FBA, BIP, OH MY!

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Learning Targets

1) I can identify when an Functional Behavior Assessment is required to be completed.

2) I can describe the different functions that behavior can serve.

3) I can identify the components of a Behavior Intervention Plan.

Let's Dive In

Best Practice Approaches to Discipline

Proactive approaches to discipline for all students include expectations that are directly taught.

- Code of Conduct

- Positive Behavior Interventions and Supports (PBIS)

- Social and Emotional Learning(SEL)

Benefits of Best Practice

- A decrease in office discipline referrals.

- A safe and healthy school climate.

- A climate where teachers can teach, and students can learn.

- A climate where learning and teaching are valued.

Functional Behavior Analysis (FBA)

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When is an FBA required?

- When the LEA, parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability.

- A Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) must be administered within the past year for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.

FBA- Frequently Asked Questions

- *When is it in the child's best interest to conduct an FBA?*

- *Do you need parent permission to conduct an FBA?*

FBA- Frequently Asked Questions

- When is it in the child's best interest to conduct an FBA?

  - *Any time the behavior impedes the child's learning and/or the learning of others.*

  - *The FBA is a process that assist us in gathering more information about the child and their behavior.*

- Do you need parent permission to conduct an FBA?

  - *Yes, You must have parent permission to conduct a FBA*

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Behavior is Communication

What is a student trying to tell you?

➢ The Functional Behavioral Assessment process allows us to focus on the **reason** for the behavior rather than simply on the behavior itself.

Behavior is Communication

Escape

Attention

Tangibles

Sensory

Behavior is Communication

Functions of Behavior = Communication

- **Escape/Avoidance** - from person, task, environment, etc.

- **Attention** - desire for attention from peers, adults

- **Tangible** - desire for a specific item or activity

- **Sensory/Self-stimulation** - the behavior feels good or meets a sensory need

Functions of Behavior Examples

Function	Description	Examples
Escape	A person engages in a behavior to end or avoid something they do not like	-Tantrum because work is presented -Taking a different route home to avoid traffic
Attention	A person engages in a behavior to receive attention	-Raising a hand in class to get called on by the teacher -Screaming so that someone comes over
Tangible	A person engages in a behavior to get access to an item or activity	-Completing homework for iPad time -Hitting sibling in order to get them to give up a toy
Sensory	A person engages in a behavior because it physically feels good or relieves something that feels bad.	-Scratching an itchy mosquito bite -Fanning your face on a hot day

Behavior Intervention 101: The 4 Functions of Behavior - ThinkPsych

FBA-Necessary Components

- Data from multiple sources

- Problem behavior(s) operationally defined

- Baseline data on problem behavior

- Slow triggers (setting events) are identified

- Immediate triggers (antecedent events) are specified

FBA-Necessary Components

- Setting or Situations in which problem behavior(s) are most likely to occur are specified

- Outcomes (consequences) are identified

- There is a hypothesis statement

- Behavioral Function is stated

Components of a Functional Behavior Assessment

- Interviews completed by the staff, caregivers, and the student

- Observations of student behavior, staff behavior, and the environment

- Data analysis (rate/duration of the behavior, common triggers, and typical consequences)

Identifying and Defining Student Behavior(s) to Target

- Is the behavior interfering with student/peer safety?

- Which specific behavior is the most problematic?

- Is the behavior frequent enough to warrant intervention?

- Is the behavior interfering with student/peer learning?

Operationally Define Problem/Target Behaviors

- Be very specific

- Identify observable and measurable actions

- Word the definition so that it tells the reader which actions make up the behavior instead of what it isn't

- Identify the beginning and ending of the behavior or behavior event.

Stranger & Dead Man's Test

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Defining Behaviors

Vague	Observable /Measureable
Mary gets upset	Mary yells and hits her peers with her hands
Paul is off task	Paul puts his head down on desk or looks around room when given independent assignment
Brittany is disrespectful	Brittany snatches papers from the teacher and her peers.
Mark doesn't follow directions	Mark walks around the room without permission
Georgia State University FBA/BIP Training Modules: **Module # 2**	

Defining Behaviors Practice

Tucker is disruptive and off task

Is the above behavior observable and measurable?

NO

Tucker blurts out during independent work

Collecting the Data

The team's analysis of the comprehensive FBA assessments should identify patterns and result in summative information that should include:

- Time of day and settings where the behavior typically occurs

- Subject/activity when the behavior most often occurs

- Frequency/duration/intensity of the behavior

- Staff present during the behavior

- Antecedents/events or conditions that immediately precede/trigger the behavior

- Consequences that maintain the problem behavior

Let's Practice!

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Activity

Alex, age 14, is a student in a special education classroom. During independent work time in math class, he begins to curse aloud to complain about assignments. His teacher responds by reprimanding Alex and talking with him about the difference between appropriate and inappropriate behaviors. Cursing stops after Alex receives one-on-one interaction from his teacher and at that time, Alex returns to his work.

Identify the antecedent, the behavior, and the consequence in this scenario.

A:_____

B: _____

C: _____

Activity is from Georgia State University FBA/BIP Training Modules: Module # 3

Activity

Alex, age 14, is a student in a special education classroom. During independent work time in math class, he begins to curse aloud to complain about assignments. His teacher responds by reprimanding Alex and talking with him about the difference between appropriate and inappropriate behaviors. Cursing stops after Alex receives one-on-one interaction from his teacher and at that time, Alex returns to his work.

Identify the antecedent, the behavior, and the consequence in this scenario.

A:Independent math work/not receiving help from the teacher

B: Cursing

C: Teacher reprimand/discussion

Questions to Ask Yourself

What is Alex trying to communicate to his teachers by engaging in cursing?

"I want teacher attention"

What might be the function of his behavior?

 Attention

Behavior Intervention Plan (BIP)

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Behavior Intervention Plan (BIP)

- A behavior intervention plan includes **positive interventions**, **strategies** and **supports** to address the target behavior.

- The BIP is created by a team of school staff and the parents.

- The BIP is used to teach or encourage new behavior.

- A BIP should address the problem behaviors identified in the FBA. If the team is presented with enough data and knowledge about the causes and circumstance of your child's behavior, the FBA may not have to be completed.

Behavior Intervention Plan (BIP)

- The BIP should be modified as the student's behavior changes and develop a BIP that is addressing the appropriate function of the student's behavior.

- Individualized Positive Behavior Support should include prevention interventions and replacement behaviors. The antecedent modification/prevention intervention(s) must be function specific. Replacement behaviors are used to teach new skills or alternative behaviors.

Behavior Intervention Plan (BIP)

Positive (prevention) interventions to avoid the target behavior (e.g., antecedent modifications), may include:

- Instructional modifications
- Behavioral precursors such as signals
- Modification of routines
- Opportunities for choice/control
- Clear expectations
- Pre-correction

Behavior Intervention Plan (BIP)

- When choosing behaviors to teach, **the team** should detail procedures for how the behavior will be taught and develop a plan for how **the team** will reinforce the more appropriate, replacement behavior.

- **The team** should consider what skills the student needs to learn in order to use a more appropriate behavior to communicate their needs.

BIP Implementation Reminders

- During the implementation of the BIP, frequency/duration data should be collected to monitor the effectiveness of the interventions described in the BIP.

- The progress monitoring should be data-based.

BIP Action Plan

The action plan for the implementation of the BIP should include:

- Designation of which team member will provide initial and ongoing checks for accurate and consistent implementation of interventions/strategies

- Activities, dated, and documentation describing who is responsible for completing each task

- Explanation of how data will be collected and analyzed

- Timelines for team meetings, data analysis, and monitoring success of the BIP

- If necessary, a crisis intervention plan is developed when the safety of the students or others must be assured

Components of a BIP: Let's Jump In

Components of a BIP

A behavior intervention plan is broken into 3 parts:

- What to do before the behavior occurs to try and prevent it

- What to do when the behavior occurs

- What to do after the behavior occurs (the consequences)

Components of a BIP

- Operational Definition of the Target Behavior

- Hypothesis Statement

- Antecedent Modification/Intervention

- Replacement Behaviors

Hypothesis Statements

- Describe the behavior clearly in observable and measurable terms, including specific examples or acts or words.

- Should be in the format of: Antecedent, Behavior, and Function.

Hypothesis Statements Examples

- When Johnny is faced with a stressful subject, task or situation, he is likely to have visual and/or auditory hallucinations and/or an increase in somatic complaints which could lead to him requesting to leave his assigned area repeatedly in order to escape the situation.

Antecedent Modification/Intervention

It is important to match each prevention intervention to the appropriate function of behavior.

Antecedent Modification/Intervention

Function	Possible Intervention
Escape	Modify difficult assignments to shorter and more visually appealing
Attention	Schedule frequent, regular check-ins between student and a preferred staff member
Tangible	Offer a new preferred item before removing another preferred item
Sensory	Allow fidget item throughout the day
Georgia State University FBA/BIP Training Modules: Module # 7	

Examples of Replacement Behaviors

Function	Replacement Behavior
Attention	Student learns to ask peers what they did or will do over the weekend
Escape	Student learns to hand "break pass" to teacher during difficult assignment
Tangible	Student learns to sign "drink" to request water from the fountain
Georgia State University FBA/BIP Training Modules: **Module # 7**	

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Compliance Vs. Best Practice

Compliance	Best Practice
A Functional Behavior Assessment is required when the LEA, parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability. A BIP is **required** when a behavior has been determined to be a manifestation of a student's disability, as defined in **34 CFR.530**.	A Functional Behavior Assessment (FBA) is not required when completing a BIP, but it provides valuable information about the behavior, and it allows the plan to focus on the **reason** for the behavior rather than the behavior itself.

Compliance Vs. Best Practice

Compliance	Best Practice
A Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) must be administered within the past year for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.	A BIP is beneficial for students whose behavior(s) interferes with their learning or the learning of others and requires individualized interventions

Common Errors in BIPs

- Target behavior is vague and unmeasurable

- Hypothesis statement is left blank

- Interventions do not match the function of the behavior.

- Lack of replacement behaviors

- Interventions are not individualized

Frequently Asked Questions from Implementation Manual

Does a Behavioral Intervention Plan (BIP) have to be based on a Functional Behavior Assessment (FBA)? Is an FBA required before a BIP can be created?

Frequently Asked Questions from Implementation Manual

If the IEP Team has adequate information to develop a Behavior Intervention Plan, a Functional Behavior Assessment may not be required. Although not required, **best practice** is to conduct an FBA prior to the development of a BIP. In the case of a required FBA and BIP due to discipline procedures and the determination that the behavior in question was a manifestation of the child's disability, both an FBA and a BIP must be developed. If already completed, the FBA and BIP must be reviewed and revised as necessary.

Frequently Asked Questions from Implementation Manual

At what point in the disciplinary process is a child required to have a behavioral intervention plan?

Frequently Asked Questions from Implementation Manual

Within 10 days of any decision to change the placement of a child with a disability because of a violation of the student code of conduct, the relevant members of the IEP Team must make the determination as to whether the conduct was a manifestation of the child's disability. **If it is determined to be a manifestation of the child's disability, a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP) must be developed, reviewed, and/or modified.** If it is determined not to be a manifestation of the child's disability, a FBA and behavior intervention services and modifications should be provided, as appropriate, to address the behavior violation and so that it does not recur.

Resources

- **IRIS Center Functional Behavioral Assessment Module**

- **Positive Behavior Supports**

- **TIPs for an Effective BIPs**

- **Implementation Manual- Discipline**

- **FACT SHEETS**

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Here to help