



COLORADO
Department of Education

Intro to Functional Behavior Assessment (FBA) and BIP

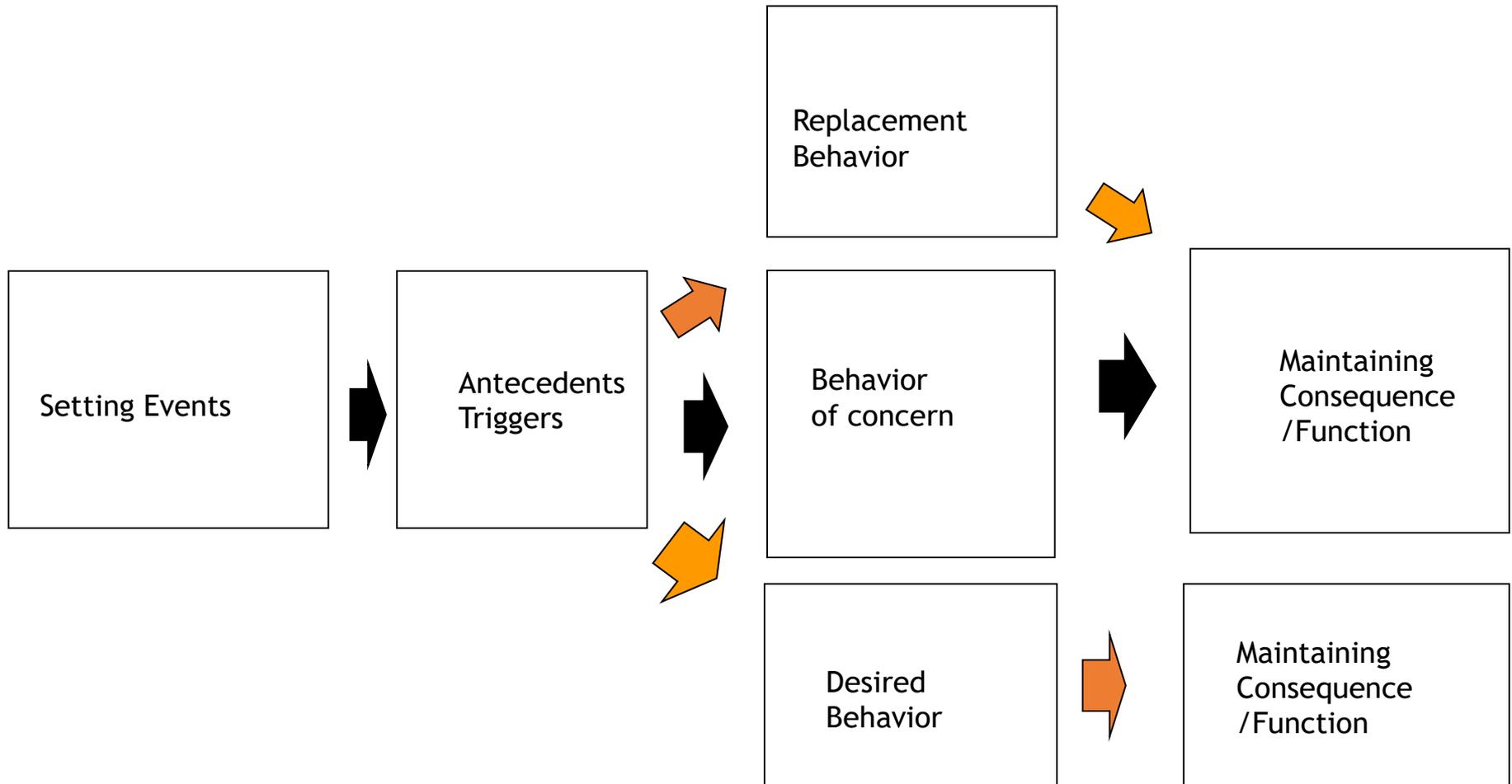
Bill Brown, Affective Needs/SED Specialist
Donna M. Trujillo, CSI Coordinator

Learning Outcomes

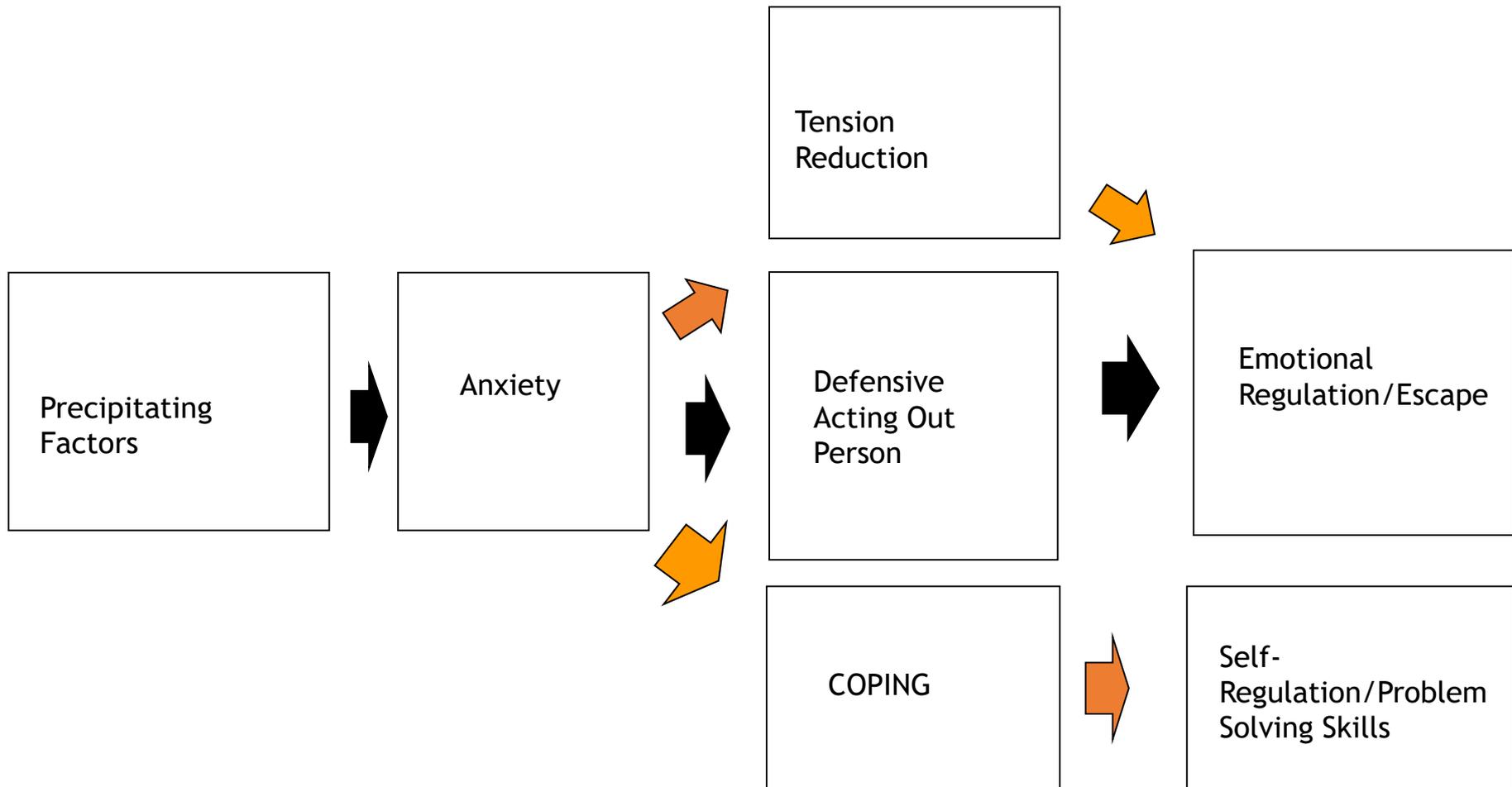
Participants will be able to:

- conduct a Functional Behavior Assessment (FBA) to identify students strengths and needs.
- develop a Behavior Intervention Plan (BIP) that integrates the appropriate Tiers of Support based on the strengths and needs identified in the FBA.

Competing Pathways



Competing Pathways: CPI



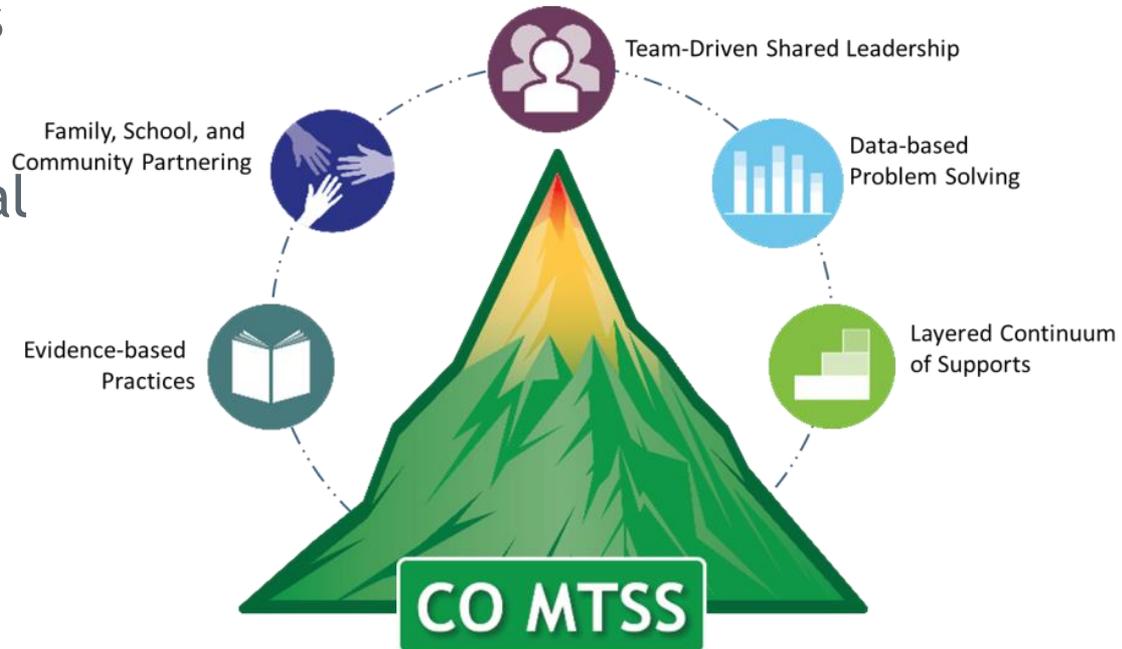
Where do FBA's and BIP fit into MTSS

Tier 1: FBAs are typically used for small groups of students or different student populations

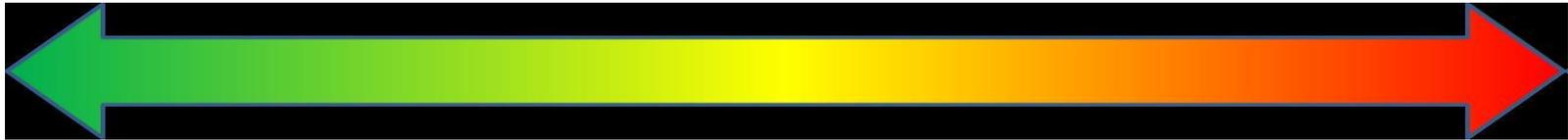
Tier 2: Brief FBA for Individual Students

Tier 3: Full FBA for Individual Student

MTSS and Essential Components



3 types of functional behavior Assessments.



Brief functional behavior assessment

- Goal: to define the challenging behavior
- Process typically only involves a short interview with teachers, staff or parents who have dealt with or witnessed the challenging behavior previously.

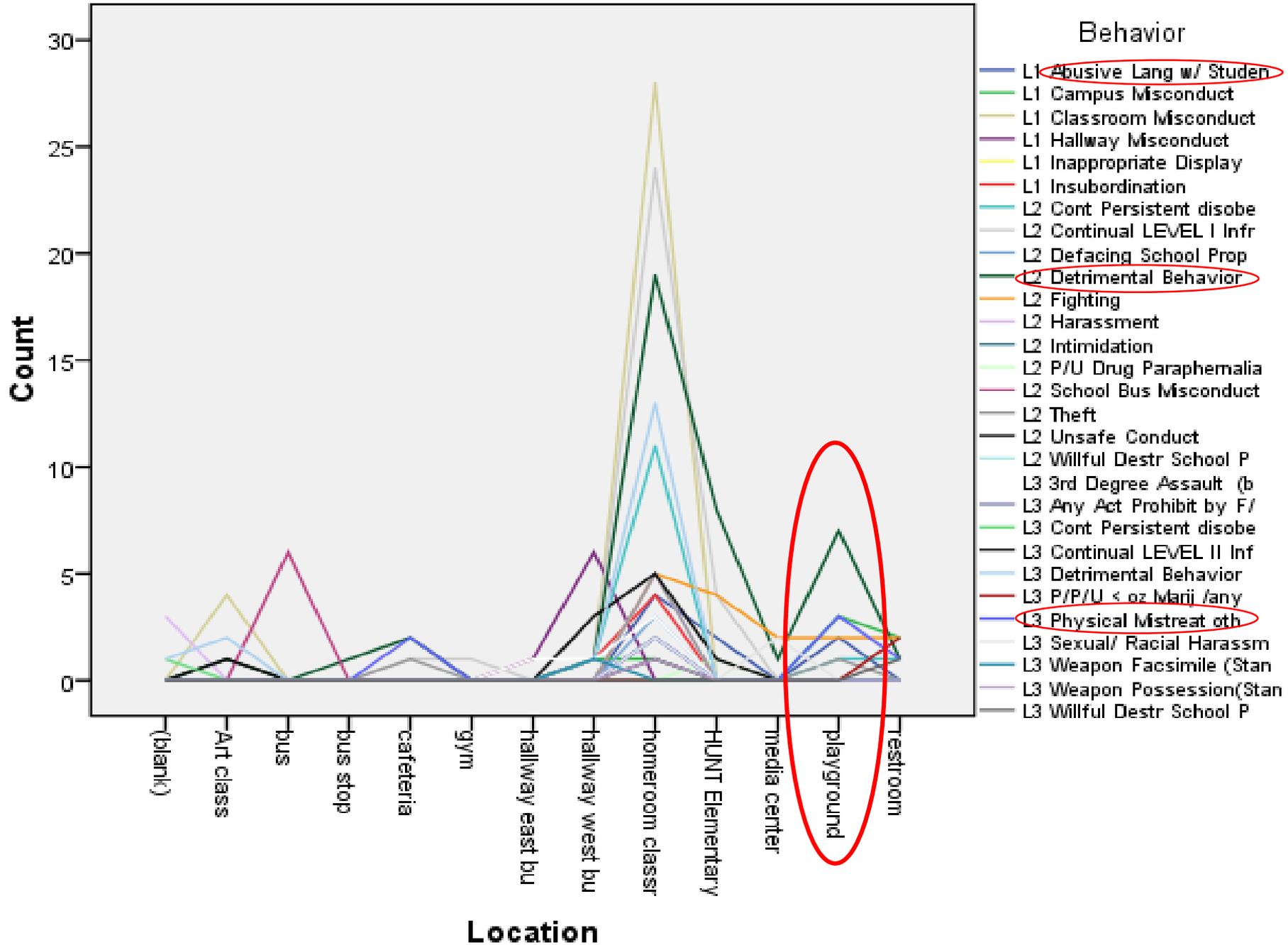
Full functional behavior assessment

- Most commonly used
- Goal: to build an understanding of when, how, and why a problem behavior occurs, includes a summary statement describing the function of the behavior
- Process typically involves short and extended interviews, a record review, and direct observations of the challenging behavior.

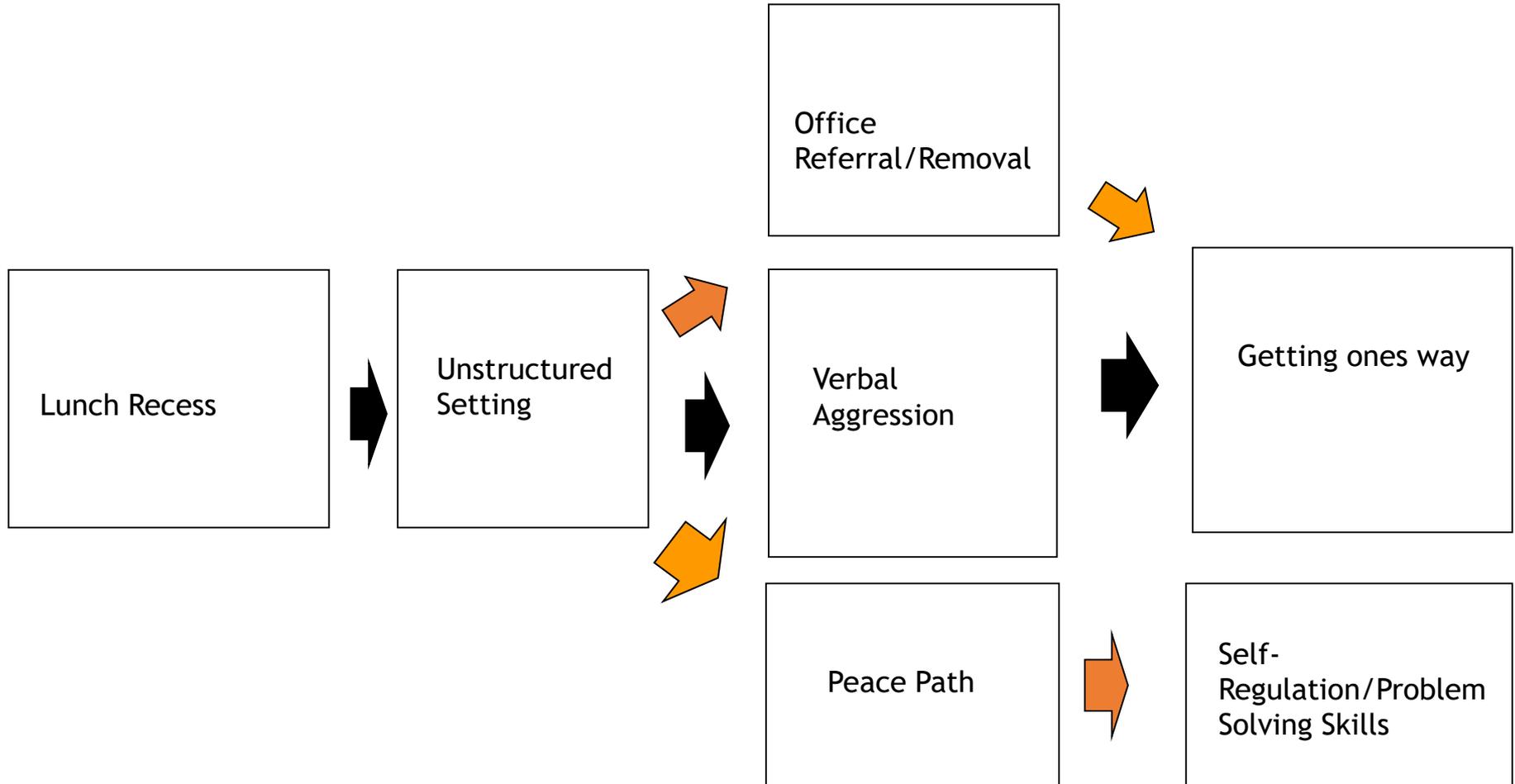
Functional analysis

- Goal: to test the hypothesis generated by a full functional behavioral assessment so that an effective intervention can be implemented
- Combines direct observations and systematic experimental manipulations of the environment (antecedents and consequences) to confirm an understanding of the function of a specific behavior.

Tier 1

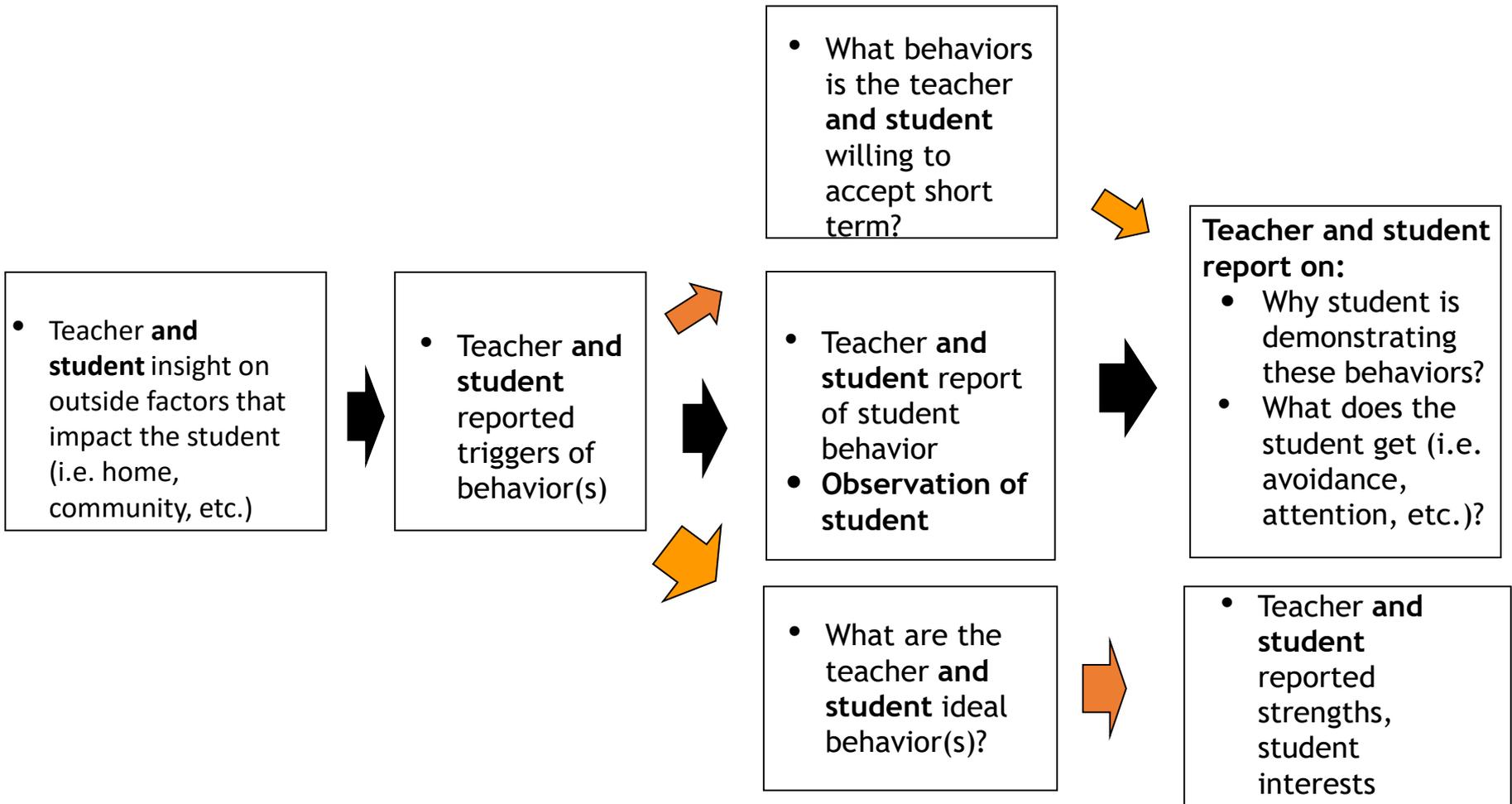


Competing Pathways: FBA Tier 1



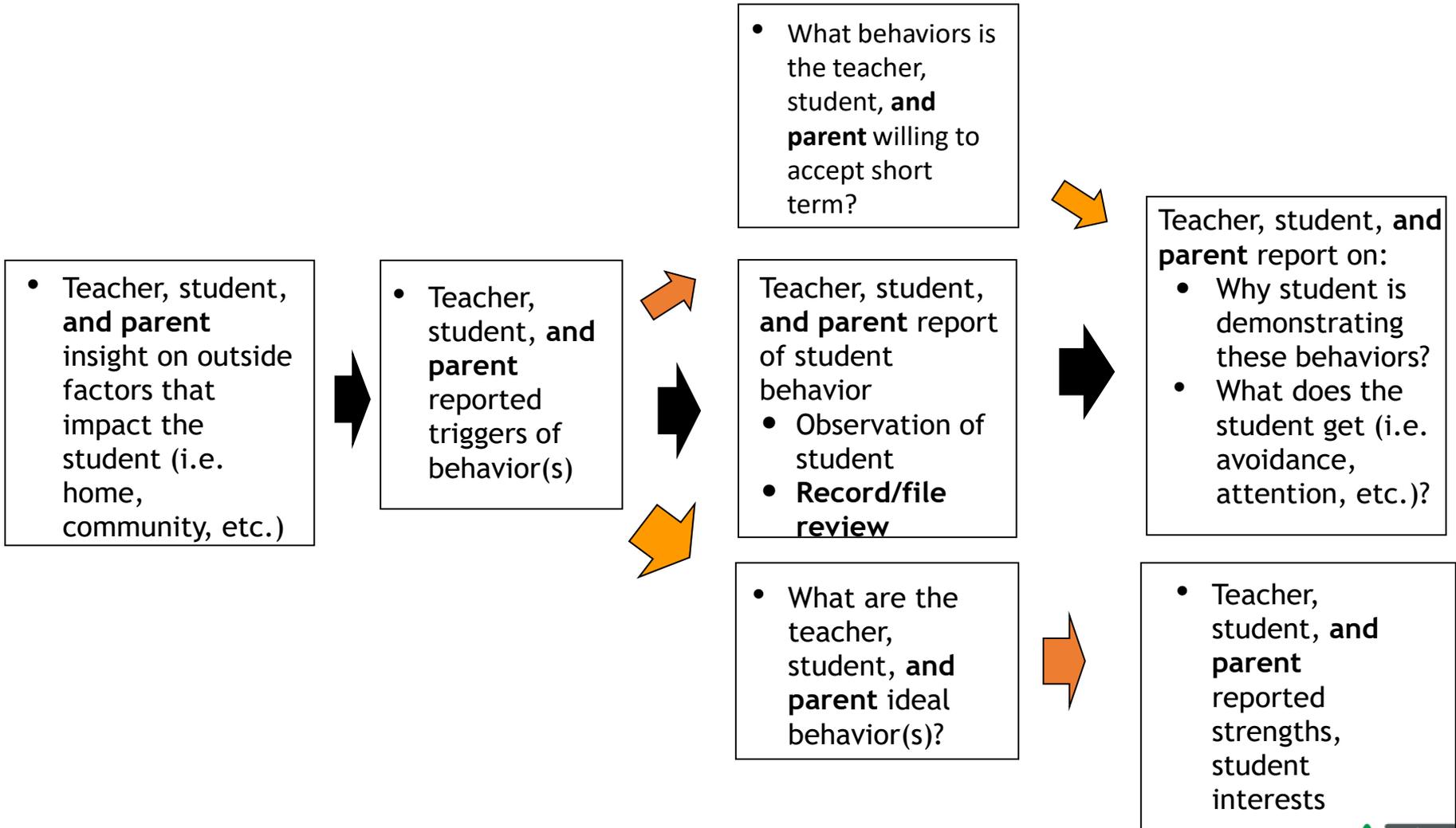
Tier 2

Competing Pathways: FBA Tier 2



Tier 3

Competing Pathways: FBA Tier 3



Parent Permission for FBA

- Colorado law requires that the parent be notified of any test in the area of behavior.
- The recommended testing must be described along with how the results will be used
- Special Education and/or Section 504 Consent should not be used unless the child has been referred.

*"School personnel shall not test or require a test for a child's behavior without prior written permission from the parents or guardians of the child and prior written disclosure as to the disposition of the results or the testing there from."

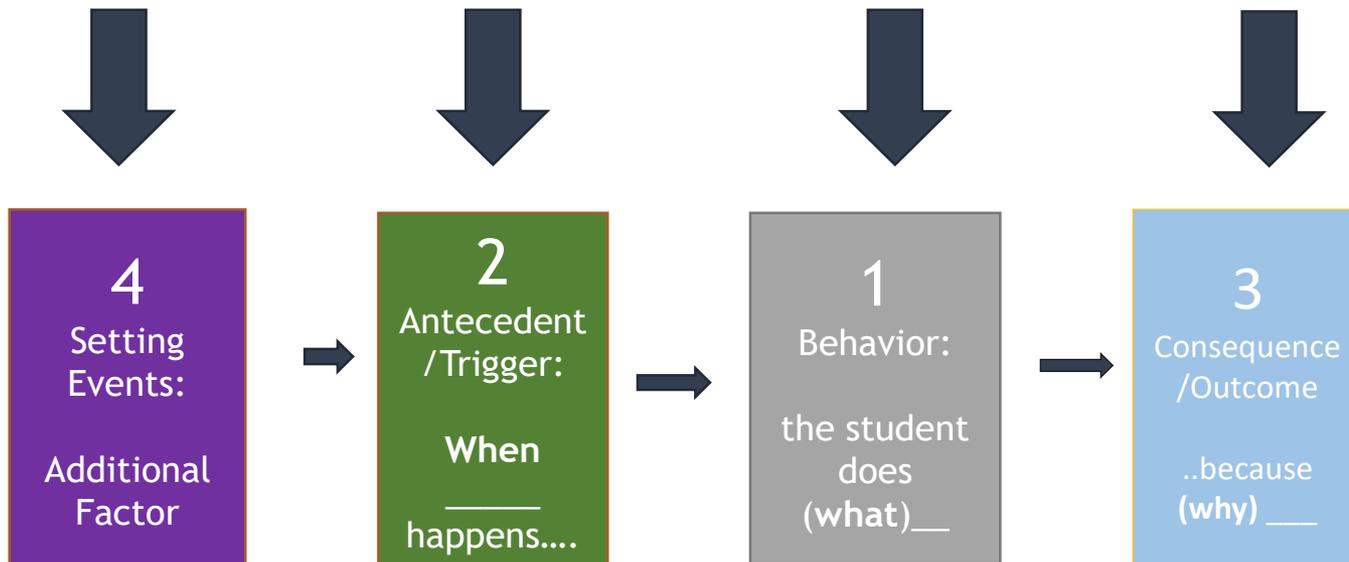
(C.R.S 22-32-109 [1][ee].

ABC's of Behavior

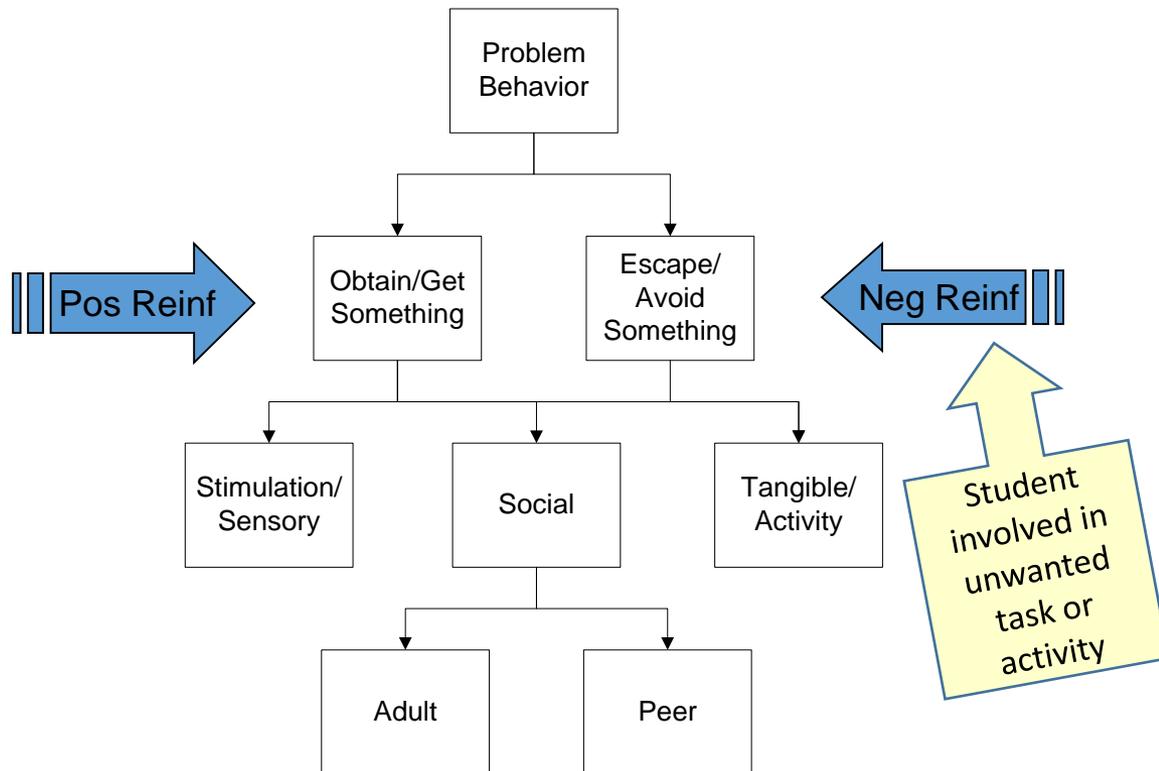
Start the data collection process:

Conduct student observations (ABC observations).

Despite the ABC concept, the behavior (B) is our starting point!



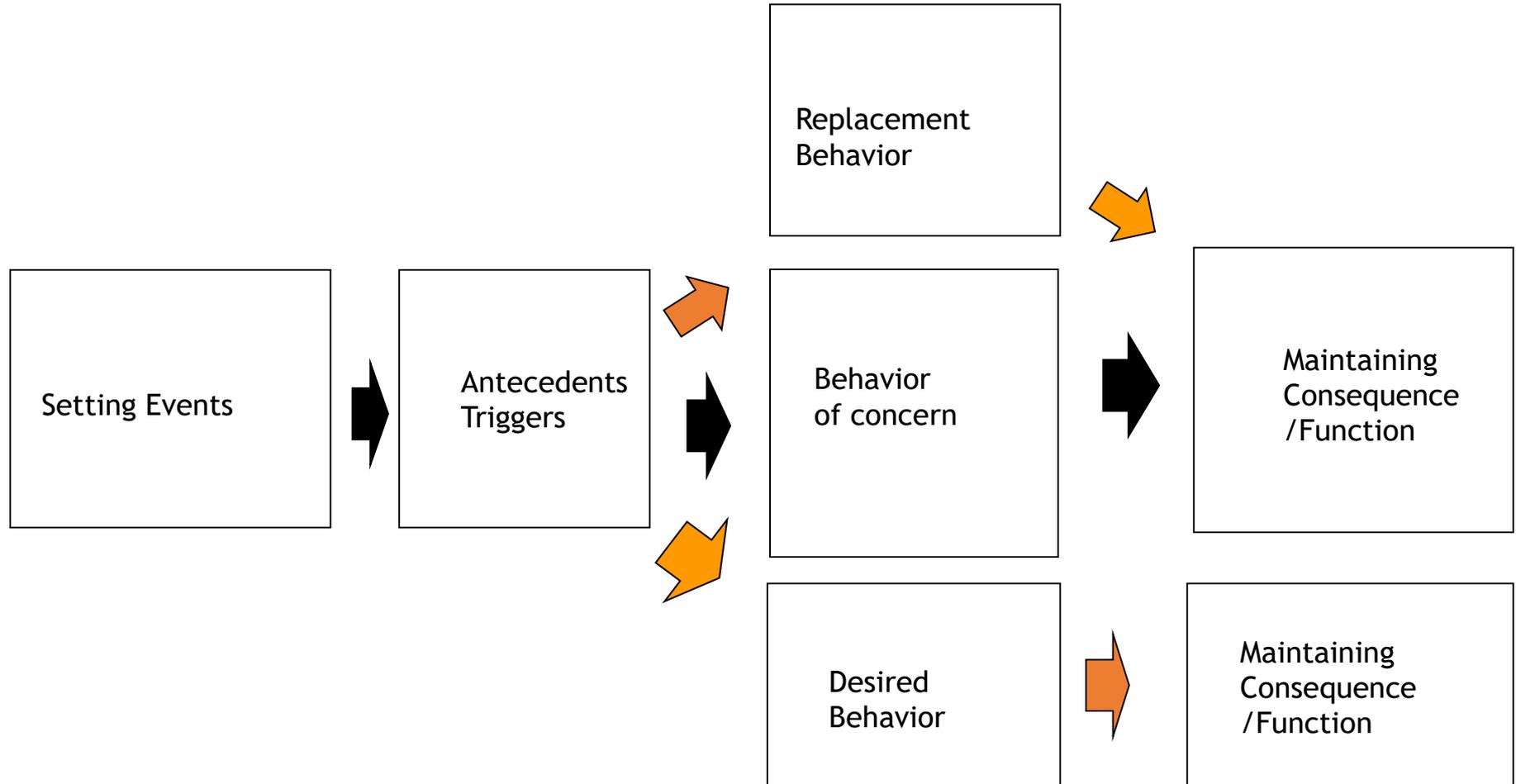
Only 2 Basic Functions



Replacement Behaviors

Why the Replacement Behavior?

Why can't we go right to the Desired Behavior?



Which of the Following are Appropriate Replacement Behaviors?

When asked to read aloud in class, Kyle makes inappropriate comments and pushes his book off his desk to avoid public speaking (not related to reading difficulty; related to extreme social anxiety).

1. Serve same Function?
Does it provide escape from difficult task?

Start w/ the Function

- Possible Replacement Behaviors:
 - ~~More rewards for doing tasks~~
 - Allow the student to pass
 - ~~Attend an anger management group~~
 - ~~Give the student passage in advance~~
 - ~~Allow student to play video games~~

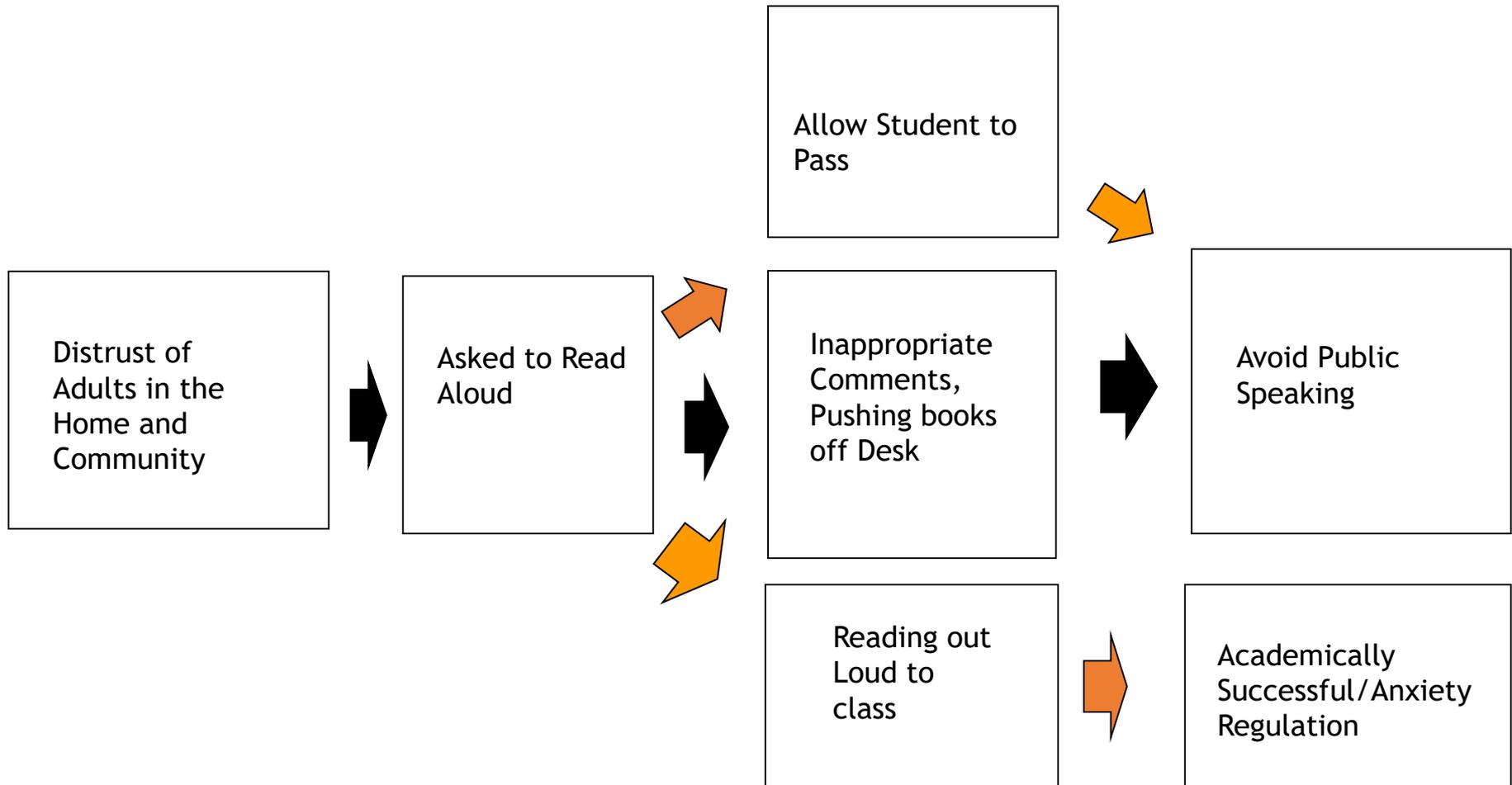


2. Is behavior easier to do than problem behavior?

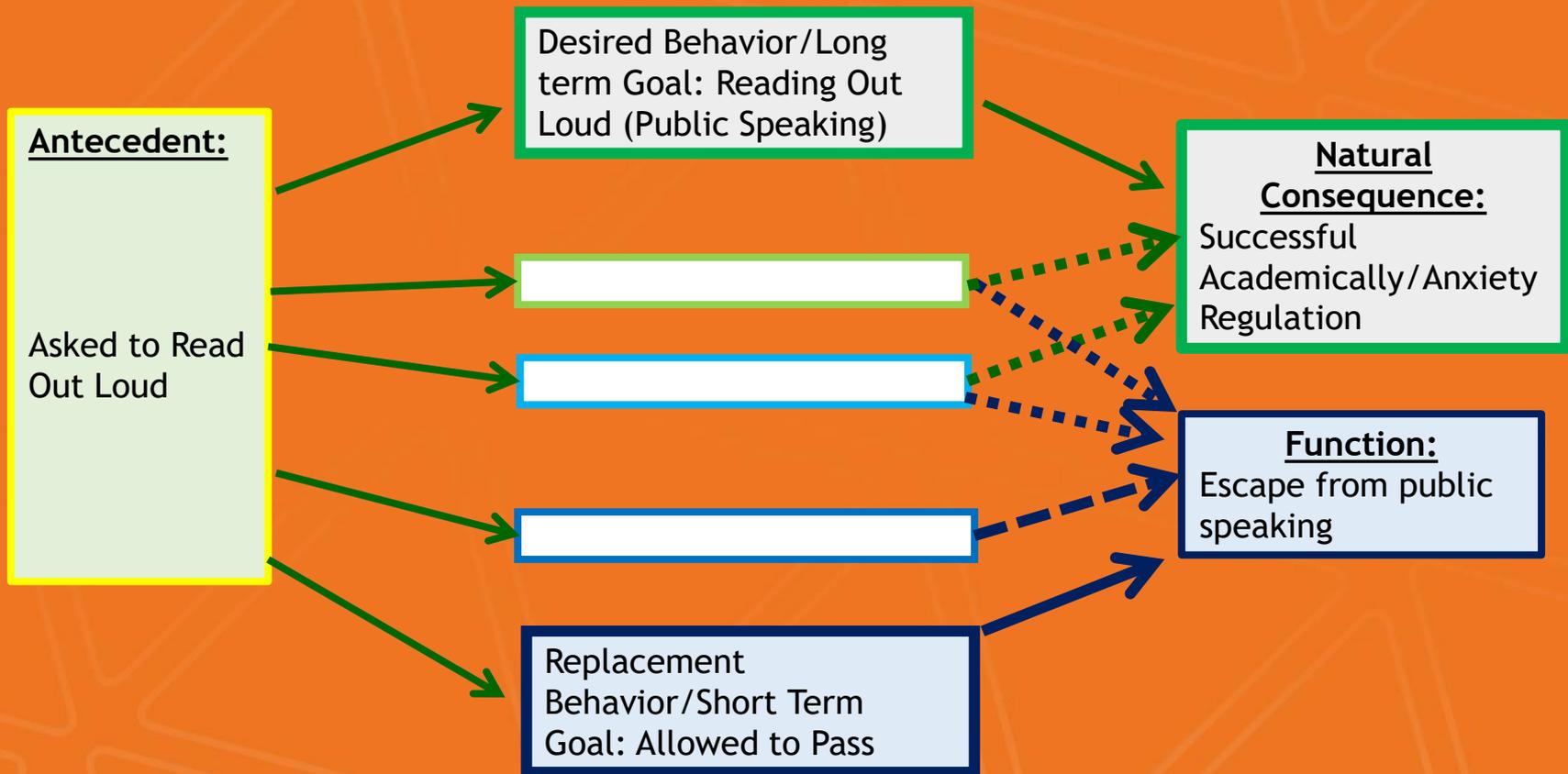
3. Is Behavior socially acceptable?

Why the Replacement Behavior?

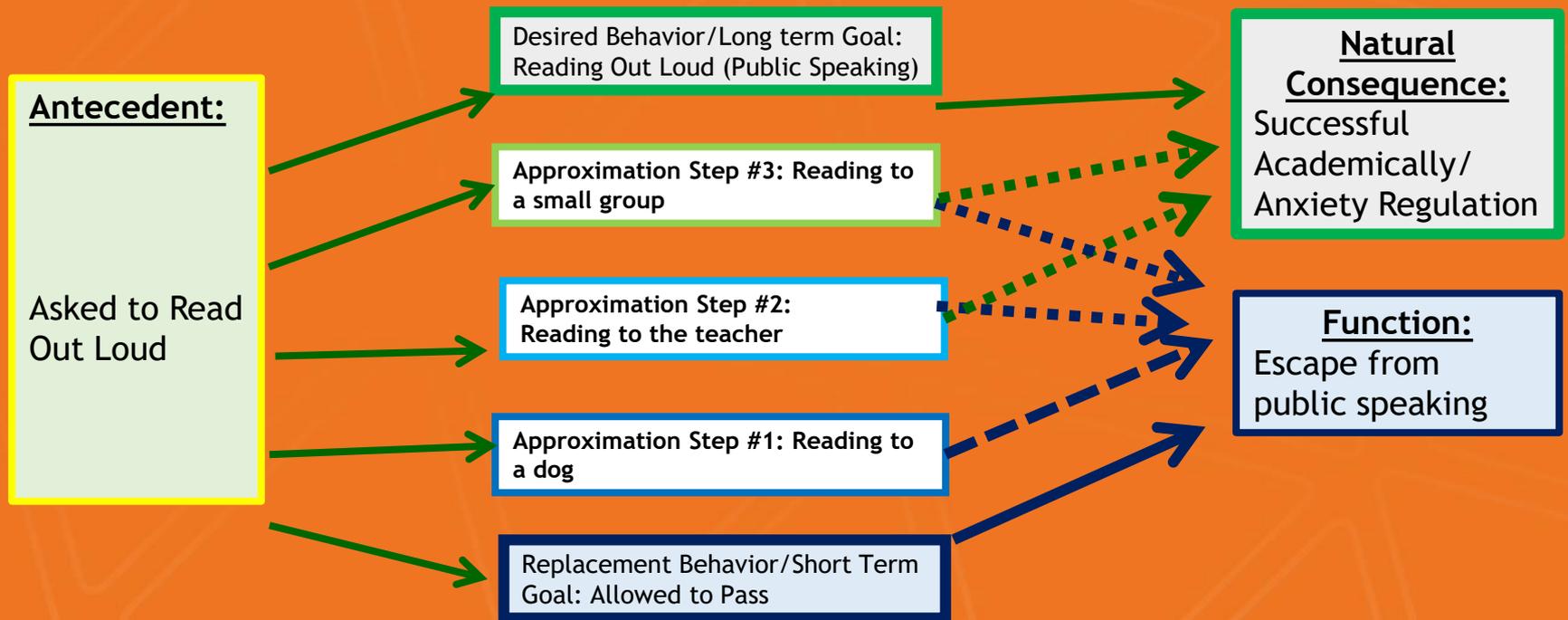
Why can't we go right to the Desired Behavior?



Development of Successive Approximations/Objectives Toward Desired Behavior Goal



Development of Successive Approximations/Objectives Toward Desired Behavior Goal



Desired Behavior/SEL Gaps

Skill Gap

Knowledge

Teaching Missing Skills

Performance GAP

- Implementation
- Teaching Strategies
- Stress or High Emotion Impact ability to make use of skill
- Skill Mastery

Approximations

- Bridges the Gap Between Skill and Performance

list the student's strengths and interests:

- what the student is good at and likes.
- Using a strength based perspective you what to build upon the strengths and interests that the student currently has as it relates to intervention and strategies development.

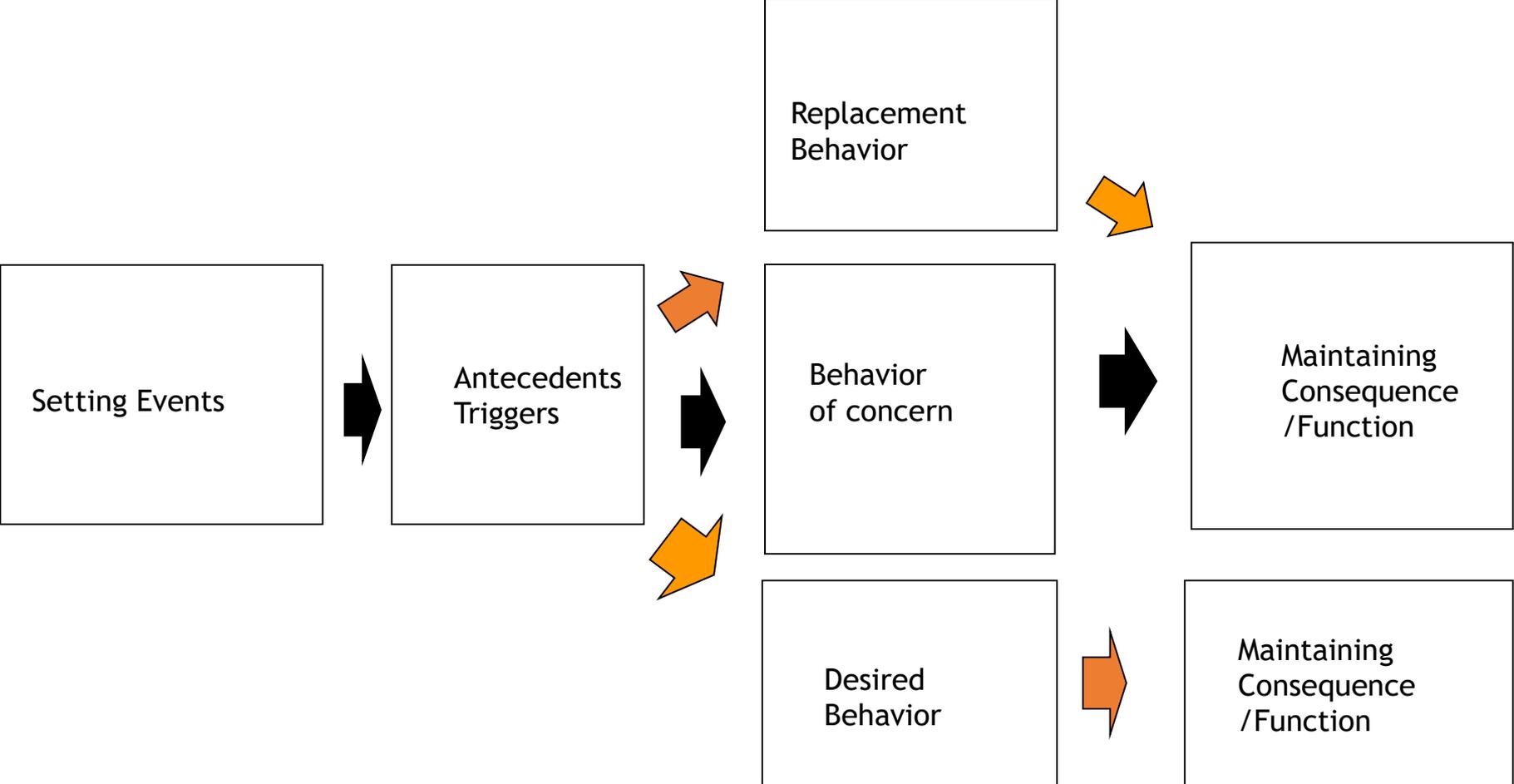


Case Study

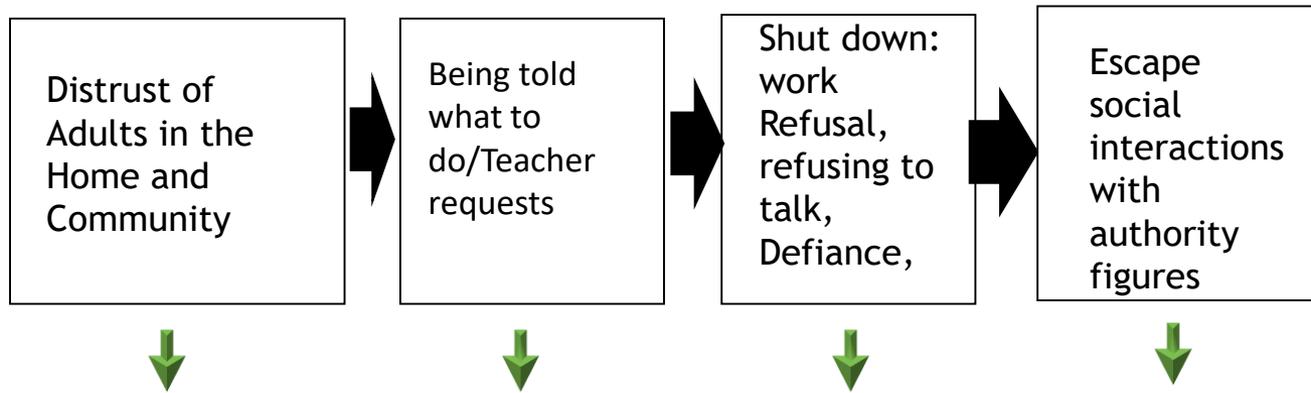


- Steven becomes aggravated easily, resulting in shutting down where he will not talk and he will not complete any of his work. At times when he refuses to work he will put his head down on his desk. Other times he will tear up his assignments and break pencils, keeping an eye on the teacher, waiting to see what type of response he will get, trying to push the teacher's buttons. When the work is too easy or covers knowledge that he already has he will refuse to complete the work. He considers it to be a waste of his time. If the work is too hard, complicated or long he will also refuse to complete the work. He prefers group work to individual work. Steven's shutting down behavior is also mood dependent, happening when he is either mad, frustrated or angry. When he acts up in the classroom the other students will look at him which he reports as escalating his behavior. He stated that some kids make fun of him or tease him when he is removed from the classroom. Steven reports, "The teachers just ignore me, sometimes they will call the office or security to come and get me."

Competing Pathways

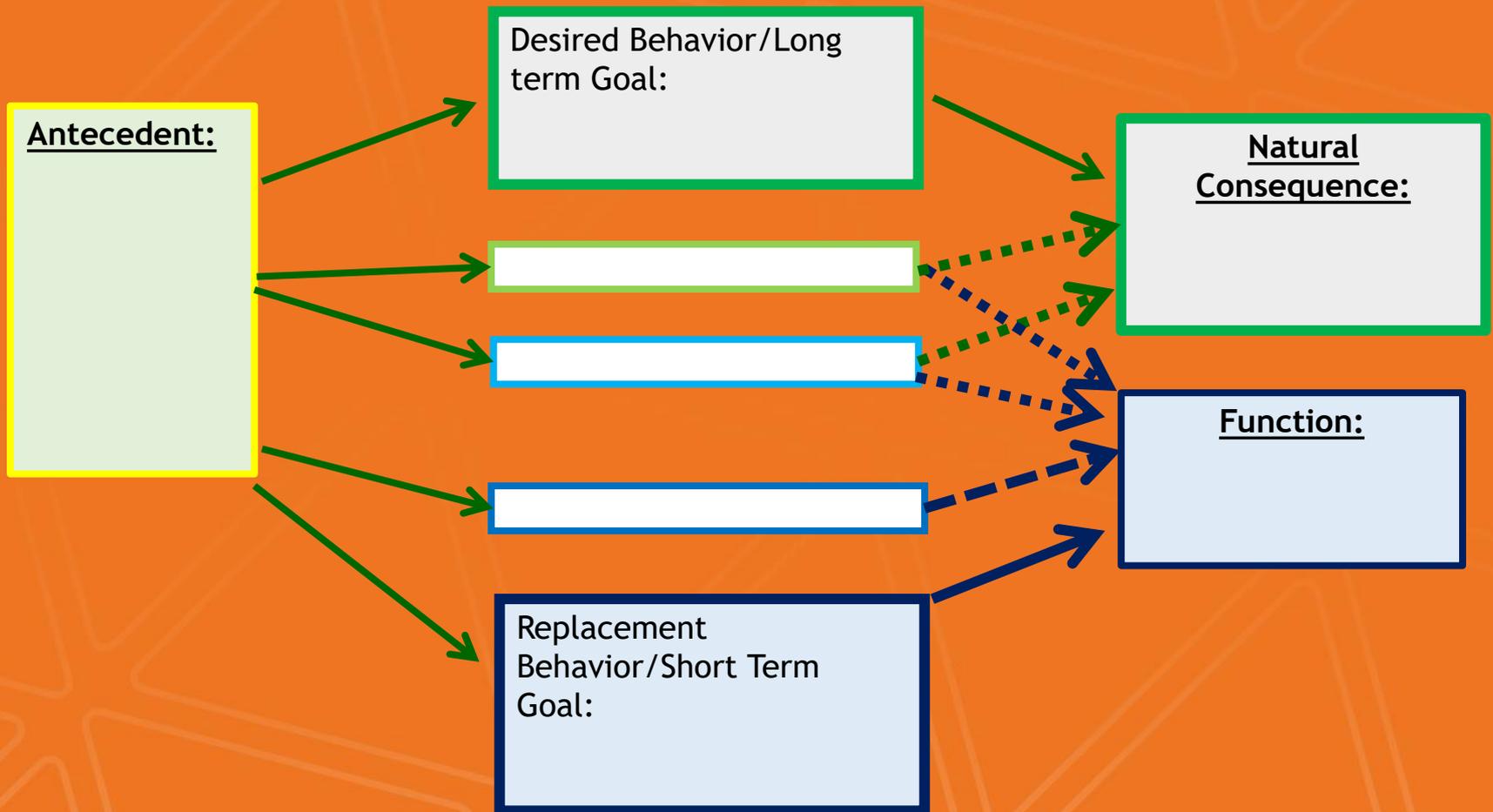


Summary Statement

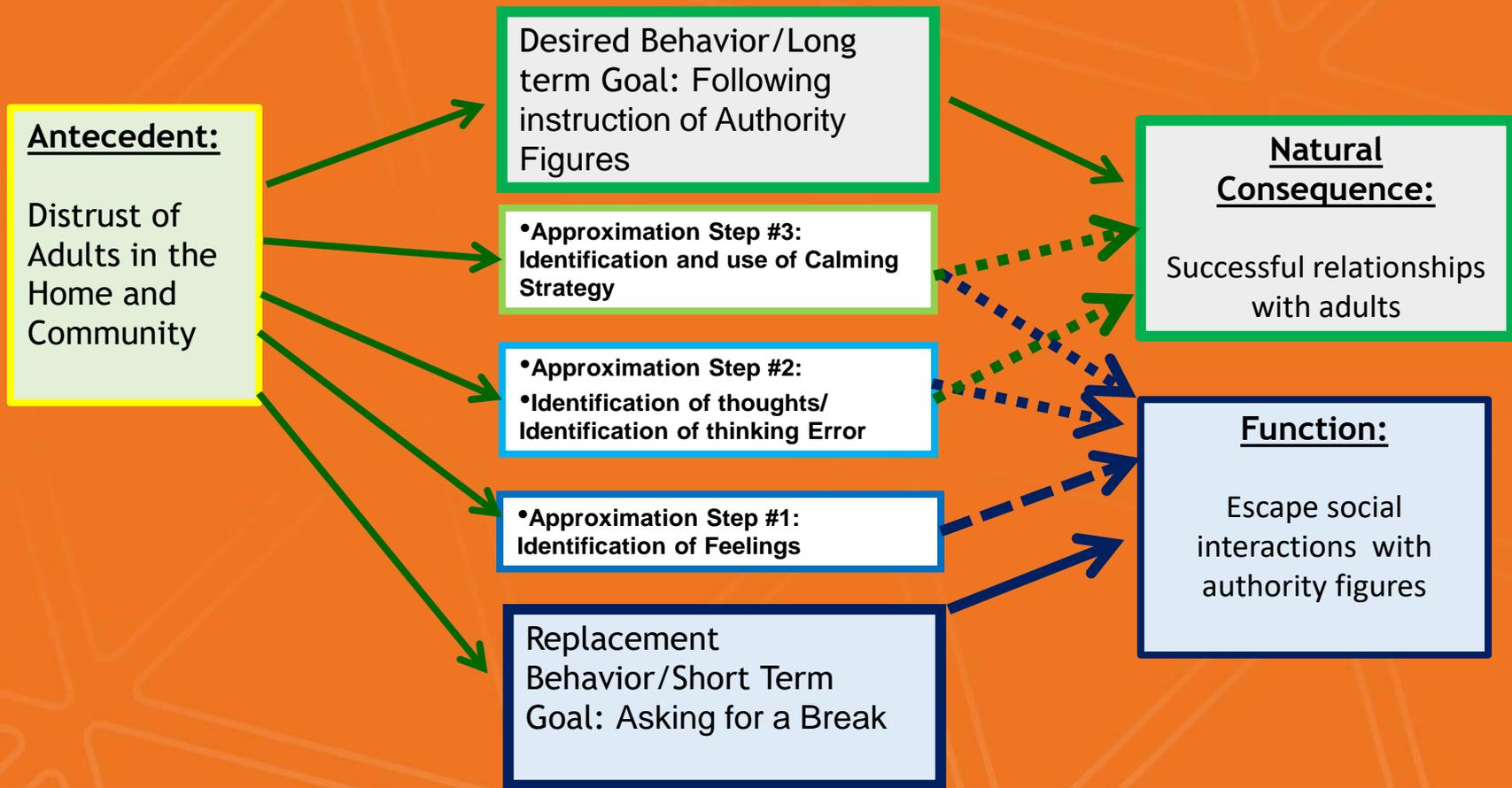


When being told what to do or when presented with a teacher request Steven shuts down as a means of escaping/avoiding social interactions with authority figures. Shutting down is being defined as refusing to work, refusing to talk with anyone and ignoring all instructions and communication, which is typically interpreted as being defiance by his teachers. This is further complicated by his history of distrusting adults in multiple environments for many years.

Development of Successive Approximations/Objectives Toward Desired Behavior Goal



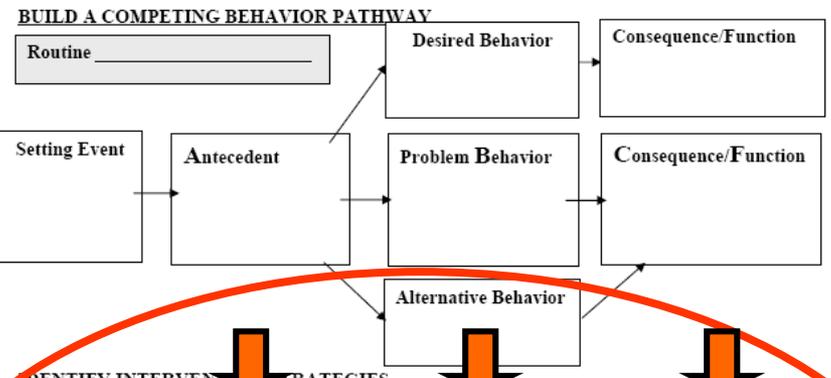
Development of Successive Approximations/Objectives Toward Desired Behavior Goal



Behavior Support Planning

Identify a range of interventions that address prevention (A), teaching (B) & consequences (C)

You may not use them all, but it is good to identify multiple interventions options across A, B & C



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior
	<u>Prevent problem behavior</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Behavior</u>
	<u>Prompt Alternate/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

Interventions by Function

Obtain: Adult Attention, Adult Feedback, Adult Help

- Directly teach, model, and practice appropriate words/actions for getting adult attention
- Strongly reinforce when appropriate ways of seeking attention are used
- Be very consistent in following through with classroom expectations for getting teacher attention (i.e., don't repeatedly recognize those who call out if hand raising is an expectation)
- Ignore inappropriate attention-seeking behavior whenever possible
- Schedule special times with teacher or other preferred adults (principal, custodian, specials teachers, volunteer, counselor, etc)
- When you ARE giving attention, give full attention - listen carefully and maintain eye contact
- Give attention for anything the student is doing well (catch them being good)
- Avoid letting student get attention through negative behaviors
- In addition to verbal recognition, give nonverbal attention/recognition: thumbs up, high fives, handshakes, smiles, winks, etc.
- Work at relationship building - show an interest in the student, give sincere compliments, find out about likes and dislikes, etc.
- Positive phone calls or notes sent home
- Have student write questions/concerns in a special notebook or journal for later review
- Send positive notes to student- encourage student to save them in a container or book
- Give attention before need arises
- Ask the student for help or opinion
- Give recognition and attention to students who are following expectations
- Restate classroom expectations related to getting attention without addressing the student directly ("Remember class, I'll be calling on someone who is raising their hand")
- Leave student a note such as: "I can talk with you at 1:30 today"
- Give gestures and nonverbal cues to signal the student to wait for attention, then make sure you follow through
- Make sure tasks and assignments are within ability level, so student won't need frequent adult attention and assistance
- Set up systems to help student organize - daily schedule, task check-off chart, color coding, etc. - these will minimize need for adult assistance
- Give student a certain number of colored sticks, cubes, or other objects to represent opportunities for getting teacher attention - when all objects are gone, student has to wait until a designated time to get more attention or assistance (this can help a student "tune in" to their frequent requests for attention, if this behavior has become habitual)
- Directly teach problem solving skills, so student can solve problems without adult assistance
- Keep a folder at student's desk filled with activities and work pages that can be done independently while waiting for help

Re-enforcer Inventory

Description of Potentially Reinforcing Events	Not at All	A Little	A Fair Amount	Much	Very Much
A. FOOD ITEMS					
1. Candy					
What kind?					
a.					
b.					
c.					
2. Ice Cream					
What kind?					
a.					
b.					
3. Nuts					
4. Potato Chips					
5. Cake					
6. Cookies					
7. Beverages					
What kind?					
a.					
b.					
8. Other Foods					
a.					
b.					
c.					
d.					
B. TOYS AND PLAYTHINGS					
1. Racing Cars					
2. Electric Trains					
3. Bicycle					
4. Skate Board					
5. Playing with Dolls					
6. Make-up and Dress-up Toys					
7. Erector Set					
8. Other Toys					
a.					
b.					
C. ENTERTAINMENT					
1. Watching Television					
Favorite Programs?					
a.					
b.					
2. Movies					
3. Listening to Music					
Favorite Program/Artists					
a.					
b.					

APPENDIX C

FORCED-CHOICE REINFORCEMENT MENU

Name: _____

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
 _____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
 _____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
 _____ Teacher writes "100" on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
 _____ Be first to finish your work. (CM)
5. _____ Be free to do what you like. (I)
 _____ A bag of chips. (CN)
6. _____ Teacher writes "100" on your paper. (A)
 _____ Classmates ask you to be on their team. (P)
7. _____ Be first to finish your work. (CM)
 _____ Be free to do what you like. (I)
8. _____ A bag of chips. (CN)
 _____ Teacher writes "100" on your paper. (A)
9. _____ Classmates ask you to be on their team. (P)
 _____ Be free to do what you like. (I)
10. _____ Be first to finish your work. (CM)
 _____ A bag of chips. (CN)

Behavior Intervention Plan (BIP)

Student's Grade

Parent/Guardian/ESP Name(s)

Parent/Guardian/ESP Email

Parent/Guardian/ESP Phone Number

BEHAVIOR INTERVENTION PLAN (BIP)

1. Sources of Information:

List sources of information used in FBA, both formal and informal, to develop this plan.

2. Strength Based Profile

Identify skills and interests, positive relationships, pro-social behaviors, family and community supports, and other protective factors.

3. Functional Behavioral Assessment (FBA) Summary Statement

Describe specific problem behavior and summary/hypothesis statement from FBA.

4. BIP Strategies/Outcomes Worksheet

Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

Setting Event Strategies

(Reduce impact of setting events)

Antecedent Strategies

(Decrease likelihood that behavior will occur)

Behavior Teaching Strategies

[Alternative Behaviors]

Increase the likelihood that the appropriate replacement behavior will occur through instruction)

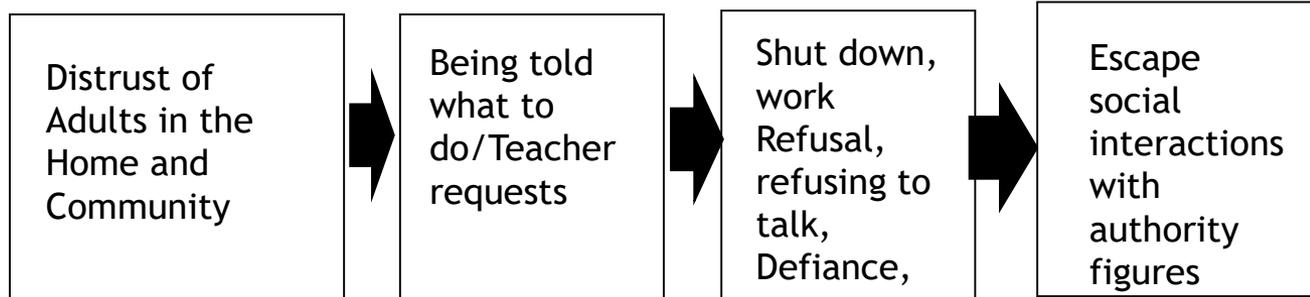
Reinforcement Strategies

[Consequence]

(When student demonstrates the desired behavior, the need behind the behavior is met –e.g. obtain or avoid)



Competing Pathways: Behavior Intervention Plan (BIP)



Setting Events	Triggers/Antecedents	Behaviors	Consequences/Re-enforcers
<p>The School will receive communication from home concerning any current home stressors.</p> <p>Check In Check Out: Access to the school social worker regardless of behavior for positive interaction in addition to assistance with calming down and processing of negative emotions.</p> <p>Staff need to continually build trust with the student.</p>	<p>Prevent Problem Behavior:</p> <p>Check on student's emotional state prior to transition to difficult or undesirable tasks. Acknowledge and reduce any feelings of anxiety</p> <p>Phrase requests simply using a precision request sequence</p> <ol style="list-style-type: none"> 1. Steve Please--- 2. Steve I need you to----- 3. Provide Steven with choices. <p>Prompt Alternative/Desired Behavior:</p> <p>Engage student in brief social conversation prior to making demands</p> <p>Offer the student multiple work completion options., and accept partially completed work.</p>	<p>Replacement Behavior :</p> <p>Communicate/remind/prompt Steve that he can take a break if frustrated/upset to prevent escalation of behavior.</p> <p>Prompt use of Self Regulation skill</p> <ul style="list-style-type: none"> -Deep Breathing -Taking a break -Getting a drink of water -Allow student to draw <p>Desired Behavior:</p> <p>Create a sense of belonging/safety/trust</p> <p>Teach the student how to problem solve (Us of Adult Voice)</p> <p>Teach self regulation skills</p>	<p>Reinforce Behavior:</p> <p>Allow student to take a break when requested</p> <p>Praise students efforts, be specific</p> <p>Unconditional time with an adult</p> <p>Increased student awareness by completing self rating scale at the end of each period</p> <p>Response to Problem Behavior/Corrective Feedback:</p> <p>If Steven shuts down and is not distracting, allow the student to sit quietly for 15 minutes before prompting student engagement</p> <p>Call school mental health to work with the student if continued shut down after 30 minutes.</p>

Competing Pathways Progress Monitoring

Behavior Description	Desired Behavior (Goal)	Approximation 2	Approximation 1	Replacement Behavior	Regression	
Point Scale	5	4	3	2	1	
Staff Support Level	Independent 0%	Some Assistance 25%	Partial Assistance 50%	Frequent Assist 75%	Total Assistance 100%	
Point Scale	1	2	3	4	5	
Date	Time 1	Time 2	Time 3	Time 4	Time 5	Time 6
	P = S =	P = S =	P = S =	P = S =	P = S =	P = S =
	P = S =	P = S =	P = S =	P = S =	P = S =	P = S =
	P = S =	P = S =	P = S =	P = S =	P = S =	P = S =
	P = S =	P = S =	P = S =	P = S =	P = S =	P = S =
	P = S =	P = S =	P = S =	P = S =	P = S =	P = S =



Progress Monitoring Data Analysis

- Average Daily Point
 - total from previous page
- Interval
 - % of time at each point level 1-5
- Staff Support Level



Success Criteria Development

Skill Level (Knowledge): (percentage of time student displays desired behaviors) - _____% of time at Interval _____

Performance (Implementation): (required level of staff support)

Success Criteria Example

Skill Level (Knowledge): 80% of the time at Interval Level 5

Performance (Implementation): Independent Level of Staff Support



The image features a classic hypnotic spiral background, composed of concentric circles that create a sense of depth and motion. The color palette is primarily red and black, with a central dark blue circle. Overlaid on this background is the phrase "That's all Folks!" written in a white, elegant cursive script. The text is positioned diagonally across the center of the spiral, starting from the left side and ending towards the right. The overall aesthetic is reminiscent of the iconic ending of the Looney Tunes cartoon series.

That's all Folks!