MiMTSS Technical Assistance Center

Functional Behavior Assessment and Behavior Intervention Plan

Session 3

MICHIGAN Department of Education

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Acknowledgments

- Rob Horner
- George Sugai
- Deanne Crone
- Leanne Hawken
- Rose Iovannone
- Missouri PBS
- Chris Borgmeier
- Kelly Dunlap Rogers
- Keith Storey
- Jeff Sprague
- Laura Riffel
- Robert O'Neil
- Robert Albin
- Sheldon Loman
- M. Kathleen Strickland-Cohen

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This highly interactive 3-part series is designed to support individuals who facilitate and/or participate on teams completing Functional Behavioral Assessments and Behavior Intervention Plans. Participants will learn about the FBA/BIP process, support tools, and information on how to facilitate the process.

Outcomes of the Training Series

- Understand the difference between legal mandates and best practices associated with FBA and BIP
- Define key terms to other team members, school staff, and families
- Explain the ABC paradigm
- Facilitate the Basic FBA process
- Apply the Prevent, Teach, Respond framework to develop a Behavior Intervention Plan (BIP_
- Effectively evaluate the quality of an FBA and BIP
- Apply a metric to measure both the implementation and impact of the plan

Big Picture: Comprehensive Support Plan

Assessment Summary

- Operational definition
- Context of behavior
- Maintaining function
- Competing behavior pathway

Support Strategies

- Antecedent/prevention
- Teaching alternative & desired skills and behaviors
- Response to desired & undesired behaviors
- Safety elements, as needed

Evaluation Plan

- Clear, measurable goals
- Fidelity measure(s)
- Outcome measure(s)
- Staff action plan

(PBISApps – I-SWIS Training)

Agenda for Session 3

1.0 Interactive Review

2.0 What's the Plan?

3.0 Scripts

4.0 Evaluation

1.0 Interactive Review

Question 1

True or False?

Interventions in the Behavior Intervention Plan should reflect the Prevent, Teach, Respond structure

Question 2: Fill in the Missing Words

P_____	Teach	Respond
What can we do to prevent the behaviors from o____ing in the first place? What can we do to pr___t the replacement behavior?	How can we use effective t_____ing techniques to teach n__ and re_____ment behaviors?	How do we respond in ways that re____ce the behaviors we want to see more of? How can we respond to challenging behaviors in ways that do n__ re___ce the behavior and prevent further es_____tion of problems?

Question 3

What criteria do we use when identifying a replacement behavior?

A. Serves the same function as the current behavior

B. Is easier to do and more efficient than the current behavior

C. Is socially acceptable

D. Focuses on compliance

E. A, B, and C, but not D

Question 4

What are the two main sets of antecedent strategies to prevent the target behavior that should be included in a BIP?

Option A:

- Prevent the behavior by modifying the antecedent/trigger
- Prompt replacement/desired behavior

Option B:

- Create a sticker chart for the display of desired behavior
- Reteach the replacement behavior

Activity 1.1

- Locate the ***Competing Pathway for Morgan*** you previewed as pre-work for this session
- Take a few minutes to identify a replacement behavior for Morgan and record it in the Competing Pathway
- On the Behavior Intervention Plan Template, develop Prevention and Teaching strategies in her plan
- If you are finished before the time is up, develop strategies for any setting events that might exist
- Be prepared to share

2.0 What's the Plan?

Selecting Response Strategies

Let's start with some ABC Vocabulary: Consequences

Consequence is defined in the science of behavior as

Environmental event that occurs after the behavior that increases or decreases the future occurrence of that behavior

What are the two general types of consequences in behavior science?

Breaking Down Consequence Terms

Reinforcement

Increases likelihood of the behavior in the future

Punishment

Decreases likelihood of the behavior in the future

Breaking Down More Consequence Terms

Positive

Adds/gives something

Negative

Removes/takes away something

Putting It All Together

	Reinforcement ↑	Punishment ↓
Add +	Rakuten	
Remove −		

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Use the grid to explain this meme!

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explain this meme!

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Basic Guidelines for Reinforcement

- **Reinforcement as Feedback:** works best when you are teaching a skill that is new to the student (can't do)
- **Reinforcement as Motivation:** Works best when the student has the skill, but is not performing the skill (won't do)
- **Contingent Reinforcement:** reinforcement occurs dependent on the behavior
- **Non-Contingent Reinforcement:** provided at certain times for "free," not dependent on a target behavior (antecedent/prevention strategy)

Selecting Response Strategies

1. The purpose of reinforcement is to increase the likelihood of the behavior
   - Reinforcing the replacement behavior
   - Reinforcing approximations toward the desired behavior
2. Responses to the behavior of concern should focus on:
   - Redirecting to the replacement behavior
   - Minimizing reinforcement for the challenging behavior

How to Reinforce Replacement Behavior

- When the student engages in the replacement behavior, quickly provide the student with an outcome that matches the function of the challenging behavior
- Example: If student raises hand after math assignment is given to have teacher support getting started in order to avoid difficult tasks, then quickly provide the student with support getting started

Let's Practice Together!

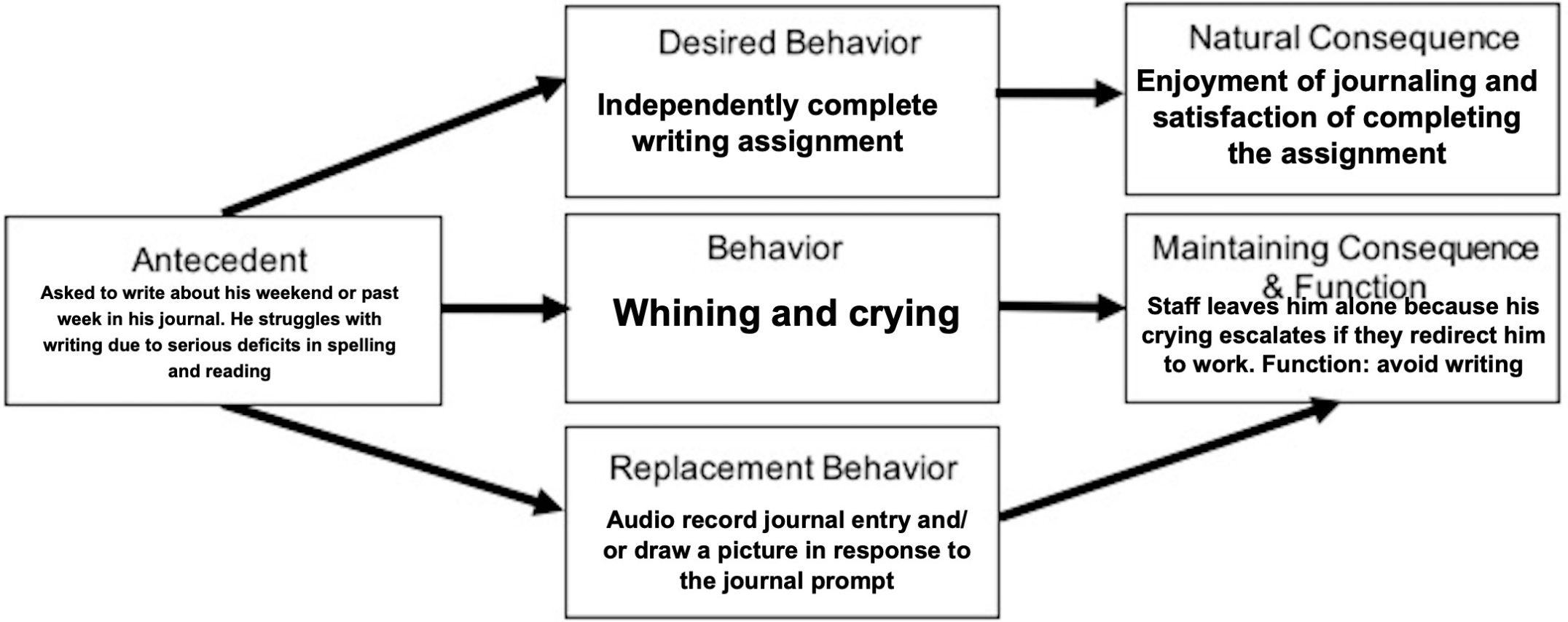
- Replacement behavior: Student is learning to use a help card to get teacher assistance.
- While working on an assignment, student starts to engage in challenging behavior while grabbing the help card…what should teacher do?

Reinforcing Desired Behaviors (Long-Term)

- The ultimate plan is to have the student move beyond the replacement behavior to using the desired behavior (goals/expectations & timeframe must be reasonable)
- Reinforcing this progression should start from the beginning of the intervention plan
- Reinforce the approximations of the desired behavior (must be valued by student & match function)

Module 5: Selecting Function-based Behavior Support Strategies from Basic FBA (www.basicfba.com)

Terrance Example



Module 4: Function-Based Interventions from Basic FBA (www.basicfba.com)

Activity 2.1

- Consider the Terrance example on the previous slide
- What possible approximations or precursors of the desired behavior could you reinforce from the beginning of the behavior intervention plan?
- Type your ideas in the chat

Consequence Strategies: Responding to Challenging Behavior

Responses to reoccurrence of the target behavior should focus on two things:

1. Redirecting to the replacement behavior
2. Minimizing reinforcement for the behavior of concern
    - Remember, if the challenging behavior continues to work, the student is not likely to stop using it

Module 5: Selecting Function-based Behavior Support Strategies from Basic FBA (www.basicfba.com)

Pause to Talk About Punishment

- Long history of use of punishers in education with dismal results
- Punishment may tell students what not to do, but doesn't teach what **TO DO**
- Seems to work in the short term (reinforcing for both teacher and student)
- Results in increase in behavioral challenges, negative emotional responses such as fear and avoidance of punisher, interferes with establishment of positive relationships & positive influence

Redirection to Replacement Behavior

Example:

- During independent work, Annie often talks out to **get teacher attention**. If ignored, Annie will begin yelling and throwing materials.
- When Annie first starts talking out, her teacher will **immediately** remind her to use her TEACHER card and will praise her use of the card.
- What type of reminders might Annie's teacher use?

Module 5: Selecting Function-based Behavior Support Strategies from Basic FBA (www.basicfba.com)

What Should We Do?

- Ethan pushes and argues with peers in order to **get peer interaction**. His replacement behavior is to ask a question of his peer to initiate an interaction
- When Ethan began arguing with a peer during a transition, what should the teacher do?

Minimize Reinforcement of Challenging Behavior

- Do not allow the challenging behavior to “work” for the student
- Try to minimize the reinforcement the student has been receiving for the behavior
- Minimizing reinforcement of the undesired behavior should **always** be combined with high rates of reinforcement for appropriate behavior

Module 5: Selecting Function-based Behavior Support Strategies from Basic FBA (www.basicfba.com)

Example

- Darci engages in disruptive behavior that results in peer attention
- Darci's peers will receive "Duck Bucks" for ignoring her inappropriate behaviors
- Darci will also be learning how to interact with peers appropriately and will earn time with peers for engaging in replacement behavior

Module 5: Selecting Function-based Behavior Support Strategies from Basic FBA (www.basicfba.com)

Activity 2.2

- Locate the document titled ***Identifying Appropriate Responses to Challenging Behavior***
- Follow the directions for assessing each response to the challenging behavior and make sure to provide your rationale for each response
- When prompted, type all of the response strategies you coded “Y”

3.0 Scripts

Scripting Out the Intervention

"A basic premise is that, since interventions are often hard to carry out by teachers and parents, scripts can help to support implementation in a way that is consistent with research fidelity (i.e., accuracy of differentiating components) and that maintains the integrity (i.e., accuracy of implementation of the plan)."

(Barnett, et al., 2007; p. 158)

Which One is More Likely to Be Consistently Used?

Prevention Strategy

- Provide Don with choices of where to sit.

Or This?

Prevention Strategy

- Provides choices: The teacher will provide Don with a choice immediately after assigning him independent work in class. Choice options are: (a) materials to use for assignment; (b) where to sit; (c) who to do the assignment with

Steps for Providing Choices:

1. Immediately after giving the class the independent math assignment, go over to Don and present him with a choice option
2. When presenting him with a choice, say, “Don, where do you want to sit? X or X?
3. After Don makes his choice, say, “Thanks for making a great choice, and release him to his choice

(Iovannone, 2015)

Activity 3.1

- Locate the ***Scripting Strategies*** document within your participant workbook
- Review the two examples that are provided in the document
- Develop a script for **reinforcing the new behavior OR** a script for **redirecting back to the replacement behavior** when the target behavior occurs.
  - **Behavior:** Teaching the use of a HELP card instead of crying
- If you have extra time, begin working on the other script as well

4.0 Evaluation

Evaluation Planning

- Starts when we develop our Behavior Intervention Plan
- Involves:
  - Setting goals for student outcomes & fidelity
  - Developing a measurement plan that includes data collection methods that are feasible and accurate
  - Considers what data may be collected by the family (if applicable)
  - Regular progress monitoring and decision making
  - Specific date the team will meet to review progress

Identify What Behaviors to Monitor & Reinforce

- Use the competing behavior pathway to identify what behaviors to monitor and reinforce
- Primary focus: reducing the interfering behavior
- Then consider monitoring and reinforcing the use of the Replacement Behavior and approximations toward the Desired Behavior

Module 7: Evaluation Planning from Basic FBA (www.basicfba.com)

Set an Achievable Target

- Use baseline data of student behavior to develop a reasonable & achievable initial goal for the student
- The student should learn quickly that the replacement behavior pays off by earning the reinforcement/incentive
- Especially early in the intervention, err on the side of more achievable expectations
- Set a short-term goal for two weeks from the start of the plan and a long-term plan that includes the desired behavior and could be 3+ months from the start of the plan

Module 7: Evaluation Planning from Basic FBA (www.basicfba.com)

Evaluating the Behavior Intervention Plan

1. Impact on Student Outcomes
   - Document what has occurred and the variables responsible
   - Determine when program modifications are needed
   - Reduce emotional influence when making decisions
2. Implementation Fidelity
   - Answer questions about implementation
   - Problem solve challenges that may arise after we start using the plan
   - Provide feedback that is intended to support implementation
   - Celebrate successful use of the plan!

Module 6: Implementation Planning & Leading a BSP Team from Basic FBA (www.basicfba.com)

Response Script with Fidelity Check

Y	N	Steps
X		Say "Trey, let me do the first couple of problems to get you started." and do the first 2-3 problems (with cheerfulness!)
		• If Trey gets started, reinforce his engagement, "Thanks for getting started. You're on a roll!" and step back and interact briefly with another student
	X	• If he continues to work, reinforce using the Reinforcement Script (Engagement)
	X	If Trey does not work or stops working, say, "You can pick just 5 problems to do for now."
		• If Trey gets started, reinforce his engagement, "Thanks for getting started. You're on a roll!" and step back and interact briefly with another student
		• If he continues to work, reinforce using the Reinforcement Script (Engagement)
X		If Trey does not work or stops working, say, "Just do one problem and you're done for now" (Step 3: One More)

Statewide Autism Resources and Training (START) Project

Response Script with Fidelity Check & Student Outcome Data

Y	N	Steps	#/min engaged	Behavior
X		Say "Trey, let me do the first couple of problems to get you started." and do the first 2-3 problems (with cheerfulness!)		MIS
		·If Trey gets started, reinforce his engagement, "Thanks for getting started. You're on a roll!" and step back and interact briefly with another student		
	X	·If he continues to work, reinforce using the Reinforcement Script (Engagement)	Did 3 more problems	MIS
	X	If Trey does not work or stops working, say, "You can pick just 5 problems to do for now."		
		·If Trey gets started, reinforce his engagement, "Thanks for getting started. You're on a roll!" and step back and interact briefly with another student		
		·If he continues to work, reinforce using the Reinforcement Script (Engagement)		
X		If Trey does not work or stops working, say, "Just do one problem and you're done for now" (Step 3: One More)	Did 1 problem	

Statewide Autism Resources and Training (START) Project

Activity 4.1

- Return to the ***Example Positive Behavior Support Plan*** for Pat Redford
- Locate the Data Collection Plan section of the plan
- Review the descriptions of how the fidelity of implementation and student progress/outcomes will be collected and measured
- What value do you see this having with regard to behavior intervention plans that you help develop and/or implement?

The Importance of Ongoing Feedback

Substantial improvement in implementation fidelity is found when feedback is provided through the combination of:

- Self-monitoring through completion of some type of daily monitoring
- Graphed presentation of the data
- Regular check-ins through a combination of in-person and email contacts

Module 6: Implementation Planning & Leading a BSP Team from Basic FBA (www.basicfba.com)

Activity 4.2

- Review the ***Examples of Measuring Implementation Fidelity*** in your workbook
- In the chat box, record some of the strengths of each option in supporting the evaluation of the implementation fidelity of a Behavior Intervention Plan

Advantages of Graphic Displays of Behavior Data

1. Provides an immediate visual record of the student's behavior
2. Allows exploration of behavioral variations of data in real-time
3. Serves as judgment aid that help interpret intervention results
4. Allows for visual analysis
5. Supports unbiased, independent judgement made from graphs
6. Serves as an effective tool for feedback to the student and adults
7. Supports communication dissemination and comprehension of behavior change among wide rage of recipients

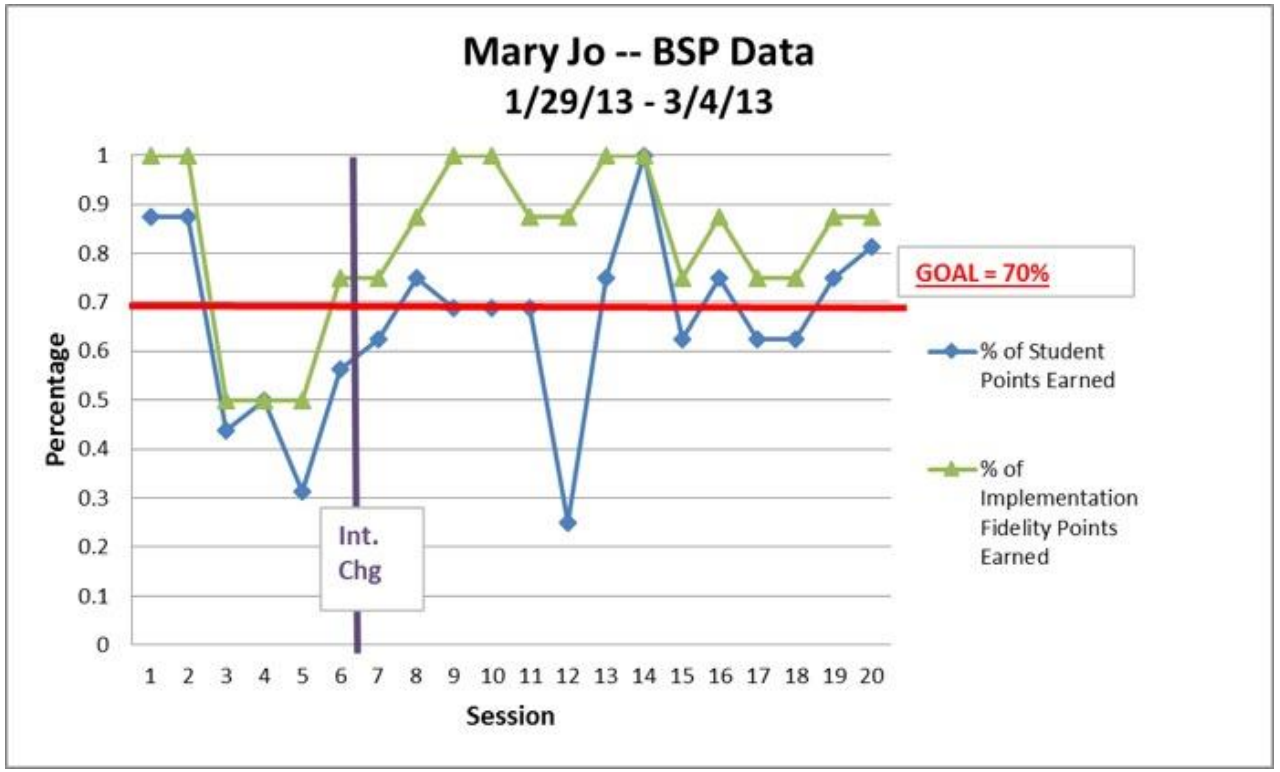
(Cooper, Heron, & Heward, 2020, p.125-126)

Review Progress

- The team reviews data for each component of the plan to document:
  - Are the interventions being implemented as designed?
  - Is the plan resulting in change in student behavior?
  - Do data indicate that the plan needs to be modified? If yes, how?
  - What is the date for the next review meeting?

Graph Fidelity and Outcome Data for Review

1. **Implemented as designed?:** We could improve implementation
2. **Change in student behavior?:** Yes, better when we implement as designed
3. **Modify plan?:** No, support implementation efforts
4. **Date for next review meeting**: 4/1/23



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Barriers to Implementation

- Questions to ask if the plan is not being implemented:
  - Do implementers understand how and when to use the strategies?
  - Are the strategies feasible to implement?
  - Are there ways that the plan can be modified to make implementation more likely?
  - What supports can be provided to the implementer?

Module 7: Evaluation & BSP Review from Basic FBA (www.basicfba.com)

What if the Plan is Implemented with Fidelity & There is Insufficient Progress?

- Questions to ask if the student is not making adequate progress:
  - Do we need to modify the intervention?
  - Are we implementing the correct intervention plan?
  - Do we have an accurate function of behavior?
    - If not, we may need to go back to review the FBA and collect additional FBA information.
  - Does the plan address the function of student behavior?
    - If not, change the plan to address the function of behavior.
  - Does the intensity of the intervention need to be increased?
    - If so, identify which components to intensify and how

Module 7: Evaluation & BSP Review from Basic FBA (www.basicfba.com)

Summing Up Evaluation Plan

- An evaluation plan determines:
  - If the plan is being implemented
  - If the plan is making a difference in student behavior
  - When team members will meet again to monitor the behavior intervention plan
- An evaluation plan includes a short-term and long-term goals developed from the competing behavior pathway
- Collect and graph fidelity and student outcome data
- The Behavior Intervention Plan is a work in progress and requires ongoing monitoring and maintenance

Module 7: Evaluation & BSP Review from Basic FBA (www.basicfba.com)

Closing Review

- Reflect on what we've covered over the last 3 sessions
- In the chat box, record:
  - One thing you will continue doing related to the FBA/BIP process
  - One thing you will stop doing related to the FBA/BIP process
  - One thing you will start doing related to the FBA/BIP process

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mnantais@mimtss.org

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