Dec 3rd, 4:30 PM - 5:15 PM

GNETS FBA/BIP Process

Jessica Schuster
North Metro - GNETS, jessica.schuster@mresa.org

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gapbs

Recommended Citation
https://digitalcommons.georgiasouthern.edu/gapbs/2014/2014/24

This presentation is brought to you for free and open access by the Events-Conferences and Programs at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Association for Positive Behavior Support Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
GNETS FBA/BIP Process

Jessica Schuster – Behavior Specialist – North Metro GNETS
Jessica.schuster@mresa.org

GAPBS Conference – December 3–4, 2014
FBA/BIP Expectations

- All students will be expected to have a new FBA and new BIP written before their IEP date.
  - Take 10 days of ABC (Antecedent-Behavior-Consequence) data to get accurate and rich data to base your Behavior Intervention Plan from.

- BIPS will be written with Function Based Interventions
  - Functions of behavior: Attention, Escape, Automatic, Tangible
  - Power/Control is NOT a research based function.

- BIPS will be monitored closely
  - During bi-weekly team meetings
  - BIP Fidelity Checks (template later in presentation)
FBA/BIP Timeline (Sample)

Begin Taking ABC Data
- September 15

Analyze data and write FBA
- September 29

Write BIP
- September 30

IEP & BIP sent home for review
- October 1

IEP Meeting
- October 15
Outline – FBA Data Collection

Direct Data

• ABC Data
• Anecdotal Evidence

Indirect Data

• FAST

ABC Data Collection Methods:
  - Behaviordoc.org
    • Example
  - Riffel
    • Example
**Step 1** Enter information about the student

**Step 2** Select criteria for reporting on behaviors

**Step 3** Print paper data collection forms and begin Data Collection.

**Step 4** Go to Calendar and Enter Data

**Step 5** After entering ten days of data, print report.
## Customize Criteria for Student

**INSTRUCTIONS:**
Change or enter new criteria by typing directly in light blue areas.

<table>
<thead>
<tr>
<th>Context (Setting)</th>
<th>Antecedent Event</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Reading (gen ed)</td>
<td>Transition</td>
<td></td>
<td>Choice given</td>
<td>Stopped</td>
</tr>
<tr>
<td>B Seat work</td>
<td>Denied access</td>
<td></td>
<td>Redirection to task</td>
<td>Continued</td>
</tr>
<tr>
<td>C Reading (LS)</td>
<td>Instruction/Directive</td>
<td></td>
<td>Kept the demand on</td>
<td>Continued</td>
</tr>
<tr>
<td>D Math</td>
<td>New Task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Special (name)</td>
<td>Tchr att to other</td>
<td></td>
<td>Personal space given</td>
<td></td>
</tr>
<tr>
<td>F Social Studies</td>
<td>Told NO</td>
<td></td>
<td>Changed activity</td>
<td></td>
</tr>
<tr>
<td>G Science</td>
<td>Choice given</td>
<td></td>
<td>Attention given (peer adult)</td>
<td></td>
</tr>
<tr>
<td>H Spelling</td>
<td>Redirection</td>
<td></td>
<td>Verbal reprimand</td>
<td></td>
</tr>
<tr>
<td>I Social Skills</td>
<td>Routine task</td>
<td></td>
<td>Physical prompt</td>
<td></td>
</tr>
<tr>
<td>J Recess/lunch</td>
<td>Waiting</td>
<td></td>
<td>Removal from area</td>
<td></td>
</tr>
<tr>
<td>K Writing</td>
<td></td>
<td></td>
<td>Staff notified</td>
<td></td>
</tr>
<tr>
<td>L Centers</td>
<td></td>
<td></td>
<td>Directed to quiet area</td>
<td></td>
</tr>
</tbody>
</table>

To enter Data, go to Calendar:
Print Paper form – take 10 days of data

<table>
<thead>
<tr>
<th>DATA</th>
<th>START TIME</th>
<th>END TIME</th>
<th>CONTEXT</th>
<th>ANTECEDENT</th>
<th>BEHAVIOR</th>
<th>CONSEQUENCE</th>
<th>STUDENT REACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FBA DATA COLLECTION**

- **Context (Setting)**
  - Reading (gen ed)
  - Reading (L5)
  - Math
  - Special (name)
  - Social Studies
  - Science
  - Spelling
  - Social Skills
  - Recession
  - Writing
  - Centers

- **Antecedent Event**
  - Transition
  - Denied access
  - Instruction/Directive
  - New Task
  - Teacher assists
  - Told NO
  - Choice given
  - Redirection
  - Routine task
  - Classroom procedure
  - Changed activity
  - Attention/behavioral shift
  - Verbal reprimand
  - Physical prompt
  - Reinforcement/encouragement
  - Self-injurious behavior
  - Directed to quiet area

- **Behavior**
  - 0
  - 0

- **Consequence**
  - Choice given
  - Redirection to task
  - Reprimand
  - Physical prompt

- **Student Reaction**
  - Stopped
  - Continued
  - Intensified

*Please note under the date - time of arrival if TARDY or time of departure if LEFT EARLY.*
Input data from paper form into BehaviorDoc spreadsheet

<table>
<thead>
<tr>
<th>Min.</th>
<th>START Time</th>
<th>END Time</th>
<th>Context (Setting)</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Student Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:32</td>
<td>9:38</td>
<td>10:10</td>
<td>D Work Session</td>
<td>B New Task (Lesson)</td>
<td>A Of task behavior/Ref</td>
<td>A Redirection to diff. task</td>
<td>B Continued</td>
</tr>
</tbody>
</table>

*Monday, December 09, 2013*
Results:

The purpose of this assessment is to determine the function of 3 target behaviors: Of task behavior/Refusal; Removing Clothes; Aggression. was observed over a period of 10 school days. School was in session from 8:00 until 3:30.

FREQUENCY OF

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment.

Most Active Times of Day

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>% of Total Activity</th>
<th># of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 AM</td>
<td>21%</td>
<td>3</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>14%</td>
<td>2</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>14%</td>
<td>2</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>14%</td>
<td>2</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>7%</td>
<td>1</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>7%</td>
<td>1</td>
</tr>
</tbody>
</table>

BEHAVIORS PER DAY

was assessed a total of 10 days.

Number of: Mondays 2
Tuesdays 2
Wednesdays 2
Thursdays 2
Fridays 2

EVENT DURATION

The assessment period covered a total of 75:0 hours: min. Behaviors were charted 3:56 hr/min. This was 5% of the assessment period.
EVENT DURATION

The assessment period covered a total of 75.0 hours:min. Behaviors were charted 3:56 hr/min. This was 5% of the

Event Duration

<table>
<thead>
<tr>
<th>Event Duration</th>
<th>hr:min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of task behavior/Refusal</td>
<td>3:32</td>
</tr>
<tr>
<td>Behavior A</td>
<td>3:32</td>
</tr>
<tr>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Removing Clothes</td>
<td>0:15</td>
</tr>
<tr>
<td>Behavior B</td>
<td>0:15</td>
</tr>
<tr>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Aggression</td>
<td>0:09</td>
</tr>
<tr>
<td>Behavior C</td>
<td>0:09</td>
</tr>
<tr>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT REACTION

(How student reacted to staff intervention/consequences)

A = Stopped,
B = Continued
C = Intensified.

<table>
<thead>
<tr>
<th>BEHAVIORS</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of task behavior/Refusal</td>
<td>27%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td>Removing Clothes</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Aggression</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Context is the setting or activity that is happening when a behavioral incident occurs.

Context

<table>
<thead>
<tr>
<th>Context Frequency</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Context (setting)/Behavior Interaction:
Antecedent is the trigger, the event that started the behavioral incident.

Consequence describes what happened as the result of a behavior.
Outline – FBA Analysis

- FBA Templates:
  - Functional Behavior Assessment Template
    - Example
    - Cheat Sheet
<table>
<thead>
<tr>
<th><strong>Functional Analysis Screening Tool</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client:</strong></td>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Interviewer:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**To the Interviewer:** The FAST identifies environmental and physical factors that may influence problem behavior. It should be used only for screening purposes as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then, use the results as guidelines for conducting a series of direct observations in different situations to verify behavioral functions and to identify other factors that may influence the problem behavior.

**To the Interviewer:** Complete the sections below. Then read each question carefully and answer by choosing "Yes" or "No." If you are uncertain about an answer, circle "NA."

**Interviewer-Client Relationship**
1. Indicate your relationship to the client: [Patient] [Parent] [Instructor] [Therapist] [Paraprofessional] [Staff] [Other]
2. How long have you known the client? [Years]
3. Do you interact with client daily? [Yes] [No]
4. In what situation do you usually interact with the client? [Meal [Academic] [Leisure activities] [Work or vocational training] [Self-care]

**Problem Behavior Information**
1. Problem behavior [Check and describe]:
   - Aggression:
   - Delinquency:
   - Stereotypy:
   - Property destruction:
   - Disruptive behavior:

2. **Frequency:**
   - Hourly
   - Daily
   - Weekly
   - Less

3. **Severity:**
   - Mild: disruptive but little risk to property or health
   - Moderate: property damage or minor injury
   - Severe: significant threat to health or safety

4. Situations in which the problem behavior is most likely:
   - Days/Time:
   - Setting/Activity:
   - Persons present:

5. Situations in which the problem behavior is least likely:
   - Days/Time:
   - Setting/Activity:
   - Persons present:

6. What is usually happening to the client right before the problem behavior occurs?

7. What usually happens to the client right after the problem behavior occurs?

8. How do you handle the behavior when it occurs?

9. Comments:

**Sorting Summary:** Click the number from above of each question answered "Yes."

<table>
<thead>
<tr>
<th>Item listed &quot;Yes&quot;</th>
<th>Total</th>
<th>Potential Source of Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

*Adapted from the FAST (Functional Assessment Screening Tool)*
**Functional-Behavioral Assessment Template**

**Student's Name:**
- Click here to enter text.

**School Name:**
- Click here to enter text.

**Student's DOB:**
- Click here to enter text.

**Date of FBA:**
- Click here to enter text.

**Data Sources:**
- Direct: Observational
- Indirect: Interview
- Teacher-Interview
- Parent-Interview
- Rating Scale

**Brief Student Background:**
- Write here.

**Strengths:**
- Write here.

**Brief Educational History:**
- Write here.

<table>
<thead>
<tr>
<th>Description of Target Behavior</th>
<th>Attentive</th>
<th>x</th>
<th>Tangible</th>
<th>x</th>
<th>Sensory x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational/defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily observable and measurable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include examples or nonexamples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency (how often does behavior occur according to data collected)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration (length of time each episode lasts according to data collected)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day/Time (is the behavior more likely to occur on certain days or times?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensity (Consequences of problem behavior on student, peers, instructional environment; rate the intensity of the behavior on a three point scale—low intensity, medium-intensity, high-intensity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antecedent Events (immediate triggers)</td>
<td>Identify what happens immediately before the target behavior occurs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify events or times and/or situations when the target behavior does not usually occur</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequences (i.e., how others respond immediately after the problem behavior occurs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the most common student reaction to consequences implemented for the target behavior (does it continue/intensity/stop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When (the student)</td>
<td>to get/to avoid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff peers must</td>
<td>frequently respond by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>got as a result, the student's behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through this behavior, the student is trying to communicate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Notes (if needed):**
- Write here.
Analyze ABC Data using FBA Template

### Functional-Behavioral Assessment: EXAMPLE

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>School's Name</th>
<th>Date of BFA</th>
<th>Date of Observation</th>
<th>Direct Observation</th>
<th>Teacher Interview</th>
<th>Parent Interview</th>
<th>Rating Scale</th>
</tr>
</thead>
</table>

**Brief Student Background**

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
</table>

**Description of Target Behavior**

- Choose 1 or 2: operationally defined, easily observable and measurable, include examples and observations.

- Behavior: Out of seat for more than 5 seconds without permission from teacher.
- Examples: running around, sitting on chairs.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Duration</th>
<th>Day/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 times per day</td>
<td>Between 5 and 10 minutes per episode</td>
<td></td>
</tr>
</tbody>
</table>

**Consequences**

- Consequences: How others respond immediately after the problem behavior.

**Hypothesis**

- What the student is trying to communicate through the behavior:

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedent Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow triggers</td>
<td>Immediate triggers</td>
</tr>
</tbody>
</table>

- The behavior appears to occur more frequently in language arts and during writing activities in other classes.
- The student has a new baby sister, and he has been absent several days since her birth.

- The direct observation data suggested that the behavior may occur most frequently in response to a teacher instruction or directive.
- Through a discussion with the classroom teacher, it was determined that the behavior may occur most frequently in response to teacher attention to other students or to another task.

- Identify events or situations when the target behavior does not occur.
- The behavior is least likely to occur when the student’s teacher is providing the student with one-on-one attention.

- Consequences: How others respond immediately after the problem behavior.
- According to the data collected, the student’s teachers most often respond to the behavior by redirecting the student back to task or by teaching the student a replacement behavior.
- What was the most common student reaction to these consequences implemented for the target behavior? (Does it continue/does it stop?)
- According to the data collected, the student typically stops when given adult redirection.

- Through this behavior, the student is trying to communicate ________.
Analyze ABC Data using FBA Template

Functional-Behavioral Assessment—CHEAT-SHEET

Use Direct-(ABC-data/-anecdotal-data) and Indirect-(FAST, MAS, PBQ, QABF)-Data to fill this assessment out.

- Student’s Name
- School Name
- Student’s DOB
- Date of FBA

- Data Sources
  - Direct
  - Observational
  - Student
  - Teacher-Interview
  - Parent
  - Rating-Scale
  - Interview

- Brief Student Background
- Strengths

Description of Target Behavior

- Choose 1 or 2 (operationalized, easily observable and measurable; include examples and consequences)
- Your Target Behavior should be the INTERFERING behavior—You should have taken 10 days of data on this behavior previously using Direct Data (ABC Data) and teacher-

Frequency (how-often does behavior occur according to-data-collected)

- Find this on the ABC Data Tool from Behavior Doc or in Catalyst

Duration (length of time each episode lasts according to-data-collected)

- The average duration of the behavior can be determined by reviewing the data collection sheets or through team discussion

Day/Time (is the behavior more likely to occur on certain days or times)

- Find this on the ABC Data Tool from Behavior Doc or in Catalyst

Intensity (Consequences of problem behavior on-student, peers, instructional environment, rate the intensity of the behavior on a three-point scale—low intensity, medium intensity, high intensity)

- The average intensity can be determined by reviewing Catalyst OR through team discussion

Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior)

- Setting events can be identified on the ABC Data Tool (for location/context) and team discussion (for slow triggers such as meal, family life, etc.)

Antecedent Events (Immediate triggers) identify what happens immediately before the target behavior occurs

- Antecedent events can be identified on the ABC Data Tool or Catalyst

Identify events or times and/or situations when the target behavior does NOT occur

- Events or times when behavior does NOT occur can be found in ABC Data Tool or Catalyst

Consequences (i.e., how others respond immediately after the problem behavior occurs)

- Consequence data can be found in ABC Data Tool or Catalyst

What was the most common student reaction to consequences implemented for the target behavior (does it continue/intensity/stop)

- Student reaction can be found in ABC Data Tool or Catalyst

Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior)

- When Take from “Setting Events” and “Antecedent Events” the student’s reaction is from “Description of Target Behavior”

To get to avoid what is the data telling you—is the student trying to escape from work/peers/adults? Are they trying to get attention from adults/peers? Are they trying to gain access to something tangible? Or are they doing it for an internal need (sensory)?

- Staff/peers most frequently respond to “Take from “Consequences”

And as a result, the student’s behavior Take from “Most common student reaction”

Through this behavior, the student is trying to communicate “I want ______”

Function of behavior

- x
- x
- x
- x

Sensory

- x
- x

Intervention

- x
- x
- x

Additional Notes (if needed)
**Template says:** “Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:”

**Example says:** “The direct observation data suggested that the behavior most frequently occurs in response to a teacher instruction or directive. Through a discussion with the classroom teacher, it was determined that the behavior may occur most frequently in response to teacher attention to other students or to another task.”

**Cheat Sheet says:** “Antecedent events can be identified on the ABC Data Tool or Catalyst”
Outline – Behavior Intervention Plan

- BIP Template
  - Example
  - Cheat Sheet
Write BIP using Function-Based Interventions

Behavior Intervention Plan:

Student's Name: X
Student's DOB: X
Student's ID: X
School Name: New Prospect Elementary
School District: Fulton County School
Date of BIP Written: X
Date of FBA: X

Description of Target Behavior (operationalized, easily observable and measurable, includes examples and non-examples)

Hypothesis (developed based on information gathered during the FBA)

Antecedent Modifications (What can be done to prevent the occurrence of the fast triggers? Describe the modifications in enough detail so they can be implemented)

Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome?)

How will the replacement behavior be taught to the student?

Strategies for Reinforcing Replacement Behavior (What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?)

Strategies for Reducing the Target Behavior (What will the response machine or behavior be like? This response should not maintain the behavior)

Crisis Plan (Should the strategies for reducing the target behavior not be effective or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how should others respond? Describe in detail how the procedures could be implemented by anyone who reads the crisis plan)

Data Collection and Monitoring of the Target and Replacement Behaviors (What type of data will be collected, when, and by whom? Once the data are collected, how will the data be monitored and by whom? Based on the data, how often will updates be made to the BIP? What are the criteria for determining that the intervention has been successful?)

Staff Training and Monitoring (Who is responsible for training others to implement this BIP? What is the process for training others to implement this BIP? How often will staff be observed to ensure they are implementing this plan as written? Fidelity of implementation? When will this plan be reviewed again?)
Write BIP using Function-Based Interventions
Write BIP using Function-Based Interventions

Behavior-Intervention-Plan: CHEAT-SHEET

- **Description of Target Behavior** (operationalized, easily observable and measurable. Includes examples and non-examples)
- Copy exactly from FBA Template
- **Hypothesis** (developed based on information gathered during the FBA)
- Copy exactly from FBA Template

- **Antecedent Modifications** (what can be done to prevent the occurrence of the fast-triggers. Describe the modifications in enough detail for them to be implemented)
  - Look at "Day/Time," "Setting Events," "Antecedent Events" from FBA Template
  - Also, see "Function-Based Interventions Matrix"

- **Replacement Behaviors** (what new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allows the student to achieve the same outcome. How will the replacement behavior be taught to the student?)
  - This should be a NEW or shaped behavior that has the same outcome for the student. For example, if the student escapes by eloping, the behavior should be shaped instead of asked for a dress...
  - The Replacement Behavior should make it easier to access the function (escape, attention, tangible-sensory) than the Target Behavior (the interfering behavior)
  - See Function-Based Interventions Matrix

- **Strategies for Reinforcing Replacement Behavior** (what is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior)
  - How will you make it more rewarding for the student to access the function of behavior easier than exhibiting the Target Behavior? Be specific

Strategies for Reducing the Target Behavior

- Traditionally, this has been called "Consequences" however, the word consequence has a negative connotation and is often misinterpreted as "Punishment"
- Instead, this is how staff will react when the Target Behavior occurs
- This response should not maintain the behavior. In other words, if the function of behavior is attention, then staff response should not be to verbally redirect, or get one on one, as it would maintain the behavior
- Another example is if the function of the behavior is escape, then staff response should not be to call parents to come get the child, as it would maintain the behavior

See "Function-Based Interventions Matrix"

Crisis Plan

- Describe in a manner such that procedures could be implemented by anyone who reads the crisis plan
- Check with your district. This may include Mindset but more often it will include things like...
- How long will staff let behavior go on before intervening?
- When does staff need to remove other students from area?
- When does the SRO need to be called?
- When does the parent need to be called?
- When does administration need to be involved?

This can be a step-by-step plan

Data Collection and Monitoring of the Target and Replacement Behavior

- Specify

Staff Training and Monitoring

- Specify
Template says: "Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome) How will the replacement behavior be taught to the student?:

Example says: "The student will be taught to wait for his teacher’s attention. Additional baseline data will be taken to determine how long the student can work independently without requesting his teacher’s attention. After a baseline is established (e.g., the student can work an average of 3 minutes without requesting his teacher’s attention), the student will be taught to gradually build upon that amount of time by doing the following: refer to a folder of appropriate “waiting” activities such as brief easy-to-complete academic tasks, word-finds, drawing activities, etc.

- The student should be taught how to engage in these appropriate “waiting” tasks by the teacher and the paraprofessional. The student should be taught using direct instruction and role play. During the teaching process, he should be expected to demonstrate that he knows the difference between “waiting” and “not waiting” before the plan is implemented in context.

- The student should be taught how to self-monitor his “waiting” behavior. He should be placed in view of a clock and at the beginning of every day (during the check-in walk), he should be informed of how long he will be expected to wait prior to requesting his teacher’s attention. In addition, he should have a self-monitoring form on his desk that divides the day according to the segments of “waiting.” The form should be set-up in a way allows the student to mark if he has or has not waited the expected amount of time. Before the intervention is implemented, he should demonstrate competency in being able to use a clock.

Cheat Sheet says: This should be a NEW or shaped behavior that has the same outcome for the student. For example, if the student escapes by eloping, he should be taught instead to ask for a break.

- The Replacement Behavior should make it easier to access the function (escape, attention, tangible, sensory) than the Target Behavior (the interfering behavior)

- See Function Based Interventions Matrix
Additional Helpful Documents for Writing BIPS!!

- Function-Based Intervention Matrix
  - See next page

- Function-Based Intervention Protocols
  - (Presented by Dr. Cassandra Holifield following this presentation)
## Function-Based Intervention Matrix

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Function</th>
<th>Attention</th>
<th>Escape</th>
<th>Tangibles</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled Exercise</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Behavioral Momentum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Check In / Check Out (CICO or BEP)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Instruction Delivery (EID)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Modify Environment</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduled Breaks / Noncontingent Escape</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduled Rewards / Noncontingent Reinforcement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Novel Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Preferred Items/High-Interest Items</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Preteaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proximity Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reduce Task Demands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Modeling</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Self-Monitoring</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Visual Cues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Praise / Contingent Praise (CP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Working Through It / Escape Extinction (EE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ignoring / Extinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Trainings

1 Day training

- AM: Functional Behavior Assessment training (4 components)
  - Defining the Behavior (Operationally Defined)
  - Ask about the behavior (Indirect Data)
  - See the behavior (Direct Data – ABC)
  - Hypothesis (Find the function)

- PM: Behavior Intervention Plan training
  - Components of a BIP
  - Function Based Interventions
  - Implementing the BIP
  - Ongoing BIP Checks/Fidelity
BIP Monitoring and Fidelity

- **Effectiveness:**
  - Clinical Team Meetings – School wide

- **Classroom Use/Fidelity:**
  - BIP Fidelity Report
    - Written by Behavior Specialist or Compliance Specialist
      - Every teacher will be checked off at least once per semester

- **Data Analysis and Function-Based Intervention Fidelity**
  - FBA/BIP Evaluation and Rubric
    - FBA/BIP Technical Adequacy Evaluation
    - FBA/BIP Technical Adequacy Rubric
## BIP Fidelity Report

### North Metro GNETS Program

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Reader Name</th>
<th>Student ID #</th>
<th>Date of BIP</th>
<th>Date of Visit</th>
<th>Missed Time Rating Points</th>
<th>0-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Was BIP readily accessible?**
  - [ ] Yes
  - [ ] No

- **Was the target behavior operationally defined?**
  - [ ] Yes
  - [ ] No

- **What class modifications were used from the BIP?**
  - [ ] Yes
  - [ ] No

- **Was the target behavior present during visit?**
  - [ ] Yes
  - [ ] No

- **If target behavior was present, what consequences strategies were used from the BIP?**
  - [ ] Yes
  - [ ] No

- **If target behavior was present, what consequences strategies were used NOT included in BIP?**
  - [ ] Yes
  - [ ] No

- **Was the replacement behavior present?**
  - [ ] Yes
  - [ ] No

### Notes

- [ ]

### Grade

- [ ]
<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Reviewer Name</th>
<th>Student Initials</th>
<th>Date of BIP</th>
<th>Date of Visit</th>
<th>Effectiveness Rating Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Was BIP easily accessible?**
(0 point = not available; 1 point = accessed by asking teacher; 2 points = easily accessible without assistance)

<table>
<thead>
<tr>
<th>1</th>
<th>___ out of ___</th>
<th>___ points</th>
</tr>
</thead>
</table>

**Was the target behavior operationally defined?**
(0 point = I would not know what to look for; 1 point = vague, but I may be able to see; 2 points = well defined — I know exactly what to look for)

<table>
<thead>
<tr>
<th>1</th>
<th>___ out of ___</th>
<th>___ points</th>
</tr>
</thead>
</table>

**What antecedent modifications were used from the BIP?**
(0 point = not available; 1 point = accessed by asking teacher; 2 points = easily accessible without assistance)

<table>
<thead>
<tr>
<th>1</th>
<th>___ out of ___</th>
<th>___ points</th>
</tr>
</thead>
</table>

**Was the target behavior present during visit?**
(points not recorded)

<table>
<thead>
<tr>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
</table>

BIP Fidelity Report
<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Target Behavior was present, what consequence strategies were used from the BIP?</td>
<td>* ___ out of ___ points *</td>
<td></td>
</tr>
<tr>
<td>If Target Behavior was present, what consequence strategies were used NOT included in BIP?</td>
<td>___</td>
<td>N/A</td>
</tr>
<tr>
<td>Was the replacement behavior present? If so, how was it reinforced by the teacher?</td>
<td>___ out of ___ points * **</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td>Total Points:</td>
<td></td>
</tr>
<tr>
<td>Goals:</td>
<td>___ out of ___ points *</td>
<td>___ %</td>
</tr>
</tbody>
</table>
Use of Fidelity Reports

- Copies given to the Lead Teachers and Site Coordinators after visit
- Copies given to the teacher after visit
- If “goals” recorded, a follow up visit by Behavior Specialist, Lead Teacher, or Site Coordinator is necessary to check on progress of goal
- Additional Notes or Comments at bottom – these are not goals, but they are things for the teacher to start thinking about for the next FBA or BIP they write
BIP Availability in Classroom

- BIPs for every student that you teach should be kept in your classroom
  - Even if the student is not on your caseload (i.e. not in your homeroom), if you have that student in your classroom during an academic period – you must have a copy of their BIP

- Please put all BIPS into one binder, readily available for reference for walkthroughs.
Special Thanks

- Thanks to Georgia State – Center for Leadership in Disability for partnering with GNETS to create better and more data driven Functional Behavior Assessments and Behavior Intervention Plans for our students.

- BehaviorDoctor.org
  - [http://behaviordoctor.org/material-download/](http://behaviordoctor.org/material-download/)
  - This is where the Data Tool can be found, along with several other useful materials for download.