Functional Behavioral Assessments & Behavior Intervention Plans
Development and Application
Objectives

- Understand the purpose of student behavior
- Know when and how to conduct an FBA
  - Legal Requirements
  - Levels of FBA’s
- Linking FBA results to BIP development
- Determine the success of your BIP through monitoring and data review
- Practice using new your new skills by completing FBA and BIP paperwork on case studies
New Behavioral Perspective

- Why do people do what they do?
- Why do people continue with certain behaviors?
FBA
What is it?

- A systematic process of determining the cause/function of student behavior for the purpose of developing a behavior intervention plan to improve student behavior.
- FBA is based on four basic concepts.
  - Behavior is purposeful.
  - Behavior is learned.
  - Behavior is predictable.
  - Behavior is interactive.
FBA
When do we need one?

- When suspending a student with a disability from educational services (10 day or pattern of behavior)
- Before conducting a manifestation determination
- Whenever behavior impedes student learning or the learning of others
- When it is determined that current intervention services are not successful
FBA
Do we need parent consent?

- If the FBA is a review of existing information only, parent consent is NOT required.
- If the FBA is collecting new information through structured, formal observations and data collection, parent consent IS required.
- If behavior observations are part of a special education evaluation, parent consent IS required.
- IEP exception…

Office of Student Learning & Partnerships, ODE June 2007
FBA Levels

- **Informal FBA**
  - Done by teachers/staff as part of normal daily problem solving

- **Level I: Simple FBA**
  - Performed by trained staff members
  - May include observations and/or interviews

- **Level II: Complex FBA**
  - Performed by behavior specialist
  - May include observations, interviews, and standardized measures

- **Level III: Functional Analysis**
  - Performed by behavior specialist
  - May include systematic manipulation of conditions
All FBA levels have the same procedures:

1. Specifically define the problem (target) behavior
2. Identify the antecedent to the problem behavior
3. Identify the consequences that maintain the problem behavior
4. Identify setting events that increase the likelihood of occurrence of problem behavior
5. Develop a hypothesis regarding the purpose of the problem behavior
FBA Procedure
#1 Problem Behavior

- Select a behavior that is:
  - Socially/academically important
  - Observable
  - Measurable
  - Be specific!

- Define using examples and non-examples
Practice: Define Behavior

- Aggression: Joey is aggressive to peers.
- Disruption: Sara disrupts the classroom.
- Non-compliance: Katie will not comply when told what to do.
- Attention: Lacy is off-task during instruction and work periods.
FBA Procedure
#2 Antecedents

- Identify specific features of the antecedent.
  - What typically happens just before the problem behavior
  - Also referred to as the ‘trigger’
  - Usually embedded within classroom routines

- Helpful to also identify times when problem behavior does NOT happen
FBA Procedure
#3 Consequences

- What happens right after the problem behavior
- Describe in context: when the antecedent and the behavior happen, what occurs next?
  - What does teacher do?
  - What do other students do?
  - Do activities change or stop?
Example: Consequences for ‘talking out’

- Student sent to the office
- Peers laugh at student
- Student was verbally corrected by teacher
- Student’s question was answered
- Student behavior was ignored
- Student was asked to turn her card

*List the most powerful consequence*
FBA Procedure #4 Setting Events

- Events that happen earlier in the day or at home (not the antecedent) that commonly make the problem behavior more likely or more severe.
- Often out of our direct control
Examples: Setting Events

- Hunger
- Lack of sleep
- Stress in the home
- Disagreement with a friend
- Change in routine
- Missed medication
- Illness
- Forgot homework
- Arrived to school late
- Visit from an absentee parent/family member
- Family financial problems
FBA Procedure #5 Hypothesis

- The general *purpose* of the problem behavior
- Understanding the behavior from the student’s perspective
- What is the student *gaining* or *avoiding* (or trying to *gain* or *avoid*) from the problem behavior?
Two Basic Functions of Problem Behavior

- Obtain or Get Something
  - Sensory/Stimulation
- Escape or Avoid Something
  - Social
  - Tangible Or Activity
Practice

FBA Procedures
The purpose of the BIP is to reduce and eventually eliminate occurrence of the problem behavior.

The completed FBA gives 4 opportunities for intervention.
BIP: Prevention

Interventions occurring before the problem behavior happens

- Meeting with caregiver
- Change student schedule
- HUGS program
- Modify the daily routine (reduce transitions, …)
- Provide schedule of daily events
- Provide a snack
BIP: Teach

Teach behaviors to use **instead** of the problem behavior

- Teach student an alternative behavior for meeting the students needs
- Re-teach expectations
- Re-teach skills
- Re-teach and practice class routine
- Problem behaviors associated with academic concerns may require changes in group size, intensity of instruction, additional time,…
BIP: New Consequence

■ Select a consequence that will NOT maintain the problem behavior (refer to hypothesis).

■ Select a consequence that WILL maintain the appropriate behavior

*Consequences must be meaningful to the student*
PRACTICE

BIP Procedures
Information for this presentation was adapted from the following sources:

- Conducting Functional Behavioral Assessments and Developing Behavior Intervention Plans (Miller and Tansy)
- Behavior Intervention Plans: Making Them Efficient, Effective & Practical
- Functional Behavioral Assessment and Function-Based Support: Developing a Behavior Support Plan based on the Function of Behavior (Chris Borgmeier, PhD)
- Critical Features of Behavior Support Plans (Falcon and Rodriguez)
- Developing Feasible and Effective Interventions based on Functional Behavioral Assessment (Anderson and Horner)
Thank you for your participation!