Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP)

SELDA

January 15,2020

Learning Targets

1) I can identify when an FBA is required to be completed.

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

3) I can identify the components of a BIP.

4.) I can describe the state rule on Seclusion and Restraint.

Best Practice

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.

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Equity and Continuous Improvement

Action Steps Checklist

a) **Train all school staff** to apply school discipline policies and practices in a fair and equitable manner.

b) Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and **eliminate discriminatory discipline and unintended consequences**.

Discipline and Data

- How is the discipline data documented?
- Who collects and inputs the discipline data?
  - Teachers
  - Clerks
  - Administrators
- What procedures do you have in place to ensure all staff as well as new staff are trained in collection/input of discipline data?
- What tools should your staff be expected to use, how do they know about these tools and how are they trained on these tools?
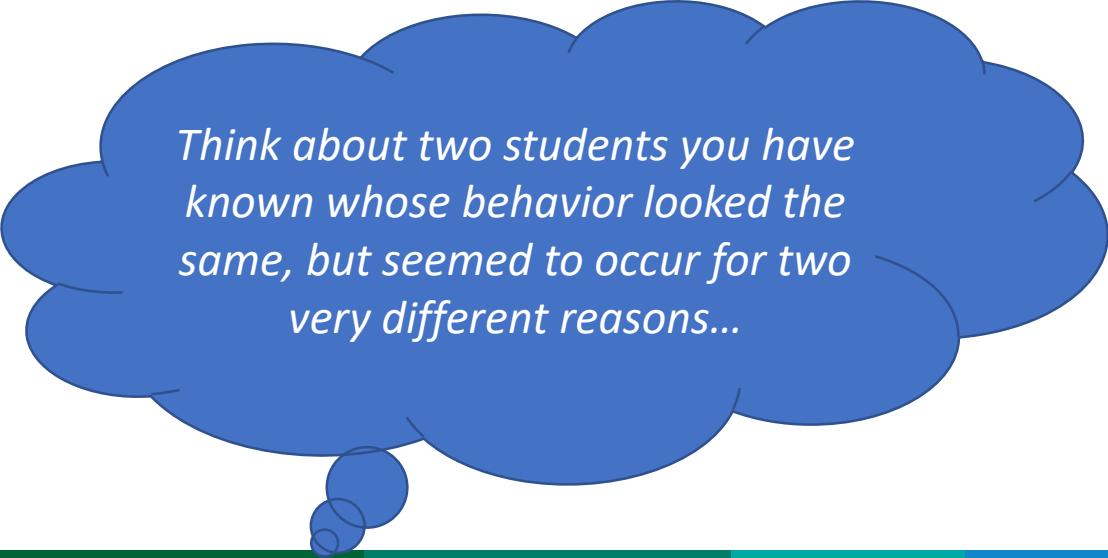
Table Talk

Describe an intervention used to address student behavior that may have effectively resulted in behavior change, but that simultaneously impacted some aspect of the student's quality of life in a negative way.

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.

Think about two students you have known whose behavior looked the same, but seemed to occur for two very different reasons…

Behavior is Communication

Functions of Behavior = Communication

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

- **<u>Attention</u> -** desire for attention from peers, adults

- **<u>Tangible</u> -** desire for a specific item or activity

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

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

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

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

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

Functional Behavioral Assessment

- Upon completion of the observations and assessments, through a collaborative team-based decision-making process, the team analyzes the data to determine the function of the target behavior.

- Team members should utilize the antecedent-behavior-consequence (ABC) model as the basis for determining the function of the behavior.

- The team should analyze what happens before the behavior, during the behavior, and after the behavior occurs.

Functional Behavior Assessments and Behavior Intervention Plans

Functional Behavior Assessment (FBA)

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

Table Talk

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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: _____

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

What might be the function of his behavior?

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

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. The BIP should be modified as the student's behavior changes and develop a Behavior Intervention plan 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

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. 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

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Antecedent Modification/Intervention:

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

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

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

Frequently Asked Questions from Implementation Manual

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

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.

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?

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.

Seclusion

Seclusion and restraint for all students 160-5-1-.35

Prohibits the use of seclusion and limits the use of restraint to those situations in which students are a danger to themselves and others.

Restraint

[Seclusion and restraint for all students 160-5-1-.35](#)

The use of physical restraint is prohibited except in those situations in which students are an imminent danger to themselves or others and when the student is not responsive to less intensive de-escalation techniques.

Restraint should never be used:

- When the student is responsive to less intensive interventions and de-escalation techniques.

- As a form of discipline or punishment, to obtain compliance, or as a replacement for less restrictive alternatives.

Resources

Georgia State University FBA/BIP Training Modules

Positive Behavior Supports

FACT SHEETS

Implementation Manual- Discipline

Contact Information

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