



---

---

---

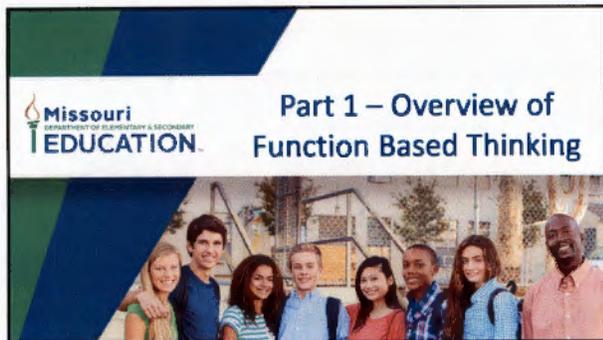
---

---

---

---

---



---

---

---

---

---

---

---

---

Missouri  
EDUCATION

### Overview Objectives

- Familiarize practitioners with the language and process of FBA/BIP in tiered behavioral support as well as special education.
- Prepare practitioners for follow-up webinars providing further instruction and guidance in engaging in the FBA process, development, and monitoring of a BIP

---

---

---

---

---

---

---

---

Missouri EDUCATION

## Guide to this Webinar

- Handouts:
  - Glossary of Terms
  - Flow chart clarifying the difference between FBA/BIPs for general education students and students with IEPs
  - Function of Behavior in the Classroom

---

---

---

---

---

---

---

---

5



### Why FBA?

Interventions based on Functional Behavior Assessment reduce problem behavior by an average of 70%.

(Gage, Lovell, & Slichter, 2012)

Missouri EDUCATION

---

---

---

---

---

---

---

---

Missouri EDUCATION

## Glossary handout




---

---

---

---

---

---

---

---



**FBA/BIP for IDEA and Non-IDEA Students**

Missouri  
DEPARTMENT OF EDUCATION  
EDUCATION

---

---

---

---

---

---

---

---

Missouri  
DEPARTMENT OF EDUCATION  
EDUCATION

**Non-IDEA Student**

Review existing information about a student  
+  
additional information  
↓  
Follow FBA form;  
Create BIP

In this process, if at any time there is the suspicion of a disability and the thought that the student needs special education services you should proceed to requesting an evaluation for special education

---

---

---

---

---

---

---

---

**IDEA Student**  
Re-evaluation

Team reviews existing data regarding the student's behavior. Use the RED and FBA forms to document and analyze.

**Need additional data**  
Parental consent required to gather needed information

Follow re-evaluation process to include an eligibility staffing and an evaluation report

Complete FBA form

Develop BIP (becomes part of the IEP)

**No additional data needed to craft a BIP**  
Parental consent not required

Develop BIP (becomes part of the IEP)

---

---

---

---

---

---

---

---

10



## Function-based Thinking

Missouri  
EDUCATION

---

---

---

---

---

---

---

---

Missouri  
EDUCATION

## Function of Behavior

- Behavior is communication.
- Behavior serves a purpose.
- Behavior is learned.
- Behavior errors can be corrected like academic errors.
- Behavior is functionally related to the teaching environment.

---

---

---

---

---

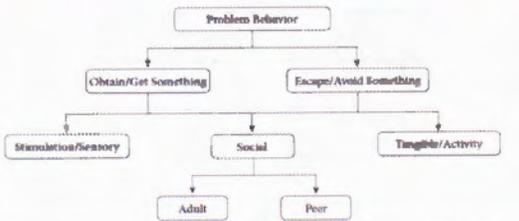
---

---

---

Missouri  
EDUCATION

## Function of Behavior



```

graph TD
    PB[Problem Behavior] --> OGS[Obtain/Get Something]
    PB --> EAS[Escape/Avoid Something]
    OGS --> SS[Stimulation/Sensory]
    OGS --> S[Social]
    OGS --> TA[Tangible/Activity]
    S --> A[Adult]
    S --> P[Peer]
  
```

---

---

---

---

---

---

---

---

### Antecedent → Behavior → Consequence

Humans learn through repeated experience that under these specific **Antecedent** conditions engaging in this **Behavior** will most likely result in this **Consequence**.

---

---

---

---

---

---

---

---

### Function of Behavior in Every Day Life



Antecedent	Behavior	Consequence
Events that happen immediately before and trigger a behavior	Any observable and measurable act of an individual	The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior
You're hungry or thirsty and see a vending machine	You place your money in and make a selection	The machine dispenses your item for you to enjoy

---

---

---

---

---

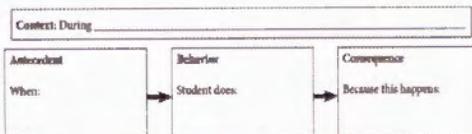
---

---

---

### Function of Behavior in the Classroom

Developing a hypothesis statement.




---

---

---

---

---

---

---

---

Missouri EDUCATION

## Function of Behavior in the Classroom

A → B → C

Antecedent	Behavior	Consequence
Events that happen immediately before and trigger a behavior	Any observable and measurable act of an individual	The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior
During math, Bill is asked to take out his book and begin working	Bill says, "No" and pushes his books on to the floor, mumbling and growling	Bill is sent out of the room

---

---

---

---

---

---

---

---

Missouri EDUCATION

## Function of Behavior in the Classroom

Bill's information placed in the hypothesis statement frame.

Context: During Math Class

Antecedent	Behavior	Consequence
When: Asked to take out his book and begin working	Student does: Says "no", folds arms, mumbles, growls	Because this happens: He is sent out of the classroom

During math class, when asked to take out his book and begin working, Bill will say "No", fold his arms, mumble, and growl, because he will be sent from the classroom. Therefore, the function of this behavior is likely to avoid the math task.

---

---

---

---

---

---

---

---

Missouri EDUCATION

## Function of Behavior in the Classroom

Using the Josey example, develop a hypothesis statement.

Josey puts her head down when peers talk to her during group activities. This results in peers walking away from her.

Context: During \_\_\_\_\_

Antecedent	Behavior	Consequence
When: _____	Student does: _____	Because this happens: _____

---

---

---

---

---

---

---

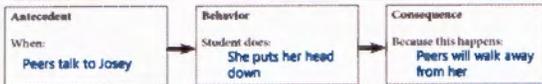
---

## Function of Behavior in the Classroom

During group activities, when peers talk to Josey, she puts her head down because peers will walk away from her. Therefore, the function of this behavior is likely to avoid peer attention.

Josey puts her head down when peers talk to her during group activities. This results in peers walking away from her.

Context: During Group activities



---

---

---

---

---

---

---

---



20

### Wrap Up

Missouri  
EDUCATION

---

---

---

---

---

---

---

---



21

### Next Steps

Missouri  
EDUCATION

---

---

---

---

---

---

---

---



Questions? Please contact:

Special Education Effective Practices

573-751-0187

Special Education Compliance

573-751-0699

---

---

---

---

---

---

---

---