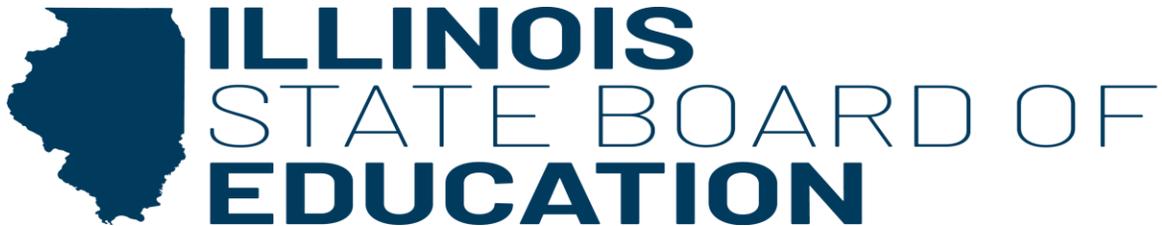


# Topic 7: Review of FBA/BIP Best Practices and Replacement Behavior

Dr. Louise Yoho

January 24, 2024



# Housekeeping

## ❖ Opportunities for Engagement during the Webinar

- Polls
- Open ended questions with responses typed into chat box
- Questions from the audience
  
- The Project exit survey will be emailed one hour after today's webinar.
  
- The ISBE evaluation of professional learning will be emailed tomorrow. Please check your SPAM folder





# Agenda

- Introductions
- Overview of the BAT Project
- Review of FBA/BIP
- Replacement Behaviors



**Introductions**

# Poll #1: Who are YOU?



Special education  
teacher



General  
education teacher



Building level  
administrator



Related service  
personnel

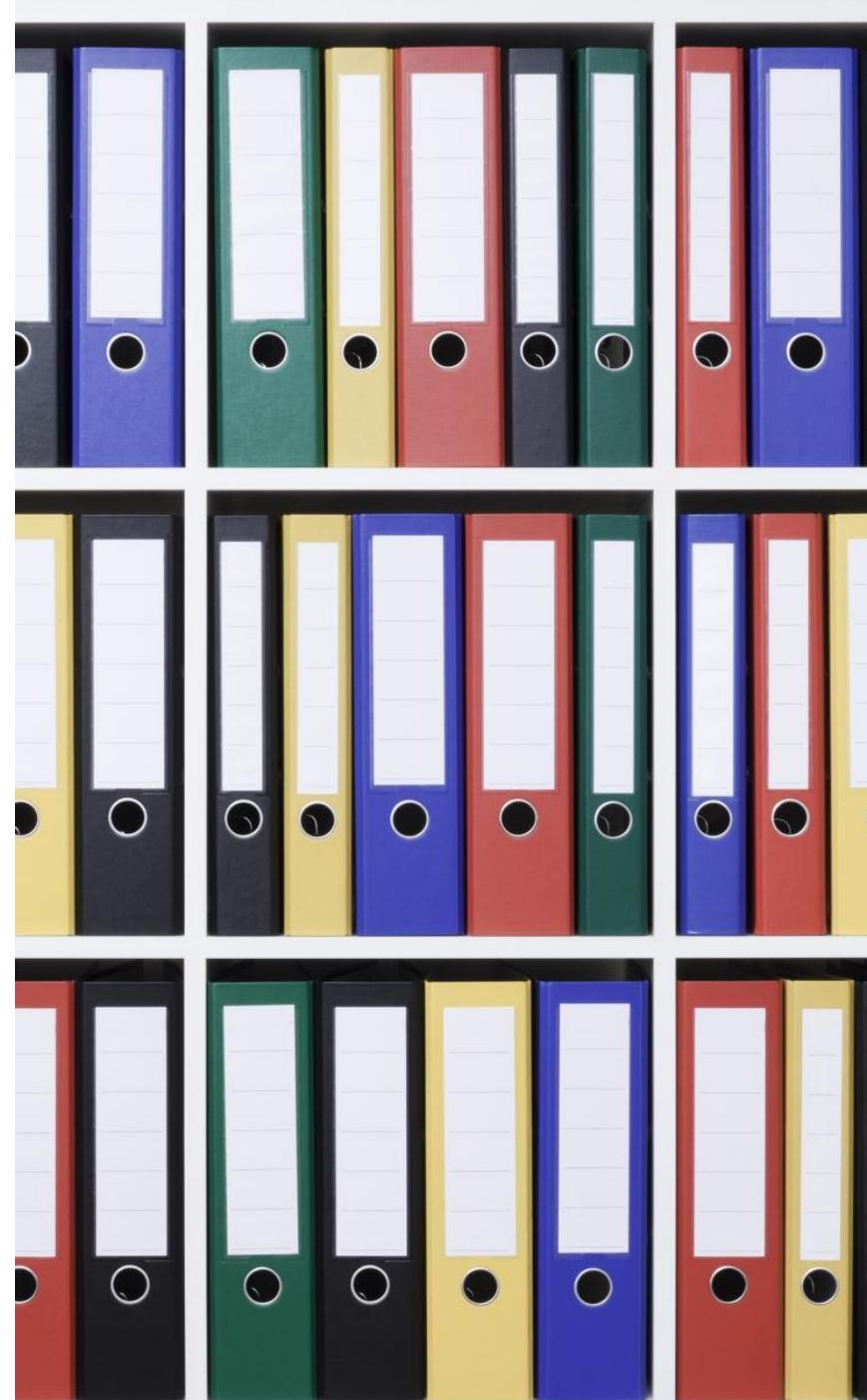


Other

# Behavior Assessment Training Project

- What is the BAT Project?

[BAT Introduction](#)



# What is the Behavior Assessment Training (BAT) project?

The Special Education Behavior Assessment Training (BAT) project provides comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs).

- Monthly webinars
- Annual regional conference
- Guidance document and technical assistance library
- Technical assistance for targeted districts by the direction of ISBE

*This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.*



# Upcoming Webinars

**February 21, 3:30-4:30:** Culturally Responsive Data Collection

**March 20, 3:30-4:30:** Implementation Fidelity

**April 17, 3:30-4:30:** Recommendations for Implementing Evidence-Based and Culturally Responsive FBAs and BIPs.

**May 15, 3:30-4:30:** Early Childhood through Multiple Lenses



The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) and the Council for Exceptional Children (CEC) developed and published a set of high-leverage practices (HLPs) for educators who work with students with disabilities.

The HLPs are organized around four aspects of practice:

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction



**HLP10**

**Conduct functional behavioral assessments to develop individual student behavior support plans.**

Creating individual behavior plans is a central role of all special educators. Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student's problem behavior. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a pro-social replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress.

# CONDUCT FBAS TO DEVELOP STUDENT BIPS

Creating individual behavior plans is a central role of all special educators.

Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is **chronic, intense, or impedes learning.**

A comprehensive FBA results in a ***hypothesis about the function*** of the student's problem behavior.

# Selecting Target Behaviors for Intervention

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Is the behavior disruptive on a usual basis or to a high level?

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Does the behavior impede socialization or acceptance from peers?

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Does the behavior obstruct learning, either academic or social?

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Will decreasing this behavior result in positive outcomes for the student?

# Operational Definitions

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Description of the behavior

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*Observable* and *measurable* characteristics of the of the behavior

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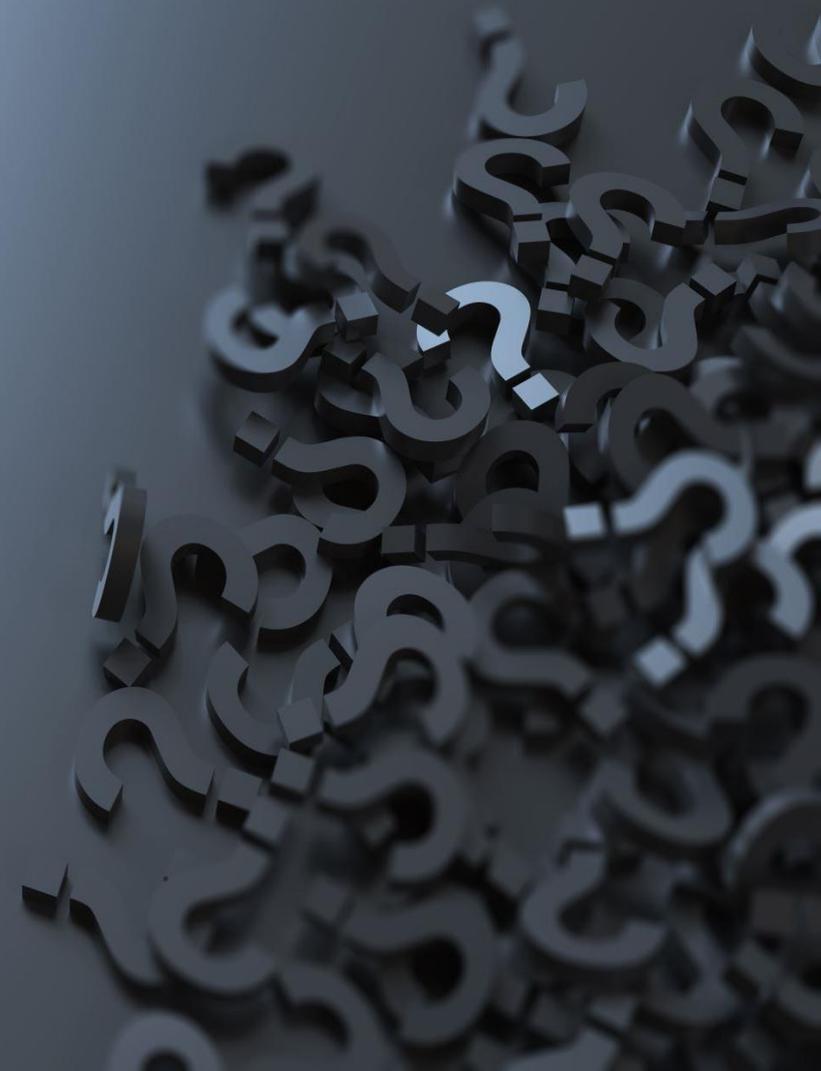
Examples of the behavior

# Examples

- Bad: “loses control”
  - Better: “cries and tantrums”
  - Best: “cries and sobs, flops to the floor, kicks, pounds objects/fist on the floor, all of which is defined as a tantrum”
- 
- Bad: “doesn’t listen”
  - Better: “does not do what she is told”
  - Best: “does not initiate compliance within 10 seconds of a staff request”

# Avoid Vague Terms

- Inappropriate/Appropriate
- Insubordinate
- Rude
- Aggressive
- Tantrum
- Loud
- Polite
- Dis/Respectful



# Subjectivity in behavior descriptions and expectations

## The four D's

- Defiance
- Disrespect
- Disruption
- Decorum



# Common understandings help eliminate ambiguity, bias, and confusion

- Consistent expectations
- Consistent feedback
- Consistent data collection



Put the  
definitions to  
the test

- “Stranger Test”
  - A description of behavior should be precise or descriptive enough so that a stranger could observe and determine if the response was or was not being demonstrated.
- “Dead Man’s Test”
  - Goals should convey what a child will do, not what a child will not do. If a dead man can meet the goal, it does not pass the test.

# Discussion point: Do they pass the test?

- Poll #2: Joe's inappropriate screaming behavior during the school day will be decreased by 90% for five consecutive sessions.
- Poll #3: Given a bus pass and access to the bus stop, Susan board and act appropriately on the public bus to her job site 4/4 working days with 80% accuracy.
- Poll #4: When in a classroom setting, Steven will sit correctly for 30 consecutive minutes during 4/5 school days.
- Poll #5: When in his ELA class, John will demonstrate an appreciation of the literature that is assigned with 80% accuracy in 4/5 school days.

## Environment (or antecedent)

- Internal or external factors that may cause or influence behavior

## Behavior

- What someone says or does

## Consequences

- What happens after the behavior
- Planned and unplanned consequences

# Antecedents



Antecedents are things that occur prior to a target behavior; events that precede a behavior in time



Antecedents can help determine and control when and why a behavior is occurring



If used consistently, can reliably predict a behavior

# Behavior

- An individual's observable interaction with the environment
- Anything we say or do
  - Not what we are thinking



# Consequences

1

Consequences are things that occur following a target behavior (events that follow a behavior in time)

2

Consequences can make behavior more or less likely to occur in the future

3

Can include anything and everything that could possibly occur following a target behavior

<b>HLP1</b>	<b>Collaborate with professionals to increase student success.</b>
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Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

<b>HLP3</b>	<b>Collaborate with families to support student learning and secure needed services.</b>
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Teachers collaborate with families about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Teachers should respectfully and effectively communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children's learning.

# Who needs to be on the team?

- Social workers
- School psychologists
- Teachers
- Para educators
- Support staff
- Administrators
- And...



# Functional Assessment Methods

## Indirect assessment (asking others)

- behavioral interview
- questionnaires and rating scales

## Direct observation assessment (seeing for yourself)

- descriptive A-B-C recording
- checklist recording of A-B-Cs
- interval recording of A-B-Cs

## Functional analysis (change antecedents and consequences)

- exploratory - evaluate a number of possible functions
- hypothesis testing - test and control condition for one function

# Hypothesizing the function

What need is  
being  
communicated?



Consider the classic functions of behavior when trying to determine why a student is demonstrating a specific problem behavior.

- **Social Attention and Connections**
  - positive social reinforcement
- **Access to tangibles or preferred activities**
  - material or activity reinforcement
- **Escape, delay, reduction, of aversive tasks, activities or other individuals**
  - negative reinforcement
- **Internal stimulation**
  - automatic or sensory reinforcement

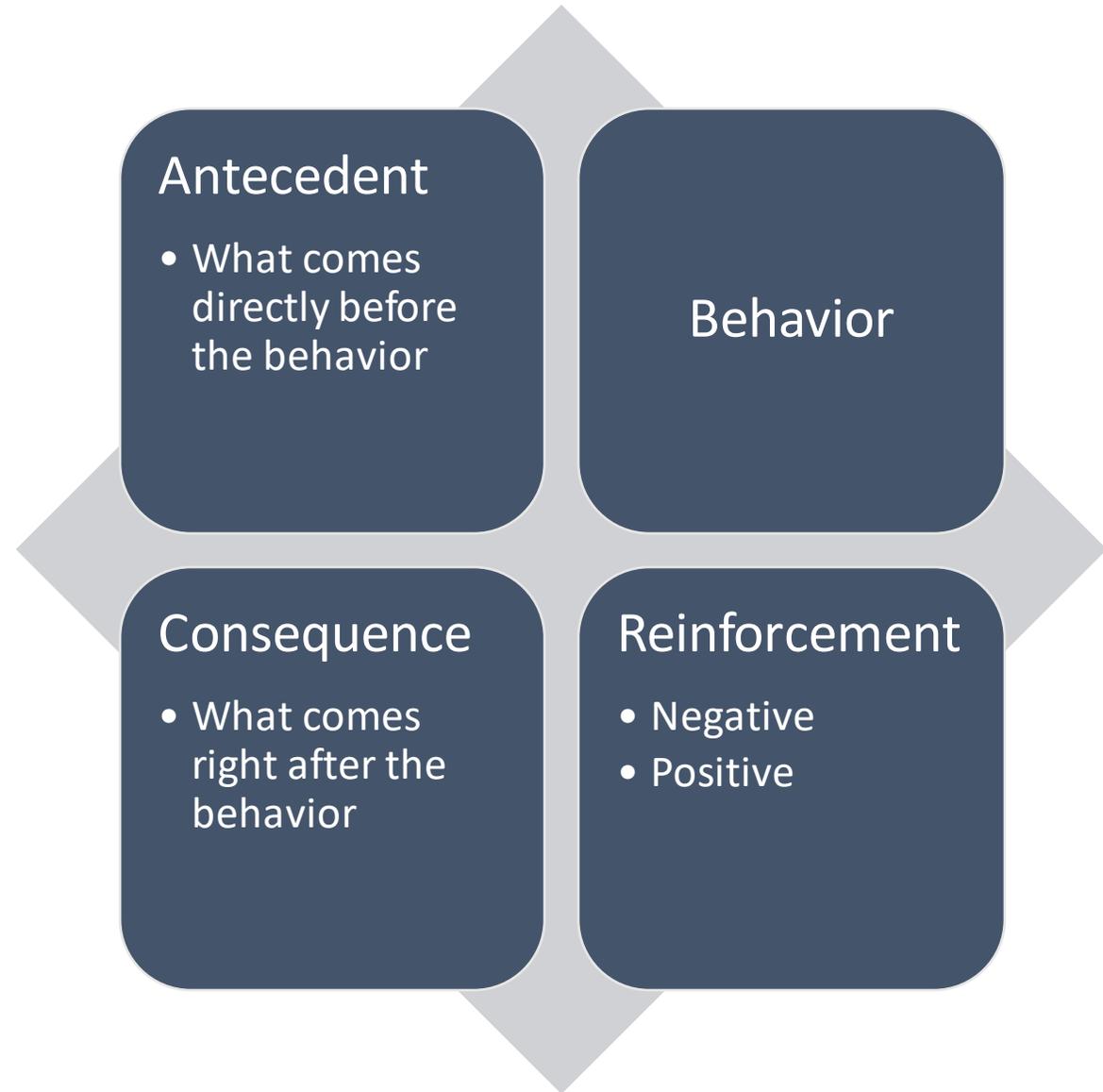
# Creating the Behavior Intervention Plan (BIP)





<b>HLP10</b>	<b>Conduct functional behavioral assessments to develop individual student behavior support plans.</b>
<p>Creating individual behavior plans is a central role of all special educators. Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student's problem behavior. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a pro-social replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress.</p>	

# Using the data to be strategic



# Once the function is determined, a behavior intervention plan is developed that:

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Teaches the student a pro-social replacement behavior that will serve the same or similar function

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Alters the environment to make the replacement behavior more efficient and effective than the problem behavior

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Alters the environment to no longer allow the problem behavior to access the previous outcome

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Includes ongoing data collection to monitor progress

Is this behavior a  **Skill Deficit** or a  **Performance Deficit**

**Skill Deficit:** The student does not know how to perform the desired behavior.

**Performance Deficit:** The student knows how to perform the desired behavior, but does not consistently do so.

Is this behavior a  **Skill Deficit** or a  **Performance Deficit**

**Skill Deficit:** The student does not know how to perform the desired behavior.

**Performance Deficit:** The student knows how to perform the desired behavior, but does not consistently do so.

# Ask Yourself....

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Does the student understand the behavioral expectations for the situation?

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Is the student aware he or she is engaging in the behavior, or is it a "habit"?

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Is the student physically and/or cognitively capable of controlling the behavior, or does he or she need support?

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Does the student have the skills necessary to perform desired behaviors?

# Strengths-based

- What do your students do well?
- What strengths do they bring with them?
- How does their presence enhance your room?
- What funds of knowledge do they bring with them?



Teach the student a pro-social replacement behavior that will serve the same or similar function



<b>Problem behavior</b>	A student makes rude and disrespectful comments whenever she is asked to read aloud in class.
<b>Function</b>	Task avoidance
<b>Replacement behavior</b>	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
<b>Teach skill</b>	<p>Because the student lacks the requisite reading skills, the teacher will:</p> <ul style="list-style-type: none"> <li>• Provide additional instruction to improve her reading skills</li> <li>• Scaffold oral reading activities for her by previewing a passage before asking her to read aloud</li> </ul>
<b>Adjust antecedent</b>	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
<b>Modify consequences</b>	<p><i>1) Reinforce the replacement behavior</i></p> <p>Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud).</p> <hr/> <p><i>2) Do not reinforce the problem behavior (i.e., extinction)</i></p> <p>If the teacher does not call on the student to read aloud (antecedent adjustment) until her reading has improved (skill instruction) then it is likely that she will not engage in the problem behavior. However, if the problem behavior reoccurs, the teacher will withhold reinforcement.</p>

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Strategic

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Proactive vs.  
reactive

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Focus on teaching



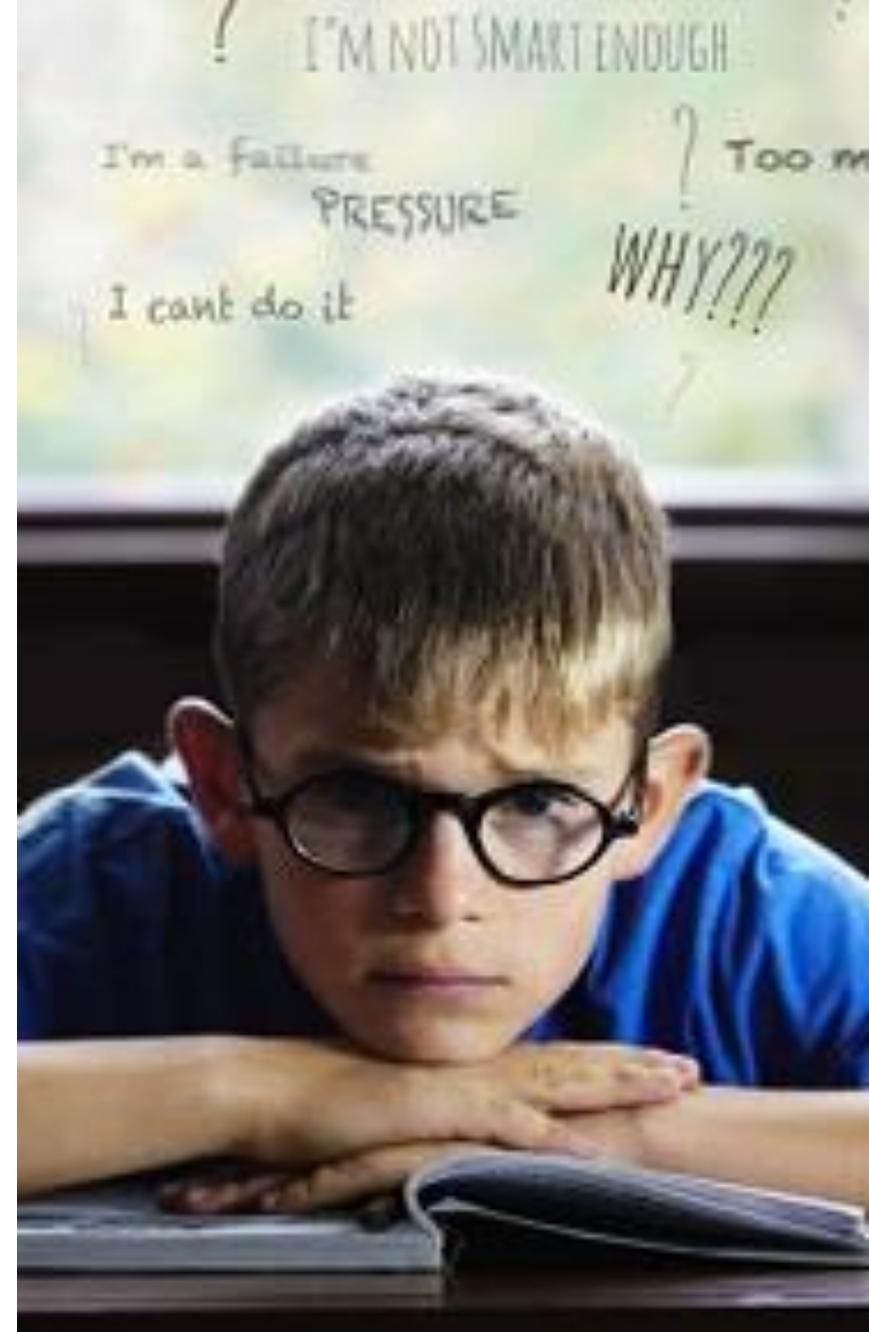
**HLP9**

**Teach social behaviors.**

Teachers should explicitly teach appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

# Keep them where they can learn

- If students struggle with reading, we want them in school to get the reading instruction, practice, and support they need.
- If students struggle with behavior, we want them in school to get the behavior instruction, practice, and support they need.



# Ongoing data collection to monitor progress

- Not a one-and-done process
- Don't be afraid to revisit hypothesis and interventions when new data arises



# Some Common Errors

- Skill deficit identified, but teaching and supporting that needed skill not directly addressed
- Reinforcement plans that do not address the hypothesized function (aka what need is being communicated)
- Plans that are not working year after year without meaningful updates
  - Don't be afraid to take a new look at the hypothesis if and when new data immerge!



# Resources

- High Leverage Practices
- <https://highleveragepractices.org/>
  
- IRIS
- <https://iris.peabody.vanderbilt.edu/>
  
- CEEDAR
- <https://cedar.education.ufl.edu/>



# Exit Survey

Please complete our exit survey!



**ILLINOIS**  
STATE BOARD OF  
**EDUCATION**



*This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.*