

# Developing & Defending Solid FBAs & BIPs

Gil Middlebrooks  
Stacie Levi  
Kim Capuano



**SELF-ASSESSMENT:**     
*A Journey of Change*

# Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

# Goals for this session:

- Understanding what it means to say the behavior is contextual
- Illustrate different functions of behavior
- Describe characteristics of a functional assessment
- Explain how to develop a BIP based on individualized data

A **Behavior Intervention Plan** based on a **Functional Behavioral Assessment** should be considered when developing the IEP **if...** a student's behavior interferes with his or her learning or the learning of others.

(20 U.S.C. § 1414(d)(3)(B)(i) (2004))



# IDEA: Disciplinary Change in Placement

A child who is removed from the current placement shall...

“Receive, as appropriate a Functional Behavioral Assessment, Behavioral Intervention Services and Modifications that are **designed to address the behavior violation so that it does not recur.**”

34 CFR 300.530(d)(1)

# IDEA: Discipline

If the child's behavior is a manifestation of the disability  
IDEA requires IEP team to:

- Conduct a Functional Behavioral Assessment (FBA) & implement Behavior Intervention Plan (BIP)
- If BIP exists, must modify it and address the behavior resulting in the suspension

*34 CFR 300.530(f)(1);*

*Section 615(k)(1)(f)(i)-(ii)*

# Putting Together An Action Plan

- Overview: Setting the Table
- Assembling the Team and Identifying Target Behavior(s)
- Data Collection
- Assembling Data & Forming/Testing Hypotheses
- Developing, Implementing, & Monitoring a Behavior Intervention Plan (BIP)





# Understanding Functions of Behavior



IF YOU GIVE  
A MOUSE  
A COOKIE



# Basics of Behavior

- We study behavior to:
  - understand what our students say & do
  - understand, explain, describe, & predict student behavior
- Behavior is analyzed in terms of
  - interactions between behavior itself
  - the environment in which it happens

The First Step Is Asking For Help



# The Steps To A Bombproof FBA



# The FBA Process

- Step 1:** Identify the behavior.
- Step 2:** Define the problem behavior and develop a testable hypothesis .
- Step 3:** Gather data.
- Step 4:** Analyze patterns and circumstances.
- Step 5:** Determine the function of the behavior.





**What do we know?**

## **Problem Behavior**

## **Concrete Definition**

**Trish is aggressive.**

**Trish hits other students during recess when she does not get her way.**

**Carlos is disruptive.**

**Carlos makes irrelevant and inappropriate comments during class discussion.**

**Jan is hyperactive.**

**Jan leaves her assigned area without permission. She completes only portions of her independent work. She blurts out answers without raising her hand.**

**General  
Descriptions**

**Observable &  
Measurable Descriptions**

Student is aggressive

Sitting at the table, during lunch,  
student hits other children  
approx 3 times weekly

Student is disruptive

Student calls out without  
permission on average 5 times  
during math seat work

Student is hyperactive

Student moves around on seat,  
plays with items on desk, and  
gets out of the seat without  
permission during reading  
activities



**What do we  
need to know?**



**Make your  
questions sticky**

# Assessment Methods

## Indirect Assessment:

- Student Records
- Interviews
- Questionnaires

# Assessment Methods

## Direct Assessment:

- ABC Charts
- Scatterplots/Frequency

# Tips for Conducting Direct Observation

- Be clear about the target behavior(s) being observed.
- Be sure all observers are familiar with the guidelines and procedures.
- Try to be as inconspicuous as possible.
- Carry out the observation over a period of several days.
- Carry out observations in the most natural settings for the student.
- Use independent observers for reliability checks, when possible.

# A stands for Antecedents

What triggered the behavior, emotion, or symptom?

Consider:

- Physiological triggers – hunger, pain, illness, fatigue, hormones (menstruation).
- Sensory stimulation – level of noise, light, touch, smell, taste, movement, or other forms of stimulation that might be upsetting.
- Lack of structure – no instructions, no visual or verbal prompts provided, too much time on one's hands.

# A stands for Antecedents

What triggered the behavior, emotion, or symptom?

Consider:

- Demands or unfamiliar tasks – directions to do work, something hard, or social expectations to converse, play, achieve; uncertainty about what to do. Too much physical exertion.
- Waiting – denied access to desired object or activity.
- Threats to self-image – situations that cause shame (teasing, losing, mistakes, physical scars/weakness).
- Unmet wishes for attention – being ignored or waiting for attention; being isolated

# B stands for Behaviors

- Describe the behavior/emotion/conduct. Use concrete words, not abstract terms.
- Be specific about what was said, to whom words were directed, and the tone of voice.
- Rate the intensity of the behavior and give details about accompanying effects.

# C stands for Consequences

What did others do or say after the unwanted behavior?  
(Include both teachers and other students)

- Getting other's attention – how did the other students and teachers react? Did they laugh, look, point, ignore, etc? Did teacher get angry? Be specific and quote reactions if possible.
- Getting desired object – Was the student given what she wanted in response to the behavior?

# C stands for Consequences

What did others do or say after the unwanted behavior?  
(Include both teachers and other students)

- Self-pleasure or soothing – Does this look like stimming, obsessions, or compulsions?
- Avoidance – Was the consequence being allowed to avoid difficult work, social demand, or overstimulation?
- Venting frustration – Was this venting rather than avoiding/seeking attention?

## ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
Feb. 8 <sup>th</sup> ; 9:35 AM (*)	Math Class	Mrs. England was lecturing to the class	George put his head on the desk (*Possible setting event: George said he had not slept well the night before)	Mrs. England asked George to participate in the class
Feb. 8 <sup>th</sup> ; 9:38 AM (*)	Math Class	Mrs. England asked George to participate in class discussion	George ignored Mrs. England's requests and kept his head on the desk	After asking twice, Mrs. England gave up and ignored George
Feb. 8 <sup>th</sup> ; 2:40 PM (*)	In class free time to work quietly	Mrs. England was working on one-on-one tutoring with other students; Time was running out for Mrs. England to work with George	George began humming loudly	Mrs. England and peers ignored George
Feb. 8 <sup>th</sup> ; 2:55 PM (*)	In class free time to work quietly	George's study partner suggested to go over assigned math sheets	George said "No", and threw his book at his partner	George's study partner returned to his desk. Mrs. England told George that if he did this again he would be sent to the office
Feb. 9 <sup>th</sup> ; 9:40 AM	Math lecture	Mrs. England was lecturing to the class	George began humming loudly	Mrs. England and peers ignored George
Feb. 9 <sup>th</sup> ; 9:50 AM	Math lecture	Mrs. England called on George for a problem	George told a joke about religion	Peers laughed
Feb. 9 <sup>th</sup> ; 9:55 AM	Math lecture	Mrs. England insisted that George answer the question	George threw his book at Mrs. England	Mrs. England told George that she was very disappointed with him, and sent him to the office
Feb. 9 <sup>th</sup> ; 11:00 AM	Sent to see school counselor	The school counselor was asking several questions to George, trying to interact with him	George ignored the school counselor's questions, put his head on the desk, and remained this way the entire time he was there	After 15 minutes trying to get George to talk, the counselor sent George back to class
Feb. 9 <sup>th</sup> ; 2:45 PM	In class free time to work quietly	George was working alone	George began humming loudly	Mrs. England asked George to stop
Feb. 9 <sup>th</sup> ; 2:50 PM	In class free time to work quietly	Mrs. England asked George to stop humming several times	George stopped humming	No one said anything
Feb. 10 <sup>th</sup> ; 12:45 PM	Lunch time	George was eating lunch with his peers	George told several jokes about sex	Peers laughed
Feb. 10 <sup>th</sup> ; 12:50 PM	Lunch time	Peers stopped laughing at George's jokes and began ignoring him	George threw his lunch tray on the floor and walked away	Peers looked at him

## Observation:

Lance is walking toward his locker and sees 2 boys looking at a magazine. Lance grabs the magazine, throws it and runs away. The peers yell and chase him down the hall. The three stop running when they see the principal. The peers return to their locker, and Lance continues down the hall. Lance sees a girl getting a drink and pushes her face into the water. The girl screams when her face and hair get wet. Lance laughs and walks away as the peer calls him names. Lance stops to talk to a friend. As he is talking to his friend, he trips a student walking down the hall. Lance and his friend laugh and continue down the hall.

# Lance's ABC Chart

Setting Information: Hallway between periods

Time	Antecedent	Behavior	Consequences
10:30	Two peers looking at a magazine	Lance grabs the magazine & throws it	Peers yell & chase Lance
10:32	Lance sees principal	Lance stops running	Peers return to locker
10:33	Lance is walking down the hall	Lance pushes peer at water fountain	Peer screams
10:35	Peer screams	Lance laughs & walk away	Peer calls Lance names
10:36	Lance is talking with peer	Trips a student walking by	Peer laughs

## Functional Assessment Scatterplot

Student: Myree

Grade: 6th

School: John B. Lynn

Date(s): 10/4/97 to 10/8/97

Observer(s): Dennis

Behavior(s) of concern: disrupts class w/inappropriate comments and verbal threats directed at peers.

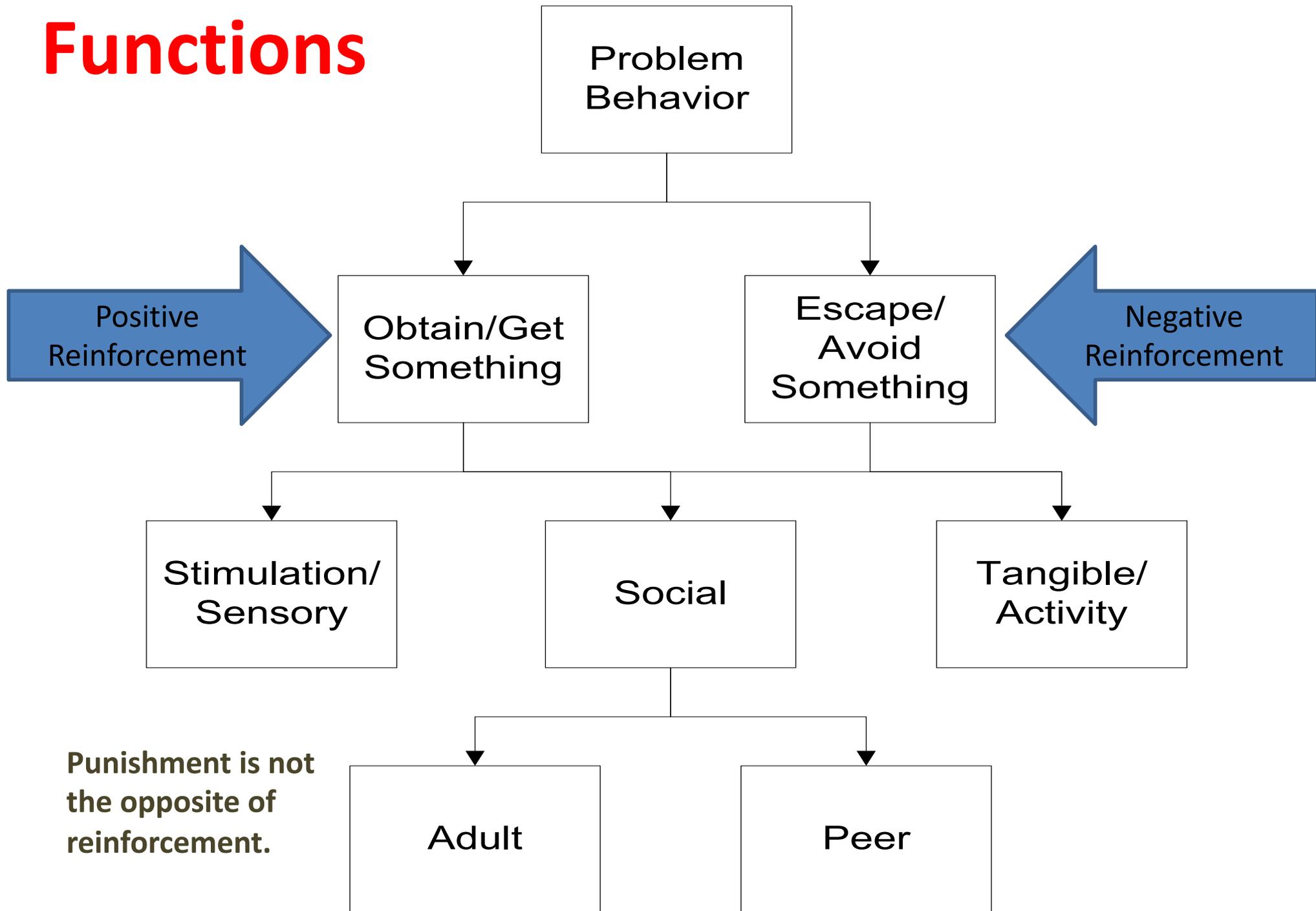
Setting: \_\_\_\_\_

ACTIVITY	TIME	DAY OF THE WEEK					TOTAL
		Monday	Tuesday	Wednesday	Thursday	Friday	
<i>Math</i>	<i>9:20 – 10:10</i>	<i>II</i>	<i>I IIII IIII</i>	<i>IIII III</i>	<i>III</i>	<i>IIII</i>	<b>29</b>
<i>Science</i>	<i>10:10 – 11:00</i>	<i>II</i>		<i>I</i>	<i>I</i>		<b>4</b>
<i>Social Studies</i>	<i>11:00 – 11:50</i>		<i>I</i>				<b>1</b>
<i>English</i>	<i>11:50 – 12:30</i>	<i>I</i>	<i>I IIII</i>	<i>I IIII</i>		<i>II</i>	<b>15</b>
<i>Lunch</i>	<i>12:30 – 1:00</i>						<b>0</b>
<i>Health/P.E.</i>	<i>1:00 – 1:50</i>						<b>0</b>
<i>Art</i>	<i>1:50 – 2:40</i>						<b>0</b>
<b>Total</b>		<b>5</b>	<b>18</b>	<b>15</b>	<b>4</b>	<b>7</b>	<b>49</b>

# Formulating the Hypothesis

- After defining the target behavior in specific terms and collecting data, the next step is to formulate a hypothesis to explain the function(s) for the target behavior.
- This can be done by the data collectors in “draft” form, but the real discussion takes place at the IEP Team meeting.
- Not always, but typically, unwanted behaviors in school serve two basic functions:
  - To get something
  - To avoid something

# Functions

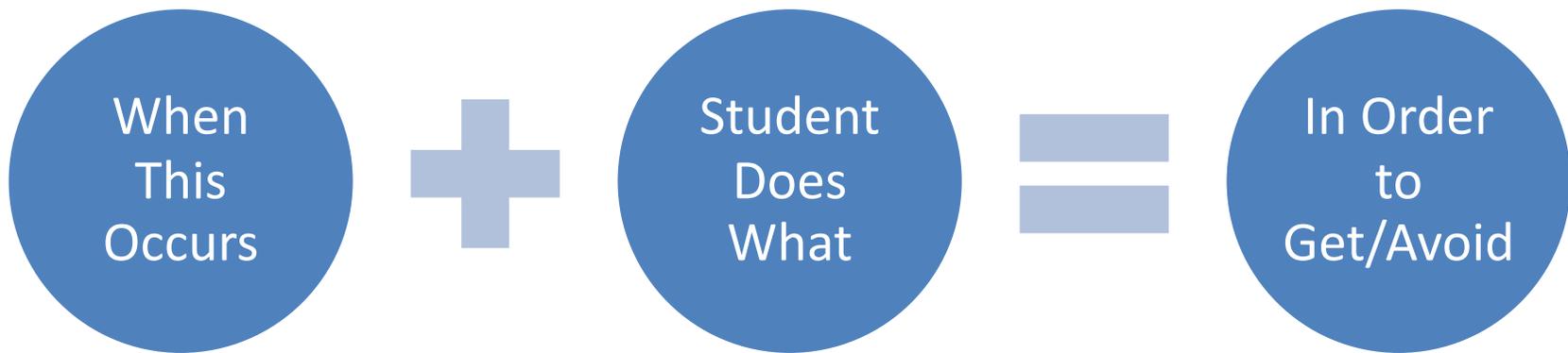


# Example Hypothesis

“John talks loudly when the teacher is conducting a lesson because he cannot complete his work, and he is then sent to the resource room where he plays with a squishy ball and has no demands placed on him.”

# Testable Hypothesis 1

Setting Event	Antecedent	Behavior	Consequence
Cooperative group work	Negative comments made by two other students to Susan	Susan punches one of the classmates	Classmate scream, teacher sends Susan to office



# Testable Hypothesis 2

Setting Event	Antecedent	Behavior	Consequence
Mother is in bad mood and has less patience.	Sam is expected to do homework right after school.	Cries, whines, yells, refuses to do work.	Mother argues with him, sometimes does work for him.

When Sam's mother is in a bad mood

and he is expected to do homework right after school,

he has tantrums

to get his mother's attention OR to get out of doing work that he perceives as too hard.

# Testable Hypothesis 3

Setting Event	Antecedent	Behavior	Consequence
Does not follow teacher directions on Friday at dismissal.	Students are directed to clear their area and prepare for dismissal.	Places head on desk. Pushes books on floor. Sad expression	Teacher encourages her. Teacher places arm around student and escorts her to the bus.

On Fridays when students are directed to prepare for dismissal, student causes disruption in order to obtain teacher attention.

## Alternative Hypothesis

On Fridays, student is having a tantrum in order to avoid a negative situation at home.



# Example Hypothesis

“John talks loudly when the teacher is conducting a lesson because he cannot complete his work, and he is then sent to the resource room where he plays with a squishy ball and has no demands placed on him.”

## FBA

- Addresses the function of the behavior
- Involves parents
- Involves service providers



## BIP

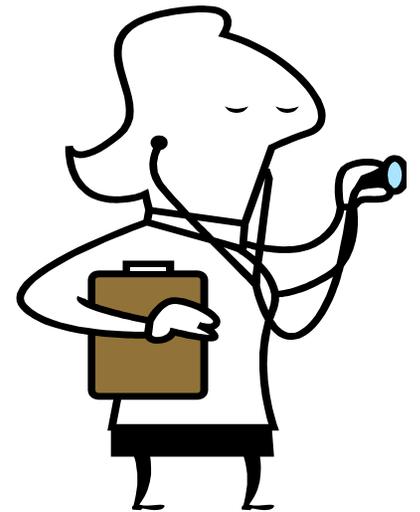
- Builds a system for interventions based on the function of the behavior
- Uses data for progress monitoring
- Involves parents

# The Big Picture of an FBA/BIP

# An analogy...

A **Functional Behavior Assessment**  
is to a **Behavior Intervention**  
**Plan...**

As a **Diagnosis**  
is to a **Prescription.**



# Developing a BIP

- What do we want the student to now instead of his current behavior?
- Does the student have the skills to perform desired behavior?

# Developing a BIP

- Consider preventative techniques
- Consider supportive measures
- Determine who, when, and where
- Determine how and when BIP will be monitored and evaluated

# Purpose of a Behavior Intervention Plan

- Describes what behaviors are expected of the student and how they will be taught & supported
- Describes the changes in the environment that are designed to alter a student's behavior
- Describes what adults will do differently in an effort to alter what the child does
- Describes what academic, schedule, etc. changes will be made to support new behavior

# A BIP

## Should Make the Problem Behavior

- **Less effective-** change circumstances and antecedents that trigger problem behavior
- **Less efficient-** make it easier to perform replacement behavior than the problem behavior
- **Less relevant-** less reinforcement of the problem behavior and more reinforcement of the replacement behavior

(Adapted from: Sugai, Lewis-Palmer & Hagan, 1998)

# A BIP Must...

- Fit the natural routines of the setting
- Be consistent with the values and skills of the staff carrying out the plan
- Be efficient in terms of time, money, and resources
- Include reinforcement that produces results
- Be progress monitored to determine effectiveness

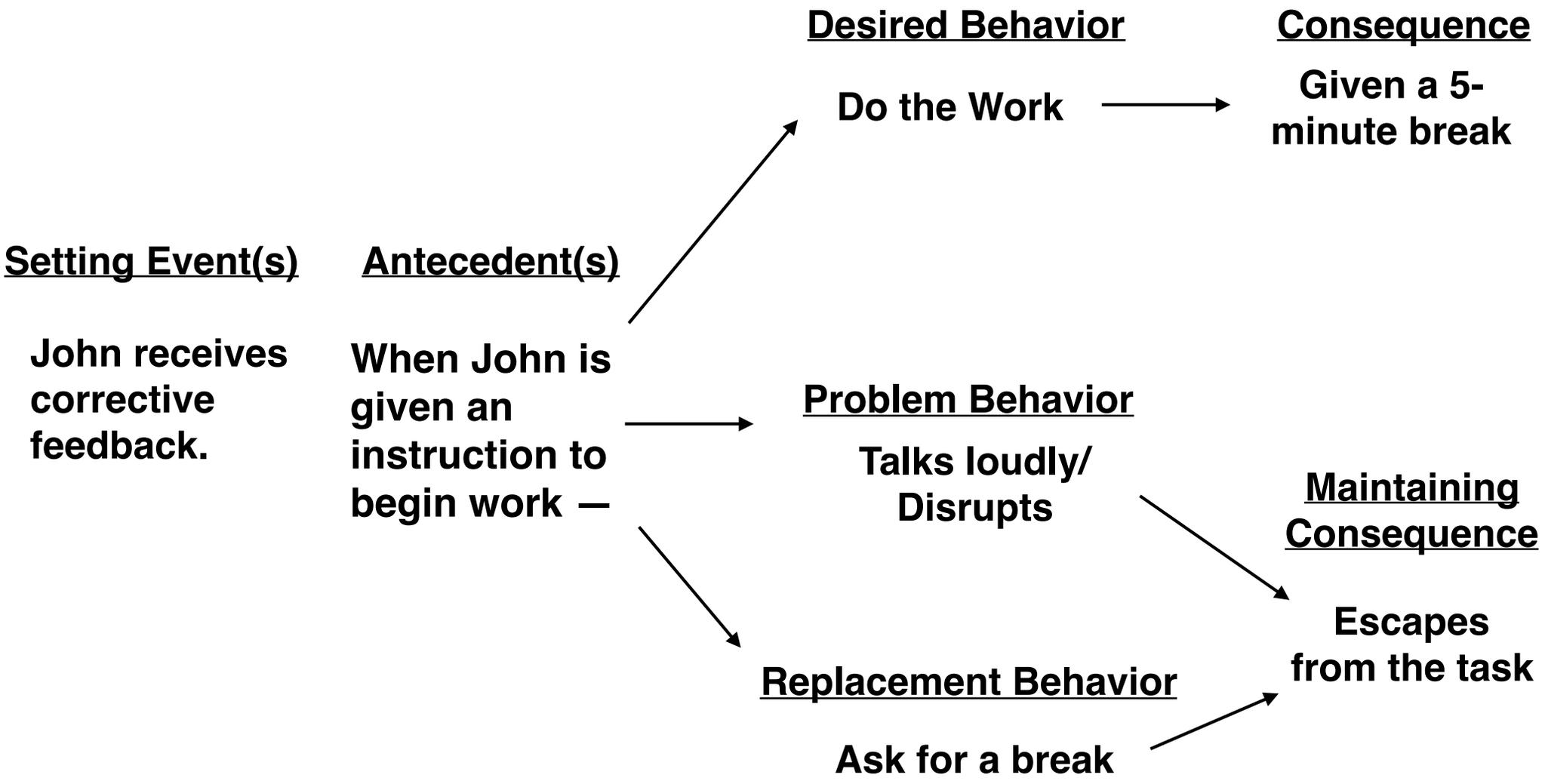
# BIP Components

1. Determine student strengths and interests
2. Determine student reinforcers
3. Determine positive replacement behaviors
4. Design/develop intervention strategies
5. Develop crisis management plan (if necessary)
6. Plan for implementation
7. Plan for monitoring, reviewing, and revising



# Example Hypothesis

“John talks loudly when the teacher is conducting a lesson because he cannot complete his work, and he is then sent to the resource room where he plays with a squishy ball and has no demands placed on him.”



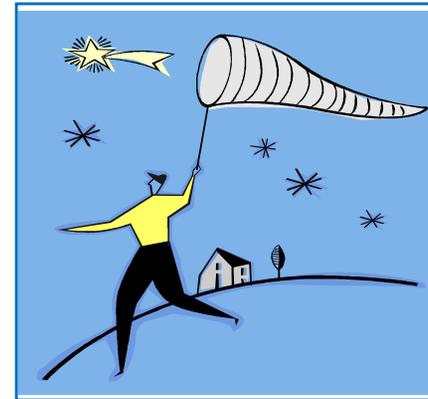
# BIP Step 1: Strengths & Interests

- Environments
- Learning Style
- Interests
- Abilities



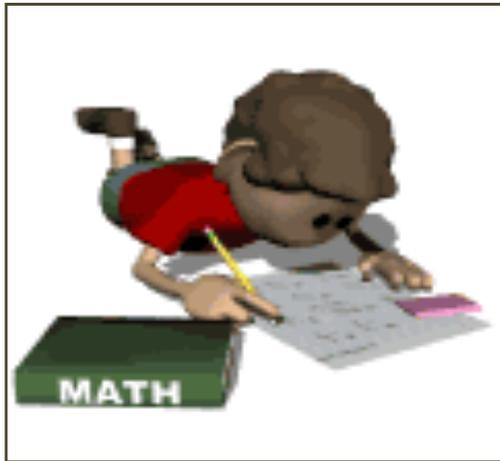
# BIP Step 2: Student Reinforcers

- What has child responded positively to before?
- What does the student want?  
(Food, Toys, Objects, Activities, etc.)



# BIP Step 3: Replacement Behaviors

What is a socially acceptable behavior or new skill that serves the same function as the problem behavior?



# Determine if the student has a ...

## Skill Deficit

... the student cannot do or lacks the necessary information or skills to do.

## Can't Do



## Performance Deficit

... the student is not motivated to do; has performed the skill previously or does it in some settings but does not generalize to other settings

## Won't Do



**Skill  
Deficit**



**Teach new  
Skill and  
Provide Motivators**

### **Questions to ponder...**

1. Does the student understand the behavioral expectations for the situation?
2. Does the student realize that he/she is engaging in unacceptable behavior or has the behavior simply become a “habit.”
3. Is it within the student’s power to control the behavior or does he/she need support?
4. Does the student have the skills necessary to perform the new behaviors?



**Performance  
Deficit**



**Provide  
Motivators and  
Review Skill**

**Questions to ponder...**

- 1. Is it possible that the student is uncertain about the appropriateness of the behavior?**
- 1. Does the student find any value in engaging in the appropriate behavior?**
- 2. Is the behavior problem associated with certain social or environmental conditions?**
- 3. Is the student attempting to avoid a “low-interest” or demanding task?**
- 4. What current rules, routines or expectations does the student consider irrelevant?**

# Fair Pair

The act of replacing an *inappropriate* behavior with an *appropriate* behavior is known as the *fair-pair rule*.

When it is achieved it will provide the person with something they desire:

*Replacing self-limiting behaviors with mastery oriented behaviors.*

# Dead Man's Test

**What qualifies as an appropriate behavior to target? If a dead man can do it, then the behavior is not appropriate.**



# BIP Step 4: Interventions

- Preventative Strategies

*(manipulating circumstances and antecedents)*

- Teaching Strategies

*(replacement behaviors, social skills)*

- Positive Reinforcement Strategies

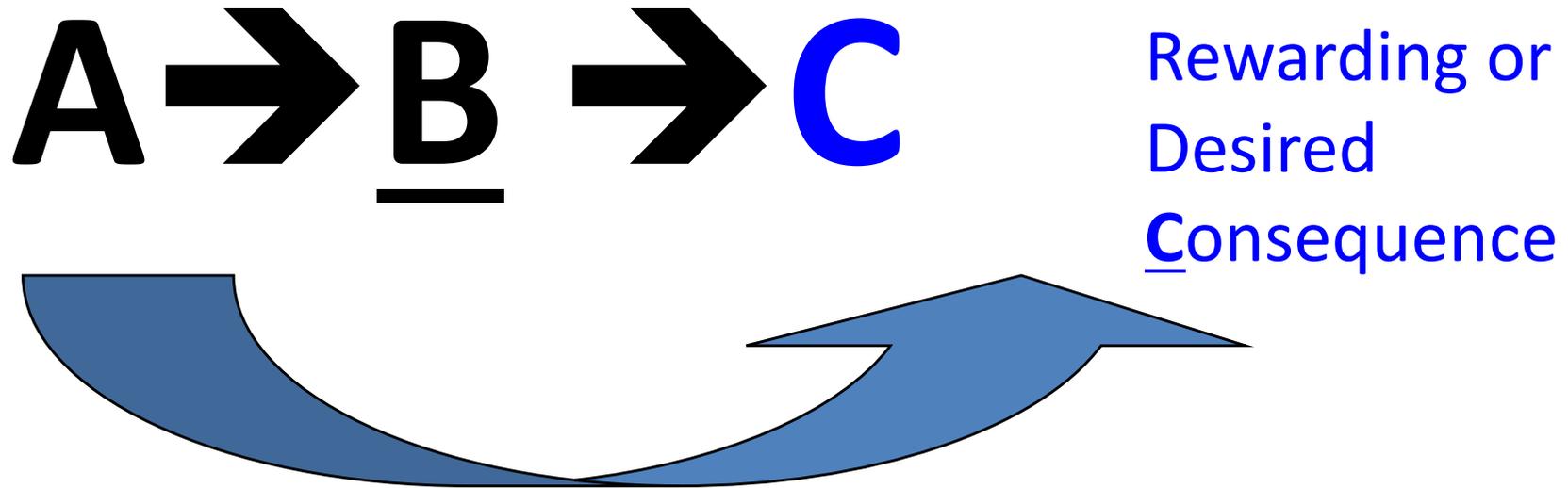
*(manipulating reinforcers)*

Function???

# Positive Reinforcers

- Reinforce desired behavior immediately when performing expected behavior
- Individualized
- Explicitly describe the behavior the student is performing well
- Reinforce every response initially
- Combine reinforcement with modeling

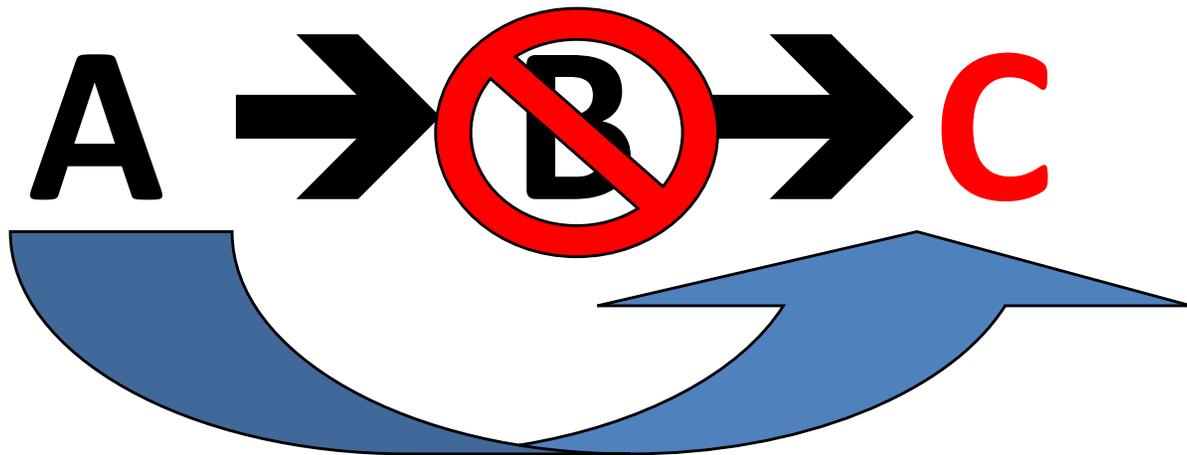
# Reinforcing Consequence



If the consequence is **rewarding/desired**, the student learns the behavior is functional for getting what they want

Behavior Increases in the Future

# Punishing Consequence



Punishing or  
Undesired  
Consequence

If the consequence is **punishing/undesired**, the student learns the behavior is not functional for getting what they want

Behavior Decreases in the Future

# Learning & A→B→C

<b>A</b>	<b>B</b>	<b>C</b>
When sitting at the lunch table with group of 'cool' peers	Student tries to get their attention appropriately by offering to share	peers ignore student and don't respond – student does not get desired attention
<b>NEXT DAY....What did the student learn?</b>		
When sitting at the lunch table with group of 'cool' peers	<b>What happens today???</b> <b><u>B</u>ehavior is punished – less likely to occur in future</b>	

# Consistent Responding is the Key!!!

Student Learns through repeated experience, that under these specific Antecedent conditions, if I engage in this Behavior, I can expect this Consequence

# Focus on What We Can Change

- We cannot prescribe or suggest medication
- We can not place in mental health
- We cannot change the students previous experiences
- We often cannot change the parenting practices in the home
- We cannot always just “add an assistant”
- We cannot just change placement
- Some venting is good, but too often it takes over leading to less productive meetings, instruction & supports for students

**There is a LOT we can do in the classroom to change student problem behavior**

*This starts with student learning and structuring the environment...*

# BIP Step 5: Develop Crisis Management Plan

- Determine a crisis plan.
- What procedures should be in place to insure safety and deescalation?
- Who? What? Where?



# The Plan Should Be...

- Clear
- Concise
- Enforceable
- Related to the behavior



# Questions To Ask when Developing a Crisis Management Plan

- What is it about the child's behavior that lets me know a crisis may be coming?
- What are the triggers to this child's behavior? Are they external to the child (environment) or internal to the child (emotional, perceptual)?
- Can I do anything to alter the precipitators before a crisis develops?
- What/Who are the resources to help the child and me avert the crisis?
- What will I do if a crisis develops? Do I have a plan?

# Crisis Plan Example

1. Be aware of cues that student is upset.
2. Try to calm student and separate student from peers.
3. If problem escalates, notify principal.
4. School counselor will cover gym teacher's class.
5. Gym teacher will take student for 10 minute timeout.
6. Student is verbally praised for calming self.
7. Gym teacher reminds student of expectations and escorts student back to class.

# BIP Step 6: Plan for Implementation

- What will be done?
- Who is responsible?
- By When?



# BIP Step 7: Plan for Progress Monitoring, Reviewing & Revising

- Progress monitoring needs to match your behavior plan target goals
- Daily or more frequently with implementation of BIP
- Use BIP Progress Monitoring Tool or Individual Intervention Tracking Form
- Plan needs to include:
  - Who?
  - What (methods)?
  - When (time, frequency)?
  - How (tools?)?
  - Review DATES!

Using data to make decisions.  
What a novel idea.



# Progress Monitoring

- Data collection is necessary \*
- Indirect methods of data collection (reviewing records, student interviews, parent interviews, and staff interviews)
- Direct methods of data collection (A-B-C recording, interval, time sampling, and scatter plot)

# Evaluate Implementation Outcomes

- **Efficacy:** What Works?
- **Effectiveness:** When does it work?
- **Implementation:** How do we make it work?
- **Fidelity:** How are we implementing?
- **Monitoring:** Is it working? How do We know?  
So What? Now What?

# Summary

## Create Positive Systems

Classroom & Behavior Management

Aligned to School-Wide System

Prevention & Accountability

## Collaborate and Designate Responsibilities

Problem-Solving Team Meetings

Everyone Has Input

- Essential Staff
- Students
- Parents

## Use Evidence-Based Strategies

FBA/BIPs

Explicit Instruction of both academics **AND** **behavior**

Progress Monitor Intervention Implementation and Effectiveness

# Questions?



**kim.capuano@cms.k12.nc.us**

**stacie.levi@cms.k12.nc.us**

**gil@middlebrooksesq.com**



---

**SPECIAL ED LAW**

---

**[www.ncspecialedlaw.com](http://www.ncspecialedlaw.com)**