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

Conducting the Functional Behavior Assessment (Part 2 of 4)

Developed by the Technical Assistance Partnership for Behavior

5/11/2023
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
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

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
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<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✦ Take care of your personal needs</td>
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<td>✦ Return on time and quietly</td>
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<td></td>
<td>✦ Sign attendance sheets / complete eval. form</td>
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<td>✦ Use electronic devices when necessary</td>
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<td>BE RESPECTFUL</td>
<td>✦ Put cell phones to “off” or “vibrate”</td>
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<td>✦ Listen to others attentively</td>
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<td>✦ Honor confidentiality when applicable</td>
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<td>✦ Stay on topic</td>
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<tr>
<td>BE ENGAGED</td>
<td>✦ Be an active participant</td>
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<td>✦ Participate with an open mind</td>
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<td>✦ Take notes</td>
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<td>✦ Make plans to stay until training dismissal</td>
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</table>
# Virtual Training Expectations

<table>
<thead>
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<th>BEHAVIOR</th>
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<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✳ Take care of your personal needs</td>
</tr>
<tr>
<td></td>
<td>✳ Return on time and quietly</td>
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<td></td>
<td>✳ Complete evaluation form</td>
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<td>✳ Find a quiet place to participate</td>
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<td>BE RESPECTFUL</td>
<td>✳ Use “mute” to prevent background noise</td>
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<td>✳ Listen to others attentively</td>
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<td></td>
<td>✳ Honor confidentiality when applicable</td>
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New York State Education Department Office of Special Education

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

- Activity
- Handout
- Poll
- Discussion
- Reflection

Action Plan
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 2 Agenda:

Conducting the Functional Behavior Assessment

• Welcome!
• Introductions and Group Agreements
• Re-Setting the Stage
• Conducting the FBA
• FBA Teaming Process
• Understanding the Competing Behavior Pathway
The FBA to BIP Process

1. Prerequisite – Fluent Understanding of the Behavior Pathway

2. Conduct Functional Behavioral Assessment
   • Review student archival data and collect additional data as needed
   • Interview staff and student about where, when, & why the behavior occurs and generate an initial summary statement
   • Observe the behavior during specified routines
   • Generate/Develop a final summary statement that identifies the environment conditions that trigger and sustain the behavior

3. If needed, design an individualized behavioral intervention plan (BIP)
   • Ensure technical adequacy
   • Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BIP and implementation as needed based on ongoing monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
The Behavior Pathway

1. Problem Behavior
   Behavior(s) that cause a concern

2. Antecedent
   Preceding events that trigger the problem behavior

3. Setting Event
   Events that affect the reinforcement value of maintaining consequences

4. Consequence
   Events that occur after the behavior because of the behavior

5. Function
   Why the student engages in the behavior
When given double-digit math problems, Joe throws his pencil and curses loudly in order to get sent to the principal’s office; therefore the function of this behavior is to escape a tangible activity. This is more likely to happen if Joe has been bullied during the morning bus ride.
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 BIP include?

200.1(mmm) Include global and specific hypothesis as to why problem behavior occurs...
NYS Regulations Require Two Types of Hypothesis Statements

1. Global Hypothesis: A broad summary that describes the influence of lifestyle, medical issues and learning history among other factors on the student’s problem behavior (Knoster & McCurdy, 2002).

2. Specific Hypothesis: A narrative summary of the behavioral pathway for a specific student’s problem behavior.
What data informs the FBA?

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

- Direct observation of the student
- The student, the student’s teacher(s) and related service providers
- A review of available information from the students record and other sources including any relevant information provided by the student’s parent.

The FBA shall not be based solely on the student’s history of problem behavior.
200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

- A review of available information from the students record and other sources including any relevant information provided by the student’s parent

Reviewing existing and collecting additional student data are the recommended means by which to develop the global hypothesis
Archival Data Sources to Inform – Global Hypothesis Statements

- Academic Assessments & Supports
- Behavior Checklists & Supports
- Strengths Inventory
- Social Histories
- Office Discipline Referrals
- Health Records
- Rapport with Staff
- Ways Culture May Mediate Teacher/Student Interactions
- Home/School Relationship and the Ways Culture May Mediate It
Global Hypothesis: Curtis (from Knoster & McCurdy, 2002)

Curtis is 7 years old and has been identified as having a specific learning disability in reading coupled with records indicating increasingly problematic behavior. He receives most of his IEP services in the general education classroom with itinerant services for reading. Curtis enjoys physical activities (particularly soccer and baseball) as well as video games (e.g., Nintendo). Curtis performs best in a structured classroom environment. He seems to have the most difficulty in environments with less structure (e.g., cafeteria, playground). Curtis has had difficulties in establishing relationships with his peers since his arrival at King Elementary School 7 months ago. He lives with his mother and younger brother David. Curtis does have contact with his father (who lives nearby) on weekends and occasionally during the week, based on his father’s work schedule. His mother and father are in the process of a divorce. Curtis’ problem behaviors generally appear related to his difficulty in gaining attention and/or resolving or escaping difficult situations, disputes, or conflicts in a socially acceptable manner.
Global Hypothesis: Joe

Joe is 8 years old and has a reputation for displaying challenging behavior as a response to academic demand. He has a learning disability in the area of reading and attention deficit hyperactivity disorder. Joe is currently repeating the second grade. He was retained due to academic failure. Joe has not responded to the Tier 2 academic and behavioral supports. Joe receives classroom accommodations of preferential seating (up front and near the teacher), and break passes. Joe also attends group counseling facilitated by the school social worker. He has some mild behavioral concerns during ELA instruction related to difficulty paying attention for periods of 10 minutes or more, but these behaviors are reasonably managed via the Tier 1 classroom management plan. His most extreme challenging behaviors occur during Math. Joe reports enjoying and experiencing success in all special area classes (gym, music, etc.). Joe enjoys many activities including riding his bike, playing with friends and is popular with his peers. Joe lives with his parents and four older sisters. As a result of this retention, Joe’s family is open to a Functional Behavioral Assessment and an Individualized Education Program. His youngest sister is in 4th grade and ensures Joe does well on the bus ride, personally takes him to class each morning and ensures he enters the classroom prepared. He reports to having positive relationships with his immediate family.
Data Collection – Specific Hypothesis

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

The student, the student’s teacher(s) and related service provider

**Interviewing** is the recommended means by which to collect data from the student, student’s teacher(s) and related service providers.
Specific Hypothesis Data Collection – Interviews

Interviews are part of the assessment process through which individuals who know the child well are supported in:

• operationally defining a target behavior and detailing their observations of the environmental conditions that trigger and maintain that behavior
• hypothesizing about the function of the target behavior
• creating an initial summary statement that is then confirmed/contradicted via student observations
Examples of Interview Instruments

School Personnel
- Adapted Functional Assessment Checklist for Teachers & Staff (Adapted FACTS)
- Functional Analysis Screening Tool (FAST) Florida Center for Self Injury

Student
- Student-Directed Functional Assessment Interview (Illinois PBIS Network, August 2008)*
- Functional Assessment Checklist for Students (Adapted FACS)

Family
- Functional Assessment Interview Tool: Parent/Guardian Form

*Note: These interview instruments are not endorsed by NYSED
Functional Assessment Checklist for Teachers & Staff (the Adapted FACTS)

• Designed to be feasible for practitioners yet sufficiently rigorous to support the integrity of the FBA/BIP process

• The only FBA interview form for which there is empirical evidence that practitioners can be trained to use it with fidelity in order to achieve its intended purposes
Adapted Functional Assessment Checklist for Teachers & Staff (The FACTS)

Part A (Four Steps)
• Step A1: Defining the Problem Behavior
• Step A2: Topographically Describe the Behavior
• Step A3: Review Classroom Behavioral Supports
• Step A4: Archival Record Review

Part B (Four Steps)
• Step B1: Context Analysis
• Step B2: Antecedent Identification
• Step B3: Consequence/Function Identification
• Step B4: Setting Event Identification
FAQ: Interviewing with the FACTS

How long does it take to conduct an FBA interview?
- Depending on teacher responses & instrument selected, 30-60 minutes is typical

Whom should I interview?
- Interview the “referring teacher” or teacher that has been identified to receive support, and other staff who regularly work with the student and experience problem behavior.

What materials do I need?
- Bring a copy of the interview form for yourself and each team member being interviewed (so they can follow along)

Can I just drop it in the teacher’s box to complete?
- No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed
Interview Considerations

Before moving on from the interview to direct observation, ask yourself the following questions about the interview responses:

• Am I convinced that the various components of the behavior pathway are specific enough for me to observe?
• Are there follow-up questions I should ask to get a clearer understanding of the behavioral pathway components?
• Are the components of the pathway clear enough to develop specific interventions and supports?
• As a team, do we have high confidence in the summary statement we generated via the interview process?
YOUR TURN – Interviewing Tools

With an elbow partner or as a team, discuss the following:

• Have we selected interview tools for staff, students and family?

• Are we using them consistently and in accordance with the recommended procedures?

• Are interviews yielding an initial and testable summary statement in which the team has high confidence?

• How does The Adapted FACTS compare and contrast with what we are currently using?
Data Collection – Specific Hypothesis

Direct Observation

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

Direct observation of the student in their natural learning environment

Direct observation is conducted to confirm, or amend as necessary, the initial summary statement that resulted from the interview.
Types of Observations

Student – ABC Observation
  ▪ Hypothesis/Summary Statement confirmation/contradiction

Baseline/progress monitoring measurement
  ▪ Frequency, duration, intensity, latency
Definitions

Frequency or Rate- **Number of times** the behavior occurs in an observation period

- Suzie called out without raising her hand 10 times in a 15-minute period
- Sammy fled from the circle once during a 10-minute observation

Duration- **Amount of time** the behavior lasts from start to finish or total amount of time behavior occurred during an observational session.

- Crying lasted for 10 minutes
- Out of his seat an average of 3.5 minutes across 12 occurrences
Definitions II

Latency- Amount of time from stimulus/directive to the onset of behavior

- Student took out his book 3 minutes after being directed to do so.
- Skippy ripped up his math paper 8 seconds after being directed to begin.
- Angela kicked off her shoes 2 minutes after being directed to sit on her line, and 34 minutes after arriving late to school.
Definitions III

Intensity- Amount of force, energy, and/or exertion involved. (Key-words to use here are low, moderate, high)

- Joe’s closed fist punch exerted a high amount of force, resulting in a red mark on the arm of Ralph.
- Screaming was moderate in intensity, to such a degree that the student indicated that he had a sore throat afterward.
- Crumpling of paper was low intensity, in that there was no physical injury to the student or others and the behavior was minimally distracting to the group.
ABC Observations

Collecting ABC data involves observing the student in contexts identified during the interview.

Purpose of ABC observation is to:

- confirm or refute the accuracy of the summary statement that emerged from teacher interviews
- verify the function of the student's behavior
- revise the summary statement if necessary in order to achieve high confidence
Direct Observation Instruments

• ABC (Antecedent-Behavior-Consequence) Observation Form

• Functional Assessment Observation Form
# Direct Observation – ABC Recording Form

Insert the A, B & C of the summary statement from the interview here

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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- Given instruction
- Given correction
- Alone (no attention/no activities)
- With Peers
- Engaged in preferred activity
- Preferred activity removed
- Transition: Change in activity
- Other/Notes
- Adult Attention Provided
- Peer Attention Provided
- Get Preferred Activity/Item
- Get Attention
- Sensation
- Adult Attention Avoided
- Peer Attention Avoided
- Task/Activity Avoided
- Sensation Avoided
- Other/Notes
# Summarizing Direct Observation Data

<table>
<thead>
<tr>
<th>Summary Statement</th>
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<tr>
<td>More likely if:</td>
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<td>During:</td>
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<tr>
<td>When:</td>
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<tr>
<td>Student will:</td>
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<tr>
<td>Because:</td>
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</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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</thead>
</table>

**Function**

**Positive reinforcement hypothesis:** Get/Obtain → □ Attention --- □ Tangible --- □ Sensory Stimulation

**Negative reinforcement hypothesis:** Escape/Avoid → □ Attention --- □ Tangible --- □ Sensory Stimulation

Confidence that this Summary Statement accurately explains why the problem behavior occurs?

<table>
<thead>
<tr>
<th>Not sure</th>
<th>100% Sure</th>
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<tr>
<td>1</td>
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Direct Observation Considerations

Who collects direct observation data?
- A member of FBA/BIP team who is fluent in behavior theory and with experience collecting direct observation data

How many times should I observe the student?
- You should conduct observations on more than one day and be sure you are observing within times/settings where the target behavior is expected to occur AND not occur

How many instances of the target behavior should be observed?
- Record at least 12-15 occurrences of the target behavior to establish a pattern
- Observe until you have sufficient data for a summary statement in which the team has “high confidence” (7 or higher on a scale of 1 to 10 with 10 being highest confidence)

Can ABC observation data and baseline/progress monitoring data be collected simultaneously?
- Yes. Most direct observation forms readily lend themselves to collecting frequency data but will need to be modified for duration, intensity and latency
Direct Observation Considerations Continued

What if the target behavior doesn’t occur while I’m there?
- Schedule another time to observe during the identified routine
- If the target behavior does not occur, you may want to interview staff again to obtain more information

What if the student or students ask why I am there?
- You can tell them you are there to observe and learn

Where do I sit when I enter the room?
- Enter the room quietly, avoid interacting with students
- Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him/her
- If possible, arrange with the teacher where to sit in advance
YOUR TURN – Observation Tools

With an *elbow partner* or *as a team*, discuss the following:

- Have we selected observation tools?

- Are we using them consistently and in accordance with the recommended procedures?

- Are observations leading to conclusions about the confidence levels of summary statements?
Data Collection – Specific Hypothesis

Reinforcement Inventories

200.22(a)(2) The FBA shall provide...an assessment of student preferences for reinforcement.

Student reinforcement assessments:
• Forced-Choice Reinforcement Menu
• Reinforcement Inventory
• Student Reinforcement Survey
Reinforcement Preferences Assessment

Who conducts the reinforcement assessment?
- A member of the student’s FBA team who has a positive relationship with the student.

What if what the student finds reinforcing is something that cannot be offered?
- Be clear with the student at the onset of the assessment that you may not be able to accommodate all preferences
- Only offer reinforcements you can provide if you offer a menu of options

Which assessment should I use?
- Consider the developmental level of the student and if the student’s home can play a role in the reinforcement plan
Competing Behavior Pathway (CBP)
Competing Behavior Pathway Diagram (CBP)

3. Setting Event

2. Antecedent

1. Problem Behavior

4. Consequence

5. Function

8. Replacement Behavior

6. Desired

7. Typical Consequence
Desired Behavior
Desired Behavior Considered

• Is what the team identifies as the ultimate goal for the student. (The behavior that the student will eventually perform independently) The new action(s) the student will learn in response to the strategies and supports provided via the BIP.

• Should maximize the students independent functioning in the Least Restrictive Environment (LRE).

• Is observable, acknowledgeable and teachable (OAT)

• Is often worked toward gradually (i.e., successive approximations)

Remember to ask yourself, whose needs are being met? Desired behaviors are about improving the student’s social competence, functional independence and quality of life, not about improving teacher comfort.
Joe’s Competing Behavior Pathway

**Desired Behavior**

1. **Problem Behavior**: Throws pencil, rips paper, curses loudly
2. **Antecedent**: Given double-digit math problems
3. **Setting Event**: Bullied during AM bus ride
4. **Consequence**: Sent to principal's office
5. **Function**: Escape Activity
6. **Desired Behavior**: Complete Math assignments provided standard classroom supports
7. **Typical Consequence**: Sent to principal's office
8. **Replacement Behavior**: Complete Math assignments provided standard classroom supports
YOUR TURN – Desired Behavior

• Read the summary statement provided for Will, then complete the desired behavior box

• Share your answers with your table group

• Discuss whether or not various depictions of desired behavior meet the OAT standard (observable, acknowledgeable, teachable)
YOUR TURN – Desired Behavior Case Study

Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Will!", complete the assignment on your own!
Will’s Competing Behavior Pathway

Desired Behavior

1. Problem Behavior
   - Insulting Comments

2. Antecedent
   - Teacher Directive

3. Setting Event
   - Math Class

4. Consequence
   - Peers say mean things back and turn away

5. Function
   - Escape Peer Attention

6. Desired Behavior
   - ???

7. Typical Consequence

8. Replacement Behavior

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Typical Consequences
Typical Consequence
(for the Desired Behavior)

• Are consistent as possible with naturally occurring consequences that help sustain the normative behavior of all students.

• Are usually different from the consequence produced by problem behavior and, therefore, the BIP must include strategies for weening the student from the problem behavior sustaining reinforcement while gradually substituting reinforcement for the new behavior.

• Can be a variety of environmental responses including:
  - Verbal praise
  - Tangible reinforcement (e.g., snacks, toys, stickers)
  - Positive interaction with peers/adults
  - Receiving a good grade
  - Avoiding negative interactions with peers/adults
Joe’s Competing Behavior Pathway

**Typical Consequence**

3. Setting Event: Bullied during AM bus ride

2. Antecedent: Given double-digit math problems

1. Problem Behavior: Throws pencil, rips paper, curses loudly

6. Desired Behavior: Complete Math assignments provided standard classroom supports

7. Typical Consequence: Adult/Peer Approval, Improved Grades

5. Function: Escape Activity

4. Consequence: Sent to principal’s office

8. Replacement Behavior
YOUR TURN – Desired Behavior II

• **Read** the summary statement provided for Will, then complete his typical consequence box

• **Share** your answers with your table group

• **Discuss** experiences you’ve had in which students started demonstrating the desired behavior that accessed the typical consequence provided in the classroom
YOUR TURN – Typical Consequence

Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Will!", complete the assignment on your own!
Replacement Behavior(s)
Replacement Behaviors

Serve the same function as the problem behavior and thus are called Functionally-Equivalent Replacement Behaviors (FERBs)

- Are more efficient than the problem behavior
- Are more effective than the problem behavior
- Are more socially acceptable than the problem behavior

FERBs compete with problem behaviors, thus the term Competing Behavior Pathway
Why Start with a Replacement Behavior Instead of the Desired Behavior?

1. This is what we are asking Joe to do at the conclusion of our intervention.

2. This is what Joe is doing now, his problem behavior.

3. This is what Joe is currently obtaining.

4. Look how different the Typical Consequence is from what Joe gets now.

5. Joe must improve math skills before being able to do this like his peers.

Consequence: Sent to principal
Function: escape task

Use Break Card

Complete math assignment

Success, teacher acknowledgement

Teased on Bus

Given double-digit Math problems

Throws pencil, rips paper, curses loudly

6. So … in the meantime we support Joe in using the replacement behavior
Examples of FERBs

Teach the student to:

• signal a need for help
• use a “brain break” pass
• ask for reduced demands
• ask for more time to complete a task
• request the time away option
• speak with an “indoor voice”
• request an alternative activity
• complete shortened version of the task
• use verbal conflict resolution skills
• initiate social interactions
• respond to other’s social initiations
• take turns when you talk
Replacement Behavior(s) ...a series of **successive approximations** that gradually lead to Joe’s *desired behavior*

Remember Joe who misbehaved when given math worksheets?

**Successive approximations for Joe:**

1. Joe will use his break card to opt out no more than **three times for three minutes each time** during the 30-minute instructional period.
2. Joe will use his break card to opt out no more than **three times for two minutes each time** during the 30-minute instructional period.
3. Joe will use his break card to opt out no more than **three times for one minute each time** during the 30-minute instructional period.
4. Joe will use his break card to opt out **twice for one minute each time** during the 30-minute instructional period.
5. Joe will remain engaged for 30 minutes **without opting out** (the desired behavior).
Joe’s Competing Behavior Pathway

Replacement Behavior

3. Setting Event
Bullied during AM bus ride

2. Antecedent
Given double-digit math problems

1. Problem Behavior
Throws pencil, rips paper, curses loudly

4. Consequence
Sent to principal's office

5. Function
Escape Activity

6. Desired Behavior
Complete Math assignments provided standard classroom supports

7. Typical Consequence
Adult/Peer Approval, Improved Grades

8. Replacement Behavior
Request Break
YOUR TURN – Replacement Behavior

• **Read** the summary statement provided for Will, then complete his replacement behavior box

• **Share** your answers with your table group

• **Discuss** whether your replacement behaviors lead to the same sustaining consequence (functional equivalency), are more efficient, are more effective, are less intrusive and are more socially acceptable than the problem behavior
YOUR TURN – Replacement Behavior Continued

Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Will!", complete the assignment on your own!
Will’s Competing Behavior Pathway

Replacement Behavior

1. Problem Behavior
   Insulting Comments

2. Antecedent
   Teacher Directive

3. Setting Event
   Math Class

4. Consequence
   Peers say mean things back and turn away

5. Function
   Escape Peer Attention

6. Desired Behavior

7. Typical Consequence

8. Replacement Behavior
   ???

if they don’t know an appropriate behavior
   teach them one!

if they do know an appropriate behavior
   shape it up!
To BIP or Not To BIP

That is the question...
Exit Ticket

So, what’s next?

Part 3!
What does the BIP require?

200.22 (b)(4)(ii) The behavioral intervention plan shall identify the intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s).
What will be covered next:

Designing the BIP and identifying interventions based upon the Competing Behavior Pathway

Note: *Please bring prior training day's materials with you to the next training session*
Questions? Follow-up?
Training Evaluation Survey

Link here