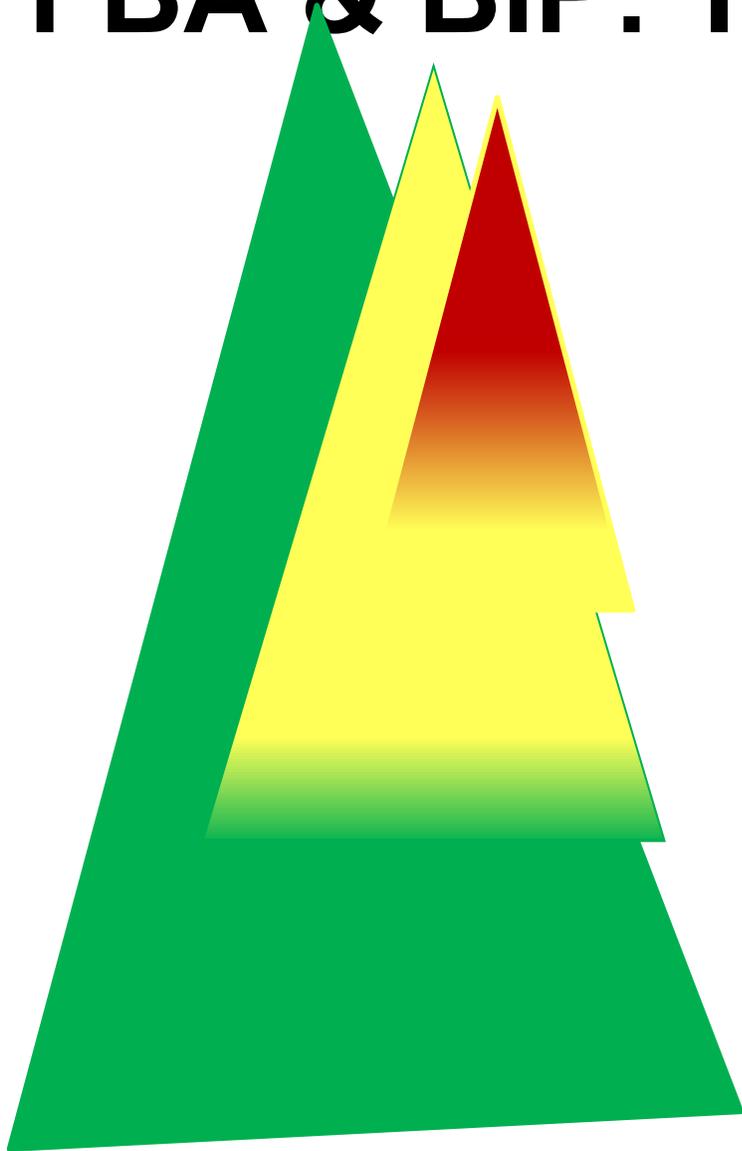# Team Engagement within the Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)Process

(Insert date)

FBA & BIP: Tier 3 Intervention

Tier 1: Consistent school- and class-wide supports for *all* students that are specifically taught and systematically reinforced
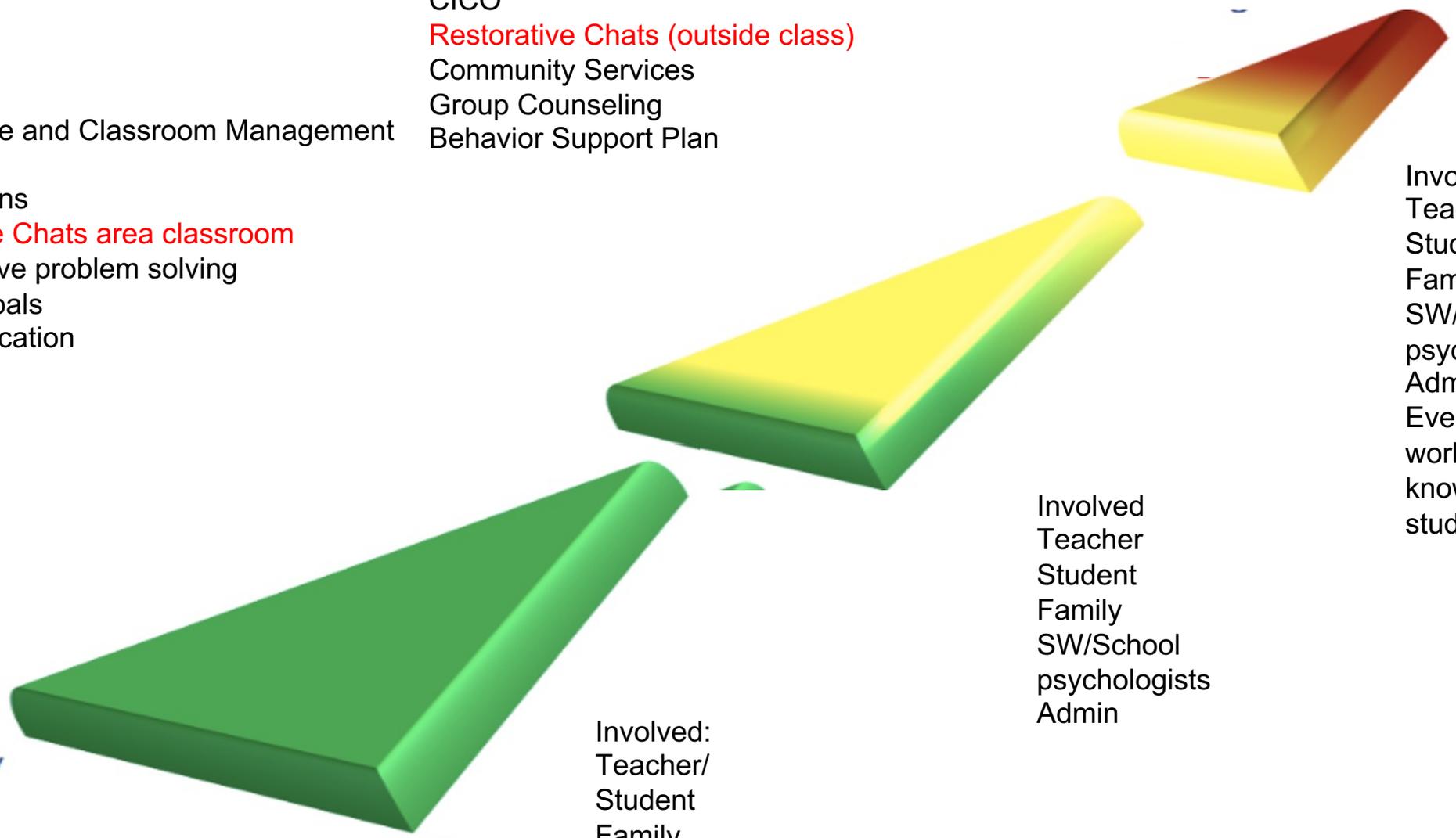
Tier 2: Small group, standard protocol interventions for targeted students not sufficiently supported by Tier 1.

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

Family Child Team Meetings
FBA-BIP
Restorative Conferencing
Individual counseling

Mentors/Communication
Social work groups
CICO
Restorative Chats (outside class)
Community Services
Group Counseling
Behavior Support Plan

School wide and Classroom Management
Circles
SEL Lessons
Restorative Chats area classroom
Collaborative problem solving
SMART Goals
Health education

Involved
Teacher
Student
Family
SW/School
psychologists
Admin
Everyone who
works and
knows that
student

Involved
Teacher
Student
Family
SW/School
psychologists
Admin

Involved:
Teacher/
Student
Family

Fist to Five

Conducting an FBA
What does team need to know

- What *IS* an FBA?

- Why do we do it?

- What triggers an FBA?

- Who completes an FBA?

Activity
Describe this using family-friendly terms

- FBA is a *process* for identifying the environmental events that reliably <u>predict</u> and <u>maintain</u> a well-defined problem behavior. FBA provides a basis for developing theoretically–sound BIPs.

- We are considering an FBA because Jamie's persistent behaviors impede her learning despite *consistently implemented* classroom-wide interventions.

No "Bad" Kids

An FBA is <u>not</u> done to figure out
"What's wrong with Syd?!"
or "How do we fix Syd?!"

Rather, an FBA is done to learn how to *support Syd* in developing more productive and appropriate means of communication, so he can experience *success*

Some Common Misunderstandings...

- This student needs a smaller class where they can focus on and manage his behaviors better. Let's conduct an FBA, and then the CPSE/CSE can discuss the best placement for him

- This student's behavior has gotten progressively worse, because the work in this class is too hard for him. Let's conduct an FBA to see what is causing this behavior

- These behaviors are too aggressive. We are not set up to handle this here. We know of several great schools that deal with this all the time. Let's do an FBA, so we can try to get him into one of those schools

Reminder:
Least Restrictive Environment - NYS Regulations, Section 200.1(cc)

Who Completes an FBA and BIP?

- 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

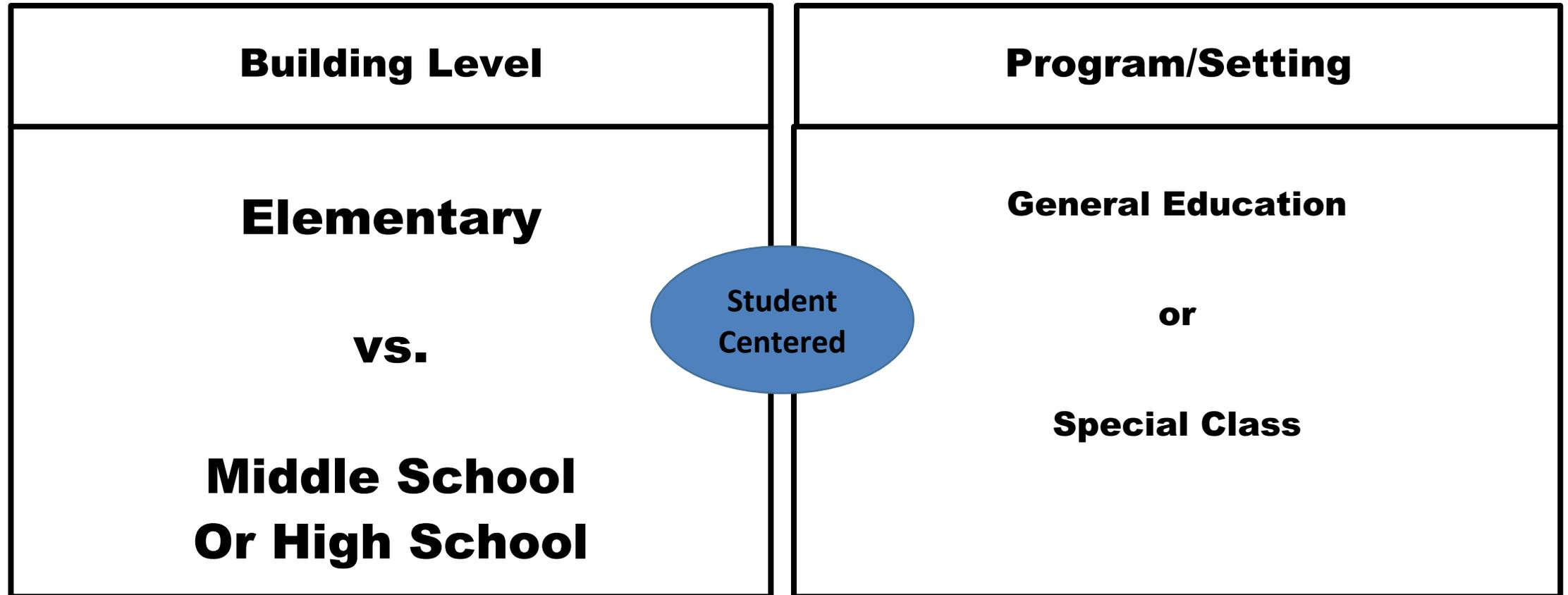| CPSE/CSE Committee | FBA Evaluation Team | CPSE/CSE Committee | BIP Team |

"Fluid & Dynamic"
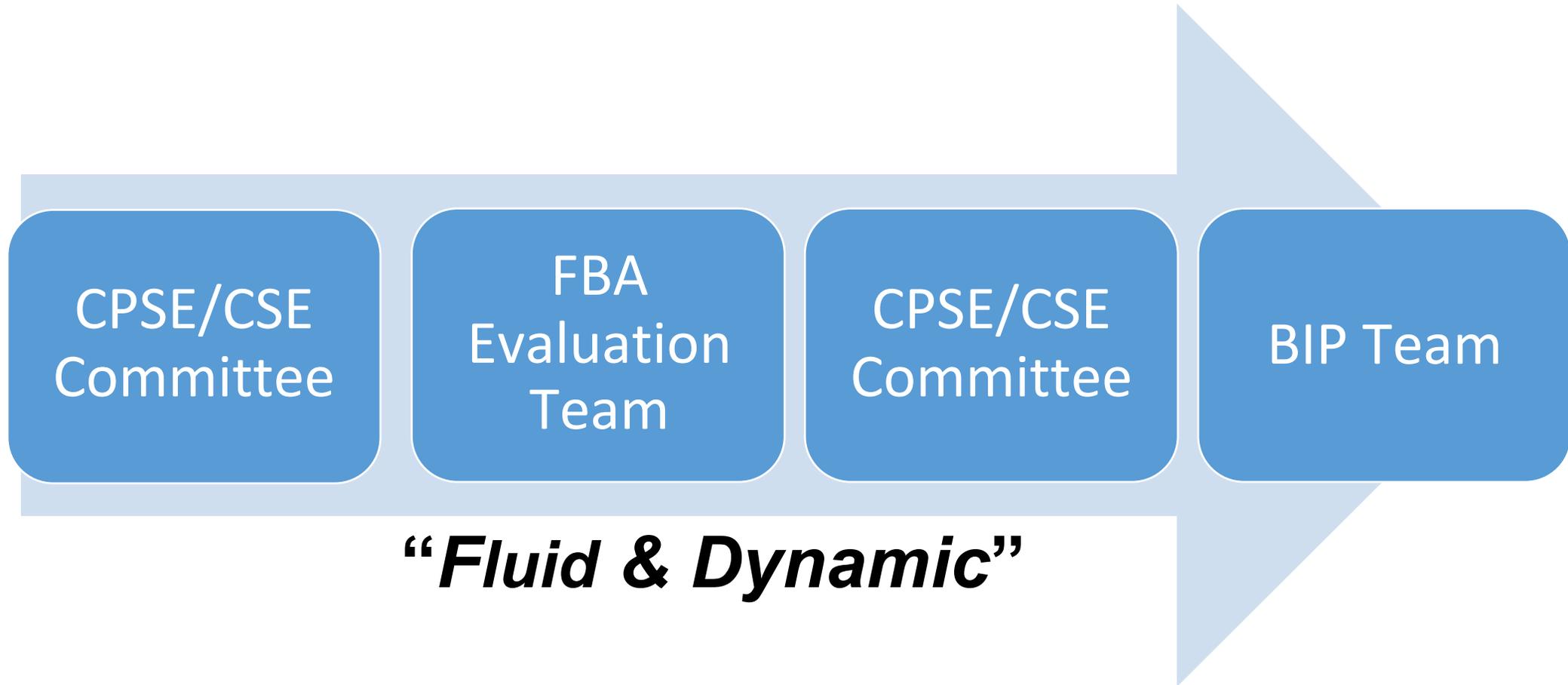
FBA Evaluation Team
(based on three levels of knowledge)

- Classroom Teacher

- Parents

- Teacher Assistant

- Resource Room Teacher

- School psychologist – Facilitator/Coach

- Speech and Language Pathologist

- Social Worker

- Special teachers

- Student

Who is on the Team?

Building Level	Program/Setting
Elementary vs. Middle School Or High School	General Education or Special Class

Student Centered

What does each person bring to the team:

Perspective   *Attitude*   *Mindset*

Facilitators Need to Establish and Maintain Rapport with every member of the team

Approachability:

Teachers and families should view facilitators as easy to get in touch and must feel comfortable without worrying being judged or perceived negatively.

Flexibility

Teachers and families should be able to meet with flexibility.

Respect: Faciliators must be open to perspectives that differ from their own.

Establishing and Maintaining Rapport

- **Sincere caring: Teachers and parents need to know that you** care about the student they are supporting and about the teachers and other stakeholders who work with them.
- **Positive outlook:** Facilitators should frame situations in a positive manner and are effective problem solvers
- **Communicate** using understandable language for parents and teachers

Strategy	Description	Examples
Share ways to stay in touch	Talk with the teacher about multiple ways to get in touch with you such as email, phone calls, or text messages.	"Please feel free to get in touch with me any time you have a question or a concern. Probably the best way to reach me is by email, I am almost always on-line. You also should feel free to send me a text message."
Respond quickly to any contact from a team member	Respond within 24 hours whenever possible.	"Thanks for your email message."

Ask for frequent input	Solicit input from the teacher and, as appropriate, other team members often.	"We decided to focus on teaching Rajid ways to express what he wants and needs. First, I wonder if you have some ideas about how you would like Rajid to express his wants and needs?"
Ask the teacher to orient you to the classroom	Ask the teacher to tell you about things such as how the space is used, what daily routines exist, and what classroom rules and expectations are.	"I love all the bright colors in your room. It looks like this is where you want students to line up to leave the room, is that right?"
Help out	Assist the teacher in activities that may not be directly related to the FBA/BIP process, such as handing out papers, or collecting trash after snack. (If you use this strategy, be sure to ASK first.)	"I am a bit early for our meeting, can I help you out at all, maybe by handing out materials or in some other way?"
Provide positive feedback	Feedback should be positive, and when possible, specific, identifying specific features of the classroom or teacher behavior that you noticed	"While I was watching Sam at recess, I noticed what a great job you did defusing that argument between two other students—I was really impressed with how you got them to listen to one another in a respectful way."

Identify successes and use them as a starting point	Begin all meetings and interactions with something positive, remember that everyone likes it when someone notices something good they have done. You can then use this as a starting point to work from.	"You just told me how difficult that math lesson was, and I saw how hard you were working to keep Jasper focused. One thing I noticed is what a fantastic job you did ignoring his negative comments. I think he was really trying to get you to pay attention to his behavior there and most people would have had a hard time not commenting on them. You were awesome at acting as if you didn't hear them."

Everyone in the team wants to be HEARD. So . . .

1. Listen

2. Explain

3. Respect their priorities in your explanation

4. Demonstrate command of your discipline, . . .while being respectful

How to describe the FBA Process to your team?

- School staff will *gather* information from parents/caregivers
- Data will be gathered from the *observations* and *interviews* with parents, students, and school staff
- School staff will *observe* the student in the environment where the behavior is occurring
- The CSE will *meet to discuss* the data and any *recommendations* of the professionals conducting the observations – parents will be notified of time and date
- A parent may *contact* a member of the FBA team at any time to check on the status of the FBA

Helping Team Members Understand Roles and Responsibilities during FBA process

- Questionnaire and Interview (FAST, teacher interview, parent interview)
- Data Collection (ABC, frequency, intensity, duration, latency)
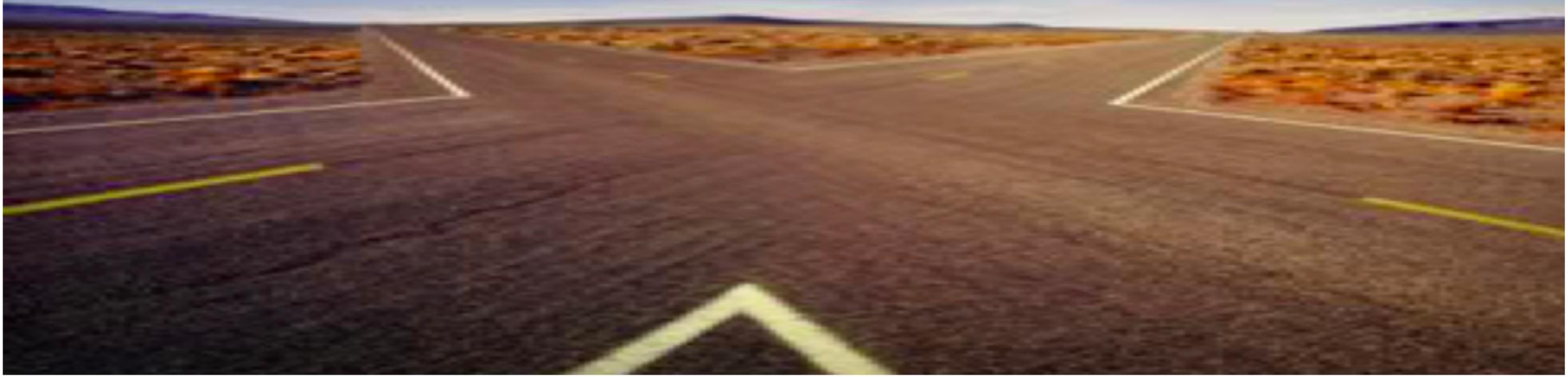- Provide other data sources (e.g., formative assessments)
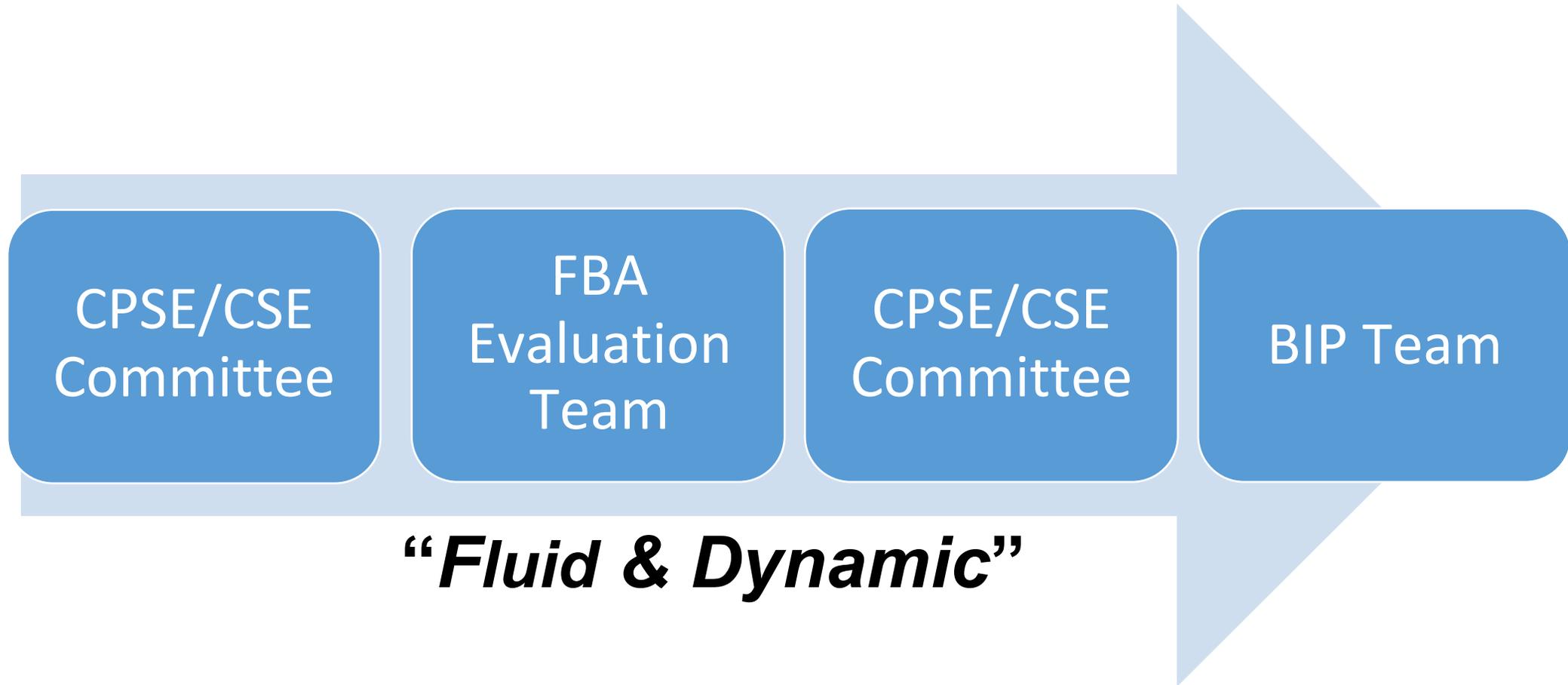
What to do?

Prior to

- During the interview process, determine their understanding of the behavior and what function it serve for the student

- Help/Support teachers/parents to operationally define the behavior (i.e., measurable and observable)

- Data Collection Measurements

Using a Team Approach

CPSE/CSE Committee → FBA Evaluation Team → CPSE/CSE Committee → BIP Team

"Fluid & Dynamic"

Developing a Behavioral Intervention Plan
What the teams need to know

- What *IS* a BIP?

- Why do we do it?

- What interventions will be implemented?

- What is involved in progress monitoring the BIP?

- How will families be notified of any changes to the plan and the progress of their child?

How to describe the BIP Process to team members?

1. The CPSE/CSE (remember parents are team members) will meet to review and discuss the findings of the FBA - - the team of teachers and providers who conducted the FBA will share data and any conclusions or recommendations

2. If the CPSE/CSE determines that a BIP is necessary, that decision will be reflected in the IEP

3. The student's BIP team (in coordination with the CPSE/CSE) will develop the Behavioral Intervention Plan

4. The student's BIP team will develop a schedule by which to measure effectiveness of interventions

Coaching
Intervention Strategies

- Alter antecedent events (trigger)

- Teach replacement behaviors (what to do differently/instead)

- Responses for when the problem behavior occurs

- Responses for when student uses the replacement behavior

Behavioral Skills Training

- Written protocol – Behavior Intervention Plan with examples and non-examples - operationally breaking down the steps that you want the implementer to follow
- Model
- Role play
- Feedback

Fidelity

Behavior Support Strategy (i.e. step in the plan, transitions, routine to be used for reinforcement)	Implementation	Comments/Examples of prompts, cues, etc.
	Implemented Consistently Inconsistent/Partial Implementation No Implementation No Opportunity to Observe	
	Implemented Consistently Inconsistent/Partial Implementation No Implementation No Opportunity to Observe	
	Implemented Consistently Inconsistent/Partial Implementation No Implementation No Opportunity to Observe	
	Implemented Consistently Inconsistent/Partial Implementation No Implementation No Opportunity to Observe	
	Implemented Consistently Inconsistent/ Partial Implementation No Implementation No Opportunity to Observe	
	Implemented Consistently Inconsistent/Partial Implementation No Implementation No Opportunity to Observe	
	Implemented Consistently	

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
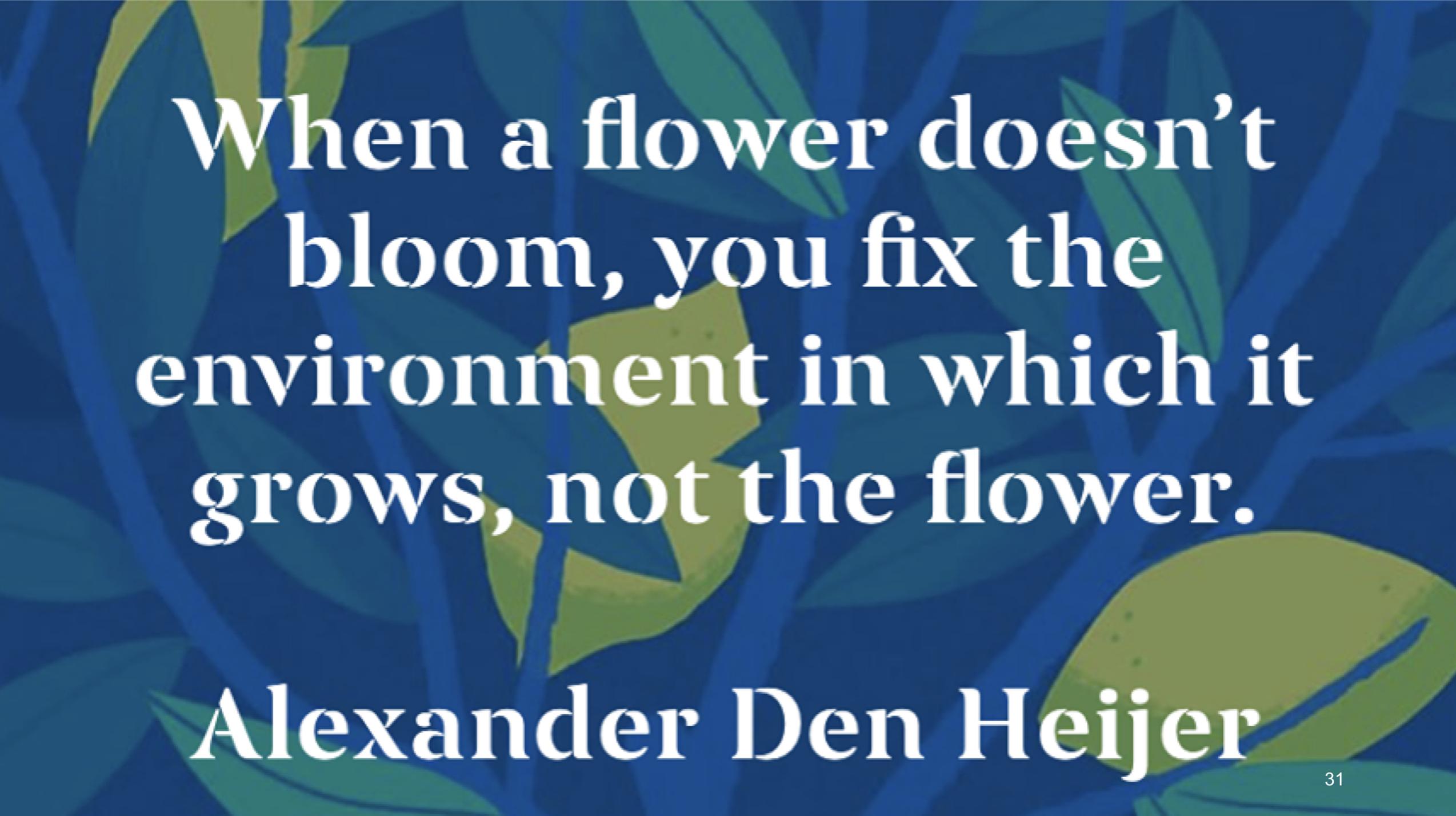
When a flower doesn't bloom, you fix the environment in which it grows, not the flower.

Alexander Den Heijer

Questions? Follow-up?

Thank You for your time!