FBA/BIP
In-depth

GSD Special Education Behavior Team
Adapted for 2017 GSD Conference: Severe Teachers
Objectives

- Identify the 4 functions of behavior
- Identify and describe Functional Behavior Assessments
- Identify and describe the components of a Behavior Intervention Plan
- Successfully navigate FBA/BIP template in Goalview
- Successfully create FBA/BIP in Goalview (group task)
Why is it important to determine the function of challenging behavior?

- The behavior-consequence relation can be terminated
  - Ex: If a student hits to escape work, he will no longer be removed from the classroom as the consequence

- Antecedent events can be manipulated to decrease establishing operation
  - Ex: If a student yells to gain the teacher’s attention, the teacher can provide attention every two minutes to the student (antecedent event), as long as she is not engaging in problem behavior

- Appropriate replacement behaviors can be identified and taught
  - Ex: If a student elopes to gain access to a toy, he can be taught instead to request the toy from the teacher while sitting in his chair (replacement behavior)

- Intervening without accounting for the function of the behavior can lead to inadvertent reinforcement
  - Ex: To escape class, a student punches another student and consequently is suspended, which in turn inadvertently reinforces her behavior
Types of Function

◦ There are four types of function:
  ◦ Escape
  ◦ Attention
  ◦ Tangible
  ◦ Automatically maintained
Escape Maintained Function

- Behavior that is reinforced by getting out of an aversive situation
- Can you think of examples of situations in which students would want to escape?
- What are examples of escape maintained behaviors that you have seen?

https://www.youtube.com/watch?v=QzYkTI36bSM
Attention Maintained Function

- Behavior that is reinforced by the delivery of attention (whether positive or negative feedback) by another person
- Can you think of instances when you have reinforced attention seeking behaviors?
- What are examples of attention seeking behaviors you have seen?
- https://www.youtube.com/watch?v=0T2R8pTpc0o
Tangible Maintained Function

- Behavior that occurs to obtain a tangible item or gain access to a preferred activity.
- Can you think of tangible items or activities that could evoke problem behaviors?
- What are examples of tangible maintained behaviors you have seen?
- https://www.youtube.com/watch?v=AУms4p6Z4Jk
Automatically Maintained Function

- Spontaneous production of often purposeless verbal or motor behavior without conscious self-control
- What are examples of automatically maintained behaviors you have seen?
- https://www.youtube.com/watch?v=ScKF6EIOXLU
Functional Behavior Assessments

Three Levels of Functional Assessment

- Informant Assessment
- Descriptive Assessment
- Experimental Functional Analysis

Complexity

Accuracy
Informant Assessment

◦ General Characteristics:
  ◦ Based on informant recall
    ◦ Informants: parents, teachers, caregivers
    ◦ Focus on circumstances in which behavior is observed

◦ Types:
  ◦ Interviews
  ◦ Rating Scales
  ◦ Checklists
Informant Assessment Cont.

- Open-Ended Interviews
  - Goal: To generate clear and objective information on:
    - Antecedents, behavior, and consequences
    - Previous treatments
    - Setting events
    - Other reinforcing stimuli
    - Alternative behaviors
  - CAUTION: By nature these are subjective
Informant Assessment Cont.

https://go.goalview.com/ut/welcome.asp
A-B-C

- **A**: Antecedent (what happens before the behavior)
- **B**: Behavior
- **C**: Consequence (positive or negative)
Descriptive Assessments

- General Characteristics:
  - Based on direct observation of circumstances in which behavior occurs
  - Usually conducted in natural conditions (e.g., classroom, playground)

- Types:
  - Descriptive Analysis (ABC recording)
    - ABC Narrative
    - ABC Checklist
  - Scatterplots
Descriptive Analysis

- ABC Narrative Recording:
  - Open-ended format:
  - Example: 10:13 - The children enter the classroom and got in line to wash their hands. Susie walks around the classroom and plays with a toy. Ms. L tells Susie to wash her hands. Susie replies “no”. Ms. L walks away.
## Antecedent/Behavior/Consequence Form (ABC)

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Target Behavior to be Observed:**

**Select Measure being documented:**

<table>
<thead>
<tr>
<th>Baseline Measure</th>
<th>Intervention Measure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Activity</th>
<th>People</th>
<th>Place</th>
<th>What happened before?</th>
<th>What happened?</th>
<th>What happened after?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The exact events preceding the target behavior. (Antecedent)</td>
<td>A description of the target behavior in observable terms. (Behavior)</td>
<td>The exact events following the target behavior. (Consequence)</td>
</tr>
</tbody>
</table>

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- **Start Time:**
- **End Time:**
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- **Place:**

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- **End Time:**
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Descriptive Analysis Cont.

- ABC Checklist:
  - Information regarding antecedents, behaviors, and consequences is recorded by checking off those that are observed.
  - Quicker and easier to fill out than narrative recording
This A-B-C data sheet is designed as a checklist tool which can help identify potential antecedents (preoccursors) and consequences which may be maintaining the target behavior. A-B-C data should be collected until a pattern emerges, typically no fewer than 3-5 consecutive days. This checklist can be modified to include student-specific information.

<table>
<thead>
<tr>
<th>Antecedent (What happens before the behavior?)</th>
<th>Behavior (What happened?)</th>
<th>Consequences (What happened after?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
<td>Check all that apply</td>
</tr>
<tr>
<td>Location/Setting:</td>
<td></td>
<td>Check all that apply</td>
</tr>
<tr>
<td>Time/Duration:</td>
<td></td>
<td>Check all that apply</td>
</tr>
</tbody>
</table>

**Check all that apply**

- Verbal redirection
- Physical assist/prompt
- Ignored Problem behavior
- Kept demand on
- Used proximity control
- Varied reinforcer
- Removed from activity/location
- Given another task/activity
- Interrupted/blocked and redirected
- Left alone
- Isolated within class
- Loss privilege
- Calming/soothing
- Verbal/physical/both
- Time-out (duration): ___

**Check all that apply**

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- Loss privilege
- Calming/soothing
- Verbal/physical/both
- Time-out (duration): ___
Descriptive Analysis Cont.

- Scatterplot:
  - Purpose:
    - Identify possible temporal patterns of behavior
  - Day is divided into blocks of time and occurrences of behavior are recorded
  - Data is analyzed over period of several days to identify time periods in which problem behavior typically occurs
**Student Name:**

**Teacher:**

**Week of:**

**Name of Observer:**

**Purpose of Form:** To track the occurrence of unexpected behaviors and record observations and data on the key. For each period of time, the behavior occurs, circle the numerical corresponding with the behavior.

<table>
<thead>
<tr>
<th>Student Plot Data Sheet</th>
<th>Unexpected or Expected Behaviors (circle the number corresponding with the behavior)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Monday</strong></td>
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<tr>
<td></td>
<td><strong>Tuesday</strong></td>
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<td></td>
<td><strong>Wednesday</strong></td>
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<td></td>
<td><strong>Thursday</strong></td>
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<tr>
<td></td>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>8:30-8:45</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>9:45-10:00</td>
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<tr>
<td>10:15-10:30</td>
<td>10:45-11:15</td>
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<td>11:00-11:15</td>
<td>11:30-11:45</td>
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<td>11:45-12:00</td>
<td>12:00-12:15</td>
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<td>12:15-12:30</td>
<td>12:30-12:45</td>
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<td>12:45-1:00</td>
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<td>1:45-2:00</td>
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<td>2:00-2:15</td>
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<td>3:00-3:15</td>
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<td></td>
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</tr>
</tbody>
</table>
Descriptive Assessment Cont.

https://go.goalview.com/ut/wELCOME.asp
Experimental Functional Analysis (FA)

- FA is the most accurate method of determining behavioral function
- It also requires the most effort and expertise
  - Do not move forward with an FA without district support
- FAs involve changing the environmental conditions (antecedents and consequences) surrounding a behavior, in either an experimental or natural setting, and directly observing and measuring the effects on the behavior problem
- Specific antecedents and consequences for the problem behavior are manipulated during brief sessions (5-15 minutes)
- By directly demonstrating that a behavior is sensitive to particular environmental conditions, we can have greater confidence in the results of the assessment
Behavior Intervention Plan (BIP)

https://go.goalview.com/ut/welcome.asp
Definition of Problem Behavior

- Describe what the behavior looks like (topography) and sounds like (if appropriate)
- Include non-examples
- Example: Hitting is defined as Jane Doe using a closed fist to make contact with a body part within 3 inches of another person (attempt). A non example would be knuckles.
Possible Proactive Antecedent Strategies

◦ “List general strategies for staff to implement in an attempt to prevent the problem behavior from occurring: (i.e. prompting, modeling, functional communication training, non-contingent reinforcement, etc.).

◦ Consider the Antecedent from the FBA.”

◦ ***What is taught to the student to prevent problem behavior***
Replacement Behavior

◦ “A replacement behavior serves the same function as the problem behavior.

◦ Also consider what the desired behavior is and what the student needs to learn in order to perform the desired behavior.

◦ Include those behaviors [in this section].

◦ Continue to teach and reinforce classroom procedures, teacher pleasing behaviors, etc.”
Desired Behavior

◦ “This is the long term goal for the student.
◦ For example: They complete an assignment without asking for a break and with no problem behavior.
◦ Describe how to teach this.”
Data Collection Method

- The data collection method needs to match what behavior you are tracking
  - Ex: you would not use a duration chart to track physical aggression
- You would not use ABC data for the duration of an intervention unless you feel the function has changed or is multiply maintained.
- Ex:
  - Physical aggression - use frequency data
  - Sleeping - use duration
  - Elopement - use duration and frequency
  - Intensity - scatter plot form can be used to indicate 1-5 level of intensity
  - Break request - use frequency and duration
Consequence-Based Strategies

- “What will staff do when problem behavior occurs and what will they do when the replacement or desired behavior occurs.”
  - Can be positive or negative
  - It is important to match the consequence to the function of behavior.
    - Ex: ignoring
    - teacher attention
    - maintaining demand
    - peer social contact (teasing, praise)
    - Tasks too hard or too long
    - Access to item or activity
Describing the Function

- Should be consistent with the summary statement at the top of the BIP document.
  - Be specific
  - Pick one function of behavior
    - In rare occasions, it is ok to include two functions in this box for multiply maintained behaviors.
- The function identified should match the function listed on the FBA
  - (it says choose 1 function)
Consequences for Problem Behavior

- What our response, as teachers and staff, will be when the unexpected behavior happens.
- What if chart
- Use a hierarchy
  - Ex: prompting
  - Precision requests
  - Seat away
  - Lunch detention with task
  - Level drop
  - Loss of privileges
Consequences for Replacement/Desired Behavior

◦ What our response, as teachers and staff, will be when the expected behavior happens.
◦ What if chart
◦ Use a hierarchy
  ◦ Verbal praise
  ◦ Honoring requests (break, teacher attention)
◦ Tracker points
◦ Level up
◦ Increase privileges
Behavior Intervention Plan Steps

◦ This is how staff will implement the antecedent and consequence strategies and teach the replacement behavior(s). Include any staff training that is necessary. Be specific.”
  ◦ Split this into 3 sections: 1) Antecedents, 2) Consequences, 3) Replacement Behavior(s)

◦ Make sure you set a date for review of the plan.
  ◦ Reviews should happen every 2 weeks, or quarterly if plan is effective.
  ◦ Decisions are data-based!
LRBI

- Now known as Emergency Safety Interventions (ESI) under LRBI Manual.
- Only marked if student’s target behavior escalates to a behavior that is an immediate safety concern to either themselves and/or others and an Intensive, Individualized “Few” LRBI Intervention is a component of the BIP.
- These include:
  - **Forceful Physical Guidance**: Student is physically guided through the proper motions despite his/her resistance.
  - **Seclusionary Time Out**: Student is involuntarily placed for a specific, pre-determined amount of time in a room used specifically for the use of time out.
  - **Manual Restraint**: The minimum amount of force necessary is used to hold/restrain a student only as long the student is a danger to himself and/or others.
  - **Manual Restraint (for bus)**: A mechanical device used during pupil transportation to keep a student from injuring or endangering him/herself or others.
Data Collection Method

- If you are using Emergency Safety Interventions, you must also have data!

- Data can look like:
  - Seclusionary Time Out Room Logs (required) and Graphs
  - Manual Restraint Logs and Graphs
  - Frequency, Duration, and Intensity Data Collection Tools (see earlier slides)
Participants

◦ Have each participant sign the last page of the BIP.
◦ Participants needed:
  ◦ Parent
  ◦ Student (if appropriate)
  ◦ LEA
  ◦ General Education Teacher
  ◦ Special Education Teacher
  ◦ Support Staff (as needed)
Group Task

- Analyze the ABC data
- Determine the function of behavior
- Complete FBA
- Complete BIP

What questions do you have?
Can you?

◦ Identify the 4 functions of behavior
◦ Identify and describe Functional Behavior Assessments
◦ Identify and describe the components of a Behavior Intervention Plan
◦ Successfully navigate FBA/BIP template in Goalview
◦ Successfully create FBA/BIP in Goalview

◦ Any other questions?