

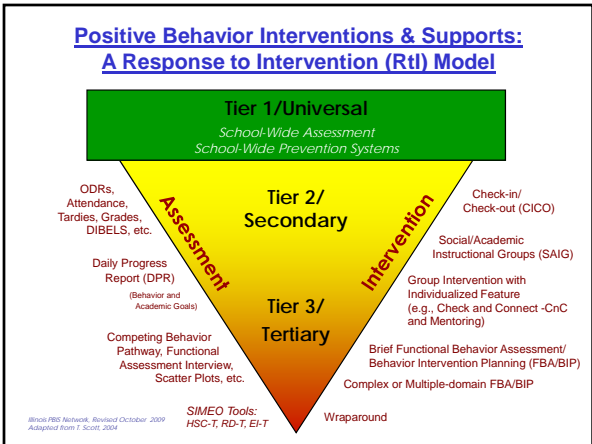
**Complex FBA/BIP:
Tier 3/Tertiary Level**

Michele Capi, Technical Assistance Coordinator
Illinois PBIS Network

Objectives for Session

To learn:

- The differences and similarities of brief vs. complex FBA/BIP
- Components of the Competing Behavior Pathway
- Additional tools available to develop a complex behavior intervention plan
- A context for partnering with families

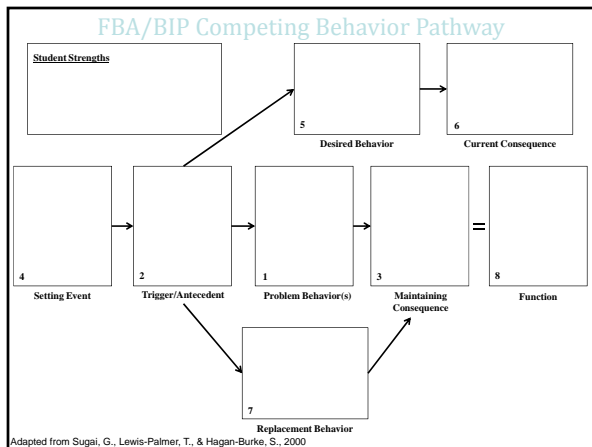


Why Do Functional Behavior Assessment (FBA)?

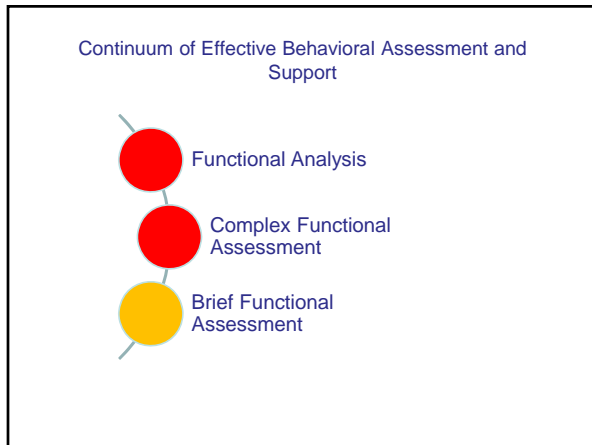
- Behavior support plans **built from** functional assessment are more effective.
- Research indicates clearly that an effective intervention is tied to function.

Based on Research and Practical Experience.....

- By the time youth access FBA/BIP intervention, they are already at high-risk of placement change
- More youth need FBA/BIP, **sooner**.
- FBA/BIPs are often found in the “file” and viewed as a document.
- Many BIPs focus only on **consequences** (rewards/punishments), omitting supports that make appropriate behavior more likely



Setting Event Manipulations	Antecedent Manipulations	Behavior Manipulations	Consequence Manipulations



Brief FBA Methods may be used with students who:

- Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work)
- Have received interventions that did not improve behavior.
- Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)

Brief FBA Methods are NOT sufficient for use with students who:

- Exhibit dangerous behaviors (e.g., hitting, throwing
- objects, property destruction)
- Exhibits behaviors in 3 or more school routines.

What Tools do I need?

Indirect vs. Direct Assessment Tools



Questionnaire, Interview (indirect) Tools

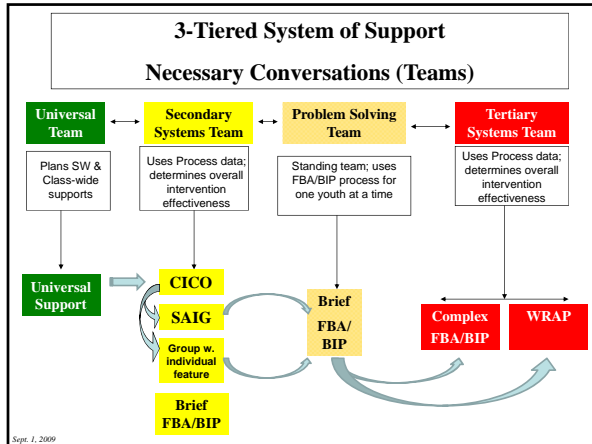
- FACTS Function Assessment Checklist for Teachers and Staff
- Complex FBA Family-directed interview
- Student directed Interview
- Routines analysis
- Problem-behavior questionnaire
- Forced-choice reinforcement menu
- Setting event checklist
- SIMEO: SD-T (shortened version for FBA)
- SIMEO: EI-T



Observation (direct) Tools

- Scatter plot
- ABC chart
- Functional Assessment Observation Form
- DPR Card





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Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name: _____ School Total Pop as of October 1: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		CICO with Individual Features & Mentoring (e.g. C-NC)		Brief Function-based Interventions		Complex/Multi-Domain FBA/BIP		Wraparound Support	
	# Systems	# Students	# Systems	# Students	# Systems	# Students	# Systems	# Students	# Systems	# Students	# Systems	# Students
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Date-based Decision-rules for defining "response to intervention": Please list below your date-based decision-rule to determine youth "response" for each of the six levels of intervention. Ex: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO): _____

Responding to Social/Academic Instructional Groups: _____

Responding to CICO with Individual Features & Mentoring (Check-N-Connect, etc.): _____

Responding to Brief Function-based Interventions: _____

Responding to Complex/Multi-Domain FBA/BIP: _____

Responding to Wraparound Support: _____

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- ### Starting the Tier 2 FBA/BIP Process
- Secondary/Tier 2 systems team:
 - Identifies youth needing FBA/BIP
 - Refers to individual problem solving team
 - FBA/BIP facilitator (i.e. SW, counselor, psychologist) take lead in using tools & organizing data (FBA)
 - FBA/BIP facilitator:
 - generates FBA summary based on data
 - shares with problem-solving team (stakeholders)
 - guides team in developing BIP

Transitioning to Tier 3 FBA/BIP

- Problem-Solving Team reconvenes with stakeholders 4-6 weeks after Brief BIP is implemented
- If student did not respond well enough to Brief BIP, the Tier 2 FBA/BIP Facilitator refers youth to Tier 3 FBA/BIP Facilitator or Wrap Facilitator to start Tertiary process (may be same Tier 2 FBA/BIP Facilitator)

Tier 3 FBA/BIP Facilitator

- Interviews all stakeholders & reviews data to generate FBA (including previously implemented Brief FBA/BIP)
- Illustrates FBA to the rest of the team through the Competing Behavior Pathway; including hypothesized function; and shares data sources and process used; including interviews that were done
- Leads the team in creating a BIP; making sure all stakeholders have chance to give input and agree with aspects of the plan that require their action/support

Other team members/Stakeholders:

- Ask questions for clarification on FBA & come to **consensus on hypothesized function** or briefly brainstorm alternative function together with FBA/BIP Facilitator
- Using **youth's strengths**, helps in **creating the BIP**; contributing as an 'implementer' for parts of BIP where needed (ex. SW may add student to group counseling, Special Education teacher may see youth for after-school tutoring, Counselor may add youth to CICO)

Teaming at Tier 3

- Tertiary Systems Planning 'conversation'
 - Monitors effectiveness of Complex FBA/BIP & Wraparound supports
 - Review data in aggregate to make decisions on improvements to the interventions themselves
 - Students are NOT discussed
- Individual Student Teams
 - *FBA/BIP Team per student*
 - *Wraparound Team per student*

Team Development

Initiating Tier 3 FBA/BIP Process

- Prepare for team meetings through individual conversations with core team members (critical first step)
- The first contact/s with the family should feel different than being invited to a standing/generic meeting (ex. IEP mtg.)
- Gather information on youth strengths & preferences (this will be valuable information for action planning)

U-46 Example

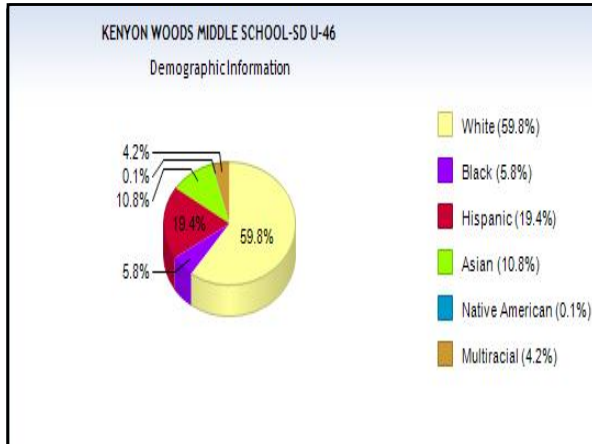
Building the System for Complex FBA/BIP

Kathleen Goldman
School Social Worker
Kenyon Woods Middle School

Kenyon Woods Middle School

Grades 7 & 8

Student enrollment	1,056
Low Income	26%
Mobility	5%
Students with Disabilities	11%
Limited English Proficient	.9%



FBA/BIP Process

- September 2010 all U46 social workers attended training in FBA
- Following training all Kenyon Woods case managers (10) were trained in FBA/BIP
- Spreadsheet was created and sent to all case managers as a prompt to identify all students currently with BIPs and the last date it was reviewed

Process, continued

- Scheduled meetings to facilitate creating BIPs
- Emailed dates with routine checklist and pathway questions so two weeks following they had data to formulate hypothesis statement
- Social worker facilitates meeting to establish FBA and create BIP

Competing Behavior Pathway

Identify 3 Strengths:

Fair is not always equal. Fair is every student getting what they need.

Challenging Behavior (operational)	Fast Triggers (antecedents)	Maintaining Consequences (function)	Slow Triggers (setting events)	Desired Behaviors	Replacement Behavior
<p>(a) Out of seat 55% of the time during independent work time.</p> <p>What observable behaviors are getting you away from the room?</p> <p>Baseline Analysis: Context in which problem occurs and rate of frequency</p> <p>Very specific with where, when, with whom the behavior occurs, how they occur?</p>	<p>Remember response occurs much more often in the presence than absence</p> <p>If you wanted to make this behavior happen right now what request or action would need to happen first?</p> <p>Very specific with where, when, with whom the behavior occurs, how they occur?</p>	<p>What happens immediately right after the behavior occurs?</p> <p>How do adults respond?</p> <p>How do peers respond?</p> <p>What does the student start or stop doing?</p> <p>Team understanding on how the behavior is being addressed to bring it to a desired level?</p>	<p>(a) emotion at home, images, lack of sleep, change in routine, level of noise, neighborhood</p> <p>Setting events make happen more likely to occur challenging behavior. Are setting events relevant?</p> <p>In these situations that when present or absent is more likely than the other triggers identified sets off the behavior?</p> <p>If not, is this event present consistently and about others? Does the behavior occur only when the event is present?</p>	<p>What observable behavior do we want to shape for our student to be successful?</p> <p>Replacement behaviors must increase the same accuracy and efficiency as the challenging behavior.</p> <p>What does the student need to get from the replacement behavior?</p> <p>How is the target behavior reinforced?</p> <p>What new behavior does he need to learn?</p> <p>How will the new appropriate behavior be reinforced?</p>	

9-10-10
K. Zelenin
Terry Scott, University of Louisville
Cindy Anderson, University of Oregon
Rob Horner, University of Oregon


Step 3 Problem Behavior(s): Identify problem behaviors

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other
___ Verbally Inappropriate	___ Self-injury		

Describe problem behavior: _____

Step 4 Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely:

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Opening circle	1 2 3 4 5 6	Touching other's things, running around the room, talking out of turn
	Reading	1 2 3 4 5 6	Out of seat, under desk
	Art	1 2 3 4 5 6	Out of seat, draws on other's paper, rips assignments
	Recess	1 2 3 4 5 6	
	Lunch	1 2 3 4 5 6	
	Closing circle	1 2 3 4 5 6	Jumps up and down, runs around the room, talks out of turn
	Dismissal	1 2 3 4 5 6	



Process, continued

- Set up a follow up meeting in 6 weeks
 - Case manager will touch base weekly
- Follow up meeting and revise BIP as needed.
- If team meets three times and there are still concerns the administrator is invited to attend

Outcomes



- 2010-2011 completed 25 Special education and 4 General education
- Follow-up meetings took place
- Met with High School to discuss plans
- Increased ownership of case managers

Reality of Implementation

- Collaborating with peers
- Supporting administration (principal/special education supervisor)
- Eliminate the excuses
 - Ask specific questions
- Staff are also on the triangle
 - Offer to meet with any teacher before or after school to support case manager



2010-2011

- Contacted all social workers at the 6 feeder schools to proactively identify general education and special education students with active behavior plans
- Training entire staff (1 hour) on the competing behavior pathway and routines analysis
- Moving into general education

Questions



[Illinois-PBIS Network Trainings](#)

- S300: Brief FBA
- S301: Brief BIP
- T200: Complex FBA/BIP

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Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
