

Session 33: Brief FBA/BIP at the Tier 2/Secondary Level

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Your Boat, Your Pride and Joy! Activity 1



- If this were your boat, what would you do to ensure it was running in 10 years?
- What would you do if the sails started to tatter and the paint began to chip, if anything?
- What would you do if you started to see water at the bottom of the boat, if anything?



Functional Behavior Assessment (FBA) Defined

A process for identifying the events that reliably predict and maintain problem behavior

Behavior = Communication

Outcomes of a Functional Behavioral Assessment

Operationally defined problem behavior(s)

- *By response class*

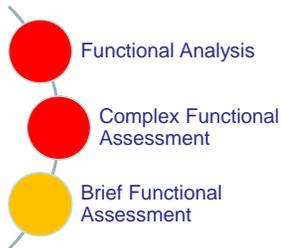
Identify routines in which the problem behavior is **most and least** likely to occur

Define the antecedent events (triggers; setting events) that predict when the problem behavior is most likely

Define the **ONE** consequence that contributes most to maintaining the problem behavior in that routine.

Summary Statement of findings.

Continuum of Effective Behavioral Assessment and Support



Who Needs An FBA/BIP

- All students that are Emotionally Disturbed under IDEiA(sometimes Autism, depending on district)
- Any special education student who has received 10 days out of school due to suspension
- Any student needing higher levels of behavior support to be successful in the classroom*

To scale up interventions we must first scale up implementation capacity

Building implementation capacity is essential to maximizing the use of EBPs and other innovations

Otherwise, we have...

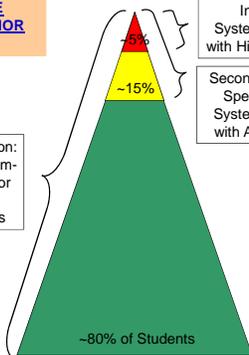
- Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

The "Magic Wand Theory"



**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

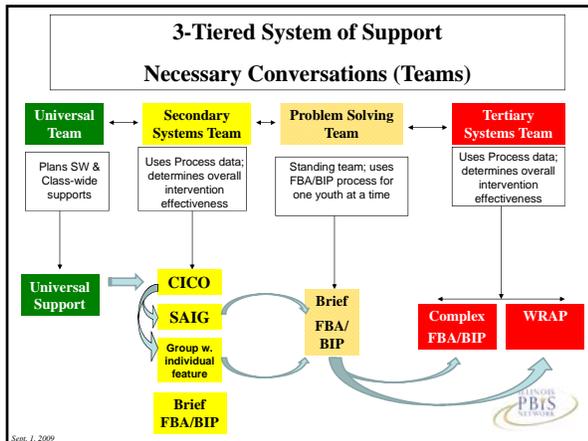
Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior





Illinois PBIS Network
Tier 2/Tier 3 Intervention Tracking Tool
Page 1 of 4

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

Interventions	Check-in/Check-out (CICO)		Social/Academic Instructional Groups		Individualized Check-in/Check-out, Group Mentoring		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Data-based Decision rules for defining "response to intervention." Please list below your data based decision rules to determine youth response for each of the six levels of intervention. Ex: Students received 50% 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 Individualized CICO, Groups & Mentoring:
- Responding to Brief FBA/BIP:
- Responding to a Complex FBA/BIP:
- Responding to Wraparound Support:

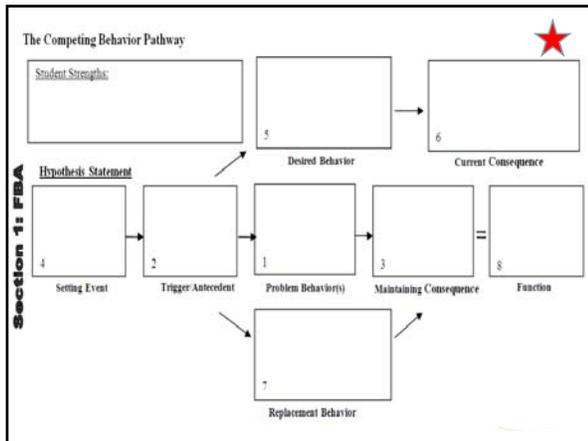
Tier 2/Tier 3 Tracking Tool - Version 2.0 IL PBIS Network August 2011

FBA/BIP Facilitator

- a) 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.
- b) Leads the team in creating a BIP; making sure all stakeholders give input and agree with aspects of the plan that require their action.

Other team members/Stakeholders:

- a) Ask questions for clarification on FBA & come to consensus on hypothesized function or briefly brainstorm alternative function together with FBA/BIP Facilitator.
- b) Work with FBA/BIP Facilitator 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).



Section 2: BIP

Setting Event Strategies	Antecedent Strategies	Teaching Instructional Strategies	Consequence Strategies

PBIS logo

Behavior

- Must be observable
 - See it
 - Hear it
 - Touch it
 - Otherwise prove it's existence
- You can determine
 - How many
 - How long
 - How accurate
 - How far

<http://serc.gws.uky.edu/pbis/home.html>

Using Data

Using Existing Data

- ODRs, minors, tardies, detentions, academic data, suspensions, universal screeners, grades, credits, etc.
- Tier 2 intervention data
- Behavior rating scales



Collecting Data

- Teacher Info
- Student "Interview"
- Parent/Guardian "Interview"
- Behavior Rating Scales
- Observations

When Behavior is Hard to Figure Out

- Self stimulation
- Biologically based
- Low-frequency, high-intensity
- Internalized

- Serves multiple functions for the student

Bambara & Kern, 2005

FBA Principles

- Antecedent Events— environmental events or stimuli that occur immediately before the problem behavior occurs

Fast Trigger



Principles

- Setting Events—antecedent events that are removed in time and place from the behavior, but are functionally related to the behavior. These can be environmental (e.g., transition time) or child-based (e.g.,ADHD)

Slow Trigger



Setting Events

- Anything that stays the same all the time (e.g., a diagnosis for a chronic condition, the student's normal placement) is not a setting event although it may be useful information and may be related to actual setting events where something about that factor changes (e.g., did not take medication, had a substitute teacher).
- Setting events can be physical, social, or biological.

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speccorn/main.php?cat=behavior§ion=main&subsection=pbaint/setting>

Principles

- Maintaining Consequences — consequences, events, and/or actions that immediately follow the behavior
 - To “get” something
 - To “get away from” something

Function of Behavior



Maintaining Consequences – How Do I Figure Them Out?

- What happens immediately after the problem behavior?
 - How do adults respond?
 - How do peers respond?
 - What does the student start or stop doing?
- Probes:
 - Think of the last 10 times this behavior happened; how many times did X follow?

Anatomy of an Hypothesis Statement

“When

_____ ,
 ☞ (summarize the antecedents here)

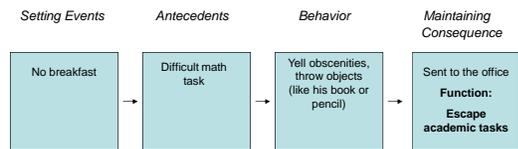
he/she will _____
 ☞ (summarize the problem behavior here)

in order to _____ .”
 ☞ (summarize the function here)



Student 1

Competing Behavior Pathway



O'Neill, et al., 1997

“Building Investment”



How Do We Encourage Teachers to Follow Through?

- Teacher is a partner in building the plan
- Follow-up with the teacher – frequent (at least one time/week) – Match intensity of intervention for student AND TEACHER/S
- Data-based plan
- Teacher/student are given the opportunity to repair the relationship
- Parent engagement

Contextual Fit

The extent to which the people who will implement a behavior support plan find the elements of the plan

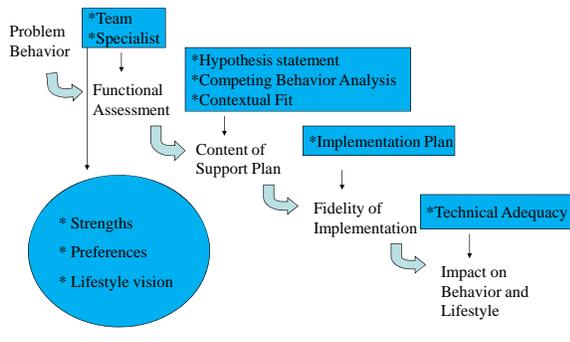
- **Consistent with their personal values**
- **Consistent with the professional skills**
- **Consistent with the resources available in the setting**
- **Consistent with the available administrative support**

Horner, 2007

Points to Consider – work in progress.....

- Teachers need to be part of all tier 1 and tier 2 interventions
- Layering interventions

Behavior Support Elements



Leading a Team from FBA to BSP

1. Summarize FBA
2. Define goals of BSP process:
 - Make problem behavior irrelevant
 - Make problem behavior inefficient
 - Make problem behavior ineffective
 - Do all this in a contextually appropriate manner
3. Lead discussion to identify options
 - Ask questions, don't give solutions
 - Paraphrase, elaborate, integrate
 - Always bring group back to FBA logic
 - Produce multiple ideas (elements)

Horner, 2007

Leading a Team from FBA to BSP

4. Given an array of possible BSP elements, shift discussion to contextual fit.

- What elements are feasible, acceptable, sustainable?
- What is the smallest change that will produce the largest effect?

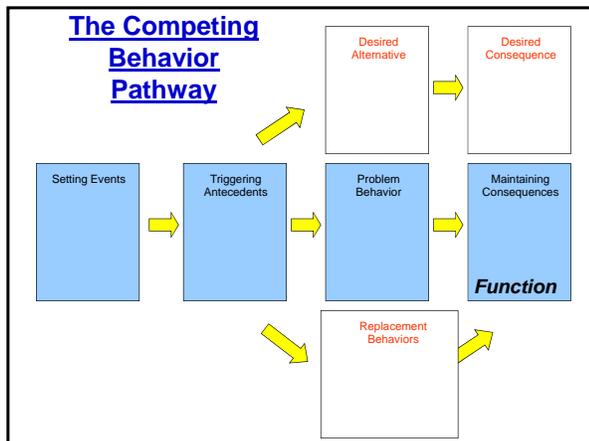
Homer, 2007

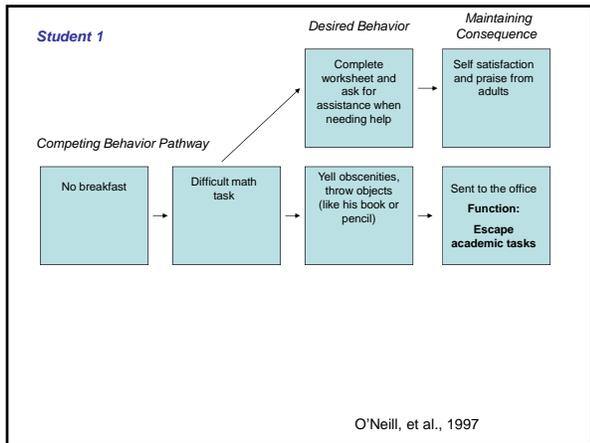
Leading a Team from FBA to BSP

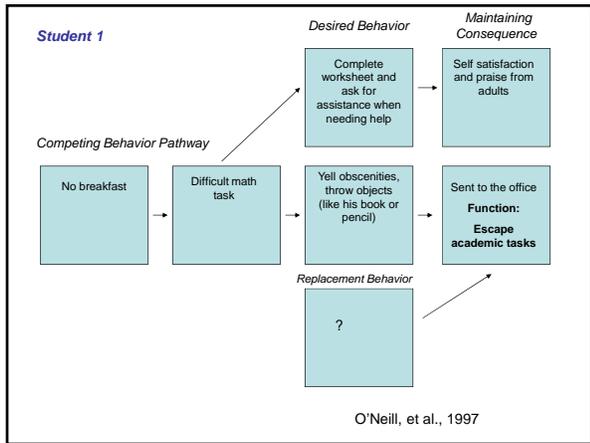
• 5. Transform ideas for BSP elements into a formal **plan for implementation**

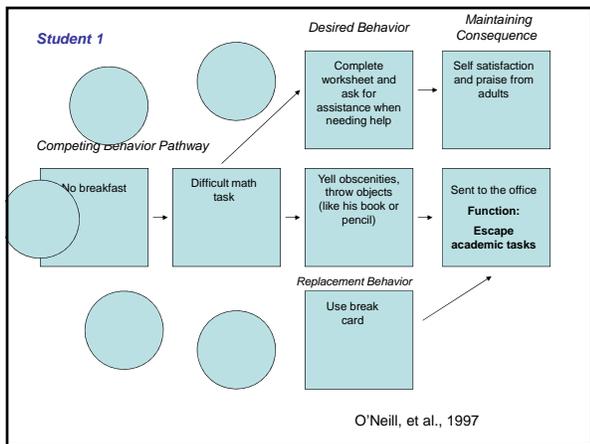
- Who will do what, when, and how will we know?

Homer, 2007









It's All About Probability



Behavior Intervention Plans (BIP)

- Linked directly to FBA
- Supports the student
- Gives staff a “roadmap” to create behavior change in a positive manner

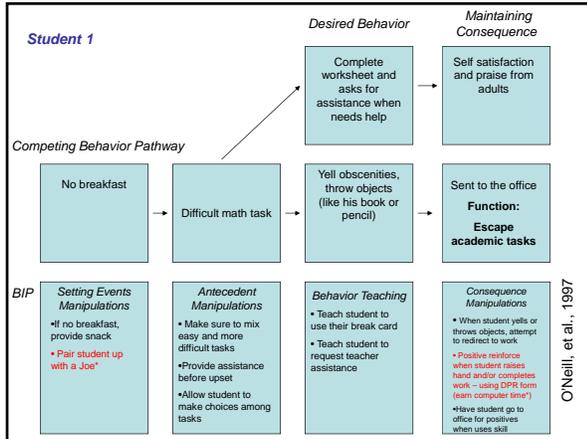
Strengths-based Planning
Teacher, Parent/Guardian, Student Interviews

What does the student's appropriate behavior look like and when does it occur?

- Identify the student's strengths, interests, talents
- Identify where, when, with whom the student IS successful

BIP

- Teacher is a valuable part of the team
- Parent/guardian/student part of process
- Progress isn't a guess – it is based on data-based decision rules
- Support of teacher matches intensity of need the student brings to the table
- Students aren't “lifers” in the system



What Do You Want the Student to Do Instead????

Teaching Alternative Skills

- Replacement Skills
- Coping and Tolerance Skills
- General Adaptive Skills

Bambara & Kern, 2005

Replacement Behavior/s Need to Be...

- Under the same stimulus control as problem behavior
- Produces the same outcomes that maintain the problem behavior
- More efficient than problem behavior

Homer & Day, 1991

Same “umph”

- Must produce same function - FREQUENTLY
- Require less time/effort to employ
- Result in greater amounts or intensity of reinforcement – others respond immediately and consistently
- Probability of punishment

Chandler & Dahquist, 2002; Bambara & Kern, 2005

Replacement Behaviors

- Promote independence
- Maximize participation in LRE
- Effective across multiple environments
- Pre-requisites for more advance skills

Chandler & Dahquist, 2002

Considerations

- Chronological age
- Developmental level
- Like same age peers
- Stakeholders
- Acceptable to:
 - The student
 - Student's family
 - Team members
 - School and greater community

Chandler & Dahquist, 2002

Teaching Replacement Behaviors

- Direct Instruction
- Shaping - Proactive strategy that builds on current individual skills and reinforces successive approximations to the desired alternative or replacement behavior
 - List all necessary steps to take the individual from his/her present level of functioning to the desired alternative behavior.
 - High quality reinforcement must be provided each time the individual exhibits an approximation of the alternative behavior.
 - Shaping procedures provide built-in opportunities for immediate reinforcement as the individual is learning the new skill. Although shaping can be a time-consuming method, it provides a practical approach to teaching replacement behaviors.
- Token Economy

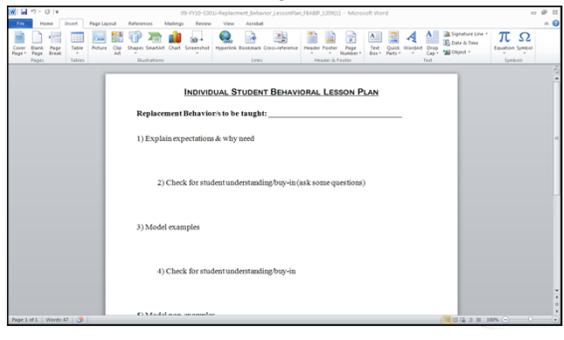
Bambara & Kern, 2005;

Generic Instructional Approach

- **Define**
 - Operational definitions of what will be taught
 - Observable and measurable
- **Teach**
 - Identify and explain rule
 - Model/demonstrate relevant examples
 - Arrange structured practice, role play, behavioral rehearsal
- **Remind**
 - Pre-correct or prompt rule immediately prior to entering natural context
- **Monitor**
 - Supervise independent application in natural context
 - Provide feedback (positive reinforcement & corrections)
 - Collect data
- **Evaluate**
 - Examine effect of instruction (i.e., review data, make decisions, follow up)



Replacement Behavior Template



Praise

- Good praise follows the "if-then" rule
 - Make sure the student is doing exactly what you want them to be doing
 - Praise them within 1 or 2 seconds after the behavior occurs
 - If it is an on-going behavior, praise during the behavior
- Effective praise:
 - includes student's names
 - is descriptive
- Simply describe what the student is doing at the time - focusing on actions
 - is convincing/genuine
 - is varied
 - does not interrupt the flow of instruction



Infrequent Errors

- Respond proactively to infrequent social behavior errors
 - Signal
 - State rule and expected behavior
 - Ask student to state/show expected behavior
 - Give positive feedback



Chronic Errors

- Precorrect=prompt for desired behavior in problem context
 - Go to problem setting/situation
 - Get attention of students
 - Give reminder or opportunity to practice skills
 - Watch child for demonstration of skill
 - Acknowledge demonstration
- Provide positive feedback



Promoting Generalization

- Base instruction on school-wide/classroom expectations
- All staff involved with student (including the student, admin, teachers, specialists, family) need to have copies of the plan and understand their role in the plan
- Consider use of Daily Progress Report



Example Daily Progress Report: FBA/BIP

NAME _____ DATE _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1st block	2nd block	3rd block	4th block
Be Safe Use your break card	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB



Questions



Contact Information

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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