FBA/BIP Basics – A Free Webinar Series for Teachers

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Session Outcomes

- Become familiar with the DESE webinar series for understanding simple FBA/BIP
- Understand the guidelines for simple FBA/BIP for all students including those receiving special education services

Why FBA?

Interventions based on Functional Behavior Assessment reduce problem behavior by an average of 70%.

(Gage, Lewis, & Stichter, 2012)

Glossary handout

FBA/BIP for IDEA and Non-IDEA Students

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Student not Receiving Special Education Services

Review existing information about a student
+
additional information

Follow FBA form;
Create BIP

In this process, if at any time there is the suspicion of a disability and the thought that the student needs special education services you should proceed to requesting an evaluation for special education

Student Receiving Special Education Services

vs.

Informal

Review existing information about a student
(No parental consent required)

Complete FBA form

Develop BIP
(becomes part of IEP)

Formal

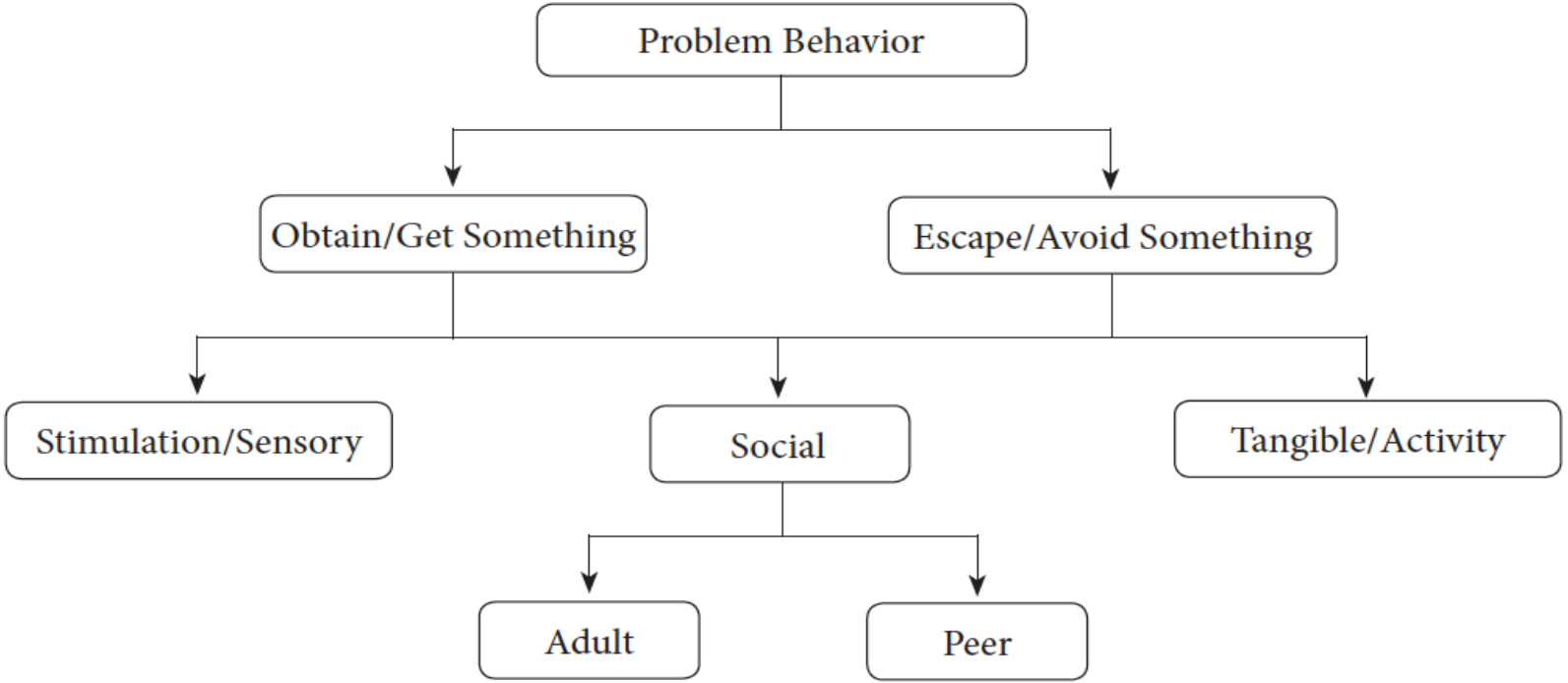
If needed, gather ANY additional information (observations, checklists, etc.) must have parental consent to move forward

Function Based Thinking

Function of Behavior

- Behavior is communication
- Behavior serves a purpose
- Behavior is learned
- Behavior errors can be corrected like academic errors
- Behavior is functionally related to the teaching environment

Function of Behavior



Antecedent → Behavior → Consequence

Humans learn through repeated experience that under these specific **A**ntecedent conditions engaging in this **B**ehavior will most likely result in this **C**onsequence.

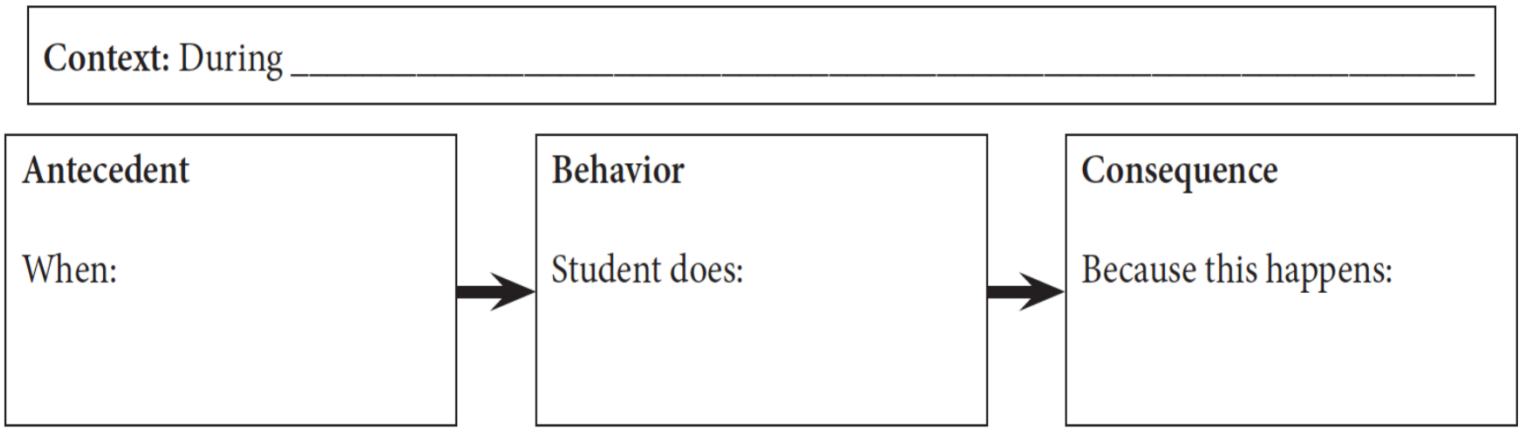
Function of Behavior in Every Day Life

A → B → C

Antecedent	Behavior	Consequence
Events that happen immediately before and trigger a behavior	Any observable and measurable act of an individual	The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior
You're hungry or thirsty and see a vending machine	You place your money in and make a selection	The machine dispenses your item for you to enjoy

Function of Behavior in the Classroom

Developing a hypothesis statement.



Function of Behavior in the Classroom

A → B → C

Antecedent	Behavior	Consequence
Events that happen immediately before and trigger a behavior	Any observable and measurable act of an individual	The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior
During circle time, Billy is asked to join the rest of the class on the carpet for an activity	Billy says, “No” and runs to the block area, refusing to follow the teachers	Billy is sent to the time out chair for 5 minutes

Function of Behavior in the Classroom

Billy's information placed in the hypothesis statement frame.

Context: During Circle Time

Antecedent	Behavior	Consequence
When: Asked to join the class on the carpet	Student does: Says "no", runs to the block area	Because this happens: He is sent to the time out chair

During circle time, when asked to join the class on the carpet, Billy will say "No", and run to the block area because he will be sent to the time out chair. Therefore, the function of this behavior is likely to avoid sitting still on the carpet.

Remember

- An FBA is not a one-shot process. It involves function based thinking that takes time.
- Information and data gathered from varied sources helps create a more accurate picture of the student from which you can make decisions.
- Stick to the facts….gut feelings have no place in an FBA. What is the evidence to support your thoughts?

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Next Steps

What is a Behavior Intervention Plan?

- The behavior intervention plan is a ***written*** description that defines ***how an educational setting will be changed*** to improve the behavioral success of the student.

Create the Competing Behavior Pathway

Use the hypothesis statement from the FBA to complete the Competing Behavior Pathway.

	Desired Replacement (Long Term Objective) Join the class in circle time	**Reinforcing Consequences for Desired Replacement** Peers and teacher will interact more positively	
Triggering Antecedent Having to sit in circle time	**Problem Behavior** Says 'no' and runs to another area	**Maintaining Consequences** Sitting in the time out chair	**Function** To avoid participating in circle time
	Alternative Replacement Behavior (Short-term Replacement) Sit by favorite peer or teacher (his choice); sit in a chair vs. the floor		

Competing Behavior Pathway

Behavior Intervention Plan

Use the Competing Behavior Pathway Information to Create an Individualized Behavior Intervention Plan

Menu of Function Based Options for BIP

Selecting strategies for:

Antecedent support

Teaching desired behavior

Consequences to limit problem behavior

Consequences to reinforce desired behavior

Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks

2.1 Setting Events Strategies	• Check in with an adult immediately upon student arrival to:
	  • Provide positive attention, greeting
	  • Organize materials
	  • Practice replacement behaviors
	  • Provide food, sleep, medications, hygiene, clothing etc.
		• Provide a quiet space to eat breakfast, do a preferred activity, etc.
		• Ask the student if they want to talk with an adult they choose before going to class
			• Provide a structured daily schedule for on-task activities (visual schedule)

2.2 Antecedent Strategies	• Increase Positive Recognition
	  • Give student leadership responsibility or a class "job" that requires the student to interact with staff.
	  • Increase positive home/school communication
	• Increase Opportunities to Respond
	• Increase Active Supervision – Schedule more frequent interactions
	• Increase opportunities for peer interaction
	• Clarify expected behavior and provide specific precorrects
		• Teachers assign cooperative groups (versus students choosing)
		• Provide the option to work independently
		• Preview upcoming events and tasks
		• Use a visual schedule of class activities
		• Provide preferential seating (e.g. separate "office", desk to the side, on the floor, etc.)
		• Clarify expected behavior and provide specific precorrects
			• Teach Procedures
			  • Asking for help
			  • Individualize procedure for use of resources (e.g. individual dictionary, 100's chart, multiplication table, graphic organizers)
			  • Check to see if student has needed materials and if not, provide them before they are needed.
			• Address Task Difficulty
			  • Design assignments to meet student instructional/skill level.
			  • Pre-teach content.
			  • Modify amount or type of activity.
			  • Provide extra help/checks for understanding.
			• Provide Choice
			  • Provide choices such as what to do first or what tools to use.
			• Sequence Tasks
			  • Provide an opportunity to engage in a preferred activity first.
			  • Clarify expected behavior and provide specific precorrects

Remember

- The Behavior Intervention Plan is a **written** description that defines how an education setting will be changed to improve the behavioral success of the student.

- This plan is based on information gathered during the FBA process. It needs to be implemented with fidelity by all parties involved with the student.

Next Steps

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Why Monitor the Plan?

In order to determine student growth and to inform instruction, an intervention ***must be*** monitored regularly.

Fidelity Monitoring

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation) Is Plan Making a Difference? (Social Validity)			

Fidelity Monitoring for Billy

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation) Is Plan Making a Difference? (Student view? Teacher view?	Chart, calendar, Google form, etc.	*Classroom teacher	Self-report weekly Every 2 weeks

*This can be anyone in your system with knowledge of the plan.

Data Based Decision Making

POOR RESPONSE

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes:
  - Was the problem identified correctly?
  - Is intervention aligned with the function?
  - Are there other functions to consider?

Data Based Decision Making

QUESTIONABLE RESPONSE

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes: increase intensity of current intervention for a short period of time and assess impact.
  - If rate improves, continue.
  - If rate does not improve, return to problem solving.

Data Based Decision Making

GOOD RESPONSE

Was intervention implemented as intended?

- Continue intervention with current goal
- Continue intervention with goal increased
- Teach self-management
- Fade intervention components

Wrap Up

(link)

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Wrap Up
Questions?

Please Remember

"Punishing students doesn't teach them the right way to act."

- George Sugai, 2005