FBA-BIP Webinar Series Transcript

Part 3 – Behavior Intervention Plan

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This webinar series on conducting FBAs and writing Behavior Intervention Plans consists of 4 parts.

You can access the handouts by clicking on the link in the "About This Webinar" box to download the participant handouts for Part 3. Before you begin, pause now to download, print or in some other way be able to access the handouts. You will be using these throughout the webinar.

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You should have completed Parts 1 and 2 of this webinar series prior to participating in this session. Welcome to Part 3, the process of writing the Behavior Intervention Plan (BIP).

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The purpose of this webinar is to understand how to use the information gathered in the FBA to plan strategies to improve behavior, understand the competing behavior pathway, and understand the parts of a Behavior Intervention Plan and how they work together to improve behavior.

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Four handouts are associated with this webinar, the Glossary of terms, the Sample Behavior Plan for Suzy , Sample Behavior Plan for Myron, Blank Behavior Intervention Plan (BIP) Forms, and a Menu of Function Based Options.

Before you move on in this webinar, please access the handouts by clicking on the link in the "About this webinar" box to download and/or print the participant handouts for part three.

As you watch the webinar, you can pause at any time to discuss or review the handouts. You will be directed to pause the webinar when it would be helpful to review and reflect on the content.

Finally, we will provide next steps to prepare you for Part 4, Gathering Data and Monitoring the Behavior Intervention Plan (BIP).

Slide 5 (HO 1)

The glossary, provided in each of these modules, will help you as you work your way through this series of webinars.

It is essential that we are all using consistent language. We will especially be focusing on the behavior intervention planning process, antecedent, behavior, competing behavior pathway, consequences, environment, reinforcement, function of behavior, problem behavior, problem solving process, setting event, target behavior. Pause the webinar and take a few minutes to review the vocabulary.

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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.

Remember, in the first 2 webinars, we talked about behavior being functionally related to the environment. Everything in the child's life is part of the environment including adults and peers, objects, physical locations and most importantly, the teacher. The environment in school is the educational setting. The Functional Behavior Assessment provides the information necessary to write a good Behavior Intervention Plan.

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In Step 5, of the FBA/BIP process, you will develop the behavior intervention plan. There are 5 components to this process.

They are:

- Using the hypothesis statement to create a competing behavior pathway
- Identifying the antecedent strategies
- Identifying the teaching strategies
- Identifying the consequence strategies and
- Developing the implementation plan

Slide 8 (HO 2)

Go to the handout packet to use the Sample Behavior Plan for Suzy to follow along with the process of completing the competing behavior pathway.

The competing behavior pathway allows you to easily identify the target or current problem behavior, and the desired replacement behavior. This is one example of how you can organize the information from the hypothesis statement to help you develop the plan. There are other forms or ways you could use to organize the information. Your district may choose a different format, but this is the one we are going to demonstrate today. The process is what is most important.

Remember, you will focus on one function, which may be comprised of more than one behavior. As we walk through the student examples, notice how the operational definition of the problem behaviors give specific examples of more than one behavior with the same function.

Slide 9 (HO 2)

Start with the target or current problem behavior. List the operational definition of the problem behavior from your hypothesis statement developed in the previous webinar.

Slide 10 (HO 2)

For Suzy, the target or current problem behavior was identified as interrupting, talking out, and joking.

Slide 11 (HO 2)
Next, enter the antecedent conditions that trigger or make the problem behavior more likely to occur. The antecedent conditions come from the information gathered during the FBA process and includes the setting event. This is what happens immediately prior to the problem behavior occurring. For this webinar, we have combined the setting event with the triggering antecedent in the competing behavior pathway form. We will provide strategies for addressing both as we work through developing the behavior intervention plan.

Slide 12 (HO 2)
For Suzy, the antecedent conditions were identified in her FBA as being asked to work independently when other peers are nearby.

Slide 13 (HO 2)
Next, identify the current consequences, or what is happening right after the problem behavior. Again, this information should have been made clear in the FBA.

Slide 14 (HO 2)
For Suzy, interrupting, talking out, and joking result in peers laughing or responding and the teacher giving her attention.

Slide 15 (HO 2)
Now, you are ready to enter the function of the behavior from your hypothesis statement developed during the FBA process.

Slide 16 (HO 2)
For Suzy, the function of her problem behavior is to get or obtain attention.

Slide 17 (HO 2)
Next, you will determine what the desired replacement behavior would be. What do you want the student to do instead of the problem behavior?

Slide 18 (HO 2)
For Suzy, we want her to interact with peers and adults when it is appropriate, such as during recess or when time is allowed in the classroom, which is the expectation for all students.

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The desired replacement behavior must result in meeting the student's need, or function, currently served by the problem behavior. These are what are referred to as the reinforcing consequences for the desired behavior.

Slide 20 (HO 2)
When Suzy is asked to work independently, but still wants to get attention from peers or teachers, we want her to get that attention in a more socially appropriate way. This will result in more positive attention and interaction with peers and adults.

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Finally, we have to realize it is sometimes hard for students to go directly from problem behavior to desired replacement behavior. We need to think about what would be a first step that is better than what is currently happening, and getting closer to the behavior we want. This is called the alternate replacement behavior or short-term replacement behavior.

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When Suzy is asked to work independently, but still wants to get attention from peers or teachers, we want her to get that attention in a more socially acceptable way. This will result in more positive attention and interaction with peers and adults. However, we need to remember that she has been successful getting her needs met with the problem behavior, and it may take some time for her to consistently do this in a more positive way.
We need to think about what would be a first step that is better than what is currently happening, and getting closer to the behavior we want. For Suzy, this might be working with a peer on parts of an assignment or earning peer time by doing parts of an assignment independently.

Slide 23 (HO 3)
Now it's time for you to practice this process with Myron. Think about Myron's hypothesis statement from step 4 in part 2 of this series. When given instructions to work, Myron will refuse, roll his eyes, and say things like "What?!?" or "I'm not going to!" because he will be removed from the classroom. Therefore his function of behavior is to avoid work. What do we want Myron to do as the desired replacement behavior? How will this allow him to get his needs met? What can he do between now and then to show progress? What would that behavior look like?
Pause the webinar and think about how you would complete Myron's Competing Behavior Pathway from your handout packet.

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For Myron, we want him to do the work he is assigned. That is the expectation for all students. When he is able to successfully complete his work, he will not have to spend so much time laboring over difficult tasks, which causes him to want to avoid them.
Between now and when he can successfully complete his work independently, we want Myron to ask for help or ask for a break when he gets frustrated rather than refusing.
This completed example may be different than what your team decided. The process is what is important, as well as knowing the students with whom you work.

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The competing behavior pathway example gives you a process for organizing the information from the hypothesis statement to help you develop the Behavior Intervention Plan. **Behavior errors can be corrected like academic errors.** When we have an idea about why the behavior is occurring, we can teach replacement behaviors to help students get their needs met in socially appropriate ways. We are not trying to change the function of the behavior. We are trying to change the ways in which the student gets those needs met. The information you just worked through is designed to help you figure out what needs to be taught and how to teach it.

Slide 26 (HO 4)

In your handout packet, there is a Menu of Function Based Options for Behavior Intervention Planning resource. This menu will help you select strategies for the BIP that will address the function of the problem behavior. The strategies include: antecedent support, teaching desired behavior, consequences to limit problem behavior and consequences to reinforce desired behavior. This is one way to help you choose strategies to include in the Behavior Intervention Plan. There are other strategies that could be used based on your context and needs.

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As a review, when you developed the hypothesis statement, it included the antecedent or trigger for the problem behavior that made the problem behavior more likely to occur.
The antecedent support strategies you choose for the BIP will include how you will change the environment to make the problem behavior less likely and the desired behavior more likely.
In this example, the Problem Behavior is task avoidance. The Desired Behavior is for the student to complete more tasks. One of the Antecedent Strategies you could choose for this particular student might be to decrease the amount of work assigned at one time. Ideally, this will result in more of the work being completed.

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Suzy's problem behaviors were identified as interrupting, talking out and joking. The desired behavior for Suzy would be getting attention in more socially acceptable ways and at more socially acceptable times of the day.
Antecedent strategies for Suzy might be for the teacher to clarify expectations prior to independent work time and provide verbal pre-corrects.
For example, the teacher might say to the class, "The expectation for independent worktime is to work quietly at your desk and raise you hand if you need assistance," reminding everyone of the expectation.
Then, individually to Suzy, the teacher might say, "When you complete the first page of the assignment, you could ask a friend to work together with you on page 2." This is a pre-correct, or a way to set the student up for success with the desired behavior. Rather than reminding them after the problem behavior has already occurred, the pre-correct is prompting the desired behavior, as well as providing positive attention to the student in a one on one conversation.

Slide 29 (HO 4)
Following the same thought process we just went through for Suzy, think about what antecedent strategies you could select for Myron. You can use the Menu of Function Based Options, provided as a handout, to help you.
Pause the webinar here if you need to.

Slide 30
For Myron, antecedent strategies might be for the teacher to clarify expectations prior to independent work time, and provide a study aid. You may have come up with other antecedent strategies for Myron.
For example, the teacher might say to the class, "The expectation for independent worktime is to work quietly at your desk, and raise your hand if you need assistance," reminding everyone of the expectation.
Then, individually to Myron, the teacher might provide a study aid, such as a graphic organizer, word bank, guided notes, manipulatives, or other materials related to the assignment. The teacher could also say, "After you get started, I will come back to check in with you to see how you're doing. If you have questions, you can ask me."

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Behavior Intervention Plans that focus on teaching skills are more effective than plans that serve to control behavior.
The next component of this process is to identify the teaching strategies to be used to replace the existing behavior. On the competing behavior pathway, you identified the desired replacement behavior. We cannot assume all children have the skills to perform the desired behavior without some instruction.
Have you seen the student perform the desired behavior previously? If so, you may need to practice and reinforce the behavior to help them use it consistently. However, if you have not seen the student use the desired behavior independently, it may be necessary to teach the behavior, and provide lots of practice and feedback until the student can reliably perform the behavior.
Remember, behavioral skills are learned and can be taught just like academic skills.

Slide 32 (HO 2)
Let's look at teaching strategies for Suzy. The teacher knows she has the skill to work independently, however, she does not demonstrate it on a regular basis. The teaching strategy for her would be to clarify the steps in independent work, such as get started right away, ask for help by raising your hand if you have a question, complete the work, and check for quality.
Then, the teacher would offer opportunities for Suzy to practice each step and get immediate feedback. It might also be necessary to role play the steps in the process, provide examples by watching other students performing the expected behavior, and provide a visual checklist of steps for Suzy to self-monitor.

Slide 33 (HO 3 & 4)
Following the same thought process we just went through for Suzy, think about what teaching strategies you could select for Myron. You can use the Menu of Function Based Options, provided as a handout, to help you.

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For Myron, one teaching strategy might be for the teacher to work out a signal with Myron so he could indicate that he needs help or a break. This might include raising his hand, moving a post-it or pencil to a specific place on his desk, or letting him choose a signal. You may have come up with other teaching strategies for Myron.
Since we have not seen Myron demonstrate completing his work independently, we may have to examine his academic skills to determine what instruction he may need. There may be an underlying academic skill deficit contributing to the problem behavior of refusal. When we teach him the academic skills, and provide opportunities to get assistance or take a break when frustrated, he will be more likely to perform our desired behavior.

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The next component of this process is to identify consequence strategies. The consequence is the resulting event or outcome that occurs immediately following the behavior. The consequence may increase, maintain, or decrease the likelihood of the behavior in the future. First, we want to limit the effectiveness of the problem behavior. Remember, the student has learned over time that using the problem behavior gets the desired result. The environment must be adjusted to make the problem behavior ineffective for meeting the student's needs. In the Overview, we talked about experiences with vending machines. If I put money in the machine, and it gives me a snack, I will likely continue this behavior in the future when I want something to eat. However, if I put money in the machine and nothing comes out, I will not continue to put my money in that machine. We need to be sure that the student is not getting reinforcement from the problem behavior if we want him or her to use the desired behavior instead. 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.
We need to instead put systems in the environment to ensure that demonstrating the desired behavior results in immediate and reinforcing consequences.

Slide 36 (HO 2)
For Suzy, the teacher must not respond when Suzy interrupts, talks out, and jokes. Instead, the teacher should ignore Suzy and focus on providing positive specific feedback for students who are working quietly and ignoring distractions. If, however, Suzy demonstrates the desired behavior, the teacher should provide immediate positive specific feedback on her success. This demonstrates the socially acceptable way to get attention in the classroom.
Please note, consistency is critical. Planned ignoring will frequently lead to an extinction burst, which occurs when previously successful problem behavior no longer results in the student getting his or her need met. The student may increase the frequency or intensity of the

problem behavior before they begin to reduce it and replace it with the desired behavior. Continue using the plan through this time and you will see the desired results.

Slide 37 (HO 3 & 4)

Following the same thought process we just went through for Suzy, think about what consequence strategies you could select for Myron. You can use the Menu of Function Based Options, provided as a handout, to help you.
Pause the webinar here if you need to.

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For Myron, one example of consequence strategies for limiting effectiveness of the problem behavior might be to ignore the eye rolling and talking back, while planning for him to remain in the classroom. For reinforcing the desired behavior, the teacher would respond immediately to Myron when he asks for help or indicates the need for a break. The teacher would also provide positive specific feedback to Myron when he is using the signal or working independently.

Slide 39 (HO 3)

Now you are ready to develop the plan for implementing all of the strategies you just decided upon.
For example, if a study aid for Myron is to be developed, it will be done by the classroom teacher within a week of developing the plan. In your plan, you will want to include actual names and the dates the items are expected to be ready or occur.
The implementation plan is an important step to ensure what gets written in the plan actually occurs.
You will want to be certain that all staff members who will be expected to follow the plan have the information and skills to follow and implement it consistently and with fidelity. This will create greater consistency for Myron, ensuring that the expected behavior (completing his work) will be reinforced and become more likely, and the problem behavior (refusing and rolling his eyes) will be reduced.

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We have just reviewed the components of Step 5 in the FBA-BIP process. A Behavior Intervention Plan is a written description that defines how an educational setting will be changed to improve the behavioral success of the student. The focus of the plan is on the environment and how it can be modified to meet the student's needs, as well as the teaching strategies that will be done to help the student acquire and perform the behavioral skills needed to be successful. The information for the Behavior Intervention Plan comes from what was discovered in the Functional Behavior Assessment. Once the Behavior Intervention Plan is developed, it must be implemented with fidelity by all parties involved with the student.

Slide 41 (HO 5a-b)

How can you begin using this information right now?

Follow the components of Step 5 in the process for a student for whom you have already conducted a Functional Behavior Assessment. Use one of the provided forms from the handout link or another form that works for you. There is no specific requirement for the form, it's the **process** that matters.
This concludes Part 3, The Behavior Intervention Plan.

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