So You Have to Complete a FBA & BIP: Introduction to Tier III Individualized Support Planning

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Currently...

- The occurrence of serious violent crimes in schools appears to be steadily declining since 1994 (U.S. Bureau of Justice Statistics, 2009).

- However, less serious negative behaviors are at an all-time high (McIntosh, Campbell, Carter, & Zumbo, 2009; Sprague, Walker, Golly, White, Meyers, & Shannon, 2001).

- It is often difficult for schools to meet the academic and behavioral needs of students across all situations.
Student Problem Behaviors

- When schools do address student problem behaviors, they frequently rely on negative consequences (e.g., Colvin, Sugai & Kameenui, 1993; Anderson & Kincaid, 2005; Lewis, & Garrison-Harrell, 1999; Osher, Bear, Sprague, & Doyle, 2010).

- Studies have consistently demonstrated that reactive punishment measures can escalate and increase the severity of the problem behaviors (e.g., Lewis & Garrison-Harrell, 1999; Safran & Oswald, 2003).
Impact on Teachers

• Many teachers report feeling inadequately prepared or supported to effectively manage a classroom (e.g., Siebert, 2005).

• There lies a discrepancy between proven evidence-based practices and getting teachers to implement those with fidelity (Oliver & Reschly, 2010).
  - Research-practice gap

• Brouwers and Tomic (2002) noted that teachers who have demonstrated ineffectiveness in controlling their classroom environments are at greater risk of falling susceptible to teacher-burnout.
FBA and the Law

- The Individuals with Disabilities Act (IDEA) federally mandated schools under certain circumstances to use FBA’s to develop supports for students with problem behavior.

- Despite requirement of FBA’s and BIP’s into SpEd law in 1997, schools are still struggling to implement effective FBA/BSP and effective Tier 3 Behavioral Support (Scott, 2007).
Common Barriers

• Less than half of the FBA-BIPs were completed without the appropriate team members as dictated by federal and state legislation (Van Acher, Boreson, Gable and Potterton, 2005).

• A study selecting 43 student’s files found that only 15 had a formal FBA included (Blood, 2007).

• Van Acher et al. (2005) found that most teams “did not appear to take the function of the behavior identified in the FBA into consideration when developing the BIP”.
Solution to Barriers

- Build a Multi-tiered Function-Based Model
  - Functional Perspective: Behavior is considered within environmental context
  - Behavioral Competence: School-based individual who has expertise.
  - Systems Foundation: Team-based approach to problem solving and efficient request assistance with function-based support.
  - Multiple Levels: Build off SW Discipline model, intervene early.
What is FBA?

- A systematic problem solving process for developing statements about factors that:
  - Contribute to the occurrence and maintenance of problem behavior, and
  - More importantly, serve as basis for developing proactive & comprehensive behavior support plans.
Use FBA when...

- Students are not successful
- Interventions need to be developed
- Existing interventions need to be made more effective and/or efficient
How do I know if I have done an FBA?

• Description of problem behavior

• Identification of conditions that predict when problem behavior will and will not occur

• Identification of consequences that maintain problem behaviors (functions)
• Summary statements or testable hypotheses that describe specific behavior, conditions, and reinforcers

• Collection of direct observation data that support summary statements
Steps in an FBA

1. Collect Information to determine function.
2. Develop testable hypothesis or summary statements and indicate functions.
3. Collect direct observation data to confirm summary statement.
4. Identify desired and acceptable replacement behaviors.
5. Develop behavior intervention plan.
6. Develop comprehensive BIP to ensure high fidelity implementation.
7. Develop on-going monitoring system.
Step 1: Collect Information

- Multiple sources
  - Student, parent, teacher, etc.

- Multiple settings
  - Where it occurs & doesn’t occur

- Strengths
  - Reinforcers, goals, hobbies, social skills, academic achievements, etc.
Step 1....continued

- Multiple methods
  - Archival review
    - *Office discipline referrals, behavior incident reports, etc.*
  - Checklist/inventory
    - *FACTS, routine analysis*
  - Interview
    - *Brief, student-guided, parent, teacher*
  - Direct observation
    - *O’Neill et al., ABC, scatter plot*
Defining behavior

- Must be in operational, observable, or measurable terms.
  - To achieve high agreement between two people.
Defining Behavior: Noncompliance

- Doesn’t follow adult directions to clean up lunch table.
- Walks away from teacher without responding.
- Flips tray over on table and tells the teacher to go to __________.
- Ask the teacher how their weekend was, talks for a few minutes, and then goes out to break.
Defining Behavior: Doesn’t complete class work

- Starts work when asked, gets stuck after a few minutes and begins to draw on the assignment.

- Spends the first 15 minutes “getting ready”, e.g., opening book, sharpening pencil, getting paper, fixing coat on back of chair, etc.

- Completes the assignment, shuts assignment in binder, and forgets to turn in when leaving.
• Consider behavior dimensions:
  • Topography/shape
  • Frequency
  • Duration
  • Latency
  • Intensity or force
  • Locus

• Aggression = hitting, biting, & kicking or name calling & verbal abuse
Consider response class
- “Set of topographically different behaviors that have the same effect or function” (Sprague & Horner, 1999, p. 99)

To escape difficult request: hit, push, runaway, cry
• Consider response chains
  • Predictable sequence of behaviors in which each behavior occasions next behavior in the chain, & functions as a reinforcer for previous behavior in chain.

• Given a task, student (a) talks with friends, (b) writes on papers, (c) says work is stupid, (d) throws paper in waste basket, & (e) leaves room.
STEP 2. Develop summary statement.

- Testable hypothesis ("objective guess").
  - Write in observable terms.
  - If not confirmable, collect more information & restate.

- Developed from review of assessment information.

- Composed of (a) problem behavior, (b) triggering antecedent, (c) maintaining consequences, & (d) setting events.
Antecedents

• Occurs before behavior, acts as a “trigger”

• Stimulus Control
  • When an stimulus (event) reliably predicts that a behavior will or will not happen.

• What do you do at a red light? Why?

• What do you do at a green light? Why
Consequences

- Occurs after behavior, maintains it (meets a need). Either increases or decreases behavior.

- Possible functions
  - Get/obtain (social, activity, tangible)
  - Escape (social, activity/tasks)
  - Automatic/sensory stimulation
Setting Events

- Happen before, similar to antecedents, but are more distant.
  - Can even be several hours or several days before
  - Because of this rarely “see” the setting event and hard to identify

- Think of the setting event as “setting up” the behavior and antecedents as “setting off” the behavior

- E.g., lack of sleep, missed breakfast, fight with peer, did poorly in earlier class, stayed with dad (or mom), allergies, not feeling well, .....

Testable Hypothesis

- Setting Events
- Triggering Antecedents
- Problem Behavior
- Maintaining Consequences
When Aaron sits next to preferred peers, he talks to them to gain peer attention.
Testable Hypothesis

- Setting Events: None
- Triggering Antecedents: Preferred Peer
- Problem Behavior: Talking
- Maintaining Consequences: Gain Peer attention
Examples of summary statements

• When he misses breakfast & peers tease him about his walk, Caesar calls them names & hits them. The teasing stops.
Testable Hypothesis

Setting Events

*Misses breakfast.*

Triggering Antecedents

*Teased by peers.*

Problem Behavior

*Name calling & Hits.*

Maintaining Consequences

*Teasing stops.*
• When his teacher gives him clear directions & praises him privately, Charlop completes his work.
Testable Hypothesis

1. Setting Events
2. Triggering Antecedents: Clear directions.
3. Problem Behavior: Completes work.
STEP 3. Collect direct observation data to confirm summary statement

- Testable hypothesis
- Multiple settings
- Measures of
  - problem behavior
  - triggering antecedents,
  - maintaining consequences, &
  - setting events
Measurement

- Process of assignment numbers, values, units to some feature(s) of an event
  Johnston & Pennypacker (1993)

- Researchers
  - operationalize empiricism
  - Achieve a scientific understanding

- Practitioners
  - Optimize effectiveness and resources
  - Ethical and accountable
Interviews – indirect method

- Often a first step
- Primarily what and when questions
- Can interview the individual and/or significant others
- Can focus further assessment methods
# Checklists - indirect

- Provides a description of the behavior and the conditions under which it occurs
- E.g.,
  - CBCL
  - FACTS
  - Guess & Check
  - MAS
  - PBQ
Direct Measures

- Analyzing written records.
  - Anecdotal reports

- Observing tangible products.
  - Permanent product

- Observing a sample of behavior.
  - Event based - record when occurs
  - Time based - record when set time passes
## Aaron

<table>
<thead>
<tr>
<th></th>
<th>Appropriate</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred peer</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Alone</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Non-preferred peer</td>
<td>96%</td>
<td>4%</td>
</tr>
</tbody>
</table>
STEP 4. Developing “competing pathways” summary statement

- **Components**
  - Confirmed summary statements
  - **Desired** replacement behavior to be displayed in problem situation (where you want to be)
  - **Alternative** replacement behavior that could achieve same outcome as problem behavior (where you will begin)
Setting event: None

Antecedent: Preferred peer

Problem Behavior: Talking

Desired Behavior: Work quietly

Existing Consequence: Grades
  More work

Maintaining Consequence: Gain
  Peer attention

Alternative Behavior: Peer helper
STEP 5. Develop behavior support plan

- Tactics/strategies for
  - discouraging problem behavior,
  - teaching & encouraging desirable & acceptable replacement behavior,
  - preventing & responding to emergency/crisis situations, &
  - monitoring implementation effectiveness

- Emphasis on manipulation of (a) behaviors, (b) antecedents, (c) consequences, & (d) setting events
Guidelines

• Design **antecedent strategies** to make triggering antecedents ineffective.
  • So they no longer serve as triggers.

• Design **behavior teaching strategies** to make problem behaviors inefficient.
  • So more acceptable behaviors are easier to do.
Guidelines

• Design consequence strategies to make maintaining consequences irrelevant.
  - So they no longer are present or
  - Are less reinforcing.

• Design setting event strategies to eliminate or neutralize effects of setting events.
  - So they have less impact on routines & reinforcers.
Problem Behavior Pathway

**Setting Events**
- Prior “upsetting” event

**Triggering Antecedents**
- Difficult Work Groups

**Problem Behavior**
- Head down AWOL

**Maintaining Consequences**
- Escape Difficult work
Competing Behavior Pathway

- Setting event: Prior “upsetting” event
- Antecedent: Difficult Work Groups
- Problem: Head down AWOL
- Alternative: Ask for Break
- Desired: Participate Do work
- Consequence: Better grades Friends
- Maintaining consequence: Escape Difficult work
<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Triggering Antecedents</th>
<th>Teaching Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Home and school phone if possible upsetting event</td>
<td>• Reading instruction</td>
<td>• Teach Sean to use Cool down</td>
<td>• When Sean has good day let him choose “medal”</td>
</tr>
<tr>
<td>• Meet Sean at door/bus</td>
<td>• Stress Thermometer</td>
<td>• Teach Sean to use art basket</td>
<td>• When Sean is becoming upset remind him about break options</td>
</tr>
<tr>
<td>• Give options for schedule</td>
<td>• Art Basket</td>
<td>• Teach Sean to ask for alternative activity</td>
<td>• If Sean is walking around room, redirect to desk or break area</td>
</tr>
<tr>
<td></td>
<td>• Establish Cool down areas</td>
<td>• Teach Sean to use Stress Thermometer</td>
<td>• If Sean leaves area, begin search &amp; call home</td>
</tr>
<tr>
<td></td>
<td>• Give choice to be part of group from desk</td>
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STEP 6. Develop details & routines for full implementation of behavior support plan

- Logistics
  - E.g., schedules, people, materials, training, monitoring

- Scripts for adults to
  - Modify structural/routine/environment
  - “Neutralize” setting events
  - Manipulate antecedent & consequence events
  - Teach response/skills
  - Respond to emergency/crisis situations
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<th>Maintaining Consequences</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Self-management sheet</td>
<td>Teach Aaron to:</td>
<td>Praise/tokens for appropriate (self &amp; peer)</td>
</tr>
<tr>
<td></td>
<td>Choice of seating</td>
<td>- self-assess</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- self-monitor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- self-recruit</td>
<td></td>
</tr>
<tr>
<td>Neutralize</td>
<td>Teacher precorrection</td>
<td>Inefficient</td>
<td>Planned correction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Irrelevant</td>
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<tr>
<td>Ineffective</td>
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</table>
## Generic Plan Template

<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of class</td>
<td>- give Aaron self-management sheet</td>
</tr>
<tr>
<td></td>
<td>- Remind him to work quietly</td>
</tr>
<tr>
<td>When Aaron raises his</td>
<td>- check his self-management sheet</td>
</tr>
<tr>
<td>hand</td>
<td>- initial if accurate</td>
</tr>
<tr>
<td></td>
<td>- give Aaron VISA tickets &amp; praise</td>
</tr>
<tr>
<td>If Aaron talks during</td>
<td>- Remind him of plan</td>
</tr>
<tr>
<td>class</td>
<td>- Redirect to task</td>
</tr>
<tr>
<td>At end of class</td>
<td>- collect self-management sheet from Aaron</td>
</tr>
<tr>
<td></td>
<td>- give him praise for efforts/successes</td>
</tr>
<tr>
<td>At end of week</td>
<td>- debrief on weeks progress</td>
</tr>
<tr>
<td></td>
<td>- send plan summary home to parents</td>
</tr>
</tbody>
</table>
STEP 7. Monitor & evaluate implementation of behavior support plan.

- Data
- Impact on
  - student behavior, lifestyle outcomes
  - significant others
- Fidelity of implementation
Consider contextual fit
(Albin, Lucyshyn, Horner, & Flannery, 1996)

• Characteristics of person for whom plan is designed.

• Variables related to people who will implement plan.

• Features of environments & systems within which plan will be implemented.
Aaron

Observations

Percent of Intervals

A
BL
Functional Analysis

A
BL
Intervention

A
BL
Self-management

Preferred Peer

Alone

Non-Preferred Peer
How do I know if I’ve done an FBA?

- Develop testable hypothesis statement
- Confirm hypothesis with direct observations
- Develop behavior support plan
- Develop implementation plan
- Monitor/evaluate implementation
Big Ideas

• FBA-BIP is a process designed to increase the effectiveness and efficiency of individualized behavior support planning.

• FBA-BIP is appropriate for all students and all types of problem behavior.

• Intensity of FBA-BIP should match intensity of problem and needs of students.