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

Implementation and Progress Monitoring of the Behavior Intervention Plan (Part 4 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>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>✷ Sign attendance sheets / complete eval. form</td>
</tr>
<tr>
<td></td>
<td>✷ Use electronic devices when necessary</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✷ Put cell phones to “off” or “vibrate”</td>
</tr>
<tr>
<td></td>
<td>✷ Listen to others attentively</td>
</tr>
<tr>
<td></td>
<td>✷ Honor confidentiality when applicable</td>
</tr>
<tr>
<td></td>
<td>✷ Stay on topic</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>✷ Be an active participant</td>
</tr>
<tr>
<td></td>
<td>✷ Participate with an open mind</td>
</tr>
<tr>
<td></td>
<td>✷ Take notes</td>
</tr>
<tr>
<td></td>
<td>✷ Make plans to stay until training dismissal</td>
</tr>
</tbody>
</table>
# Virtual Training Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>✷ Complete evaluation form</td>
</tr>
<tr>
<td></td>
<td>✷ Find a quiet place to participate</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✷ Use “mute” to prevent background noise</td>
</tr>
<tr>
<td></td>
<td>✷ Listen to others attentively</td>
</tr>
<tr>
<td></td>
<td>✷ Honor confidentiality when applicable</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
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 Education Department P-12: Office of Special Education regulations.
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 about changes in both the problem and replacement/desired behaviors.
Part 4 Agenda:

*Implementation and Progress Monitoring of the Behavior Intervention Plan*

- Welcome!
- Introductions and Group Agreements
- Baseline Data Collection
  - Process and Procedures
- Data for progress monitoring
  - Types of data
  - Data Collection Procedures
- BIP review and Modification
Refresh and Connect

Place these terms/phrases in the appropriate places within the FBA to BIP Process

- Ensure fidelity of implementation
- Monitor Plan Impact
- Generate/Develop a final summary statement
- Review archival data
- Interview staff and student
- Adapt BIP and implementation
- Fluent understanding of the Behavior Pathway
- Design an individualized behavior support plan
- Conduct Functional Behavioral Assessment
- Observe the behavior during routines
The FBA to BIP Process

1. Prerequisite –

2. 
   
   
   
   

3. 

4. 

5. 

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Adapted 2020 by NYS PBIS TAP for Behavior from Horner, Albin, Todd, Newton & Sprague, 2011
The FBA to BIP Process - Completed

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
   - Observe the behavior during specified routines
   - Generate/Develop a final summary statement of where, when, & why the behavior occurs

3. If needed, design an individualized behavior support 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 2020 by NYS PBIS TAP for Behavior from Horner, Albin, Todd, Newton & Sprague, 2011
200.22 (b)(5) Progress monitoring. The implementation of a student’s behavioral intervention plan shall include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the behavioral intervention plan and on the student's IEP. The results of the progress monitoring shall be documented and reported to the student's parents and to the CSE or CPSE and shall be considered in any determination to revise a student's behavioral intervention plan or IEP.
Why do we progress monitor Behavioral Intervention Plans?

• Progress monitoring represents evidence-based, best practice for behavioral intervention plan implementation

• Progress monitoring is required by section 200.22 NYSED program standards for behavioral interventions
Progress Monitoring allows us to:

• Ensure the BIP is being implemented as designed with integrity
• Measure the impact of the BIP on the student’s behavior and make data-based decisions about needed modifications to the BIP
• Assess whether the student is on track to meet annual behavior goals on the IEP. Student progress must be reported at least annually at CSE meetings and in periodic reports to parents as identified on the IEP (e.g., quarterly or other periodic reports that are concurrent with the issuance of report cards).
Progress Monitoring Process for BIPs

**Measurement**
- Determine what outcome data will be collected, who will collect data, when data will be collected and how it will be collected (specific procedure to be used)

**Monitoring**
- Collect and review outcome data at pre-determined intervals to determine if the plan is working and if not, convene to decide what to change
- Collect and review intervention data at pre-determined intervals to determine if the plan is being implemented with fidelity and if not, convene to decide what needs to change
- Share data with the family at least quarterly

**Modification**
- Make data-based modifications to the BIP as necessary including consideration of changes in frequency, duration, latency, intensity and type of interventions
- Determine if the BIP is still necessary based on the acquisition and mastery of the desired behavior
Progress Monitoring Process for BIPs - Measurement

- Determine *what* outcome data will be collected, *who* will collect the data, *when* data will be collected and *how* it will be collected (specific procedure to be used)
Baseline Data

• Student progress in response to the BIP is compared to baseline data collected prior to initiating BIP implementation

• Quantitatively documenting the problem behavior (i.e., establishing a baseline) during the direct observation component of the FBA, or immediately upon completion of the FBA, is crucial to effective progress monitoring
Baseline Data Explained

Why?
- To monitor the effectiveness of BIP interventions in reducing problem behaviors

When?
- If the student is already an identified student with a disability, baseline data are collected after consent from the parent is received
- During time period when the behavior is most likely to occur as determined during the interviews

How?
- Through appropriate Direct Observation data collection procedures that provide reliable and valid quantitative information on the intensity, duration, frequency(rate) or latency of the problem behavior

Who?
- A member of the individual student’s team who has the capacity to collect direct behavioral data reliably and validly.
Selecting an Appropriate Data Collection System to Monitor BIP Effectiveness
Defining Problem Behavior

• The precise problem behavior definition(s) determined during the FBA should be the focus of direct observation data collected to establish baseline prior to intervention and for progress monitoring once the intervention has been begun.

• Staying focused on the behavior definitions determined during the FBA ensures a consistent focus across every staff member who collects data for progress monitoring.
Data Collection Guide

**Dimensions** of behavior to consider for data collection:

- **Frequency or Rate** - the average number of behaviors per unit of time
- **Duration - Amount of time** the behavior lasts from start to finish or total amount of time behavior occurred during an observational session
- **Latency** - the interval between when a directive or other stimulus is presented, and the student responds
- **Intensity** - the force with which a behavior occurs
- **Permanent Product** - tangible student output that documents occurrence of the behavior; a response is recorded if the product is produced
Frequency Data

Why?
- To figure out how often a behavior is occurring before the initiation of the BIP
- To figure out how often a behavior is occurring during implementation of the BIP

When?
- Period by period
- Daily
- Weekly
- Random samplings for a specified period of time
- Other

How?
- Tally
- The RATE of problem behavior is calculated by dividing the number of instances by the interval(s) of time when data was collected.
Frequency Example

When presented with independent seatwork in math class, Ross will engage in verbal disruption (statements that are negative or antagonistic toward the task or adult issuing the directive) that often results in being removed from class. This removal allows Ross to avoid doing the work in class. This is more likely to happen when Ross has not completed his homework the day prior.
### Frequency Example – Verbal Disruption

<table>
<thead>
<tr>
<th>DATE</th>
<th>12/4</th>
<th>12/5</th>
<th>12/8</th>
<th>12/9</th>
<th>12/10</th>
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<tbody>
<tr>
<td>8:15-8:30</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:31-8:45</td>
<td></td>
<td></td>
<td>III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:46-9:00</td>
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<td>III</td>
<td>III</td>
<td></td>
<td></td>
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<td>9:01-9:15</td>
<td>I</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9:16-9:30</td>
<td></td>
<td></td>
<td></td>
<td>III</td>
<td></td>
</tr>
<tr>
<td>9:31-9:45</td>
<td>I</td>
<td></td>
<td>II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

**Problem/Target Behavior: Verbal Disruption**

**Examples:** Statements that are negative or antagonistic toward the task or adult making request. “I’m not doing that!” “You can’t make me.” “Take your worksheet and stick it in your ear!”

**Nonexamples:** I hate school, I can’t stand this place!
Problem/Target Behavior: Verbal Disruption

Examples: Statements that are negative or antagonistic toward the task or adult making request. “I’m not doing that!” “You can’t make me.” “Take your worksheet and stick it in your ear!”

Nonexamples: I hate school, I can’t stand this place!
Frequency of Verbal Disruption
Daily/Time of Day during a 90-minute interval

Problem/Target Behavior: Verbal Disruption

Examples: Statements that are negative or antagonistic toward the task or adult making request. “I’m not doing that!” “You can’t make me.” “Take your worksheet and stick it in your ear!”

Nonexamples: I hate school, I can’t stand this place!
Duration Data

Why?
- To figure out how long a behavior is occurring before initiation of the BIP
- To figure out how long a behavior is occurring during implementation of the BIP

When?
- Period by period
- AM/PM
- Daily
- Weekly
- Random samplings

How?
- Start and stop times
Duration Example

When other students are given the chance to have the attention of the entire class (i.e. called on to answer a question, reading aloud), Allyson engages in verbal (loudly mimicking an ambulance siren) and/or physical (pounding fists on desk) disruption. This results in adult attention (teacher reprimand) and eventual removal from class. This is more likely to happen on days when Allyson arrives late to school (missing out on free time with peers).
### Duration Example (minutes) – Verbal/Physical Disruption

* = Out of Class (Left early, itinerant Service, etc.)

<table>
<thead>
<tr>
<th>Time</th>
<th>10/4/07</th>
<th>10/5/07</th>
<th>10/6/07</th>
<th>10/7/07</th>
<th>10/8/07</th>
<th>10/9/07</th>
<th>10/10/07</th>
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<tr>
<td>8:00-8:42</td>
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<td>10</td>
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<td>9</td>
<td>9</td>
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<td>12</td>
</tr>
<tr>
<td>8:45- 9:27</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>0</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>9:30-10:12</td>
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<td>7</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>10:15-10:57</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
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<td>11:00-11:42</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>11:45-12:06</td>
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<td>6</td>
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<tr>
<td>12:30-1:12</td>
<td>*</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1:12-1:57</td>
<td>*</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>42</td>
<td>47</td>
<td>0</td>
<td>31</td>
<td>29</td>
<td>23</td>
<td>48</td>
</tr>
</tbody>
</table>
Daily Average Data

Total Minutes of Verbal/Physical Disruptions Per Day

![Graph showing total minutes of verbal/physical disruptions per day from 10/4/07 to 10/21/07. The graph displays a general increasing trend with a peak on 10/11/07 and a subsequent drop.]
Duration Example II

When Mildred finishes last in a competitive task (class activity, game during Physical Education), she engages in tantrums (screaming loudly, dropping to the floor, and flailing her feet and arms). This often results in peer attention and peers and adults modifying future tasks to prevent Mildred from finishing last. Tantrums are more likely to occur and last longer when Mildred is teamed with students she has previously identified as “losers” because of past losses in activities and games they have had together.
Daily log of frequency and duration of tantrums

<table>
<thead>
<tr>
<th>Date</th>
<th>5/12/15</th>
<th>5/13/15</th>
<th>5/14/15</th>
<th>5/15/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>5 minutes</td>
<td>12 minutes</td>
<td>3 minutes</td>
<td>6 minutes</td>
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<tr>
<td></td>
<td>7 minutes</td>
<td>6 minutes</td>
<td>25 minutes</td>
<td>4 minutes</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td>5 minutes</td>
<td>3 minutes</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>6 minutes</td>
<td>10 minutes</td>
<td>2 minutes</td>
<td>2 minutes</td>
</tr>
<tr>
<td></td>
<td>7 minutes</td>
<td>2 minutes</td>
<td>1 minute</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Tantrums</td>
<td>--</td>
<td>7 minutes</td>
<td>2 minutes</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>35 minutes/5 tantrums</td>
<td>42 minutes/6 tantrums</td>
<td>36 minutes/6 tantrums</td>
<td>20 minutes/5 tantrums</td>
</tr>
<tr>
<td>Average</td>
<td>7 min average</td>
<td>7 min average</td>
<td>6 min average</td>
<td>4 min average</td>
</tr>
</tbody>
</table>

Tantrums: screaming loudly, dropping to the floor, and flailing her feet and arms that last longer than 30 seconds

Non-example: complaining that doesn’t last more than 30 seconds, making statements about how she hates to lose, that’s not fair
Daily Average Data II

Average Number of Minutes Per Tantrum Per Day

- 5/12/15: 7
- 5/13/15: 7
- 5/14/15: 6
- 5/15/15: 5
Latency Data

Why?
- To figure out how much time elapses between introduction of an antecedent and the presentation of a problem behavior
- Increases in the length of latency periods means more time for staff to intervene and may be an indicator of a student having increasing tolerance for the antecedent

When?
- Period by period
- AM/PM
- Daily
- Weekly
- Random samplings

How?
- Length in seconds, minutes, etc. between introduction of an antecedent and the presentation of a problem behavior
Latency Example

Tabitha leaves the classroom without permission and goes to the nearest girls' restroom upon being presented with classwork. Leaving the classroom allows Tabitha to hide her symptoms of Tourette’s Syndrome (facial tics, growling noises, high rates of sniffling) that are triggered by nervousness about doing her work. This is more likely to happen on A, C & E days when Tabitha has P.E. (Physical Education) during first period, which seems to spur her Tourette’s Syndrome symptoms.
Number of Seconds Between Presentation of Classwork and Student Leaving Room Without Permission
Intensity Data

Why?
- To figure out how intense a behavior is before intervention
- To figure out how intense a behavior is occurring during intervention

When?
- Period by period
- AM/PM
- Daily
- Weekly
- Random samplings

How?
- Track the varying degrees of the behavior
Measuring Intensity

• **Distracting (Mild)** Behavior presents some challenge to self/others in paying attention

• **Disruptive (Moderate)** Behavior impedes learning of self/others (direct interference)

• **Destructive (Severe)** Behavior compromises safety, well-being of self/others or destroys property
Intensity Example

Beverly engages in verbal disruption (yelling and/or cursing) when approached by any male staff members. The verbal disruption causes male staff to back away to prevent disruption for the rest of the class. Male staff backing away allows Beverly to escape this uncomfortable contact. This behavior is more intense and more frequent on days when she has argued with her foster Dad that day or the night before.
Intensity of Verbal Disruption

- **Yell & Curse (Severe)**
- **Yell or Curse (Moderate)**
- **Negative Statement (Mild)**

![Graph showing the intensity of verbal disruption over weeks.](image)
Intensity of Verbal Disruption Bar Graph

- Yell & Curse (Severe)
- Yell or Curse (Moderate)
- Negative statement (Mild)

Week 1: 2, 2, 2, 2
Week 2: 8, 4, 4, 2
Week 3: 6, 4, 4, 2
Week 4: 4, 2, 2, 2
YOUR TURN: Measurement

Using Will's pathway, determine how you would collect baseline data and measure his progress.

• What measurement dimensions can be used to collect Will's baseline data?
• Remember from day 1 we need to operationally define the problem behavior to ensure data collection is accurate.
• Develop a tool to collect data on problem behavior once BIP is implemented.
Will’s Competing Behavior Pathway

3. Setting Event
   Math Class

2. Antecedent
   Teacher directive

1. Problem Behavior
   Insulting comments

6. Desired Behavior

8. Replacement Behavior

4. Consequence
   Peers say mean things back and turn away

7. Typical Consequence

Preventative Strategies
Setting Event Strategies and Antecedent Strategies

Teaching/Instructional Strategies

Consequence/Reinforcement Strategies

Make problem behavior **irrelevant** by:
- removing triggers for the problem behavior from the environment
- introducing cues, prompts and pre-corrections for the replacement behavior into the environment

Teach replacement behaviors that are more efficient and effective in obtaining the maintaining consequence of the problem behavior

Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., extinction)
Progress Monitoring Process for BIPs - Monitoring

- Collect and review outcome data at pre-determined intervals to determine if the plan is working and if not, convene to decide what to change
- Collect and review intervention data at pre-determined intervals to determine if the plan is being implemented with fidelity and if not, convene to decide what needs to change
- Share data with the family at least quarterly
Trend Lines...

• provide us with a sense of whether the target for change is progressing at a rate that will have the goal achieved in the desired time frame

• help us see the broader patterns and outcomes that can be lost when inspecting data that has fluctuations

• let us know if we are “on the right track”
Average number of minutes per tantrum per day

Minutes tantruming

Trend line

Minutes tantruming

Verbal Non-Compliance – Daily Total
Phase Lines

• Vertical lines on the line graph that indicate when something in the student or environment has changed during the time that the BIP is implemented

• Provides quick visual analysis and possible causality for behavior change represented by the data collection system
Phase Lines - Graph

- Baseline
- Progress monitoring
- Review meeting 12/9

Verbal Non-Compliance
Let’s Revisit Joe
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.
Joe’s Competing Behavior Pathway (CBP)

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
   Adult/Peer Approval, Improved Grades
## Joe’s BIP aligned to the CBP

### 1. Problem Behavior
- Throwing Pencil, Cursing loudly

### 2. Antecedent
- Given double-digit math problems
- Uses Break Card
- Competes at least one math problem

### 3. Setting Event
- Bullied during AM bus ride

### 4. Consequence
- Joe is sent to principal's office

### 5. Function
- Escape Tangible Activity (Negative Reinforcement)

### 6. Desired Behavior
- Completes work, seeks assistance via routine

### 7. Typical Consequence
- Verbal Praise & Good Grades

### 8. Replacement Behavior
- Joe is sent to principal’s office

<table>
<thead>
<tr>
<th>Preventative Strategies</th>
<th>Teaching/Instructional Strategies</th>
<th>Consequence/Reinforcement Strategies</th>
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<tbody>
<tr>
<td>Setting Event Strategies</td>
<td>Antecedent</td>
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</tr>
<tr>
<td>Assigned bus seat (Daily per bus driver report. Recorded on tally sheet.)</td>
<td>Differentiate instruction to ensure student success</td>
<td>Praise/points/earn free time for replacement behavior</td>
</tr>
<tr>
<td></td>
<td>Pre-correct student to use break card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check-In with student prior to starting work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explicit instruction on using break card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completing at least one math problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief behavior correction prompt</td>
<td></td>
</tr>
</tbody>
</table>
Joe’s BIP

All phases of Joe’s progression from the Problem Behaviors to Replacement Behaviors to Desired Behaviors must be measured
Joe’s Problem Behaviors

• Cursing loudly

• Throwing pencils
Joe’s Problem Behaviors – Plotted
Joe’s Replacement Behaviors

• Use break card

• Complete at least one math problem
Joe’s Replacement Behaviors – Plotted

Baseline

BIP Implementation

- Throwing Pencils
- Cursing
- Break Card
- Complete Problem
Joe’s Desired Behaviors

• Completes double digit math problems

• Seeks assistance via classroom routine
Joe’s Desired Behaviors – Plotted

- Completes Double Digit Math Problems
- Seeks assistance via classroom routine
BIP Fidelity Check

To determine the effectiveness of the BIP there must be a fidelity check conducted by a member of the individual student's team.
Intervention Measurement

• Have concrete definitions for the interventions utilized in the BIP so staff may record delivered interventions consistently

• Example: Staff will provide Travis with 2 non-verbal prompts prior to delivery of verbal directives. Non-verbal prompts include:
  ▪ Securing eye contact and gesturing to visual posted on wall
  ▪ Tapping/pointing to class schedule on student's desk
  ▪ Hand student a card indicating upcoming transition to seatwork
Praise

Provision of behaviorally specific positive statement to students in response to their displaying of positive behavior.

• Example: “Thank you for pushing your seat in when you leave the table Kyle.” “Thanks for pushing that chair in Kyle.”

• Non-Example: “Nice job Kyle.” “About time you did that Kyle.”
Providing Choices
Proactively presenting at least two acceptable options to a student when presenting requests/directives.

• Example: “Donna, please start your essay. You can use pen and paper or the computer.”

• Non-Example: “You can either start your work or lose your points, and that’s your choice.”
Presetting

Provision of reminders about events or behavior verbally in a positive or neutral tone or non-verbally to help the student anticipate what will happen next.

• Example: “Isabelle, next we will be doing independent seat work. That is a time for working by ourselves and asking for assistance by raising our hand.”

• Non-Example: “Isabelle, you know what happens next, hope you make a better choice this time.”
Progress Monitoring Replacement Behaviors

• Multiple replacement behaviors will need to be monitored

• Approximations are steps within the replacement behavior leading to the desired behavior

• Each approximation should be monitored within the progress monitoring data
When to Record Replacement Behaviors

• When student engages in behavior independently

• After receiving preventative prompts listed on BIP

• Staff consistency is vital for effective progress monitoring
Progress Monitoring Problem Behaviors

• All staff need to adhere to the same problem behavior definitions when collecting progress monitoring data so that measurement is meaningful.

• An incidence of defiance is only recorded if a student fails to comply after three requests. Compliance after 1, 2 or 3 requests would not count as incidents of defiance.

• Changing the definition of a problem behavior should only be considered when the team implementing the BIP is convened.
Let’s Revisit Joe Again
BIP Fidelity Checklist for Joe

All components of Joe’s Behavior Intervention Plan – *Interventions for Setting Event, Antecedent, Replacement Behavior and Maintaining Consequence* – should be monitored for consistent implementation
Joe’s Setting Event Behaviors

• Bus staff will arrange for seating for Joe that prevents exposure to students that bully him during bus ride
Setting Event Interventions

Behavior Intervention Plan Fidelity Checklist

This is a checklist to be used for assessment and feedback regarding how a behavior intervention plan is being implemented.

Date: ........................................ Student Initials: __________________________
Staff implementing BIP: __________________________
Observer: ..........................................................
Start time: __________________________ End Time: __________________________

<table>
<thead>
<tr>
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<td>Bus driver prompts Joe to sit in the first seat each day</td>
</tr>
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<td>Inconsistent/Partial Implementation</td>
<td>Bus aide taps the back of the seat, Joe moves to front of bus</td>
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<tr>
<td></td>
<td>No Opportunity to Observe</td>
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Joe’s Antecedent Behaviors

- Staff will ensure that math work presented to Joe has some math problems Joe is able to do

- Staff will proactively check in with Joe to see if he is having difficulty doing the work
Antecedent Interventions

### Behavior Intervention Plan Fidelity Checklist

This is a checklist to be used for assessment and feedback regarding how a behavior intervention plan is being implemented.

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<td></td>
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<tr>
<td>Staff will ensure that math work presented to Joe has some math problems Joe is able to do</td>
<td>Implemented Consistently</td>
<td>Teacher circles doable math problems that Joe is able to complete</td>
</tr>
<tr>
<td></td>
<td>Inconsistent/Partial Implementation</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Staff will proactively check in with Joe to see if he is having difficulty doing the work</td>
<td>Implemented Consistently</td>
<td>Within three minutes of giving Joe the worksheet staff returned to check on Joe</td>
</tr>
<tr>
<td></td>
<td>Inconsistent/Partial Implementation</td>
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</tr>
<tr>
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Joe’s Replacement Behavior Interventions:

• Staff will prompt Joe to use appropriate language to express frustration

• Staff proactively prompting Joe to look for a doable math problem or to sit quietly and not work
## Replacement Behavior Interventions

<table>
<thead>
<tr>
<th>Replacement Behavior</th>
<th>Implementation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will prompt Joe to use appropriate language to express frustration</td>
<td>Implemented Consistently</td>
<td>Staff prompted Joe to use appropriate language</td>
</tr>
<tr>
<td></td>
<td>Inconsistent/Partial Implementation</td>
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</tr>
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<td></td>
<td>No Implementation</td>
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<td>No Opportunity to Observe</td>
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<tr>
<td>Staff proactively prompting Joe to look for a doable math problem or to sit quietly and not work</td>
<td>Implemented Consistently</td>
<td>Before giving Joe the math worksheet, teacher prompted Joe to look for doable math problems</td>
</tr>
<tr>
<td></td>
<td>Inconsistent/Partial Implementation</td>
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Joe’s Maintaining Consequence Interventions:

• Staff providing verbal praise after Joe displays replacement or desired behavior

• Staff making positive phone calls home after Joe displays replacement or desired behavior

• Staff using strategies to diffuse aggression (providing choices, providing space) and Joe not earning reinforcement
### Maintaining Consequence Interventions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff providing verbal praise after Joe displays replacement or desired behavior</td>
<td>Implemented Consistently, Inconsistent/Partial Implementation, No Implementation, No Opportunity to Observe</td>
<td>Teacher says “Joe you did three problems independently that showed great initiative. Now let’s try the next one. I’ll check back in three minutes.”</td>
</tr>
<tr>
<td>Staff making positive phone calls home after Joe displays replacement or desired behavior</td>
<td>Implemented Consistently, Inconsistent/Partial Implementation, No Implementation, No Opportunity to Observe</td>
<td>Math teacher calls Joe’s mom and informs her that Joe completed several math problems on his own today.</td>
</tr>
<tr>
<td>Staff using strategies to diffuse aggression (providing choices, providing space) and Joe not earning reinforcement</td>
<td>Implemented Consistently, Inconsistent/Partial Implementation, No Implementation, No Opportunity to Observe</td>
<td>Math teacher allowed Joe to choose five out of the ten math problems. You can wait quietly for me to come back. While you are waiting you can read your book or review your flash cards.</td>
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BIP Quality counts with progress monitoring!

• Low quality Behavioral Intervention Plans have long lists saying “Student will…”

• High quality Behavioral Intervention Plans have specific behaviors (prompting, verbal feedback, specific pedagogy) identified for adults to perform to support the student:
  - “Teacher will greet student daily upon student arrival and prompt student to complete entry routine (measurable)”
  - “1:1 aide will remind student of options to assist with class work including using magnifying glass, only completing odd numbered problems if too hard & taking in-seat break for 30 seconds (measurable)”
Fidelity Checking

• Steps taken to ensure that BIPs are being implemented with fidelity

• An observation of how the adults are doing in engaging in the behaviors outlined for them in the BIP
Fidelity Check – Steps to Debrief

1. Walk the observed staff through the findings of the Integrity Check
2. Reintroduce and teach the specific interventions to staff
3. Model the implementation of the interventions
4. Have staff practice and reinforce for correct performance
5. Continue with Fidelity Checks and support
Extinction Burst

• A spiking in incidents of problem behavior across any of the dimensions (frequency, duration, latency, intensity) in response to the implementation of extinction procedures (making the desired result unattainable, planned ignoring, penalties, etc.)

• “...a temporary increase in the frequency, duration, or magnitude of the target response" (Lerman, Iwata, & Wallace, 1999).

• Extinction burst is often misinterpreted as the Behavior Intervention Plan failing to work effectively.
Extinction Burst Continued

• Extinction bursts need to be anticipated and commitment to intervention needs to remain intact

• Accurate progress monitoring across dimensions of behavior and aspects of implementation are necessary to differentiate between extinction burst and failure to implement
YOUR TURN: Monitoring
Using handout 6, complete the fidelity checklist for Will's Behavior Intervention Plan

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Will’s Competing Behavior Pathway

Preventative Strategies
Setting Event Strategies and Antecedent Strategies

Make problem behavior **irrelevant** by:
- removing triggers for the problem behavior from the environment
- introducing cues, prompts and pre-corrections for the replacement behavior into the environment

Teaching/Instructional Strategies

Teach replacement behaviors that are more efficient and effective in obtaining the maintaining consequence of the problem behavior

Consequence/Reinforcement Strategies

Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., extinction)

---

3. Setting Event
Math Class

2. Antecedent
Teacher directive

1. Problem Behavior
Insulting comments

4. Consequence
Peers say mean things back and turn away

5. Function
Escape peer attention

6. Desired Behavior

7. Typical Consequence

8. Replacement Behavior
Progress Monitoring Process for BIPs - Changes

Modification

• Make data-based modifications to the BIP as necessary including consideration of changes in frequency, duration, latency, intensity and type of interventions

• Determine if the BIP is still necessary based on the acquisition and mastery of the desired behavior
Modifications are done because we are implementing the plan with fidelity and determine that changes need to be made because:

• The plan is **working**, and we want to discuss fading supports (deliberate, informed removal of supports)

• The plan is **not working**, and we want to alter plan implementation

• We want to **adjust** progress monitoring
The plan is **working**, and we want to discuss fading supports:

- **Example**: Student has progressed in using appropriate words instead of swearing when angry and the team wants to reduce the number of breaks, he gets to take from 3 per day to 1 per day.

- **Example**: Student has achieved an acceptable frequency & duration rate of working independently and the team wants to reduce the reinforcement schedule from daily to weekly.
The plan is **not working**, and we want to alter plan implementation (problem behavior has remained at baseline after three weeks of BIP implementation):

- **Example**: Student has progressed in using appropriate words instead of swearing when angry and the team wants to reduce the number of breaks, he gets to take from 3 per day to 1 per day

- **Example**: Student has achieved an acceptable frequency & duration rate of working independently and the team wants to reduce the reinforcement schedule from daily to weekly
We want to adjust progress monitoring:

- **Example**: There has been an escalation of the problem behavior since the inception of the BIP and the team wants to change the scheduled reviewing of behavioral data from weekly to daily.

- **Example**: A fidelity check reveals that staff are recording instances of problem behavior and desired behavior but are missing the instances of the student engaging in the replacement behavior.

- **Example**: Behavioral incidents have lessened steadily for six months and the team wants to move to recording incidents in daily increments instead of hourly.
BIP Monitoring and Modification

Behavior Intervention Plans outline specifically:

• What decision rules/criteria will be used to decide if the BIP should be maintained, faded, modified, or discontinued?

• Who will be responsible for monitoring the accuracy or the fidelity of the implementation of the BIP?

• At what interval will the team monitor the BIP?
YOUR TURN: Modification

Create Decision rules/criteria for Will:

- How will we determine if the BIP should be maintained, faded, modified or discontinued?
- Who will monitor the fidelity of the BIP?
- How often will the team meet to monitor/review the plan?
- In your school how will you document these decisions?
So, what’s next?
The Work Begins!

- Systems conversations
- Intentional action planning
Quality Indicator Checklist

FBA, BIP & BIP Progress Monitoring Regulations

The FBA includes and/or identifies (Check all as evidenced in the document):
200.1(e), 200.4(b)(v), 201.3(a)

☐ An identified and concretely defined problem- the behavior is measurable and observable 200.1 (e)
☐ Contextual factors that contribute to the behavior (including cognitive and affective factors) 200.1(r)
☐ As appropriate, multiple sources of data including but not limited to: 200.22(a)(2)
  • direct observation of the student
  • information from the student
  • information from the student’s teacher(s) and/or related service providers
  • a review of available data
  • information from the student’s record and other sources
  • any relevant information provided by the student’s parent

☐ Baseline data of the problem behavior includes: 200.22 (a)(5)
  • the frequency of the problem behavior(s)
  • duration of the problem behavior(s)
  • intensity and/or latency of the problem behavior(s)
  • assessment for reinforcement

☐ Baseline data, to the extent practical 200.22(4)(i) is provided across activities, settings, people and times of the day in sufficient detail to form the basis for a BIP: 200.22(4)(i)
☐ A hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it 200.1(e)

The BIP includes and/or identifies (Check all as evidenced in the document): 200.22(4)(i-iii)

☐ A description of the problem behavior 200.1 (mmm)
Questions? Follow-up?
Training Evaluation Survey

Link here