FBA & BIP Development Using a Triangulation of Data Process

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FBA and BIP Development
Using a Triangulation of
Data Process

Yayoi Kitta, BCaBA, Cassandra Holifield, Ph.D., and Carrie Kane, Ph.D.
PRESENTATION ABSTRACT:

Implementing an effective BIP can present formidable challenges for many schools. Triangulation assessment data is being used to develop effective FBAs and BIPs. Participants will review the triangulation process, application of the outcome data, and its relevance to writing and developing effective BIPs for students with significant behavioral problems.
RELEVANCE:

The relevance of this presentation, "FBA & BIP Development Using a Triangulation of Data Process", allows data-driven discussion and whole-team approach to identify FBA target behaviors accurately and to align the function-based intervention with the research-based interventions recommended by BASC-3.

LEARNING OUTCOMES:

Participants will be able to:

- Examine Triangulation process and a process to identity FBA target behaviors and to develop effective BIPs.
- Review Triangulation process and its outcome
North Metro GNETS

North Metro GNETS is one of 24 GNETS programs across the state that support local school district’s continuum of services for students with disabilities, ages 5-21. GNETS services is an option in the continuum of supports that prevents children from requiring residential or more restrictive placement. Specifically, GNETS provides comprehensive educational and therapeutic support services to students who exhibit intense social, emotional and/or behavioral challenges with a severity, frequency or duration such that the provision of education and related services in the general education environment has not enabled him or her to benefit educationally based on the IEP. The North Metro GNETS Program serves students from: North Atlanta, North Fulton and Gwinnett County, including the City of Buford.
Definitions:

- **Functional Behavior Assessment (FBA)**

A functional behavior assessment involves gathering information in order to determine the cause or function of a behavior. An FBA is conducted before developing a behavior intervention plan (BIP). There are many different tools that could be used for a FBA. Tools should be selected on a case-by-case basis for each individual student. The information that is collected in a FBA is used to help understand why and in what conditions problem behaviors occur. The information will help the Individualized Education Program (IEP) team develop a behavior intervention plan (BIP).

• Behavior Intervention Plan (BIP)

A behavior intervention plan includes positive interventions, strategies and supports to address the target behavior. The BIP is created by a team of school staff and the parents. The BIP is used to teach or encourage new behavior. A BIP should address the problem behaviors identified in the FBA. If the team is presented with enough data and knowledge about the causes and circumstance of your child’s behavior, a FBA may not have to be completed. The BIP should be modified as the student’s behavior changes.
• **Triangulation**

Triangulation involves using multiple data sources in an investigation to produce understanding. For example, a **BASC-3 profile** and **SDQ results** are used to determine a student’s therapeutic needs. Information is also extrapolated from a student's **Social History** in order to determine whether that student has experienced **trauma**, which can exacerbate emotional and/or behavioral difficulties. The results are used to determine the student’s therapeutic needs and intensity level.
The Importance of the Triangulation Data:

A single screening measure can lead to false positives.
*(Identifying students as needing additional assistance, but who are likely to do fine without it.)*

Using three measures can enhance the accuracy of the screening process and ensure that you’re not taxing your resources by providing direct intensive therapeutic interventions to an inflated percentage of the student population.

Triangulating multiple pieces of data can help in the detection of True Positives while also avoiding False Positives.
Purpose of Utilizing the Triangulation Data to Develop an FBA & BIP:

- Identify internalizing and externalizing strengths
- Identify problem behaviors
- Aides in development of a treatment plan
- Identify a possible traumatic experience which can be a slow trigger and/or an antecedent for the problem behavior
- Facilitates the IEP team taking a holistic perspective of a student needs in the development the individualized plan
Triangulation Process:

- Obtain a PCE
- Use the North Metro GNETS Triangulation Worksheet (Analyzing Mental Health Screening Results for Therapeutic Planning Worksheets Ages 4-10, 11-17, 17+)
- School Psychologist leads the IEP team to complete the SDQ and BASC-3 sections of the Triangulation
- School Psychologist checks validity indices for the F-index and the Consistency Index of the BASC-3 to determine if the report is reliable
- Social Worker leads the team to complete the social history part of the Triangulation using the original social histories and the annual social histories update
- Use the BASC-3 report with recommendations to identify therapeutic interventions for student and ensure that Trauma Informed Care Principles guide intervention development
- Use the BASC-3 report to identify FBA target behaviors. FBA target behaviors must address the Clinically Significant categories. If there are no Clinically Significant categories, then address the At-Risk categories
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### Analyzing Mental Health Screening Results for Therapeutic Planning

<table>
<thead>
<tr>
<th>Needs Direct Individualized Therapeutic Interventions</th>
<th>Low Ratings</th>
<th>High Ratings</th>
<th>Therapeutic Planning</th>
</tr>
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<tbody>
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<td>High or Very High SDQ (Stress, Emotional, Behavioral, or HC); Clinically Significant on any (BASC-3) composites/subscale File Review (Trauma History)</td>
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<td>False Negative</td>
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### Immediate Intensive Therapeutic Interventions
- **True positive**: Data indicates the student has high ratings and in reality does need intensive supports
- **False negative**: Data indicates the student does not have high ratings, but in reality is in need intensive supports

### Immediate Prevention and Supplemental Therapeutic Interventions
- **False positive**: Data indicates the student has high ratings, but in reality does not need intensive supports
- **True negative**: Data indicates the student does not have high ratings and in reality is not in need of intensive supports
Application of Outcome Data:

- Use the BASC-3 report to identify FBA target behaviors. FBA target behaviors must address the Clinically Significant categories. If there is no Clinically Significant categories, then address the At-Risk categories.
- Drive Clinical Team Meeting discussions.
- Drive Therapeutic Interventions and Supports.
- Develop Reintegration/Transition Plans.
Develop an FBA BIP:

1. Review the completed Triangulation sheet with the team, identify FBA target behaviors
2. Collect three days of frequency or duration data on the challenging behavior to document that the behavior is a problem
3. Teacher Complete the Student Interview form and Parent Interview form
4. Complete indirect assessment
5. Collect ABC data
6. As a team, analyze the collected data and complete the FBA form using the data indirect assessment, and student interview form
7. As a team, complete BIP form using Function Based Intervention
Meet Little Johnny

Little Johnny is a 6th grade student. He loves to read, swing and play games on his iPad. He said that he likes school. He works well with a timer most of the time. Little Johnny loves to earn his break in between the instructional times. Currently, he can work for 20 minutes without needing a break. He has a bad day like everyone else once in a while. When he has a bad day, the intensity of his problem behaviors are very high. He engages in physical aggression, verbal aggression and elopement. According to FBA data the function of his behavior is escape and attention.
### Analyzing Mental Health Screening Results for Therapeutic Planning

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<td><strong>High-Risk</strong></td>
<td><strong>Therapeutic Planning</strong></td>
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</table>
| Results of the BASC-3 Teacher Rating Scales place Little Johnny in the Clinically Significant range in the area of **Withdrawal**. Results place Little Johnny in the At-Risk range in the areas of Conduct Problems, Aggression, Learning Problems, Atypicality, Adaptability, Social Skills, Leadership, Study Skills, and Functional Communication. | Primary improvement area: Withdrawal Interventions:  
1. Relaxation training via sensory room  
2. Family involvement  
3. Psychoeducational approach  
4. Contingency management  
5. Coordination of services |
| Review of Little Johnny’s social history does not suggest significant trauma. | Secondary improvement areas: Conduct Problems, Aggression and Functional Communication Interventions:  
1. Social skills training  
2. Parent training  
3. Replacement behavior training  
4. Continued speech/language therapy  
5. Involve SLP in clinical team |
| Teacher report and observation by psychologist (4/18/17) suggest significant interfering behaviors: running out of the room, hitting, kicking, punching, work refusal, verbal aggression and property destruction. | |
| Completion of the SDQ resulted in a score in the Very High range in the area of overall stress, a score in the High range in the area of behavioral difficulties, a score in the slightly raised range in the area of hyperactivity/concentration, and a score in the Very High range in the area of difficulties getting along with other children. | |

### Needs Direct Individualized Therapeutic Interventions
What are the FBA Target Behaviors?

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<thead>
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<td>Verbal Aggression</td>
<td>At-Risk range in Aggression and Functional Communication (BASC-3) and High range in behavioral difficulties (SDQ)</td>
</tr>
<tr>
<td>Elopement</td>
<td>At-Risk range in Conduct Problems (BASC-3) and High range in behavioral difficulties (SDQ)</td>
</tr>
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<table>
<thead>
<tr>
<th>Replacement Skills</th>
<th>Method for Teaching Replacement Skill</th>
<th>Function for Replacement Skill (Reinforcer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>list Specific skills (May include social skills, leisure skills, self-control organization skills, communication stress management, etc.)</td>
<td>During an assigned Social Skills time the staff will use: <strong>Modeling</strong>: The teacher will model how to comply when given a directive. <strong>Role Play</strong>: After the modeling, the student and staff will role play how to comply with a directive within 10 seconds.</td>
<td>Decrease a chance of escaping from a given directive.</td>
</tr>
</tbody>
</table>

### Antecedent Modifications (Prevention strategies to avoid specific target behavior identified in the FBA)

Non-contingent attention: Staff will deliver a verbal reinforcer throughout the day. Behavior momentum: prior to giving a difficult (less preferred) task, staff will give 2 or 3 easy (preferred) tasks to increase compliance. Given a task, staff will use “first (task), then (preferred item or break)”.

- **Scheduled Break**: Use a visual timer in view of the student. Staff will review expectations and the daily schedule with the student in the morning and throughout the day. Prior to giving a non-preferred task or difficult task, staff will increase proximity to student to provide prompts and reinforcement. Modify materials as appropriate.

### Replacement behavior training

Withdrawal

### Relaxation training via sensory room

Social skills training
Consequence Strategies (Identify Strategies to decrease the occurrence of the target behavior.)

Note: Consequences used in the past may reinforce the behavior. Different responses to the target behavior should be considered.

**Contingent management**

**Differential Reinforcement for Alternative Behavior:** When the student exhibits a replacement behavior, the student will receive immediate verbal reinforcement. After the completion of the predetermined task, a staff will give the student a preferred item/break. Differential reinforcement for other behavior: When the problem behavior is absent, staff will reinforce the student verbally with behavior specific praise (e.g., thank you for keeping your hands to yourself). The student will use visual cue when he earns a break (self-monitoring).

When the student engages in problem behaviors, the student will not have access to the preferred items, a break, or verbal reinforcement. He will complete the given task with appropriate prompts without excessive attention. Staff looks at the visual timer and inform the student how long to next break. (e.g., 2 min until your next break. “First work for 2 more min, then__.” Block the aggression if possible, for safety.)
Meet Kevin

Kevin is a 4\textsuperscript{th} grade student. He lives with his grandmother who loves him dearly. He loves school and enjoys spending time with his teachers. He lives in the low socioeconomic neighborhood with high rates of violence and gang activity. He struggles with remaining seated or remaining in his designated area. He engages in physical aggression and property destruction when he does not get his way. According to the FBA data the function of his behavior is escape and attention.
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ANALYZING MENTAL HEALTH SCREENING RESULTS FOR THERAPEUTIC PLANNING

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| **True Positives**
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Review of Student’s social history suggests significant trauma due to neighborhood and community stressors which include violence that caused a great deal of stress and anxiety. Shifting family dynamics

Completion of the SDQ resulted in a score in the Very High range in the areas of Overall Stress, Emotional Stress, Behavioral Difficulties, Hyperactivity and Concentration Difficulties, and Overall Impact of on the child’s life.

<table>
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| **Primary improvement areas:** Conduct Problems, Hyperactivity, and Aggression.
Interventions:
1. Problem-Solving Training
2. Replacement Behavior Training
3. Social Skills Training

| **Secondary improvement areas:** Attention Problems, Adaptability, Depression, Somatization.
Interventions:
1. Contingency Management
2. Self-Management
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**Needs Direct Individualized Therapeutic Interventions**
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?:

**FCT for attention:** It is important to take all the opportunities throughout the day to teach Kevin how to appropriately use words to ask for attention, ask for help, etc. When teachers/staff anticipates that he wants someone to talk with then follow these steps:
- Obtain Kevin’s attention;
- Say: “Kevin, if you want someone to talk with you/help you say: “_________!” (ask him to say what would be appropriate for that particular moment);
- Immediately praise him if he followed through with your prompt;
- Immediately give him your attention by engaging him in a conversation or helping/assisting with an activity.

**FCT for escape:** It is important to take all the opportunities throughout the day to teach Kevin how to appropriately use words to ask for a break and get out of his seat to go to a quiet area. When teachers/staff anticipates that he wants someone to talk with then follow these steps:
- Obtain Kevin’s attention;
- Say: “Kevin, if you want a break/want to go to the quiet area say: “_________!” (ask him to say what would be appropriate for that particular moment);
- Immediately praise him if he followed through with your prompt;
- Immediately allow him to take a break or go to the quiet area.
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?):
When the student exhibits the replacement behaviors, the student will be rewarded throughout the day with Wildcat bucks, earned free time with choice of preferred activity (i.e. computer time, walk with preferred adult, drawing, games, etc.), and point store every Friday to spend on wildcat bucks.

Strategies for Reducing the Target Behavior (What will be the response should the target behavior occur? This response should not maintain the behavior):
1. Responding to physical aggression and property destruction:
   - Remain calm. Give minimal attention. Do not give eye contact.
   - If necessary, remove any items that are breakable or that may pose a threat to the individual, students, or staff.
   - Remove others from area.
   - Slowly fade after 5-10 seconds of calm.
   - Once he has been calm for at least five seconds redirect to a neutral activity. Do not redirect to a preferred activity as this may accidentally reinforce aggression. Once engaged in the activity for 3 minutes, provide neutral praise and attention. It is important to slowly reintroduce reinforcement after behavioral episodes in order to avoid inadvertently reinforcing the inappropriate behavior.
   - If Kevin was trying to escape a task, redirect back to the current task. Use the Prompt Hierarchy while prompting appropriate refusal in between each step. If he completes at least some portion or appropriately refuses the task, provide neutral positively phrased behavior specific praise and allow him to escape the task. If it was a task that he must complete, repeat the instruction in 30 minutes.
   - Once he has remained calm for 15 minutes, resume regular schedule.
2. Responding leaving assigned area behavior:  
   - Provide instruction to Kevin one time: “Return to your seat Kevin!” or “Please stay in your area!”
   - Minimize attention (e.g. do not provide eye contact, do not engage in conversations);
   - Provide praise when Kevin has returned to his seat
   - Resume daily schedule
Questions and Feedback
Contact Information

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