

 **FBA/BIP Webinar Series**



 **Part 3: Behavior Intervention Plan (BIP)**



 **Objectives**

- Understand how to use the information gathered in the FBA to plan strategies to improve behavior
- Understand the competing behavior pathway
- Understand the parts of a Behavior Intervention Plan and how they work together to improve behavior

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Guide to this Webinar

- Handouts:
 - Glossary of terms
 - Sample Behavior Plan for Suzy
 - Sample Behavior Plan for Myron
 - Blank Behavior Intervention Plan (BIP) Forms
 - Menu of Function Based Options

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Glossary Handout

What is a Behavior Intervention Plan?

The behavior intervention plan is a **written** description that defines **how an educational setting will be changed** to improve the behavioral success of the student.

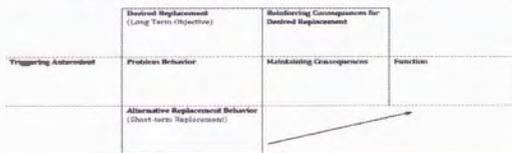
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The FBA/BIP Process

- **Step 5: Develop the Behavior Intervention Plan**
 - Use hypothesis statement to create competing behavior pathway
 - Identify antecedent strategies
 - Identify teaching strategies
 - Identify consequence strategies
 - Develop the implementation plan

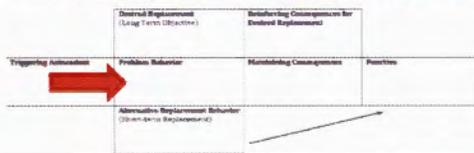
Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
	Problem Behavior Interrupts, talks out, and jokes	Reinforcing Consequences	Punition
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.

Triggering Antecedent	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
	Problem Behavior	Reinforcing Consequences	Punition
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent Independent work time with peers nearby	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
	Problem Behavior Interrupts, talks out, and jokes	Reinforcing Consequences	Punition
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.

	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
	Alternative Replacement Behavior (Short-term Replacement)		

A red arrow points from the Problem Behavior cell to the Alternative Replacement Behavior cell.

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Triggering Antecedent Independent work time with peers nearby	Problem Behavior Interrupts, talks out, and jokes	Maintaining Consequences Peers laugh or respond, teacher attention	Function
	Alternative Replacement Behavior (Short-term Replacement)		

A red arrow points from the Problem Behavior cell to the Alternative Replacement Behavior cell.

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.

	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
	Alternative Replacement Behavior (Short-term Replacement)		

A red arrow points from the Problem Behavior cell to the Alternative Replacement Behavior cell.

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent Independent work time with peers nearby	Desired Replacement (Long Term Objective)	Maintaining Consequences for Desired Replacement	Function To get attention
	Problem Behavior interrupts, talks out, and jokes	Maintaining Consequences Peers laugh or respond, attention	
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.

Triggering Antecedent	Desired Replacement (Long Term Objective)	Maintaining Consequences for Desired Replacement	Function
	Problem Behavior	Maintaining Consequences	
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent Independent work time with peers nearby	Desired Replacement (Long Term Objective) Seek attention in more appropriate ways/times	Maintaining Consequences for Desired Replacement	Function To get attention
	Problem Behavior interrupts, talks out, and jokes	Maintaining Consequences Peers laugh or respond, teacher attention	
	Alternative Replacement Behavior (Short-term Replacement)		

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Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.

	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



	Desired Replacement (Long Term Objective) Seek attention appropriate ways/times	Reinforcing Consequences for Desired Replacement Peers and teacher will interact more positively	
Triggering Antecedent Independent work time with peers nearby	Problem Behavior Interrupts, talks out, and jokes	Maintaining Consequences Peers laugh or respond, teacher attention	Function To get attention
	Alternative Replacement Behavior (Short-term Replacement)		

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Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.

	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
	Alternative Replacement Behavior (Short-term Replacement)		

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent Independent work time with peers nearby	Problem Behavior Interrupts, talks out, and jokes	Desired Replacement (Long Term Objective) Seek attention in more acceptable ways/Times	Reinforcing Consequences for Desired Replacement Peers and teacher will interact more positively	Function To get attention
	Alternative Replacement Behavior (Short-term Replacement) Work with peers, or earn peer time by doing parts of assignments			

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent When given directions to work	Problem Behavior Refuses, rolls eyes, says, "What?!" and other statements	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	Function To avoid work
	Alternative Replacement Behavior (Short-term Replacement)			

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Create the Competing Behavior Pathway

Use the hypothesis statement from Step 4 of the FBA to complete the Competing Behavior Pathway.



Triggering Antecedent When given directions to work	Problem Behavior Refuses, rolls eyes, says, "What?!" and other statements	Desired Replacement (Long Term Objective) To complete work assigned to him	Reinforcing Consequences for Desired Replacement To be successful with the work assigned	Function To avoid work
	Alternative Replacement Behavior (Short-term Replacement) Ask for help or ask for a break			

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Identify Antecedent Strategies

<p><u>Problem Behavior</u> <i>Interrupts, Talks Out, Jokes</i></p>	<p><u>Desired Behavior</u> <i>Get attention in a more socially acceptable way/time</i></p>
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Antecedent Strategies



Teacher will clarify expectations for independent work and provide pre-corrects

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Identify Antecedent Strategies

<p><u>Problem Behavior</u> <i>Refuses, Rolls Eyes, Says, "What?!"</i></p>	<p><u>Desired Behavior</u> <i>Complete Assigned Work</i></p>
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Antecedent Strategy



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Identify Antecedent Strategies

<p><u>Problem Behavior</u> <i>Refuses, Rolls Eyes, Says, "What?!"</i></p>	<p><u>Desired Behavior</u> <i>Complete Assigned Work</i></p>
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Antecedent Strategies



Teacher will clarify expectations for independent work and provide a study aid

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Identify Teaching Strategies

Behavior Intervention Plans that focus on teaching skills are more effective than plans that serve to control behavior.

"Punishing students doesn't teach them the right way to act."

- George Sugai, 2005

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Identify Teaching Strategies

<p><u>Problem Behavior</u></p> <p><i>Interrupts, Talks Out, Jokes</i></p> <p><u>Teaching Strategy</u></p> <p> Teacher will clarify each step of working independently, and focus on role playing and providing feedback</p>	<p><u>Desired Behavior</u></p> <p><i>Get attention in more socially acceptable way/time</i></p> <p></p>
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Identify Teaching Strategies

<p><u>Problem Behavior</u></p> <p><i>Refuses, Rolls Eyes, Says, "What?!"</i></p> <p><u>Teaching Strategy</u></p> <p> <input style="width: 100px; height: 30px;" type="text"/></p>	<p><u>Desired Behavior</u></p> <p><i>Complete Assigned Work</i></p> <p></p>
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Identify Teaching Strategies

<p>Problem Behavior Refuses, Rolls Eyes, Says, "What?!"</p>	<p>Desired Behavior Complete Assigned Work</p>
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Teaching Strategies

Teacher will teach Myron how to signal that he needs help or needs to take a break




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Identify Consequence Strategies

<p>Limit Effectiveness of Problem Behavior</p> <p>The environment must be adjusted to make the problem behavior ineffective for meeting the student's needs.</p>	<p>Increase Likelihood of Expected Behavior</p> <p>The environment must be adjusted to provide high rates of reinforcement for the desired behavior, making it more efficient and effective to behave as expected to get the student's needs met.</p>
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Identify Consequence Strategies

<p>Problem Behavior Interrupts, Talks Out, Jokes</p>	<p>Desired Behavior Get attention in more socially acceptable way/time</p>
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Consequence Strategies

Limit	Reinforce
Use planned ignoring for problem behavior, provide praise to others	Respond immediately when Suzy uses acceptable social skills, provide praise for quietly working




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Identify Consequence Strategies

Problem Behavior
Refuses, Rolls Eyes,
Says, "What?!?"

Desired Behavior
Complete Assigned
Work

Consequence Strategies

Limit	Reinforce




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Identify Consequence Strategies

Problem Behavior
Refuses, Rolls Eyes,
Says, "What?!?"

Desired Behavior
Complete Assigned
Work

Consequence Strategies

Limit	Reinforce
Use planned ignoring for problem behavior, plan for Myron to remain in the classroom	Immediately respond when Myron signals for help or a break, use positive specific feedback for desired behavior




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Develop the Implementation Plan

What	Who	By When
Develop study aid for Myron	Classroom Teacher(s)	One Week
Develop and communicate "I need a break" signal to all adults who work with Myron	Classroom Teacher(s)	One Week
Communicate plan and provide training on planned ignoring strategy to all adults who work with Myron	Counselor	One Week
Communicate plan and provide training on positive specific feedback to all adults who work with Myron	Counselor	One Week

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Wrap up

- The Behavior Intervention Plan is a **written** description that defines how an education setting will be changed to improve the behavioral success of the student.
- This plan is based on information gathered during the FBA process.
- It needs to be implemented with fidelity by all parties involved with the student.

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Next Steps

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Questions? Please contact:
