



Functional Behavior Assessment and Behavior Intervention Plan

Session 2

mimtsstac.org



Acknowledgments

- Rob Horner
- George Sugai
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- Laura Riffel
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- 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.

Breakout Room Activity

- There is one activity that will require everyone to work in a breakout room
- For the remaining activities, you will have a chance to vote on how you want to participate - together in the main Zoom room or in small groups in breakout rooms
- We are going to practice the breakout room routine now

Breakout Rooms Setup

- Come off mute and turn your camera on if you can
- Five minutes to:
 - Greet your fellow breakout room attendees
 - Name
 - District/School
 - Role
- When you come back, if for some reason you need a new breakout room group, please private message me via the chat feature and I will do my best to move you into another room.

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 2

- 1.0 Interactive Review
- 2.0 FBA Facilitation
- 3.0 Competing Pathway
- 4.0 What's the Plan?



Participation Poll #1

- Throughout today's session, there are multiple activities
- These activities can be done together in the main Zoom room or small groups in breakout rooms
- Please note if we are in breakout rooms, you will need to come off mute and turn your camera on, and if we stay in the main Zoom room together, you will need to add your answers to the chat and/or come off mute to respond to questions and prompts
- Vote now to help determine how today's activities will be handled

1.0 Interactive Review



Question 1

True or False?

Using a special computer program guarantees a high-quality FBA and BIP

Question 2

DASH stands for which of the following?

- A. Define, Assess, See, Hypothesize
- B. Data, Ask, Synthesize, Hypothesize
- C. Define, Ask, See, Hypothesize
- D. Data, Ask, See, Hypothesize

Question 3

When asked to sit with his peers during morning circle, Mike pulls the hair of the girl sitting next to him. The teacher tells Mike to go back and sit at this desk.

Routine (Where)	Antecedent/ Trigger (When)	Behavior	Consequence/ Outcome (And as a result)

Question 4

Fill in the missing words

We do know that our behaviors are **I_____ed** and continue because they serve some purpose or **f_____**. That is, we engage in the behavior because we have learned that certain **d_____able** outcomes are **I_____ly**

MANTRA:

Behavior c_____es because the behavior _____!!

2.0 FBA Facilitation

FBA Facilitation

- Plan to have a minimum of two meetings to complete the FBA process
- All team members should play a role in the FBA data collection, observations, and interviews (team-based process)
- Facilitator should be someone fluent with the FBA process, but facilitation capacity can be built over time

Tools to Support FBA Process

- FACTS: Functional Assessment Checklist for Teachers and Staff
- FAST: Functional Analysis/Assessment Screening Tool
- AIM: Assess-Intervene-Monitor FBA Tool
- Problem Behavior Questionnaire
- Blank piece of paper



Activity 2.1

- Read through the ***FBA Meeting Agenda*** document to see the tasks that should be completed during each FBA meeting
- Once you have finished reading, record an observation in the chat box

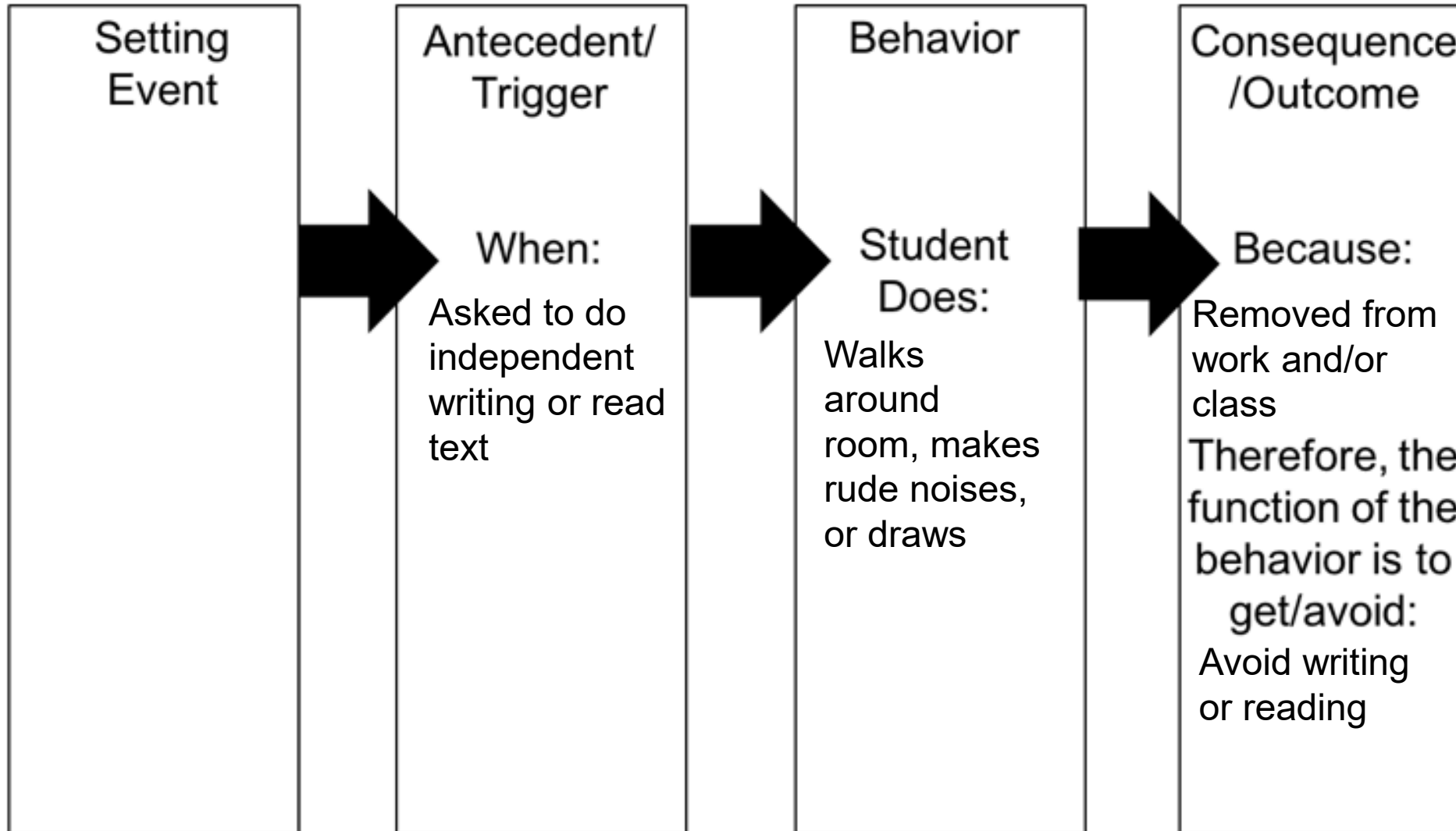
Activity 2.2

- In your breakout room, choose a role to read aloud from the **FBA Sample Meeting Activity** script (Facilitator, Mrs. Williams, Mrs. Hewitt, Ms. Kuhl)
- Read aloud through both FBA Meeting 1 and FBA Meeting 2
- When finished, briefly discuss:
 - How was each component of DASH included in the process?
 - How were responsibilities shared across the participants?
 - Did the summaries of behavior from interviews and observations align?
 - Was a hypothesis statement generated?

Activity 2.3

- Find the ***Pat Student Scenario*** in your materials
- Follow along as the structure of this information is reviewed
- Complete your assigned portion of the work and be ready to share out:
 - Last names A-L: Read the teacher interviews and create a summary of behavior accuracy check statement
 - Last names M-Z: Read the ABC observation data and create a summary statement based on the observation
- If finished before time is up, read through the Family Interview and the Student Interview

Routine:(Where): Communication arts, science & social studies



Pat
Hypothesis
Statement

Moving from FBA to the Behavior Intervention Plan

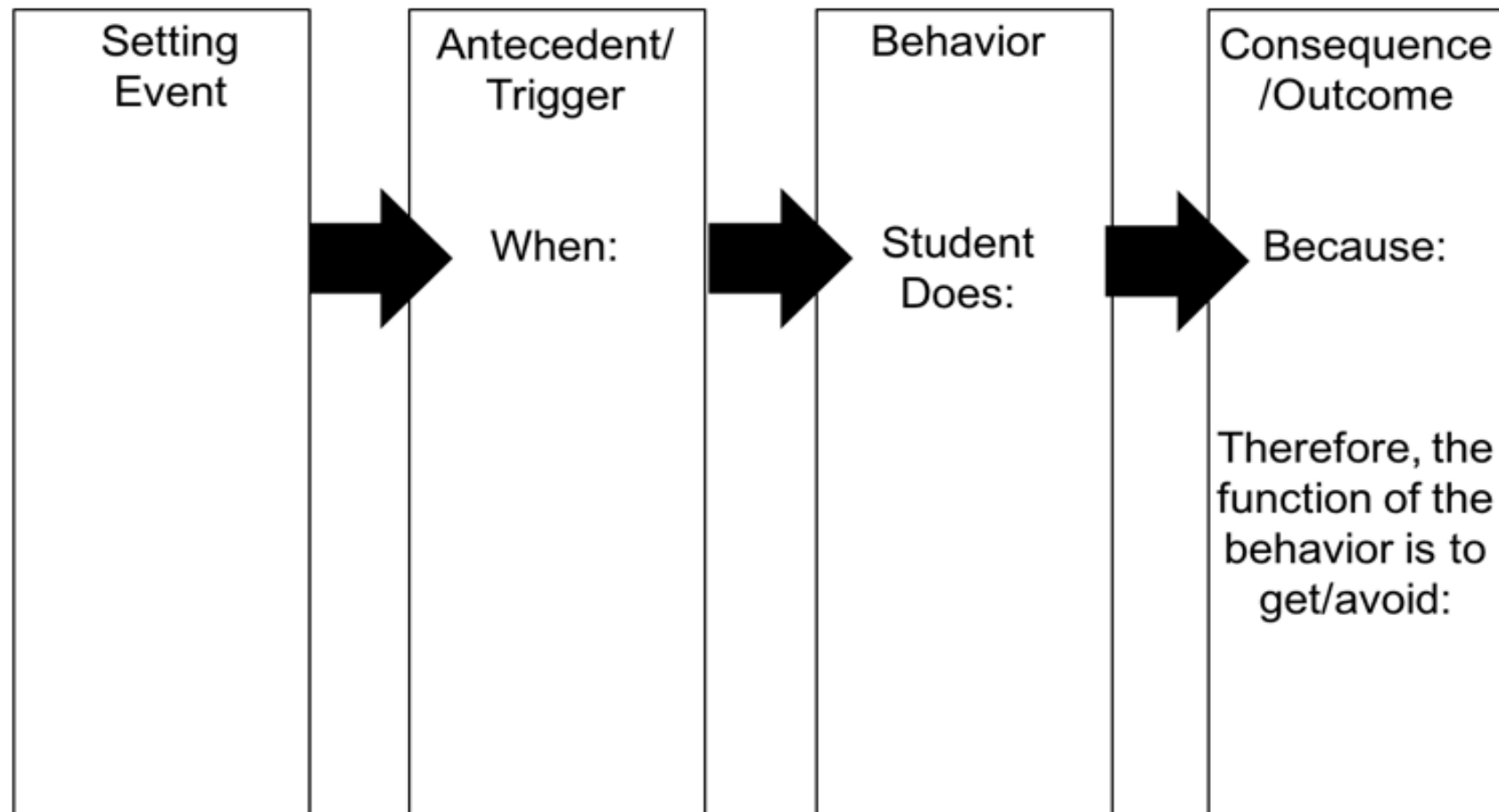
- We conduct an FBA to inform the development of the Behavior Intervention/Support Plan (BIP/BSP) to directly address the function of student behavior
- We start with the hypothesis statement from the FBA
 - Summarizes the routine, ABCs, and function of behavior
 - Critical to designing high quality behavior intervention plans
 - Strategies based on the hypothesis will be used to prevent, teach, and respond
- A structure called a Competing Pathway can help!

3.0 Competing Pathway

Recall: Hypothesis Statement

- Summarizes the routine, ABCs, and function of the behavior
- Critical to designing high-quality behavior intervention plans
- Strategies based on the hypothesis will be used to:
 - Prevent the predictors (antecedents) of the behavior of concern
 - Teach replacement behaviors to the target behavior
 - Respond to behavior in order to increase desired behavior while decreasing target behavior based on the function or pay-off

Routine:(Where):



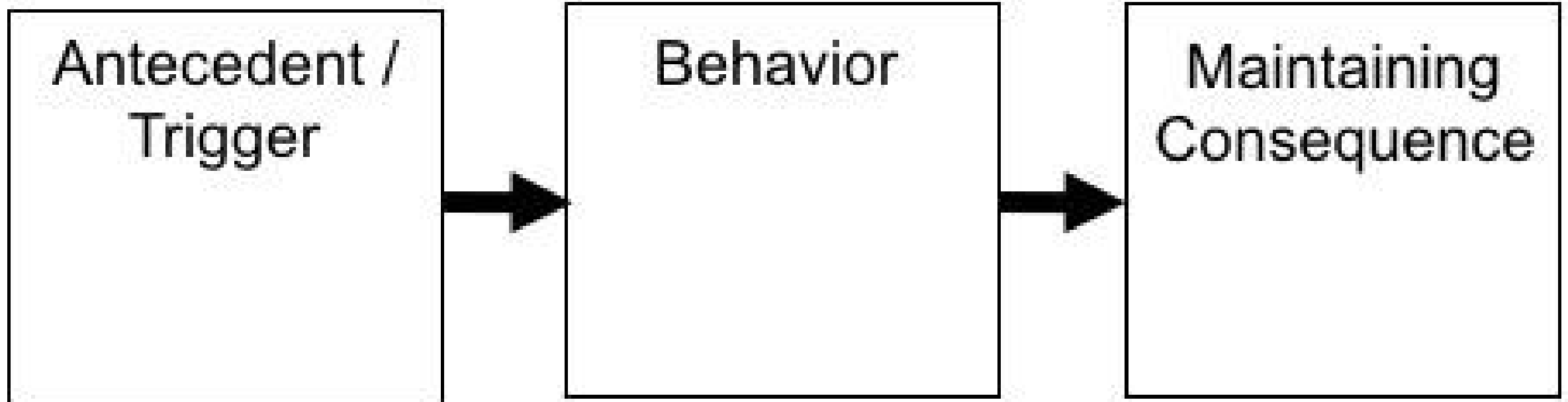
Recall:
Hypothesis
Statement
Structure

Why is Function So Important?

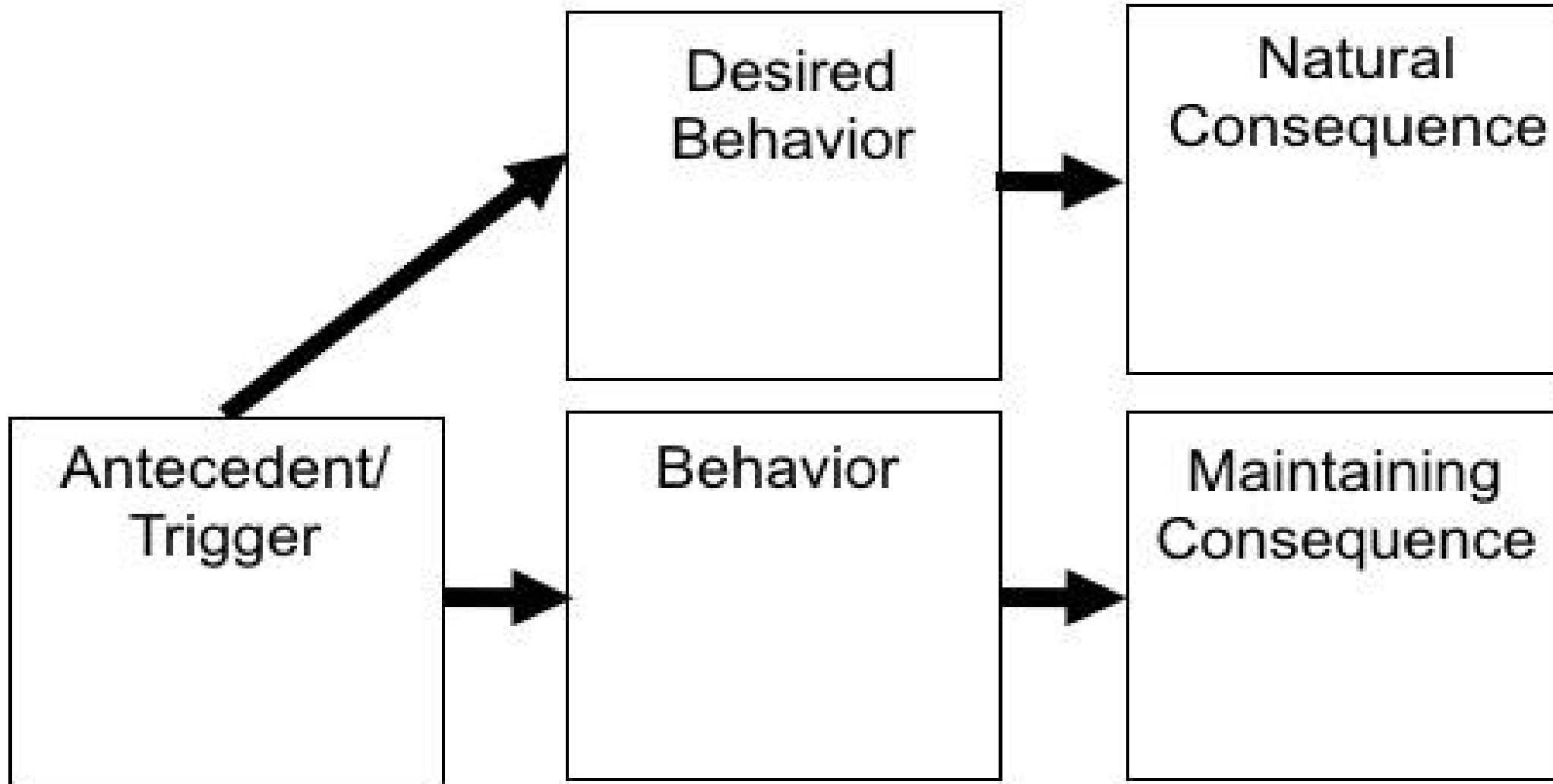
- Any intervention can potentially make problem behavior:
 - Better
 - Have no effect
 - Make it worse
- Using function to guide selection of interventions should help to more efficiently and effectively identify effective interventions & avoid interventions that can make things worse

Module 4: Critical Features of BSP from [Basic FBA](http://www.basicfba.com) (www.basicfba.com)

This is Where We Are...



This is What We Want...

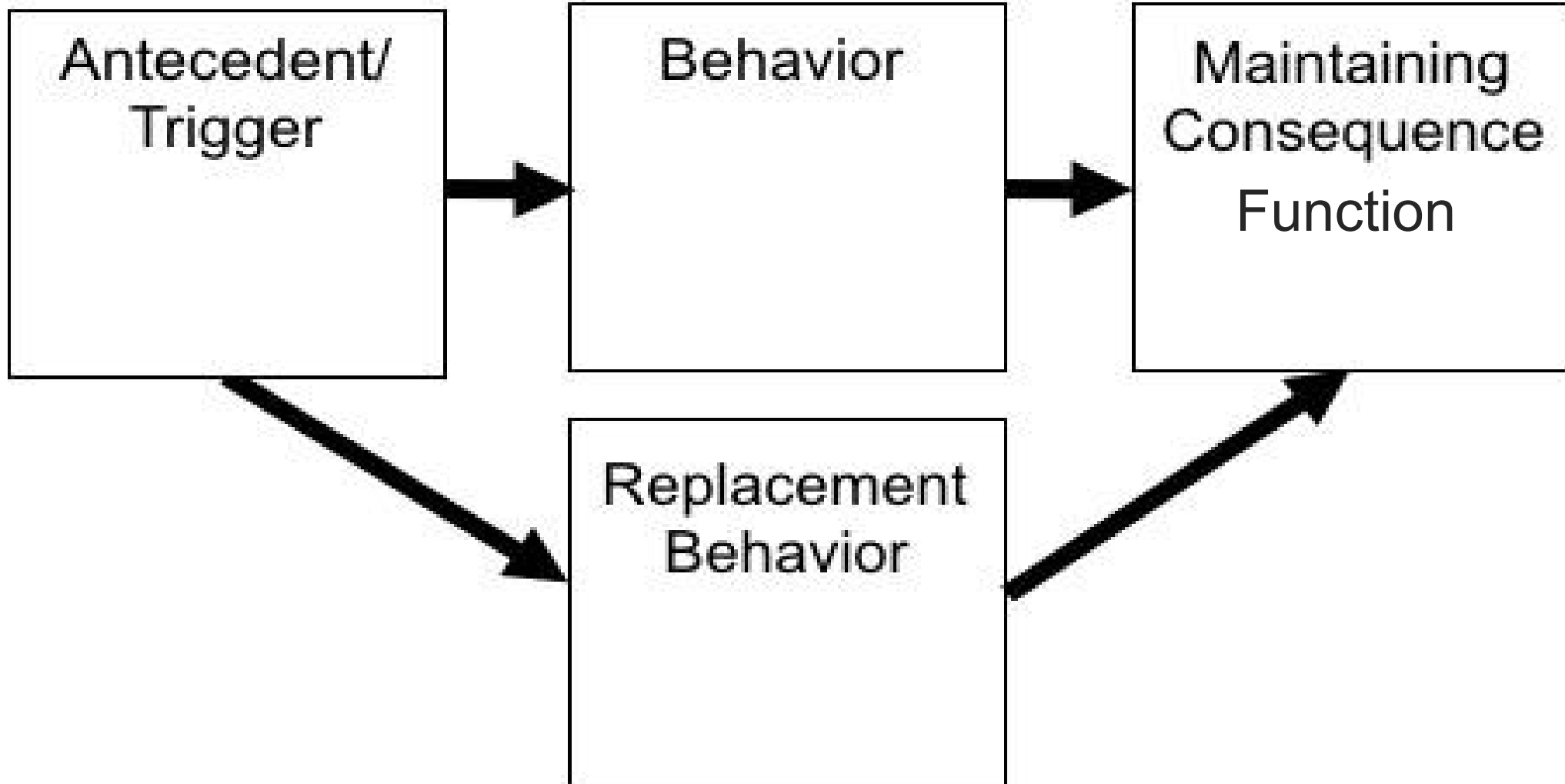


Desired Behavior

- The Desired Behavior is usually a long-term goal that:
 - Reduces the interfering behavior
 - Follows classroom or setting expectations
 - Includes being a productive participant in the setting
- When engaging in the Desired Behavior, the student should:
 - Look as much as possible like other students in the classroom
 - Function as independently as possible, receiving the minimal amount of support reasonable for the student to be successful
 - Engage in self-management and self-advocacy to address their needs

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

We Start with a Replacement Behavior



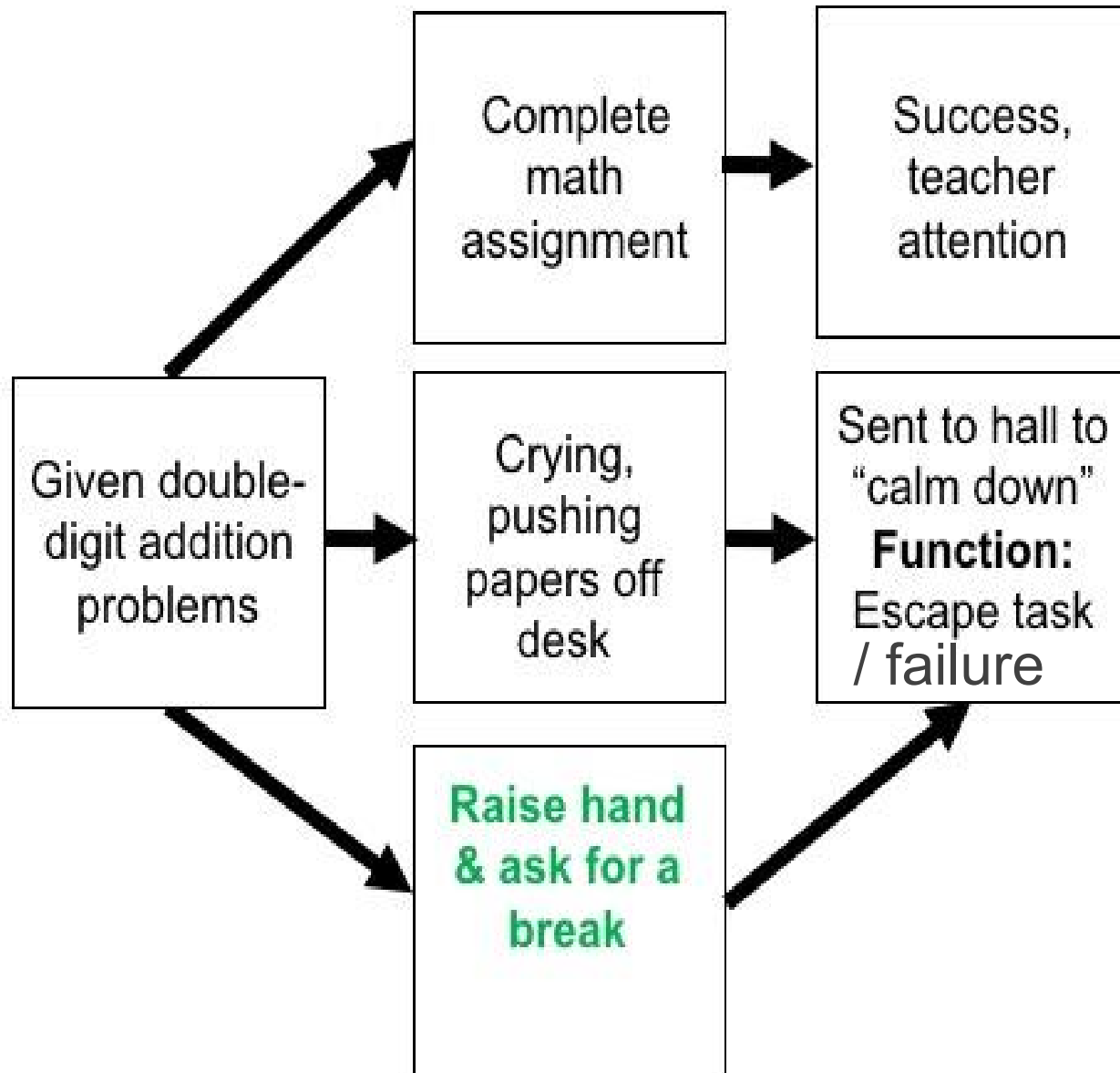
Replacement Behaviors

- Replacement behaviors are an immediate attempt to reduce disruption and potentially dangerous behavior
- Designed to reduce the student's use of the behavior of concern by replacing it with a more acceptable behavior that will also meet the student's needs
- Takes the pressure off the teacher

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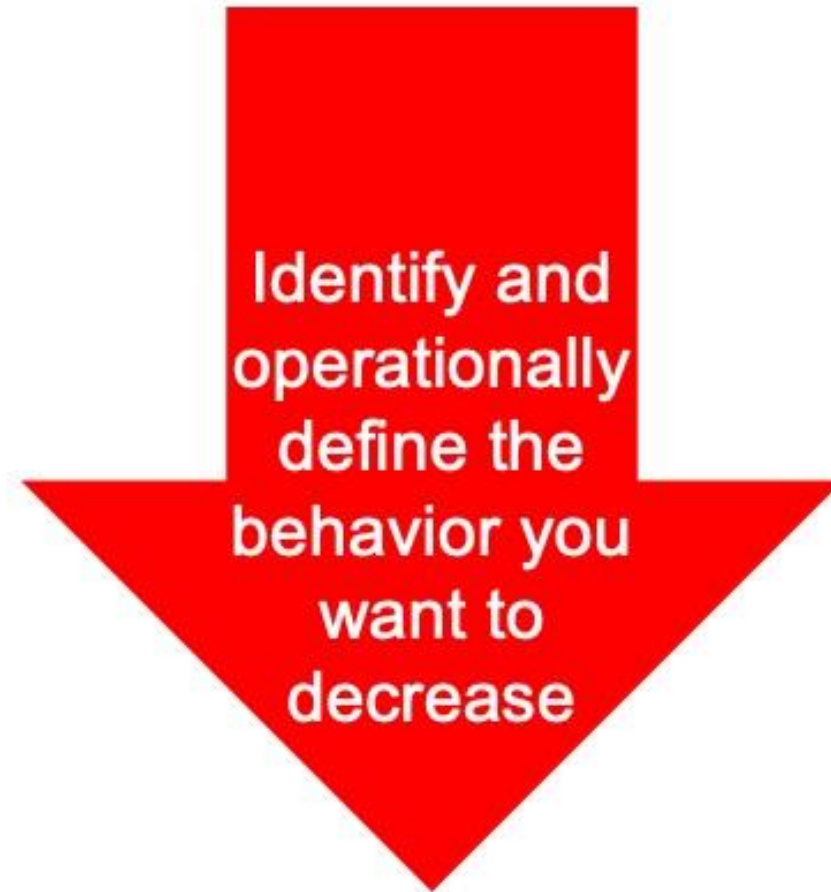
Why Can't We Go Right to the Desired Behavior?

- There can be a large difference between the consequence that is keeping the behavior going (maintaining consequence) and the natural consequence
- There also can be some skills that the student will need to be taught in order to demonstrate the desired behavior
- So, we identify a replacement behavior that is an acceptable alternative to reduce the current behavior by making it **inefficient**, **ineffective**, or **irrelevant**



Here's An Example

“Fair Pair” Rule



(O’Neill et al., 1996; White & Haring, 1980)

Absence of behavior is not
the goal; _____
is the goal.

Essential Components

An Appropriate Replacement Behavior:

- **Serves the same function** as the current behavior
- **Is easier to do and more efficient** than the current behavior
 - Replacement behaviors require less physical effort & provide quicker, more reliable access to desired outcome/response than current behavior
- **Is socially acceptable**

Module 4: Critical Features of BSP from [Basic FBA](http://www.basicfba.com) (www.basicfba.com)

Let's Practice

Jason is nine and **cries** when asked to write in his journal. The crying is maintained by **avoiding or escaping difficult tasks**.

Essential Components

1. Does it serve the same function?
2. Is it easier?
3. Is it socially acceptable?

Possible Replacement Behaviors

- More rewards for doing tasks
- Ask for an easier task
- Ask to play with Gameboy
- Appropriately request teacher attention
- As to have soda after tasks are done



Activity 3.1

- Find the ***Identifying Appropriate Replacement Behavior*** worksheet in your workbook
- Work through each scenario to identify the best replacement behavior
- Add the replacement behavior to the chat



Activity 3.2

- Locate the document titled ***Competing Pathway: Corey***
- With your small group, use the information provided to complete a Competing Pathway for Corey on the blank template
- Be ready to share with the large group

4.0 What's the Plan?

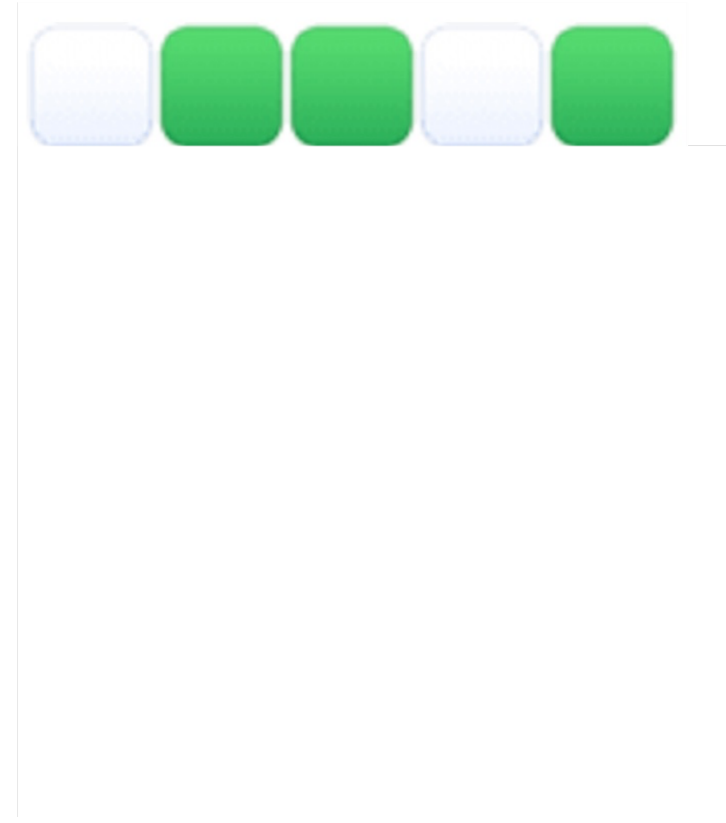
Purpose of FBA

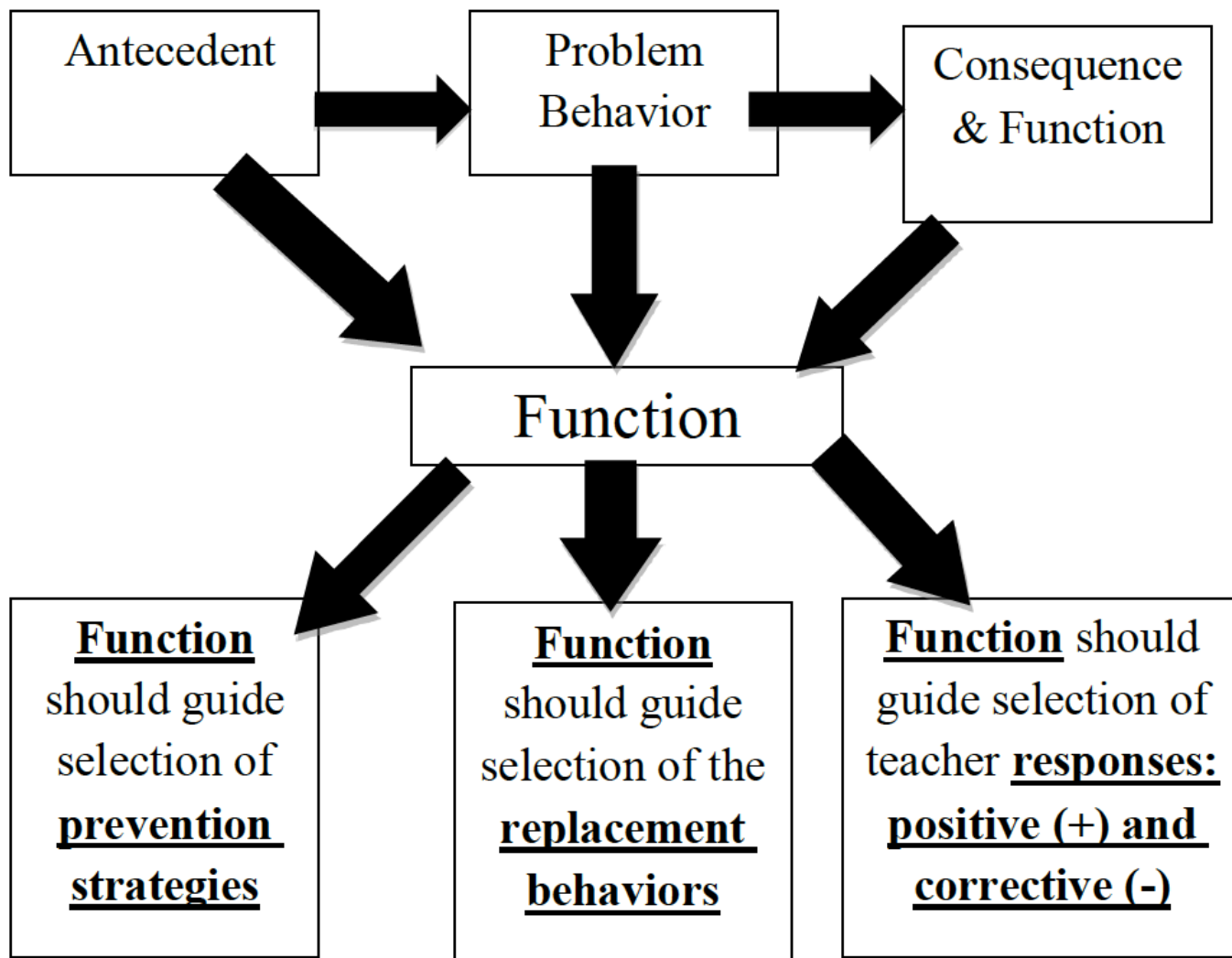
The primary objective of the FBA is to gather evidence to develop and support a hypothesis of the function of behavior and to use this information to design the positive behavior intervention plan

We are now ready to move into Behavior Intervention Plans!

Module 4: Critical Features of BSP from [Basic FBA](http://www.basicfba.com) (www.basicfba.com)

Wordle as an Analogy to the FBA/BIP Process





Linking Function to Intervention Plan

Module 4: Critical Features of BSP from [Basic FBA](http://www.basicfba.com) (www.basicfba.com)

Compilation of Interventions

- A behavior intervention plan is really a compilation of interventions that are designed to specifically address the hypothesis statement from the FBA
- The combination of interventions should reflect the Prevent, Teach, Respond structure
- No magical intervention
- Interventions in the plan should be more deliberate, more specific, and individualized

Intervention Plan Framework

Prevent	Teach	Respond
<p>What can we do to prevent the behaviors from occurring in the first place?</p> <p>What can we do to prompt the replacement behavior?</p>	<p>How can we use effective teaching techniques to replacement behaviors, under-developed skills, and pivotal skills?</p>	<p>How do we respond in ways that reinforce the behaviors we want to see more of?</p> <p>How can we respond to challenging behaviors in ways that do not reinforce the behavior and prevent further escalation of problems?</p>



Activity 4.1

- Read the ***Components of a Behavior Intervention Plan*** document
- Quickly scan through the sections of the ***Example Positive Behavior Support Plan*** for Pat Redford
- See if you are able to locate all of the components of a BIP in this example behavior plan
- Be ready to share something you noticed about the plan that is different than the plans currently written in your schools

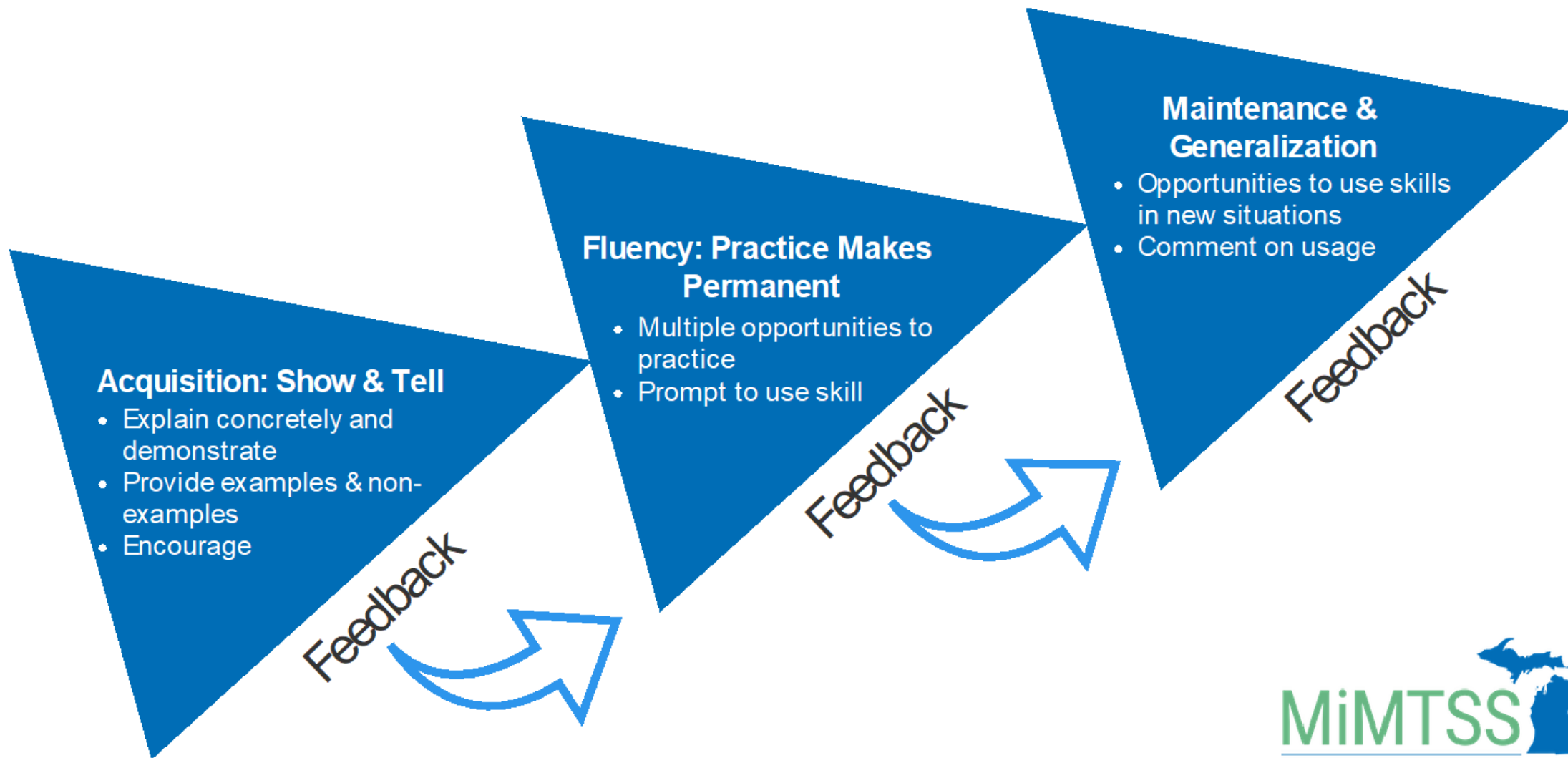
Teaching the Replacement Behavior

Teaching the Replacement Behavior

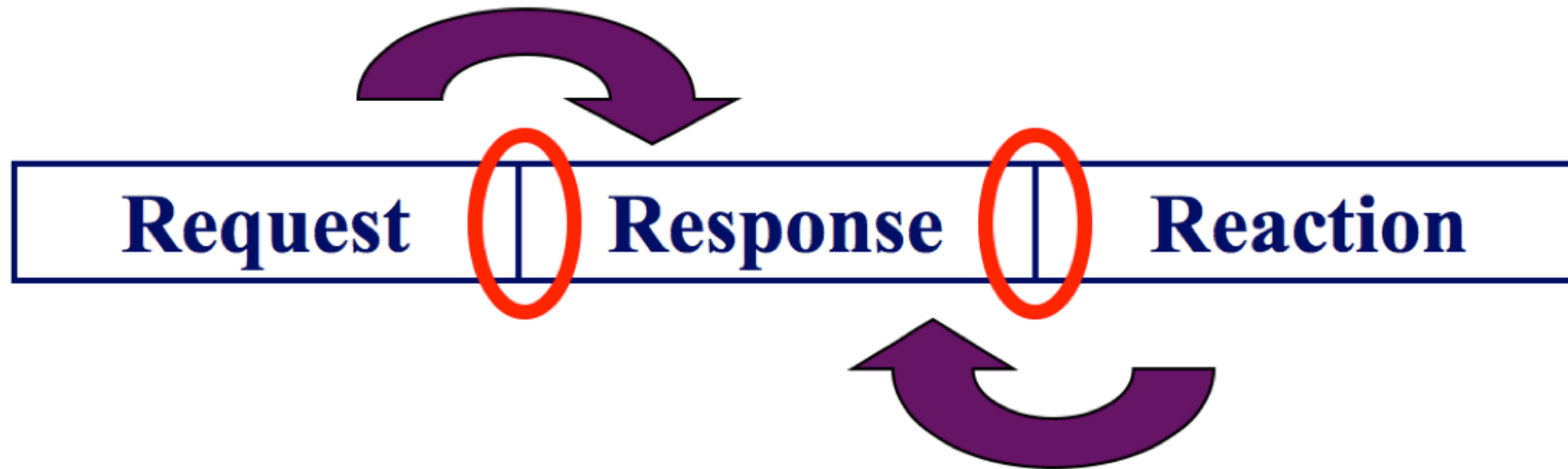
- Start with a clear definition of the Replacement Behavior, including when and how to use it
- Teach
 - In the setting where the student will use the Replacement Behavior
 - The student and staff (together) who will be using the Replacement Behavior
 - Using the Model/Lead/Test approach
- Schedule regular review & practice of the Replacement Behavior until the student achieves fluency

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

Stages of Learning

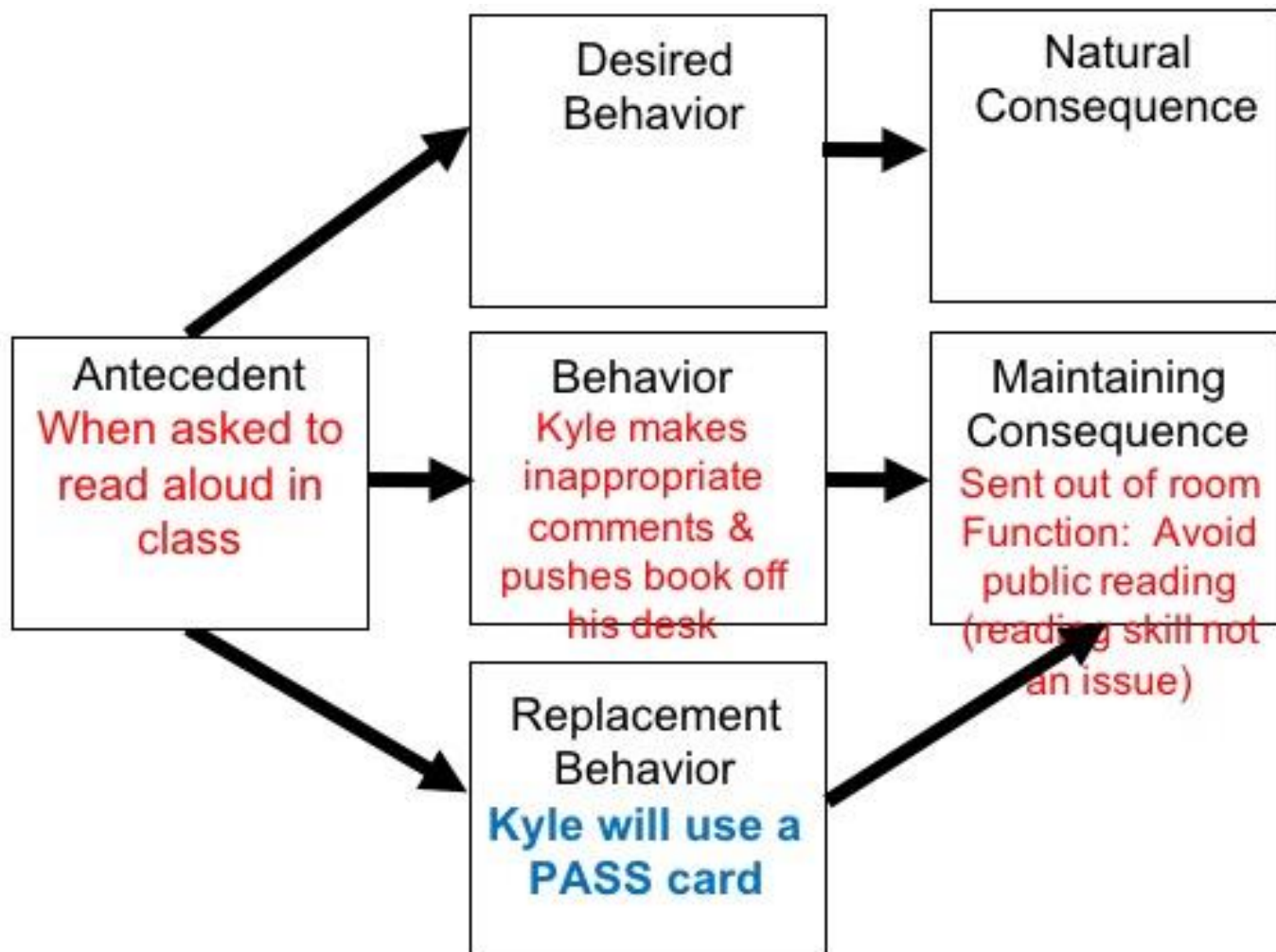


Basic Teaching Unit



- **Adult Request:** Give instruction, model & request, set environmental cue
- **Student Response:** Do it right, do it wrong, no response
- **Adult Reaction:** Reinforce correct response, prompt correct response

Kyle: Replacement Behavior



Sample Teaching Plan: Pass Card

- **Rationale:** Need better way to respond to being asked to read aloud; understand that you want to avoid this
- **Model:** “If you were the teacher and you asked me to read aloud, I could hold up this PASS Card like this. This would mean that I could opt out of reading aloud”
- **Example/Non-examples:** Have Kyle identify examples vs non-examples (i.e., math problems, spelling test, reading science passage)
- **Contrived Practice:** Give Kyle the card and practice asking him to read aloud, providing verbal reinforcement each time he holds it up
- **Reinforce:** In classroom, reinforce immediately with thumbs up or verbal praise after each use of the card; prompt if doesn't use

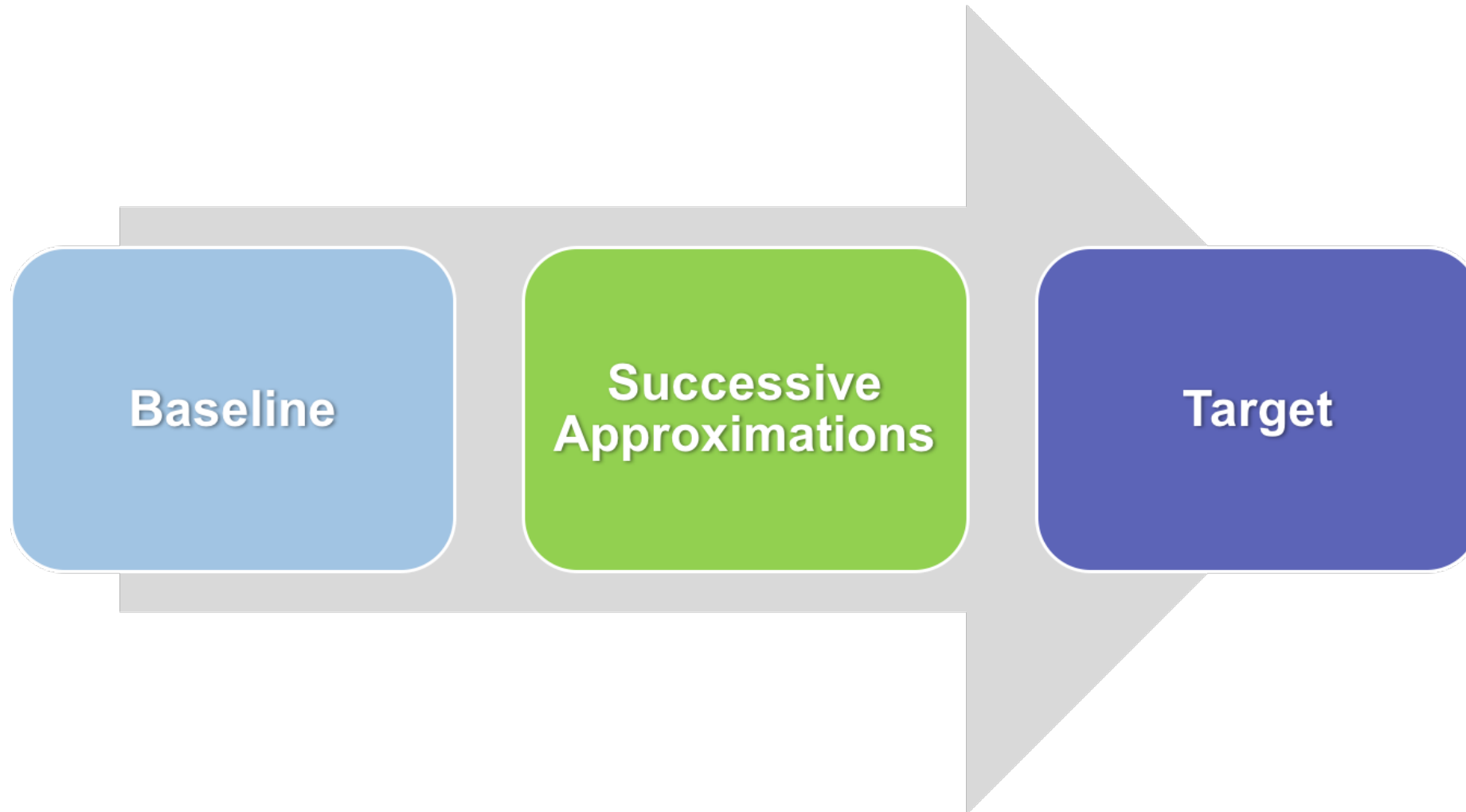




Activity 4.2

- Think of a behavior that you might teach a student
- Use the **Teaching Plan Template** in your workbook to create a short teaching plan that you would use to teach the behavior
- As you work, think about what works well and what is challenging about this template. Do you notice any gaps in your teaching plan?
- Be ready to share

Teaching Desired Behavior (Long Term)



Teaching Desired Behavior

- Ultimately, we want the student to progress beyond the Replacement Behavior to the Desired Behavior
- Motivating the student along this progression by reinforcing approximations of the Desired Behavior can begin at the start of the Behavior Intervention Plan

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

Example: Steps to Desired Behavior

Replacement Behavior: Raise hand immediately after independent math task is given to gain teacher support getting started on it

- Teach use of a step-by-step math operations support
- Teach use of a task checklist
- Teach raising hand to ask teacher for help after trying a problem with tools and still stuck

Desired Behavior: Complete math assignment without problem behavior

Activity 4.3

- In the chat box, record some successive approximations or “steps” that would bring Audrey closer to the desired behavior
 - **Current Behavior:** When several minutes have passed without teacher attention, Audrey makes noises, talks out, and walks around the room
 - **Desired Behavior:** Audrey will complete her work and raise her hand if she needs help (similar to what other students are doing)
 - STEP
 - STEP
 - STEP
 - **Replacement Behavior:** Audrey will be taught to use a Teacher talk card when she needs her teacher to come talk with her.

Selecting Prevention Strategies

Prevention

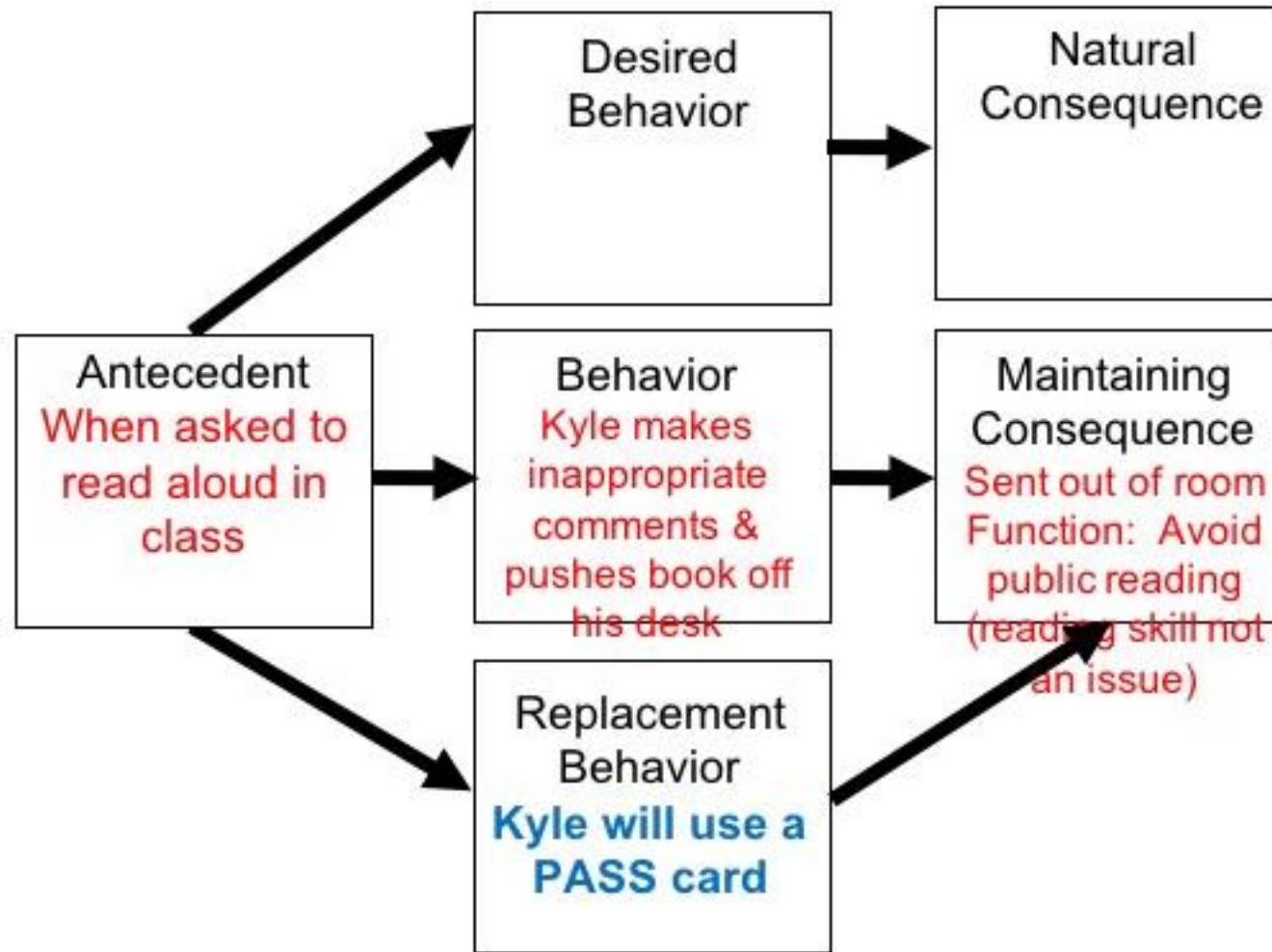
1. Prevent the behavior of concern by modifying antecedent/trigger
2. Prompt replacement/desired behavior

1. Prevent Behavior by Modifying Triggers

- When identifying preventive antecedent strategies, eliminate or alter the trigger so the student will no longer need to use the problem behavior
- The best antecedent modifications directly address:
 - The identified antecedent or trigger
 - The function of the challenging behavior

Module 4: Critical Features of BSP from [Basic FBA](http://www.basicfba.com) (www.basicfba.com)

Another Look at Kyle



Directly Address the Identified Antecedent

- Antecedent: Asked to read aloud in class
- Examples:
 - Give Kyle passage in advance to practice pre-reading
 - Do not ask Kyle to read aloud in class
 - Let Kyle read 1 sentence directions that he is familiar with instead of entire paragraphs from the text
- Non-Examples:
 - Move Kyle closer to the teacher
 - Check-in with teacher before reading group
 - Attend a counseling group to address anger management

Directly Address the Function of the Behavior

- Function: Avoid reading in public
- Practice: Does the intervention address the function?
 - Give Kyle passage in advance to practice pre-reading
 - Do not ask Kyle to read aloud in class
 - Let Kyle read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text



Activity 4.4

- Locate the ***Identifying Appropriate Antecedent Prevention Strategies*** handout in your workbook
- Individually read through the scenario involving Nate and follow the instructions on the handout
- Identify the antecedent strategies that meet the criteria within the chat

2. Prompt the Replacement Behavior

- After a replacement behavior has been taught, prompts and pre-corrections are used to support and help remind and cue the student to use the replacement behavior
 - Visual prompts
 - Verbal prompts
 - Gestural or model prompts

Let's Practice Together

- During circle time, when there is a lack of adult attention, Micah gets out of his spot, lays on peers, and grabs the teacher's materials in order to get adult attention
- **Replacement behavior:** Raise hand to get teacher's attention
- What prompts might we put into his plan once the replacement behavior has been taught?

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



Activity 4.5

- Locate the ***Identifying Appropriate Antecedent Prompting Strategies*** handout in your workbook
- Individually read through the scenario involving Morgan and follow the instructions on the handout
- Record the antecedent strategies that meet the criteria in the chat

What About Setting Events?

Setting Event vs. Antecedent

- **Setting Event:** sets the stage for the behavior to occur by influencing the individual in some way (e.g., motivation, emotional state, physical condition); precedes the antecedent
- **Antecedent:** a stimulus that immediately precedes the behavior and signals
- Both contribute to our understanding of the environmental and internal factors that influence behavior, but they operate at **different points in time** in relation to the behavior

Why Address Setting Events?

- A Setting event is not an excuse for behavior
- They do help us better understand when and why behavior may occur
- Understanding when and why behavior occurs is an important part of a functional behavioral assessment and subsequent behavior intervention plan
- If we can predict it, we can prevent it (or at least minimize its impact)

Setting Event Strategies

1. Eliminate the identified setting event
2. Build in a neutralizing routine to defuse the effects of the setting event

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

Eliminate Setting Events - Examples

- Setting Event: Student misses breakfast
 - **Strategy:** Get student on school breakfast program or provide breakfast whenever she arrives
- Setting Event: Student didn't sleep well
 - **Strategy:** Provide quiet time for student
- Setting Event: Student gets teased by peers when wearing dirty clothes
 - **Strategy:** Have clean shirts at school available for student to wear
- Setting Event: Student forgets to take medication before school
 - **Strategy:** Student will take medication at school each morning

Neutralizing Routine for Setting Events

- Diminish the effects of setting events that have already occurred
- Act as “separating events” that occur between the setting event and the triggering antecedent
- Example:
 - Zoe is more likely to engage in adult attention maintained behavior on days when she has a conflict at home in the morning
 - Zoe’s team built in a “check-in” on those days, in which Zoe spend 5-10 minutes talking with a preferred adult before going to class
 - Purpose of this routine is to help neutralize the effects of having the conflict at home

Closing Review

- The C_____ P_____ helps us identify the desired behavior and a replacement behavior.
- Teaching strategies should focus on:
 - Teaching the R_____ B_____, AND
 - Teaching skills that are needed for the D_____ B_____ (long-term)
- Prevention strategies should directly address the antecedent, or T_____, and the F_____ of the behavior
- Prevention strategies should include P_____ the replacement behavior

Prepare for Session 3 in Only 10 Minutes

- Preview the ***Competing Pathway for Morgan*** document
- Read the ***Example Positive Behavior Support Plan*** for Pat Redford

References

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Please reach out with any questions

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