Putting the Bite in the Bip—Meaningful and Positive Plans

By
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Objectives

- Participants will be able to explain four key components of functional behavior assessment.
- Participants will be able to explain four key components of behavior intervention plans.
- Participants will be able to identify five factors that can influence behavior.
- Participants will be able to identify five positive interventions to include in a BIP.
Two Lies and a Truth

- FBAs and Bips are required for the following:
  - Only for students in classes for students with behavior disorders
  - Only for students served in any self-contained class
  - For any student with a disability when behavior impedes learning
When are behavior intervention plans required?

- Anytime behavior is impeding learning.
Endrew F. case--2018

- Behavior management plays an important role in the provision of FAPE
- Lack of behavioral supports can be enough to result in an inappropriate IEP
Complexity of the Needs of Our Students Today

- Mental Illness
- Trauma
- Multiple learning issues
Here Comes the Judge

- School district restrained a 9 year old with disabilities with ADHD and ODD on 6 occasions. District failed to contact the parent within one hour of restraint, give the parent a written report, and convene a new IEP.

- Did the district deny FAPE and LRE?
And the Answer Is:

- Yes, the district failed to follow its own procedures when it physically restrained the student for behavioral issues.
- Must develop policies.
- Must provide training to staff.
Do I investigate the communicative intent of the behavior? Behavior is communication

- Look at academic tasks.
  - Does the student want to do the task?
  - Does the student have enough help in order to do the task?
  - Has the student had to do the task that way before? Did I use different vocabulary in the directions?
  - Is the task too difficult?
  - Is the student overwhelmed at the sight of the task? Is there too much on the page—remember white space.
  - Is the task presented in a manner that is interesting to the student?
  - Is the student embarrassed to do the task in front of other students?
  - Could the task be presented in a different way?
What is Functional Assessment

- A process for gathering information that can be used to develop effective behavioral intervention plans.
- Helps to identify the functional relationship between behaviors, the antecedents and the consequences within a certain environment.
Assessment

- Must drive instruction and the BIP
- Ongoing process
Key Issues in Functional Assessment and Behavioral Intervention Plans

- Importance of Conducting a Multidisciplinary Evaluation to Determine Eligibility—individuals with both behavior and curriculum/instruction background
- Importance of Documentation of Behavioral and Academic Concerns
- Clear explanation of target behaviors—frequency, intensity, duration
- Presence of BIP based on Functional Assessment—diagnostic-prescriptive approach
- POSITIVE behavioral interventions to teach replacement behaviors
- Conferring meaningful benefit
- Systematic provisions for the teaching of social skills
First step in the process:

- Define the behavior:
  - M—Measurable
  - O—Observable
  - O—Objective
Are these clear descriptions of target behavior?

- Andrew is aggressive
- Johns is truant
- Tanisha is non-compliant
- Kim is off task frequently
- Bev is not motivated for school
Noncompliance

- Refusing to follow teacher’s directions for academic or behavioral responses in math within 5 seconds
Negative verbal statements

- Verbal statements toward adults or statements to peers that are argumentative, taunting, name-calling, put-downs, or provocative in nature. Also includes refusals to comply with directions with arguing statements (I don’t have to, this is stupid)
Collecting the Data

- Baseline—how often is the behavior occurring?
- Is it a behavioral excess or deficit?
- How will I determine the frequency, duration, intensity—charting, log, observer?
Key Variables to Consider in Functional Assessment

- Biological variables—illness, fatigue, medication, poor nutrition
- Environmental variables—temperature, noise levels, physical comfort levels
- Social/cultural variables—presence or absence of people, relationship with teacher, relationship with peers
- Impact of trauma
- Curricular and instructional variables—content, choice, how material is presented, predictability of school schedule
Checklist for Functional Assessment

- Was it conducted by a team?
- Are the target behaviors specifically described?
- Are all the possible functions of the behavior considered?
- Are the strengths of the student considered?
- Are medical issues considered?
- Are the specific disabilities of the student considered?
- Are the specific academic levels of the considered?
- Is the context in which the behavior occurs considered?
- Are all the possible antecedents of the behaviors considered?
- Are all the possible consequences of the behaviors considered?
Family Feud

What percentage of students have some form of mental illness?

A. 2%
B. 10%
C. 20%
D. 40%
Family Feud

- The most common observable behavior in students who are anxious is:
  - A. Avoidance
  - B. Attention Seeking
  - C. Aggression
  - D. Short attention span.
Family Feud

- What percentage of children ages 13-18 have a diagnosable anxiety disorder?
  - 5%
  - 10%
  - 50%
  - 25%
The ABCs of Behavior

• Antecedents—triggers and settings
  • Observable
  • Non-Observable

• Behavior
  • MOO
  • So What
  • Fair Pair
  • Stranger test
  • Dead Man’s Test

• Consequences
  • Logical
  • Designed to teach
Changing the Antecedents: Our Behavior

- Identifying our biases
- Identifying the negative trigger words we may be using
- Focusing on observable and non-observable antecedents
- Identifying negative body language
- Identifying our own perceptions of the task—it’s easy, they can do it
Functions of Behavior

FUNCTIONS OF BEHAVIOR

Access

1. Is the student wanting access to my attention?
2. Do I provide attention when the student is misbehaving?
3. How many praise statements am I providing to the student within a thirty minute period of time.
4. Is the student wanting attention from his/her peers?
5. Is the student jealous of attention that I am giving to other students?
6. Does the student want access to a particular object or activity?
Escape/Avoidance

Is the task at the appropriate level?
Is the student embarrassed in front of his/her peers?
Can the student read the assignment?
Is there too much to do at one time?
Is the student afraid of failure?
Does the student have emotional baggage about the task?
If the task is a worksheet, is the physical appearance of the worksheet overwhelming?
If the task is a worksheet, is the student expected to complete different types of tasks on one worksheet?
Are the directions clear for the assignment?
Sensory

- Movement
- Pressure
- Oral
- Tactile
What is the function of this behavior???

Jessica is a fifth grader in Ms. Harper’s class. Ms. Harper has noticed that Jessica frequently chews or mouths her fingers especially when she is in a group, working at her desk or when she is playing outside. She does this no matter if she’s alone or with others. Sometimes it seems that Jessica would do this continuously if left to do so.
Josef utilizes a wheelchair and cannot talk. The special education teacher moves him from his wheelchair to a chair in the classroom. Each time she and the paraprofessional do this, Josef begins to scream and bite and scratch them. What is the function of this behavior?
Imagine this!!!

- The Case of Jamie
Teaching Social skills—diagnostics—

- Skill deficit
- Performance deficit
- Fluency deficit
Why is it so hard to teach social skills?

- **Academics**
  - $2 + 2 = 4$
  - Teachers tend to agree
  - Correct answers become habit
  - Answers not usually dependent on peers
  - Wrong response tends to elicit more teaching
  - Students usually get reinforcement for correct response
  - Learn it wrong and harder to unlearn
  - If they can’t learn it, we will accommodate

- **Social Skills**
  - Right answer varies from day to day or teacher to teacher
  - Teachers don’t agree with what is right answer
  - Learn it wrong and it is harder to unlearn and learn correctly
  - Incorrect behaviors may become habit
  - Peers impact response
  - Wrong response tends to elicit a consequence—teachable moment not utilized
  - Wrong response elicits less teaching
  - Wrong response may elicit removal of chance to learn
  - If they get it wrong, we don’t always teach the right way
  - Students just expected to behave correctly and may not be reinforced
  - People are not likely to accommodate
Skit!
Components of teaching social skills

- Direct instruction
- Teachable moment
- Teacher as role model
- Recognition of skills
- Group projects
- Service learning
- Conflict resolution
- Self-Management
  - Goal setting
  - Strategies
  - Social Autopsy
THE BIP

- Based on the functional assessment
- Replacement Behavior--goal
  Procedures to teach replacement behaviors
- How will strengths be utilized?
- Accommodations/Modifications
- Positive Behavioral Interventions to Increase Replacement Behavior—
- Response to Problem Behavior—Logical Consequences—Restrictive Interventions—Proceed with caution
- Self-Management
- Parent Involvement in the Plan
- Monitoring the Plan
  - Who will implement
  - Who will monitor? How often will monitoring be done?
Reviewing the Plan
Determine the evaluation plan as part of the original behavioral intervention plan. If restrictive interventions are being utilized multiple times, there is an indication that it is not working. As soon as possible, request a new IEP. Do not allow interventions that are being unsuccessful to be utilized for any long length of time.
Reviewing the Plan

- Evaluate on a regular basis
- Balancing giving the plan a chance to work and allowing failure to go on too long
Review whether the interventions are being utilized appropriately—whether the integrity of the intervention is being maintained. Determine whether additional support is needed by the implementers. Determine whether other school personnel may be unknowingly sabotaging the plan. Determine whether the parent(s) is supportive of the plan.
Here Comes the Judge

- Seventh grade middle school student with autism was enrolled in a gifted program. Parent wanted a BIP. Student was having significant behavioral outbursts. A behavioral psychologist believed that there should be a behavior plan. The teacher in an email believed that the current levels of support were not enough. The school district did not do an FBA or BIP.

Parents said school district discriminated against their daughter when it transferred her to a special education school because of her behavior problems.

Court said you can’t ignore that a student needs reasonable accommodations
Cautions in the Use of Restrictive Interventions

- What is being used positively?
- Is the student harming self or others?
- Are we controlling our own behavior?
- Are we debriefing after any use of a restrictive intervention?
- Has the family been notified by the end of the day?
Use of Time out

1. Districts must have written policies and procedures on its use.
2. Staff utilizing timeout should be trained on its appropriate use.
3. If student is a special education student, its use should be delineated on the IEP.
4. Always consider background and medical contraindications.
5. Remember that time out is an extinction procedure.
6. Time out will only be effective if positive reinforcement is used for the appropriate behavior.
7. Time out should be used for short term duration—not to exceed 5 minutes of quiet time.
8. Reevaluate its use on a regular basis.
9. Keep written records of its use.
USE OF PHYSICAL RESTRAINT

1. Districts must have written policies and procedures.
2. Staff utilizing it should be trained on a regular basis.
3. It should be utilized only when student is endangering self or others.
4. The least restrictive methods of restraint should be used as much as possible.
5. Physical intervention should only be utilized by a team of individuals.
6. If student is a special education student, its use should be delineated on the IEP.
7. Always consider background and medical contraindications.
8. Reevaluate its use on a regular basis.
9. Keep written records of its use.
Removal of Privileges--Guidance

- Remove privileges; not entitlements.
- Be cautious of response cost with children with anxiety or who have experienced trauma.
- Discuss this as a behavioral intervention option within the IEP Process.
- Avoid removing privileges in large “doses.”
- Establish policies for removal of privileges.
- Provide a warning that a privilege will be lost.
- Seek parental support.
- As much as possible, utilize removal of privileges that are connected to the inappropriate behavior.
Ethical Issues in Discipline

- Avoid Dumping Your Prejudices on others—identifying our bias
- Avoid Gossiping—within and outside school
- Remember you have a duty to report
- Utilize Appropriate language
- You are the Role model
- Low level aggression leads to high level of aggression
- Avoid dealing with situations when you are angry
- Avoid being alone with a student