FBA AND BIP FOR EDUCATORS

Niki Kendall, Delaware PBS Project
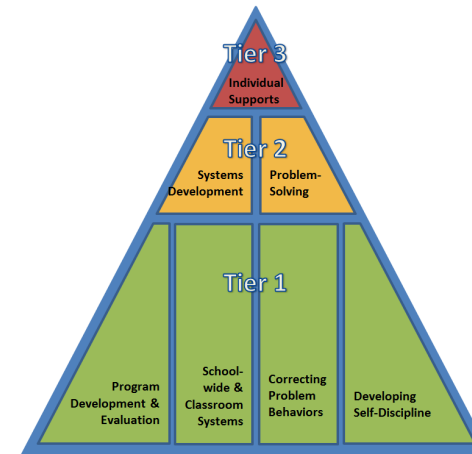
ACKNOWLEDGEMENTS

Dr. Rose Iovannone and FLPBiS

Northeast PBIS

National Center on Intensive Interventions

Midwest PBIS Network

Portland State University: www.basicfba.com

CalTAC PBIS

OBJECTIVES

Learn about	Functional Behavior Assessment (FBA) and Function Based Behavior Support in language that understandable and applicable to classroom teachers
Part 1	Explore FBA as a process to uncover four essential components that predict, describe and maintain behavior
Part 2	Explore function based behavioral supports that prevent problem behavior and teach prosocial behavior.

GETTING THE MOST OUT OF OUR SESSIONS
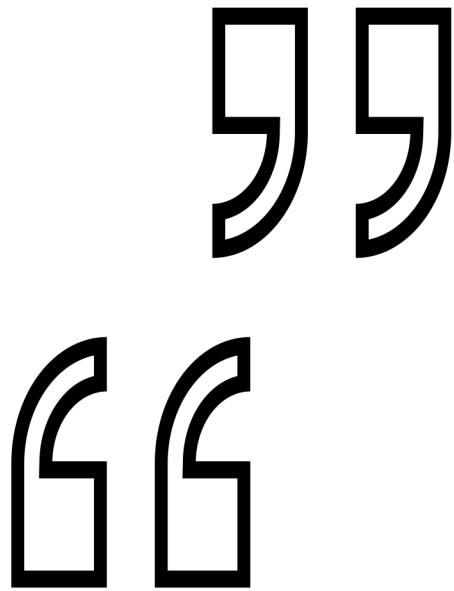
Focus
Focus on moving from knowledge to practice

Goals
Set implementation goals and either self-monitor or ask for peer/coach feedback on your use of key skills

Apply
When a practice isn't working, use your understanding of theory to help you modify or intensify a practice to improve outcomes

"We can only change behavior by changing our *physical and social environments.* We choose the wrong path at the very start when we suppose that <mark>our goal</mark> is to change the hearts and minds of men and women rather than *the world in which they live.*"

-B.F. Skinner

ADDRESSING BEHAVIOR FOR…

Virtual Instruction:

1. Define Behavior(s)
2. Describe Context (to answer where, who, when)
3. Construct a Functional Hypothesis (to answer why)
4. Identify Replacement Behaviors
5. Develop Functional Consequences

In-Person Instruction:

1. Define Behavior(s)
2. Describe Context
3. Construct a Functional Hypothesis
4. Identify Replacement Behaviors
5. Develop Functional Consequences

TRAVEL BUDDIES REVIEW

- What questions are still circling?

- What do you have squared away?

- What was one good point made?

# THE FUNCTIONAL HYPOTHESIS: WHY DOES THE BEHAVIOR CONTINUE?

The key questions to ask are:

- What do others (adults, peers) most often do or say immediately after the behavior occurs (e.g. what interventions have been attempted)?

- What is the purpose of the behavior for the student?

- Why would he/she want to engage in this?

- What's in if for him/her?
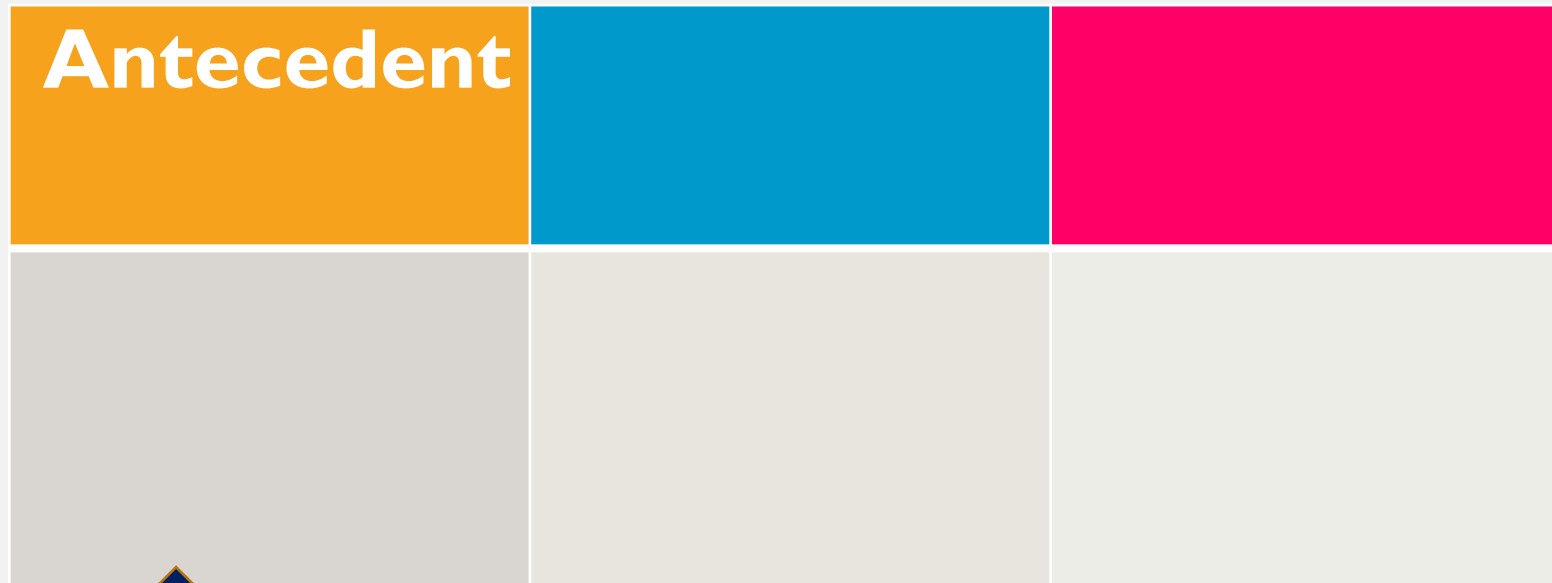
Why is this information important?

- Helps us understand the predictable consequences that strengthen behaviors

- Leads to a precise problem statement for support planning

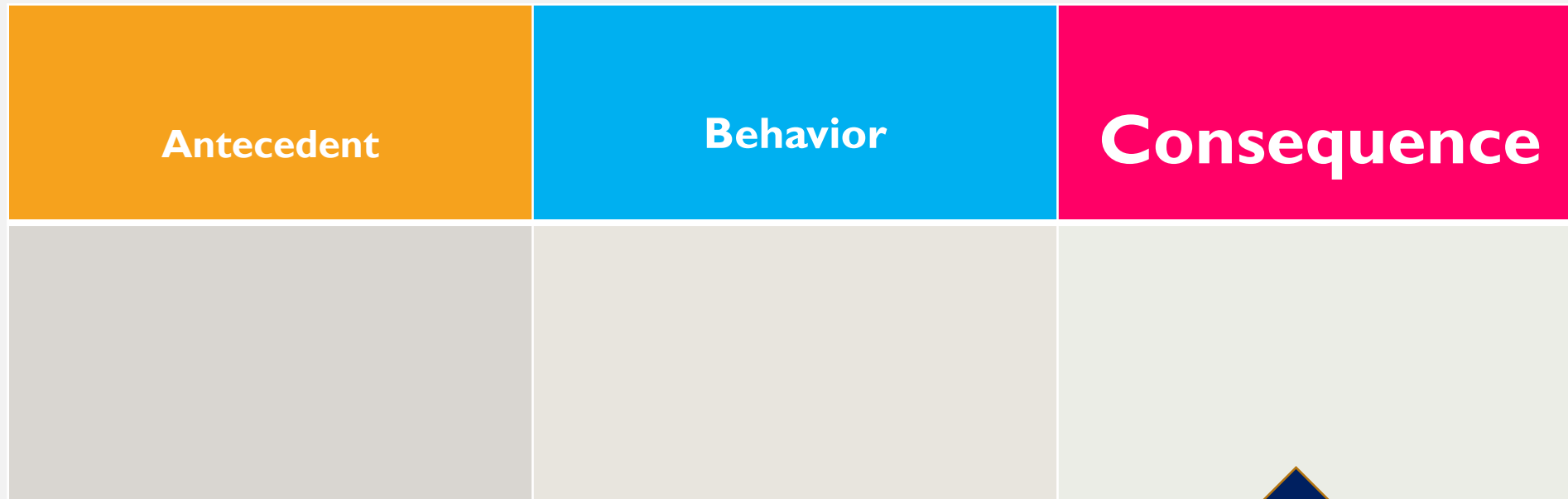DEFINED BEHAVIOR IN MEASURABLE AND OBSERVABLE TERMS

Antecedent	Behavior	
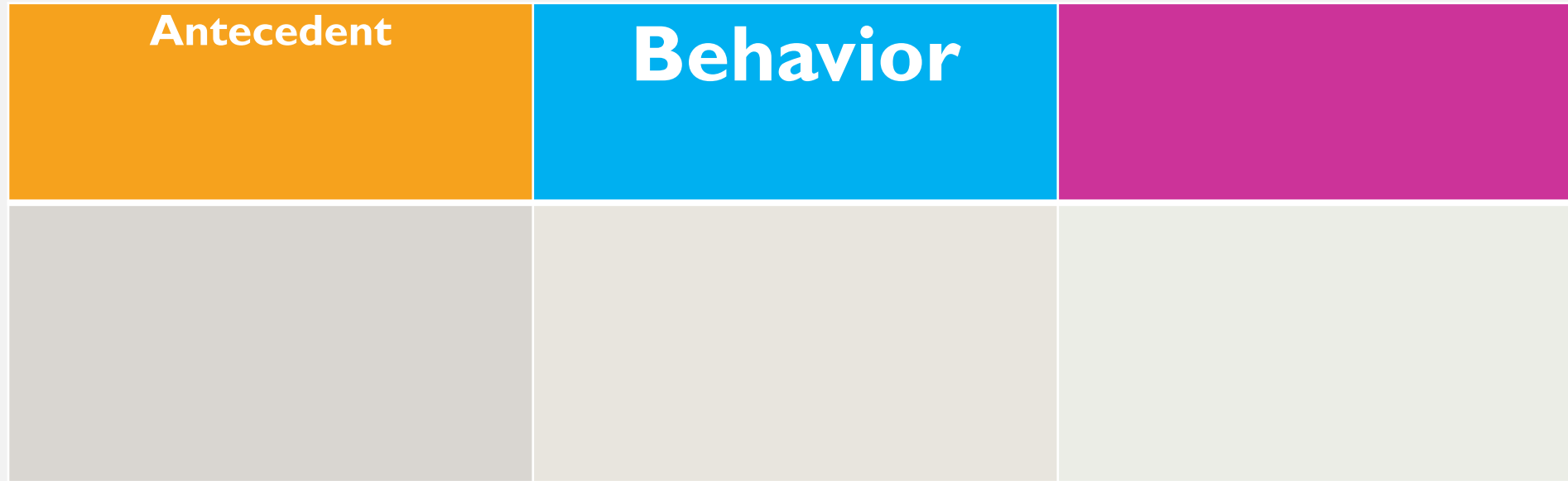
This is known as the Behavior.

Riffel, 2017

WHAT STARTED THE BEHAVIOR IN MOTION?

Antecedent

This is known as the Antecedent.

Riffel, 2017

WE THEN DETERMINE WHAT IS REINFORCING THE BEHAVIOR.

Antecedent	Behavior	Consequence

This is known as the Consequence.
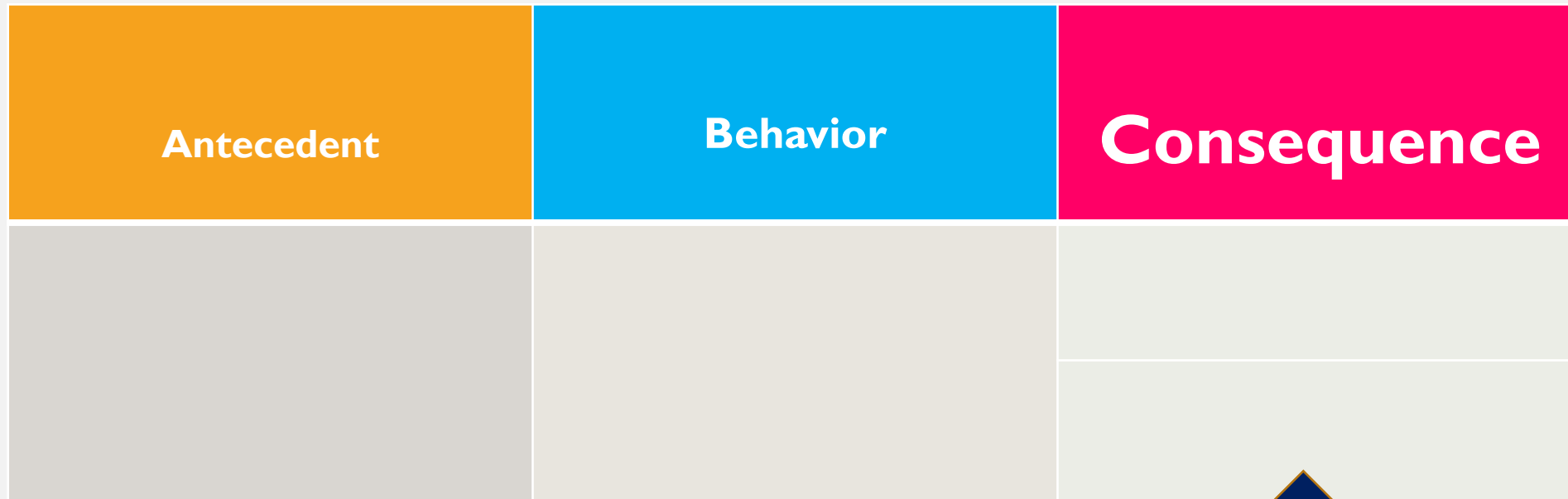
Riffel, 2017

AND THIS IS A FUNCTIONAL HYPOTHESIS:

Setting Event	Antecedent	Behavior	Consequence
During synchronous whole group zoom sessions	When a student in the class asks a question to clarify directions in the chat	Niki Spams the chat box	As a result, she delays beginning the task (maintained by negative reinforcement) via off task time spent responding to peers in the chat box

IN THE CHAT BOX WRITE A FUNCTIONAL HYPOTHESIS FOR A VIRTUAL PROBLEM BEHAVIOR

| Setting Event	Antecedent	Behavior	Consequence
During synchronous whole group zoom sessions	When a student in the class asks a question to clarify directions in the chat	Niki Spams the chat box	As a result, she delays beginning the task (maintained by negative reinforcement) via off task time spent responding to peers in the chat box

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Learn about
Functional Behavior Assessment (FBA) and Function Based Behavior Support in language that understandable and applicable to classroom teachers

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Explore FBA as a process to uncover four essential components that predict, describe and maintain behavior

Part 2
Explore function based behavioral supports that prevent problem behavior and teach prosocial behavior.
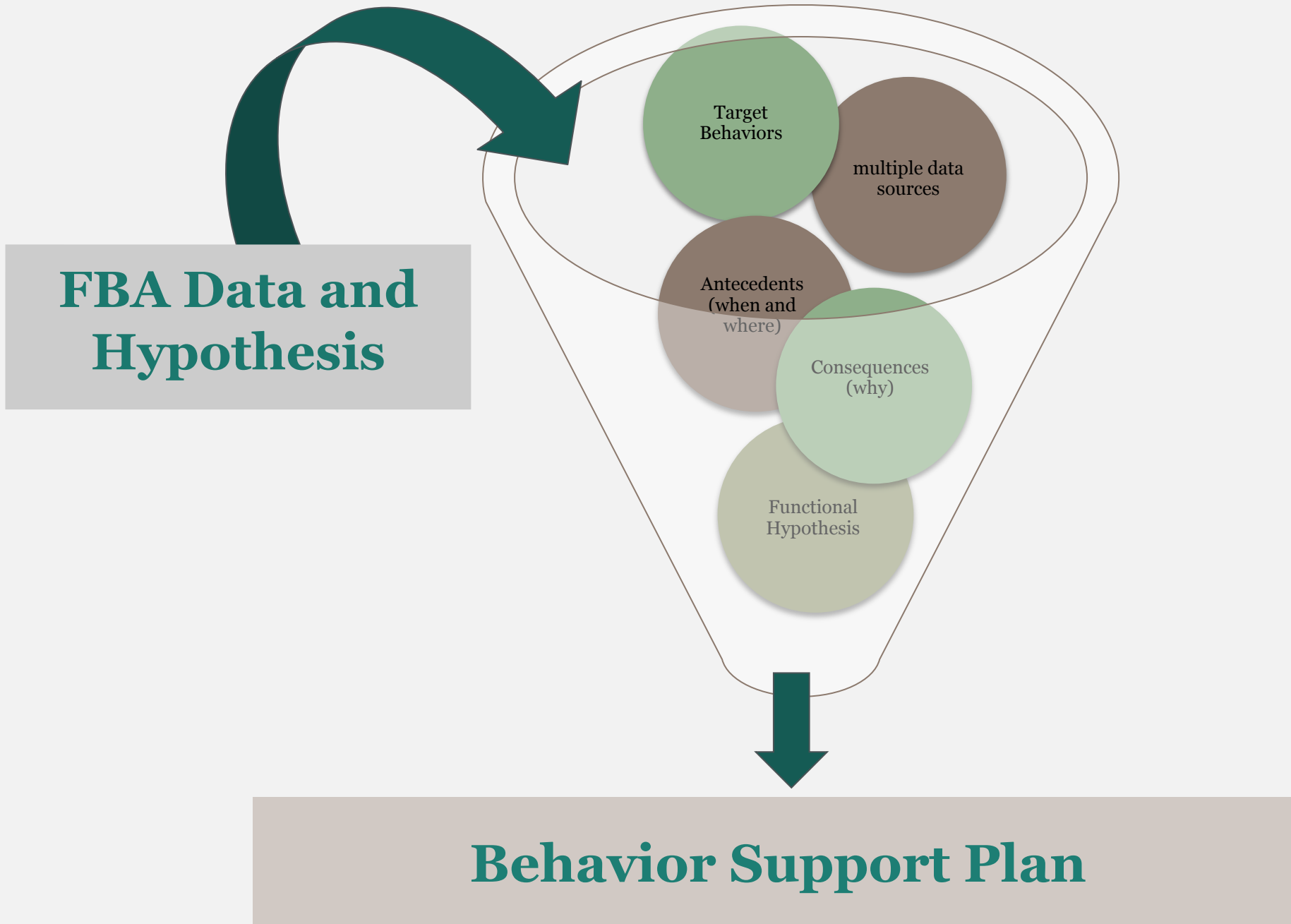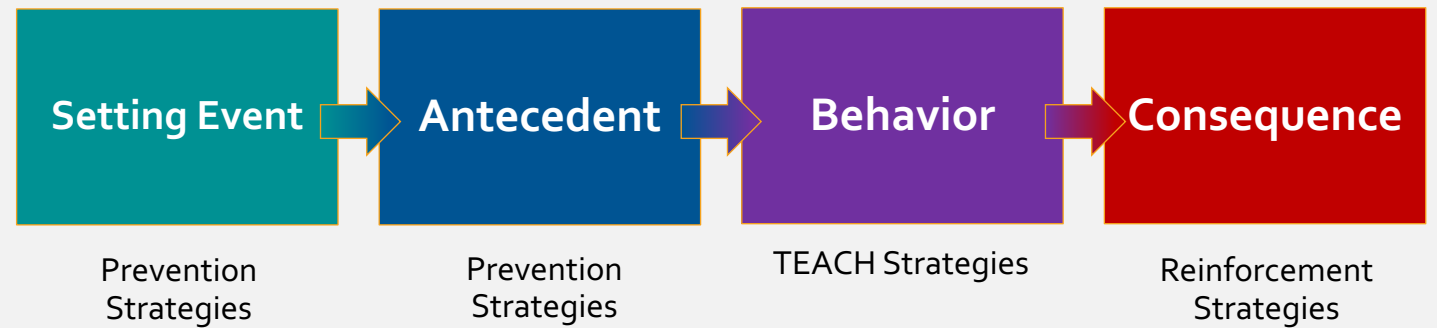
TRUE OR FALSE?

- A BIP is a list of strategies to address problem behavior?

FALSE!

A BIP defines how an educational setting will be changed to improve the behavioral success of one or more students based on information gathered through an FBA process.
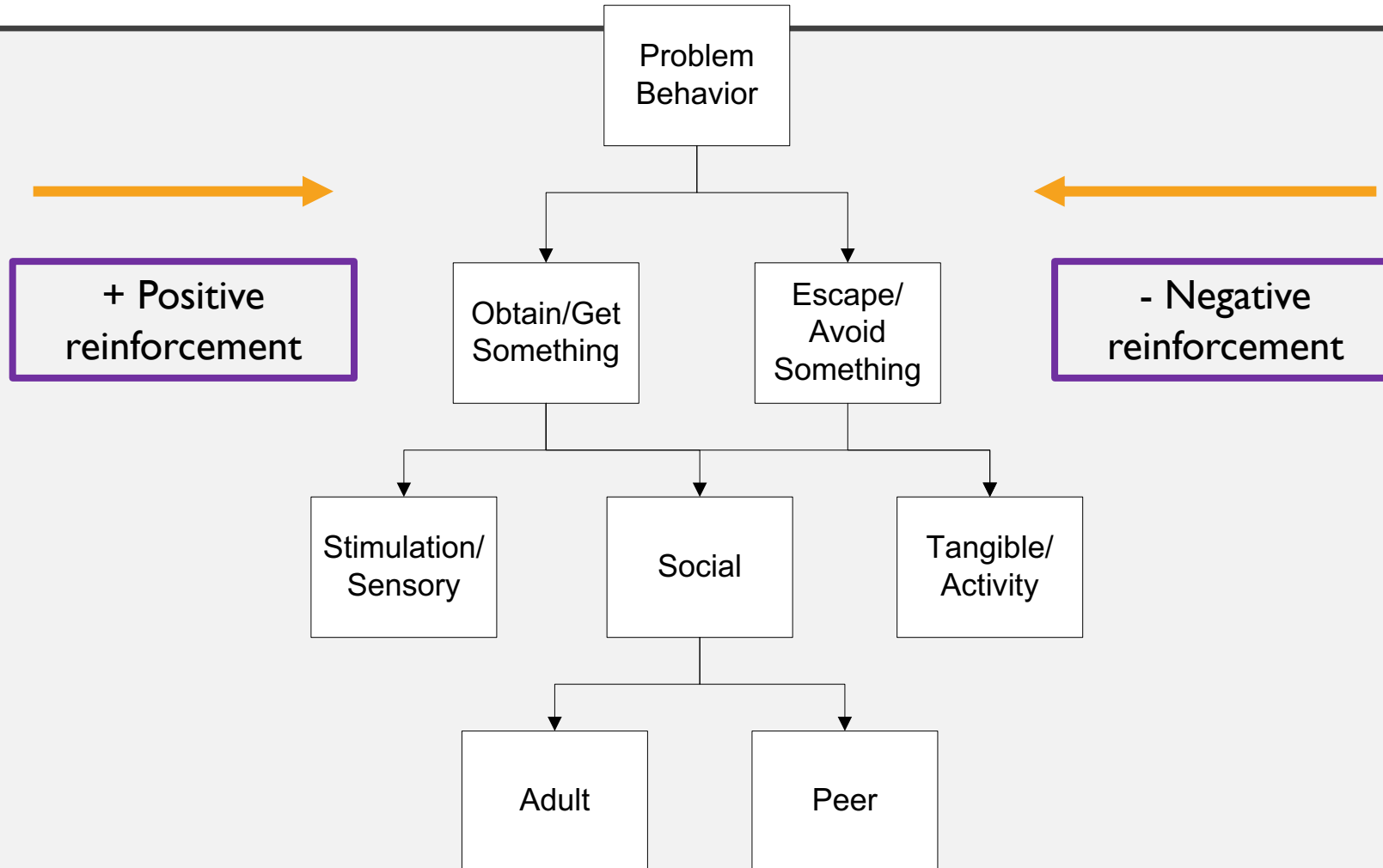
Horner, Sugai, Tim Lewis (2008)

Setting Event	→	Antecedent	→	Behavior	→	Consequence
Prevention Strategies		Prevention Strategies		TEACH Strategies		Reinforcement Strategies

7 CORE FEATURES OF A BIP

- Prevention strategies to minimize triggers
- Strategies to teach and prompt replacement behaviors (defined in observable and measurable terms)
- Consequence Strategies to Strengthen Replacement Behaviors
- Consequence Strategies to weaken Problem Behaviors
- Safety elements when needed
- A systematic process for assessing fidelity and impact
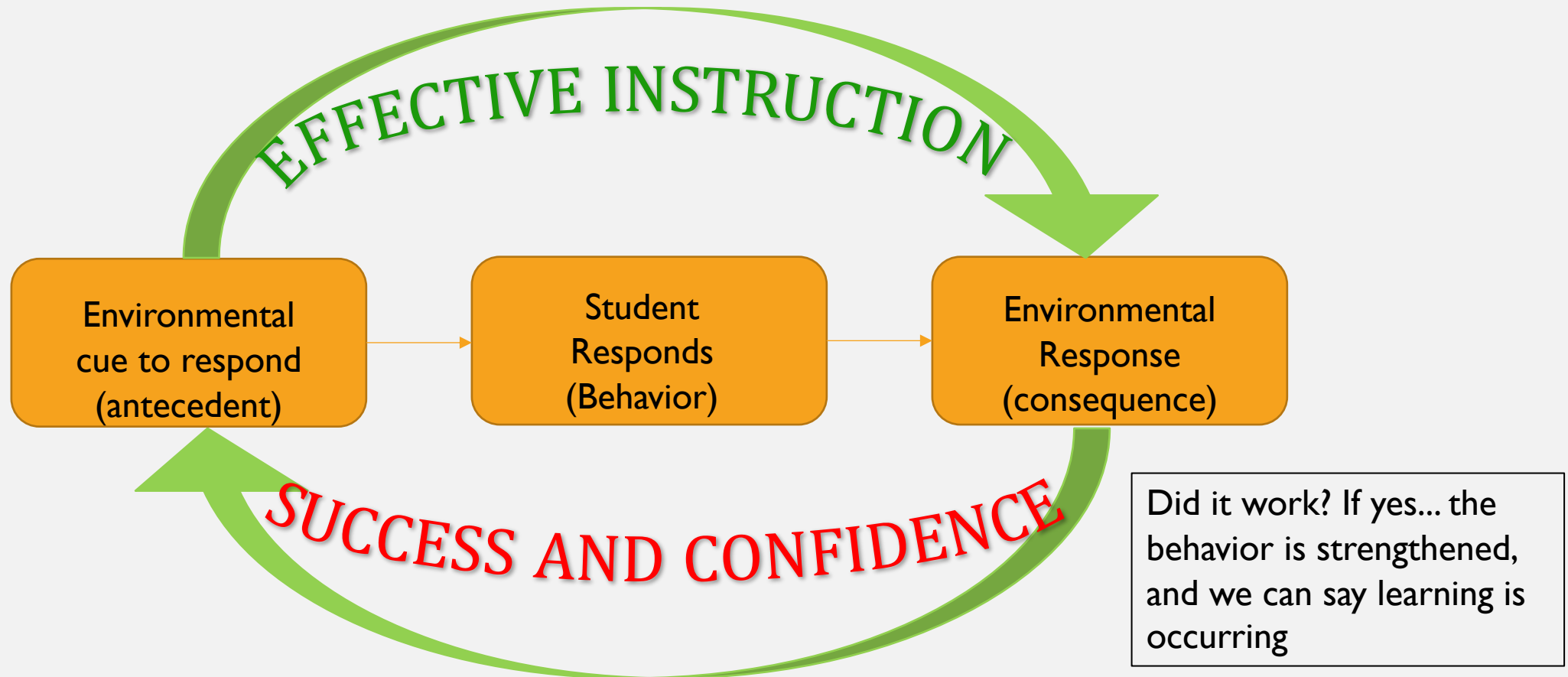- An action plan for putting the support plan in place

INTERVENTIONS PROMOTE PROSOCIAL SKILLS

Problem Behavior

+ Positive reinforcement

- Negative reinforcement

Obtain/Get Something

Escape/Avoid Something

Stimulation/Sensory

Social

Tangible/Activity

Adult

Peer

INTERVENTIONS PROMOTE STRUCTURE

"**Predictable structures promote a sense of safety that helps students, especially those who have experienced trauma or struggle behaviorally, regulate emotions and take on new challenges and developmental tasks.**"
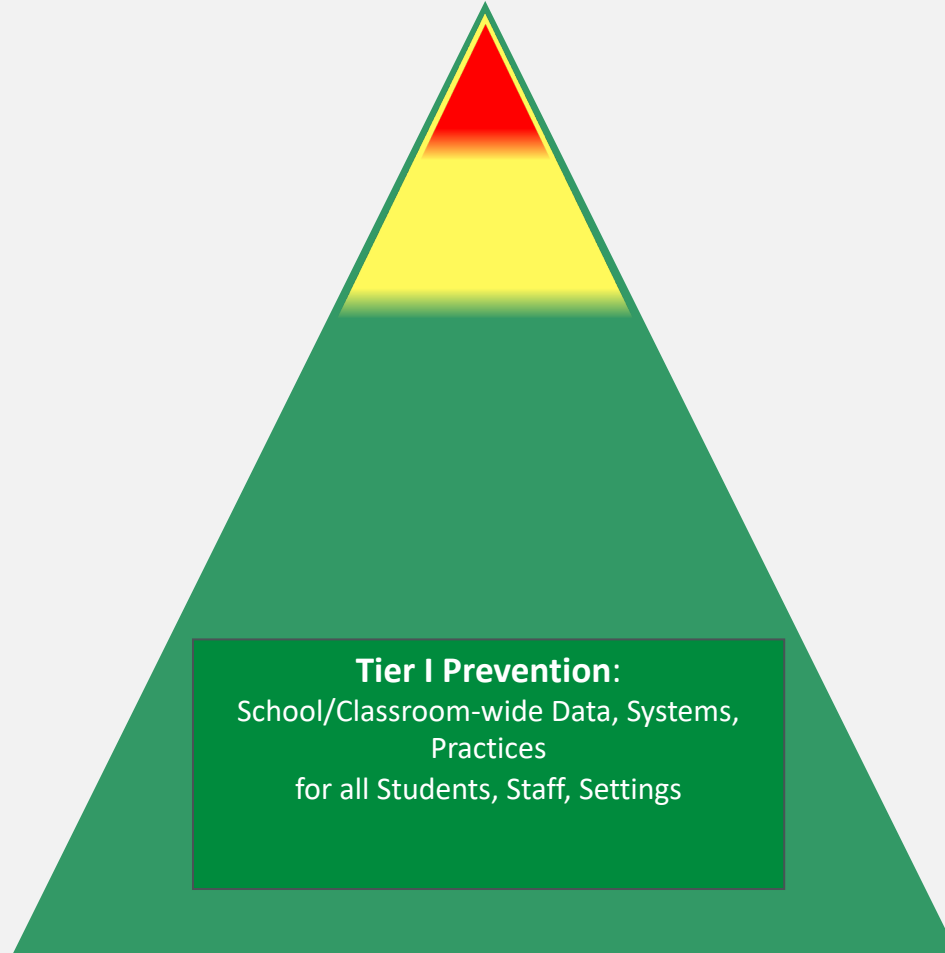
IN OTHER WORDS…

Find and use strategies to make students successful

INTERVENTIONS CREATE ACCESS

Tier I Prevention:
School/Classroom-wide Data, Systems, Practices
for all Students, Staff, Settings

Connect & Prevent	Teach	Respond to Increase	Respond to Decrease
Design and adapt the physical environment of the classroom Develop and explicitly teach predictable classroom routines Active supervision Opportunities to Respond	Functional SEL Skills *self awareness *self management *relationship skills *ethical decision making *social responsibilities ------------------------------- Prompts and precorrections	Support student use functional skills Deliver behavior specific praise (and other strategies to acknowledge appropriate behavior	Planned "ignoring" for engaging in problem behavior Provide behavior specific error correction (and other strategies to respond to problem behavior)

Highlight denotes required intervention

THE REPLACEMENT BEHAVIOR: WHAT SHOULD THE STUDENT DO INSTEAD?

The key questions to ask are:

- What behavior would allow the student to get the same thing in a more appropriate way?

- What do successful kids do to get this?

Why is this information important?

- Shifts the conversation from assessment to intervention

- Provides the student with a skill to meet their own needs

- Provides a foundation for a teaching plan

REPLACEMENT BEHAVIORS = PROBLEM SOLVING SKILLS

CASEL SEL COMPETENCIES

Self Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

LEARNING SKILLS

- Goal setting (e.g. chunking large assignments and checking in)

- Managing information (e.g. graphic organizers, note taking skills)

Teach students HOW and WHEN to apply the replacement behavior (e.g. during which routines)

The teaching matrix is your social-emotional-behavioral curricular standards

EXAMPLE OF SCHOOL TEACHING MATRIX UPDATED FOR HYBRID LEARNING

SOCIAL, EMOTIONAL, BEHAVIOR EXPECTATIONS	CONTEXT/SETTING				
	Hallway	**Classroom**	**Bus**	**Online Group**	**Online Independent**
Respect	• Smile with your eyes and wave to acknowledge adults & peers • Use kind language	• Greet adults & peers at beginning & end of activity • Use kind language	• Talk kindly to students sitting in your area • Wait turn to board/exit	• Mute when listening • Use kind language	• Take turns if others waiting • Wear headphones
Responsibility	• Maintain 6' (big) personal space bubble • Take care of your materials as you transition in the hallway	• Stay in assigned spot to maintain 6' distance • Do your best • Engage in learning	• Let bus driver know if unsafe behavior seen • Sit in assigned seat & maintain distance	• Log-in/off on-time • Actively participate • Have materials ready for each lesson/activity	• Stay engaged • Keep device charged • Ask for help (via email, chat, or with help of a parent) when you're stuck
Safety	• Wear mask • Follow 1-way direction arrows	• Wear mask • Disinfect desk/table before & after use	• Wear mask • Disinfect seat • Keep hands to self	• Keep password private • Let teacher know if private chat is inappropriate	• Disinfect keyboard & mouse • Take short breaks from your seat and screen
All Context & Settings	• Model & prompt expected behavior • Provide positive & informative (i.e., behavior, context) feedback when expected behavior observed • Pre-teach expected behavior before entering problem setting /contexts • Re-teach when expected behavior when not observed • Intensify supports for chronic problem settings/contexts				

REPLACEMENT BEHAVIOR(S)

1. Serve the same function as the problem behavior

2. Are easier to do that the problem behavior

3. Are socially acceptable

WHICH OF THE FOLLOWING ARE APPROPRIATE REPLACEMENT BEHAVIORS?

Jason is nine and cries when asked to write in his journal. The crying is maintained by avoiding or escaping difficult tasks.

1. Serve same Function? Does it provide escape from difficult task?

- Possible Replacement Behaviors:
  - ~~More rewards for doing tasks~~
  - Ask for an easier task/ worksheet
  - ~~Ask to play w/ his Gameboy~~
  - ~~Appropriately request adult attention~~
  - ~~Ask to have soda after tasks are done~~

2. Is behavior easier to do than problem behavior?

3. Is Behavior socially acceptable?

Basic FBA to BIP

MAKE A PLAN TO TEACH AND PROMPT

Teach, re-teach, & teach some more

Develop task analysis

Provide prompts/visual supports

Simonsen, Putnam, Clemens & Meyer, 2020

TASK ANALYZE

BIP-Prevention Strategies

- Provide choices of where to sit

OR

BIP-Prevention Strategies

- **<u>Provide Choices:</u>** The teacher will provide Don with a choice prior to assigning him independent work in class. Choice options are: (a) materials to use for assignment; choice of leadership activities; (b) where to sit; (c) who to do the assignment with

Steps:

1. Immediately after giving the class the independent math assignment, go over to Don and present him with a choice option.

2. When presenting him with a choice, say "Don, where do you want to sit? X or X?"

3. After Don makes his choice, say, "Thanks for making a great choice" and release him to his choice.

PROMPTS

Remind the student <u>when/how</u> to use replacement behaviors after they have been taught

- Example:

- Niki's problem behavior is maintained by escape from difficult math assignments.

- When handing out assignments, Niki's teacher will <u>remind</u> her that she can ask for a break (Replacement behavior) if she gets frustrated.

PROMPT HIERARCHY

least invasive →

most invasive →

more independent ↑

less independent ↑

VISUAL
{includes positional}

VERBAL
{includes direct and indirect verbal prompts}

GESTURAL

MODELING

PARTIAL PHYSICAL

FULL PHYSICAL

THEAUTISMHELPER.COM
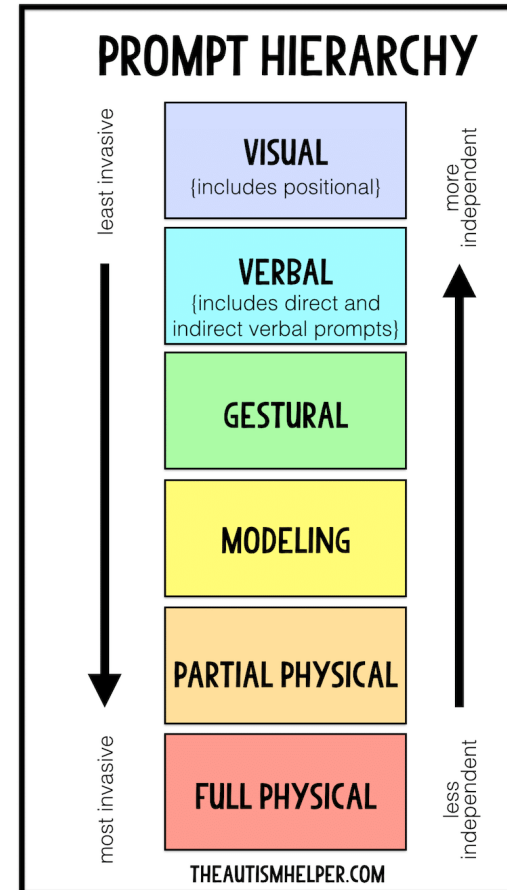
BUDDY BREAKOUT ROOM:
WHAT REPLACEMENT BEHAVIOR COULD YOU TEACH?

A. During virtual instruction when the session is close to ending, Megan asks for the out of class directions and routines to be repeated (despite postings in multiple places), which is <u>positively reinforced</u> by additional time with the teacher who remains on Zoom after the session ends.

B. During virtual instruction when requested to move to a breakout room, Niki often leaves the class session, which is <u>negatively reinforced</u> via avoiding social interaction with peers.

==Remember Replacement Behaviors:==
1. Serve the same function as the problem behavior
2. Are easier to do that the problem behavior
3. Are socially acceptable

FUNCTIONAL CONSEQUENCES: HOW CAN WE MAKE BEHAVIOR(S) MORE/LESS LIKELY TO OCCUR?

The key questions to ask are:

- How can we make sure that students get what they want when they use the replacement behavior?

- How can we make sure that students don't get what they want when they use the problem behavior?

Why is this information important?

- Promotes teacher responses that strengthen appropriate and minimizes inappropriate behavior

- Supports the student to meet their own needs with prosocial behavior
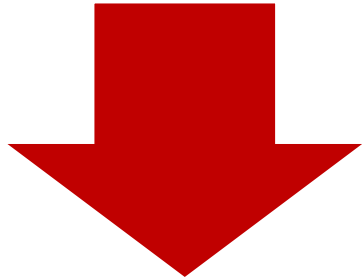
TRUE OR FALSE

YELLING IS A FORM OF PUNISHMENT TO REDUCE PROBLEM BEHAVIOR

PRAISE IS A FORM OF POSITIVE REINFORCEMENT THAT INCREASES APPROPRIATE BEHAVIOR

THE GOAL OF A BEHAVIOR SUPPORT PLAN IS TO REDUCE A CHILD'S DEPENDENCE ON REINFORCEMENT TO BEHAVE APPROPRIATELY

PUNISHMENT OFTEN NEGATIVELY REINFORCES TEACHERS
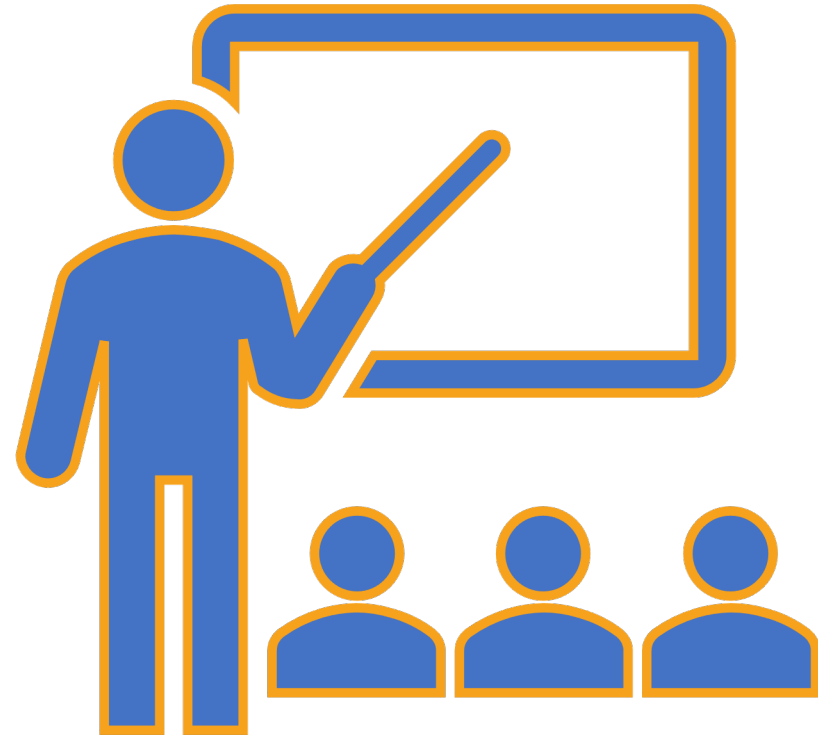
STRENGTHEN APPROPRIATE

- Reinforce alternative behavior

- Behavior specific praise

- Contracting

- Daily Behavior Rating

- Group contingencies

KEEP IT NATURAL

REINFORCE FUNCTIONAL ALTERNATIVE

When the student engages in the replacement behavior, quickly provide the student with an outcome that matches the outcome/ function of the problem behavior

Remember that replacement behaviors should be easier to do that the problem behavior

Start with high rates of reinforcement and find ways to fade as the student learns the skill

REINFORCE FUNCTIONAL ALTERNATIVE

Option 1: if student raises hand to request an easier, substitute assignment; in order to escape difficult tasks → then quickly provide the student with the easier assignment

If this option isn't possible…

Option 2: if student completes difficult task provide incentive to earn escape (e.g. dots to skip problems or questions).

BEHAVIOR SPECIFIC PRAISE

Praise should be…

- …**contingent**: occur immediately following desired behavior

- …**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
  - "Good job" (not very specific)
  - "I like how you are showing me active listening by having quiet hands and feet and eyes on me" (specific)
  - "Thank you for reaching out to your students' parents and establishing positive communication."

TOKEN ECONOMY

- Tokens are generalized reinforcers which means they are linked to a variety of other reinforcers

- Always pair with behavior specific praise

- Create a reinforcement menu that provides the student with ACCESS or ESCAPE based on the function of their problem behavior

- Be aware of satiation (keep it fresh)!

- Remember that students don't learn without experiencing success… and the pay off should be easier to access with the replacement vs. problem behavior (don't make it too hard)!

- Move from artificial (e.g. access to toys) to more natural reinforcer options (e.g. access to class privileges)

In the chat box: for those of you using a token economy in virtual learning, what tips do you have for "going virtual?"

DAILY BEHAVIOR RATING

John's Tier 2 CICO Card			
Goals	**AM to Lunch**	**Lunch to Recess**	**Recess to PM**
Be Responsible	☺ ☺ ☹	☺ ☺ ☹	☺ ☺ ☹
Be Respectful	☺ ☺ ☹	☺ ☺ ☹	☺ ☺ ☹
Be Ready	☺ ☺ ☹	☺ ☺ ☹	☺ ☺ ☹
Total Points			

John's updated Tier 3 CICO Card			
Goals	**AM to Lunch**	**Lunch to Recess**	**Recess to PM**
Be Responsible Ask for help	☺ ☺ ☹	☺ ☺ ☹	☺ ☺ ☹
Be Respectful Ask for 2 more minutes	☺ ☺ ☹	☺ ☺ ☹	☺ ☺ ☹
Be Ready	☺ ☺ ☹	☺ ☺ ☹	☺ ☺ ☹
Total Points			

GROUP CONTINGENCIES

- ### All for One

Ms. Rebecca provides Tom with bonus points contingent on his use of his replacement behavior. Points are added to the class goal of earning a visit from a Llama to Zoom class.

- ### One for All

Ms. Rebecca provides Tom with points that he has saved for extra free time with a group of friends.

- ### One for One

Ms. Rebecca provides each student (including Tom) the opportunity to earn 5 bonus points contingent on arriving to online instruction (on time) during whole group Zoom instruction.

HOW WILL YOU USE CONSEQUENCES TO INCREASE USE OF REPLACEMENT BEHAVIOR?

A. During virtual instruction when the session is close to ending, Megan asks for the out of class directions and routines to be repeated (despite postings in multiple places), which is <u>positively reinforced</u> by additional time with the teacher who remains on Zoom after the session ends.

B. During virtual instruction when requested to move to a breakout room, Niki often leaves the class session, which is <u>negatively reinforced</u> via avoiding social interaction with peers.

- Reinforce alternative behavior

- Behavior specific praise

- Token Economy

- Daily Behavior Rating

- Group Contingencies

WEAKEN INAPPROPRIATE

- Praise around the misbehavior

- Reinforce lower rates

- Error correction

- Planned ignoring

KEEP IT POSITIVE (4:1)

PRAISE AROUND MISBEHAVIOR

Example:

Ms. Linda wants to decrease Joe's off task behavior on Zoom. She decides to ignore his off-task behavior and instead provides behavior specific praise and dojo points to other students in the class when Joe is off task.

REINFORCE LOWER RATES

Mona moves her mask to take a quick drink 11 times on the average per class. Ms. Lisa tells Mona that if she moves her mask 7 or fewer times, then she will earn a classroom token. After Mona met this criterion for three consecutive classes, Ms. Lisa. lowered the reinforcer criterion to 4 or fewer times to move her mask.

REINFORCE ZERO OCCURRENCES

Example:

If Ben refrains from turning his camera off on Zoom for 30 minutes, then he will earn 10 Dojo Bonus points toward the class incentive.

Ms. Linda is frustrated that Tom is using the chat box for inappropriate conversation. She decides to set a random timer to go off several times throughout the class period and provides points to Joe if there were 0 incidents of inappropriate comments.

ERROR CORRECTION

Redirect to the Replacement Behavior

PLANNED IGNORING

Minimize the pay-off the student has been receiving for the problem behavior

Restate expectations to prompt behavior rather than reprimand (ex: "The expectation is that you raise your hand to speak. Please raise your hand and wait if you have a question" rather than "Wait your turn to speak!")

Extinction Graph

Extinction Burst

Spontaneous Recovery

Extinction Occurs

Initial Behavior Response Frequency

Reinforcement Removed

IGNORING ISN'T AN EASY STRATEGY

Applied Behavior Analysis for Teachers, 9th edition
Paul A. Alberto and Anne C. Troutman
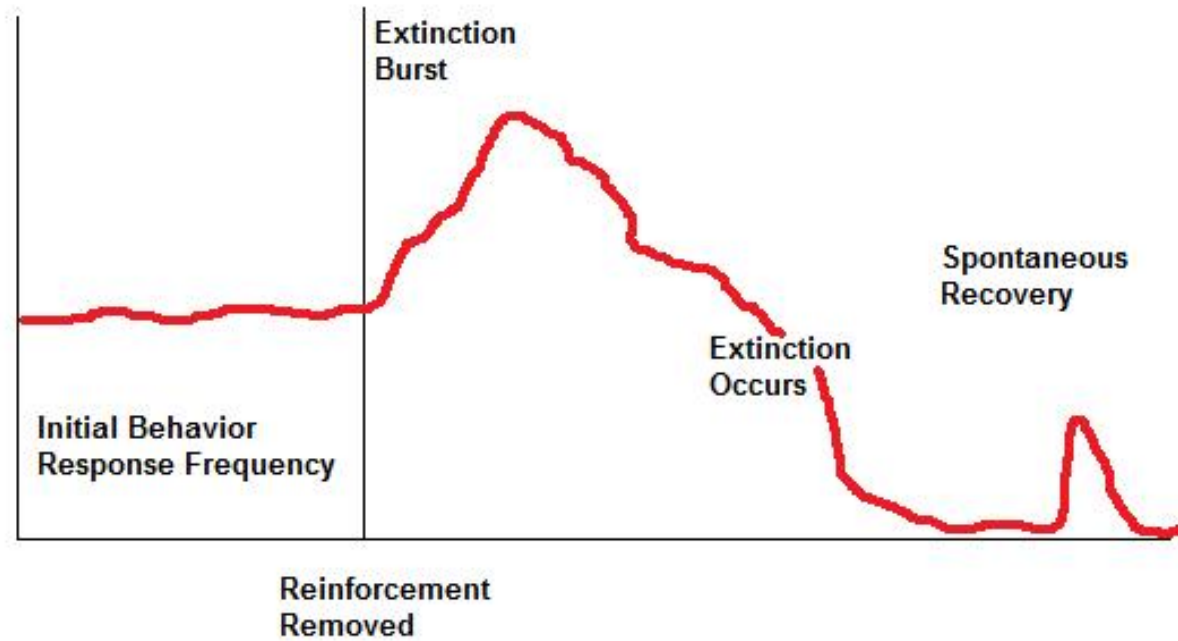
HOW WILL YOU USE CONSEQUENCES TO DECREASE USE OF PROBLEM BEHAVIOR?

A. During virtual instruction when the session is close to ending, Megan asks for the out of class directions and routines to be repeated (despite postings in multiple places), which is positively reinforced by additional time with the teacher who remains on Zoom after the session ends.

B. During virtual instruction when requested to move to a breakout room, Niki often leaves the class session, which is negatively reinforced via avoiding social interaction with peers.

Praise around the misbehavior
Reinforce lower rates
Error correction
Planned ignoring

CONTEXT: WHERE AND WHEN IS THE PROBLEM?

The key questions to ask are:

- When is the behavior most likely?

- If I want to see the behavior myself, when should I visit, under what conditions should I visit?

Why is this information important?

- If you can predict it, you can prevent it.

- Brings the focus to prevention rather than response

ANTECEDENTS IN SCHOOLS

- **Setting events: (when/where) the setting or context within which the behavior occurs**
  - Examples include environmental factors, social factors and physiological factors *(these make the trigger more likely to lead to the behavior of concern)*

- **Triggers: (what is happening) that prompts a student to respond with the problem behavior**
  - Examples include activities or circumstances that:
    - Result in frustration
    - Result that cause understimulation
    - Cause overstimulation
    - That provoke

Intentionally build structures that promote supportive adult-student relationships and a sense of belonging.

CONNECT

Check in with the student more often!   Some examples of "checking in"

Moodmeter app so students can describe how they are feeling visually and with words, explain why they are feeling that way, prompts whether the person wants to stay there or alter mood and then provides strategies, can set reminders to check in with self

Templates for daily check ins: Provide the student with individualized questions on a class check in tool (or create one for your student)

PRIORITIZE PRESENCE OVER CONTENT

Offer multiple ways for students to show what they know: (e.g. Designing a digital choice board)

Tic-Tac-Toe
You Pick 3 in a Row

RL.1	RL.3	L.4
Write 3 questions about the story. Find a partner and take turns asking and answering questions each other's questions.	Draw a picture of the main character and include specific details from the story.	Select one unfamiliar word from the story and look up the definition. Then work with a partner to create a short video explanation for your peers. Post your video to our **Padlet Wall**.
Complete the who, what, where, when, and why **Google Form** after reading the story.	Describe the main character on our shared **Padlet Wall**.	Find 3 unfamiliar words in the story, look up their definitions, and draw a picture that shows what each word means.
Participate in the online discussion about this story. Post a response to the question and reply thoughtfully to at least three classmates.	Imagine you are the main character and write a journal entry from his/her perspective in your **Penzu Journal**.	Complete the **Vocabulary.com** review activity with the challenging words from this story.

DON'T FORGET: ADDRESS TRIGGERS FUNCTIONALLY

When participating in large group activities, Angela often interrupts the teacher to ask questions during instruction to <mark>gain adult attention</mark>.

Does the Intervention address the function of behavior?

- Give the student a job to complete during large group instruction (e.g. write the answers on the board)
- Allow the student to write comments on a post-it to share later
- Let the student choose a preferred seat during large group instruction
- Increase the ratio of positive to negative comments during large group instruction

DON'T FORGET: ADDRESS TRIGGERS FUNCTIONALLY

When participating in large group activities, (especially with unfamiliar peers) Angela often remains quiet or leaves to go to the bathroom to <mark>avoid participating with her peers.</mark>

Does the Intervention address the function of behavior?
- Provide multiple options for participation during large group activities
- Create assigned seating or groups with input from Angela about which group she'd work best
- Give the student a job to complete during large group instruction (e.g. write the answers on the board)
- Increase the ratio of positive to negative comments during large group instruction

INDIVIDUALIZE PREDICTABLE CLASSROOM ROUTINES

We can't eliminate all triggers, but we can create routines that minimize their impact on student behavior

Conversation: Can students engage in conversation during this activity? If yes, about what? With whom?

Help: How do students get your attention to ask a question? What do they do while they wait?

Procedures/Routines

Movement: Can students get out of their seats for this activity? If so, for what reasons?

Participation: What does it look like and sound like?

From Positive Classroom Behavior Supports, presented by Kim Yanek from Mid-Atlantic PBIS Network

WHICH PROCEDURE OR ROUTINE COULD YOU ADAPT TO PREVENT PROBLEM BEHAVIOR?

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KEEP IT FUNCTIONAL!

BUILD TOWARD SELF MONITORING

SUPPORT STUDENTS TO EVALUATE AND REINFORCE THEIR OWN CHOICES

What is I-Connect?

The I-Connect application and intervention is a self-monitoring application with a web application to set up users, customize monitoring settings and to view data over time. It encourages active class participation, assignment completion, engagement in appropriate help-seeking behavior, adherence to rules, and attention to the teachers, supervisors, or parents. I-Connect enables students and users to set achievable self-monitoring goals and to monitor behavior aligned with success. Self-monitoring can establish higher levels of independence and can improve academic outcomes!
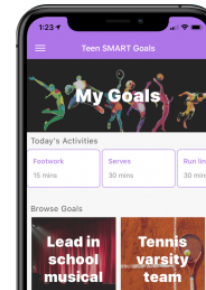
Teen SMART Goals App is now available on the App Store

Our Teen SMART Goals App guides teens through the process of breaking tasks down into manageable and doable activities so they can accomplish everything they set their mind to, whether that's getting accepted to the college of their choice, making it into varsity team, or getting a role in their favorite theater production.

We designed this app specifically for teens from middle school to high school level. It's streamlined to get the right information they need to think about while working towards a goal. They will not feel like they have to learn project management to be able to even get started.

SELF MONITOR YOUR OWN BEHAVIOR
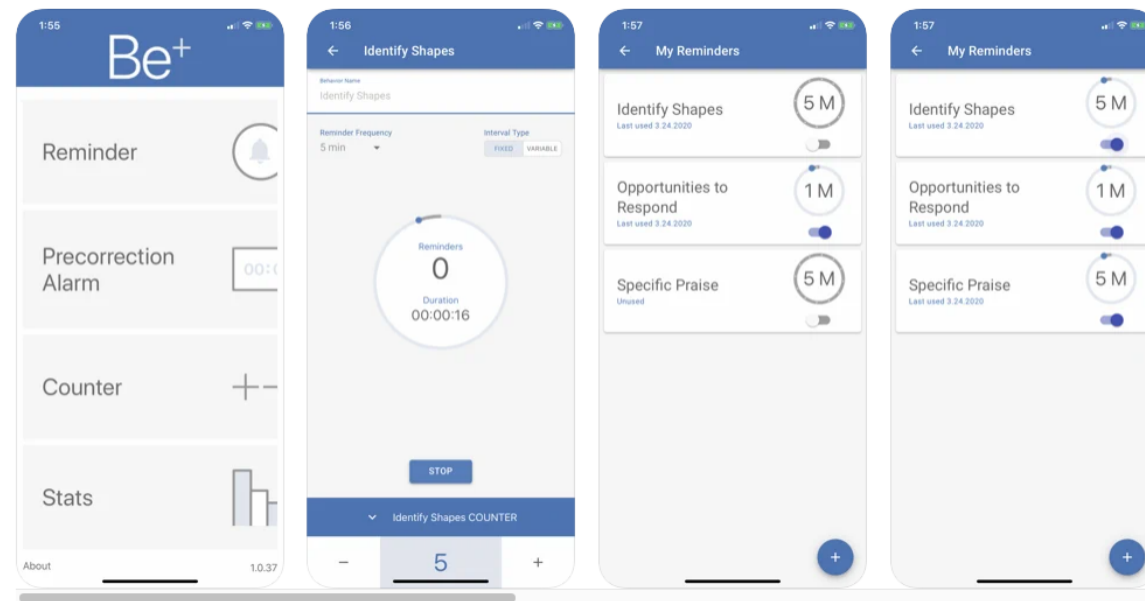
Q/A

- When do we do an FBA?

- Who is on the team?

- Do we need an IEP goal if the student has a BIP?

- How can we do this virtually?

- How do we know when to fade or how do we fade supports?

- Do you have any FBA and BIP tools?

SOME FBA TOOLS

FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS

PTR BRIEF

3 INTERVENTION TOOLS

TOP TEN INTERVENTIONS:
FROM PBIS.ORG/OSEP

PTR INTERVENTIONS:
FROM PREVENT-TEACH-REINFORCE