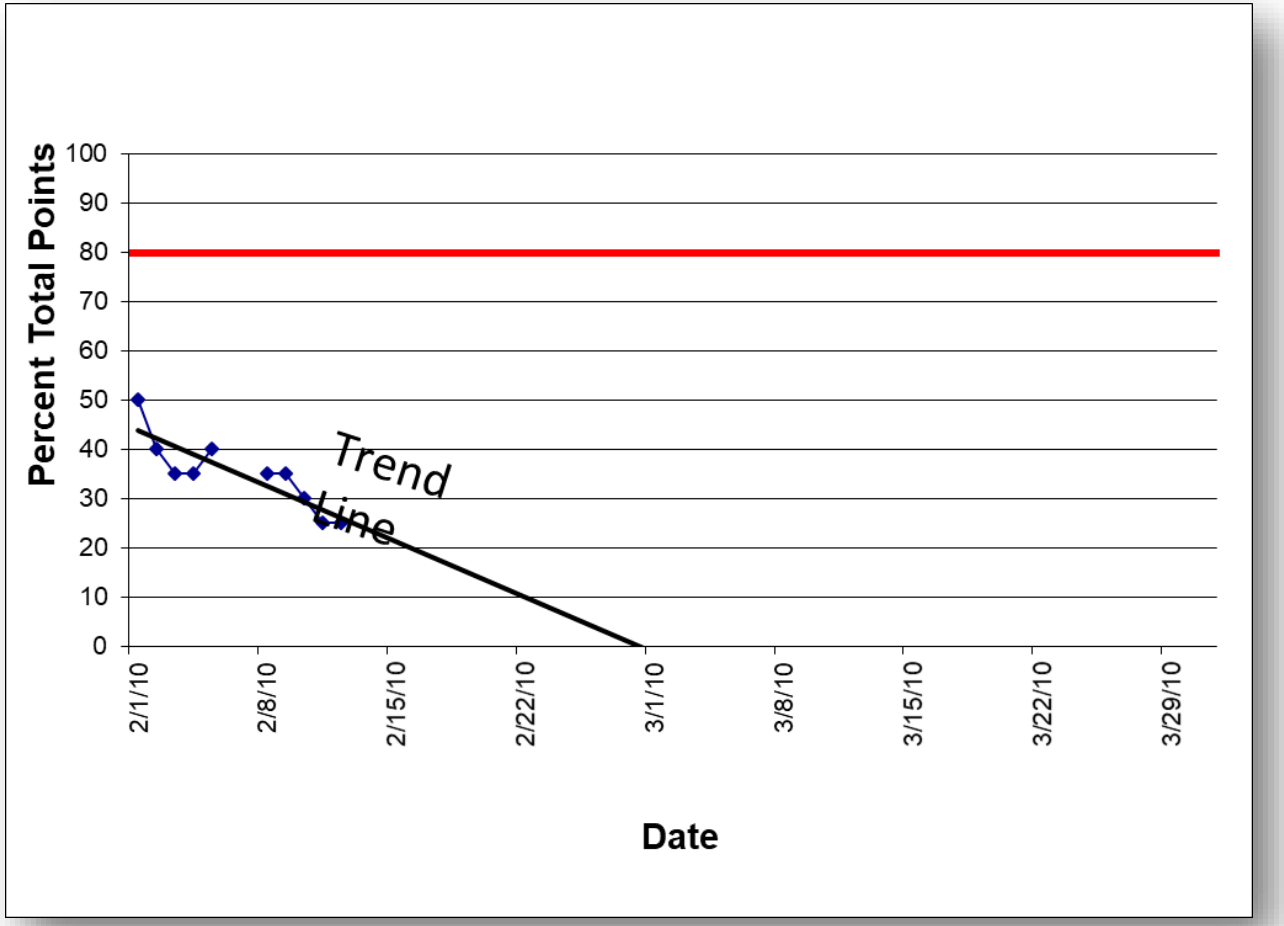
The trend line is on a positive trajectory such that the student will achieve the goal *within* 3 weeks



Questionable Response to Intervention

The trend line is horizontal or on a positive trajectory such that the student will achieve goal *after* 4 or more weeks

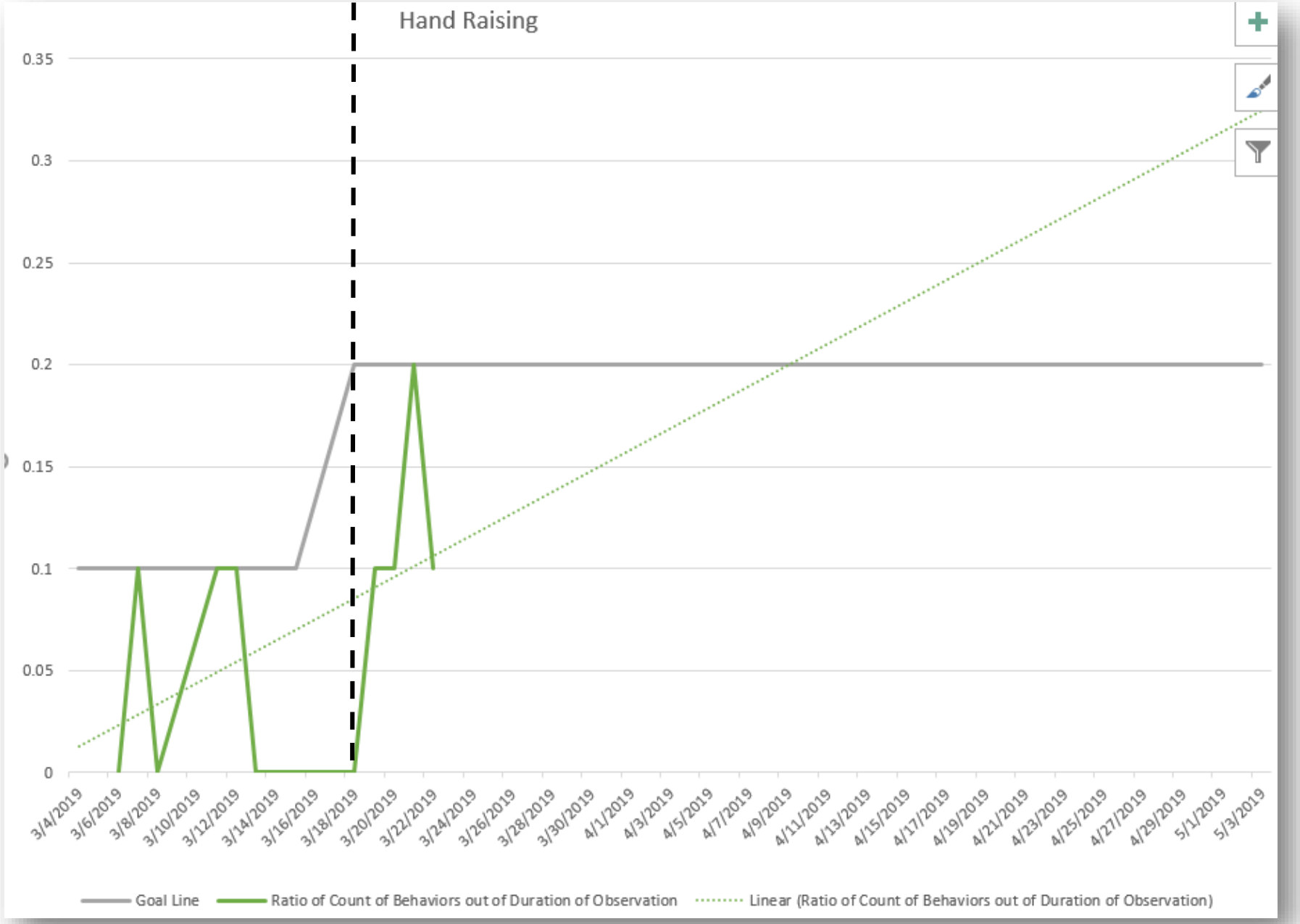
Poor Response to Intervention



The trend line is on a negative trajectory after 8 data points

Decision Rule: Fading

- 4 of 5 data points above 80% per week, for 4 or more consecutive weeks (MO SW-PBS Tier 2 Workbook)


Hand Raising
0.35
0.3
0.25
0.2
0.15
0.1
0.05
0
3/4/2019
3/6/2019
3/8/2019
3/10/2019
3/12/2019
3/14/2019
3/16/2019
3/18/2019
3/20/2019
3/22/2019
3/24/2019
3/26/2019
3/28/2019
3/30/2019
4/1/2019
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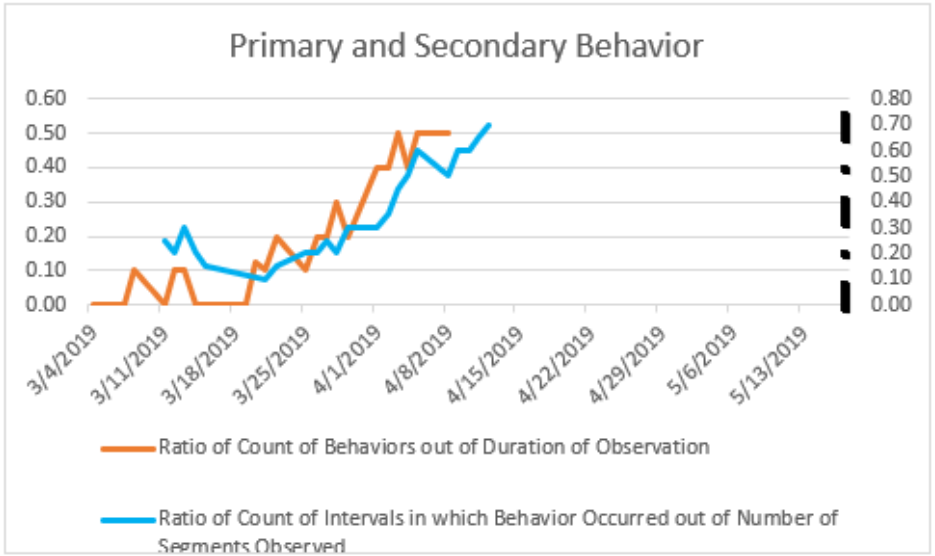
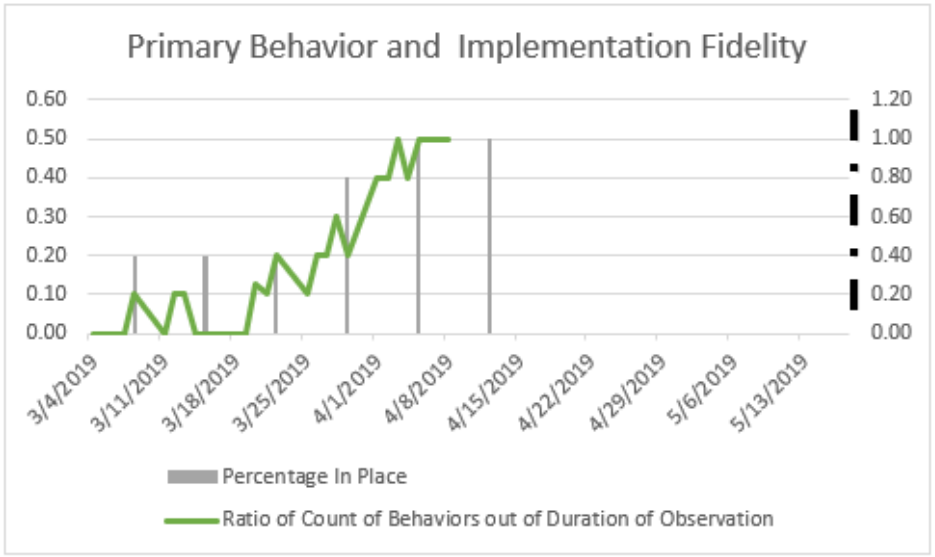
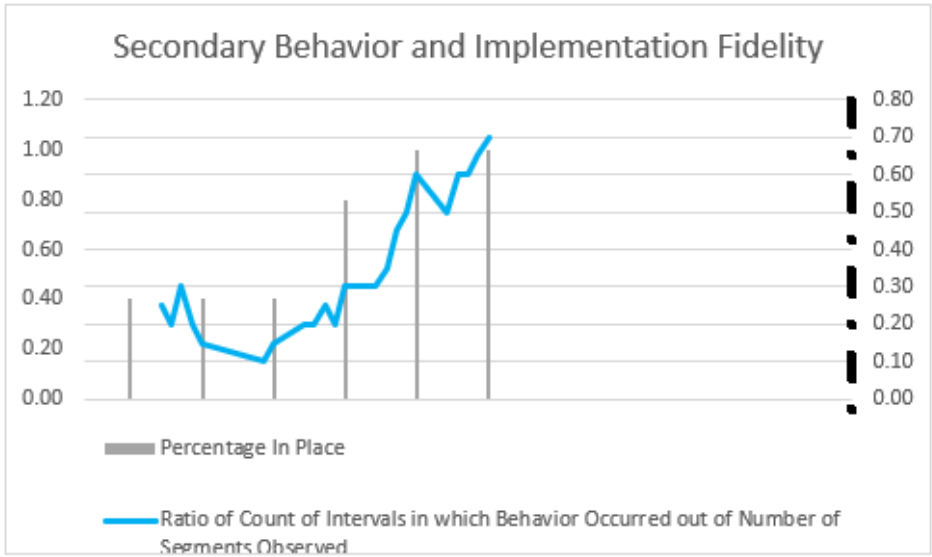
4/5/2019
4/7/2019
4/9/2019
4/11/2019
4/13/2019
4/15/2019
4/17/2019
4/19/2019
4/21/2019
4/23/2019
4/25/2019
4/27/2019
4/29/2019
5/1/2019
5/3/2019
Goal Line
Ratio of Count of Behaviors out of Duration of Observation
Linear (Ratio of Count of Behaviors out of Duration of Observation)

If you’re getting a poor response, what is the first question you should ask?

Did we implement the plan?


Primary and Secondary Behavior
0.60
0.50
0.40
0.30
0.20
0.10
0.00
0.80
0.70
0.60
0.50
0.40
0.30
0.20
0.10
0.00
3/4/2019
3/11/2019
3/18/2019
3/25/2019
4/1/2019
4/8/2019
4/15/2019
4/22/2019
4/29/2019
5/6/2019
5/13/2019
Ratio of Count of Behaviors out of Duration of Observation
Ratio of Count of Intervals in which Behavior Occurred out of Number of Segments Observed


Primary Behavior and Implementation Fidelity
0.60
0.50
0.40
0.30
0.20
0.10
0.00
1.20
1.00
0.80
0.60
0.40
0.20
0.00
3/4/2019
3/11/2019
3/18/2019
3/25/2019
4/1/2019
4/8/2019
4/15/2019
4/22/2019
4/29/2019
5/6/2019
5/13/2019
Percentage In Place
Ratio of Count of Behaviors out of Duration of Observation


Secondary Behavior and Implementation Fidelity
1.20
1.00
0.80
0.60
0.40
0.20
0.00
0.80
0.70
0.60
0.50
0.40
0.30
0.20
0.10
0.00
Percentage In Place
Ratio of Count of Intervals in which Behavior Occurred out of Number of Segments Observed

Lets Take a Quick Tour

Access MO SW-PBS Data Tools

(1) Showcase these skills to make
Symbaloo - Save bookmarks and
Learning System Missouri School
Not secure | pbismissouri.org
Apps
Paideia Proposal | Pai
Socratic Seminar | Pai
Ask the Expert | Cent
International Institute
School, District, Educ
Access 2016: Create
HTML Tutorial
Home | Vaughn Gros
Evidence-Based Inter
Behavior Support Framework | moswpbs@missouri.edu
MO SW-PBS
Missouri School-Wide Positive Behavior Support
Home
About
Tier 1
Tier 2
Tier 3
Topics
SI
Profile
Improving outcomes for all students.
Positive, proactive, preventative behavior supports.
New to MO SW-PBS?
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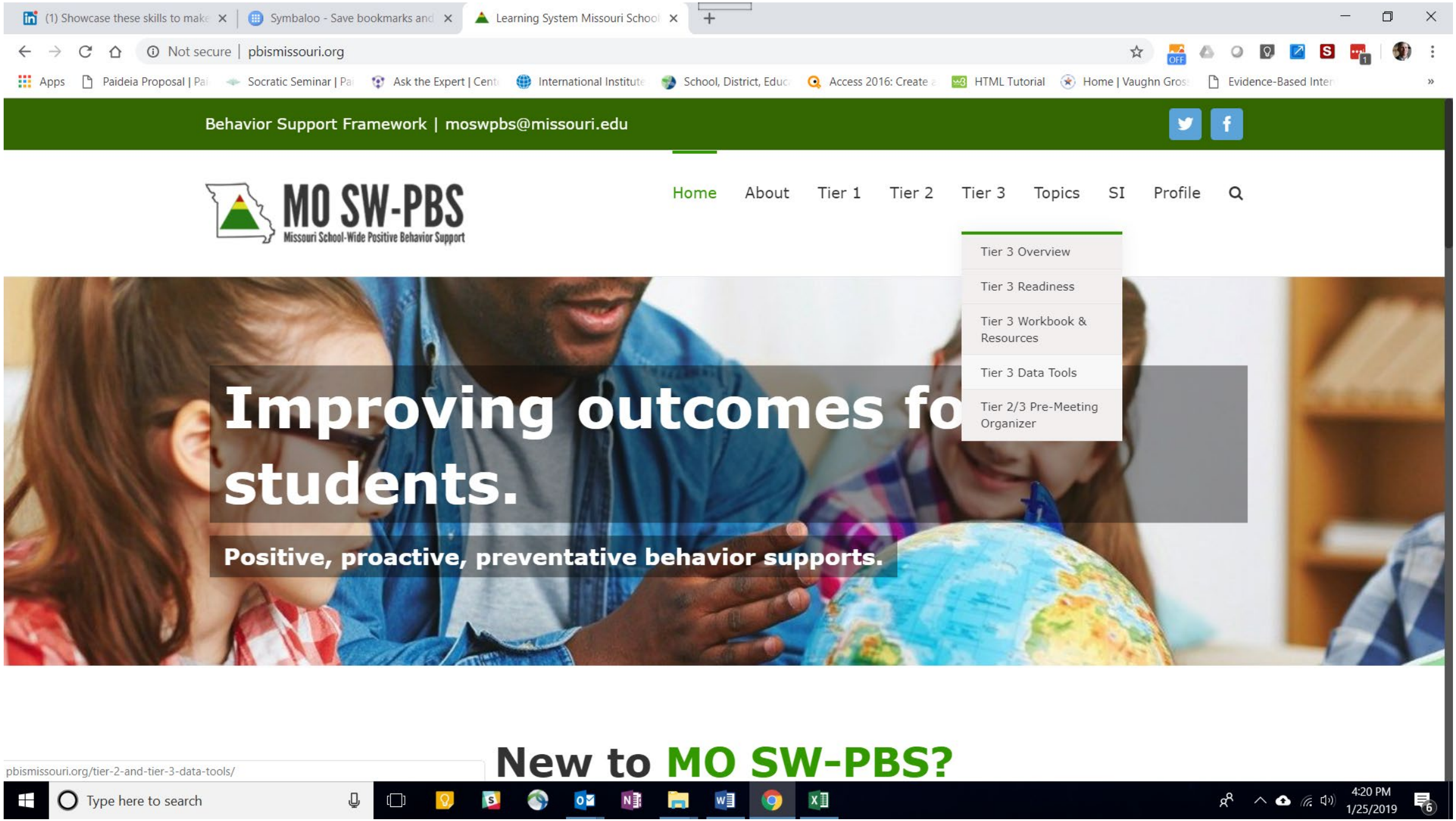
1/25/2019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Symbaloo - Save bookmarks and
Learning System Missouri School
Not secure | pbismissouri.org
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Socratic Seminar | Pai
Ask the Expert | Cente
International Institute
School, District, Educ
Access 2016: Create a
HTML Tutorial
Home | Vaughn Gros
Evidence-Based Inter
Behavior Support Framework | moswpbs@missouri.edu
MO SW-PBS
Missouri School-Wide Positive Behavior Support
Home
About
Tier 1
Tier 2
Tier 3
Topics
SI
Profile
Tier 3 Overview
Tier 3 Readiness
Tier 3 Workbook & Resources
Tier 3 Data Tools
Tier 2/3 Pre-Meeting Organizer
Improving outcomes fo
students.
Positive, proactive, preventative behavior supports.
New to MO SW-PBS?
pbismissouri.org/tier-2-and-tier-3-data-tools/
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Tier 2 and Tier 3 Data Tools

The efficient and effective collection and use of data is key to successful implementation of SW-PBS.

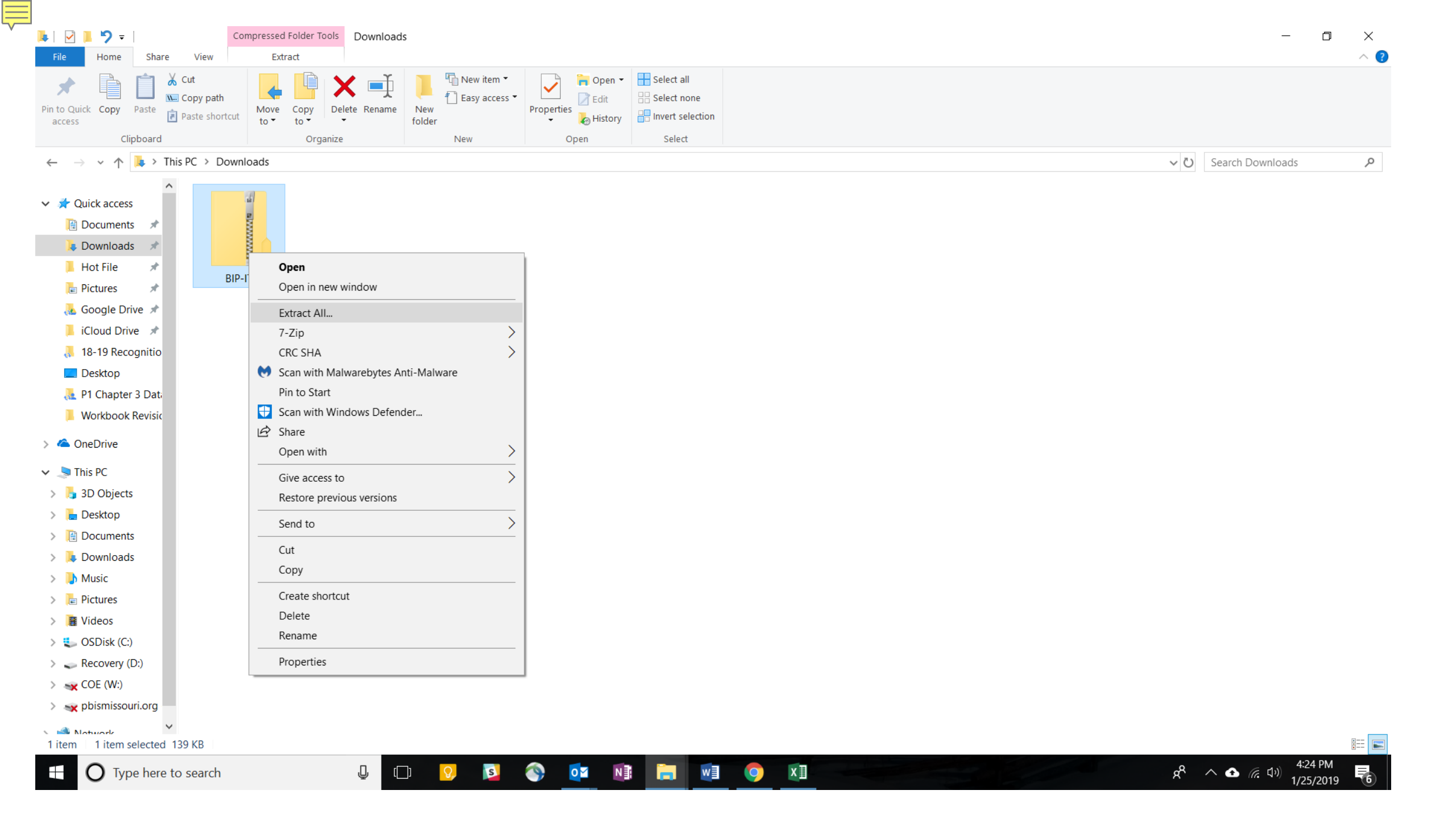
MO SW-PBS has developed a set of free Tier 2 & Tier 3 Data Tools to assist schools in developing a system for ongoing monitoring.

Tool	Description
2018-2019 MO SW-PBS Data Collection Schedule	Summary of due dates for all MO SW-PBS Data submissions for the current school year.
Advanced Tier Spreadsheet	Instructions for using the **ATS-Classic**, the **ATS-Segments**, the **ATS-Classic for Google Sheets**, and the **ATS-Segments for Google Sheets**.

Spreadsheet by Time Segment (ATS-Segment)	different time segments, users can identify settings in which the student may need additional support. The ATS-Segments requires slightly more time to enter daily data, but can yield rich information useful for interpreting student behavior.
Advanced Tier Spreadsheet by Time Segments for Google Sheets	The **ATS-Segments for Google Sheets** has most of the functionality of the excel version, and is shareable among school staff with a need to know and a need to access. This allows users to update the database from different locations throughout the building, and on different devices, provided they have internet access. To obtain a copy of the **ATS-Segments for Google Sheets**, click on the link, then click "Make a Copy." This will save a clean, confidential copy to your Google Drive.
BIP-IT 6.0	The **BIP-IT** is an Excel Spreadsheet that allows schools to track up to two behaviors and implementation fidelity for individual students on behavior intervention plans (BIP). This latest version provides guidance for teams on data collection and includes an information management system

For a full set of tools and resources related to Tier 2 and Tier 3, please see the corresponding Workbook & Resources pages.

TIER 2 WORKBOOK & RESOURCES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Share
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Give access to
Restore previous versions
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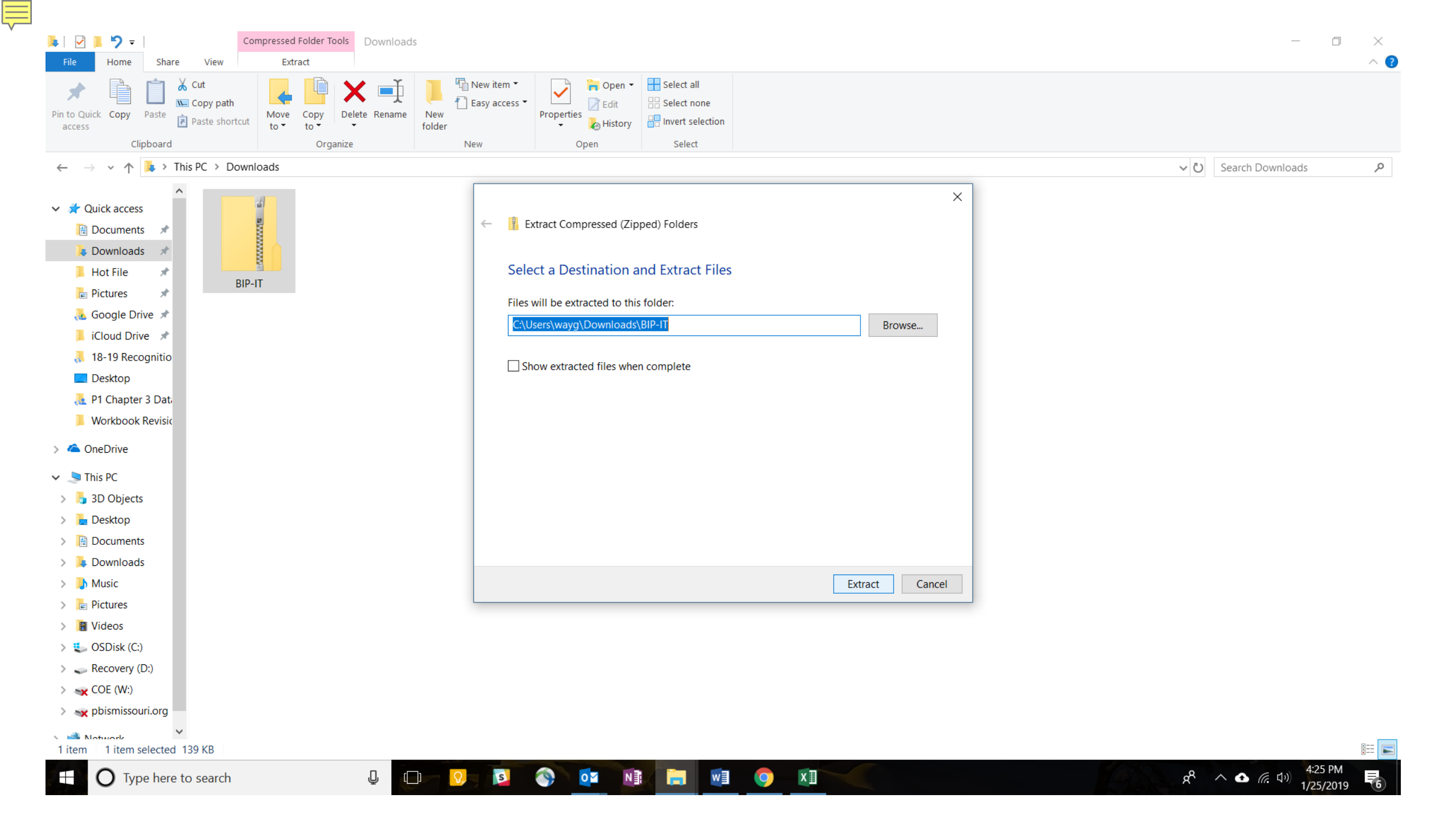
Compressed Folder Tools
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BIP-IT
Extract Compressed (Zipped) Folders
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Files will be extracted to this folder:
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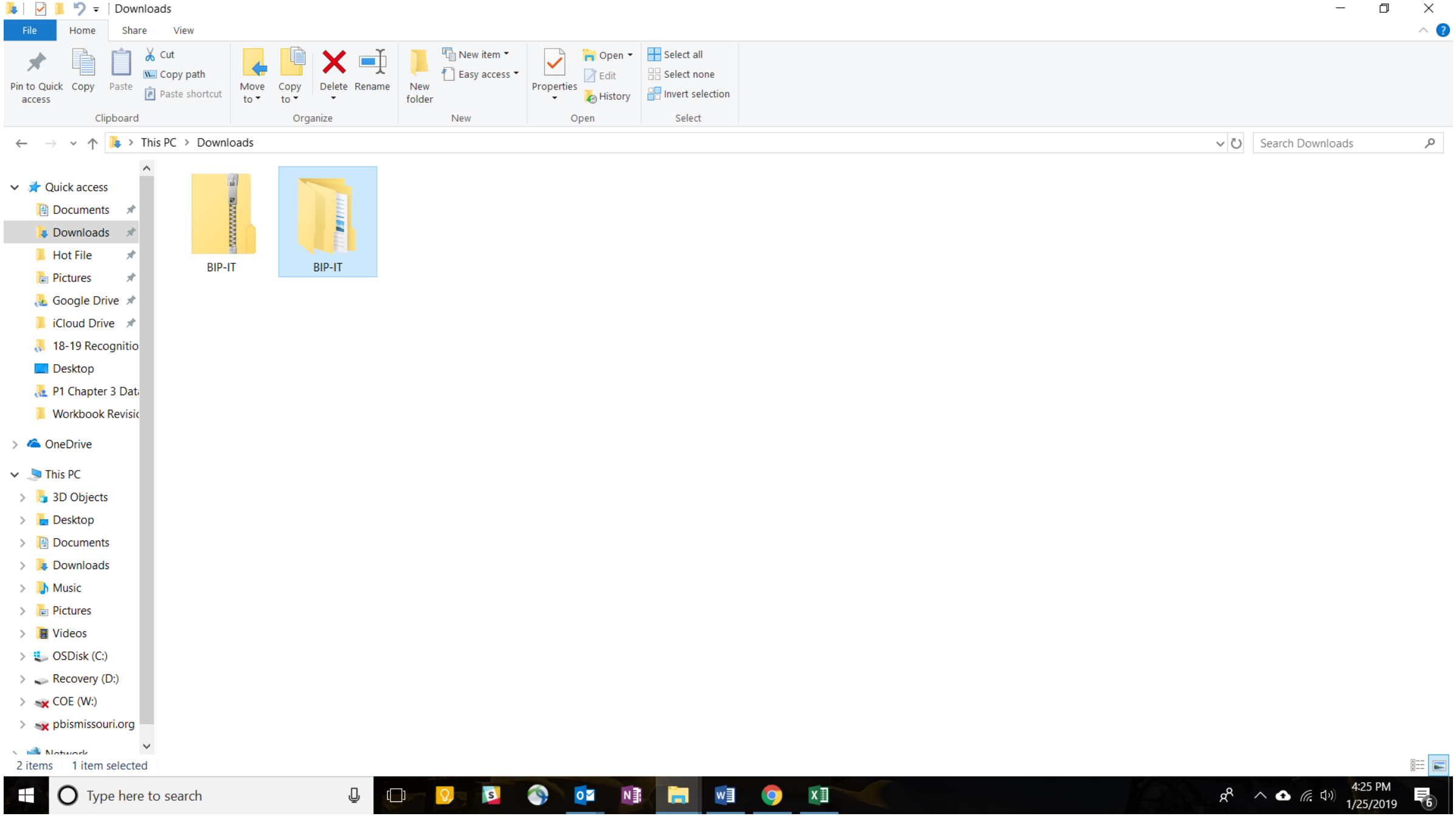
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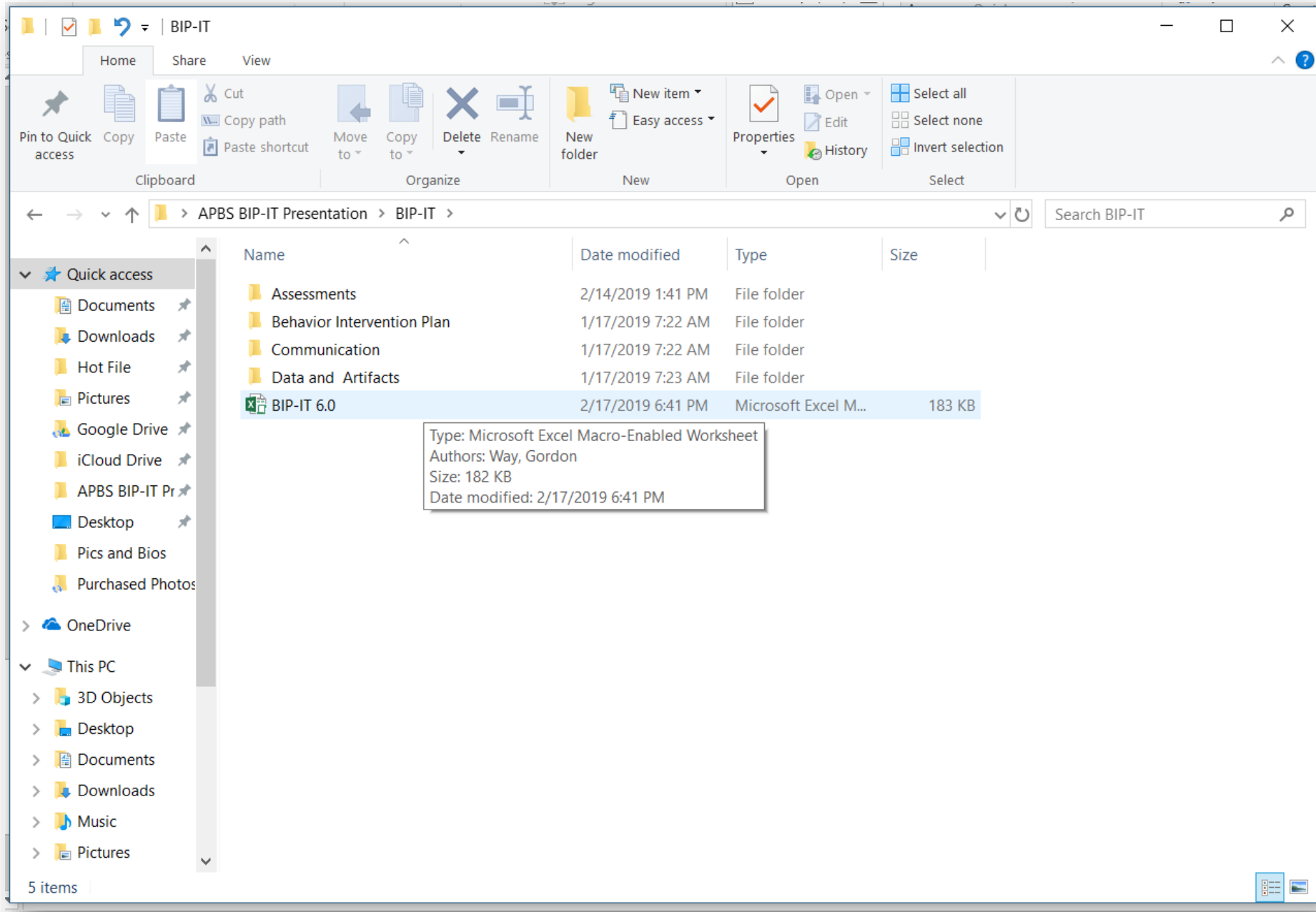
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Google Drive
iCloud Drive
APBS BIP-IT Pr
Desktop
Pics and Bios
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Behavior Intervention Plan
1/17/2019 7:22 AM
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Communication
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File folder
Data and Artifacts
1/17/2019 7:23 AM
File folder
BIP-IT 6.0
2/17/2019 6:41 PM
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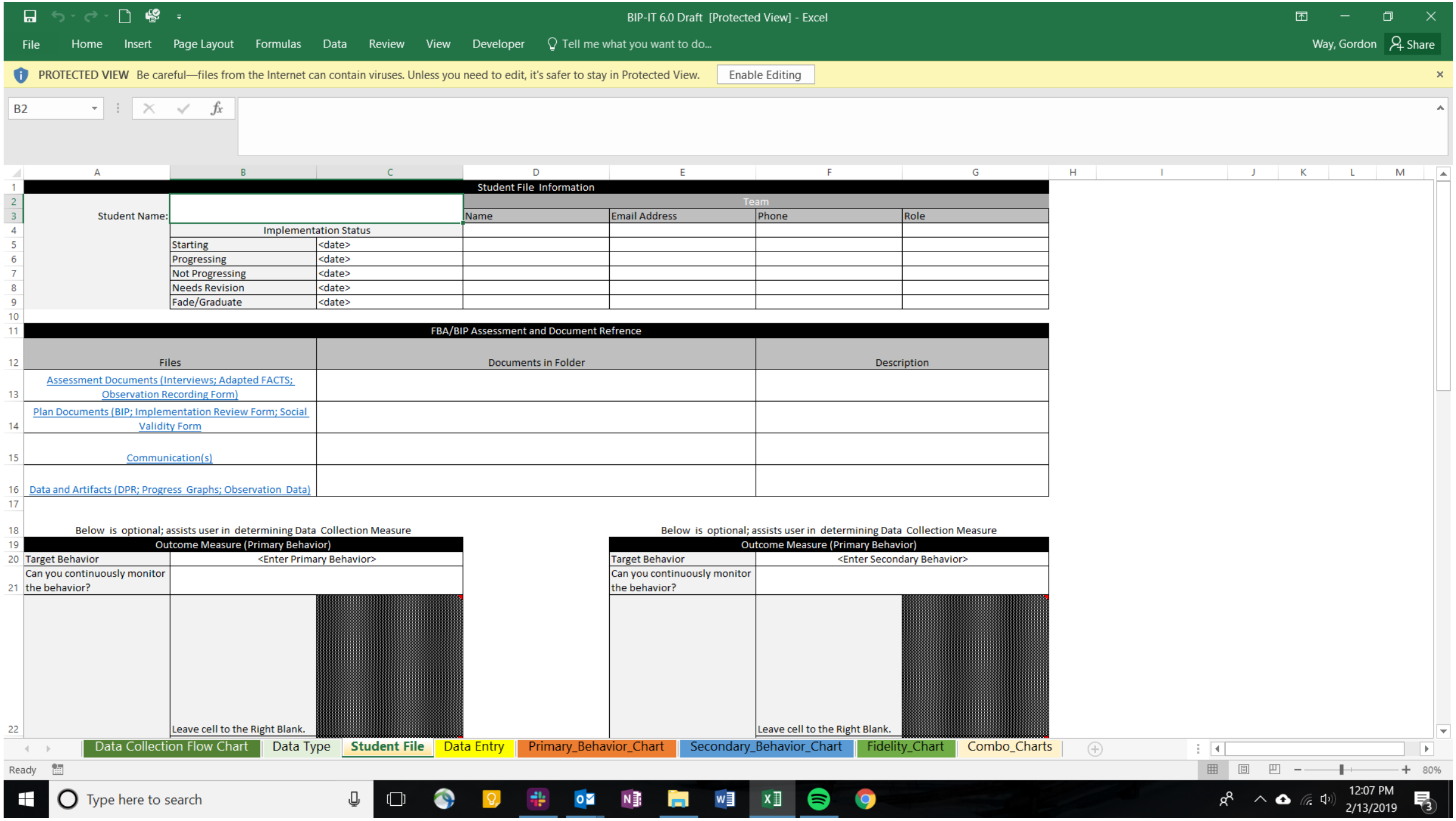
183 KB
Type: Microsoft Excel Macro-Enabled Worksheet
Authors: Way, Gordon
Size: 182 KB
Date modified: 2/17/2019 6:41 PM
5 items


BIP-IT 6.0 Draft [Protected View] - Excel
File Home Insert Page Layout Formulas Data Review View Developer Tell me what you want to do...
Way, Gordon Share
PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing
B2
Student File Information
Student Name:
Implementation Status
Starting <date>
Progressing <date>
Not Progressing <date>
Needs Revision <date>
Fade/Graduate <date>
Team
Name
Email Address
Phone
Role
FBA/BIP Assessment and Document Refrence
Files
Documents in Folder
Description
Assessment Documents (Interviews; Adapted FACTS; Observation Recording Form)
Plan Documents (BIP; Implementation Review Form; Social Validity Form
Communication(s)
Data and Artifacts (DPR; Progress Graphs; Observation Data)
Below is optional; assists user in determining Data Collection Measure
Outcome Measure (Primary Behavior)
Target Behavior
<Enter Primary Behavior>
Can you continuously monitor the behavior?
Leave cell to the Right Blank.
Below is optional; assists user in determining Data Collection Measure
Outcome Measure (Primary Behavior)
Target Behavior
<Enter Secondary Behavior>
Can you continuously monitor the behavior?
Leave cell to the Right Blank.
Data Collection Flow Chart
Data Type
Student File
Data Entry
Primary_Behavior_Chart
Secondary_Behavior_Chart
Fidelity_Chart
Combo_Charts
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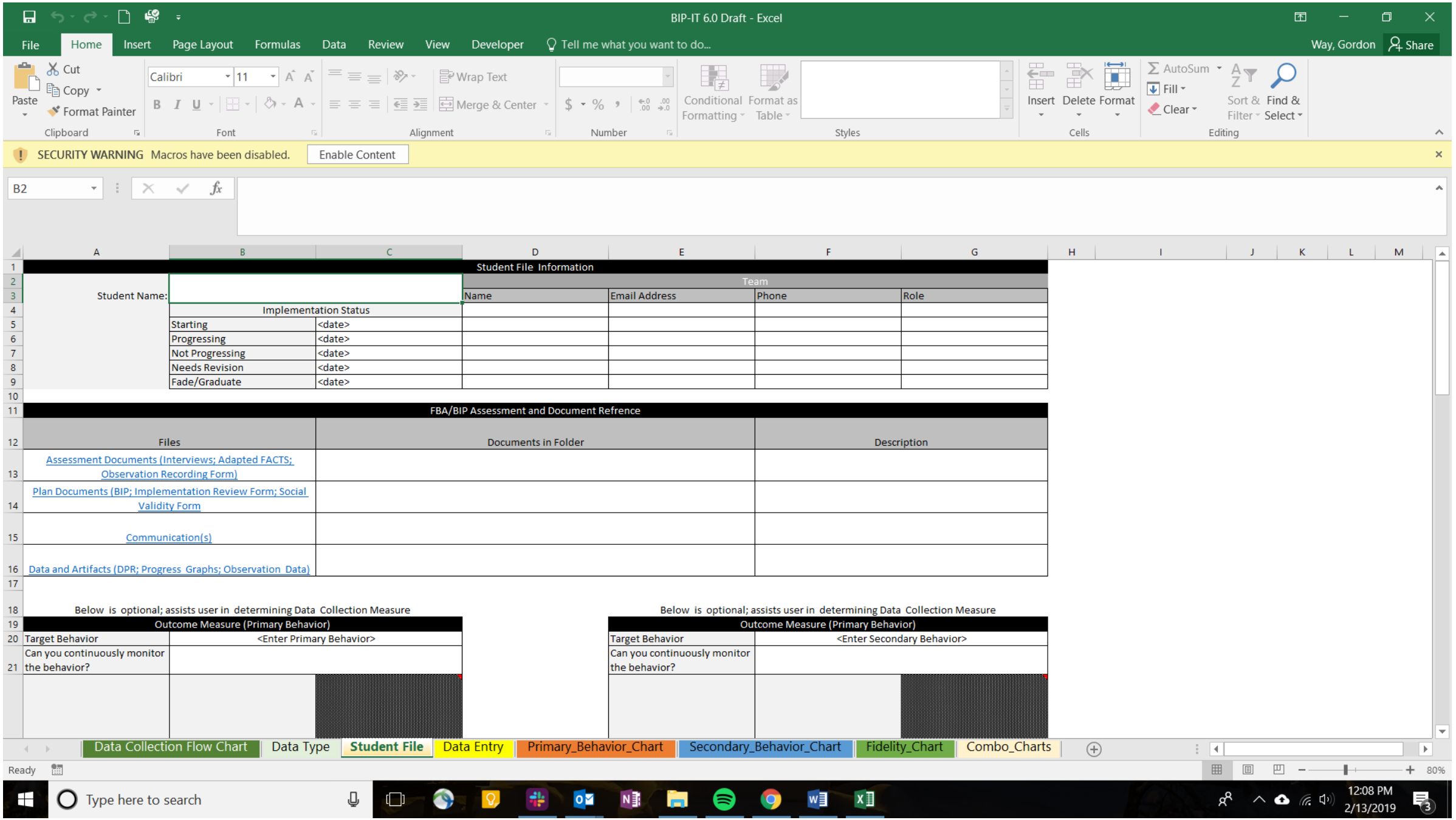
2/13/2019


BIP-IT 6.0 Draft - Excel
File Home Insert Page Layout Formulas Data Review View Developer Tell me what you want to do...
Way, Gordon Share
SECURITY WARNING Macros have been disabled. Enable Content
B2
Student File Information
Student Name:
Team
Name Email Address Phone Role
Implementation Status
Starting <date>
Progressing <date>
Not Progressing <date>
Needs Revision <date>
Fade/Graduate <date>
FBA/BIP Assessment and Document Refrence
Files Documents in Folder Description
Assessment Documents (Interviews; Adapted FACTS; Observation Recording Form)
Plan Documents (BIP; Implementation Review Form; Social Validity Form
Communication(s)
Data and Artifacts (DPR; Progress Graphs; Observation Data)
Below is optional; assists user in determining Data Collection Measure
Outcome Measure (Primary Behavior)
Target Behavior <Enter Primary Behavior>
Can you continuously monitor the behavior?
Below is optional; assists user in determining Data Collection Measure
Outcome Measure (Primary Behavior)
Target Behavior <Enter Secondary Behavior>
Can you continuously monitor the behavior?
Data Collection Flow Chart Data Type Student File Data Entry Primary_Behavior_Chart Secondary_Behavior_Chart Fidelity_Chart Combo_Charts
Ready
Type here to search
12:08 PM
2/13/2019

Practice

- You will need…
  - BIP-IT (Pat)
- Assignment (10 minutes)
  - Use the 3-week data sheet (Data and Artifacts) to set up Pats student information page
  - Enter 3 weeks of data
    - Use 3-week data sheet Pat (Data and Artifacts)
      - Time on Task
      - Assignments completed

Questions?!?

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@way_gordon