

## FBA-BIP Webinar Series Transcript

### Session 1-Overview

#### *Slide 1*

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.**

#### *Slide 2*

Part 1 will deal with an overview of Function Based Thinking. When you are finished with this overview, you will move on to do Part 2, the process of conducting an FBA or Functional Behavior Assessment.

The other 2 parts will consist of:

Part 3, writing a quality Behavior Intervention Plan

And finally, part 4 will address data collection and ongoing monitoring

#### *Slide 3*

The purpose of this webinar is to familiarize practitioners with the language and process of FBA's and BIP's in general education tiered behavioral support as well as special education. Viewing this webinar will prepare practitioners for three follow-up webinars providing further instruction and guidance in the Functional Behavior Assessment process and the development and monitoring of a Behavior Intervention Plan.

#### *Slide 4*

Three handouts are associated with this webinar – a glossary of terms (**HO 1**), a flowchart describing the process of FBA's and BIP's (**HO 2**), and a Function of Behavior in the Classroom Practice handout (**HO 3**).

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 2, the FBA Process.

### ***Slide 5***

FBA, or Functional Behavior Assessment, is a process for gathering information about student behavior in order to develop a BIP, or Behavior Intervention Plan.

Research demonstrates interventions based on Functional Behavior Assessment reduce problem behavior by an average of 70%. In fact, results have indicated that the introduction of an intervention that does not address function actually increases the problematic behavior.

### ***Slide 6 (HO 1)***

The glossary will help you as you work your way through this series of webinars. Notice the larger words on this image will be especially helpful in this Part 1 Overview.

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.

### ***Slide 7***

At this point in the webinar, we will now talk through the differences between doing a Functional Behavior Assessment for non-IDEA students and for students who have qualified for special education services. This includes those students who are suspected of having a disability. The next two flow charts will illustrate these differences.

### ***Slide 8 (HO 2)***

It is important to understand that this process can be done as a part of good classroom management by the general education teacher, in consultation with other colleagues who share the same concern for the student or about the student.

Let's talk about a student who is not currently identified as a student with a disability. Whether you're dealing with a student who is exhibiting some low level behaviors like being out of his/her seat, not following directions, possibly some non-aggressive interactions with others or you're dealing with a student who is acting out in a more aggressive, destructive manner like harming him or herself or others (peers or adults), destroying his/her own materials or those of others, having explosive episodes weekly or more, the process is the same.

A team of people would first discuss whatever existing information you already know about the student. In the next installment of this webinar series we will get more specific about what this process might look like. For now, we are just going to give a general overview of the process.

After looking at that information, the team may decide that they already have enough information to develop some type of hypothesis around why this behavior is occurring and can move forward with forming a hypothesis about the 'why' of the behavior. Or, the team may decide that those who see this student regularly may need to watch the student for a few more days to increase confidence in the function they suspect is the reason for this behavior. At the end of either situation, simply using existing information and moving on in the process or after clarification of the suspected function and the development of your hypothesis statement, a Behavior Intervention Plan should be developed.

Parental permission is not required when conducting an FBA for a non-IDEA student in this manner because it should be considered a part of good classroom management and good intervention practice. However, inviting parents to be a part of this process is always a best practice.

It must be noted here that at any time in this process, if the team has the suspicion of a disability and feels the student is in need of special education or the parent makes a request for a special education evaluation, follow the process for requesting an evaluation.

### ***Slide 9 (HO 3)***

This process looks somewhat different if the student is already a student with a disability and receiving special education services in any way. Guidance from the Office of Special Education Programs indicates that anytime a functional behavior assessment is considered for a student identified under IDEA, that process is done through a re-evaluation. The IEP team (including the parent who should be invited) conducts a review of existing information about the student in question, using both the RED form and an FBA form of some type to answer the relevant questions about the observed behavior. As with any other re-evaluation, if no additional information needs to be gathered in order to develop a hypothesis to put together a behavior intervention plan, then parental consent is not required. That behavior intervention plan becomes a part of the IEP and Notice of Action requirements apply.

If the team determines that they don't have enough existing information and need to gather something additional, including observations or any other type of information, they cannot move forward until they get parental consent to gather that information. Once the additional information has been gathered, the team reconvenes for what would typically be an eligibility staffing. At this time the information is reviewed, the FBA form is updated with the new information and a behavior intervention plan developed. The BIP becomes a part of the IEP. Notice of Action requirements apply. As with any other re-evaluation where additional data is gathered, a report of the information collected must be written.

### ***Slide 10***

To effectively develop a plan to provide support for student behavior, it's important to consider the function, or the need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain or avoid attention, a task, or a stimulus. In this section, we'll focus on function-based thinking.

It is worth noting here that when looking at the function of behaviors to complete a Functional Behavior Assessment and Behavior Intervention Plan, no more than one function should be targeted at a time. Several behaviors may actually be contributing to one function, but it is too difficult to work on multiple functions at one time. For example, laughing, joking and interrupting may all be contributing to the function of seeking attention, however, this is just one function.

### **Slide 11**

**Let's talk a little more about the possible functions of behavior. Behavior is a form of communication.** Many times children do not know of any other way to tell you what they need. **Behavior serves a purpose.** Adults who look for patterns in frequent problem behavior will see that the behavior occurs for a reason. **Behavior is learned.** Sometimes, children learn that problem behavior is the most efficient way to communicate to get their needs met. **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. **Behavior is functionally related to the teaching environment.** The environment can include things like classroom arrangement, subject matter, curriculum, peers and yes, even the teacher. Identifying the reason (for example, the function or purpose) leads educators to more effective practices for preventing many problems and for responding consistently when they do occur. Correctly identifying the function of problem behavior is important for effective intervention.

### **Slide 12**

There are two major functions of behavior: to **get or obtain something** or to **escape or avoid something**. A child may use particular behaviors as a way of getting **attention** from peers or adults, obtaining a certain tangible item or preferred activity, or to access some type of sensory stimulation. Alternately, a child may also use particular behaviors as a way to **avoid** or **escape** interactions with peers or adults, a particular task or activity, or sensory conditions they find undesirable or aversive. As noted previously, identifying the function of problem behavior is important for effective intervention.

### **Slide 13**

Central to understanding function and the science of behavior is knowing your ABCs – which stands for *Antecedent–Behavior–Consequence*. That is, something happens in the environment increasing the likelihood of a particular behavior. That would be the **Antecedent**. The person then engages in the **Behavior**, which results in a specific outcome or **Consequence**. In this context, **consequence** does not equate to punishment or discipline. It simply relates to what the student gets out of the behavior.

### **Slide 14**

For example: When you are hungry or thirsty and see a vending machine (The vending machine is the Antecedent). When you put your money in the slot and select the number of the item you want this would be the Behavior. The machine will drop your choice into the tray for you to enjoy. This would be the Consequence. The function of the behavior is to **get or obtain** an item (the snack you wanted). This behavior is learned by watching others and from your own previous experiences with vending machines. Your learning history tells you that if you put money in a vending machine, you will be likely to get a little treat.

However, there are occasions when the Antecedent and Behavior occur (you see the machine, you put in the money, and you push the right button), but your treat doesn't come out. Depending on how often this happens, and how much it costs or inconveniences you, you might change your behavior – you may stop choosing that particular item, stop using that machine, or even stop using vending machines at all and bring a snack or drink from home. You have learned you can't reliably get snacks from that machine.

This is the same process at work when children use a certain type of behavior in the classroom or in the school environment. When they determine that they can rely on a consistent outcome based on their behavior, they will use that behavior whenever that outcome is desired.

### **Slide 15**

When describing student behavior, we want to report specific information to help develop a hypothesis of function. As indicated in the glossary, a hypothesis statement for an FBA addresses the likely function of the problem behavior and the context in which it is most likely to occur. The context would be the social and environmental conditions in which the behavior is most likely to occur.

The frame on the slide or something similar can help you organize the information you know about a student.

### **Slide 16 (HO 4)**

At this time, access your printed or downloaded copy of the *Function of Behavior in the Classroom* practice handout for Bill. You will use this handout to complete this example exercise. In math class, when Bill is asked to get out his book and begin working (That is the Antecedent), he will fold his arms and say "No", push his books to the floor mumbling and growling (This is the Behavior), the teacher sends Bill out of the room (This is the Consequence). If this type of refusal behavior is a common occurrence when asked to work in math class, we want to gather a little more information to see if we can figure out why this is happening. Bill has learned that when he is asked to work during math class, if he refuses and acts rude, he will be sent out of the room. Thinking about function of behavior, it could be that Bill is using problem behavior in order to avoid doing his math tasks.

### **Slide 17**

Let's break down the information using the hypothesis frame on the slide. We will then be able to write a hypothesis statement, considering what is achieved by the behavior to determine the function, or what the student obtains through the refusal. In this example, the hypothesis statement could be *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.

***Slide 18 (HO 4)***

At this time, access your printed or downloaded copy of the *Function of Behavior in the Classroom* handout for Josey.

As part of the gradual release process, please read Josey's example at the top of the handout and complete the chart and hypothesis statement on your own. Pause the video and then start again once you've completed the activity.

***Slide 19***

How did you do? Check your form against the one on this slide.

This simple organizer allows you to think about the patterns of problem behavior so you can figure out what function or need is being met.

***Slide 20***

After viewing Part 1 of this webinar series, you are now familiar with the language of Functional Behavior Assessments and the basic process of doing one. You should also be more familiar with the differences in doing a Functional Behavior Assessment with a non-IDEA student and a student who has already been identified in the special education process. This webinar was designed as an overview to prepare you for further instruction and guidance to come in the next parts of the series.

***Slide 21***

How can you begin using this information right now?

Be thinking about a student who may need behavioral support. Try to notice what is happening around the time when a particular problem behavior occurs. Focus on one behavior at a time. What happens right before? Make notes about these antecedents. What happens right after? Make notes about the consequences – remember, the consequence is neither good nor bad, it's just what happens right after the behavior occurs like the treat coming out of the vending machine.

Use the template provided to practice observing patterns of behavior and making functional hypotheses.

**It is recommended that you take some time to practice this Function Based Thinking before continuing with Part 2 – The FBA Process.**

**This concludes Part 1, the Overview of Function Based Thinking.**

***Slide 22***