Team Members

Shanna Hirsch, Catherine Griffith, Alex Carlson
Clemson University

Tim Lewis
University of Missouri

Antonis Katsiyannis
Clemson University

Agenda

Overview

FBA-BIP Process
Rationale for reviewing recent
FBA-BIPs

Method

Overview of FBA-BIP Record
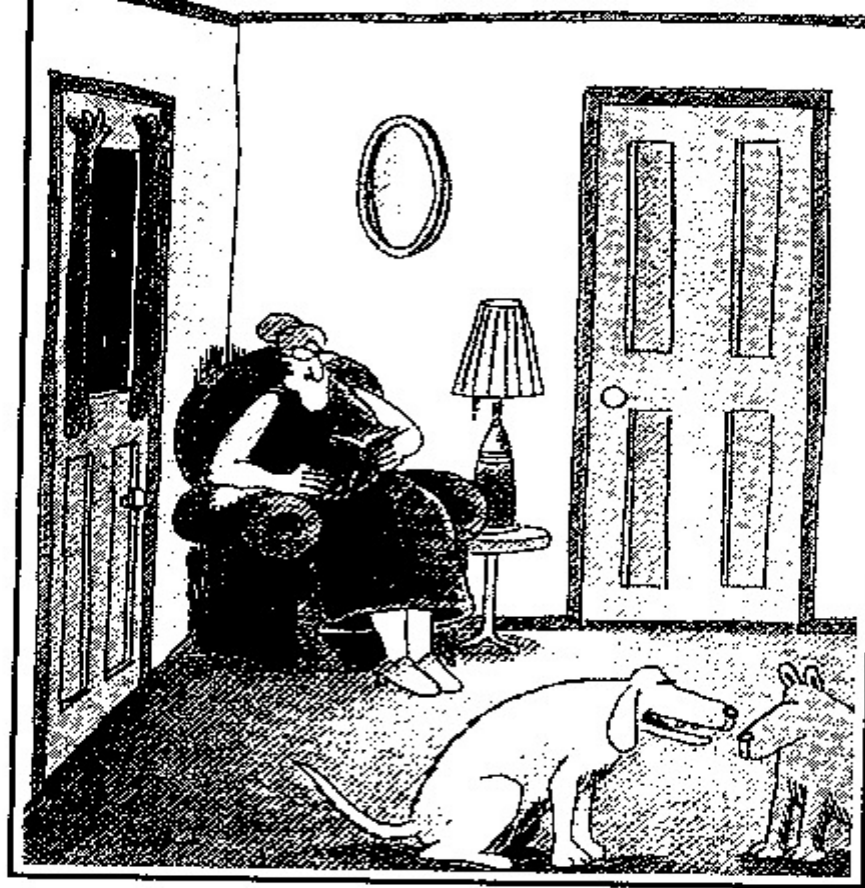Review

Results

Preliminary Findings

Discussion

Limitations and Future
Research

01

OVERVIEW

Functional Behavioral Assessment (FBA)
Behavior Intervention Plans (BIPs)

"You wanna have some fun, Fred? Watch ...
Growling and bristling, I'm gonna stand in front
of the closet door and just stare."

What is a Functional Behavioral Assessment

"A process for gathering information used to maximize the effectiveness and efficiency of behavioral support" (O'Neil et al.)

– Operational definition of behavior
– Identification of events that are functionally related to behavior
– Identification of consequences that maintain behavior
– Hypothesis about function of behavior
– Direct observation to confirm/support hypothesis

When To Conduct a Functional Assessment

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school "discipline" procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

300.530

- (f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--
  - (1) Either--
    - (i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
    - (ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
  - (2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

IDEA.ED.GOV
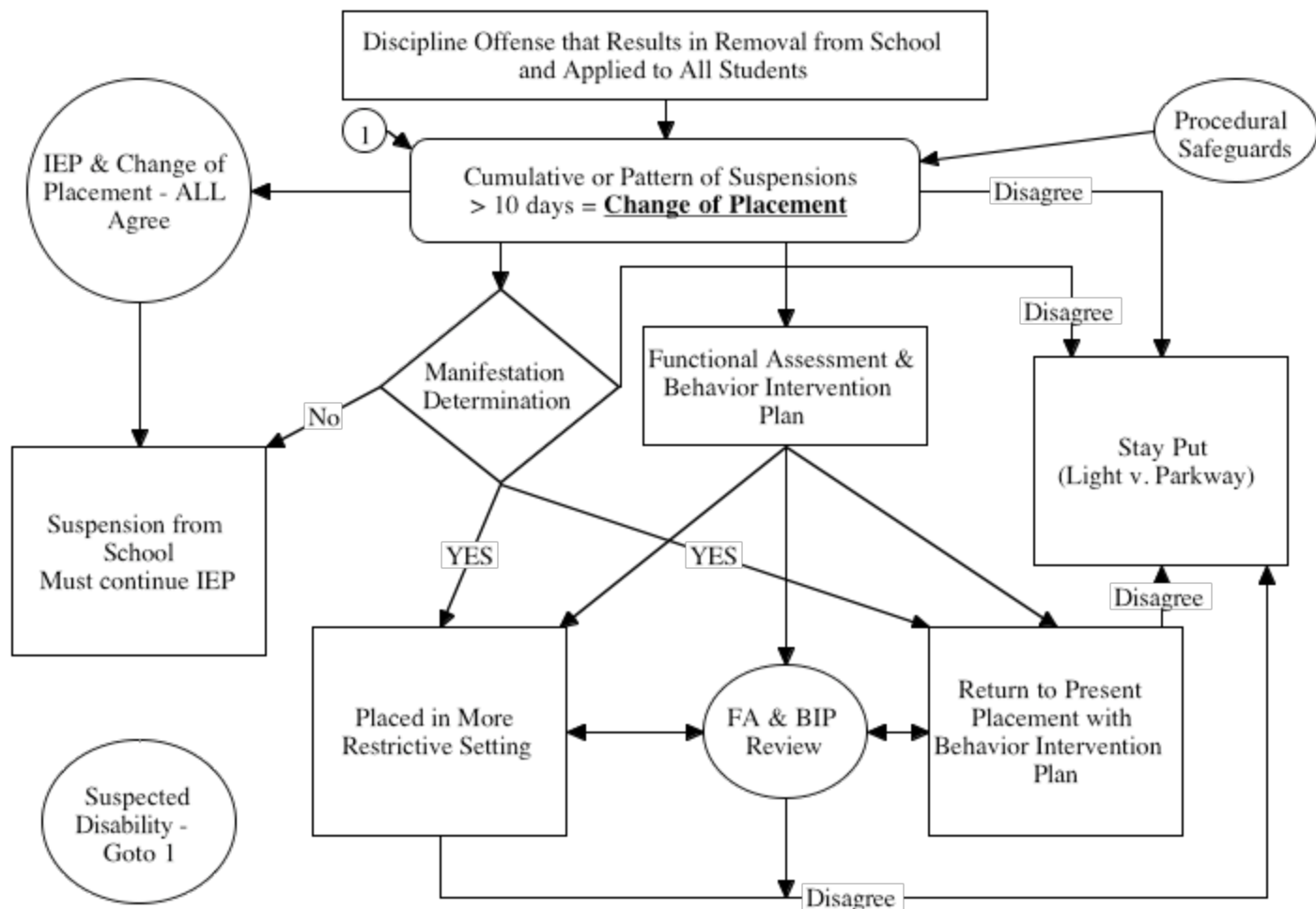
Why Conduct a Functional Behavioral Assessment
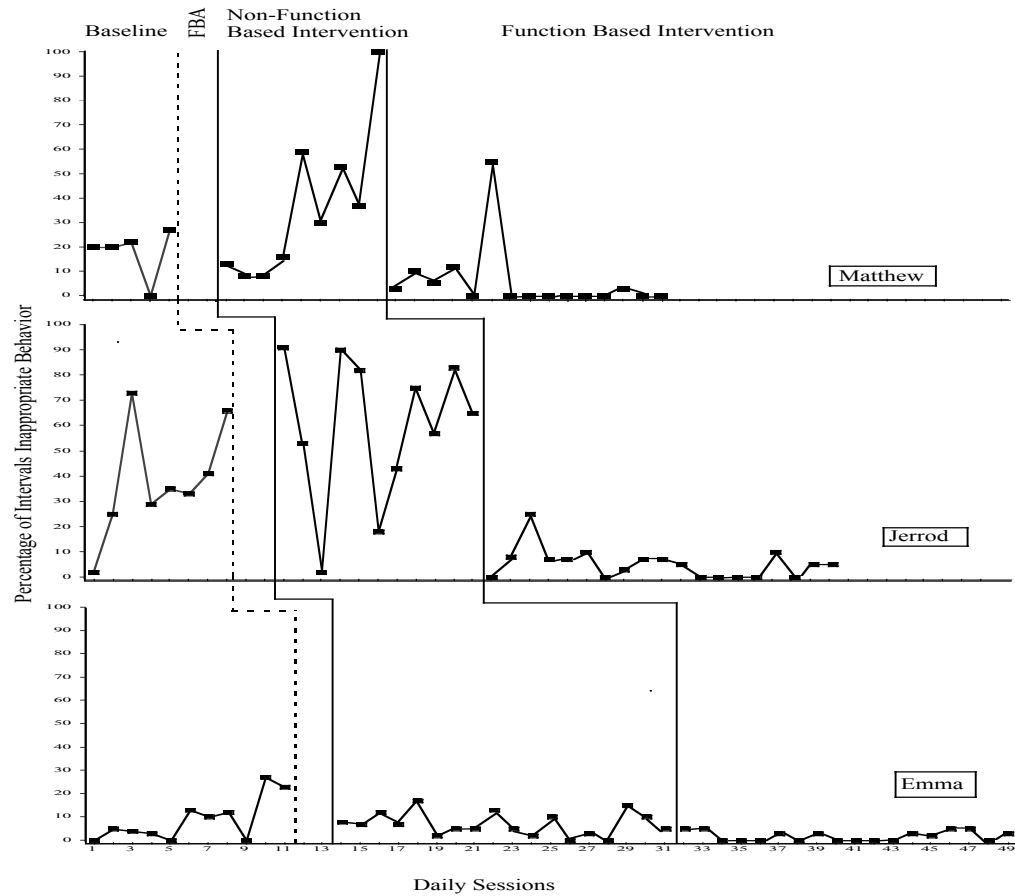
Newcomer, L. L. & Lewis, T. J. (2004). Functional Behavioral Assessment: An Investigation of Assessment Reliability and Effectiveness of Function-Based Interventions. *Journal of Emotional and Behavioral Disorders, 12,* 168-181.

Basics

- Focus on observable behavior
  - Label free approach
  - Acknowledgement of other factors
- Instructional approach
- Emphasis on understanding the <u>principles of behavior</u> not specific forms or "cook book" strategies

Essential Steps to Function-based Individual Behavior Intervention Plans

1. Patterns of problem behavior noted / disciplinary change in placement
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
   – Indirect measures
   – Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a Behavior Intervention Plan
   – Social skill instruction
   – Self management
   – Environmental modifications
7. Implement, Monitor and Evaluate progress

Functional Assessment

Pre-Assessment/Indirect

- Interviews
- Rating Scales
- Student Guided

Direct Observation

- A-B-C
- Functional Analysis
- Checklists
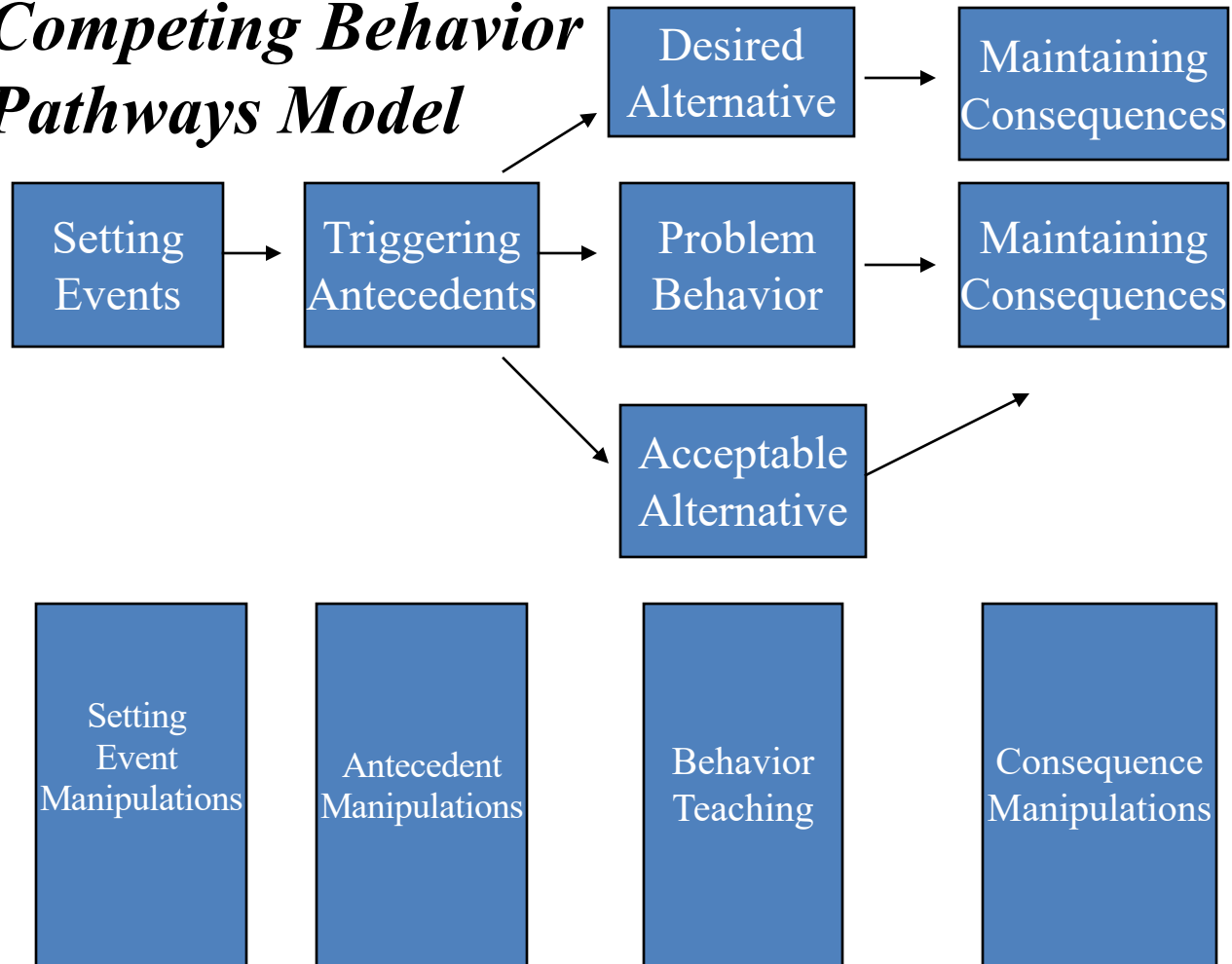
Hypothesis

When this occurs….

The student does….

To get/avoid…

Behavior Intervention Plans

- Teach replacement behavior(s) that result in same/similar outcome
- Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be as or more efficient than problem behavior

Competing Behavior Pathways Model

Sugai, Lewis-Palmer & Hagan, 1999

```
Argument on Playground → Reading Class / Peers →
    → On Task → Work Completion / Grades
    → Off Task → Peer Attention
    → On Task Working w/Peers → Peer Attention
```
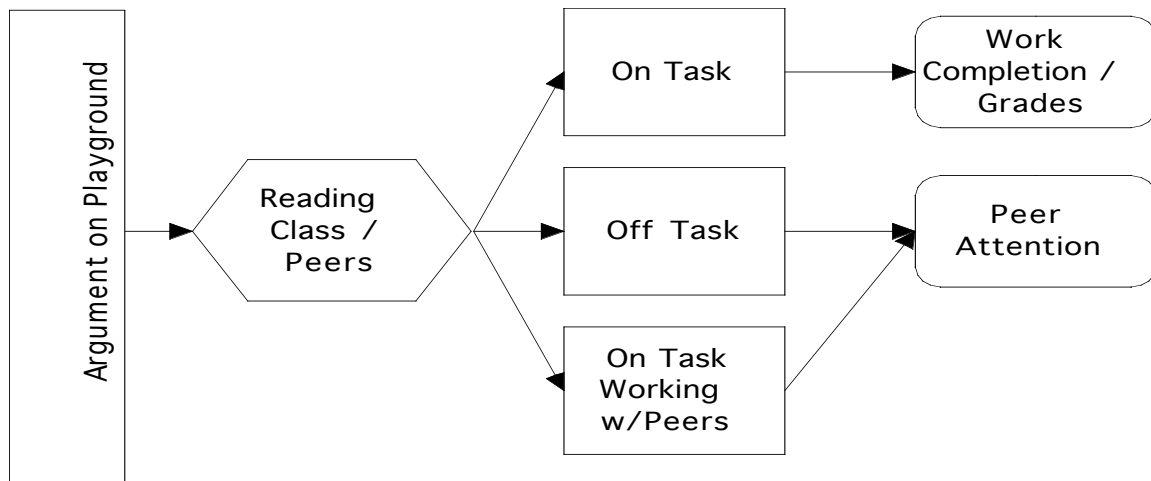
Setting Events	Predictors	Behavior	Consequences
• Playground monitor debriefs student prior to coming into building.	• Change seating arrangement during reading class. • Pre-correct class RE rules of cooperative groups.	• Set up cooperative peer groups. • Identify appropriate peers and teach cooperative strategies. • **Teach rules and skills of cooperative groups to target student.** • **Role play cooperative learning with peers and target student.** • Monitor progress (momentary time sampling)	• Verbal praise when on-task (VI 3 minutes). • Error correction for off-task. • Free time with peers for meeting established daily criteria.

Problem

Although FBA-BIPs have been established little is known about the content.

Previous FBA-BIP Research

Populations	Settings	Behaviors
• Severe disabilities (Dunlap et al., 1991) • Attention deficit disorders (Ervin, DuPaul, Kern, & Friman, 1998) • Emotional and behavioral problems (Kern et al., 2001) • At-risk students (Lewis & Sugai, 1996; Umbreit et al., 2004)	• Preschools (Umbreit, 1996) • General education classrooms (Kern et al., 2001; Umbreit et al., 2004) • Self-contained settings (Bruhn et al., 2015) • Job share classrooms (Lane, Eisner et al., 2009)	• Decreases in off-task and inappropriate behavior (Umbreit & Blair, 1997) • Reduction in skin picking (Bruhn et al., 2015) • Increases in levels of task engagement (Umbreit et al., 2004)

Validity of FBAs

In 2016, FBA-based interventions were identified as a promising practice for addressing school engagement and problem behavior for students with or at risk for ED (U.S. Department of Education).

WWC Intervention Report

A summary of findings from a systematic review of the evidence

ies INSTITUTE OF EDUCATION SCIENCES

Functional Behavioral Assessment-based Interventions

Intervention Description[1]

Functional behavioral assessment (FBA) is an individualized problem-solving process for addressing student problem behavior. An assessment is conducted to identify the purpose or function of a student's problem behavior. This assessment process involves collecting information about the environmental conditions that precede the problem behavior and the subsequent rewards that reinforce the behavior. The information that is gathered is then used to identify and implement individualized interventions aimed at reducing problem behaviors and increasing positive behaviors. Accordingly, the studies evaluating *FBA* examine different *FBA-based interventions* identified for each student. *FBA-based interventions* can be used to address diverse problem behaviors, such as disruptive and off-task behaviors, noncompliance, and inappropriate social interactions.

Research[2]

The What Works Clearinghouse (WWC) identified 17 studies of *FBA-based interventions* that both fall within the scope of the Children Identified With or At Risk for an Emotional Disturbance topic area and meet WWC pilot single-case design standards. No studies meet WWC group design standards. Seven studies meet pilot single-case design standards without reservations, and 10 studies meet pilot single-case design stan-

This intervention report presents findings from a systematic review of *functional behavioral assessment-based interventions* conducted using the WWC Procedures and Standards Handbook, version 3.0, and the Children Identified With or At Risk for an Emotional Disturbance review protocol, version 3.0.

Problem

- Katsiyannis, Conroy, and Zhang (2008)

  - FBAs were implemented as a reactive practice

  - Address extreme behaviors

ABSTRACT: Since the reauthorization of the Individuals With Disabilities Education Act (IDEA; 1997) through the current reauthorization (IDEA 2004), disciplinary procedures and functional behavioral assessment (FBA) have been widely used in school districts to assist in the prevention and amelioration of problem behaviors. Although researchers have documented the effectiveness of FBA strategies in identifying environmental factors that contribute to and maintain problem behavior, less is known about how personnel in school districts are actually using FBA procedures. This survey examined district-level administrators' perspectives regarding their district's use of FBA procedures across two southern states (Florida and South Carolina). Major findings indicate that conducting FBA procedures was mostly useful for dealing with chronic problem behavior, followed by verbal aggression and physical aggression. The FBA procedures were least useful in dealing with drug-related behaviors, weapon-related behaviors, and truancy. However, respondents indicated that chronic behaviors and verbal aggression were more likely to result in an FBA if they occurred at the high-intensity and moderate-intensity level, respectively, whereas physical aggression was more likely to lead to the initiation of an FBA at the low-intensity level. Also, respondents indicated that they were likely to use indirect FBA strategies, rather than direct measures, and to use a team of professionals when conducting FBA. Implications of these findings are discussed.

■ Disciplinary provisions outlined in the Individuals With Disabilities Act Amendments (IDEA; 1997, 2004; Yell, Shriner, & Katsiyannis, 2006) include specific techniques, such as functional behavioral assessment (FBA), implementation guidelines for manifestation determination hearings, and specific criteria for governing placements in interim alternative education settings (IAES). In fact, IDEA (1997, 2004) outlines specific disciplinary actions that trigger the need for an FBA or the review of an FBA or behavioral intervention plan (BIP) if they are already in place (for BIP-related legal and practice considerations, see Maag & Katsiyannis, 2006). Specifically, IDEA (2004) amendments and related regulations require that school districts provide educational services when seeking a change in a students' placement that would exceed 10 school days for violations of the school code or placement in an appropriate interim alternative educational setting for not more than 45 school days in conjunction with misconduct involving weapons, illegal drugs, or infliction of serious bodily injury (20 U.S.C. § 1415(k)(1) (C), (D), and (G)). In these instances, the student—regardless of whether the behavior is determined to be a manifestation of his or her disability—will continue to receive educational services and, ''as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur'' (20 U.S.C. § 1415(k)(1)(D)). If a student's behavior is determined to be a manifestation of his or her disability, the individualized education plan (IEP) team is required to conduct an FBA and implement a BIP for the student unless one exists (because of school code violations or in connection with

Record Reviews

- Review of 71 FBA/BIPs conducted after a state-wide training

- Half of FBA-BIPs contained multiple shortcomings that would result in a poorly designed and ineffective BIPs.
- Many FBAs failed to provide an adequate operational definition of the target behavior.
- Non-systematic data collection (49%)

Are we on the Right Course? Lessons Learned about Current FBA/BIP Practices in Schools

Richard Van Acker, Ed.D.,[1,5] Lynn Boreson, MS. Ed.,[2]
Robert A. Gable, Ph.D.,[3] and Thomas Potterton, Ed.S.[4]

Schools across the nation have been charged with the task of conducting functional behavioral assessments (FBAs) to aid in the development of behavior intervention plans (BIPs) to address the challenging behavior of students with special education needs. In response, schools have initiated efforts to provide the various members of their student services and individualized education program (IEP) teams with the knowledge and training to insure compliance with the federal mandate. The current study examines the FBAs and BIPs developed by school teams across one state with regards to 'best practices' and the requirements identified in recent litigation. Following a state-wide training effort, service team members from school districts across Wisconsin were encouraged to submit completed FBA/BIPs for a critical review (whether or not they had participated in the training). Findings suggest that the majority of the FBAs submitted displayed serious flaws. The most common problem resulted from a lack of clarity in the identification and operational definition of the target behavior or behaviors under investigation. There was a general failure to identify any effort taken by the team members to verify the hypothesized function of the behavior before attempting intervention. Perhaps most alarmingly, a significant number of the teams did not appear to take the function of the behavior identified in the FBA into consideration when developing the BIP. Teams that included members who had completed two or more days of intensive in-service education related to FBA/BIP development were found to produce better results. Readers are provided a simplified checklist for use in reviewing their own FBA/BIPs.

KEY WORDS:

[1]University of Illinois at Chicago.
[2]Wisconsin Department of Public Instruction. Madison, Wisconsin.
[3]Old Dominion University.
[4]Cooperative Educational Service Agency #12. Ashland, Wisconsin.
[5]Correspondence should be addressed to Richard Van Acker, Ed.D., University of Illinois at Chicago, College of Education (M/C 147, 1040 W. Harrison, Chicago, IL 60607; e-mail:

35

Record Reviews

- Record Review of 43 students in a mid-sized district in eastern Washington.

- Majority of students with EBD did not have FBAs.
- Those that had FBAs, did not include a hypothesis statement or replacement behaviors.
- Indirect measures were most common (teacher interview, rating scales).
- Limited individualization.

From FBA To Implementation: A Look At What Is Actually Being Delivered

Erika Blood and Richard S. Neel
College of Education
University of Washington

Abstract

This study looks at the utilization of assessments on developing behavior intervention plans (BIPs) and their use in designing actual implementation for the children (elementary through high school) labeled EBD in a mid-sized district in eastern Washington. Files were reviewed to determine the types of assessments used, FBA components addressed, and the behavior intervention plans generated, for each student labeled EBD or being served in a self-contained EBD program from elementary through high school. The degree of utilization of this information in developing program implementation was assessed through teacher interviews. Results showed that a majority of the students did not have a FBA and those that were written did not include hypothesis statements or replacement behaviors. Teacher interview and various behavior rating scales were the most prevalent source of assessment information. The BIPs created were primarily stock lists of positive and negative responses to behavior with no individualization to the student. Discussion of implications to improve the efficacy of assessment is given.

Positive behavioral support (PBS) programs have made a significant contribution in efforts to improve school and classroom environments, understand and manage problem behavior, and provide a positive school environment conducive to student learning. PBS has had an impact on improving the overall school environment. Borrowing from public health research, school-wide approaches to strengthening social competence and ameliorating problem behavior have been divided according to levels of intervention (Lewis, & Sugai, 1999). Tier 1 (Primary) interventions consist of universal school-wide programs designed to reduce new cases of problem behavior (Positive Behavioral Interventions and Supports, 2007). Targeted interventions make up Tier 2 (Secondary) programs. These are designed to reduce current cases of problem behaviors that do not respond to Tier 1 approaches. The final tier (Tertiary) focuses on individualized interventions that seek to reduce complications, intensity, and severity of current cases. These usually involve the most difficult of problems that do not respond to less intense interventions. Often

District -Wide Planning

Essential Feature	Percent Present / Correct
Problem Behavior Operationally Defined	79%
Replacement Behavior Operationally Defined	32%
FBA: Record Review	87%
FBA: Interview/ Rating Scale	81%
FBA: Direct Observation	72%
Hypothesis Statement Linked to Assessment	71%
BIP: Teach Replacement	42%
BIP: Environment Manipulation	61%
BIP: Response to Problem Behavior	36%
BIP: Response to Appropriate Behavior	48%
Percentage of FBA-BIPs with enough concern to recommend a review	56%

Key Points Across the Review

- Therapy is not an FBA-based intervention.
- Response to appropriate/replacement behavior must lead to the same functional outcome as the problem behavior (i.e., get/avoid).
- Response to problem behavior must be the opposite of the current function (e.g., avoid adult attention if problem behavior functions to access adult attention).
- Hypotheses should only include "get what student finds reinforcing" and/or "avoid what student finds aversive." Power, control, emotion expression are not observable/manipulable functions.

Little is Known about FBA-BIP Quality and Content

The purpose of this descriptive study was to examine the documents and explore the content of the documents as well as relationships between the FBA and BIP practices.

1. What FBA-BIP practices are implemented?

2. Is there a connection between the hypothesized function and components of the plan?

Method

Setting

District
One of the top 50 largest school districts in the country, located in the southeast region of the United States of America.

The total student enrollment is approximately 77,300 students and close to 12,000 students receive special education services

Record review conducted in partnership with the district.

Participants

Students who have had an FBA-BIP from 2016 to 2021 (5-year time period)

The research team coded **304** of the 488 available FBA-BIP records.

The sample was stratified to ensure the 304 FBA-BIP records were representative of the demographics of the 488 students.

Participants

Gender		n	%
Gender	Female	55	18.09
	Male	249	81.91
Race	American Indian, Alaska Native	2	0.66
	Asian	2	0.66
	Black or African American	143	47.04
	Hispanic/Latino	11	3.62
	Two or More Races	19	6.25
	White	127	41.78

		n	%
Grade	Elementary (PK-5)	155	50.99
	Middle (6-8)	110	36.00
	High (9-12)	39	16.00
Primary Disability Category	Autism Spectrum Disorder	74	24.5
	Developmental Delay	39	12.91
	Emotional Disability	68	22.52
	Intellectual Disability	6	1.99
	Multiple Disabilities	29	9.6
	Other Health Impairment	83	27.48
	Traumatic Brain Injury	1	0.33
	Specific Learning Disability	2	0.66

Instrument Development

- Reviewed existing literature related to FBA-BIP implementation in addition, the team reviewed rubrics utilized in other studies (Blood & Neal, 2007; Katsiyannis et al., 2008).

These FBA-BIP tools included, among others, *Technical Adequacy Tool for Evaluation* (TATE; Iovannone et al., 2015) and *BSP Critical Features Checklist* (Strickland-Cohen & Horner, 2015).

This meeting allowed for the team to calibrate the rubric and reach a consensus on the definitions in each category.

- Met with the school district to discuss the measure as well as their current FBA-BIP management system.

- A few iterations were made and then together the researchers and district leaders collaboratively piloted the rubric.
- **Final Instrument included 14 items were scored 0-2 points:**
- 0 = does not meet expectations
- 1 = approaching expectations
- 2 = meets expectations.

Collaboratively piloted rubric.

FBA-BIP Rubric (28 points)

FBA Components – 7 items
1. Informant data
2. ABC data collection
3. Baseline data
4. Operational definition of problem behavior
5. Hypothesis/function of behavior
6. Replacement behavior to teach and/or reinforce
7. FBA – Involvement of others

The Cronbach's alpha for the FBA was .77.

BIP Components – 7 Items
8. Strategies matched to function
9. Antecedent adjustments
10. Teach replacement behavior
11. Reinforce replacement behavior
12. Extinguish target behavior
13. Generalization/Maintenance
14. BIP – Involvement of others

The Cronbach's alpha for the BIP was .79.

1. Informant data: Collected informant data. These include, but are not limited to, interviews, interest inventories, reinforce surveys, motivation assessments, and communication assessments.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)	Unable To Code (n/a)
Provides all relevant informant data from 3 or more sources such as record review, interviews, rating scale. If two interviews are included that counts as two sources. In addition to selecting the data sources, the FBA must provide a description of the data.	Provides adequate informant data from 2 source such as a record review and student interview.	Data from none or one source.	Unable to determine if multiple sources of information were collected.

2. Data Collection: Collected pre-intervention observational data: These include but are not limited to the following:

❑ **A-B-C data**

❑ **Functional Analysis (experimental test)**

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)	Unable To Code (n/a)
Collected direct observational data. Includes direct measures (ABC data, Functional Analysis). Data are summarized in a chart or table.	ABC data or functional analysis data were collected or mentioned. Data are not summarized in a chart or table.	No documentation of ABC or observation data.	Transfer Student or Missing FBA: Unable to determine if ABC data were collected and analyzed.

3. Baseline Data Collection: Collected pre-intervention observational data: These include but are not limited to the following: Observational systems: Frequency, latency, interval, time sampling, duration over a period of no less than five days.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
Baseline data were collected on the target behavior in a quantifiable method and includes an analysis of the outcome (i.e., 20% engaged, 80% off-task) for at least five days.	Baseline data were collected but not analyzed or data were collected for less than five days or it is unclear how much data were collected.	Baseline data were not collected or data presented are not specific behaviors (i.e., OSS, timeout, restraint, ODRs).

4. Operational Definition of Problem Behavior: **The specific behavior of concern is observable and measurable terms. Provides information related to topography (form of the problem behavior) such as examples and nonexamples.**

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
The entire behavior is defined in observable and measure terms. Behavior specific enough to accurately observe and measure.	Behavior is defined but not in operational terms. Lacks specificity (e.g., inattentive, hyperactivity, non-compliance).	Behavior is not stated or behavior is present but not defined.

5. Hypothesis/Function of the Behavior: The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
Function is present and linked to FBA data. Function is identified in research literature.	Function is present but not linked to FBA data or Function is not from the research literature.	Hypothesis and FBA are not stated.

6. Replacement Behavior to Teach and/or Reinforce: The replacement behavior is operationally defined in observable, measurable, and positive* terms. The focus must be on the replacement behavior and includes examples and nonexamples.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
Replacement behavior specific enough to accurately observe and measure. The behavior is stated positively*.	Replacement behavior is identified but the definition is vague, subjective, or not positively stated.	No replacement behavior identified and defined.

7. FBA - Involvement of Others: Involve the student and/or significant others in the development of the FBA

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)	Unable To Code (n/a)
4+ stakeholders completed the FBA	2-3 stakeholders completed the FBA	One person completed the FBA and BIP	Unable to code/Lacking data

BIP Component
8. Behavior Intervention Plan: The strategies are matched to the function of problem behavior.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
All Skill or strategies are matched to the function of the problem behavior.	Some (not all) of the strategies are skills are matched to the function of the problem behavior.	Not matched to the function of the problem behavior No skill or strategy listed.

BIP Component
9. Behavior Intervention Plan –Antecedent Adjustments Strategies/Environmental Modifications: Identify and describe antecedent intervention strategies to address the learning environment and social interactions. Also, describe any needed environmental changes/alterations so new behaviors are learned and aversive conditions are avoided. These changes increase the likelihood for the replacement behavior is more likely to occur.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
Antecedent intervention strategies or changes are described. Another teacher would be able to implement this plan as it was designed/intended.	Antecedent intervention strategies or changes are mentioned (listed) but not described. Another teacher may be able to implement some of the plan as it was designed/intended but one or more strategies are contradicted to the FBA findings/ Behavior hypothesis.	Missing antecedent intervention strategies or changes. Another teacher would not be able to implement the plan as it was designed/intended and/or one or more strategies are contradicted to the FBA findings/ Behavior hypothesis.

BIP Component
10. Behavior Intervention Plan - Teach a Replacement Behavior **One or more teaching strategy is identified to instruct the student to use socially appropriate replacement behavior(s) that will allow the student to efficiently access the desired function in a target context.**

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
At least one strategy is compatible with a behavior hypothesis and No strategies are contraindicated to a behavior hypothesis. Another teacher would be able to implement this plan as it was designed/intended.	At least one strategy provided but one or more strategies are contraindicated to a behavior hypothesis	No strategy is provided.

BIP Component
11. Behavior Intervention Plan - Reinforcement for the Replacement Behavior **One or more reinforcement strategy is identified to provide the student with efficient access to the function served by a problem behavior in a target context**

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
Appropriate reinforcement for the replacement behavior is listed. Another teacher would be able to implement this plan as it was designed/intended.	Reinforcement for at least one of the replacement behavior(s) is listed but may be delayed or inappropriate.	Missing reinforcement for the replacement behavior.

BIP Component

12. Behavior Intervention Plan - Extinguish Target behaviors
One or more correction or extinction strategy is identified to minimize the student's access to the function previously served by the problem behavior in a target context

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
Procedures to withhold the consequence that previously reinforced the target behaviors are described. Another teacher would be able to implement this plan as it was designed/intended.	Procedures to withhold the consequence that previously reinforced the target behaviors are listed but not described.	Missing procedures for withholding consequences that previously reinforced the target behavior.

BIP Component

13. Behavior Intervention Plan: Generalization and Maintenance

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
BIP includes appropriate procedures for both generalization and maintenance. Another teacher would be able to implement this plan as it was designed/intended.	BIP includes appropriate procedures for either generalization or maintenance.	BIP does not include appropriate procedures for either generalization and maintenance.

BIP Component

14. BIP - Involvement of Others: Involve the student and/or significant others in the behavior change program as possible, appropriate, or necessary for success and generalization of the replacement behavior.

Meets Expectations (2)	Approaching Expectations (1)	Does not Meet Expectations (0)
4+ stakeholders completed the BIP	2-3 stakeholders completed the BIP	One person completed the BIP

Coding Procedures

Timeline & Primary Coders
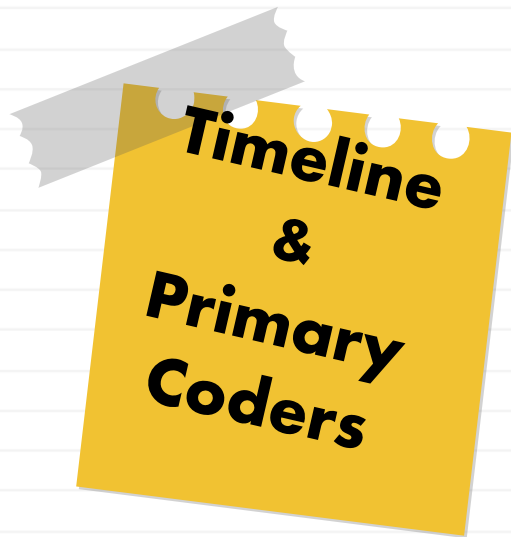
Fall 2019: Discuss a district's PD Needs

Spring 2020: Began coding at the District office. Discontinued due to Covid-19 building closures

2020-2021: Restarted & Completed coding

Coders

- Special Education Faculty Members (4) N = 239
- Doctoral Student (1) N = 38
- District Member (4) N= 16
- Team (practice) N = 11

Inter-Rater Reliability Information
Exact (point-by-point) agreement (Kennedy, 2005)

Double-Coded (22%, N = 65)

Overall Agreement = 87.25%

FBA	1.Informant data	2.ABC data collection	3.Baseline data	4.Operational definition of problem behavior	5.Hypothesis/function of behavior	6.Replacement behavior to teach and/or reinforce	7.FBA – Involvement of others
	86.15	89.23	89.23	84.62	81.54	86.15	92.19

BIP	8.Strategies matched to function	9.Antecedent adjustments	10.Teach replacement behavior	11.Reinforce replacement behavior	12.Extinguish target behavior	13.Generalization/Maintenance	14.BIP – Involvement of others
	87.27	83.64	80.00	81.82	85.45	94.55	96.36

Initial Analysis

What FBA-BIP practices are implemented?

Total Rubric Ratings

FBA and BIP = 14 points each
FBA and BIP together = 28 possible points

FBA Rubric	BIP Rubric	Total Score
• M = 7.72 *SD = 1.85*	• M = 7.70 *SD = 2.28*	• M = 15.60 *SD = 3.37*

2. Is there a connection between the hypothesized function and components of the plan?

Discussion

Practical Considerations

FBA-BIP/PBS-IEP

Present Level	• Hypothesis from FBA & supporting data
Goals & Objectives	• Target replacement behavior • Conditions in which FBA targeted • Measurable criteria
FBA tools and observations & teaching plan separate from IEP	• *Dynamic – need to reassess when significant changes in environment*

Key Features of Successful Plans

- Behavior within objective based on a "functionally equivalent" replacement
- Supplemental teaching plan clearly delineates
  - What environment changes should be made
  - What adults will do when replacement behavior displayed (Same/Similar Function!!!)
  - What adults will do if problem behavior displayed (Not feed function)

Final Thoughts

- Response to appropriate/replacement behavior must lead to the same functional outcome as the problem behavior (i.e., get/avoid).
- Response to problem behavior must be the opposite of the current function (e.g., avoid adult attention if problem behavior functions to access adult attention).
- Hypotheses should only include "get what student finds reinforcing" and/or "avoid what student finds aversive." Power, control, emotion expression are not observable/manipulable functions.
- Teaching replacement behavior should focus on how to build student fluency with replacement behavior, not what the adults will do or what incentives will be built into the system.
- Environment manipulations should focus on prompting replacement behavior and altering antecedent conditions to lessen likelihood of problem behavior occurring

For more information….

Educators

- https://iris.peabody.vanderbilt.edu/module/fba
- http://basicfba.gseweb.org/

Families

- https://osepideasthatwork.org/node/123
- https://www.michiganallianceforfamilies.org/fba/

Contact Information

Shanna Hirsch
ShannaH@g.Clemson.edu

Tim Lewis
LewisTJ@Missouri.edu

Functional Behavioral Assessment – Behavioral Intervention Plan
Process Evaluation and Professional Development Action Plan

School/ District/Agency _____

Essential Feature/Step	In Place	Action* (Information Dissemination; Training + Follow-up; Material Development; Process Development; Resource Procurement)	Who/Date
Systems			
Representative school-based team established to conduct, develop, review and monitor FBA-BIP development:			
Staff with behavioral expertise	Yes No		
Building administrator	Yes No		
Special Educator	Yes No		
General Educator	Yes No		
Other staff involved in plan and/or with student	Yes No		
All faculty and staff in building familiar with basic logic and process of FBA-BIP	Yes No		
All faculty and staff understand their role in FBA-BIP development	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Systems – cont.			
Building administrator and all school staff understand the basic IDEA requirements related to FBA-BIP	Yes No		
Special education case manager monitors FBA-BIP process for IDEA compliance	Yes No		
Standard protocol developed with all essential features, steps, and timelines	Yes No		
FBA related forms identified / developed and assembled into useable format with instructions for use	Yes No		
Direct and indirect data collection tools identified / developed and assembled into useable format with instructions for use	Yes No		
FBA-BIP rubric used to evaluate FBA-BIPs on a regular basis	Yes No		
Fidelity measures developed to check implementation:			
Assessment	Yes No		
Plan implementation	Yes No		
Progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Systems – cont.			
Trained personnel available to:			
Lead FBA-BIP process	Yes No		
Conduct & interpret indirect FBA measures	Yes No		
Conduct & interpret FBA direct observation	Yes No		
Develop data-based hypotheses	Yes No		
Conduct analogue manipulations if necessary	Yes No		
Evaluate FBA-BIP plans	Yes No		
Assist with identifying data collection systems and progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
FBA Process			
Archival data reviewed for functional patterns and to rule out contributing factors (e.g., hearing problems, inconsistent medications)	Yes No		
Classroom(s) environment assessed for prevention / possible supports	Yes No		
Problem and replacement behavior operationally defined and a matching data collection system identified/ developed	Yes No		
Indirect measures identified with directions and scoring guides:			
Checklist(s)	Yes No		
Teacher(s) interview	Yes No		
Student interview	Yes No		
Parent interview	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
FBA Process- cont.			
Targeted settings identified for direct observation based on archival review and indirect FBA measures	Yes No		
Multiple direct observations conducted within problem and non-problem settings	Yes No		
Hypothesis developed based on FBA	Yes No		
Analogue manipulations developed and implemented when a clear hypothesis is not evident	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Behavioral Intervention Plan Elements			
Replacement behavior is identified that is functionally equivalent to problem behavior (linked to school-wide expectations)	Yes No		
Plan to teach replacement behavior outlined	Yes No		
Environmental modifications outlined (antecedent and consequent events)	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Behavioral Intervention Plan Elements – cont.			
Environmental responses to behavior based on hypothesis of behavior function	Yes No		
What will adults/peers do when replacement behavior displayed	Yes No		
What will adults/peers do when problem behavior displayed (including escalations)	Yes No		
Measurable goal for replacement behavior established	Yes No		
Progress monitoring schedule established	Yes No		
Plan includes maintenance and generalization strategies:			
Self-management	Yes No		
Classroom strategies	Yes No		
School-wide strategies	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
FBA-BIP and the IEP			
FBA-BIP developed for all students with social behavior goals/objectives	Yes No		
FBA-BIP and manifestation determination procedural safeguard process followed when student meets 10 day removal rule	Yes No		
FBA measures/steps used and hypothesis listed in present level within the IEP	Yes No		
Replacement behavior and desired criteria listed within IEP objective(s)	Yes No		
Teaching plan (BIP) in student file	Yes No		

* Attach prioritized comprehensive plans including what supports are necessary from the state department.