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Completing Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)



F B A

**FUNCTIONAL BEHAVIOR
ASSESSMENT**

WHAT IS A FUNCTIONAL BEHAVIOR ASSESSMENT

NOTE: REMEMBER, ALL BEHAVIOR IS MEANINGFUL AND PURPOSEFUL

- A functional behavior assessment is a systematic method used in an effort to understand what function the 1 specific targeted behavior serves for the student being assessed.



WHEN IS A FUNCTIONAL BEHAVIOR ASSESSMENT USED?

According to I.D.E.A. State guidelines:

- When a student is in danger of having a placement change due to a disciplinary action because of display of inappropriate behavior and a behavior plan is being developed.
- When a students behaviors are interfering with his/her academic success or that of another student.



Cont: WHEN IS A FUNCTIONAL BEHAVIOR ASSESSMENT USED?

- When current supports and intervention strategies are not working and different intervention strategies are required.
- When possibility of suspension is apparent for a student with disabilities.
- When a student with disabilities is again suspended because of disciplinary action.




Cont. WHEN IS A FUNCTIONAL BEHAVIOR ASSESSMENT USED

- Whenever behavior impedes student's learning or that of others.



METHODS TO DETERMINE FUNCTION

1. Observation
2. Survey 
3. Questionnaire
4. Interview
 - A. Teacher
 - B. Parent/Caregiver
 - C. Student being studied

UNDERSTANDING THE RELATIONSHIP BETWEEN THE SERIES OF FACTORS RESULTING IN THE TARGETED BEHAVIOR.



- Antecedent
- Behavior chosen to target for change
- Consequences used

WHAT IS AN ANECDENT?

- Factors, TRIGGERS, in place just before the observation of the targeted behavior
 1. Environment
 2. Time of day
 3. Temperature of the location
 4. E.T.C.



WHAT IS THE TARGETED BEHAVIOR?

- The *single* behavior targeted for change; increase or decrease.
- The behavior indicated by the Teacher who has a concern for the behavior in relationship to the students interaction with other students, teacher, school staff or the behaviors impact on his/her ability to educationally succeed.

WHAT IS THE CONSEQUENCE CONNECTED WITH THE TARGETED BEHAVIOR

- Disciplinary action used in the past in an effort to manipulate the targeted behavior
 - A. Types
 1. Verbal reprimand
 2. Withholding of privileges
 3. Office referral
 4. E. T. C.



Scenario #1

Tom is a 5th grade male student. For the past 30 days Tom has been known to come to school, eat breakfast in the cafeteria and within the next hour be observed throwing a pencil at Joe who has been one of his best friends since Kindergarten. After he is seen by his teacher or school staff member throwing the pencil, Tom is verbally reprimanded and removed to the hall to do his work.

Scenario #2

Dick is a 1st grade male student in Mrs. Smith's room. Mrs. Smith has noticed that lately Dick has become verbally aggressive saying, "I don't have to do it or No," to her between the hours of 1:00PM and 2:00PM with the disciplinary action being Dick being sent to the principals office for until 3:00PM.

Scenario #3

Harry is a 3rd grade student who has been gone on Thursday for the 6th consecutive week. His mothers calls him in sick with a stomach ache, explaining she cannot understand why this is happening and is concerned because he is missing so much school and after a Dr. visit nothing was determined to be physically wrong with Harry. Harry' grades are beginning to fall.

SCENARIO #4

Mary is a 6th grade female student. Mary was prescribed glasses 4wks ago although, she is not often observed wearing them. Mary is in danger of failing English.

SCENARIO #5

Carrie is 9th grade female who has always been a good student but, recently her grades have begun to fall. Although she has always participated in extracurricular activities, Carrie recently was kicked off the cheerleader squad for not attending practice. She has been observed hanging around with other students who are rumored to be using drugs. Carrie's mother has expressed concerns for her daughter's grades and conduct at home. Her mother related she no longer wants to

CONT. SCENARIO #5

participate in family activities, choosing to spend a lot of time in her room. Carrie's mother and father recently divorced with a custody battle currently raging. Carrie has 4 siblings, ages 6mos through 12yrs of age, of which she is the oldest. Carrie's mother has recently allowed her boyfriend to move in. Carrie, at this point refuses to speak with a counselor.

OTHER TOOLS TO DETERMINE FUNCTION


- QABF: Contains 5 possible function components.
 1. Attention
 2. Escape
 3. Non-Social
 4. Physical
 5. Tangible



STEPS TO COMPLETE QABF

- Determine target behavior
- Complete top portion of tool.
- Provide score for each question according to directions.
- Transfer scores to scoring sheet
- Add scores together for indication of top possible function of behavior

CONT. TOOLS TO DETERMINE FUNCTION

- MAS: A survey containing 5 possible function components.
 1. Sensory
 2. Escape 
 3. Attention
 4. Tangible

STEPS TO COMPLETE MAS

- Complete information section at top of tool.
- Read questions 1 through 16, rating each question by circling the correct answer.
- Transfer questions rating scores to scoring sheet.
- Total scores to determine possible function of target behavior.

FUNCTION IS REVEALED

Now you should have an idea as to what is the function of the targeted behavior.



Behavior Intervention Plans (BIP)

Behavior Intervention Plans

To develop an effective Behavior Intervention Plan you must have an FBA.

The FBA provides information that is necessary to develop effective strategies to address the behaviors that interfere with learning and threaten safety.

The BIP and the FBA go hand in hand.

Behavior Intervention Plans

Teach acceptable replacement behaviors that serve the same function as the target behavior, such as asking for help, using conflict resolution skills, self management techniques, tolerating delay, or coping strategies.

They also enable us to manipulate the antecedents to the desired behavior, such as teacher instructions, directions, or instructional materials.

We also can manipulate the consequences of the desired behavior, such as precise praise or feedback, keeping in mind the principles of shaping and reinforcing incompatible behaviors.

When do you need a BIP?

- ▶ A student with disabilities displays behavior that interferes with his/her learning or that of others.
- ▶ A student's behavior results in a change of placement .

Who is Included in the Development?

PROBLEM SOLVING BIP TEAM MAY INCLUDE THE FOLLOWING:

- Case Managers/Coordinators
- Teachers
- Parents
- Deans
- Counselors
- Psychologists
- Social Workers
- Students - Essential to the process - This is their PLAN.

What is the Purpose of the BIP?

- ▶ The Purpose of the Behavior Intervention Plan is to:
 - ▶ • teach replacement behaviors which have the same function as the problem behavior;
 - ▶ • make changes to the situations that contribute to the behavior; and
 - ▶ • teach other missing skills which increase the likelihood of the appropriate behavior happening.

What Types of Deficits?

- ▶ When creating the BIP we need to be aware of the type of deficit. This is determined by the FBA.
- ▶ Skill deficits or Performance Deficits.
- ▶ Skill: student doesn't know how
- ▶ Performance: student knows how but doesn't do it

Remember....

- ▶ It's important to remember that the purpose of a Behavior Intervention Plan (BIP) is not to outline punishments, but rather to define what the adults will do differently to better support the needs of the student.
- ▶ Also, it takes time to change behavior and often behavior gets worse before it gets better. So don't get discouraged!

Behavior Intervention Plan Components

- ▶ Student Strengths
- ▶ Target Behavior
- ▶ Hypothesis of Behavioral Function
- ▶ Previous Interventions Attempted
- ▶ Replacement Behavior
- ▶ Environment – Can it be adjusted?
- ▶ Instruction and/or curriculum – What changes would be helpful?
- ▶ Positive Supports – Additional Services or Supports Needed
- ▶ Motivators/Rewards
- ▶ Restrictive Disciplinary Measures
- ▶ Crisis Plan
- ▶ Data Collection Procedures/Methods
- ▶ Coordination with Caregivers



Student Strengths

- ▶ What are the student's behavioral strengths?
- ▶ For Example, "Josh loves to be a helper in the classroom. He is responsible in distributing and collecting supplies."
- ▶ "John enjoys reading to other students."



Target Behavior

- ▶ The target behavior is the behavior that is causing the student to be unsuccessful in the classroom.
- ▶ The target behavior must include:
 - ▶ A clear description of the behavior.
 - ▶ The frequency of the behavior.
 - ▶ The intensity of the behavior.
 - ▶ The duration the behavior lasts.



Hypothesis of Behavioral Function

- ▶ We refer to the FBA for this information.
- ▶ Is the behavior a performance deficit or a skill deficit?
- ▶ What is the student trying to get from the behavior?
- ▶ What is the student trying to avoid?



Previous Interventions Attempted

- ▶ Give specific examples of the types of interventions that have been used with the student.
- ▶ For example, “sticker sheets, token economy, earned activities, positive reinforcement.”



Replacement Behavior

- ▶ What are you going to teach the student as a replacement behavior for the current inappropriate behavior?
- ▶ For example: John will raise his hand and receive permission before leaving his assigned area. This will be taught through peer modeling and teacher prompting.



Environment/ Instruction/Curriculum Adjustment

- ▶ What changes can be made to the environment to assist with replacing the inappropriate behavior?
- ▶ What changes can be made to instruction/curriculum to assist with replacing the inappropriate behavior?



Positive Supports

- ▶ Are there any additional supports the student needs to enable him/her to be successful in the classroom and school setting?



Motivators/Rewards Positive Interventions

- ▶ **Positive Interventions are a must in order to replace existing inappropriate behaviors with appropriate behaviors. Some examples could include:**
- ▶ **Verbal Praise**
- ▶ **Earned Special Activities**
- ▶ **Tangible Items**
- ▶ **One-to-One Attention**

- ▶ **Basically, your positive intervention should be something the student is willing to work for. To determine what the student prefers it is important to use an interest inventory.**

Interest Inventory

The purpose of the interest inventory or reinforcement survey are to determine what motivates your student.

What might be reinforcing to the student to encourage them to use the replacement behavior?

See Handouts

Non Restrictive Interventions

- ▶ **Non restrictive interventions should be included in the BIP.**
- ▶ **Examples:**
- ▶ **Prompting, redirection, proximity control, direct instruction, modeling, verbal feedback, time-out, response-cost, teaching alternative behaviors.**
- ▶ **The above mentioned items show how you are going to work towards changing the behavior through non restrictive means.**

Restrictive Interventions

- ▶ **Restrictive Interventions are used as a last resort, after your other positive and non restrictive interventions have been utilized:**

- ▶ **Examples:**
- ▶ **One-to-one aide, suspension, time-out (isolation), food delay, Crisis Prevention Intervention.**

Crisis Plan

- ▶ **The Crisis Plan is used when the behavior becomes aggressive or out of control. The crisis plan is the last option when responding to behavior.**
- ▶ **Always begin with the positive & non restrictive interventions.**

Method of Evaluation/ Monitoring Schedule

- ▶ **Evaluation is going to enable you to determine if the BIP is working correctly or if adjustments need to be made.**
- ▶ **Examples of Methods of Evaluation:**
 - ▶ **Charting, Observations**
- ▶ **The monitoring Schedule is how often you will be evaluating the BIP and Target Behavior:**
- ▶ **Example:**
 - ▶ **Daily, Weekly, Quarterly, or monthly.**

Coordination with Caregivers

- ▶ **How will you communicate to the caregiver the student's behavior?**
- ▶ **For example:**
 - ▶ **Caregiver will be called, home note is sent daily, etc.**

Example Behavior Intervention Plan

- ▶ **See Handouts**

Example Behavior Intervention Plan

- ▶ **Name: Linda Moonstar**
- ▶ **Date: 9/3/09**
- ▶
- ▶ **Student Strengths :** Linda is very attentive during story. She also enjoys reading to younger students.

BIP continued

- ▶ **Targeted Behavior :** (Include behavior, location, frequency, duration, & intensity)
- ▶ **Remaining in her Assigned Area**
- ▶ Linda has difficulty remaining in her assigned area in Ms. Bell's classroom. She crawls in the floor & around the classroom. Her out of area behavior occurs 15 or more times a day, 3 days a week. Once she is out of her seat she refuses to go back to her seat. She becomes loud and these incidents can last up to an hour long. The function of this behavior was determined by the FBA to be task avoidance.
- ▶ **Hypothesis of Behavioral Function:** The function of the behavior has been determined by the FBA to be attention seeking. Linda is seeking attention from staff in an inappropriate manner by getting out of her seat without permission.


BIP Cont.

- ▶ **Previous Interventions Attempted:** Sticker charts, edible reinforcement, earned computer time.
- ▶ **Replacement Behavior:** Linda will raise her hand and receive permission before leaving her seat. Linda will be taught the appropriate way to raise her hand and wait for help. She will be reminded of the proper way before each class begins. Peer modeling will be utilized.
- ▶ **Environment:** The environment can be adjusted by pairing Linda with an appropriate peer that models the appropriate behavior. Linda and her peer will sit closer to the teacher's desk.


BIP Cont.

- ▶ **Instruction/Curriculum:** Instruction will continue to be delivered directly. Linda is cognitively grade appropriate and academics are not an issue.
- ▶ **Positive Supports:** Linda currently receives school social work services in the classroom. She will also be receiving individual social work services to assist her with appropriate school behaviors.


BIP Cont.

- ▶ **Motivators/Rewards:** Through an interest inventory we determined that Linda's preferred reinforcement are edible reinforcement and one-to-one time with the teacher. Linda will receive a skittle for each 30 minutes she stays in her seat and asks permission to leave appropriately. If at the end of the day she has not been out of her seat without permission more than 5 times she will put a sticker on her chart. At the end of the week if Linda has met her weekly goal of 4 out of 5 stickers she will receive lunch from McDonald's.
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BIP Cont.

- ▶ **Restrictive Interventions/Disciplinary Measures:** When out of her seat and crawling in the floor, Linda will receive three prompts to return to her seat. If she refuses she will be moved to an isolated area in the classroom. If the behavior continues she will receive 3 prompts to sit in her seat correctly (facing forward, feet under desk). If she refuses she will be escorted to timeout.
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BIP Cont.

- ▶ **Crisis Plan: Time-Out Room Procedures:** A staff member will remain with Linda in the time-out room while she is not physically aggressive. If she lunges toward staff or attempts to be physically aggressive staff will leave the time-out room and close door. Student will be monitored from outside the time-out room throughout the duration of time-out. If she attempts to hurt herself or others, CPI will be used. In order for door to be opened Linda will need to be sitting in the Southwest corner. Once she is sitting in the correct corner a staff member will re-enter the room. Upon entering the staff member will ask Linda if she is ready for her 2 minutes of calm sitting to begin. Linda will be required to respond to staff that she is ready for the 2 minutes to begin. If Linda refuses to respond to staff or is verbally aggressive the time-out procedures will begin again. Once Linda completes the 2 minutes staff will speak with Linda regarding her behavior.
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BIP Cont.

- ▶ **Data Collection Procedures/Methods:** Out of seat behavior will be recorded daily. Time out usage and CPI usage will be recorded on an occurrence basis. Team will meet at the end of three weeks to determine if intervention is successful.
 - ▶ **Coordination with Caregivers:** Caregiver will be notified of Linda's behavior through the school note on a daily basis. Caregiver will receive a phone call if Linda has gone to time-out or required CPI. Time out forms and CPI forms will be sent home on the day of the occurrence as well.
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Review BIP

- ▶ Remember the Behavior Intervention Plan is an integral part of teaching new appropriate behaviors to replace inappropriate behaviors.
 - ▶ The Behavior Intervention Plan Should include:
 - ▶ Student Strengths
 - ▶ Target Behavior
 - ▶ Hypothesis of Behavioral Function
 - ▶ Previous Interventions Attempted
 - ▶ Replacement Behavior
 - ▶ Environment – Can it be adjusted?
 - ▶ Instruction and/or curriculum – What changes would be helpful?
 - ▶ Positive Supports – Additional Services or Supports Needed
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 - ▶ Crisis Plan
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 - ▶ Coordination with Caregivers
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What We Hope For

- ▶ The object of teaching a child is to enable him to get along without his teacher.
 - ▶ ~Elbert Hubbard
 - ▶ Hopefully as we teach these replacement behaviors our students will become more successful not only in school, but will be able to utilize the skills they learned for the rest of their lives.
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