

FBA, BIPs.... OH MY

Bridget Still
Program Specialist
Results Driven Accountability

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.

Functional Behavior Analysis (FBA)



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

Escape

Attention

Tangibles

Sensory

Functions of Behaviors

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

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?***



FBA

- ***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*



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 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

Let's
Practice!

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

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

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 Plans

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 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 circumstances 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 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)

- 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.

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

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

Antecedent Modification/Intervention:

It is important to match each 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

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.

Positive, Proactive Approaches to Addressing Behavior

- If a child doesn't know how to read, we **teach**.
- If a child doesn't Know how to swim, we **teach**.
- If a child doesn't know how to multiply, we **teach**.
- If a child doesn't know how to drive, we **teach**.
- If a child doesn't know how to behave, we **punish**

Teaching Behavior

- Behavior must be explicitly taught in the same way explicit instruction takes occurs for academic content areas if we seek to make meaningful positive gains and positively change behavior.
- This pro-action can ultimately lead to a decrease in the presence of difficult/disruptive behavior or the need for punitive discipline.

Proactive approaches to addressing behavior

- Creating a consistent, organized, and respectful learning environment.
- Define and teach clear classroom expectations and rules.
- Strategies to acknowledge behaviors

What Is a Consistent, Organized, and Respectful Learning Environment?

- An environment with strong, mutually respectful relationships.
- Students engaged in setting the clear and consistent classroom rules, routines and procedures.
- Ethnic, cultural, contextual, and linguistic diversity is valued.
- Students actively engaged with opportunities to respond (OTRs).

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Use a Continuum of Strategies to Acknowledge Behavior

- Provide four acknowledgments of appropriate behavior for every correction.
- Acknowledge mastery of expectations and compliance with procedures.
- Use a variety of methods to acknowledge appropriate behaviors (e.g., oral, gestural, written).
- Give specific praise/feedback
- Deliver immediately after the behavior occurs.

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Resources

[Georgia State University FBA/BIP Training Modules](#)

[Positive Behavior Supports](#)

[TIPs for an Effective BIPs](#)

[Implementation Manual- Discipline](#)

