



New York State Education Department
Office of Special Education
Educational Partnership





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Using the FBA and BIP Process to Support Students needing Intensive Intervention

Understanding the Behavior Pathway (Part 1 of 4)

Developed by the Technical Assistance Partnership for Behavior

5/11/2023

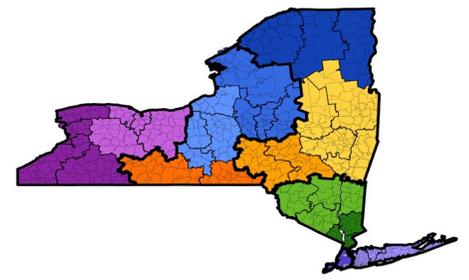


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Disclaimer

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Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Complete evaluation form✧ Find a quiet place to participate
BE RESPECTFUL	<ul style="list-style-type: none">✧ Use “mute” to prevent background noise✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Slide Marker Icons



Purpose



The purpose of this 4-part professional development series is to:

1. build fluency with the science of behavior that provides the theoretical foundation on which FBAs and BIPs are based;
2. promote acquisition of the skills necessary to complete the FBA process;
3. develop the skills necessary to create, implement and progress monitor the BIP; and
4. ensure these skills align with the New York State Regulations of the Commissioner of Education, Part 200

Objectives

Part 1: Understanding the Behavior Pathway

Build fluency with the theoretical foundations on which FBAs and BIPs are based (i.e., the behavioral pathway)

Part 2: Conducting the Functional Behavior Assessment

Understand and develop the skills necessary to complete the FBA; learn the components of the Competing Behavior Pathway (CBP) from which to develop the BIP

Part 3: Using the Competing Behavior Pathway to Develop the Behavior Intervention Plan

Identify interventions based upon the Competing Behavior Pathway

Part 4: Implementation and Progress Monitoring of the Behavior Intervention Plan

Develop the skills necessary to 1) ensure the BIP is implemented with fidelity and 2) progress monitor a student's response to the plan with regard to changes in both the problem and replacement/desired behaviors.

Part 1 Agenda:

Understanding the Behavior Pathway

- Welcome!
- Introductions and Group Agreements
- Setting the Stage
- Rationale for FBA
- FBA Teaming Process
- Understanding the Behavior Pathway
- Importance of (Summary) Hypothesis Statements

Exclusionary Discipline

is Associated with Negative Outcomes for Young People

- Reduced academic achievement
- Lower levels of school engagement
- Increased probability of dropping out
- Increased likelihood of contact with the criminal justice system
- Higher levels of school violence and antisocial behavior



Outcomes for Students with Behavior Problems

Short Term

- Peer conflict and rejection
- Teacher conflict and rejection
- Office referrals and suspensions (lost instructional time)
- Lower academic achievement
- Restrictive academic placements

Long Term

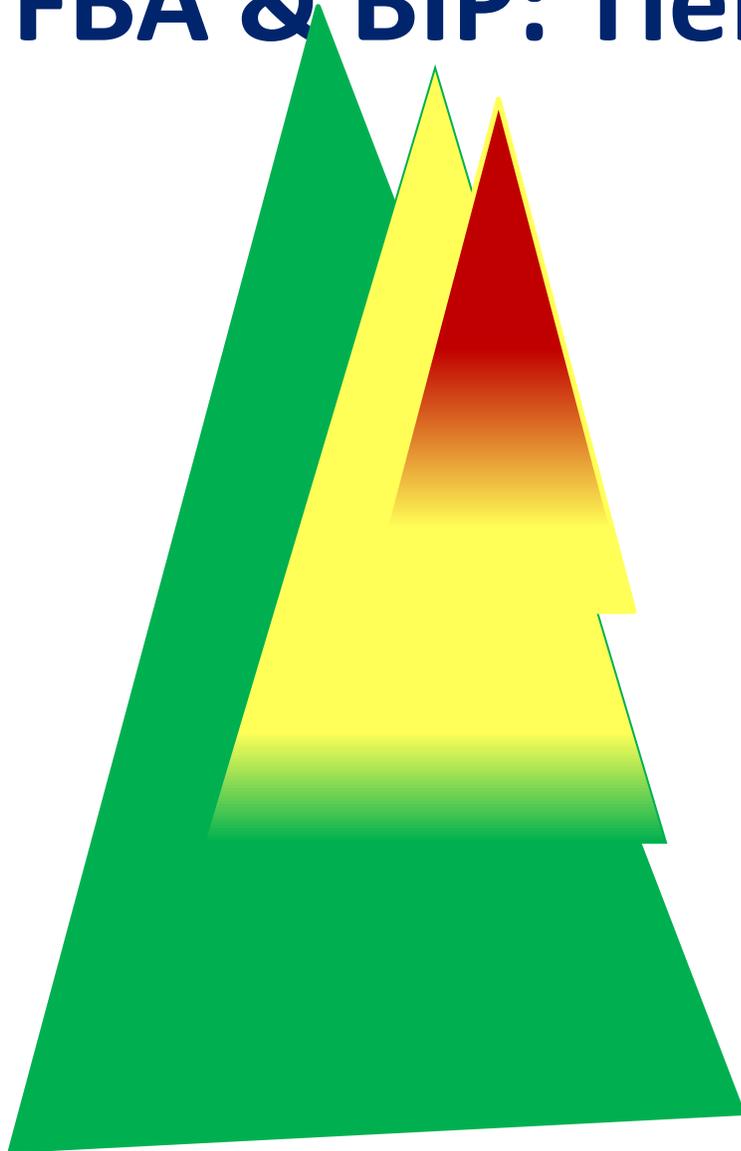
- Drop-out
- Unemployment
- Arrest
- Incarceration
- Mental Health Issues

Functional Behavioral Assessment:

An alternative to exclusion

- FBA is a **process** for identifying the environmental events that reliably predict and maintain a well-defined problem behavior
- FBA provides a basis for developing theoretically–sound Behavioral Intervention Plans (BIP)

FBA & BIP: Tier 3 Intervention



Tier 1: Consistent school- and class-wide supports for all students that are specifically taught and systematically reinforced

Tier 2: Small group, standard protocol interventions for targeted students not sufficiently supported by Tier 1.

Tier 3: Highly intensive and individualized supports for students with the most significant needs (e.g. FBA/BIP)

Why conduct an FBA?



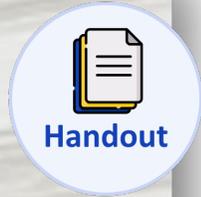
- 1997 Amendments to the Individuals with Disabilities Education Act (IDEA)
- To determine if a BIP is needed
- To develop **or** revise a BIP
- To determine the supports needed to ensure access to the **“least restrictive environment”**
- To promote positive educational results for students with disabilities

Functional Behavioral Assessment

- Founded in the Behavioral Sciences (Applied Behavior Analysis)
- An Evidence-Based Practice
- Required by IDEA (2004) for Students with IEPs (34 CFR §300.530) when
 - Proactively appropriate
 - Behavior impedes learning of self or others
 - Violation of code of conduct and behavior is a manifestation of disability
 - Disciplinary change of placement exceeds 10 days



New York State Education Department (NYSED)



Part 200 and 201 of the Regulations
of the Commissioner of Education
for the FBA and BIP processes.

www.p12.nysed.gov/specialed/lawsreg/document/regulations-part-200-201--oct-2016.pdf

What is Functional Behavioral Assessment?



Section 200.1(r) of the Regulations of the Commissioner of Education: Functional Behavioral Assessment means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

Due Process Procedures...

Informed Consent



200.5(b) The school district must make reasonable efforts to obtain written informed consent of the parent.

When to conduct a FBA?



Section 200.4(b)(v) of the Regulations of the Commissioner of Education:

During individual evaluations or reevaluations for a student whose behavior **impedes** his or her learning or that of others.

Section 201.3(a) of the Regulations of the Commissioner of Education:

If manifestation team makes the determination that the **conduct subject to disciplinary action** was a **manifestation** of the student's disability.

FBA's must be conducted

When:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented school-wide or classroom-wide interventions;
- the student's behavior places the student or others at risk of harm or injury;
- the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.



Who Completes an FBA and BIP?

Best Practice



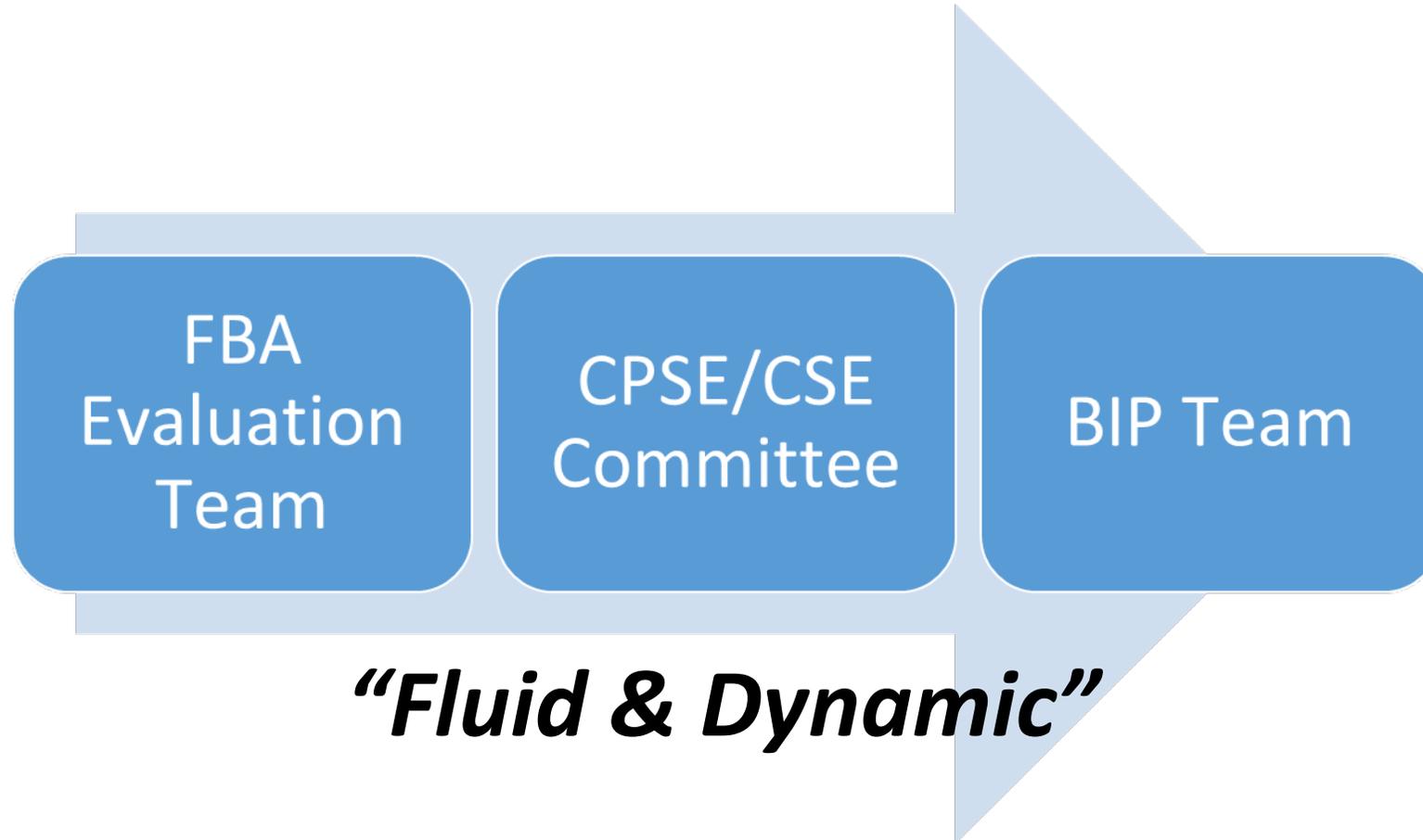
- Evaluations must be administered by “trained and knowledgeable personnel” (Part 200.4)
- Best Practice is to have a team approach to conducting FBAs and developing BIPs. It is recommended that it not be the sole responsibility of a school psychologist or specialist

Team Members?

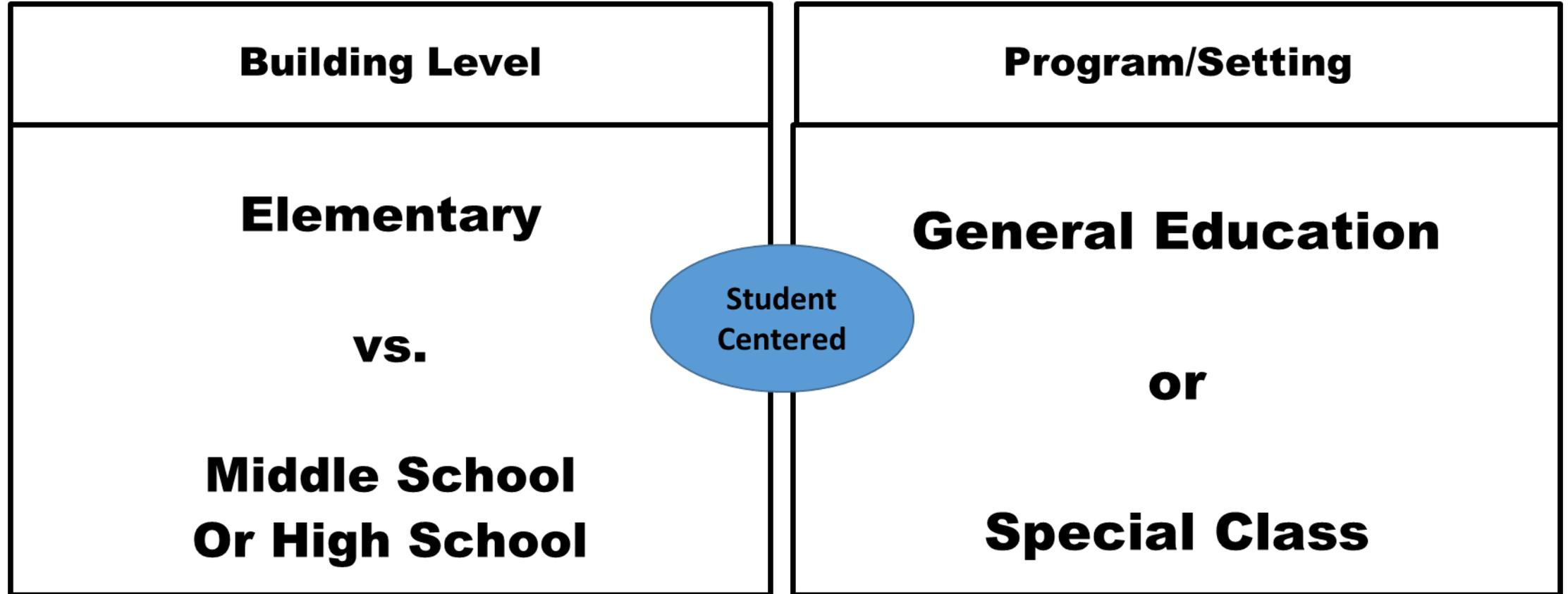


- People who have knowledge about the student, his or her behavior, and have a vested interest in positive outcomes
- People who have knowledge about the context in which support will be provided
- People who have knowledge of behavioral supports and interventions
- People able to allocate personnel and fiscal resources

Using a Team Approach



Who is on the Team?



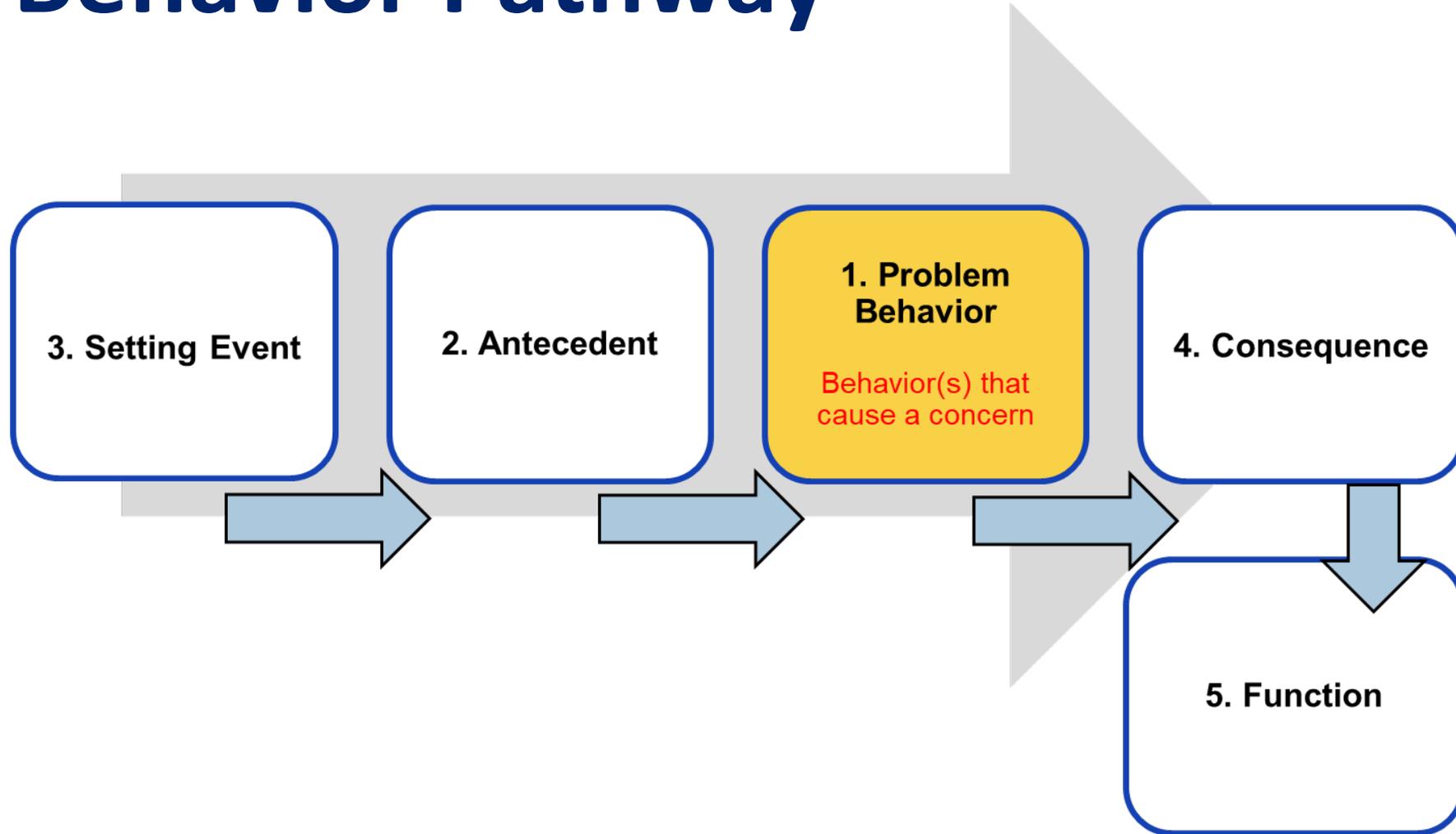
What does each person bring to the team:

Perspective

Attitude

Mindset

The Behavior Pathway





Behavior

Defining Behavior



200.1(r) The FBA shall include the definition of the behavior in *concrete* terms.

Problem Behaviors

When conducting an FBA, identified problem behaviors must be:

- Observable: The problem behavior must be an overt action that can be seen.
- Measurable: The problem behavior can be counted, timed or otherwise quantified.
- Defined: The problem behavior must be stated so clearly that it passes the “stranger test” – that is, it can be **accurately documented** by a person who is unfamiliar with the student

When descriptions of problem behavior meet these criteria, we say that the problem behavior has been operationally defined.

Which term is observable and measurable?

- Aggressive -OR- hits with his fist
- Bullies -OR- takes objects from peers
- Arrives at class 10 minutes late -OR- irresponsible
- Out of seat 55% of time -OR- hyperactive
- Inappropriate language -OR- curses (e.g., shit, ass, damn it, etc.)
- Off task -OR- draws in notebook during independent reading

Example: Defining the Behavior

Flopping: Having any part of the body (other than feet) on the floor, without permission.

Examples: Falling out of chair; dropping to floor in hallway; sitting on floor

Non-examples: sitting on floor with permission; stomping feet; running away

Example: Defining the Behavior Continued

Talking Out: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

Examples: Answering a question directed to another student by the teacher; saying a swear word; talking when the teacher is giving directions

Non-examples: Answering a question that the teacher directed to the child; yelling to another student during recess; talking with a peer during group work

Are these observable and measurable?

- Gets out of desk and hits other students
- Has separation anxiety (from parent)
- Is spacey
- Refuses to follow adult directions
- Is emotionally disturbed
- Displays low frustration tolerance

YOUR TURN – Defining Behavior

Purpose: to build fluency in operationally defining behavior.

Directions:

- Provide an observable & measurable definition for one (1) of the behaviors
- Make sure it passes the “stranger test.”

YOUR TURN – Defining Behavior Handout



Activity – Defining Behaviors

Provide an observable & measurable definition for one (1) of the behaviors below. Make sure it passes the stranger test.

1. Jeff is always disruptive in class.

Disruptive: _____

2. Hailey is constantly off-task during math.

Off-task: _____

3. Chris is defiant.

Defiant: _____

4. Brandon is physically aggressive.

Physical aggression: _____

5. Alexis uses inappropriate language.

Inappropriate language: _____

6. Logan engages in self-injurious behavior.

Self-injurious behavior: _____

Is the behavior...

Observable?

Measurable?

Does the behavior pass the
“stranger test?”

Some examples of “operationally defined” behaviors...

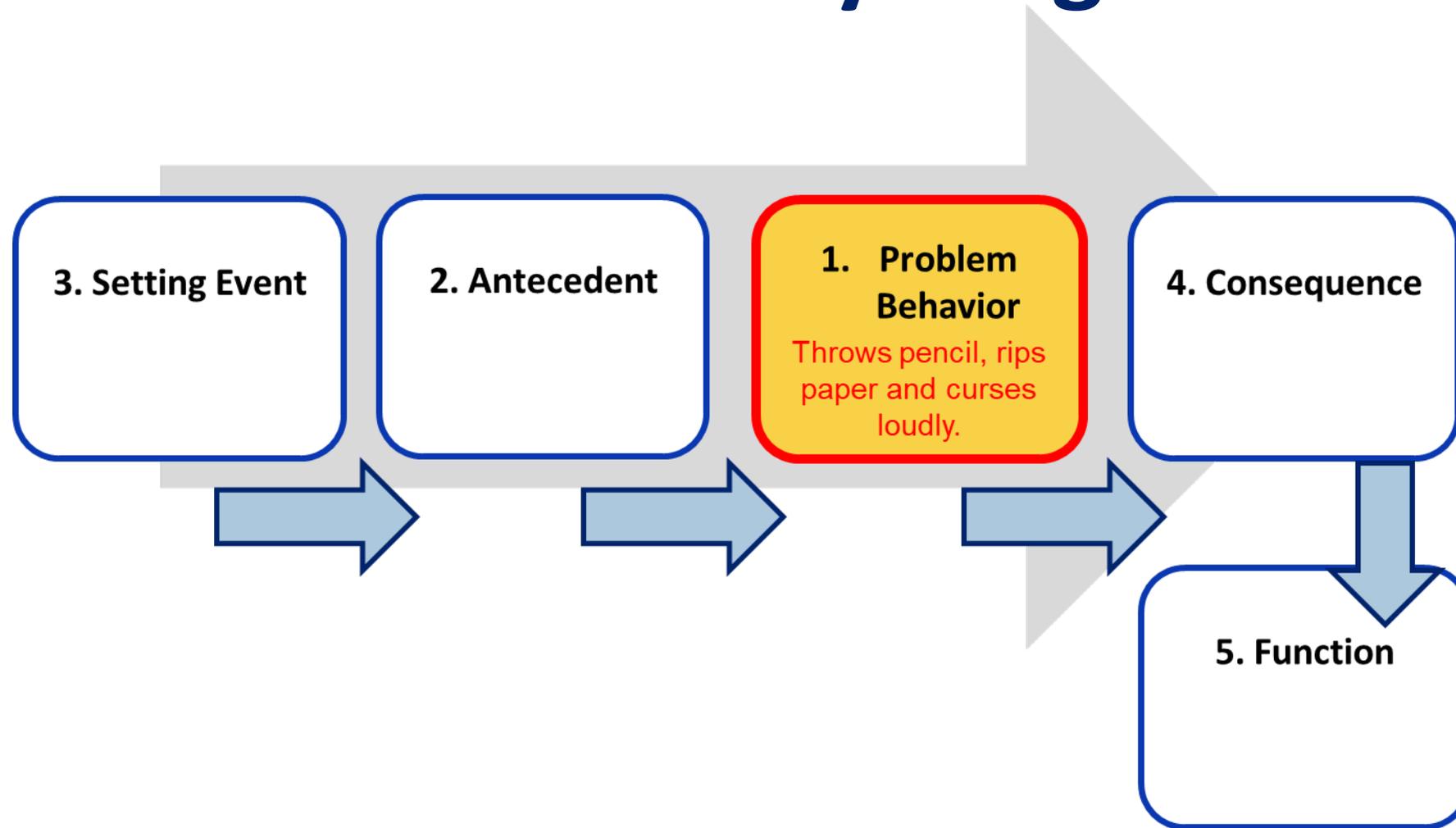
- Refuses to follow directions
- Destroys classroom property
- Leaves the building and runs towards the road
- Refuses to enter the classroom
- Throws chairs
- Bangs head against the wall
- Puts head down on desk
- Refuses to start assignments
- Disrupts instruction with repeated vocal outbursts
- Flapping, flicking, and spinning
- Bites self or others
- Violates personal space

Joe's Behavior Pathway – Problem Behavior

Joe throws his pencil, rips his paper and curses loudly.



Joe's Behavior Pathway Diagram

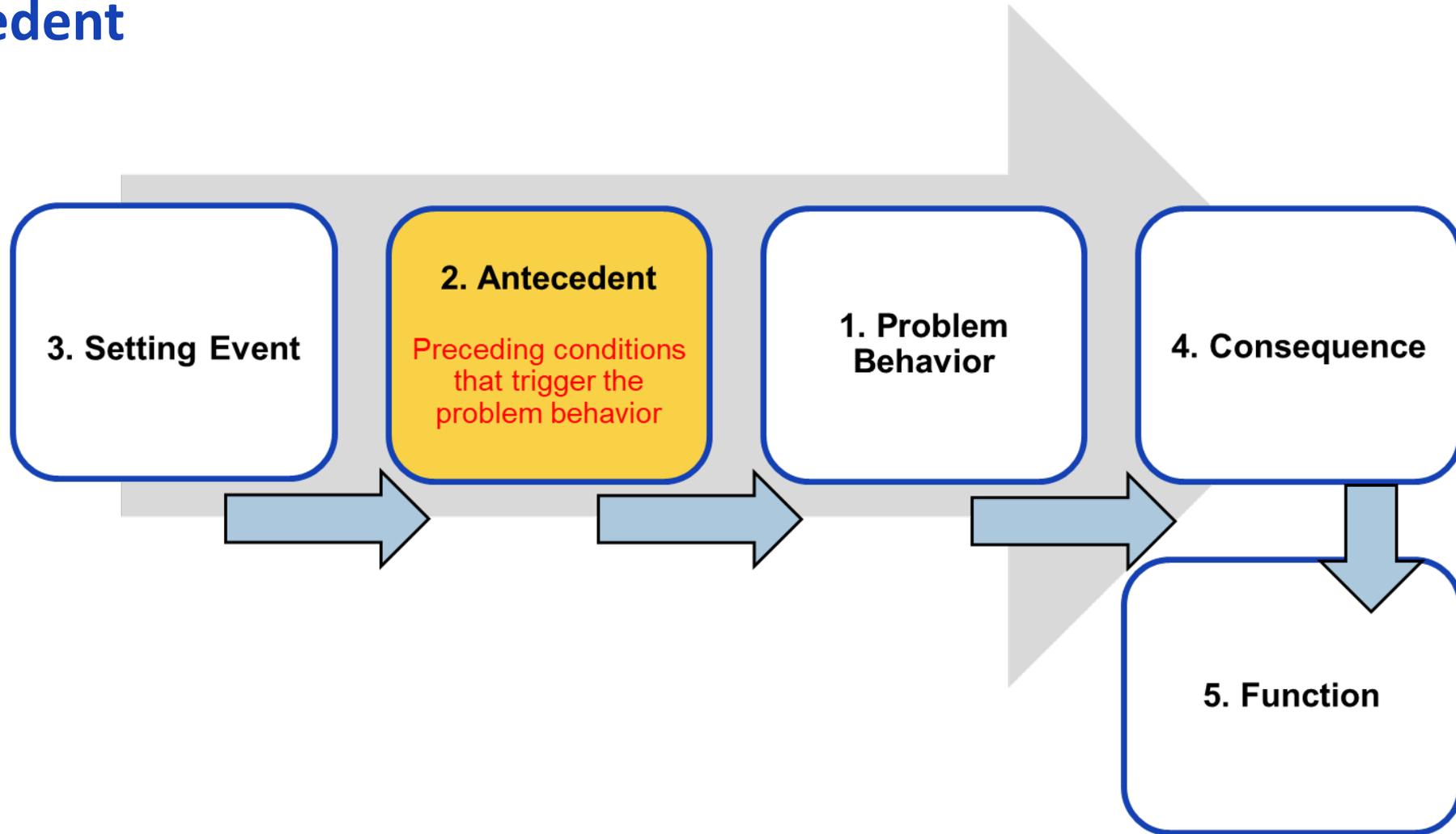


Antecedents



The Behavior Pathway

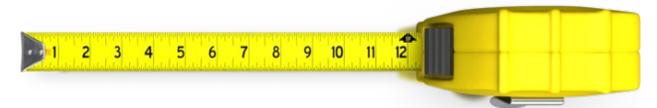
Antecedent



Antecedents

Essential Characteristics

- Antecedents **trigger** or **prompt** behaviors
- They are **observable** and **measurable** characteristics of the environment.
- They are **present in the environment** prior to the occurrence of the behavior
- They have a directly **functional cause/effect** (if this, then that) **relationship** to the occurrence of a targeted behavior





Antecedents

Examples

- **Location**- density of people, type of lighting, noise level, size of room, unfamiliarity.
- **Activity**- non-preferred, long, boring, lengthy, passive.
- **Task**- difficult, new, number of errors made, length (trials), physical effort required.

Antecedents

Examples Continued

- **Instruction** - pace, number and types of prompts, response opportunities, teacher proximity, availability of teacher attention or schedules for other forms of reinforcement.
- **People** - teacher directives, verbal/non-verbal prompts, tone of voice, past experience, unfamiliarity.



Antecedent Table

Examples	Non-Examples
Teacher directive	Uninvolved parent
Independent work longer than 10 minutes	Unmotivated student
Noise volume	Auditory sensitivity
Physical proximity of Mrs. Jones	Angry, sad, frustrated (emotions)

Example...



When given a teacher directive to begin independent work
(antecedent)



Travis will remain off-task, leave his space and engage his peers
(problem behavior).



Does the antecedent meet all antecedent criteria?

YOUR TURN

Activity – Identifying Antecedents



2. Antecedent:

Triggers



1. Behavior:

Given a directive to provide an answer during large group instruction, Tomeka looks away and does not respond.

YOUR TURN – Antecedent Handout



Activity – Defining Behaviors

Provide an observable & measurable definition for one (1) of the behaviors below. Make sure it passes the stranger test.

1. Jeff is always disruptive in class.

Disruptive: _____

2. Hailey is constantly off-task during math.

Off-task: _____

3. Chris is defiant.

Defiant: _____

4. Brandon is physically aggressive.

Physical aggression: _____

5. Alexis uses inappropriate language.

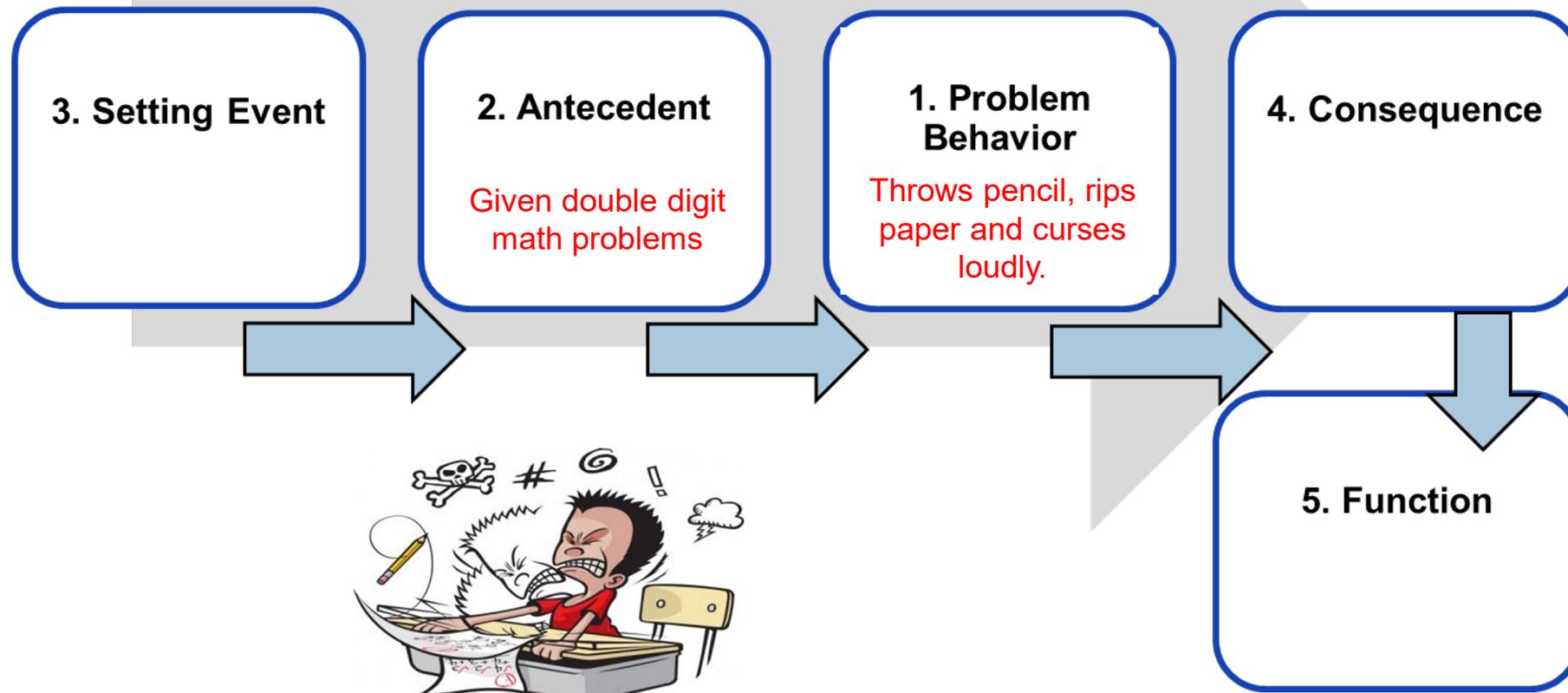
Inappropriate language: _____

6. Logan engages in self-injurious behavior.

Self-injurious behavior: _____

Joe's Behavior Pathway

Antecedent

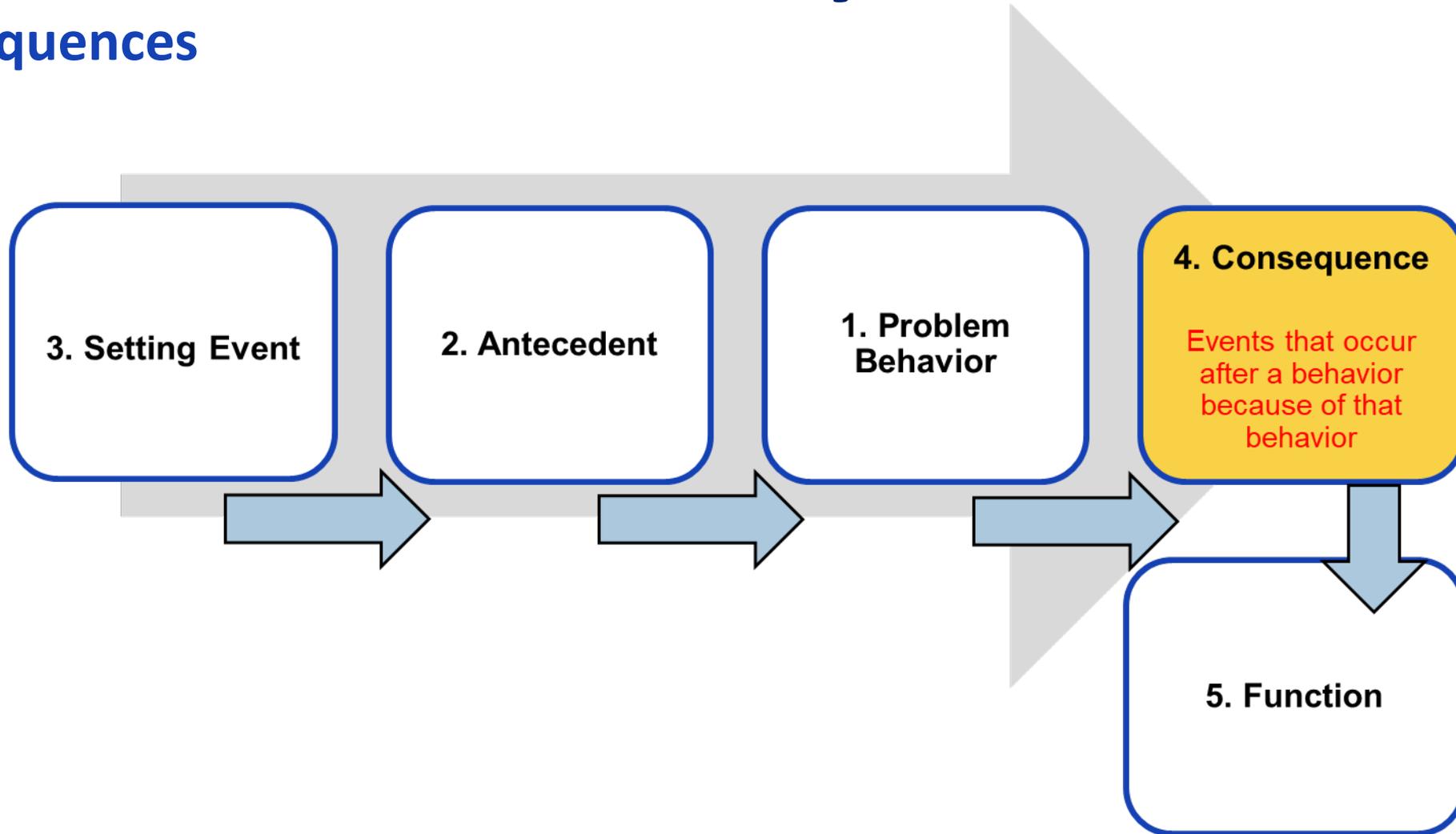


Consequence



Joe's Behavior Pathway

Consequences



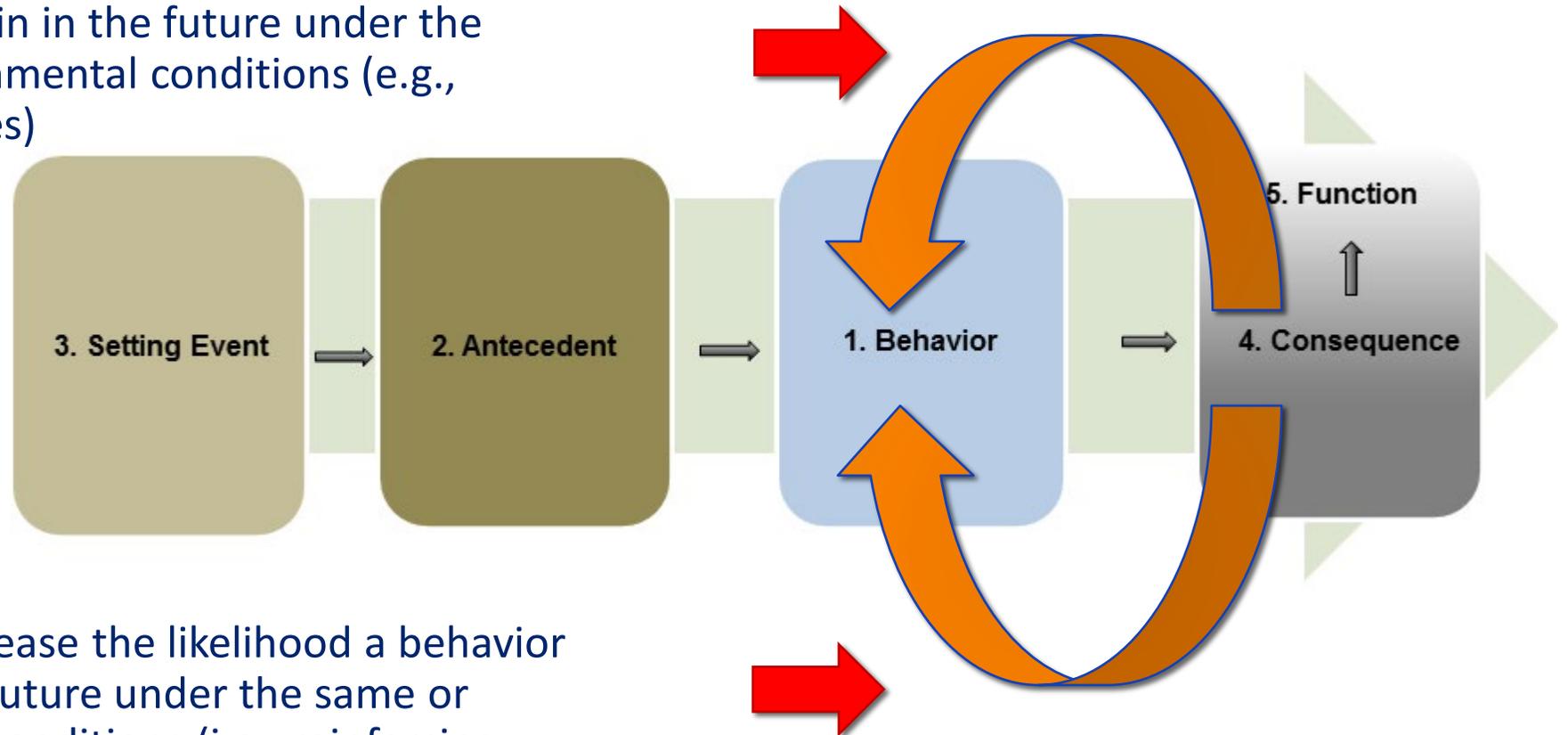
Consequence

Essential Characteristics

- They are either:
 - Observable and measurable reactions in the environment, or
 - Create an internal state of pleasure or remove an internal state of discomfort (e.g., automatic reinforcement of stereotypical behavior)
- They occur following behavior
- They are functionally related to behavior in that a behavior is said to elicit/evoke the consequence, or cause the consequence to occur
- Their functional relationship to behavior may also be said another way -- -- consequences that are elicited/evoked by a given behavior may, in turn, sustain or strengthen that behavior (reinforce), or weaken or suppress that behavior (punish)

Consequences Shape Behavior

Consequences can decrease the likelihood a behavior will occur again in the future under the same or similar environmental conditions (e.g., punishing consequences)



Consequences can increase the likelihood a behavior will occur again in the future under the same or similar environmental conditions (i.e., reinforcing consequences)

Consequence

Examples

- Examples of behavior **sustaining** or **strengthening** consequences:
 - Teacher attention (smiles, prompts, scolds)
 - Peer attention
 - Being ignored or left alone
 - Being sent away
 - Getting a toy, or a good grade
 - A satisfying level of physical activity

YOUR TURN

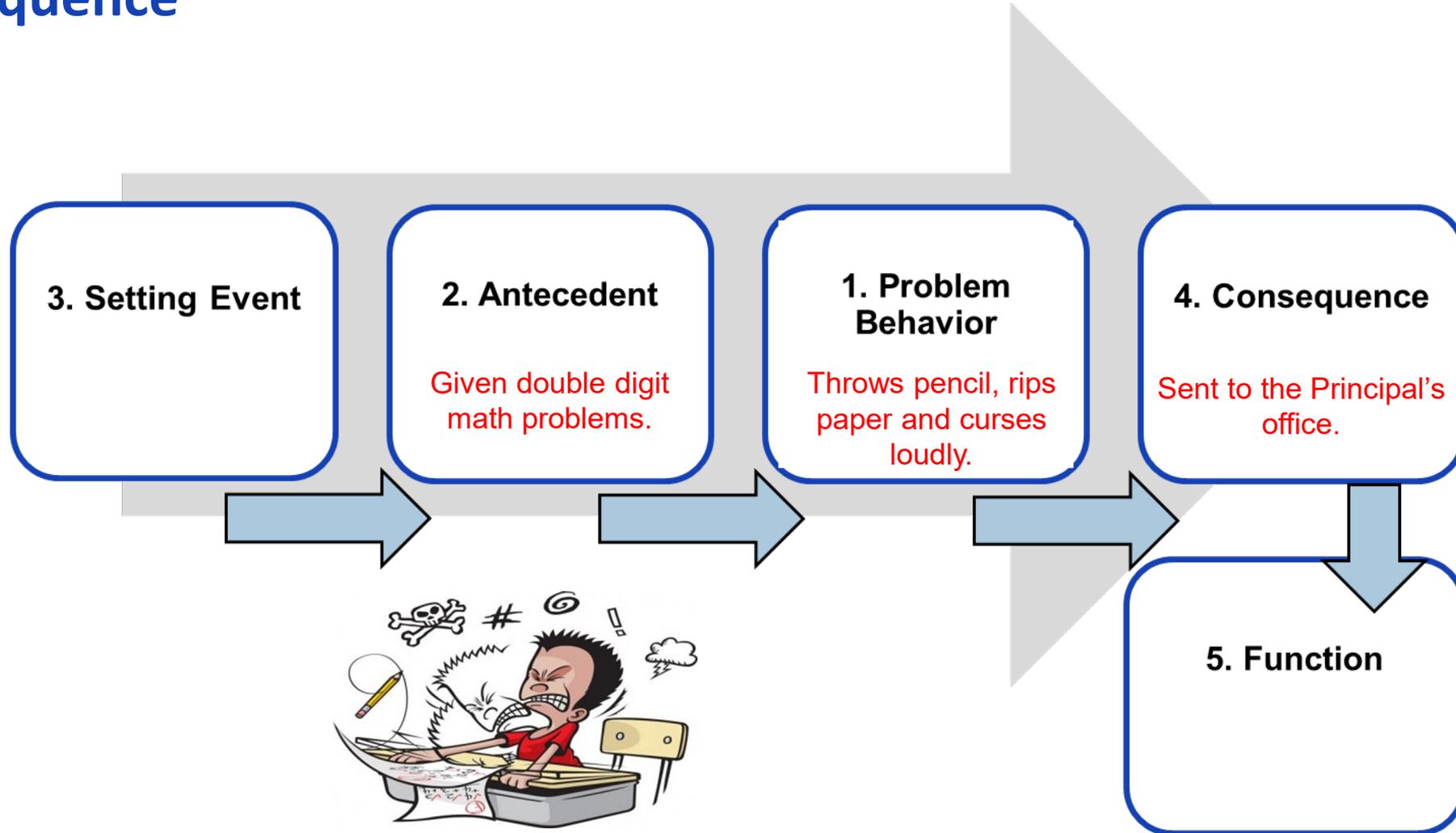


Activity – Identifying Consequences

- During recess, when peers tease him, Ben hits his peers, and they leave him alone
- During reading, when asked to read aloud Tracy tells jokes, the other students laugh, and she is sent to the office
- During circle time, when praised Jessie starts crying, the teacher stops circle time and comforts her

Joe's Behavior Pathway

Consequence

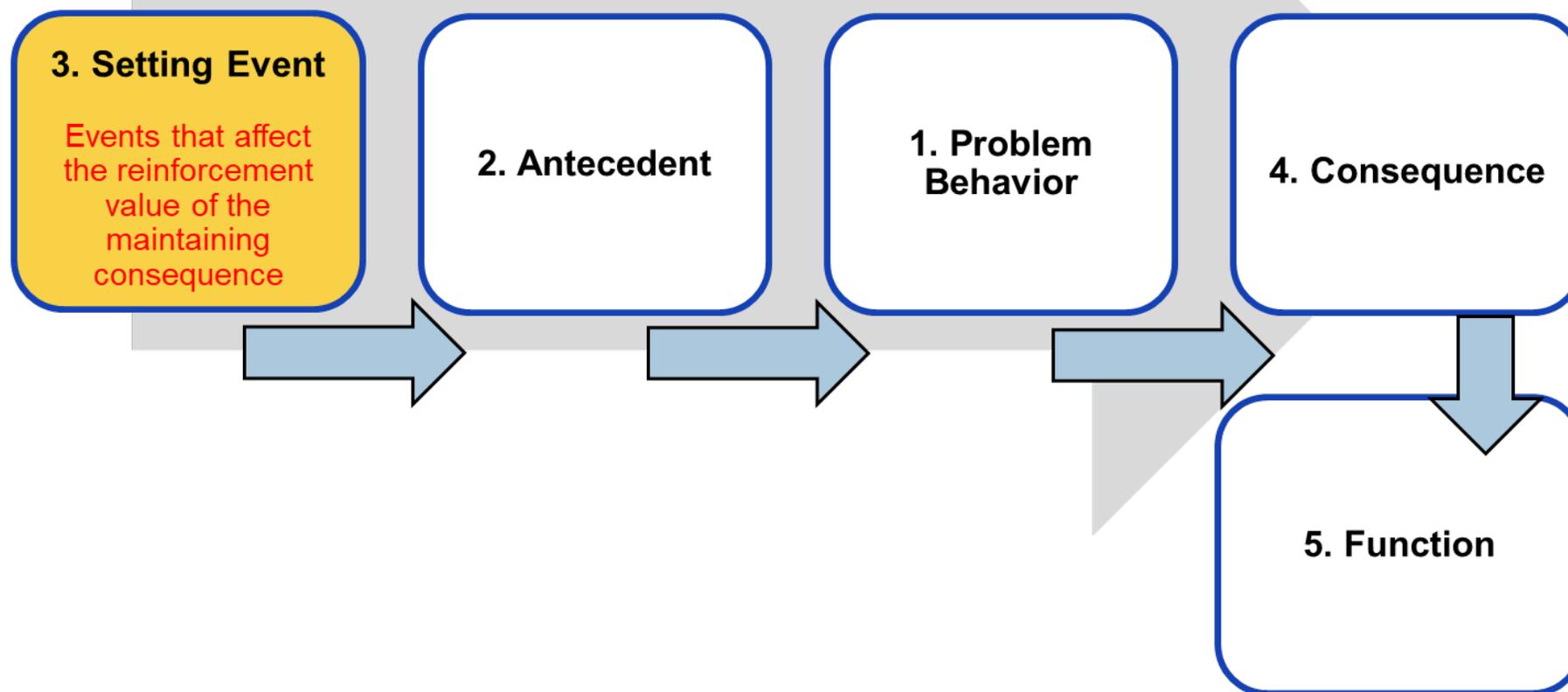


Setting Events



The Behavior Pathway

Setting Event

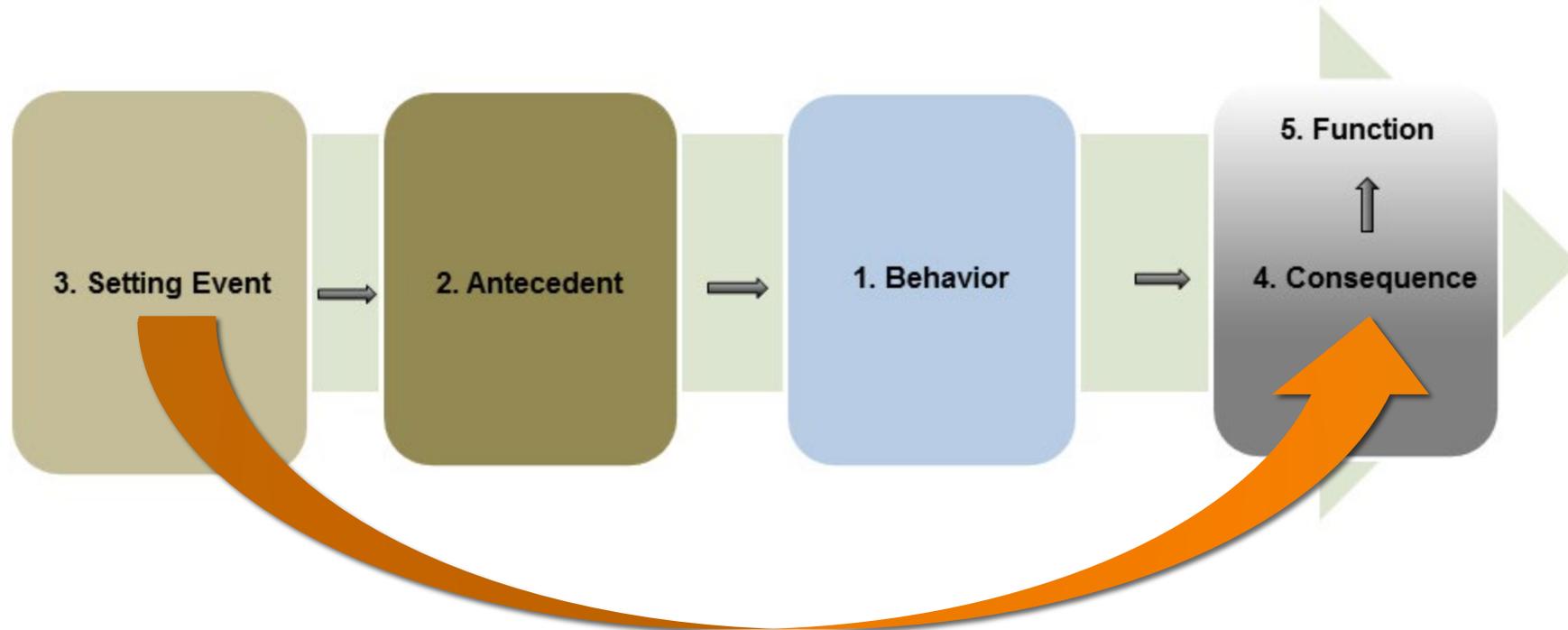


Setting Events

Essential Characteristics

- Examples of behavior sustaining or strengthening consequences:
 - They can be **environmental, social, or biological** in nature
 - They are present **prior** to the occurrence of the problem behavior
 - They **increase the probability** the antecedent will trigger the behavior by increasing the anticipated value of the reinforcing consequence

Setting Events Strengthening and Weakening



Setting events temporarily affect the expected reinforcement value of the consequence.

When given an apple (antecedent), hunger due to missed breakfast (setting event) increases the likelihood Bob will eat it (behavior) because doing so will be especially rewarding (consequence).

YOUR TURN

Activity – Identifying Setting Events



- Fatigue (lack of sleep)
- Previous conflict
- Time of day
- Hunger (lack of food)
- Illness
- Transitions
- Staffing pattern
- Changes in other environments (parental relationships, moves, deaths)
- Medications



Setting Events

Examples and Non-examples

Examples:

- Previous arguments with staff
- Bullied on bus ride
- Arriving at school with incomplete homework
- Headache
- Morning conflict at home

Non-Examples:

- Birth order
- Autism Spectrum Disorder
- Emotion dysregulation
- Poor social skills
- Low academic ability
- Race/Ethnicity

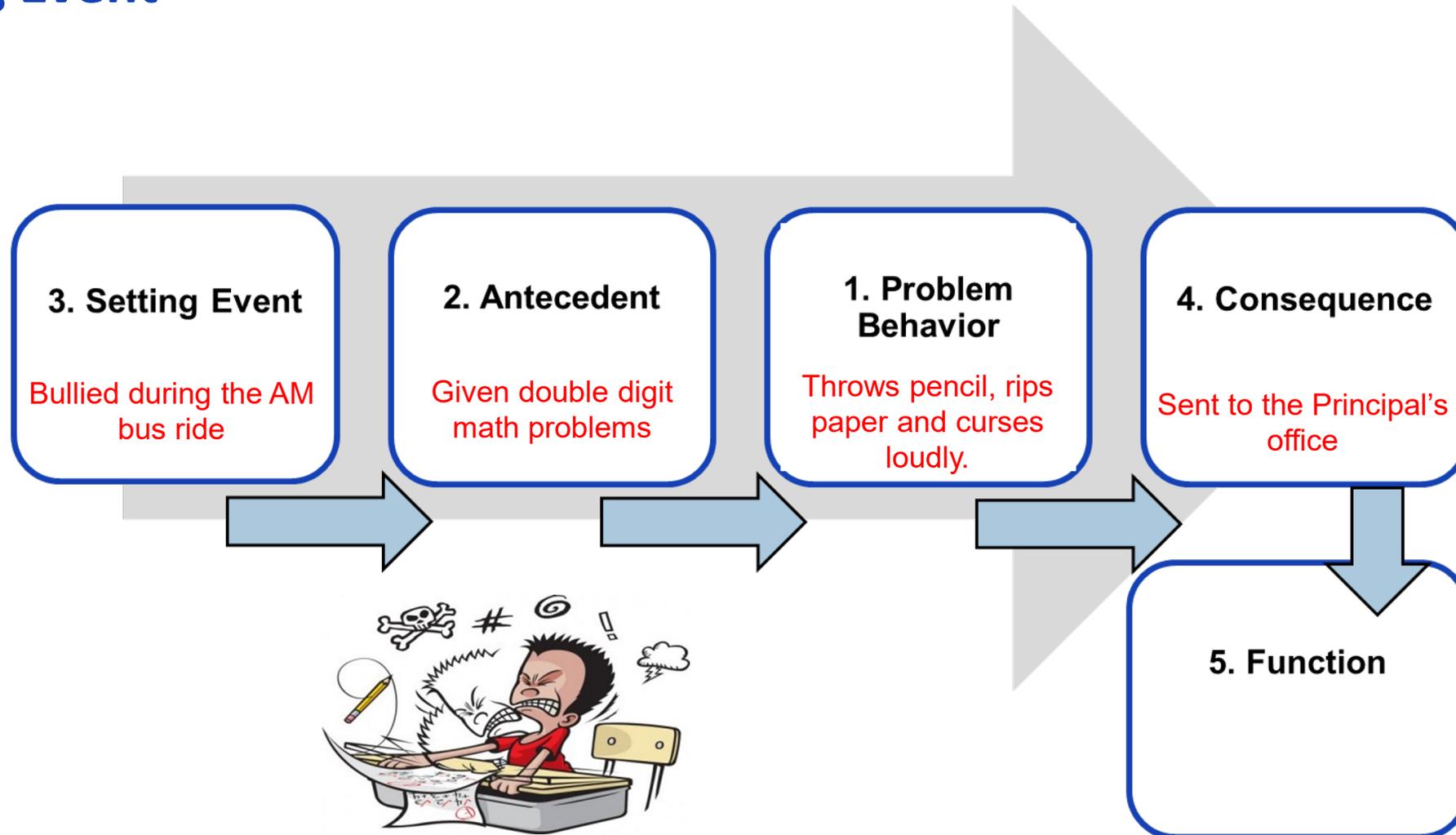
Setting Events

Additional Examples using Scenarios

- Kevin is more likely to put his head down and close his book during 7th period English classes
- Kyrie is more likely to refuse directions to remain in his seat at the library table and use profanities when Steph, LeBron and Josie are also present in the library
- When Carla has spent the weekend at her father's house, she is more likely to argue with Mr. Jefferson and refuse to follow his directions during Monday "Do Nows"

Joe's Behavior Pathway

Setting Event

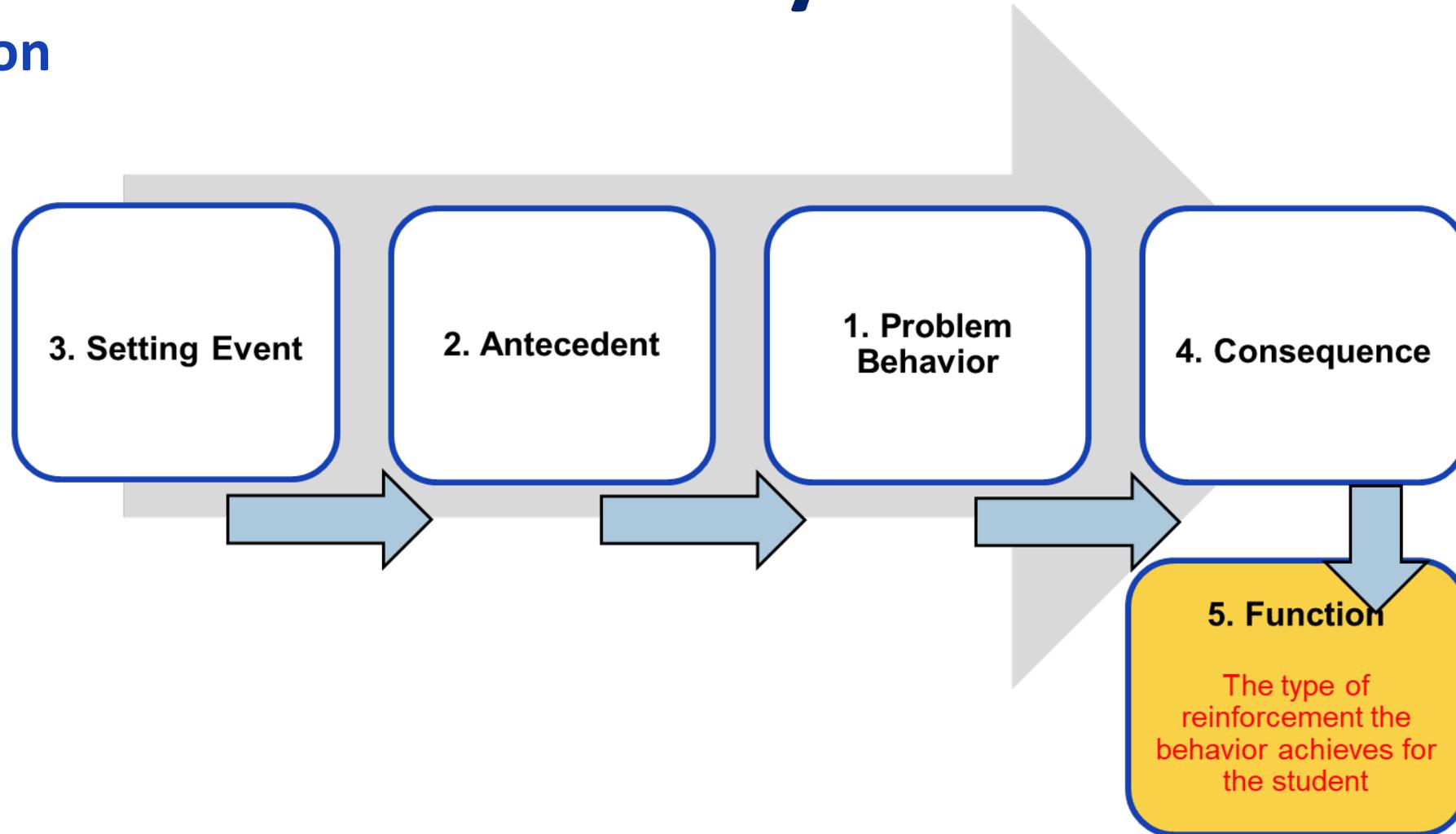


Function



The Behavior Pathway

Function

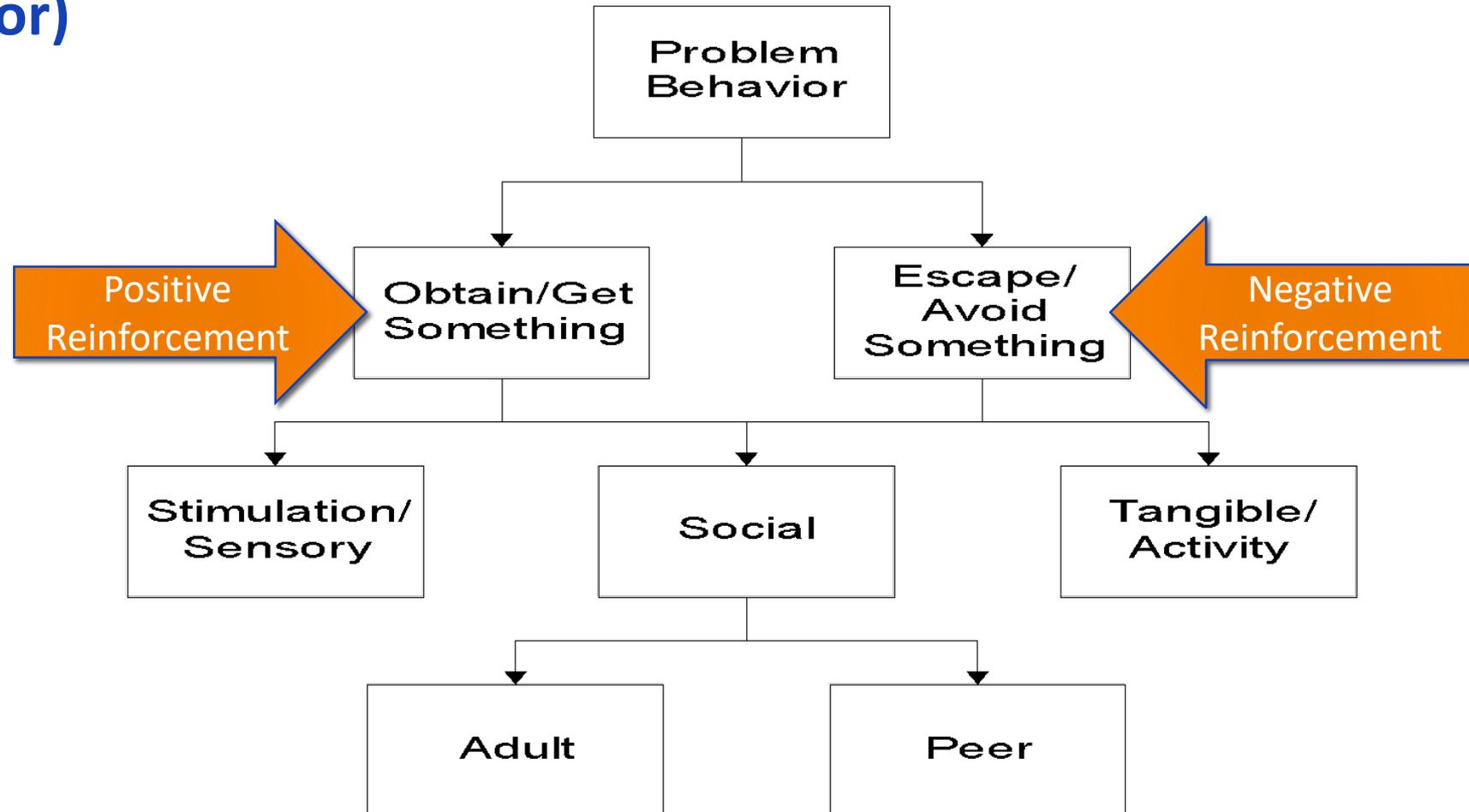


Reinforcement Theory

- Reinforcement always involves delivery of a consequence that **sustains or strengthens the behavior**
- Reinforcement **maintains** or **increases** the likelihood the behavior will reoccur again under similar conditions in the future

Possible Functions of Behavior

(Or the various ways reinforcement can grow and sustain a behavior)



Hypotheses

- All **Get/Obtain** functions are said to fall under the positive reinforcement hypothesis
- All **Escape/Avoid** functions are said to fall under the negative reinforcement hypothesis

Common Functions of Behavior

• TO AVOID/ESCAPE:

- Peer attention
- Adult attention
- Difficult task
- Boring task
- Easy task
- Physical demand
- Non-preferred activity
- Reprimands
- Sensory stimulation

TO OBTAIN/GET:

- Peer attention
- Adult attention
- Desired activity
- Desired object/items
- Sensory stimulation: auditory, tactile, etc.

YOUR TURN - Steve

Activity – Identifying Function

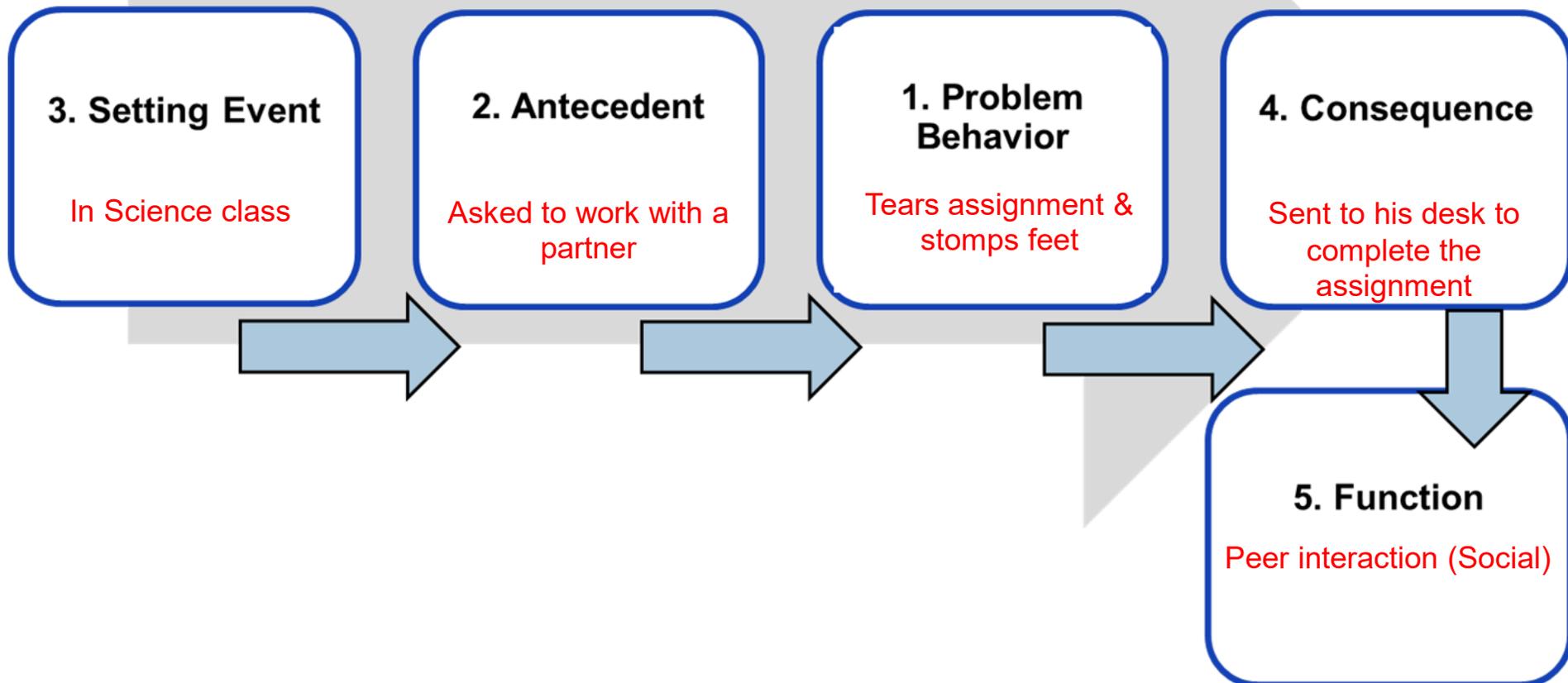


- When told to work with a partner in science, Steve tears up his assignment and stomps his feet. The teacher then has Steve return to his desk, and he completes the same assignment, while the rest of the class works together with their partners

- What is the function of Steve's behavior?

Steve's Behavior Pathway

Function



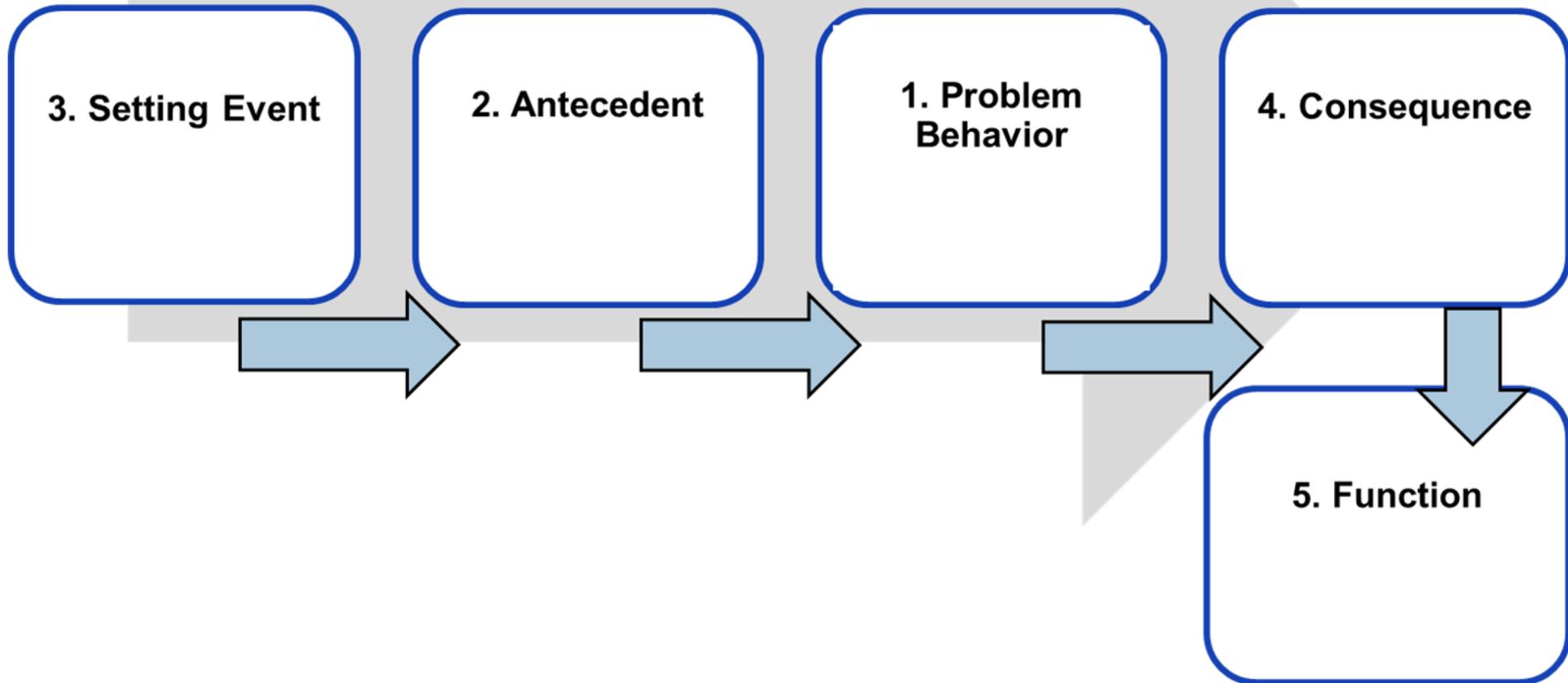
YOUR TURN - Jane

Activity – Identifying Components

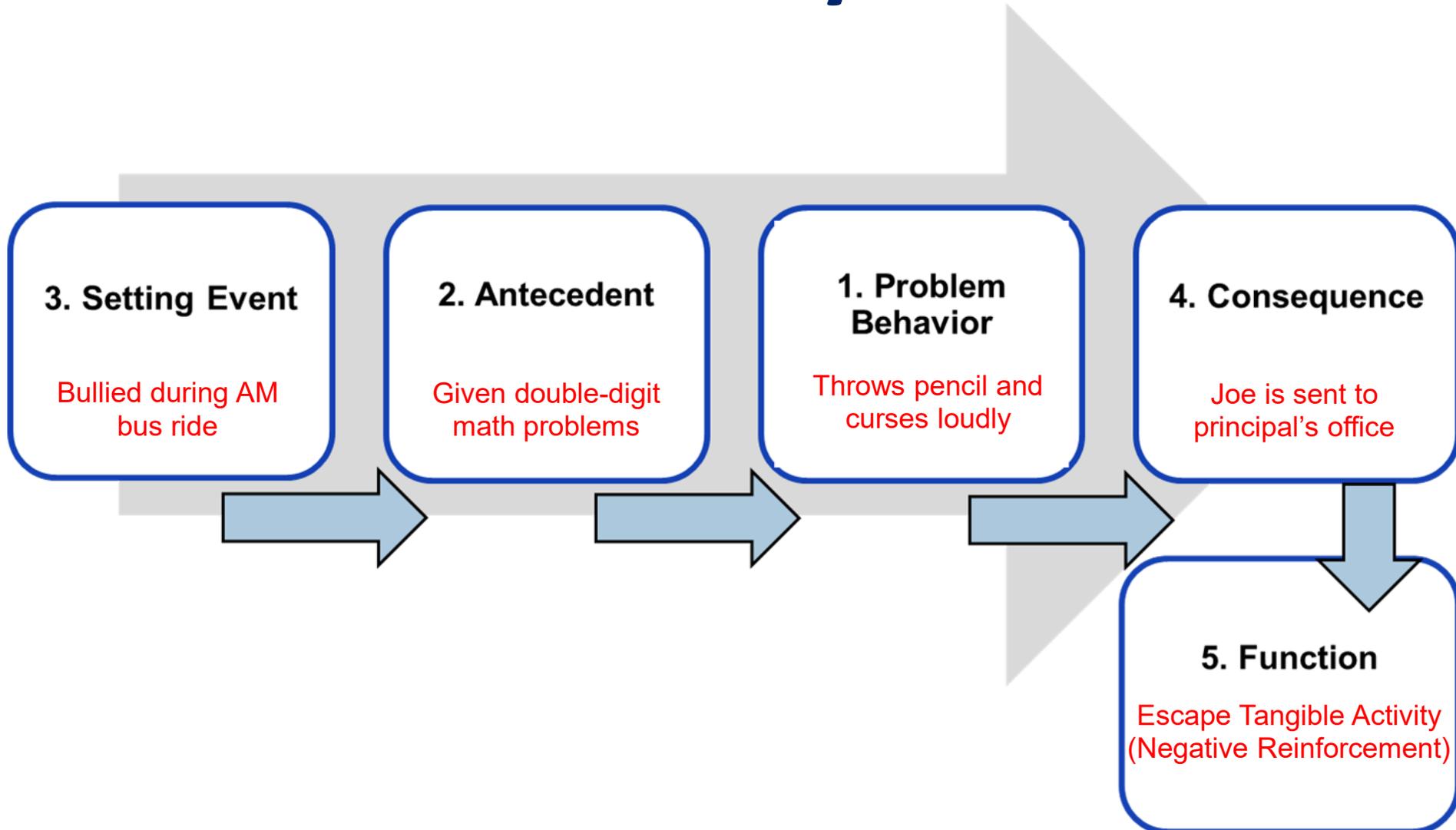


- During non-academic transitions (from lunch, recess, dismissal) Jane walks through the crowded hallways of the school shouting profanities. Adults then pull Jane aside, talk with her about her behavior, and then escort her to class.
- Complete the entire Behavior Pathway for Jane, including the function of her behavior.

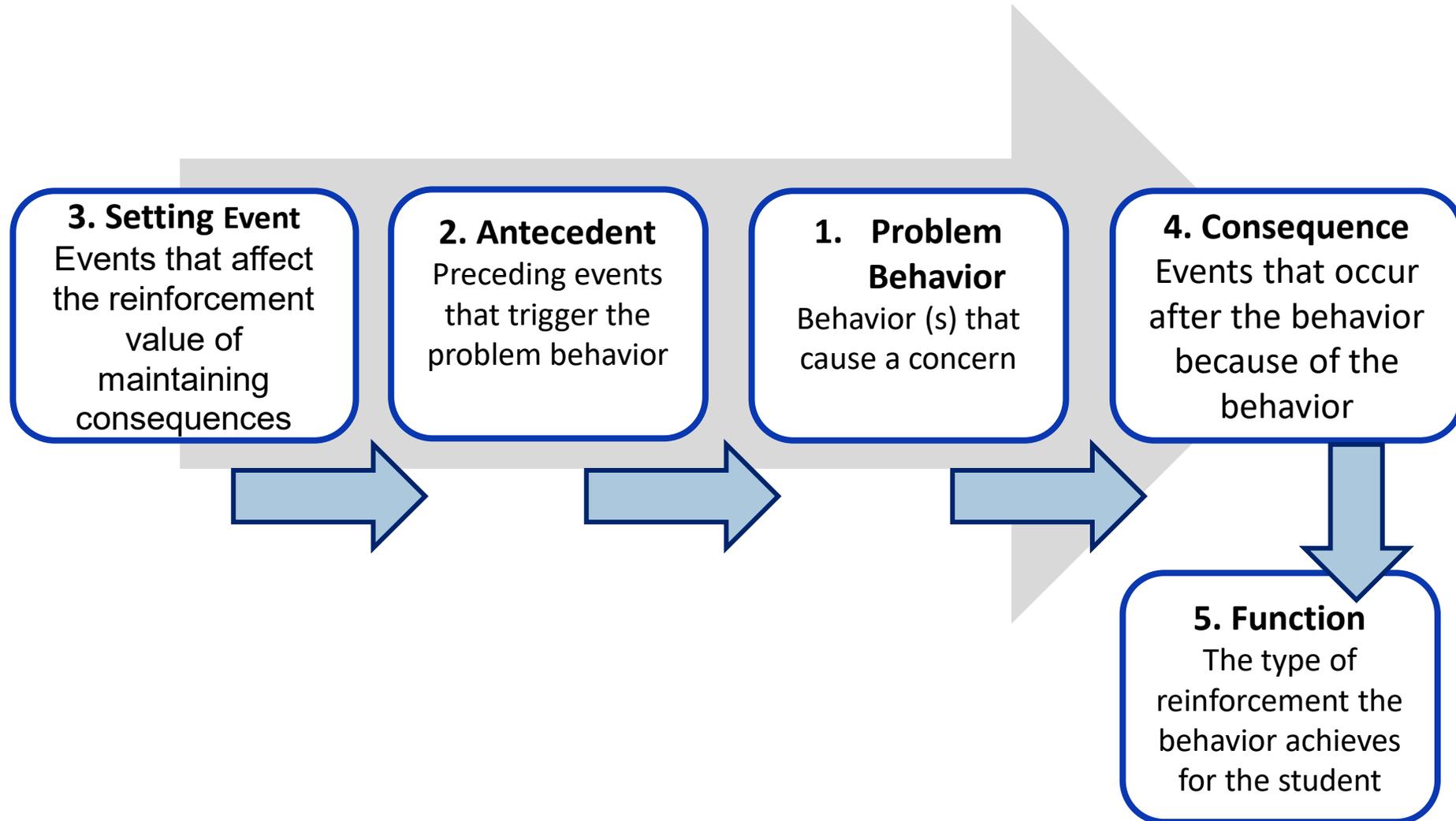
Build Jane's Behavior Pathway



Joe's Behavior Pathway



The Behavior Pathway – Components Defined



What must the FBA include?



200.1(r) The FBA shall include the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

What must the Behavior Intervention Plan (BIP) include?



200.1(mmm) Include **global and specific hypothesis** as to why problem behavior occurs...

Hypothesis Statements

Global

- Like a social history
- Useful for BIP development
- Lists strengths and concerns
- Achievement history
- Attendance history
- Intervention history

Specific

- Summary of the student's behavior pathway
- Refined by data collected when completing the FBA
- Provides foundation for BIP

Specific Hypothesis (or Summary) Statements

- A *data-supported* narrative that synthesizes the individual components of a given student's behavioral pathway into a coherent statement
- This statement is the **theoretically sound explanation** of why the problem behavior is occurring and it is used for designing the Behavioral Intervention Plan
- At the conclusion of the FBA and before building the BIP, the team needs to develop a summary statement in which they have a high degree of confidence (8, 9 or 10 on a scale of 1-10 with 10 being highest level of confidence)

Writing Hypothesis (or Summary) Statements

Summary statements have a distinct format: When presented with certain environmental conditions (antecedent), the student engages in an operationally defined behavior in order to obtain a specific reaction (consequence) that serves a distinct reinforcement purpose (function). This pattern is more likely to occur if, prior, the student experienced certain other events (setting event).

Example: **When working independently, Ramone whines and places his head on the desk** and the teacher moves toward him while restating the directions and offering encouragement thereby **providing teacher attention**. The problem behavior is more likely if Ramone has not received individual attention from the teacher for more than 15 minutes.

Joe's Hypothesis (Summary) Statement

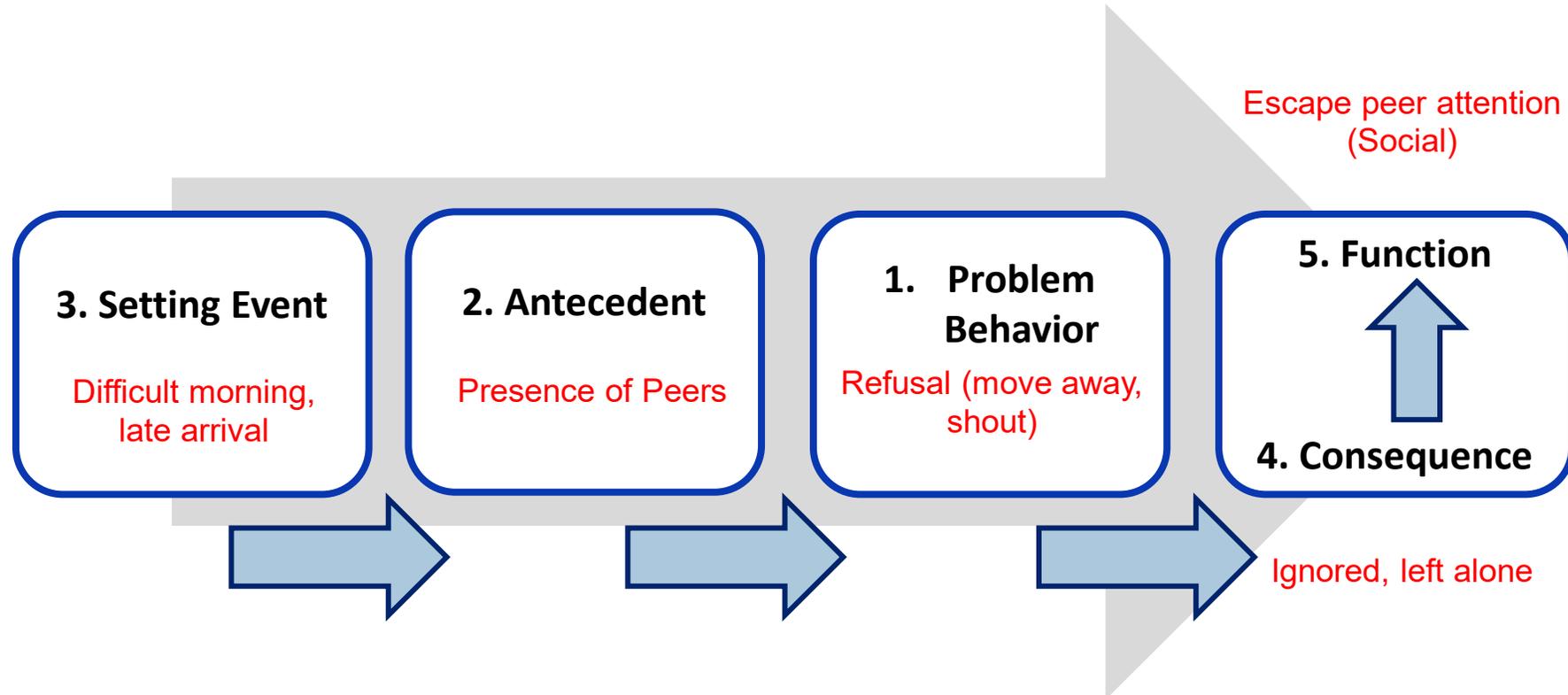
When given double-digit math problems, Joe throws his pencil, tears his paper and curses loudly in order to get sent to the principal's office thereby allowing Joe to escape the task. This is more likely to happen if Joe has been bullied during the morning bus ride.

Directions:

1. Underline the antecedent
2. Circle the behavior
3. Place brackets [] around the consequence
4. Double underline the setting events
5. Put parentheses () around the function



Build Bobby's Hypothesis Statement Using the Behavior Pathway



Exit Ticket

So, what's next?

Part 2!



What must the FBA provide?



200.22(a)(3) The FBA shall provide a **baseline** of the student's **problem behaviors** with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day.

What must the FBA do?



200.22(a)(3) The FBA shall form the basis for a BIP that addresses student antecedent behaviors, reinforcing consequences of the behavior, **recommendations for teaching alternative skills and an assessment of student preferences for reinforcement.**

What will be covered next:

Conducting the FBA; Learning the components of the Competing Behavior Pathway from which to develop the BIP

Note: Please bring today's materials with you to the next training session

Questions? Follow-up?



Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



UNIVERSITY AT ALBANY
State University of New York

Training Evaluation Survey

[Link here](#)