

FBA-BIP Webinar Series Transcript

Part 4 – Ongoing Monitoring of the Plan

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This webinar series on conducting Functional Behavior Assessments and writing Behavior Intervention Plans will consist 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 the Overview. 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 the Overview and Parts 2 and 3 of this webinar series before viewing Part 4.

In this webinar, we will address ongoing monitoring of the plan based on your data collection.

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The purpose of this webinar is to develop an understanding of the purpose of collecting data to monitor the implementation of the behavior plan that has been developed and to use this data, over time, to maintain or change the plan as needed for student success.

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Four handouts are associated with this webinar – a glossary of terms, a blank BIP Fidelity Monitoring Form, a blank Daily Behavior Checklist and Sample Student Data for Suzy.

As you watch the webinar, you can pause at any time to discuss or review the handouts. It is suggested that you have available, the Behavior Intervention Plan forms used in Part 3 of this series as you work through this webinar. You will be directed to pause the webinar when it would be helpful to review and reflect on the content.

Slide 5 (HO 1)

The glossary that has been provided in each of the other webinar parts will help you as you work your way through Part 4 of this series.

It is essential that we are all using consistent language. Pause the webinar and take a few minutes to review the vocabulary on the Glossary of Terms handout.

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Just like academic interventions, behavior interventions must also be frequently monitored to know whether or not a student is making progress on that behavior. This monitoring can take many different forms with the ultimate goal being to change, as needed, or maintain the current plan for student success.

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The definition of fidelity on the glossary handout asks the question, “Are we, the adults, doing the intervention the way it was intended to be done?” We cannot say a plan hasn’t worked if it was not delivered and carried out as it was intended when written. Whether you’re using the Behavior Intervention Plans given as samples or one from somewhere else, fidelity check-ups need to be a part of the plan. Fidelity checks include a plan for monitoring how the intervention is being delivered, who is responsible for checking on that and under what timeline. If your current plan does not include a process for fidelity monitoring, you can add this model to your plan.

Slide 8 (HO 2)

Review the *BIP Fidelity Monitoring Form* handout. This could be done weekly by the classroom teacher as a self-assessment and once every other week by someone else in the building who has knowledge of the plan.

Slide 9 (HO 3)

Once you have determined how the fidelity of the plan (adult behaviors) will be monitored, the next step is to determine how data will be collected on the student behavior(s) you are trying to change. This data collection documentation form is included in one of the BIPs we have provided in your handouts. Completing this allows everyone involved in the plan to know who is responsible for the various components and on what timeline. This webinar is not designed to teach the specifics of data collection for behavior(s).

When making data collection decisions, you need to match the procedure for collecting the data with the actual behavioral objective you are trying to measure. A person responsible, a timeline for how often this data will be collected and a date to review the information must be assigned when the plan is written. Once you have met to review the data, you decide what action to take next. Are you going to continue with the plan as it is and monitor it for a longer period of time? Are you going to modify it in some way? Or are you going to discontinue parts of it or all of it, depending on student progress?

Slide 10 (HO 4a-c)

Each of the behavioral objectives outlined in the plan must be addressed in these ways. The procedure for collecting data needs to be documented and must be based on an appropriate means of measuring that specific behavior. Persons responsible for developing the data collection and for monitoring it must be assigned. Review dates must be determined. Progress monitoring guidance indicates 8 data points within a 3 week period is best for identifying student response in order to engage in meaningful data based decision making. Those decisions are made at the review meetings and result in a decision about how to proceed for the next 3 weeks.

When using all of the information from the folder for Suzy, one of her goals was to complete small parts of assigned tasks on 3 out of 5 days each week. When she accomplished that, she

could check her work with a peer in order to obtain peer interaction in a positive way. This will be monitored through a checklist which will reflect her performance of assigned tasks and whether or not she got the opportunity to work with a peer. See the example of a Daily Behavior Checklist for Suzy. The timeline for review is 3 weeks from the initiation of the plan. When the plan was reviewed, Suzy's completion of tasks in reading and writing had improved so much that those class periods no longer required monitoring. A date to review math was scheduled within the next 3 weeks.

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When student data indicates the behavior is worsening, a poor response to the intervention is indicated and something needs to be done to change the trajectory of the response. Check the fidelity of implementation first. Often things have not truly been implemented as designed. Do the adults implementing the plan need some clarification, training or perhaps support? Other situations that should be considered include: Was the problem identified correctly? Is the intervention aligned with the function? Are there other functions to consider? Deciding not to make any changes at this time should only be considered in rare circumstances.

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When student data indicates the behavior is inconsistent, a questionable response to the intervention is indicated. Again, check the fidelity of implementation first. Remember that sometimes additional clarification, training or support may be needed. If the fidelity has been there, consider increasing the intensity of the intervention for a short period of time and assess the impact. If the rate of improvement increases, continue with the intervention. If the rate of improvement decreases, return to problem solving as you would if the student is having a poor response to the intervention.

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When student data indicates the behavior is improving, once more, just make sure the implementation fidelity has been there. Generally, your data based decision making in this case is going to be to either continue the current intervention, possibly increasing the goal, begin teaching the student to self-manage the behavior and/or fade the intervention components. Success is happening so celebrate with the student and others working toward that goal.

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When Suzy's plan was reviewed, her response to the interventions had been good in a couple of the areas. Her completion of tasks in reading and writing had improved so much that those tasks no longer required monitoring. Suzy's behavior in math remained inconsistent indicating a questionable response to the intervention in that subject area. A date to review data collection during math was scheduled within the next 3 weeks.

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This concludes the 4 part series on Functional Behavior Assessments and Behavior Intervention Plans. After viewing all 4 parts, you and your team should be ready to implement these evidence based strategies. This series is designed for you to be able to view as many times as

needed and in whatever ways work for you and/or your team. Thank you for your participation in this series.

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