New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

# 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)

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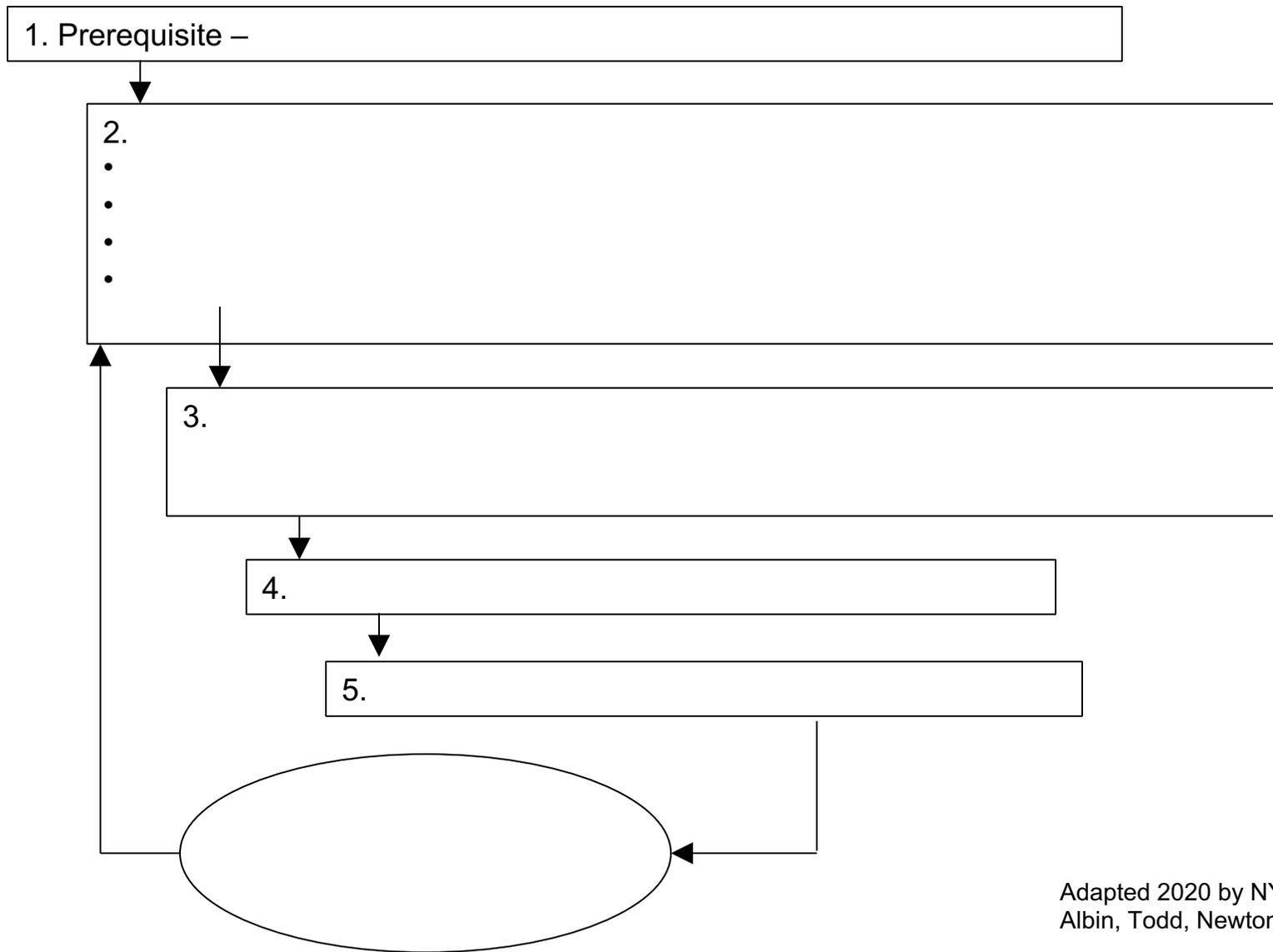
Develop the skills necessary to 1) ensure the BIP is implemented with fidelity and 2) progress monitor a student's response to the plan with regard to changes in both the problem and replacement/desired behaviors.
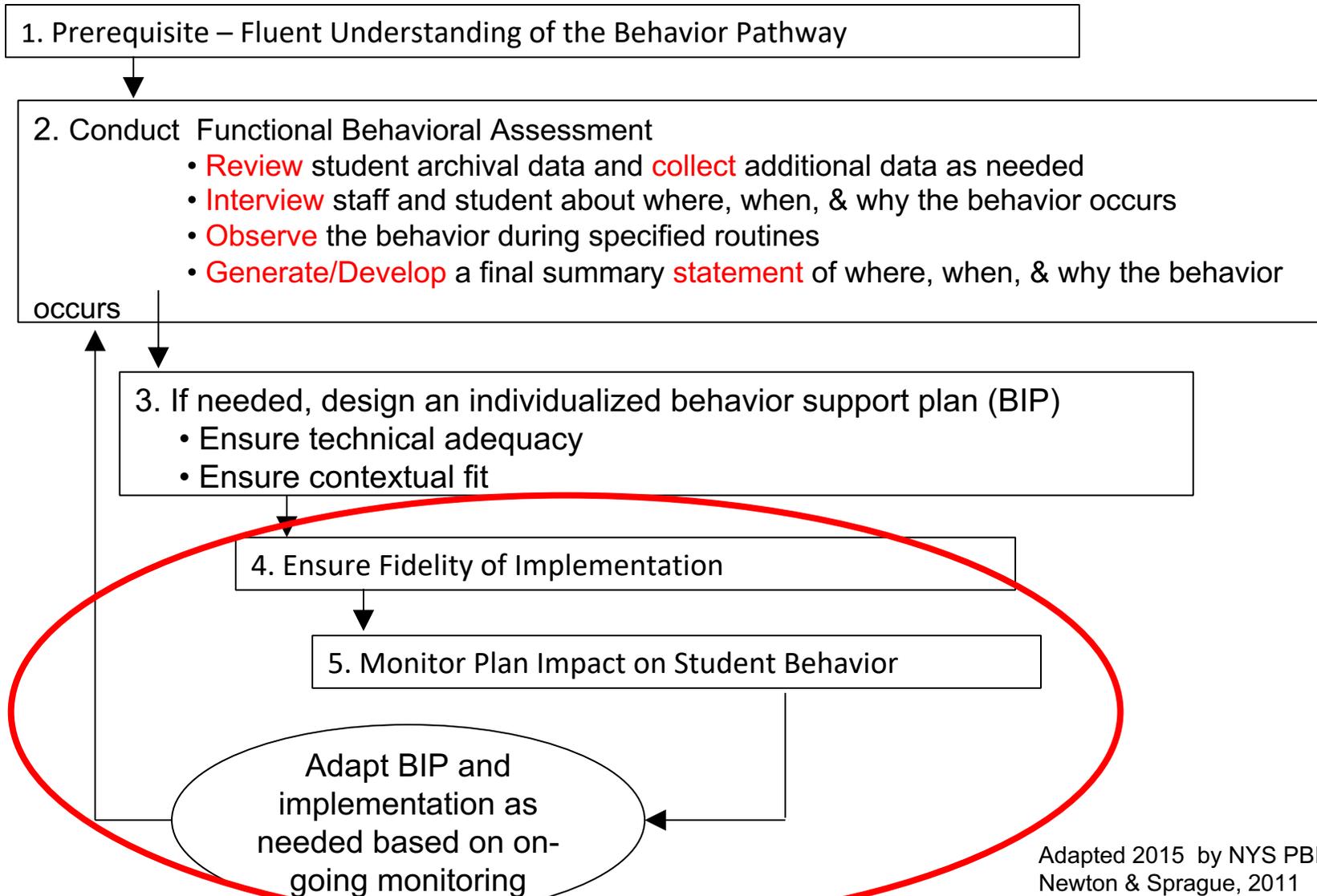
# Refresh and Connect

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

- Ensure fidelity of implementation

- Generate/Develop a final summary statement

- Interview staff and student

- Fluent understanding of the Behavior Pathway

- Conduct Functional Behavioral Assessment

- Monitor Plan Impact

- Review archival data

- Design an individualized behavior support plan

- Adapt BIP and implementation

- Observe the behavior during routines

# The FBA to BIP Process

1. Prerequisite –

2.
- 
- 
- 
- 

3.

4.

5.

Adapted 2020 by NYS PBIS TAP for Behavior from Horner, Albin, Todd, Newton & Sprague, 2011

# 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
   - 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 on-going monitoring

Adapted 2015  by NYS PBIS TAC from Horner, Albin, Todd, Newton & Sprague, 2011

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# Progress Monitoring – NYSED Regulations

200.22 (b)(5) Progress monitoring. The implementation of a student's behavioral intervention plan shall include regular progress monitoring of the <u>frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the behavioral intervention plan and on the student's IEP</u>. The results of the progress monitoring shall be documented and <u>reported to the student's parents and to the CSE or CPSE</u> 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 <u>evidence-based, best practice</u> for behavioral intervention plan implementation

- Progress monitoring is <u>required by section 200.22 NYSED program standards</u> 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)

- Student progress in response to the BIP is compared to <span style="color:red">baseline data</span> collected prior to initiating BIP implementation
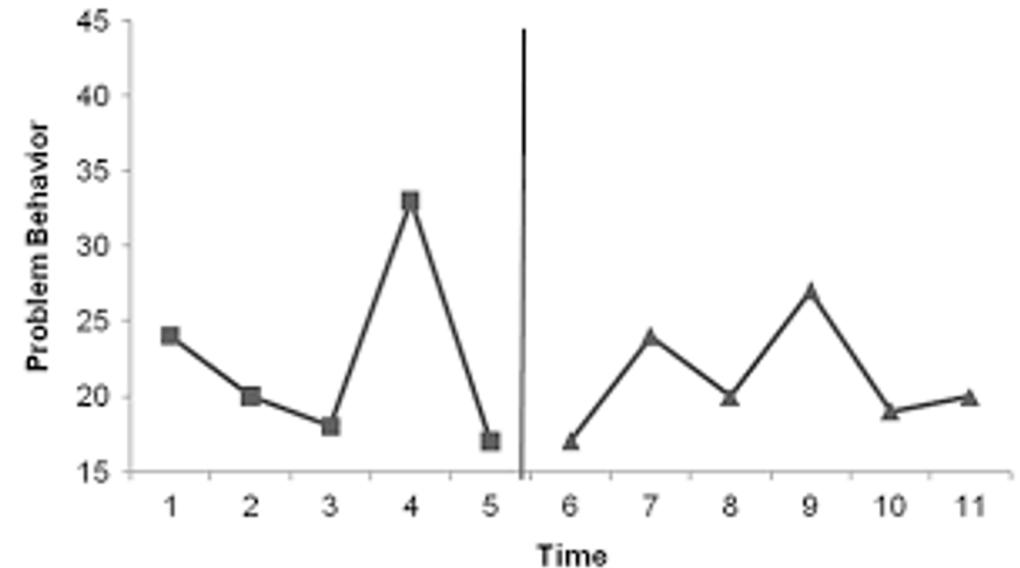
- Quantitatively documenting the problem behavior (i.e., establishing a baseline) during the direct observation component of the FBA, or immediately upon completion of the FBA, is crucial to effective progress monitoring

# Baseline Data

**Why?**

- **In order 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 <u>D</u>irect <u>O</u>bservation 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

**<u>Dimensions</u>** 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

| DATE | *12/4* | *12/5* | *12/8* | *12/9* | *12/10* |
|---|---|---|---|---|---|
| 8:15-8:30 | III | | | | |
| 8:31-8:45 | | | III | | |
| 8:46-9:00 | IIIII | IIII | III | IIIII | IIIII |
| 9:01-9:15 | I | | | | |
| 9:16-9:30 | | | | IIII | |
| 9:31-9:45 | I | | II | | |
| Total | 10 | 4 | 8 | 9 | 5 |

**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 Total during a 90-minute interval
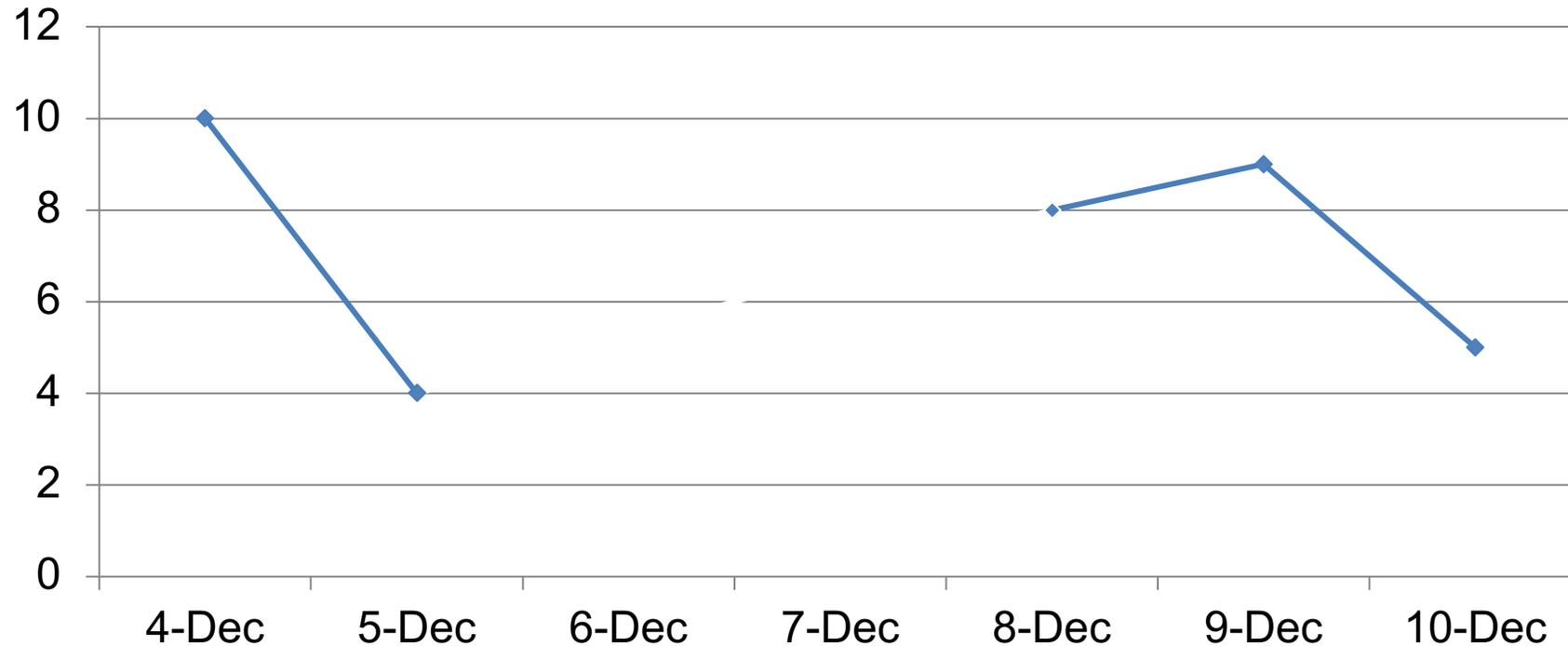


Verbal Disruption: Statements that are negative or antagonistic toward the task or adult making request. "I'm not doing that!" "You can't make me." "Take your worksheet and stick it in your ear!"

Non-examples: I hate school, I can't stand this place

# Frequency of Verbal Disruption:
## Daily/Time of Day during a 90-minute interval
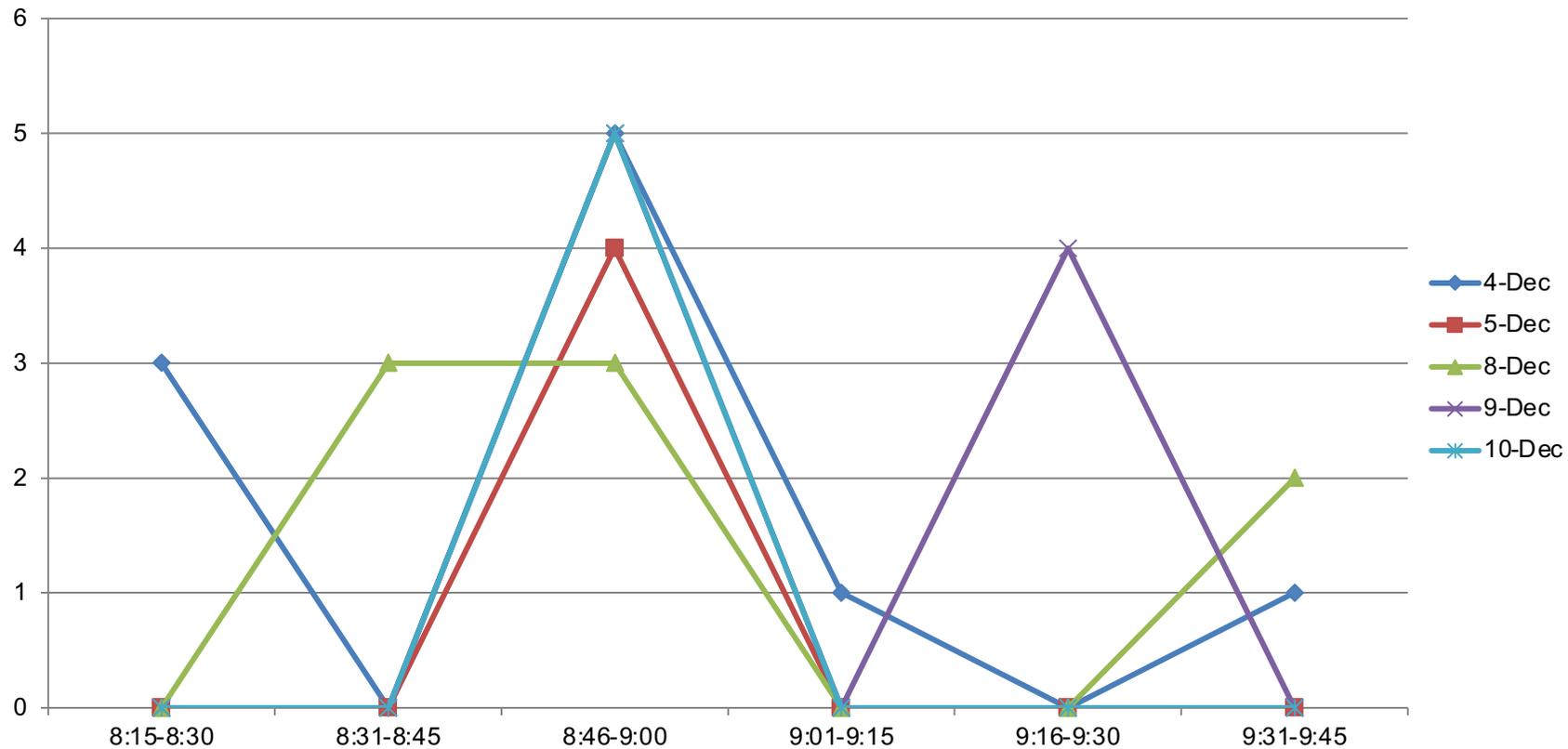
Verbal Disruption: Statements that are negative or antagonistic toward the task or adult making request. "I'm not doing that!" "You can't make me." "Take your worksheet and stick it in your ear!"

Non-examples: 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 <span style="color:red">(loudly mimicking an ambulance siren)</span> and/or physical <span style="color:red">(pounding fists on desk)</span> 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.)

| | 10/4/07 | 10/5/07 | 10/6/07 | 10/7/07 | 10/8/07 | 10/9/07 | 10/10/07 | 10/11/07 |
|---|---|---|---|---|---|---|---|---|
| 8:00-8:42 | 10 | 10 | 15 | 0 | 9 | 9 | 4 | 12 |
| 8:45- 9:27 | 8 | 12 | 8 | 0 | 9 | 7 | 8 | 12 |
| 9:30-10:12 | 1 | 7 | 10 | 0 | 4 | 2 | 2 | 5 |
| 10:15-10:57 | 0 | 0 | 1 | 0 | 4 | 0 | 0 | 8 |
| 11:00-11:42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11:45-12:06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12:06-12:27 | 16 | 6 | 10 | 0 | 5 | 6 | 5 | 6 |
| 12:30-1:12 | * | 3 | 3 | 0 | 0 | 3 | 2 | 2 |
| 1:12-1:57 | * | 4 | 0 | 0 | 0 | 2 | 2 | 3 |
| Total | 35 | 42 | 47 | 0 | 31 | 29 | 23 | 48 |

Total Minutes of Verbal/Physical Disruptions Per Day
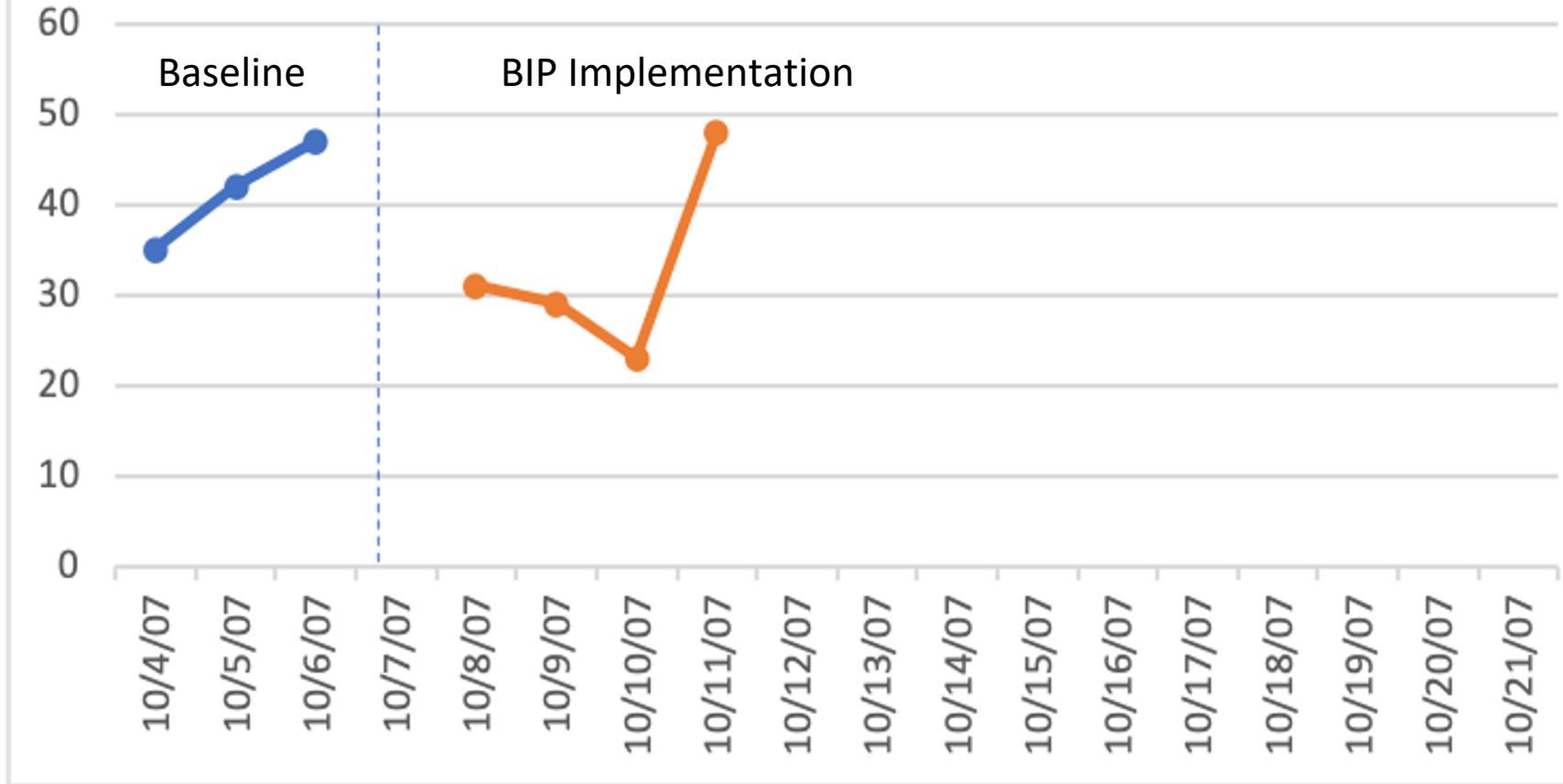
# Duration Example

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

| 5/12/15 | 5/13/15 | 5/14/15 | 5/15/15 |
|---|---|---|---|
| 5 minutes | 12 minutes | 3 minutes | 6 minutes |
| 7 minutes | 6 minutes | 25 minutes | 4 minutes |
| 10 minutes | 5 minutes | 3 minutes | 3 minutes |
| 6 minutes | 10 minutes | 2 minutes | 2 minutes |
| 7 minutes | 2 minutes | 1 minutes | 5 minutes |
|  | 7 minutes | 2 minutes |  |
| 35 minutes/ 5 tantrums 7 min average | 42 minutes/ 6 tantrums 7 min average | 36 minutes/ 6 tantrums 6 min average | 20 minutes/ 5 tantrums 4 min average |

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

Average Number of Minutes Per Tantrum Per Day
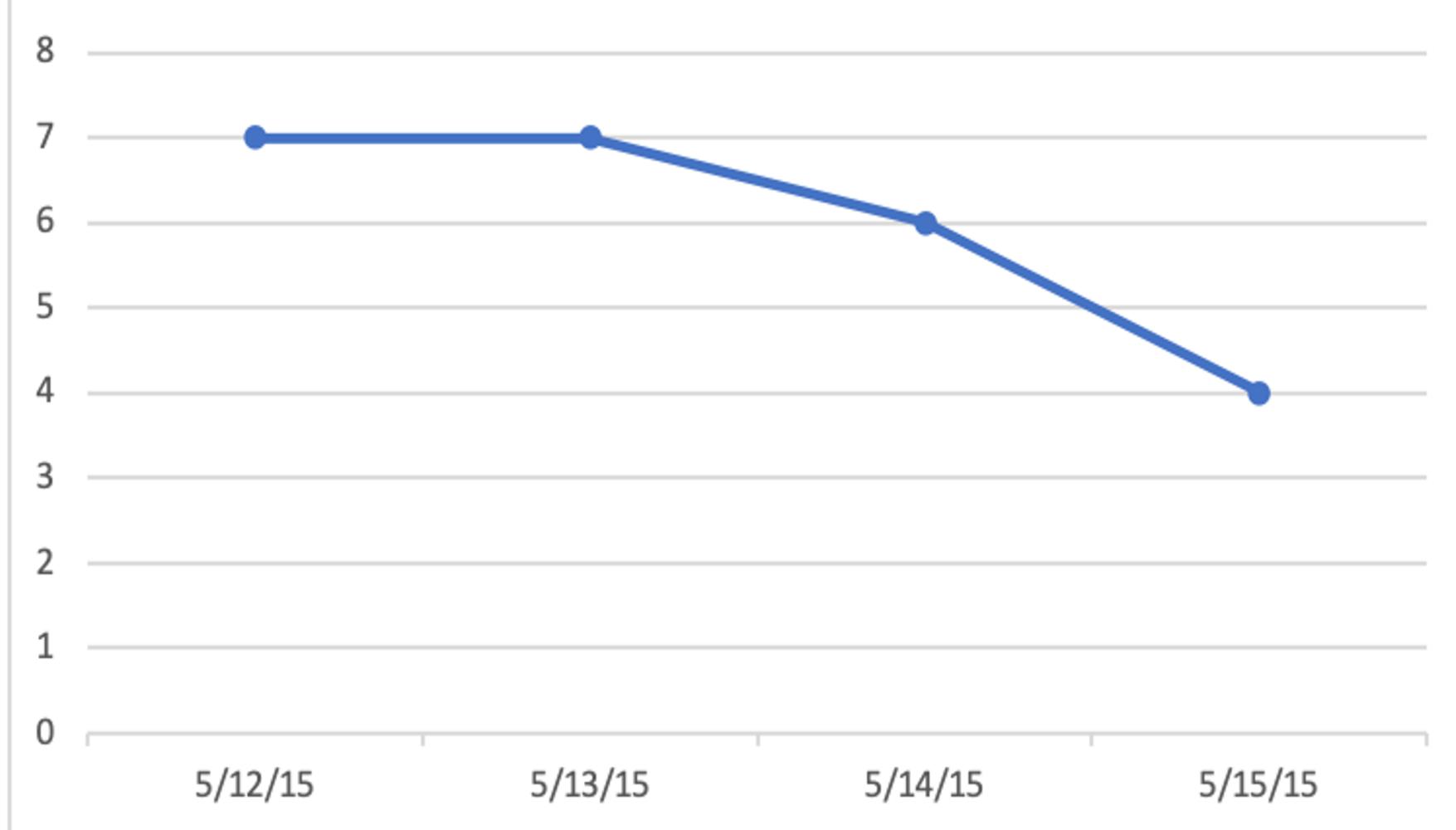
# Latency Data

**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 <span style="color:red">(facial tics, growling noises, high rates of sniffling)</span> 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

| Date | # of seconds | Date | # of seconds |
|---|---|---|---|
| 3/21/16 | 2 | 3/25/16 | 5 |
| 3/22/16 | 2 | 3/28/16 | 5 |
| 3/23/16 | 3 | 3/29/16 | 6 |
| 3/24/16 | 5 | 3/30/16 | 12 |

Number of Seconds Between Presentation of Classwork and Student Leaving Room Without Permission
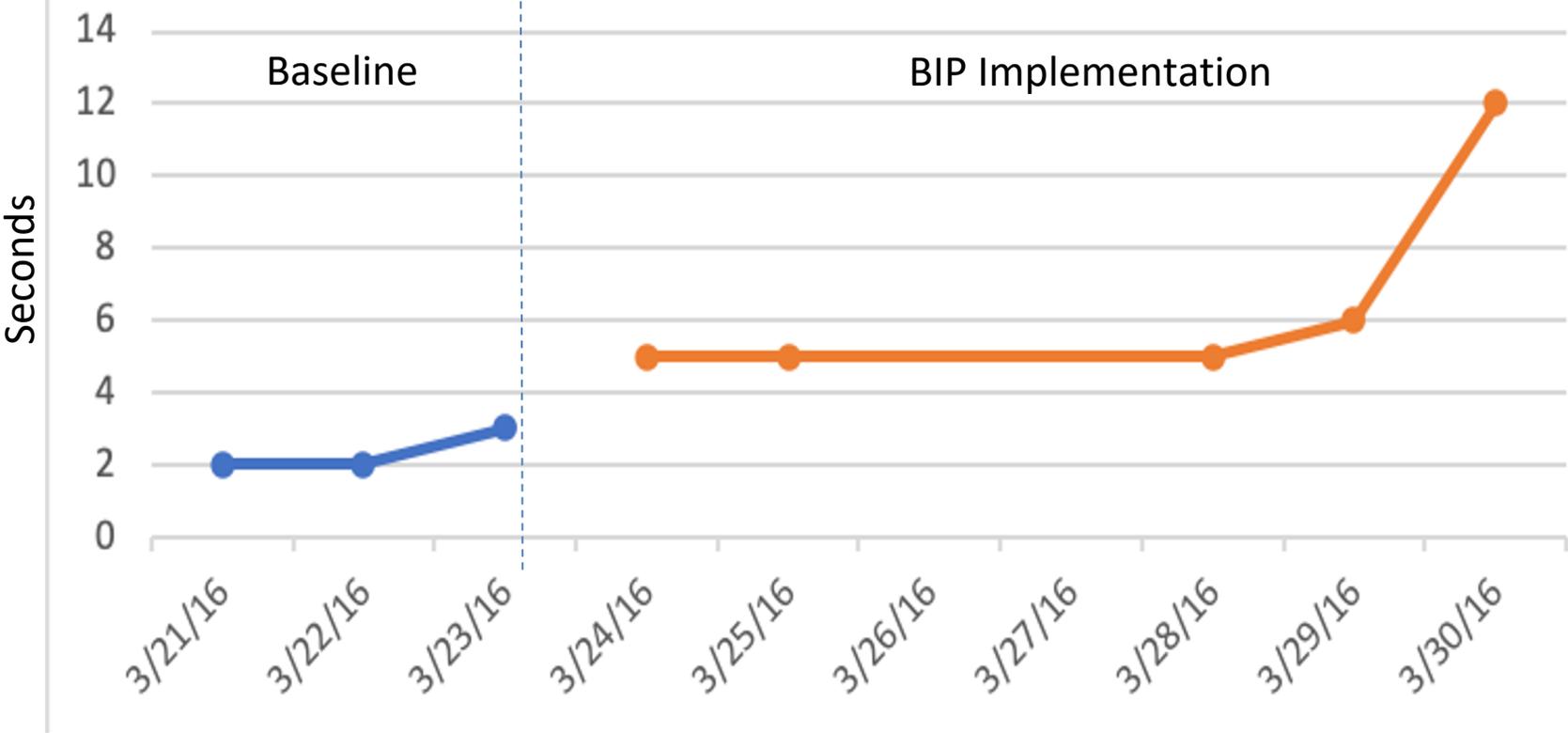
# Intensity Data

**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

- **<u>Distracting</u>** (*<u>Mild</u>*) Behavior presents some challenge to self/others in paying attention

- **<u>Disruptive</u>** (*<u>Moderate</u>*) Behavior impedes learning of self/others (direct interference)

- **<u>Destructive</u>** (*<u>Severe</u>*) 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 is 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
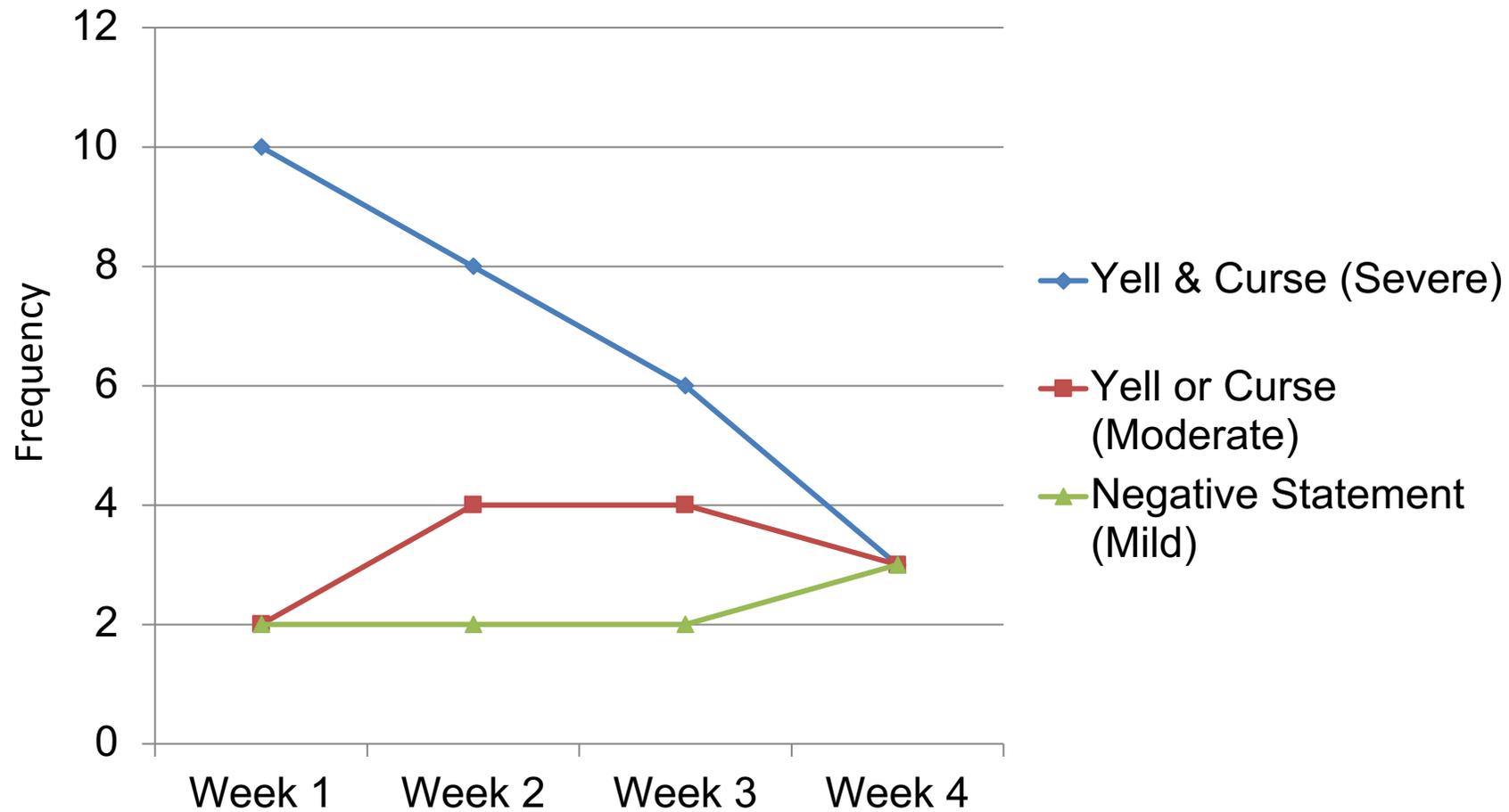
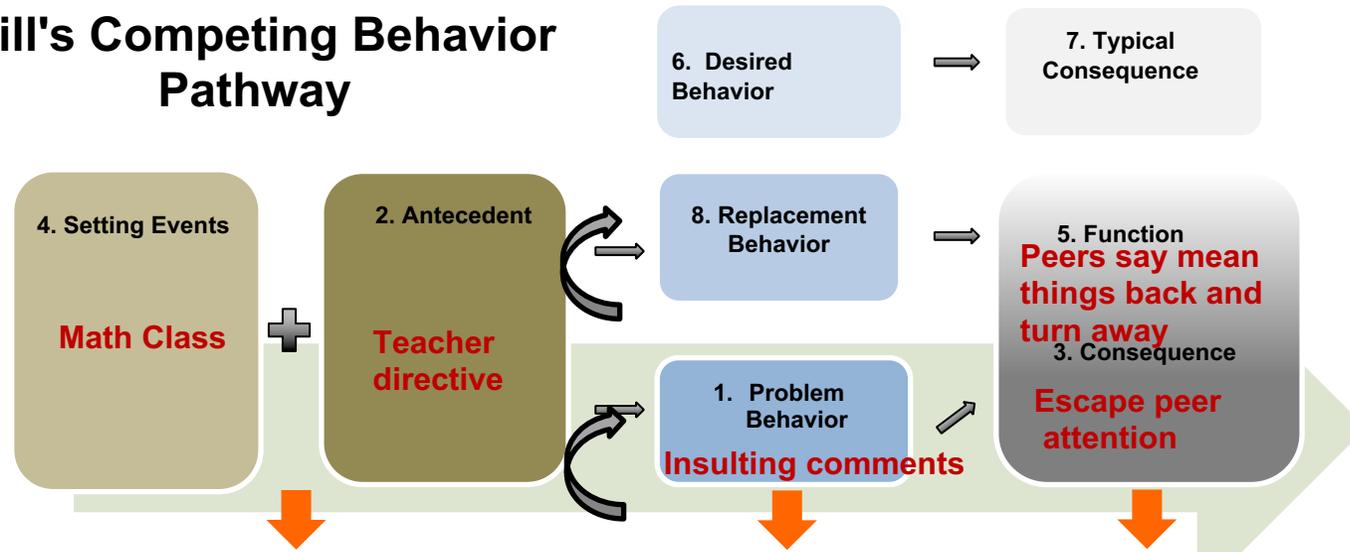# Intensity of Verbal Disruption
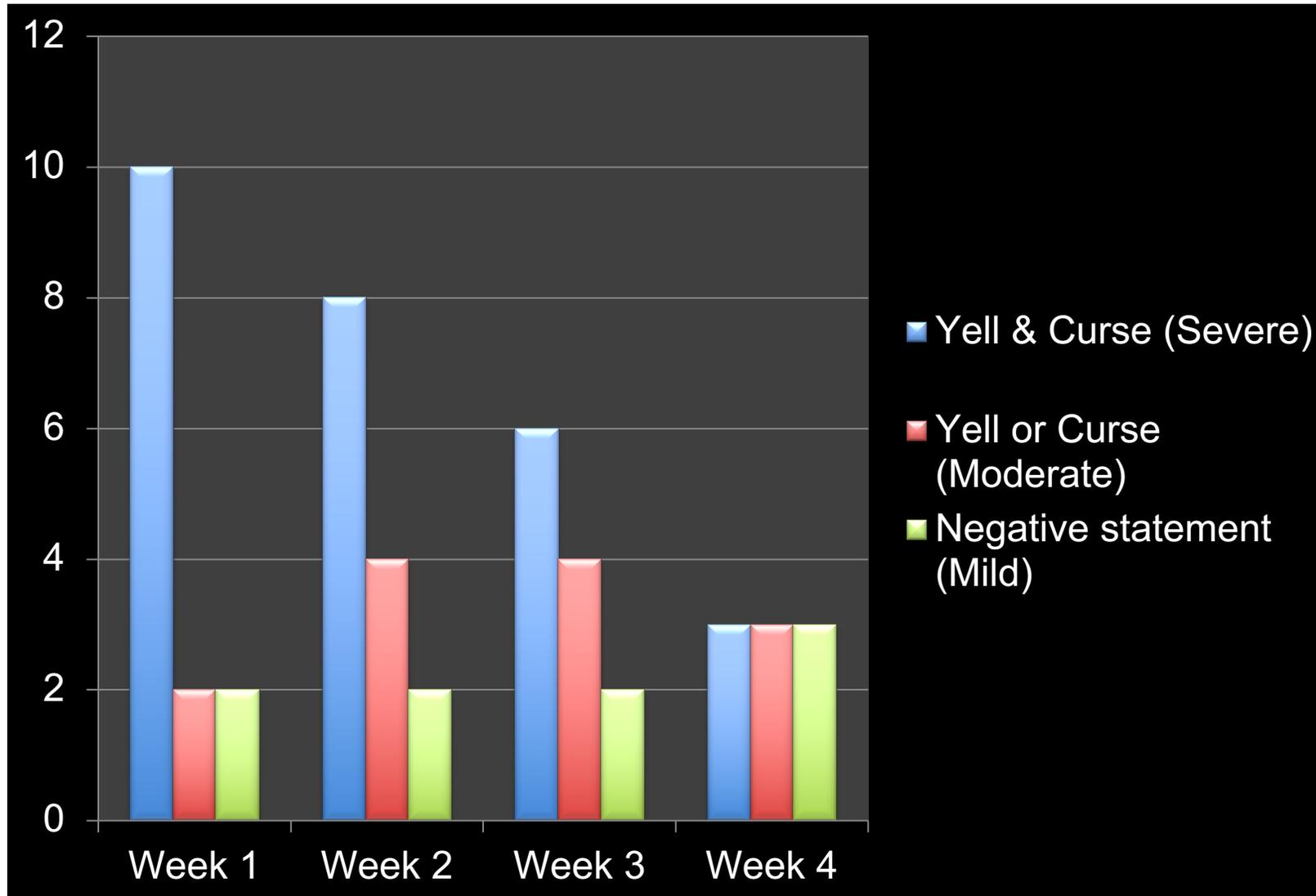
# YOUR TURN: Measurement

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

1. What measurement dimensions can be used to collect Will's baseline data?

1. Remember from day 1 we need to operationally define the problem behavior to ensure data collection is accurate.

1. Develop a tool to collect data on problem behavior once BIP is implemented.

# Will's Competing Behavior Pathway

| 6. Desired Behavior | ⟹ | 7. Typical Consequence |

**4. Setting Events**

**Math Class**

➕

**2. Antecedent**

**Teacher directive**

**8. Replacement Behavior** ⟹ **5. Function**
**Peers say mean things back and turn away**

**3. Consequence**

**1. Problem Behavior**
**Insulting comments**

**Escape peer attention**

| | Preventative Strategies | Teaching/Instructional Strategies | Consequence/ Reinforcement Strategies |
|---|---|---|---|
| Setting Event Strategies | Antecedent Strategies | | |
| **Make problem behavior <u>irrelevant</u> by:**<br><br>**- removing triggers for the problem behavior from the environment**<br>**- 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)** |

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# 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
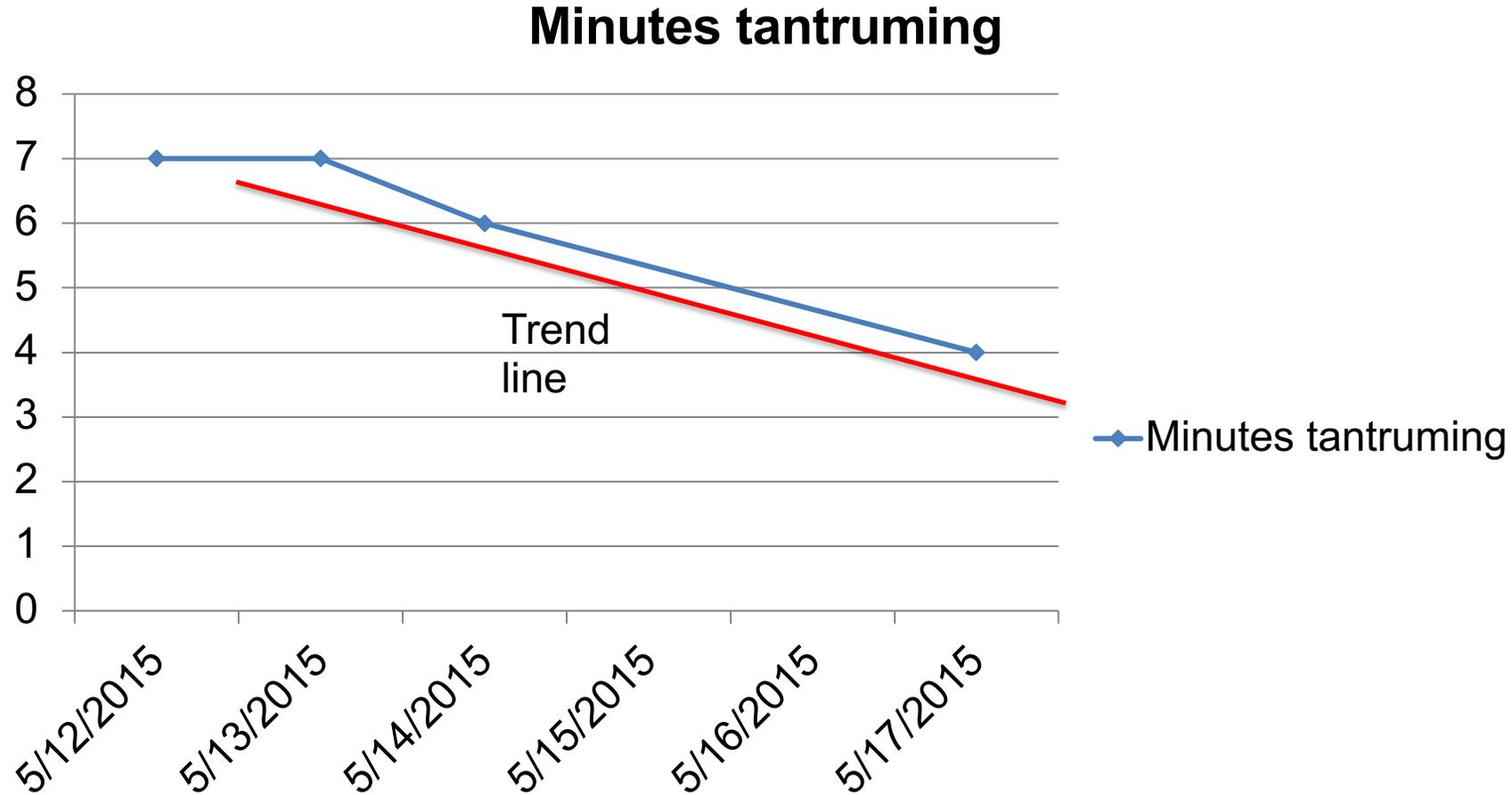
# Verbal Non-Compliance – Daily Total
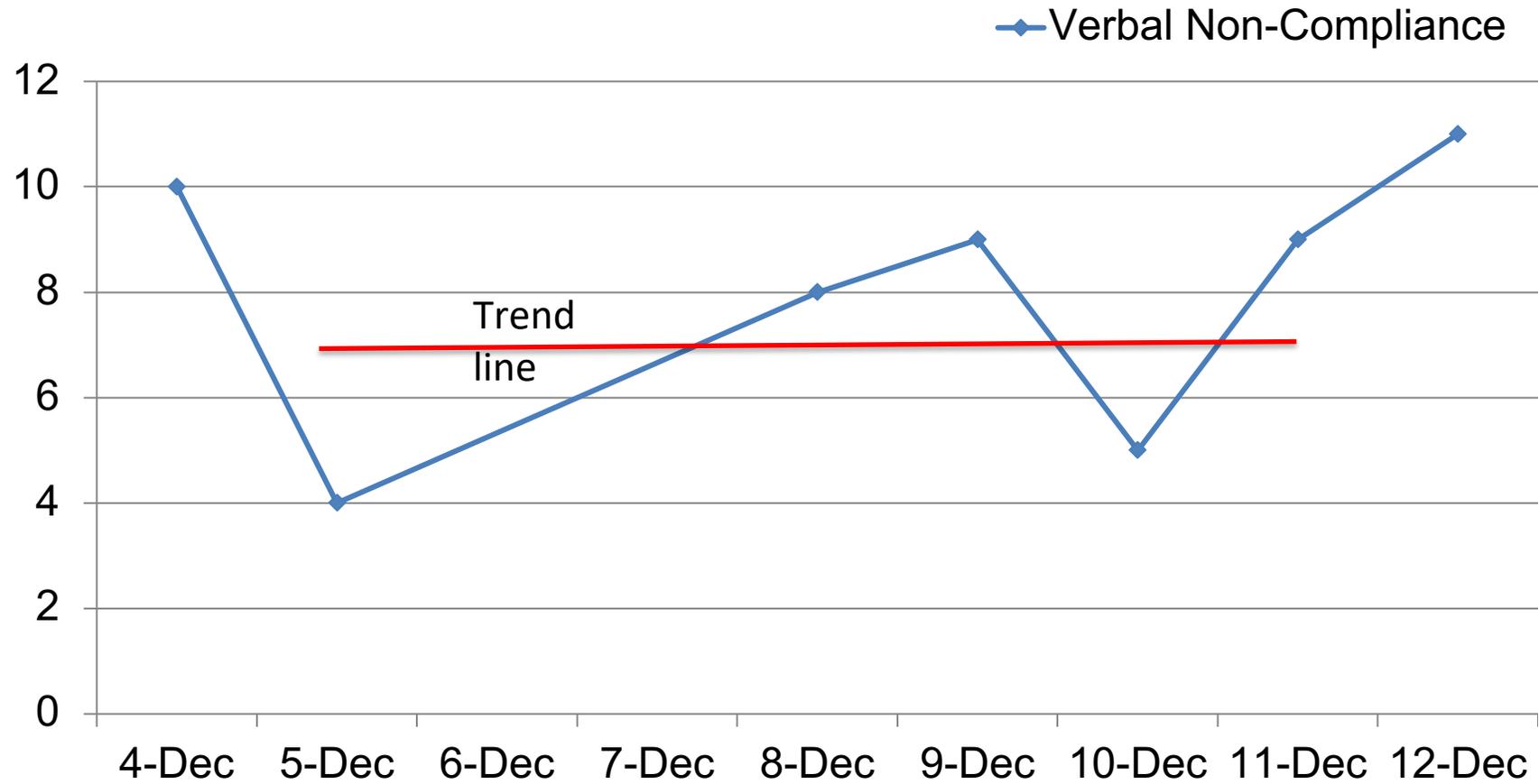
# **Phase Lines**

- 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
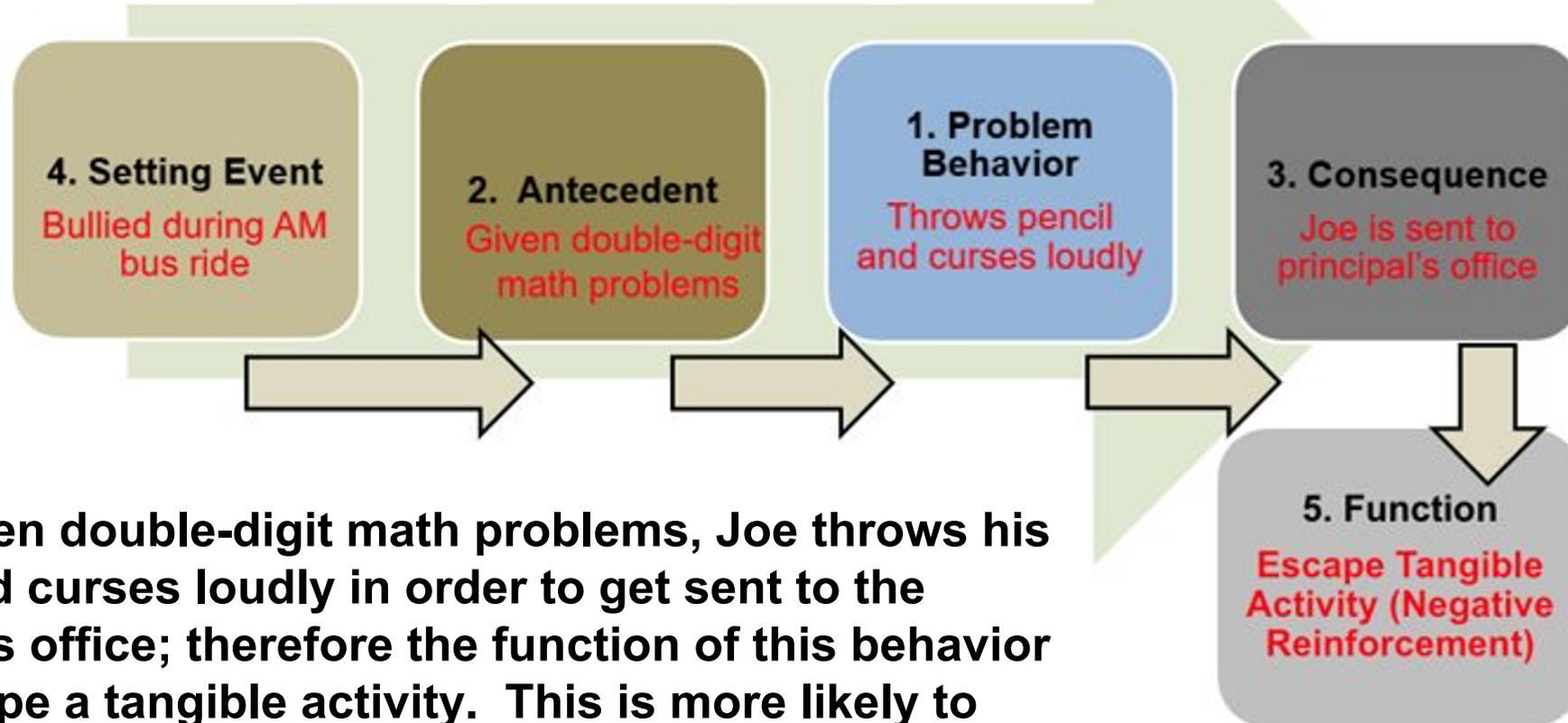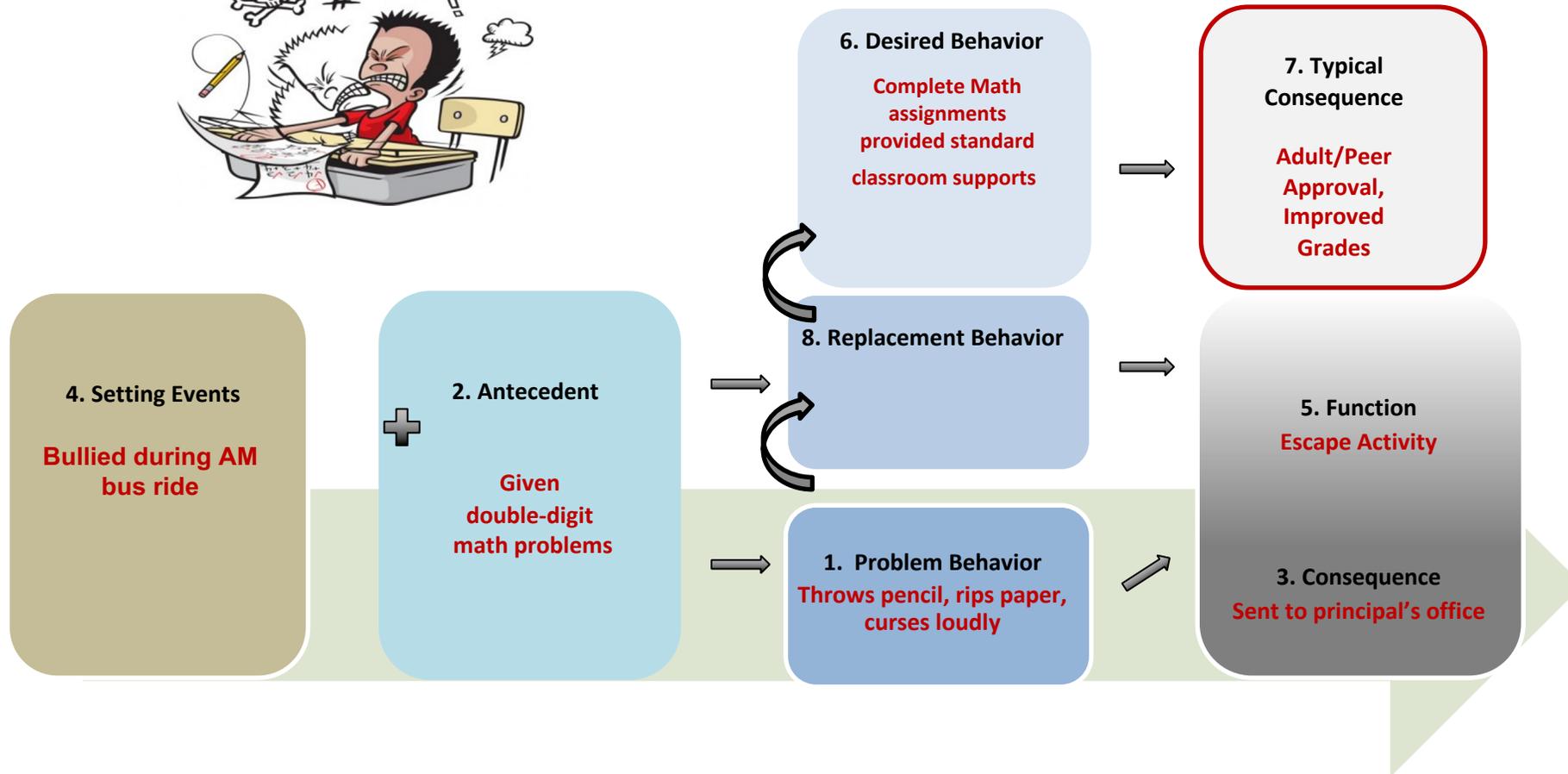
# Phase Lines
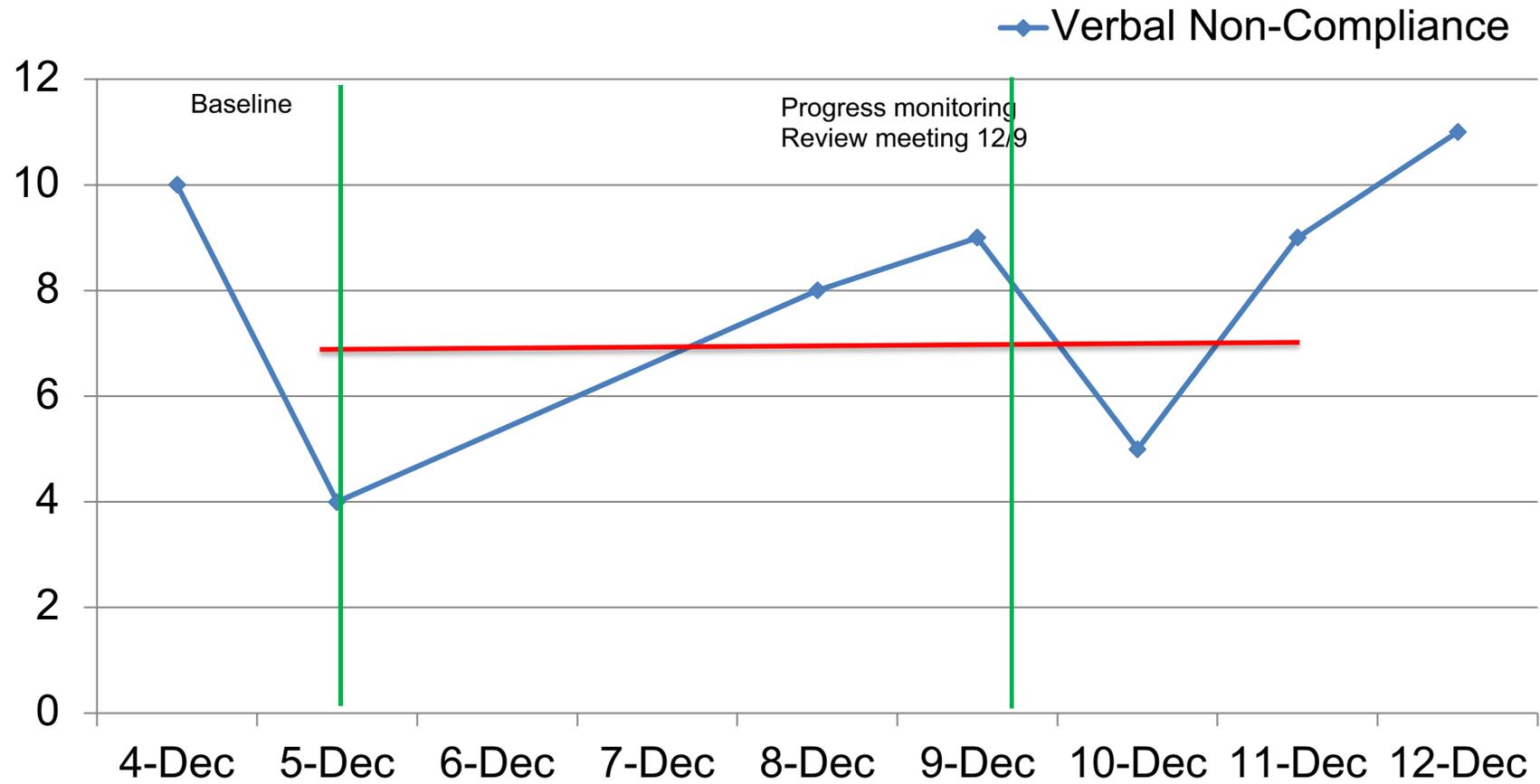
# LET'S REVISIT JOE

# Joe's Summary (Hypothesis) Statement

**4. Setting Event**
Bullied during AM bus ride

**2. Antecedent**
Given double-digit math problems

**1. Problem Behavior**
Throws pencil and curses loudly

**3. Consequence**
Joe is sent to principal's office

**5. Function**
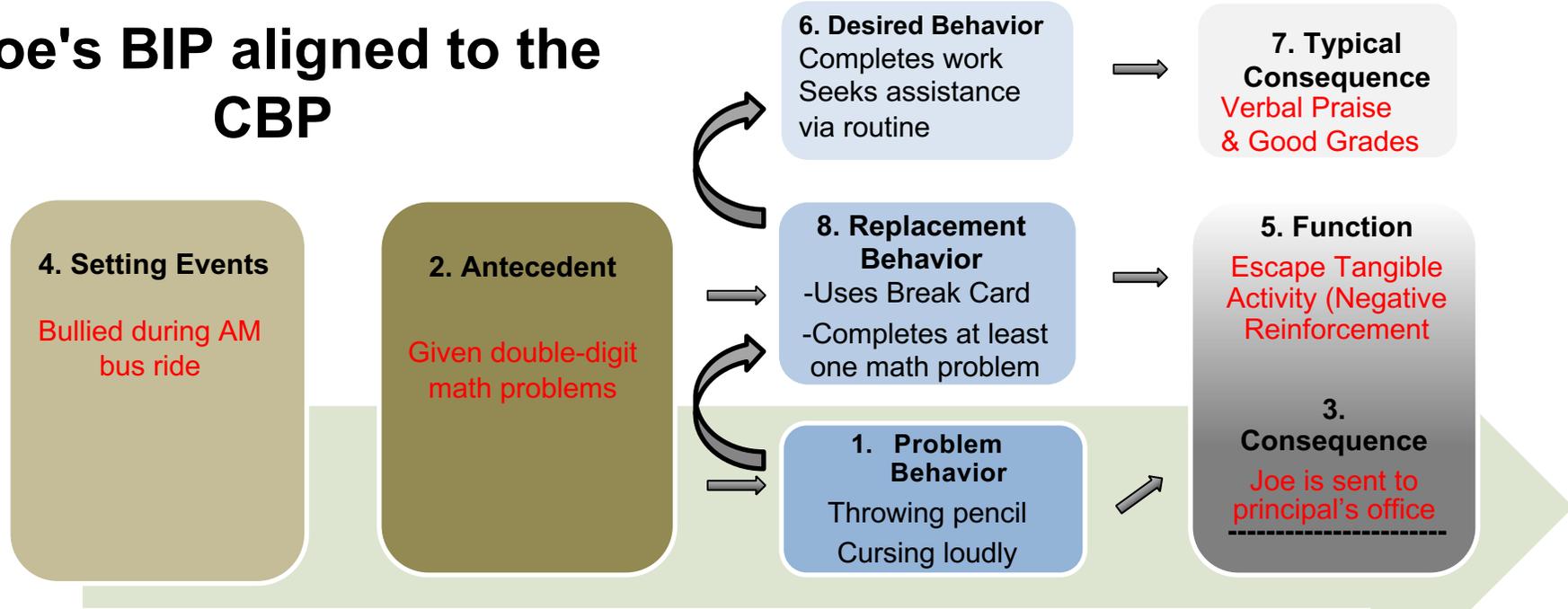Escape Tangible Activity (Negative Reinforcement)

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)



**6. Desired Behavior**

Complete Math assignments provided standard classroom supports

**7. Typical Consequence**

Adult/Peer Approval, Improved Grades

**8. Replacement Behavior**

**4. Setting Events**

Bullied during AM bus ride

**2. Antecedent**

Given double-digit math problems

**5. Function**
Escape Activity

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

**3. Consequence**
Sent to principal's office

# Joe's BIP aligned to the CBP

**6. Desired Behavior**
Completes work
Seeks assistance via routine

**7. Typical Consequence**
Verbal Praise & Good Grades

**4. Setting Events**
Bullied during AM bus ride

**2. Antecedent**
Given double-digit math problems

**8. Replacement Behavior**
-Uses Break Card
-Completes at least one math problem

**5. Function**
Escape Tangible Activity (Negative Reinforcement

**1. Problem Behavior**
Throwing pencil
Cursing loudly

**3. Consequence**
Joe is sent to principal's office
-----------------------

(Make problem behavior irrelevant)          (Make problem behavior inefficient)   (Make problem behavior ineffective)

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

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

# Joe's Problem Behaviors
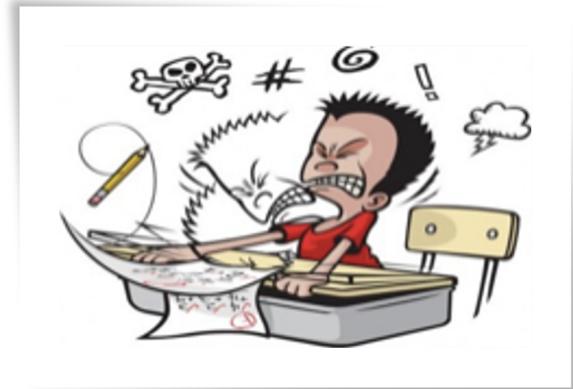
– Cursing loudly

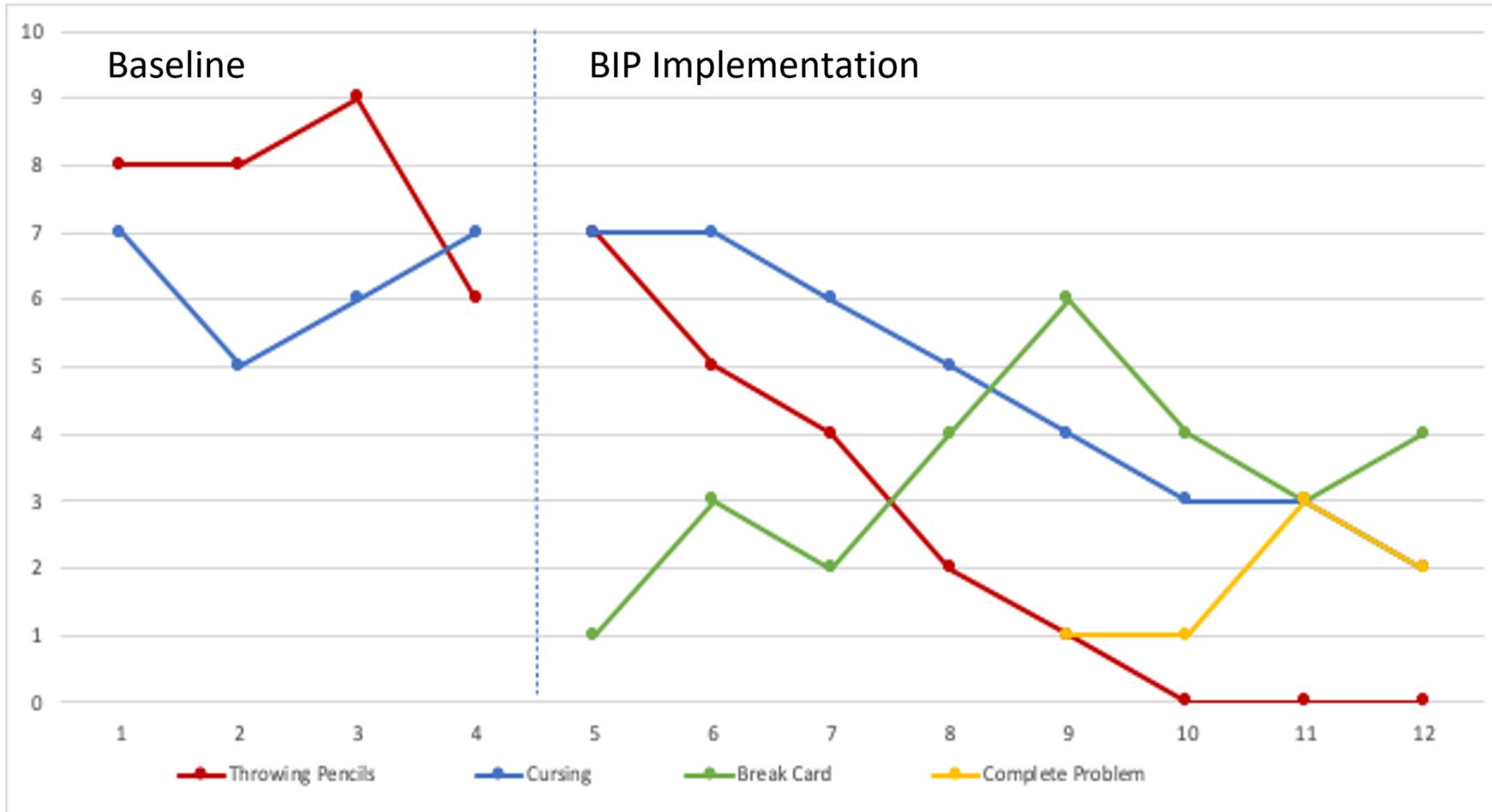– Throwing pencils

# Joe's Problem Behaviors
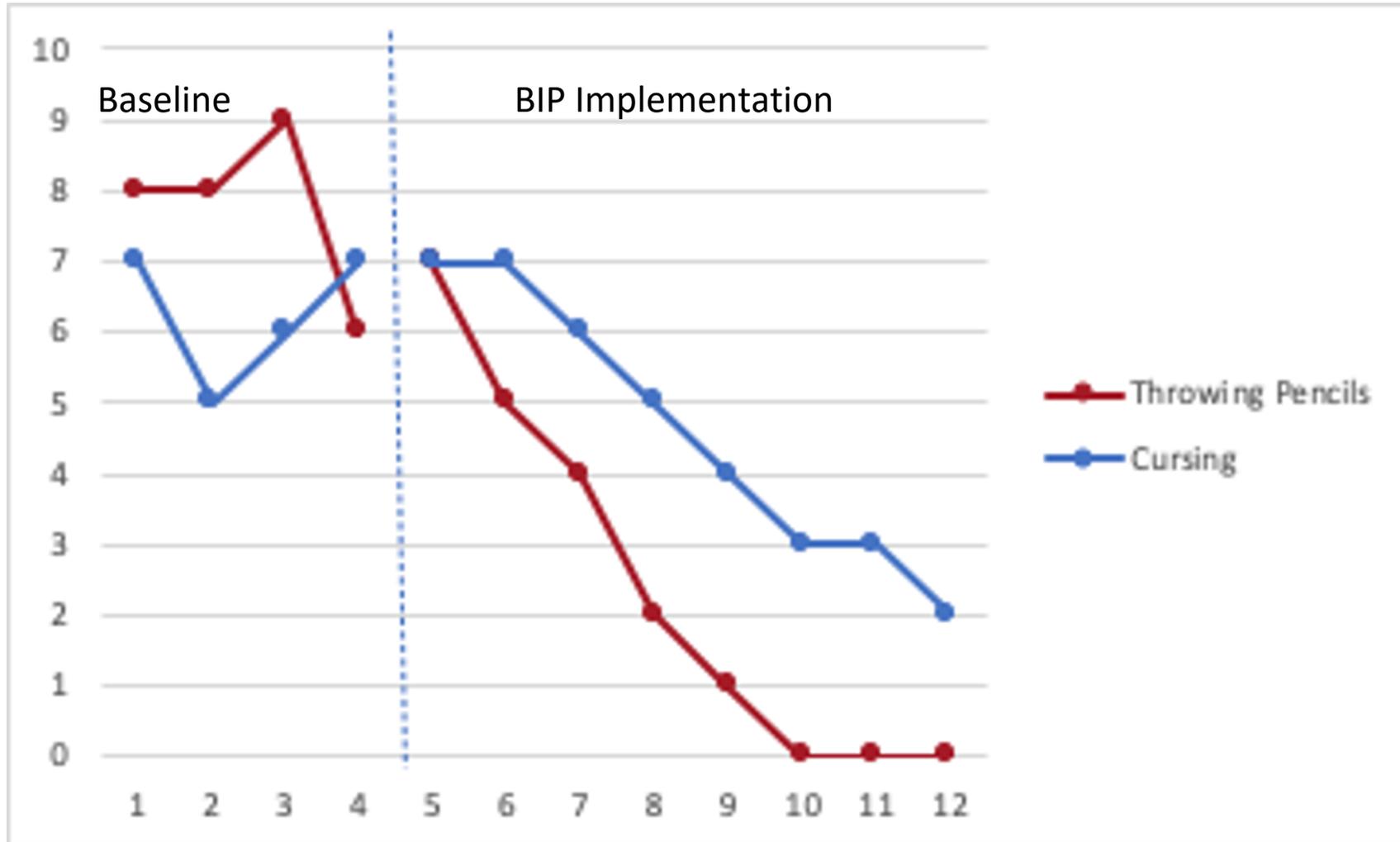
# Joe's Replacement Behaviors

– Use break card

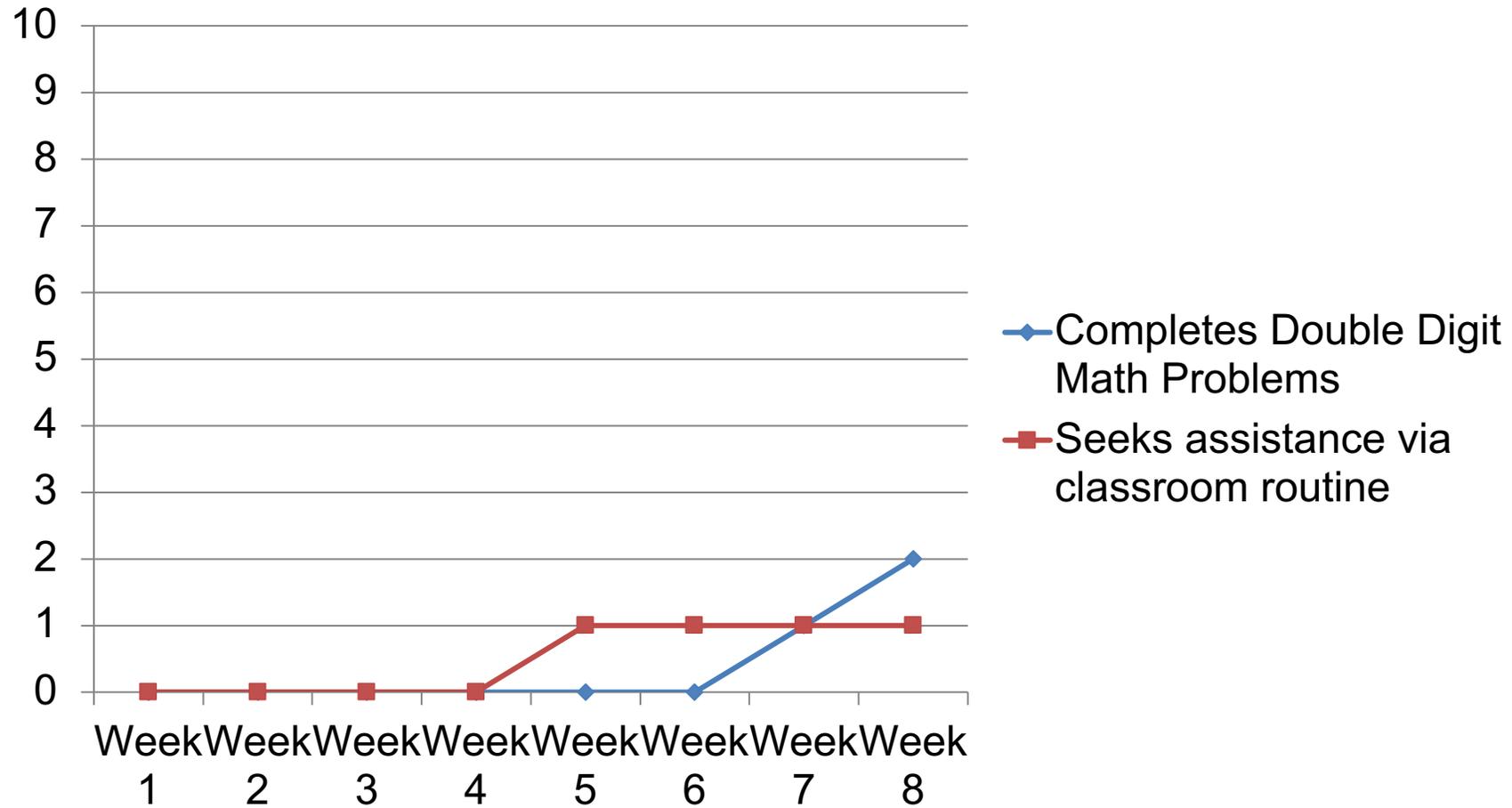– Complete at least one math problem

# Joe's Replacement Behaviors

# Joe's Desired Behaviors

– Completes double digit math problems

– Seeks assistance via classroom routine

# Joe's Desired Behaviors

# BIP Fidelity Check

In order 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 <u>interventions</u> utilized in the BIP so staff may record delivered interventions consistently

- <u>Example</u>: 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.

- <u>Example</u>: "Donna, please start your essay. You can use pen and paper or the computer."


- <u>Non-Example</u>: "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.

- <u>Example</u>: "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."

- <u>Non-Example</u>: "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 the Replacement Behavior

- 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.
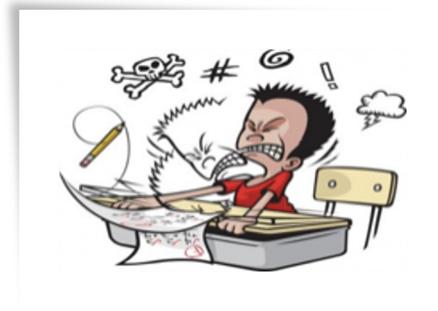
# LET'S REVISIT JOE

# 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** Interventions:

– 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: ..................................................................
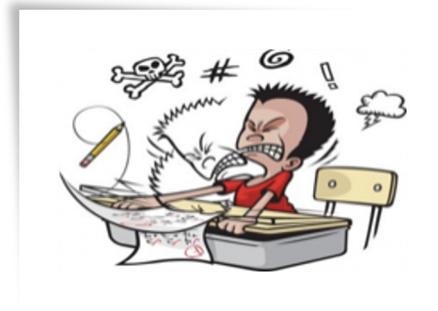
Start time:_____          End Time: _____

| Behavior Support Strategy (i.e. step in the plan, transitions, routine to be used for reinforcement) | Implementation | Comments/Examples of prompts, cues, etc. |
|---|---|---|
| Bus staff arranged seating for Joe that prevents exposure to students that bully him | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Bus driver promps Joe to sit in the first seat each day<br>Bus aide taps the back of the seat, Joe moves to front of bus |

# Joe's **Antecedent** Interventions:

– 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.*

Date:_____Student Initials: _____

Staff implementing BIP:_____

Observer: ...........................................................................................
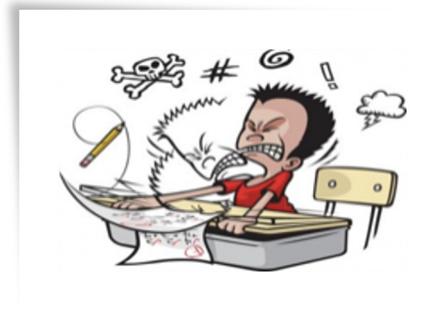
Start time:_____          End Time: _____

| Behavior Support Strategy (i.e. step in the plan, transitions, routine to be used for reinforcement) | Implementation | Comments/Examples of prompts, cues, etc. |
|---|---|---|
| Bus staff arranged seating for Joe that prevents exposure to students that bully him | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Bus driver promps Joe to sit in the first seat each day<br>Bus aide taps the back of the seat, Joe moves to front of bus |
| Staff will ensure that math work presented to Joe has some math problems Joe is able to do | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Teacher circles doable math problems that Joe is able to complete |
| Staff will proactively check in with Joe to see if he is having difficulty doing the work | Implemented   Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Within three minutes of giving Joe the worksheet staff returned to check on Joe |

# 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

| | | |
|---|---|---|
| Staff will prompt Joe to use appropriate language to express frustration | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Staff prompted Joe to use appropriate language |
| Staff proactively prompting Joe to look for a doable math problem or to sit quietly and not work | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Before giving Joe the math worksheet teacher prompted Joe to look for doable math problems |

# 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

| | | |
|---|---|---|
| Staff providing verbal praise after Joe displays replacement or desired behavior | Implemented Consistently<br>Inconsistent/Partial Implementation No Implementation<br>No Opportunity to Observe | Teacher says "Joe you did three problems independently that showed great iniative. Now let's try the next one. I'll check back in three minutes." |
| Staff making positive phone calls home after Joe displays replacement or desired behavior | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Math teacher calls Joe's mom and informs her that Joe completed several math problems on his own today. |
| Staff using strategies to diffuse aggression (providing choices, providing space) and Joe not earning reinforcement | Implemented Consistently<br>Inconsistent/Partial Implementation<br>No Implementation<br>No Opportunity to Observe | Math teacher allowed Joe to choose five out of the ten math problems.<br><br>You can wait quietly for for me to come back. While you are waiting you can read your book or review your flash cards. |

# 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

- 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
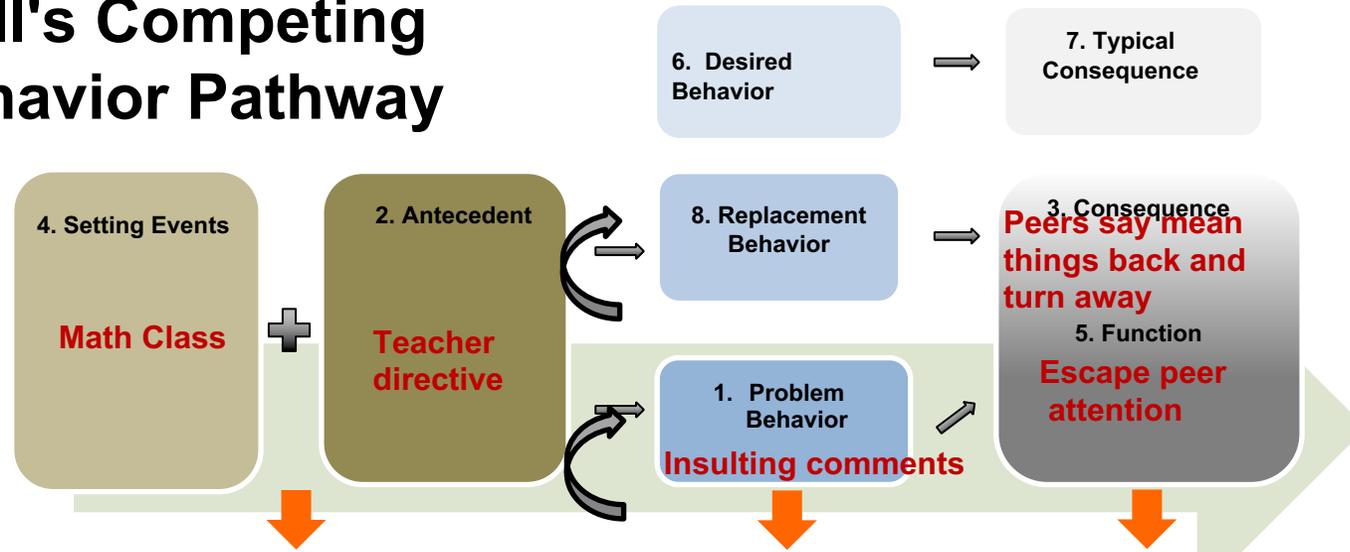
Using handout 6, complete the fidelity checklist for Will's Behavior Intervention Plan.

| 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 | |

# Will's Competing Behavior Pathway

| | | |
|---|---|---|
| **6. Desired Behavior** | → | **7. Typical Consequence** |

| **4. Setting Events**<br><br>**Math Class** | **+** | **2. Antecedent**<br><br>**Teacher directive** |
|---|---|---|

**8. Replacement Behavior** → **3. Consequence**
**Peers say mean things back and turn away**

**5. Function**
**Escape peer attention**

**1. Problem Behavior**
**Insulting comments**

| Preventative Strategies | | Teaching/Instructional Strategies | Consequence/ Reinforcement Strategies |
|---|---|---|---|
| Setting Event Strategies | Antecedent Strategies | | |
| **Make problem behavior _irrelevant_ by:**<br><br>**- removing triggers for the problem behavior from the environment**<br>**- 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

## 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 reported that reinforcement offered is of no interest to her. Team desires to change what types of reinforcements are offered

- Example: Data is indicating that a student is having a negative reaction to preventive verbal prompts about what is coming up next in class. The team desires to discontinue the verbal prompts and strictly use non-verbal prompts

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 & 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?
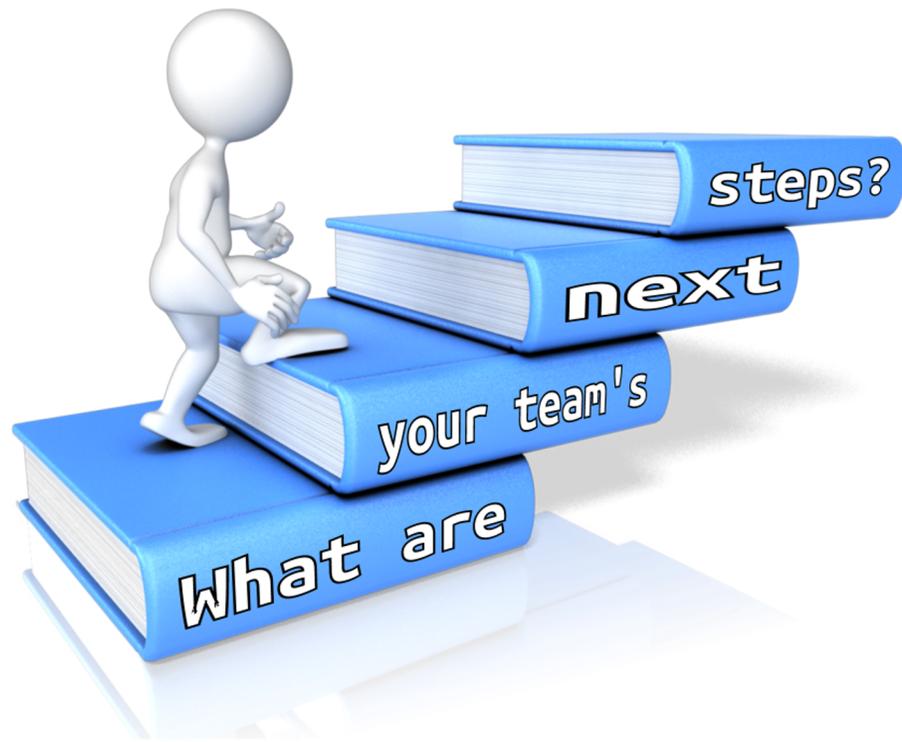
# YOUR TURN: Modification

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

# FBA, BIP & BIP Progress Monitoring Regulations

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

☐ An identified and concretely defined problem- the behavior is measurable and observable 200.1 (r)
☐ 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)(3)
  • 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(r)

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 support needed?

(Insert Contact Information)

***Please complete training evaluations.***

***Thank You for your time!***