

What the Function? Building Your Toolbox to Create Better FBAs and BIPs to Improve the Effectiveness of Tier 3 Interventions



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Building a Better FBA/BIP

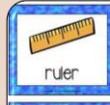


The process is similar
to building a house:

- Start with a plan or a blueprint
- Assemble your tools



Getting Started...



The blueprint is your system that is set up for developing Tier 3 interventions

Gather your tools to conduct the FBA

Gather your tools to create the BIP

Intervention Planning Team

Conceptual Underpinning



Function based behavioral interventions



Functional Behavior Assessment



Laying the Foundation and Building the Framing



FBA is Foundation for All Behavior Change

What kind of house would you have if you had no foundation?



Introduction to Functional Behavior Assessment (FBA)



A problem solving process for arriving at effective behavior support plans including:

- ✧ Using a team planning format
- ✧ Collecting information using a variety of data collection methods
- ✧ Determining why the behavior is occurring
- ✧ Focusing on a solution
- ✧ Maximizing the effectiveness and efficiency of behavioral support



Establish Your Team



Functional Assessment is best conducted using a team to evaluate data and guide decision making

A useful functional assessment relies on the ability of the team to ask good questions based upon the information



Successful teaming reminders



- ❧ Clearly define goals & team norms
- ❧ Ask questions
- ❧ Acknowledge differences of opinion & challenges
 - ❧ Attend to differences and facilitate team-driven problem solving
- ❧ Make sure each person has a chance to speak
- ❧ Redirect other's statements respectfully



A Functional Assessment is Not:



- ❧ A particular tool or assessment instrument
- ❧ A one shot meeting or observation
- ❧ Intended to be conducted by a single person
- ❧ Complete without direct data collection and analysis



Before Starting an FBA



Consider proactive universal strategies

What can be done safely and immediately which may ameliorate the challenges AND improve the learning environment for the student?

Should I do an FBA if my teaching environment has not been fully prepared for the developmental needs of the individual?

☞ This is a student by student consideration



Components of Functional Assessment



☞ Indirect:

☞ Semi-structured teacher interview; archival data; checklists

☞ Direct:

☞ Interval/frequency/scatterplot data

☞ Descriptive: direct observations (ABC)

☞ Data Analysis:

☞ Analyze data and develop a hypothesis



Facilitating the FBA process



- ☞ A team needs proficiency in:
 - ☞ Data collection and interpretation
 - ☞ Operant learning model
 - ☞ Team facilitation
 - ☞ Antecedent interventions
 - ☞ Alternative skill instruction
 - ☞ Development of incentive systems
 - ☞ Response weakening interventions



Organizing Questions



- ☞ What are the reliable antecedents?
- ☞ What are particular scenarios that consistently trigger behavior?
- ☞ What would guarantee the behavior to stop or prevent it all together?
- ☞ What strategies have helped in the past?
- ☞ Has the student been taught replacement behaviors?
- ☞ What questions can the data develop?
- ☞ How do we consider these data from the perspective of the learner?



Eight Essential Components:



- Reason for referral
- Target Behaviors
- Background information
- Indirect Assessment: Parent/Staff interviews and questionnaires
- Direct observations of student
- ABC data collection and graphs
- Summary of direct and indirect data
- Recommendations



The FBA Main Idea: Behavior is Functional



- Common behavior functions
 - Escape
 - Tangible
 - Attention
 - Automatic Reinforcement



Reinforcement & Punishment

<p><u>Positive Reinforcement</u></p> <ul style="list-style-type: none"> ■ Increase the future likelihood of a behavior by presenting a stimulus 	<p><u>Negative Reinforcement</u></p> <ul style="list-style-type: none"> ■ Increase the future likelihood of a behavior by removing a stimulus
<p><u>Positive Punishment</u></p> <ul style="list-style-type: none"> ■ Decrease the future likelihood of a behavior by presenting a stimulus 	<p><u>Negative Punishment</u></p> <ul style="list-style-type: none"> ■ Decrease the future likelihood of a behavior by removing a stimulus



Completing an FBA

1

Indirect

Indirect Data Collection

- ☞ Gather background information (indirect data collection)
 - ☞ Who is the student?
 - ☞ Convene a team meeting
 - ☞ Conduct interviews



Completing an FBA

2

Direct

Direct Data Collection

- ☞ Define the target behavior
- ☞ Develop an assessment plan
 - ☞ Data collection
 - ☞ Timelines
 - ☞ People responsible
- ☞ Conduct observations (direct data collection)
 - ☞ Antecedents
 - ☞ Behavior
 - ☞ Consequences



Completing an FBA

3

Analysis

- ☞ Analyze data
- ☞ Consider the function
- ☞ Summarize and interpret the information
- ☞ Make recommendations based on function
 - ☞ Team meeting to disseminate information



1

Indirect

Step 1: Indirect Data Collection



Gather background information to gain an understanding of the student and needs



Background Information



The goal is to understand as thoroughly as possible the student, his/her needs, and the context of his/her life

Sources (examples):

- ❧ Previous interventions
- ❧ Interviews
- ❧ Records
- ❧ Previous assessments



Indirect data collection



- ❧ Conducted with all key participants in the student's day
 - ❧ Parents, teachers, aides, administrators, etc.
 - ❧ Often times conducted with the student
 - ❧ Everyone should be ready to participate and feel comfortable asking questions
- ❧ Designed to obtain multiple perspectives on the student
- ❧ Allows the FBA to move forward in a directed and meaningful fashion



Interviews



Function-Based Information Tool (F-BIT)

Staff
Parent/Guardian
Student

Functional Assessment Interview (FAI)

Staff/Parent
Student

Functional Assessment Interview Tool (FAIT)

Parent/Guardian
Staff

Functional Assessment Checklist for Teachers and Staff (FACTS)



Function-Based Information Tool (F-BIT) Staff

Part A: Strengths and Preferences

Part B: Behavior Priorities

Part C: Problematic Conditions

Part D: Responses to Problem Behavior

Are any of these a problem for the student?	X
Listening and Attending	
Attending to speaker in conversation	
Sustaining attention for periods of time	
Attending to teacher during instruction	
Following multiple directions or steps	
Planning & Organization	
Being prepared with materials	
Keeping belongings organized	
Arriving for class on time	
Managing multiple tasks or steps	

What strategies have you used in response to behavior?

- Give a non verbal cue (e.g., look at student)
- Provide a verbal redirection
- Help the student to get on task
- Student-teacher conference
- Call the student's parents
- Take away recess, other free time, or a privilege
- Move or re-assign seat
- Let the student have what they are asking for

Sponsored by New Jersey Department of Education, Office of Special Education Programs (NJOSPE) in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities, UMDNJ-Robert Wood Johnson Medical School. Funded by IDEA, Part B. www.njpbs.org



Functional Assessment Interview (FAI)



- A. Describe the behaviors
- B. Ecological events (setting events)
- C. Antecedent events that predict when the behaviors are *likely* and *not likely* to occur
- D. Consequences or outcomes of the problem behaviors that may be maintaining them
- E. Efficiency of the problem behaviors
- F. Functional alternative behaviors the person already knows
- G. Ways the person communicates
- H. Ways to support the person
- I. Reinforcing items for the person
- J. History of programs to support the problem behaviors
- K. Summary statements for each major predictor and consequence



O'Neill et al.,
1997



Functional Assessment Interview Tool (FAIT)

What Works Well for the Student?

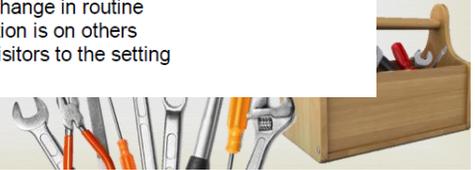
What Behaviors are a Concern for You?

What Contributes to Occurrences of Problem Behavior?

Thinking about the problem behaviors you identified that occurred in your classroom, please review the following list and check off any conditions that serve as triggers for the student's problem behavior (i.e. set the student off):

- | | |
|---|--|
| <input type="checkbox"/> When asked to do a chore or helping task | <input type="checkbox"/> Transition at the beginning of a class/routine/activity |
| <input type="checkbox"/> When it is time to do academic work | <input type="checkbox"/> Unstructured situations or settings |
| <input type="checkbox"/> When told to do something non preferred | <input type="checkbox"/> When given a direction to follow |
| <input type="checkbox"/> When held to a time limit (e.g., curfew or time for class) | <input type="checkbox"/> When corrected |
| <input type="checkbox"/> Tasks that are difficult or confuse the student | <input type="checkbox"/> When he/she can not have something they want |
| <input type="checkbox"/> When working/playing/entertaining independently | <input type="checkbox"/> Preferred peer group present |
| <input type="checkbox"/> When working in group activities | <input type="checkbox"/> When given an ultimatum |
| <input type="checkbox"/> Not prepared with materials | <input type="checkbox"/> When he or she is told "no" or stop |
| <input type="checkbox"/> Multi-step work or projects | <input type="checkbox"/> When there is a change in routine |
| <input type="checkbox"/> Lecture: with note taking OR without note taking | <input type="checkbox"/> When adult attention is on others |
| <input type="checkbox"/> Public response required (e.g., read aloud) | <input type="checkbox"/> When there are visitors to the setting |
| <input type="checkbox"/> Being teased or being joked around with | <input type="checkbox"/> Other: |

Parent Version - Lohmann, Martin, & Patil (2007). Positive Behavior Supports in Schools. www.njpbs.org



Functional Assessment Checklist for Teachers and Staff (FACTS)

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

Step 3 **Problem Behavior(s):** Identify problem behaviors

Tardy	Fight/physical Aggression	Disruptive	Theft
Unresponsive	Inappropriate Language	Insubordination	Vandalism
Withdrawn	Verbal Harassment	Work not done	Other
	Verbally Inappropriate	Self-injury	

Describe problem behavior: _____

Step 4 **Identifying Routines:** Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Routine/Activities/Context:** Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?
How often does the problem behavior(s) occur?
How long does the problem behavior(s) last when it does occur?
What is the intensity/level of danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
___ illness ___ drug use ___ negative social ___ conflict at home ___ academic failure	Other: _____ ___ reprimand/correction ___ physical demands ___ socially isolated ___ with peers ___ Other
	___ structured activity ___ unstructured time ___ tasks too boring ___ activity too long ___ tasks too difficult



March et al. (2000)

Questionnaires



Functional Analysis Screening Tool (FAST)

Motivational Assessment Scale (MAS)

Questions About Behavioral Function (QABF)



Functional Analysis Screening Tool (FAST)

Problem Behavior Information

1. Problem behavior [check and describe]:
 Aggression: _____
 Self-injury: _____
 Stereotypy: _____
 Property destruction: _____
 Disruptive behavior: _____

2.

Frequency:			
<input type="checkbox"/> Hourly	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Less

3.

Severity:	
<input type="checkbox"/>	mild: disruptive but little risk to property or health
<input type="checkbox"/>	moderate: property damage or minor injury
<input type="checkbox"/>	severe: significant threat to health or safety

4. Situations in which the problem behavior is **most likely**:
 Days/Times: _____
 Settings/Activities: _____
 Persons present: _____
5. Situations in which the problem behavior is **least likely**:
 Days/Times: _____
 Settings/Activities: _____
 Persons present: _____
6. What is usually happening to the client right **before** the problem behavior occurs? _____

1. Does the client usually engage in the problem behavior when he/she is being ignored or when caregivers are paying attention to someone else?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. Does the client usually engage in the problem behavior when requests for preferred activities [games, snacks] are denied or when these items are taken away?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. When the problem behavior occurs, do you or other caregivers usually try to calm the client down or try to engage the client in preferred activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Is the client usually well behaved when he/she is getting lots of attention or when preferred items or activities are freely available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. Is the client resistant when asked to perform a task or to participate in group activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Does the client usually engage in the problem behavior when asked to perform a task or to participate in group activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. When the problem behavior occurs, is the client usually given a break from tasks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A



Motivational Assessment Scale

MOTIVATION ASSESSMENT SCALE

Name: _____ Rater: _____ Date: _____

Description of Behavior (be specific): _____

Instructors: The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways. From this information, more informed decisions can be made about the selections of appropriate replacement behaviors. To complete the MAS, select one behavior of specific interest. Be specific about the behavior. For example "is aggressive" is not as good a description as "hits other people." Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously if this person was left alone for long periods of time?							
2. Does the behavior occur following a request to perform a difficult task?							
3. Does the behavior seem to occur in response to your talking to other persons in the room/area?							



Durand, Crimmons (1986)



Questions About Behavioral Function (QABF)

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 = Some 3 = Often

Score	Number	Behavior
	1.	Engages in the behavior to get attention.
	2.	Engages in the behavior to escape work or learning situations.
	3.	Engages in the behavior as a form of "self-stimulation".
	4.	Engages in the behavior because he/she is in pain.
	5.	Engages in the behavior to get access to items such as preferred toys, food, or beverages.
	6.	Engages in the behavior because he/she likes to be reprimanded.
	7.	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.
	8.	Engages in the behavior even if he/she thinks no one is in the room.
	9.	Engages in the behavior more frequently when he/she is ill.



Paclawskij et al (2000)



Tips for Indirect Assessments

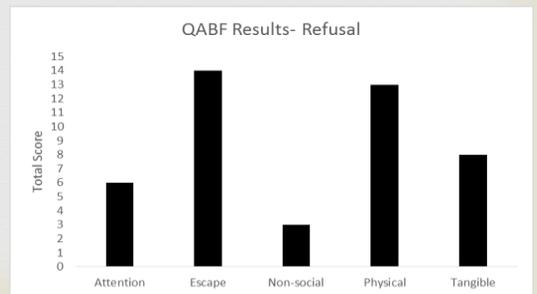


Interviews - conduct with a person who knows each environment
 - present data using narrative format

Questionnaires - collect information on each target behavior separately
 - present data in a graph for each behavior

Asking probing questions without bias

Accurately record information as stated



2

Direct

Step 2: Direct Data Collection



Indirect sources of data collection inform the process for direct data collection and facilitate efficient decision making



What is our goal?



- ☞ Understanding and appreciate function:
 - ☞ Antecedent triggers
 - ☞ Behaviors
 - ☞ Consequences/responses

- ☞ Establish a baseline measurement



Defining the Target Behavior Operational Definitions



- ☞ What does it look and sound like?

- ☞ How frequently does it occur?

- ☞ How long does it last?

- ☞ How intense is it?



Defining a Target Behavior



What makes a good definition?

- ☞ Observable – decipher between occurrence and non-occurrence
- ☞ Clear – so someone else can perform it after reading
- ☞ Complete – examples and non-examples
- ☞ Accurate – portray what you see

Examples:

Aggression is defined as hitting or kicking others, knocking over furniture, breaking objects or throwing objects.

Examples include hitting a peer in the hallway or throwing an iPad.

Non-example includes giving someone a fist pump as a greeting.



Direct Data Collection



- ☞ Data will be collected in order to identify the maintaining variable(s) for the target behavior and to facilitate ongoing evaluation and data analysis
- ☞ For each case, consider relevant strategies for collecting data on behavior occurrences across days, settings, times of day, etc.
- ☞ Select the appropriate measure that gathers the most representative picture of the behavior and will be most successfully recorded in the target environment.



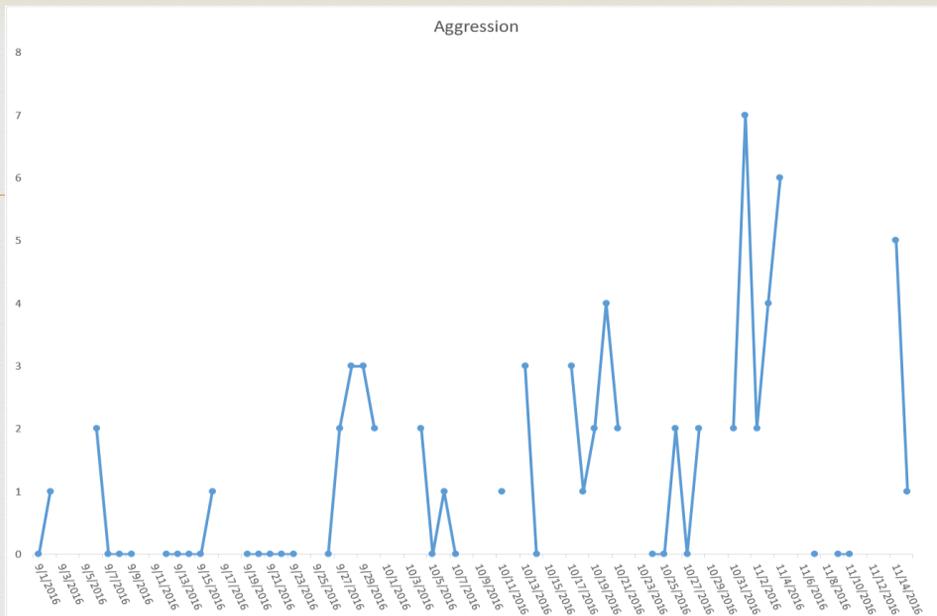
Common Collection Types



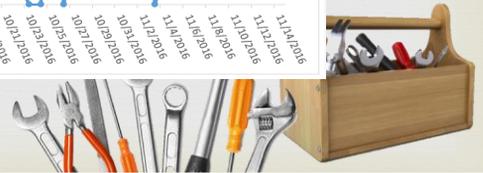
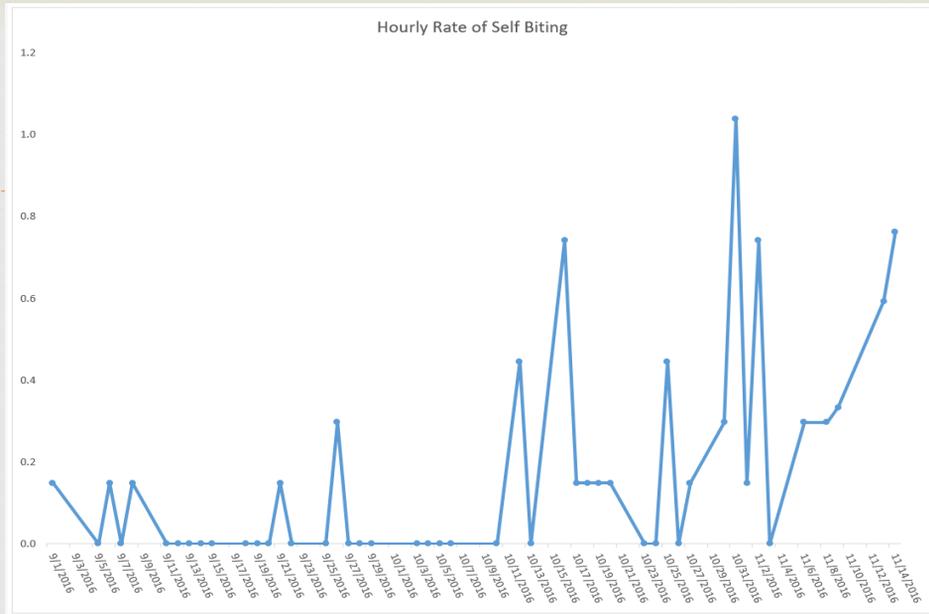
- ☞ Frequency- Countability or count of responses occurring in some period of time
- ☞ Interval Recording- Interval recording is a discontinuous method that involves dividing observational periods into brief intervals and scoring intervals in which the target behavior occurs (Johnston & Pennypacker, 1993).
 - ☞ Whole interval, partial interval, momentary time sampling
- ☞ Duration- A dimensional property that refers to the elapsed time between the beginning and the end of a response



Sample Graphs



Sample Graphs



ABC Data Collection



Collecting information on the environmental changes that occur immediately before and after a target behavior

- Narrative observations
- ABC Narrative Data
- ABC Checklist

Collect ABC data

Evaluators conduct data

Conduct training for other team members to ensure accurate data collection



Identifying Antecedents



What Are Antecedent Events?

- Events or triggers in the environment
- Immediately precede the problem behavior
- May be inconsistent
- May be unique to a situation
- May build upon one another

Things to consider:

- ❧ Environmental conditions
- ❧ Curricular/instructional conditions
- ❧ Social and interactional conditions
- ❧ Personal and control issues
- ❧ Change from the learner's perspective



Broadening the picture: Setting Events



- ❧ Environmental events that have a wide reaching impact on behavior. They do not need to immediately precede the target behavior
 - ❧ Illness
 - ❧ Allergies
 - ❧ Discomfort
 - ❧ Poor relationships
 - ❧ Incident earlier in the day
 - ❧ Family changes



Identifying the Consequences and Responses



- ☞ What do people say and do?
- ☞ How does the physical environment change?
- ☞ What is the chronological order of how people respond?
- ☞ Be sure to consider all the possible consequences, not just the intended ones



Sample ABC Tool

ABC Data Sheet

Target Behavior Defined:

Date: _____			
	Antecedent	Behavior	Consequence
Behavior Start Time:	<input type="checkbox"/> Transition From: _____ To: _____	<input type="checkbox"/>	<input type="checkbox"/> Block <input type="checkbox"/> Provide break (remove demand)
Behavior End Time:	<input type="checkbox"/> Item Given	<input type="checkbox"/>	<input type="checkbox"/> Provide tangible item <input type="checkbox"/> Remove tangible
	<input type="checkbox"/> Item Removed/restricted (told "no") <input type="checkbox"/> demand terminated	<input type="checkbox"/>	<input type="checkbox"/> Provide physical prompt <input type="checkbox"/> Provide verbal prompt/redirection
Location/Activity:	<input type="checkbox"/> demand placed DEMAND: _____		
Person Working with Student:	<input type="checkbox"/> Neutral attention provided (i.e. commenting)		<input type="checkbox"/> Ignore
	<input type="checkbox"/> Waiting/not engaged/low levels of attention given		<input type="checkbox"/> Continued to place demand
Data Recorder Initials:	<input type="checkbox"/> Social praise provided		<input type="checkbox"/> Other: _____
	<input type="checkbox"/> Physical contact given		



Sample ABC Tool

Student's Name: _____ Observer: _____ Behavior: _____

Date	Time	Setting	Antecedent	Behavior	Consequence
		<input type="checkbox"/> Morning group <input type="checkbox"/> Work <input type="checkbox"/> Lunch <input type="checkbox"/> Gym <input type="checkbox"/> Community <input type="checkbox"/> Afternoon group <input type="checkbox"/> Transition <input type="checkbox"/> Video <input type="checkbox"/> Other: _____	<input type="checkbox"/> Demand given _____ <input type="checkbox"/> Demand terminated _____ <input type="checkbox"/> Attention provided _____ <input type="checkbox"/> Attention removed _____ <input type="checkbox"/> Item given _____ <input type="checkbox"/> Item removed/restricted _____ <input type="checkbox"/> Social praise _____ <input type="checkbox"/> Physical contact _____ <input type="checkbox"/> Other _____	_____ (circle) Number _____ _____ Other _____	<input type="checkbox"/> Verbal redirection/comments _____ <input type="checkbox"/> Provide break _____ <input type="checkbox"/> Provided tangible _____ <input type="checkbox"/> Remove tangible _____ <input type="checkbox"/> Presented SD _____ <input type="checkbox"/> Staff moved away _____ <input type="checkbox"/> Physical redirection _____ <input type="checkbox"/> Worked through _____ <input type="checkbox"/> Reminded of contingency _____ <input type="checkbox"/> Other: _____



Visual Analysis



"Behavior Analysts employ a systematic form of examination known as visual analysis to interpret graphically displayed data."

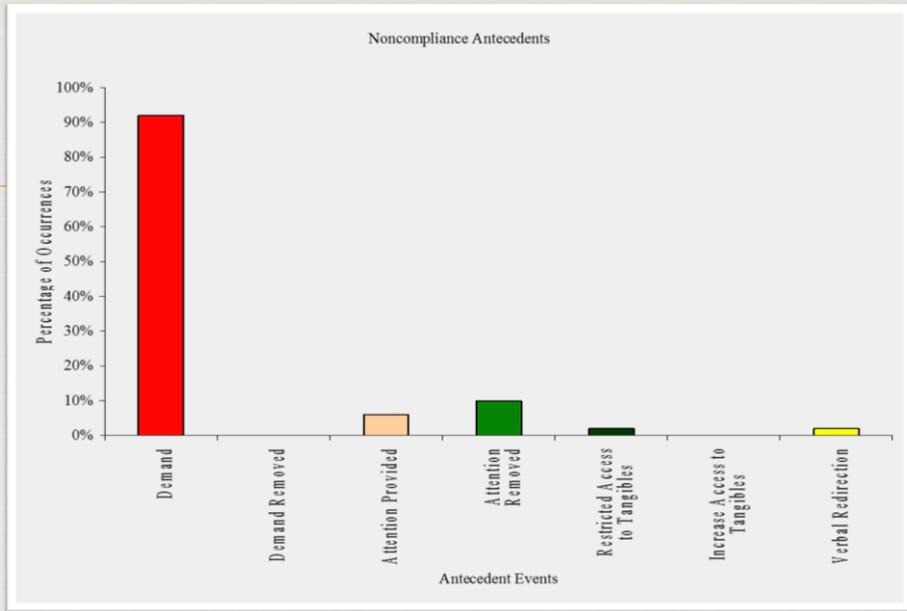
- Cooper, Heron and Heward (2007, p.149)

☞ Create graphs that visually display the data collected in a clear manner

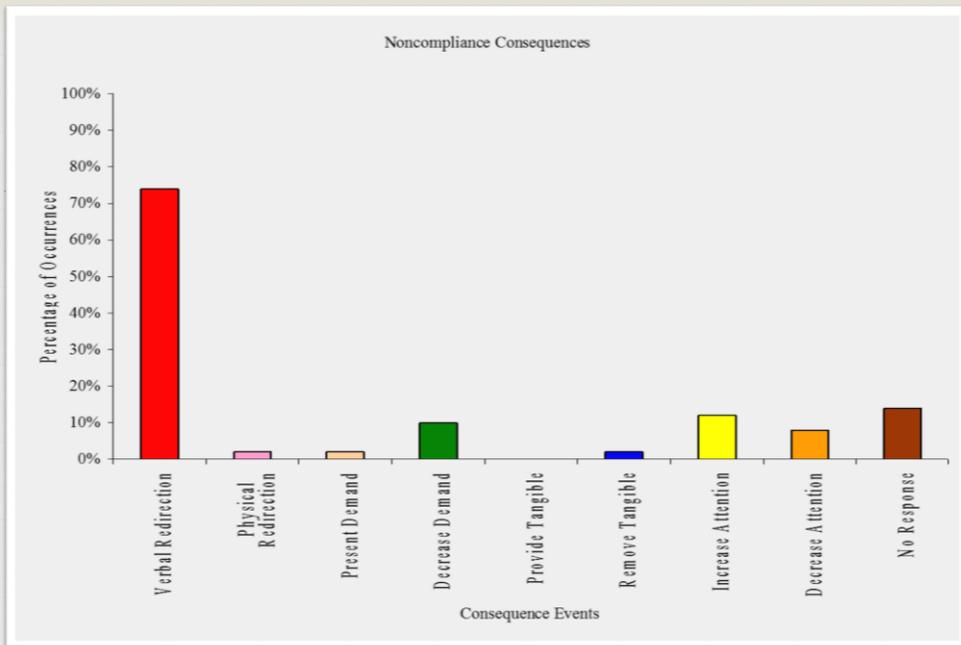
☞ Easier for others to interpret



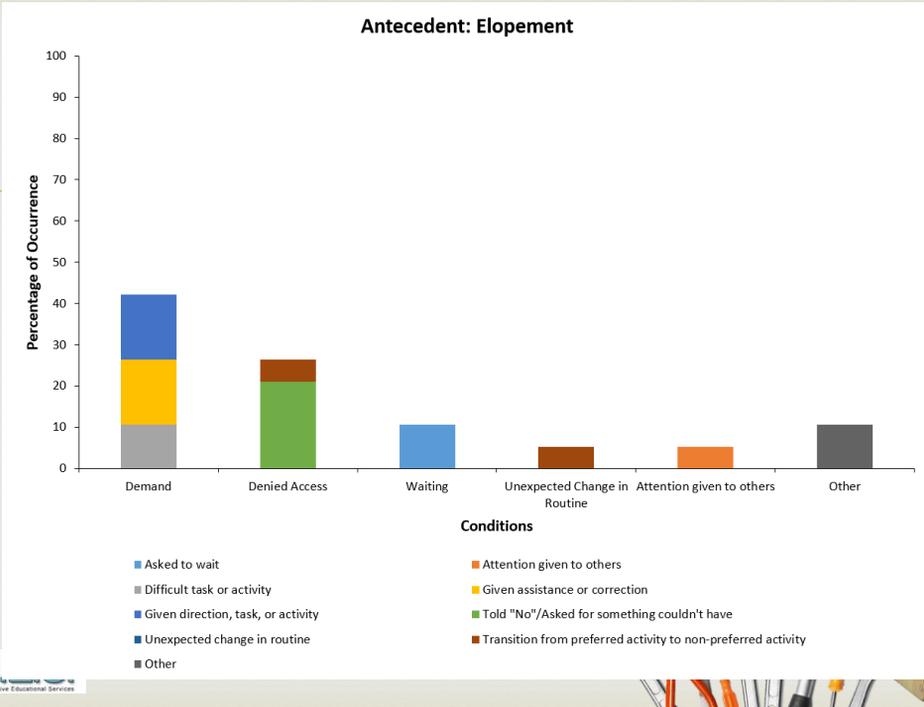
Sample ABC Graph



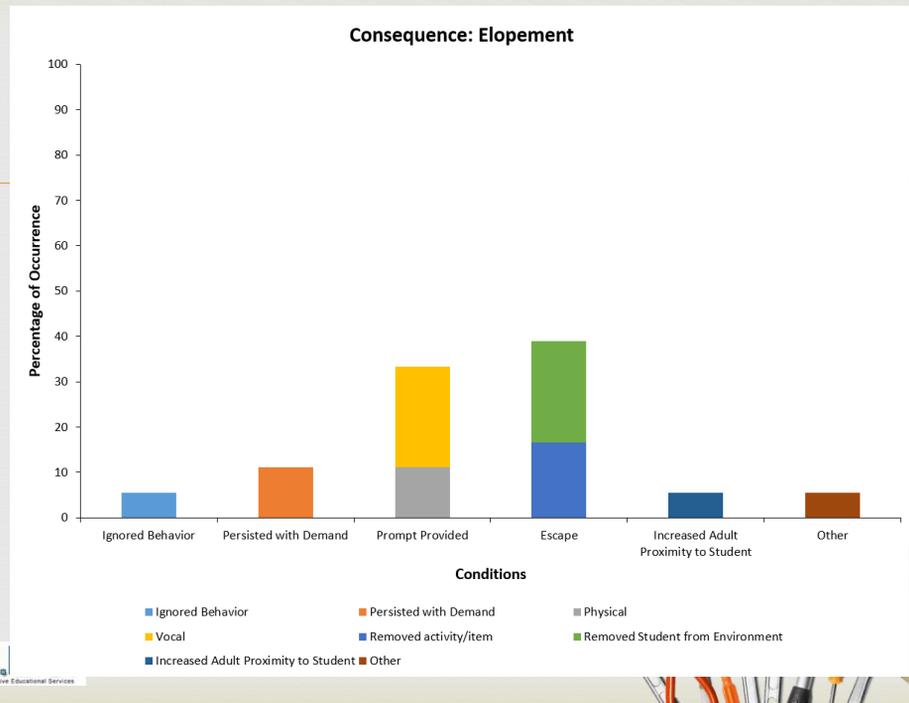
Sample ABC Graph



Sample ABC Graph



Sample ABC Graph



3

Analysis

Step 3: Data Analysis



Reviewing and analyzing data to develop a hypothesis



Developing Hypotheses



Information obtained through data collection is summarized and turned into succinct hypothesis statements that describe:

- ❧ The conditions under which behavior occurs
- ❧ The specific behavior of concern
- ❧ The function/maintaining reinforcement for the behavior

Hypothesize by response class

Set of topographically different behaviors that are maintained by the same consequence



Writing a Hypothesis Statement



- ☞ When
 - ☞ Description of the antecedent triggers
- ☞ What
 - ☞ Description of what the student does
- ☞ In Order to
 - ☞ Gain access or escape?
 - ☞ Interpretation/reason why

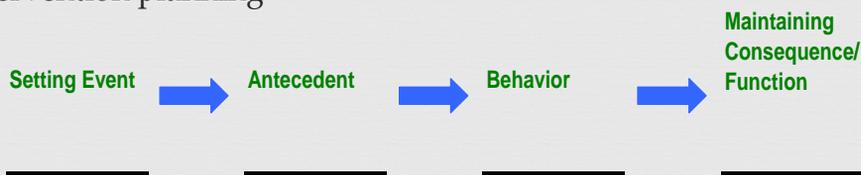
Note: this information may be presented graphically



FBA Results



Result may be translated into a summary statement to facilitate intervention planning



Modified from: **Functional Assessment and Program Development for Problem Behavior: A Practical Handbook (1996)** Robert E. O'Neill, Robert H. Horner, Richard W. Albin, Keith Storey, Jeffrey R. Sprague



Another Hypothesis Example



- A** When presented with tasks and directions (e.g. multi-step, sorting, transitions),
B Thomas engages in refusal behavior that may include cursing, debating,
 or being off-task
C in order to escape tasks that are difficult or he is not motivated
 to participate in.



Recommendations

Briefly describe strategies

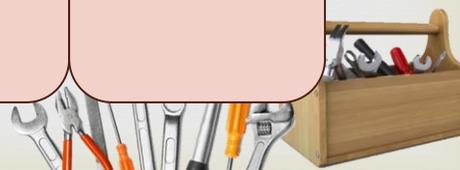
Relate the strategies to the hypothesized function

Setting Event
Strategies

Antecedent
Strategies

Teaching
Strategies

Consequence
Strategies



Big Ideas of FBA



Teams are essential

1 Indirect

2 Direct

Behavior is Functional

3 Analysis



FBA to BSP



If consistent patterns are found, we will often say that we have identified a function of the behavior

The antecedent occasioning the behavior

The consequence maintaining the behavior



Then the student can be taught alternative, appropriate behavior to accomplish the same function as the inappropriate behavior

(Alberto and Troutman, 1999)



Developing a Behavior Support Plan



Building the House



Underlying Assumptions

Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).

Behavior is related to the context/environment in which it occurs.

There are two strands to a complete behavior plan:

- Addressing both the environmental features
- Teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way

Underlying Assumptions

New behavior must be reinforced to result in maintenance over time

Implementers need to know how to handle problem behavior if it occurs again

Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success

Starts with the Foundation



Operational definition

Functional assessment

Baseline assessment

Derive a statement of hypothesis



Understand Predictors of Behavior

Physical setting

- sensory over/under stimulation: noise, crowding, temperature, etc.

Social Setting

- interaction patterns with and around the student, people present/ absent

Instructional Strategies, Curriculum and Activities

- a mismatch between learner accommodation needs and instruction components

Scheduling factors

- specific times, with or without sequencing and transition supports

Degree of Independence

- reinforcement and/or prompting intervals- levels and types appropriate to foster independence; consider functional communication

Degree of Participation

- group size, location, and frequency of participation

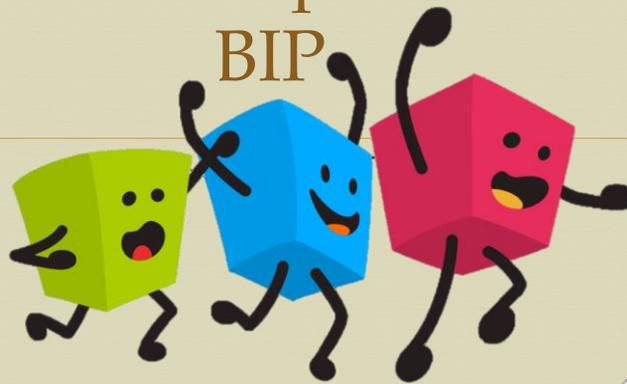
Social Interaction

- social communication needs of the student matches participation opportunities and provision of necessary supports

Degree of Choice

- amount of choice making and negotiation present in the environment

Important Components of the BIP



Step 1: Select a Replacement Behavior



Serves the same function as the problem behavior



Must be identified and taught to the student



Must be reinforced to allow the student's need (function) to be met in an acceptable manner



Selecting a Replacement Behavior



- If a student is not engaging in the target behavior, they must do something in its place
- The selection of the replacement behavior requires information gathered via the teacher and parent interview
- The replacement behavior either needs to be in the student's repertoire or taught explicitly so the student can do the replacement behavior



Step 2: Develop Teaching Strategies



Develop methods to teach the replacement behavior

- Include teaching strategies, materials, methods, etc.



Simply not enough to list “functional communication training” without specific skill targets, teaching protocols, and materials



Step 3: Determine Reinforcement Strategies



A reinforcer is a consequence that increases or maintains a behavior. It “reinforces” the probability of the behavior being repeated.



A **reinforcer** can be a tangible or an event delivered as a conditional consequence: If X behavior occurs, Y consequence will occur; AND for which you have evidence that the student will use X behavior to get Y consequence.



A **reward** is a tangible or an event delivered conditionally for which you hope the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does not currently exist that s/he will strive to attain the reinforcer.



Considerations



- ❧ Can the student wait for this reinforcer, even if it is known to be a highly powerful one?
- ❧ Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort?
- ❧ Does the student grasp the connection between the reinforce and the behavior?
 - ❧ If in doubt, increase immediacy and specify the conditions for earning the reinforcer (contingency) to the student more clearly



Considerations



- ❧ If you are using a token system, does the student understand the token symbolizes progress toward earning the reinforcer?
 - ❧ If in doubt teach the association systemically
- ❧ If s/he does not grasp the connection, a token system will not be effective
- ❧ Is the student getting tokens as frequently as needed to maintain effort?
 - ❧ If not, increase frequency and/or immediacy of token delivery



Considerations



- ☞ Who delivers the reinforcer can be important
 - ☞ From whom does the student most want to receive the reinforcer?
 - ☞ Choose adult (teacher, principal, parent, counselor, etc.), or peer(s)



Step 4: Determine Reactive Strategies



- ☞ **Reactive strategies are clearly communicated and understood by all implementers**
- ☞ Four components are considered:
 - ☞ Prompting,
 - ☞ Managing Safely
 - ☞ Debriefing,
 - ☞ Consequences



Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior



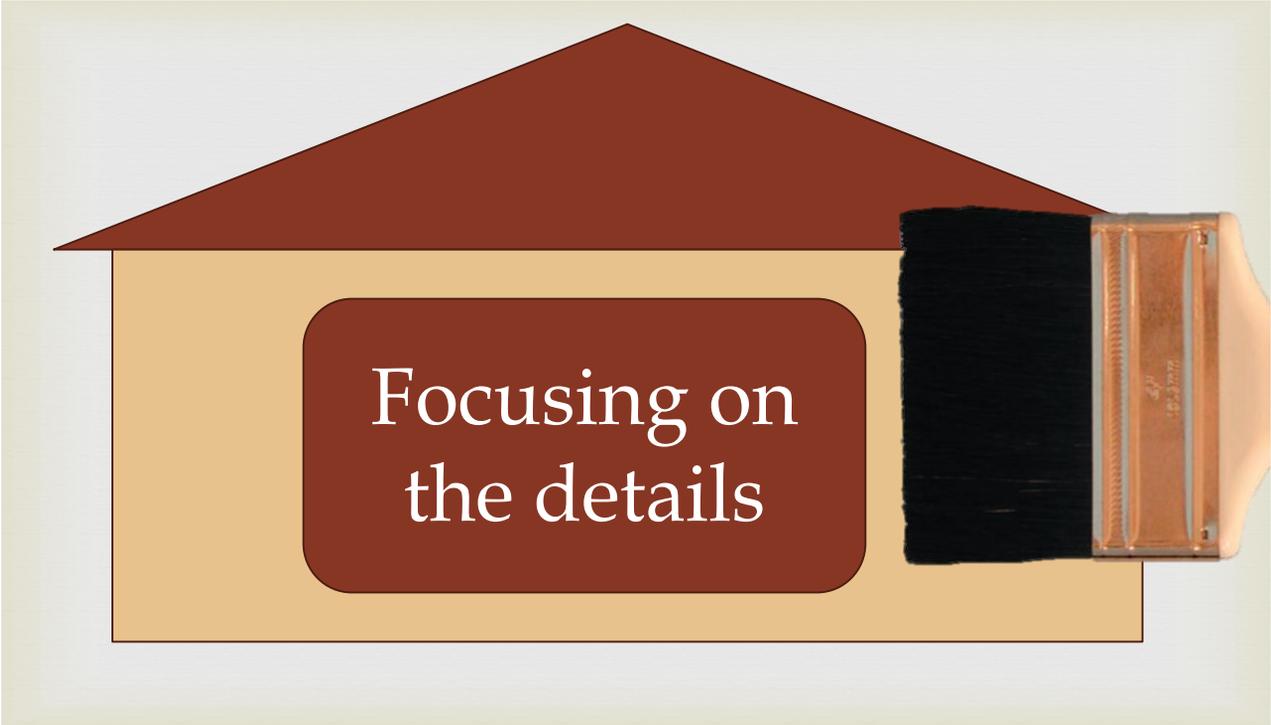
1. **Prompting** - Can continuation or escalation of problem be averted by using a prompt? Remind the student of how to get desired outcome with the FERB?
2. **Managing safely** - How will staff maintain safety of everyone during escalated behavior? This is critical.
3. **Debriefing** - What procedures, after calm is restored, help identify how to prevent further occurrences and restore rapport and rule-following behavior?
4. **Consequences** - may or may not be required or recommended. Do school safety requirements, outside agency or parent requests require specific consequences? Does the team believe a consequence will result in the student avoiding using the problem behavior in the future?



Step 5: Progress Monitoring

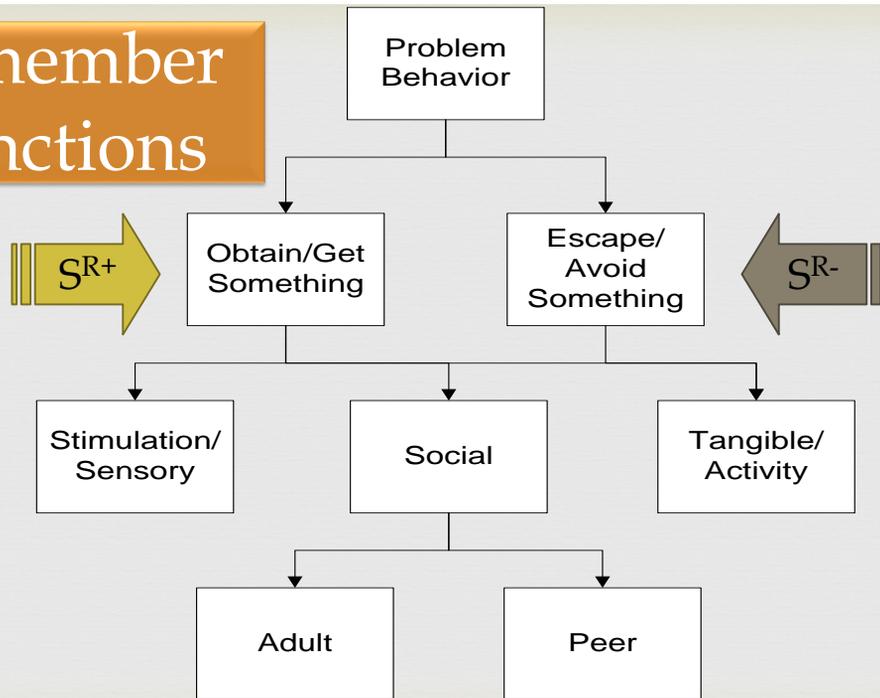


- ☞ Establish goals and objectives for behavior change
- ☞ To be observable & measurable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured
- ☞ To effectively measure progress on improving behavior, in addition to a FERB goal, one or more additional goals for either reduction in problem behavior and/or increase in general positive behaviors should be developed by the team



Focusing on
the details

Remember Functions

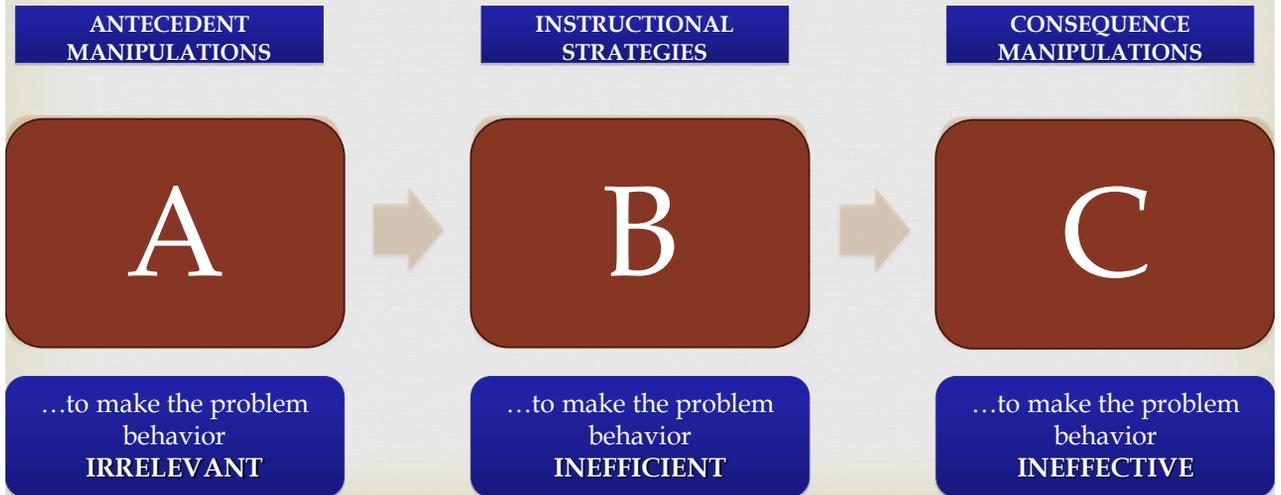


Fundamental Rule

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior”

(O’Neill et al., 1997, p. 71).

When developing intervention strategies,
focus on changing the environment



Go back to your
hypothesis statement

Setting Event

Antecedent

Behavior

Consequence

More specifically...

SE or MO MANIPULATIONS	ANTECEDENT MANIPULATIONS	WAYS TO TEACH BEHAVIORS	CONSEQUENCE MANIPULATIONS
<ul style="list-style-type: none"> • Minimize the likelihood • Neutralize • Withhold S^D • Add prompts • Increase reinforcement for desired behavior 	<ul style="list-style-type: none"> • Redesign the environment <ul style="list-style-type: none"> • Physical arrangement • Predictability • Choice • Instructional variables • Add Prompts and/or pre-corrections 	<ul style="list-style-type: none"> • Develop objectives • Teach replacement behavior • Shift from replacement to desired behavior 	<ul style="list-style-type: none"> • Increase function-based reinforcement for replacement behavior • Increase reinforcement for desired behavior • Prevent reinforcement for problem behaviors

The Bottom Line

Tertiary interventions are intensive, function-based supports for individual students

The focus is on redesigning environments and teaching functional skills

For More Information



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