The FBA-BIP Process: 12 steps is all it Takes

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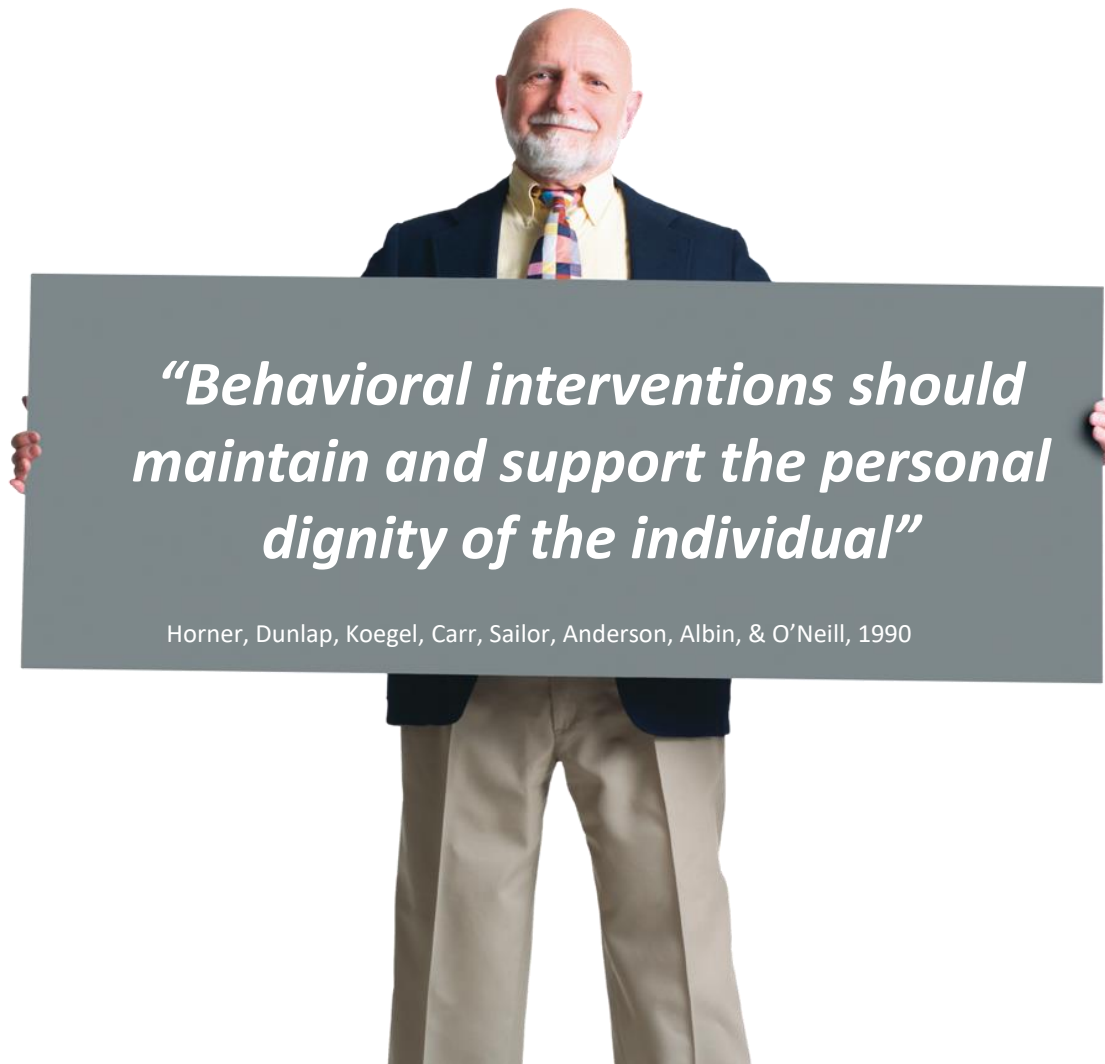
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Commonly Used Acronyms

- **PBS**: Positive Behavior Supports

- **PBIS**: Positive Behavioral Interventions and Supports

- **IPBS**: Individualized Positive Behavior Support (Tier 3)

- **FBA**: Functional Behavioral Assessment

- **BIP**: Behavior Intervention Plan

Learning Objectives

- Learn the essential steps to complete the FBA process

- Understand the critical components that make up a quality BIP, with a heavy emphasis on function-based interventions

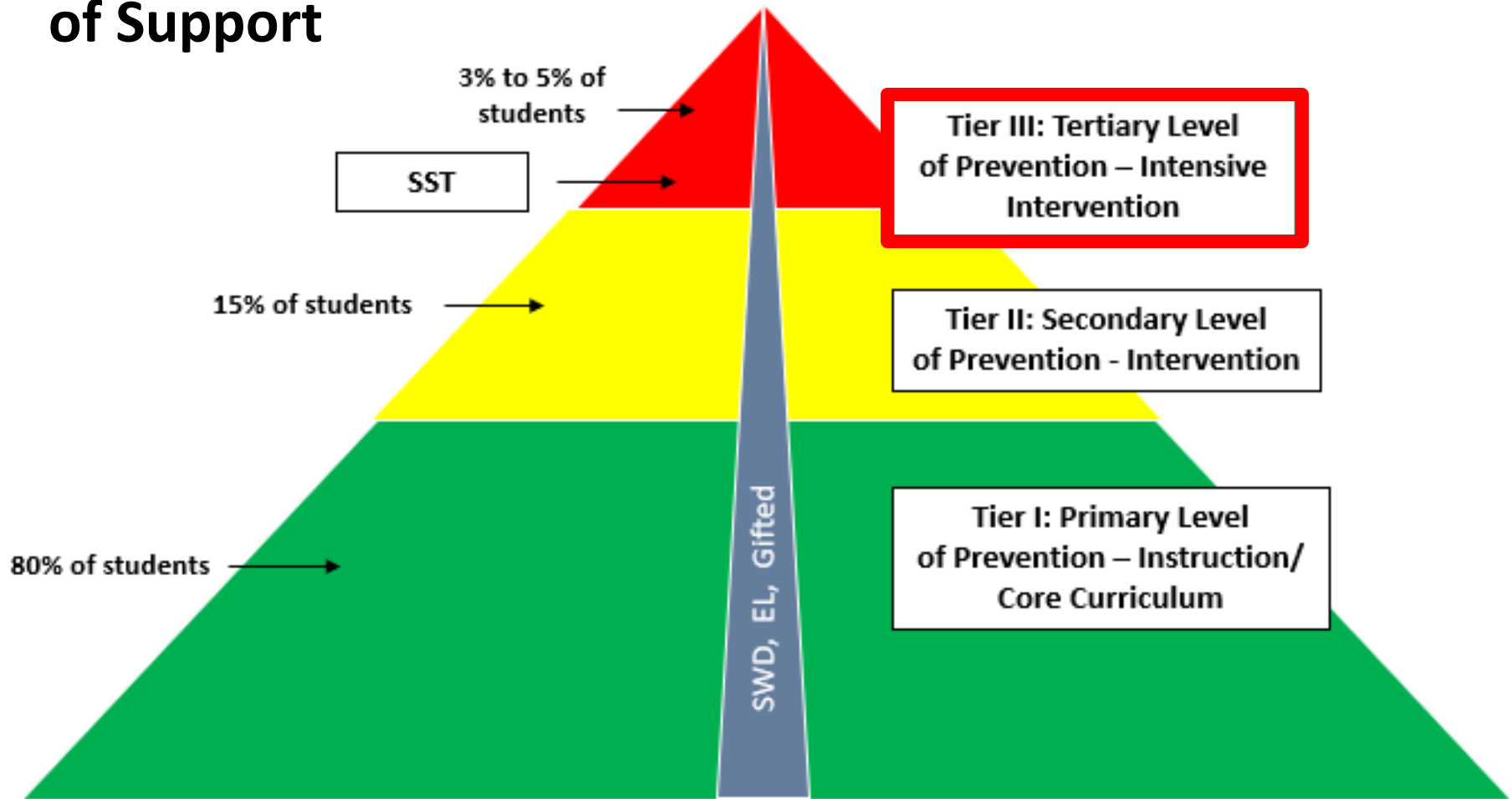"*Behavioral interventions should maintain and support the personal dignity of the individual*"

Horner, Dunlap, Koegel, Carr, Sailor, Anderson, Albin, & O'Neill, 1990

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Multi-tiered System of Support

3% to 5% of students → Tier III: Tertiary Level of Prevention – Intensive Intervention

SST →

15% of students → Tier II: Secondary Level of Prevention - Intervention

80% of students → Tier I: Primary Level of Prevention – Instruction/ Core Curriculum

SWD, EL, Gifted

Students receive services at all levels, depending on need.

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/TieredSystemofSupports.aspx

(Individualized) Positive Behavior Support

Tier III
"Supports at Tiers I and II have been insufficient in promoting positive behavior change for this student. He/she requires individualized assessment and intervention in order to progress academically, socially, and emotionally."

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Steps to Complete the FBA-BIP Process

Step	Date Completed	Completed by Whom
Step 1 – Obtain parental consent		
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Step 4 – Complete the Student and Parent Interview forms		
Step 5 – Complete the BBQuIP and Motivation Assessment Scale (MAS)		
Step 6 – Fill in the ABC data collection form for your student. Collect 5-10 days of ABC data		
Step 7 – Meet with your district FBA representative to have your ABC data entered into the FBA Data Tool		
Step 8 – As a team, complete the FBA form using the data from the graphs on the FBA Data Tool		
Step 9 – As a team, complete the hypothesis statement on the FBA form		
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Step 12 – Collect frequency or duration data to monitor the effectiveness of the intervention described on the BIP		

(Individualized) Positive Behavior Support

✓ **U**nderstand – by observation and assessment; we call this a Functional Behavior Assessment

✓ **P**revent – by identifying ways to minimize behavior as the first component of a Behavior Intervention Plan or BIP

✓ **R**eplace – by teaching new skills or alternative behaviors as the second component of the BIP

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Entire process requires a <u>team-based</u> approach!

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(Individualized) Positive Behavior Support

Understand **– by observation and assessment; we call this a Functional Behavior Assessment**

Interviews/ Questionnaires
- Staff
- Caregivers
- Student

Observations
- Student behavior
- Staff behavior
- Environment

Data Analysis
- Rate/duration of behavior
- Common triggers
- Typical consequences

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Trauma-Informed Care

As an additional step to this process of understanding the student and their behavior, the FBA-BIP team should work with stakeholders in and outside of the school context to learn about any past or present trauma experienced by the student.

Child as a whole, taking home environment, medical conditions, life experiences, and student history into account.
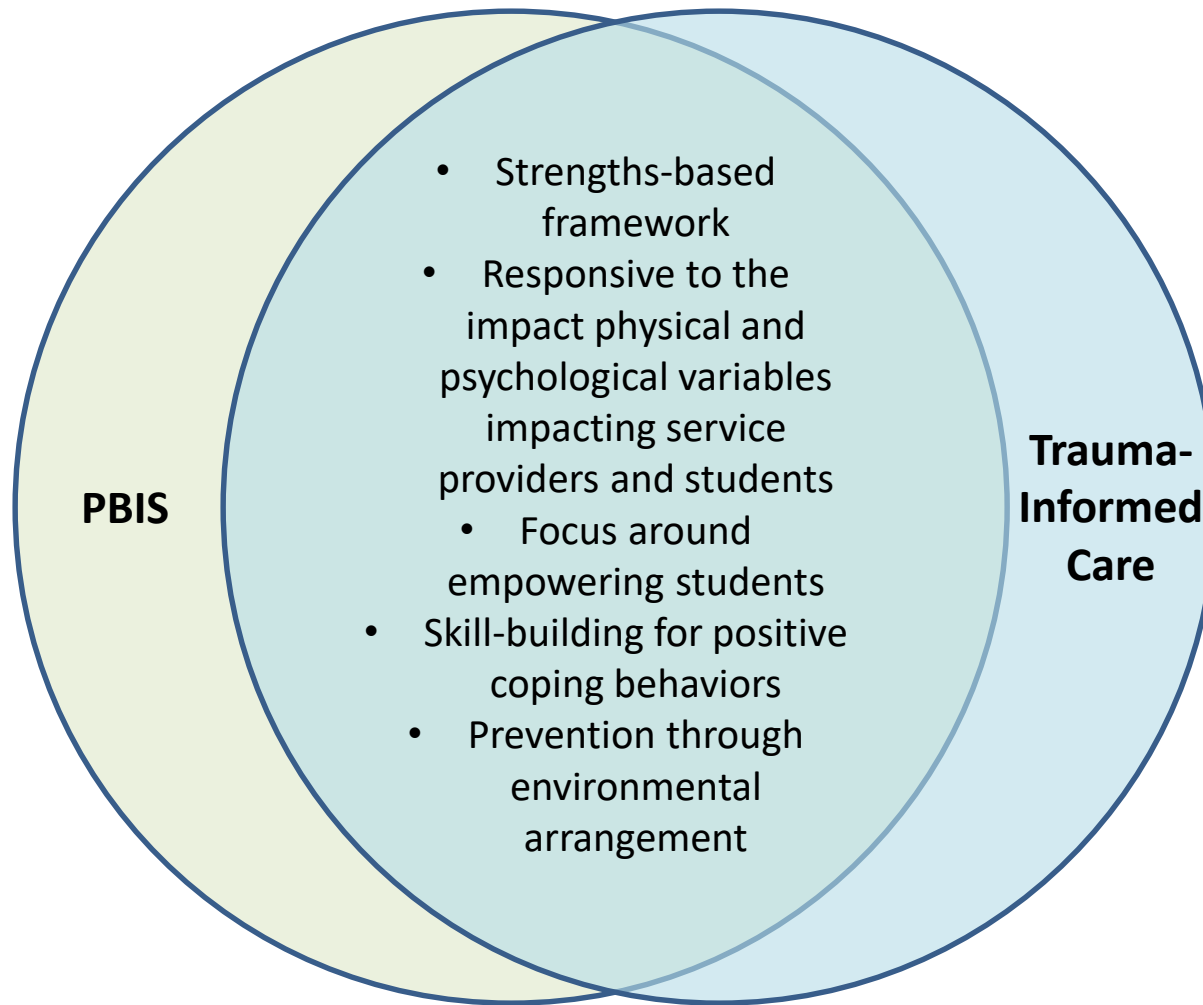
Adverse Childhood Experiences that a student may have had in the past or that a student may be currently experiencing.
- Inherently disruptive experiences in childhood that produce significant and potentially damaging levels of stress and associated physical changes.

Consider the various events or environmental factors in a child's past or present life experience that could impact their behavior. Think about how these experiences might shape our interaction with the student.

Trauma-Informed Care & PBIS

PBIS

Trauma-Informed Care

- Strengths-based framework
- Responsive to the impact physical and psychological variables impacting service providers and students
- Focus around empowering students
- Skill-building for positive coping behaviors
- Prevention through environmental arrangement

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An FBA is an individualized assessment, so parental consent is needed.

Behavior is Communication

What is a student trying to tell you?

➢The FBA process allows us to focus on the **reason** for the behavior rather than simply on the behavior itself.

a) What messages could the baby be communicating through crying?

b) What might a parent do to figure out the message and respond accordingly?

c) What might baby then do to show us that we got the message and responded correctly?

Identifying Student Behavior(s) to Target

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We each have a unique, subjective experience shaping our perspective on behavior…

*Source of the photo unknown

"What picture pops up in your head when you imagine hyperactive behavior?"

*Source of the photo unknown

"What challenges may arise if two team members have different definitions of a behavior targeted for change?"

Step #2:

Define the challenging behavior

- Team members most familiar with the student **must** be a part of this process because they observe the behavior most often and know what it looks like.

- Have every team member read the definition and ask, "Does everyone feel confident that they could collect data on the behavior based on this definition?

Defining the Behavior

- **Be very specific.** Be certain that your definition is so precise that anyone could read it and collect data only on those instances of behavior that meet criteria outlined in your definition.

- **Identify observable and measurable actions.** Avoid statements that indicate the intent of, or motivation behind, the behavior.
  (Baer, Harrison, Fradenburg, Petersen, & Milla, 2005)

- Word the definition so that it tells the reader **which actions make up the behavior** instead of what it isn't.

- **Identify the beginning and ending** of the behavior or behavior event.

All definitions must pass…

Re-visit definition and describe in more detail!

Stranger Test

Dead Man's Test

Ask: Could any person read this definition and collect <u>accurate data</u>?
If no, definition fails to meet Stranger Test

Ask: Could someone who is dead, also do this behavior?
If yes, definition fails to meet the Dead Man's Test

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Operational Definitions

Vague	Observable/Measurable
Mary is aggressive.	Mary yells and hits her peers with her hands.
Mark is so noncompliant.	Mark gets out of his seat and walks around the classroom without permission during work segments.

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Step #3:

Collect three days of frequency or duration data on the challenging behavior ("Baseline Data")

- Gives the team a sense of how frequent/persistent the behavior is currently prior to intervention

- Results help to justify the need for an FBA

Data Collection: Phase One
Baseline Data
(3 days of frequency OR duration data)

Frequency Recording

- A method of recording a tally or frequency count for each behavior that occurs during our observation

- Most useful with behaviors that are discrete and short in duration (Alberto & Troutman, 2009)

- Difficult to use if behavior is occurring at very high rate

Duration Recording

- A method of recording the amount or length of time that a behavior occurs

- Used for behaviors that last more than a few seconds *("continuous behaviors")*

✓Time spent picking at skin
✓Time spent out-of-seat
✓Time spent talking with peers

Duration and Event Recording

- If a **behavior does not have a clear ending and/or occurs in rapid bursts**, record the behavior as an "event" – the beginning is the first appearance of the behavior, and the end is a clearly defined amount of time without the behavior occurring. (O'Neill, et al., 1997)

Example:

Brian demonstrates high-frequency head-banging. The event begins with the first instance of head-banging and ends after 1 minute of no head-banging.

Continuous behaviors are more susceptible to bias than discrete behaviors.
(Boyce, et al., 2000)

3- days of baseline data collection

Behavior Documentation Form
Frequency Graph

Student: Joe Schmo   Date of Birth: XX/XX/XXXX

Observer: Ms. O'Hara/Ms. Kelly/Mr. Price   Date: 8/15/16 - 8/18/16

School: Panther Elementary   Grade: 5   Sex: M / F

Using a frequency graph can be especially helpful to monitor a Behavior Intervention Plan and to measure progress toward goals. You will easily see if your intervention is decreasing the student's undesirable behavior. Directions: for the specified target behavior, circle the number of times (frequency) the behavior is observed. Beginning with 1, each time the student exhibits the behavior during the observation period, the next highest number is circled. To graph, use a line to connect the highest numbers in each column.

Target Behavior: Verbal Outburst- any instance of Joe screaming or yelling at a volume level high enough for persons outside of the room to hear.

date	8/15	8/16	8/17										
	22	22	22	22	22	22	22	22	22	22	22	22	22
	21	21	21	21	21	21	21	21	21	21	21	21	21
	20	20	20	20	20	20	20	20	20	20	20	20	20
	19	19	19	19	19	19	19	19	19	19	19	19	19
	18	18	18	18	18	18	18	18	18	18	18	18	18
	17	17	17	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	16	16	16	16	16	16	16	16	16
	15	15	15	15	15	15	15	15	15	15	15	15	15
	14	14	14	14	14	14	14	14	14	14	14	14	14
	13	13	13	13	13	13	13	13	13	13	13	13	13
	12	12	12	12	12	12	12	12	12	12	12	12	12
	11	(11)	11	11	11	11	11	11	11	11	11	11	11
	10	(10)	10	10	10	10	10	10	10	10	10	10	10
	9	(9)	9	9	9	9	9	9	9	9	9	9	9
	8	(8)	(8)	8	8	8	8	8	8	8	8	8	8
	7	(7)	(7)	7	7	7	7	7	7	7	7	7	7
	(6)	(6)	(6)	6	6	6	6	6	6	6	6	6	6
	(5)	(5)	(5)	5	5	5	5	5	5	5	5	5	5
	(4)	(4)	(4)	4	4	4	4	4	4	4	4	4	4
	(3)	(3)	(3)	3	3	3	3	3	3	3	3	3	3
	(2)	(2)	(2)	2	2	2	2	2	2	2	2	2	2
	(1)	(1)	(1)	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0

Frequency of Behavior

Baseline Phase   **Intervention implemented**

DURATION DATA

Student: _Joe_
Observer(s): _Ms. O'Hara_ / _Mr. Larkin_
Date: _9-20-16_
Target Behavior: _Verbal Outburst - any cursing, yelling, or screaming_

7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:00	3:30
7:01	7:31	8:01	8:31	9:01	9:31	10:01	10:31	11:01	11:31	12:01	12:31	1:01	1:31	2:01	2:31	3:01	3:31
7:02	7:32	8:02	8:32	9:02	9:32	10:02	10:32	11:02	11:32	12:02	12:32	1:02	1:32	2:02	2:32	3:02	3:32
7:03	7:33	8:03	8:33	9:03	9:33	10:03	10:33	11:03	11:33	12:03	12:33	1:03	1:33	2:03	2:33	3:03	3:33
7:04	7:34	8:04	8:34	9:04	9:34	10:04	10:34	11:04	11:34	12:04	12:34	1:04	1:34	2:04	2:34	3:04	3:34
7:05	7:35	8:05	8:35	9:05	9:35	10:05	10:35	11:05	11:35	12:05	12:35	1:05	1:35	2:05	2:35	3:05	3:35
7:06	7:36	8:06	8:36	9:06	9:36	10:06	10:36	11:06	11:36	12:06	12:36	1:06	1:36	2:06	2:36	3:06	3:36
7:07	7:37	8:07	8:37	9:07	9:37	10:07	10:37	11:07	11:37	12:07	12:37	1:07	1:37	2:07	2:37	3:07	3:37
7:08	7:38	8:08	8:38	9:08	9:38	10:08	10:38	11:08	11:38	12:08	12:38	1:08	1:38	2:08	2:38	3:08	3:38
7:09	7:39	8:09	8:39	9:09	9:39	10:09	10:39	11:09	11:39	12:09	12:39	1:09	1:39	2:09	2:39	3:09	3:39
7:10	7:40	8:10	8:40	9:10	9:40	10:10	10:40	11:10	11:40	12:10	12:40	1:10	1:40	2:10	2:40	3:10	3:40
7:11	7:41	8:11	8:41	9:11	9:41	10:11	10:41	11:11	11:41	12:11	12:41	1:11	1:41	2:11	2:41	3:11	3:41
7:12	7:42	8:12	8:42	9:12	9:42	10:12	10:42	11:12	11:42	12:12	12:42	1:12	1:42	2:12	2:42	3:12	3:42
7:13	7:43	8:13	8:43	9:13	9:43	10:13	10:43	11:13	11:43	12:13	12:43	1:13	1:43	2:13	2:43	3:13	3:43
7:14	7:44	8:14	8:44	9:14	9:44	10:14	10:44	11:14	11:44	12:14	12:44	1:14	1:44	2:14	2:44	3:14	3:44
7:15	7:45	8:15	8:45	9:15	9:45	10:15	10:45	11:15	11:45	12:15	12:45	1:15	1:45	2:15	2:45	3:15	3:45
7:16	7:46	8:16	8:46	9:16	9:46	10:16	10:46	11:16	11:46	12:16	12:46	1:16	1:46	2:16	2:46	3:16	3:46
7:17	7:47	8:17	8:47	9:17	9:47	10:17	10:47	11:17	11:47	12:17	12:47	1:17	1:47	2:17	2:47	3:17	3:47
7:18	7:48	8:18	8:48	9:18	9:48	10:18	10:48	11:18	11:48	12:18	12:48	1:18	1:48	2:18	2:48	3:18	3:48
7:19	7:49	8:19	8:49	9:19	9:49	10:19	10:49	11:19	11:49	12:19	12:49	1:19	1:49	2:19	2:49	3:19	3:49
7:20	7:50	8:20	8:50	9:20	9:50	10:20	10:50	11:20	11:50	12:20	12:50	1:20	1:50	2:20	2:50	3:20	3:50
7:21	7:51	8:21	8:51	9:21	9:51	10:21	10:51	11:21	11:51	12:21	12:51	1:21	1:51	2:21	2:51	3:21	3:51
7:22	7:52	8:22	8:52	9:22	9:52	10:22	10:52	11:22	11:52	12:22	12:52	1:22	1:52	2:22	2:52	3:22	3:52
7:23	7:53	8:23	8:53	9:23	9:53	10:23	10:53	11:23	11:53	12:23	12:53	1:23	1:53	2:23	2:53	3:23	3:53
7:24	7:54	8:24	8:54	9:24	9:54	10:24	10:54	11:24	11:54	12:24	12:54	1:24	1:54	2:24	2:54	3:24	3:54
7:25	7:55	8:25	8:55	9:25	9:55	10:25	10:55	11:25	11:55	12:25	12:55	1:25	1:55	2:25	2:55	3:25	3:55
7:26	7:56	8:26	8:56	9:26	9:56	10:26	10:56	11:26	11:56	12:26	12:56	1:26	1:56	2:26	2:56	3:26	3:56
7:27	7:57	8:27	8:57	9:27	9:57	10:27	10:57	11:27	11:57	12:27	12:57	1:27	1:57	2:27	2:57	3:27	3:57
7:28	7:58	8:28	8:58	9:28	9:58	10:28	10:58	11:28	11:58	12:28	12:58	1:28	1:58	2:28	2:58	3:28	3:58
7:29	7:59	8:29	8:59	9:29	9:59	10:29	10:59	11:29	11:59	12:29	12:59	1:29	1:59	2:29	2:59	3:29	3:59

Start (arrow to 7:15)
End (arrow to 3:45)

Developed by Donna Hooper, Newton County Schools

Data Collection: Phase Two
FBA process begins

```
                         ↓

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│  Baseline Data  │→  │      FBA        │→  │  Intervention + │
│  (3 days of     │   │   (Indirect     │   │    Progress     │
│  frequency or   │   │  Assessments +  │   │   Monitoring    │
│  duration data) │   │  A-B-C Data)    │   │ (back to freq.  │
└─────────────────┘   └─────────────────┘   │  or duration    │
                                             │     data)       │
                                             └─────────────────┘
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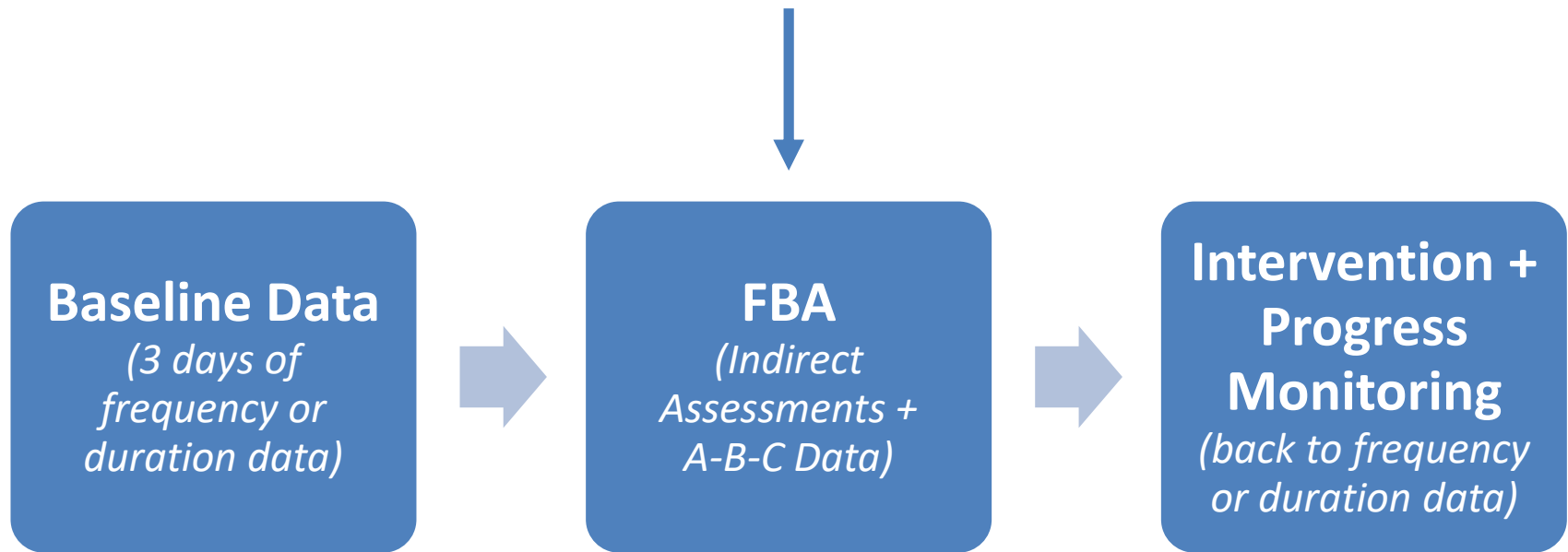
Be sure to reflect behavior across school days!

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Step #4:

Complete the Student and Parent Interview Forms

Getting parent and student input ensures that we are taking a team-based approach to completing the FBA and BIP and remaining values-based in our decision-making

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Step #5:

Complete…

- Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

- Motivation Assessment Scale (MAS)

Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

- *Online Tool*
  https://www.research.net/r/BBQuIP
    - *A printable report is provided once completed!*
    - *Be sure to **save and/or print.***

- *Paper Versions:*
  https://disability.publichealth.gsu.edu/research/brief-behavior-questionnaire-and-intervention-plan/

MOTIVATION ASSESSMENT SCALE

Name: _____ Rater: _____ Date: _____

Behavior Description: _____

_____

Setting Description: _____

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behavior that is of particular interest. It is important that you identify the behavior *very specifically. Aggressive*, for example, is not as good a description as *hits his sister*. Once you have specified the behavior to be rated, read each question carefully and enter the number in the box that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (*For example, several hours.*)							
2. Does the behavior occur following a request to perform a difficult task?							
3. Does the behavior seem to occur in response to your talking to other persons in the room?							
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?							
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one was around? (*For example, rocking back and forth for over an hour.*)							
6. Does the behavior occur when *any* request is made of this person?							
7. Does the behavior occur whenever you stop attending to this person?							
8. Does the behavior occur when you take away a favorite toy, food, or activity?							
9. Does it appear to you that this person enjoys performing the behavior? (*It feels, tastes, looks, smells, and/or sounds pleasing?*)							

Behavior Serves One of Four **Functions** (purposes)

Behavior occurs:
- to allow us to **escape/avoid** an activity or situation
- as a means to get **attention**
- so that we can get **tangible** items or activities
- for **sensory** input/relief

The four common functions of behavior:
"Everybody E.A.T.S."
Escape, Attention, Tangible, Sensory

someecards
user card

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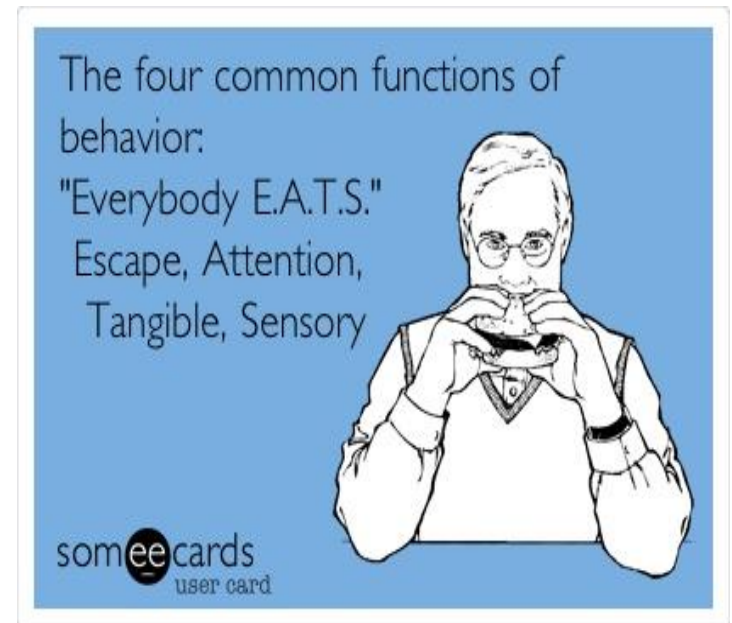
The function of power/control...

- Generally not supported in the research literature.

- What may seem like power and control may be attempts to:
  - **- access peer attention**
  - **- access adult attention**
  - **- access an item/activity**
  - **- escape a task**
  - **- feel good inside**

The ABC Model of Behavior

A ➡ **B** ➡ **C**

ANTECEDENT

What happens before the behavior?

BEHAVIOR

CONSEQUENCE

What happens after the behavior?
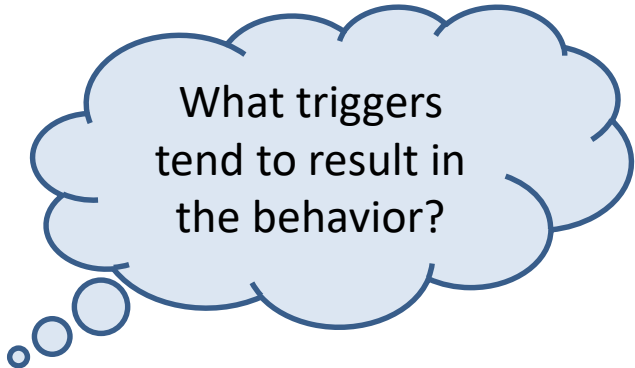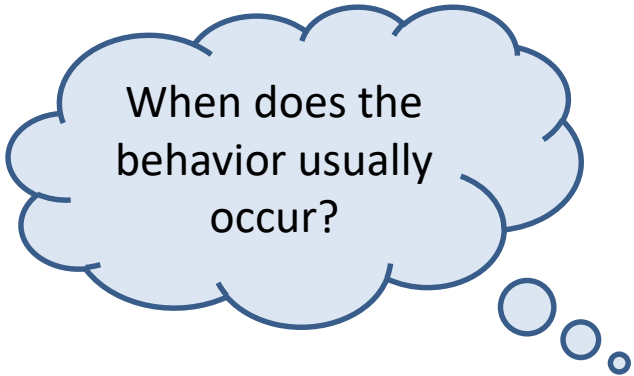
The ABC Model of Behavior
We know what the behavior is…

A ⟶ **B** ⟶ **C**

What happens <u>before</u> the behavior?

The behavior

What happens <u>after</u> the behavior?
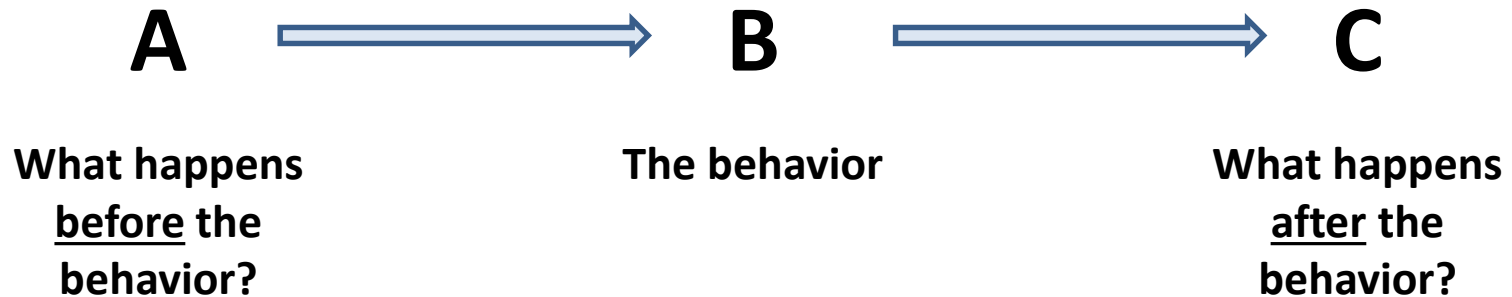
Time to focus on Antecedents (A)

Triggers (Antecedents)

Slow triggers (Setting Context)

- Upcoming court date
- Parent incarceration
- Change of medication/side effects of medication
- Birth of new sibling
- Irregular sleep schedule
- Trauma, abuse
- Disability
- Headache
- Day of the week
- Noise level
- Lighting
- Holiday
- Math Class
- Cafeteria
- Morning/Afternoon

Fast triggers (Antecedents)

- Being told to begin/stop a task
- Staff giving instructions
- Given an assignment
- Being told "no"
- Transitioning between teacher-led tasks to independent tasks
- Teacher attention to a peer
- Peer comment
- Transition in hallway
- Group instruction

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Triggers (Antecedents)

Slow triggers (Setting Context)
- Upcoming court date
- Parent incarceration
- Change of medication/side effects of medication
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Fast triggers (Antecedents)
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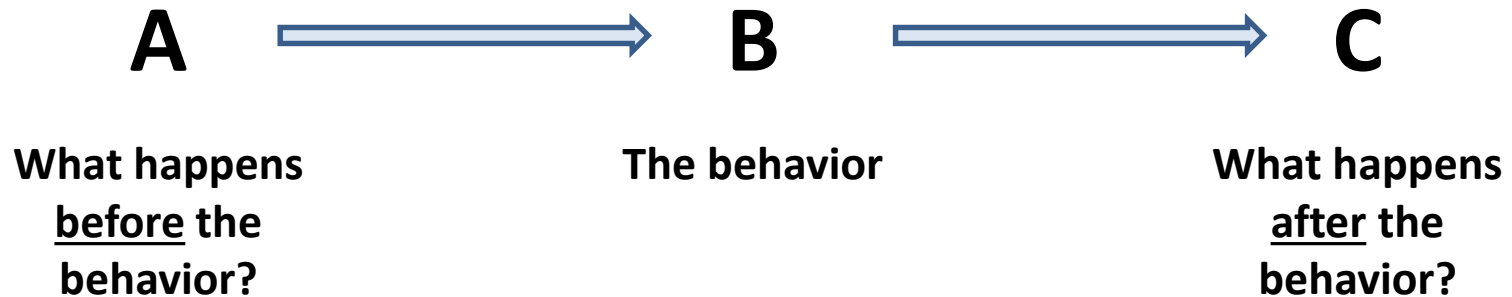| **Scenario**	**Context** **(Slow Trigger)**	**Antecedent** **(Fast Trigger)**
Behavior: Singing loudly *During math class, Peter's peers are gathered across the room while he sits at his desk. Peter begins to sing loudly.*	Math class	Peers are gathered across the room
Behavior: Screaming *As recess begins on the playground, 2-3 students grab the only ball available and begin playing together. Sara begins screaming and crying.*	Playground/Recess	Peers playing with ball

The ABC Model of Behavior
Up until now we've covered...

A ➝ **B** ➝ **C**

What happens <u>before</u> the behavior?　　　**The behavior**　　　**What happens <u>after</u> the behavior?**

Moving on to Consequences/Responses (C)

Responses to student behaviors*

- Redirection to a different task
- Verbal prompt to return to same task
- Teacher makes eye contact
- Told to wait for the teacher
- Reminder of appropriate behavior
- Preferred item/activity is given
- Peer laughs
- Peer ignores
- Discussion of appropriate behavior
- Told to stop behavior

*Otherwise known as Consequences

Scenario	**Consequence** **(a.k.a. Outcome/Response)**
Behavior: Singing loudly *During math class, Peter's peers are gathered across the room while he sits at his desk. Peter begins to sing loudly. The peers look at Peter, laugh, and some sing along with him. As a result, Peter's behavior stops.*	Peers laugh and sing along
Behavior: Screaming *As recess begins on the playground, 2-3 students grab the only ball available and begin playing together. Sara begins screaming and crying. The peers give the ball to Sara and go to jump rope instead. As a result, Sara stops crying and screaming.*	Peers give Sara the ball

Steps to Complete the FBA-BIP Process

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Step #6:

Step #6 (Part 1): Fill-in/create the ABC data collection form for your student

Step #6 (Part 2): Collect 5-10 days of ABC data

ABC Data Sheet:
Information Included and Recorded

Context- list out students' specific school schedule
Antecedents- what triggers have you seen that typically occur before the target behavior for that specific student?
Consequences/Responses- what are some ways that staff respond to the behavior?

IMPORTANT: Antecedents and Outcomes listed in your data sheet must be observable and measurable, too!

Antecedents and Consequences MUST be listed that test for ALL 3 social functions of behavior

ABC Data Collection and Interpretation

FBA DATA COLLECTION

STUDENT: **Sadie Cakes** GR: **3** TCHR: **Mrs. Teacher**

Context (Setting)		Antecedent Event		Behavior		Consequence		Student Reaction	
A	Bus	A	Activity Restricted	A	Out of Seat	A	Demand repeated	A	Stopped
B	Cafeteria/Breakfast	B	Directive to Student		0	B	Task removed	B	Continued
C	Math	C	Group Directive		0	C	Peer laughed	C	Intensified
D	Small Grp Reading	D	Item Restricted			D	Discussion of behavior		
E	Recess	E	Teacher attn to others			E	Time-out in classroom		
F	Reading	F	Peer attn to others			F	Sent to stand in hallway		
G	Lunch	G	Told to stop behavior			G	Verbal reprimand		
H	Small Grp ELA	H	Choice Given			H	Ignored		
I	Spelling	I	Given an assignment			I	Transition delayed		
J	P.E.	J	Peer takes item away			J	Transition continued		
K	Hallway	K				K	Help offered		
L	Bathroom	L				L	Item/Activity Given		

Please note under the date - time of arrival if TARDY or time of departure if LEFT EARLY.

DATE	START TIME	END TIME	CONTEXT	ANTECEDENT	BEHAVIOR	CONSEQUENCE	STUDENT REACTION
2/9/15	10:10	10:16	D	C	A	E	A
	11:30	11:32	F	B	A	G	B
	11:34	11:36	F	B	A	B	A
	1:11	1:13	H	C	A	E	A
2/10/15 left at 12pm	9:47	9:51	C	B	A	G	B
	9:53	9:55	C	B	A	B	A
	11:32	11:34	F	B	A	E	A
2/11/15	10:08	10:10	D	D	A	K	B
	10:12	10:20	D	C	A	K	A
	1:08	1:14	H	C	A	F	A
	1:21	1:26	I	B	A	G	B
	1:28	1:33	I	B	A	B	A

*At **10:10am**, when **the group was given a directive** in **Small Group Reading,** Sadie Cakes got **out of her seat**. Staff responded to her being out of her seat by **giving her a time out in the classroom,** and the behavior **stopped**.*

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Step #7:

Meet with your district FBA representative to have your ABC data entered into the FBA Data tool

Functional Behavior Assessment

School: School Elementary
Grade: 3   School year: 2014 through 2015
Teacher: Mrs. Teacher
Report prepared by: Allison O.

Student:
Sadie Cakes
Assessment period: Monday, February 09, 2015

The purpose of this assessment is to determine the function of 1 target behavior: Out of Seat. Sadie was observed over a period of 10 school days. School was in session from 7:30 until 3:00.

FREQUENCY OF BEHAVIORS

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment period.
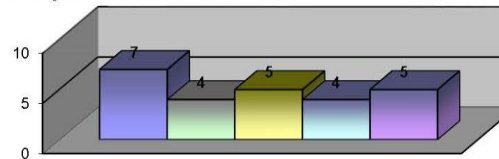
Frequency by Time of Day
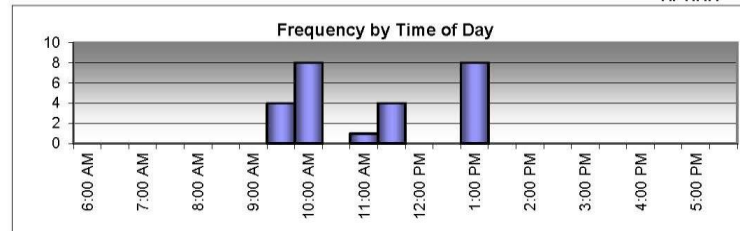
Most Active Times of Day

	% of Total Activity	# of Events
10:00 AM	32%	8
1:00 PM	32%	8

BEHAVIORS PER DAY

Sadie was assessed a total of 10 days.

Number of:
Mondays	2
Tuesdays	2
Wednesdays	2
Thursdays	2
Fridays	2

Average Number of Behaviors per Day

7 4 5 4 5

Overall # of incidents	
Behavior A	25
Behavior B	0
Behavior C	0
Total	25

EVENT DURATION

The assessment period covered a total of 75:0 hours:min. Behaviors were charted 1:25 hr/min. This was 2% of the assessment period.

Event Duration

- Out of Seat
- 0
- 0
- OVERALL

0:00 0:14 0:28 0:43 0:57 1:12 1:26 1:40
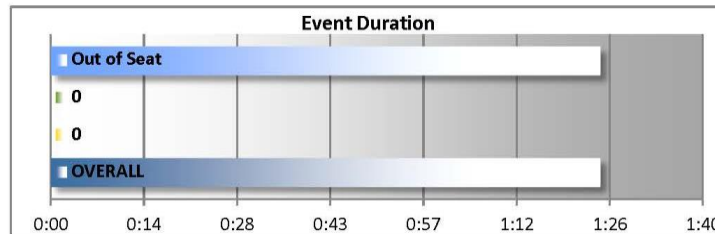
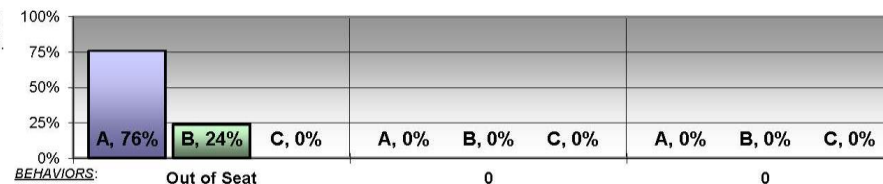|	hr:min	
Behavior A **Out of Seat**	1:25	100%
Behavior B **0**	0:00	0%
Behavior C **0**	0:00	0%

OVERALL: 1:25 hr:min

STUDENT REACTION
(How student reacted to staff intervention/consequences)
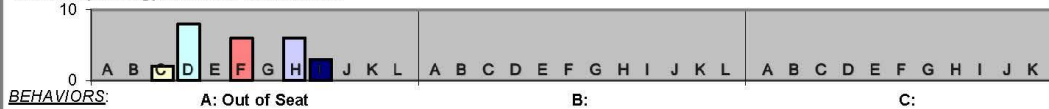
A = Stopped.
B = Continued.
C = Intensified.

A, 76%	B, 24%	C, 0%	A, 0%	B, 0%	C, 0%	A, 0%	B, 0%	C, 0%

BEHAVIORS: Out of Seat   0   0

57

Context is the setting or activity that is happening when a behavioral incident occurrs.

Context

A	0%	Bus
B	0%	Cafeteria/Breakfast
C	8%	Math
D	32%	Small Grp Reading
E	0%	Recess
F	24%	Reading
G	0%	Lunch
H	24%	Small Grp ELA
I	12%	Spelling
J	0%	P.E.
K	0%	Hallway
L	0%	Bathroom

Context Frequency
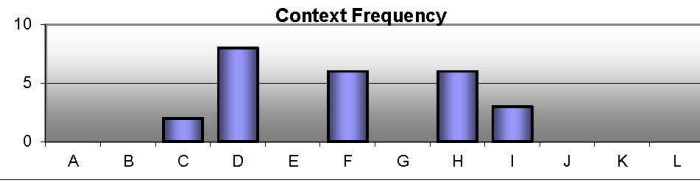
Context (Setting)/Behavior Interaction:

BEHAVIORS: A: Out of Seat   B: C:

Antecedent is the trigger, the event that started the behavioral incident.

Antecedent

A	0%	Activity Restricted
B	48%	Directive to Student
C	40%	Group Directive
D	8%	Item Restricted
E	0%	Teacher attn to others
F	0%	Peer attn to others
G	0%	Told to stop behavior
H	0%	Choice Given
I	4%	Given an assignment
J	0%	Peer takes item away
K	0%	
L	0%	

Antecedent Events
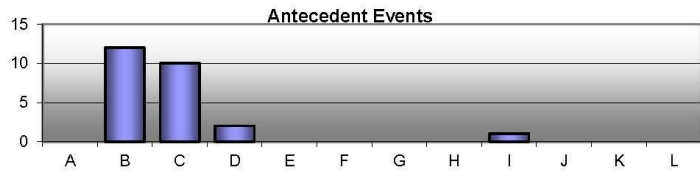
Antecedent/Behavior Interaction:

BEHAVIORS: A: Out of Seat   B: C:

Consequence describes what happened as the result of a behavior.

Consequence
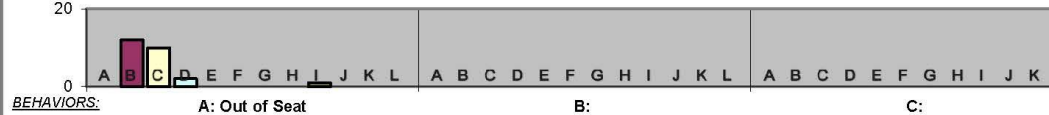
A	0%	Demand repeated
B	20%	Task removed
C	0%	Peer laughed
D	0%	Discussion of behavio
E	32%	Time-out in classroom
F	16%	Sent to stand in hallw
G	16%	Verbal reprimand
H	0%	Ignored
I	0%	Transition delayed
J	0%	Transition continued
K	16%	Help offered
L	0%	Item/Activity Given

Consequence Events
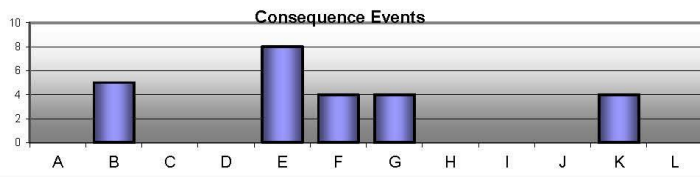
Consequence/Behavior Interaction

behaviors: A: Out of Seat   B: C:

Student Reaction to Consequence - # of Times Behavior Stopped

58

Steps to Complete the FBA-BIP Process

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Step #8:

As a team, complete the FBA narrative form using the data from the graphs on the FBA Data Tool

Functional Behavioral Assessment:

Student's Name:	Sadie Cakes	**School Name:** Awesome School Elem.
Student's DOB:	1-2-07	**School District:** PBS Co. Schools
Student's ID:	123456-789	**Date of FBA:** 3/01/15

Data Sources (circle all that apply): | Direct Observations | Student Interview | Teacher Interview | Parent Interview | Rating Scales

Brief Student Background:

Strengths:

Brief Educational History:

1) **Description of Target Behavior, Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and nonexamples):**

Out of Seat
- Example: Standing up from her spot on rug, standing more than 1 foot away from her chair, and/or walking around the room without permission.
- Nonexamples: Standing within 1 foot of her chair. Sitting on her knees on rug or chair.

2) **Frequency (how often does behavior occur according to data collected):**

- The behavior occurred a total of 25 times across a 10-day observation period.
- The daily frequency of target behavior ranged from 4 instances per day to 7 instances per day. (optional)

3) **Duration (length of time each episode lasts according to data collected):**

- Student was out of seat for a total of 1 hour and 25 minutes across a 10-day observation period.

4) **Intensity (Consequences of problem behavior on student, peers, instructional environment):**

- The student's behavior is a moderate intensity behavior because it is disruptive to the learning environment and causes an interference with student and peer learning.

5) **Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior):**

- According to parent interview, the behavior is more likely to occur on days when student has not taken medications prior to arriving at school.
- The behavior is more likely to occur on Monday (28%) between 10-10:30am and 1-1:30pm.
- The behavior is more likely to occur during Small Group Reading (32%), Reading (24%) and Small Group ELA (24%).

6) **Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:**

- The most common antecedent was directive to student (48%) and group directives (40%).

7) **Identify events or times and/or situations when the target behavior does not usually occur:**

- The behavior does not appear to occur during lunch or breakfast (0%). The behavior occurs infrequently during Math (8%) and Spelling (12%).

8) **Consequences (i.e., how others respond immediately after the problem behavior occurs):**

- Others most frequently responded to the student being out of her seat by giving a time-out in the classroom (32%) and by removing the task (20%).
- When given a time-out in the classroom as a consequence, the behavior stopped 100% of the time. Additionally, when others responded by removing the task, the behavior stopped 100% of the time.

9) **Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):**

When the student or the group is given an instruction during Small Group Reading, Reading, or Small Group ELA, the student gets out of her seat. Staff most frequently respond by giving a time-out in the classroom or by removing the task. As a result, the student's behavior stops.

Through this behavior, the student is trying to communicate, "I don't want to do this task." The function of the behavior is escape.

10) **Function of behavior:**

_____	Attention	_____	Tangible
X	Escape	_____	Sensory

Additional Notes (if needed):

Example Behavior Intensity Rating Scale

Low	Moderate	High
- Does not interfere with student or peer learning	- Behavior causes some interference with student or peer learning	- Behavior causes significant barriers to student or peer learning
- Does not interfere with student access to general education setting	- Behavior has resulted in the educational placement becoming more restrictive	- Behavior has resulted in removal from the classroom environment
- Is not physical harmful to student or others	- Behavior is disruptive, but not physically harmful to student or others	- Behavior is physically harmful to student or others.

Steps to Complete the FBA-BIP Process

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Step #9:

As a team, complete the hypothesis statement on the FBA form

<u>Hypothesis Statement</u>

- Provides a concise, objective summary of common triggers and responses commonly surrounding instances of target behavior

- Provides solid conclusion of *function*

Hypothesis Statement Structure

When *(fast trigger)* occurs in *(context)*…
the student does *(the behavior)*. Others respond by *(the consequence)* and, as a result, the student's behavior *(stops/continues/intensifies)*.
The student is communicating *("I want/don't want _____")*. The function of the behavior is *(function)*.

Let's take a look at the completed hypothesis statement for Sadie Cakes!

9) Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):

When the student or the group is given an instruction during Small Group Reading, Reading, or Small Group ELA, the student gets out of her seat. Staff most frequently respond by giving a time-out in the classroom or by removing the task. As a result, the student's behavior stops.

Through this behavior, the student is trying to communicate, "I don't want to do this task." The function of the behavior is escape.

10) Function of behavior:

_____	Attention	_____	Tangible
X	Escape	_____	Sensory

Additional Notes (if needed):

Compare

Nathan appears to use tantrums to request help and objects. When these tantrums occur, the teacher is likely to provide attention, the requested object, or another preferred object. Nathan does not make requests verbally, but will bring an adult to a desired object. If he does not receive the item, Nathan will have a tantrum.

When Nathan's nonverbal request for a preferred item is denied, he engages in tantrum behavior by yelling and throwing toys. When these tantrums occur, the teacher is likely to talk to him, give him the requested object, or give him another preferred object. Nathan appears to use tantrums to request help and to request objects.

Example Hypothesis Statements

When Juan is given an assignment including division in math, he verbally threatens the teacher. The teacher most often responds by telling Juan to choose a different assignment and the verbal threats stop. The function of the behavior is escape/task avoidance.
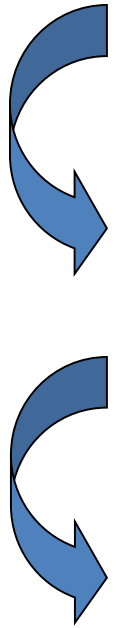
When Charles is working independently in literature class, he begins singing loudly. Peers typically respond by joining along in singing the song and the behavior stops. The function of the behavior is peer attention.

(Individualized) Positive Behavior Support

Understand – by observation and assessment; we call this a Functional Behavior Assessment

Prevent – by identifying ways to minimize behavior as the first component of a Behavior Intervention Plan or BIP

Replace – by teaching new skills or alternative behaviors as the second component of the BIP

1. What can I do to help prevent the student's behavior from occurring (i.e., antecedent modification)?

2. What can I do to teach the student new, more appropriate communication skills (i.e., replacement behaviors)?

1. What can I do to help prevent the student's behavior from occurring (i.e., antecedent modification)?

2. What can I do to teach the student new, more appropriate communication skills (i.e., replacement behaviors)?

We can only answer these questions and select our interventions after we have concluded our function!

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Step #10:

As a team, complete the Competing Pathways Chart to connect your FBA hypothesis statement to the interventions

Competing Pathways Chart

- Framework used to ensure that information derived from FBA directly inform interventions selected for BIP and implemented with the student

Competing Pathways Chart

(abbreviated)
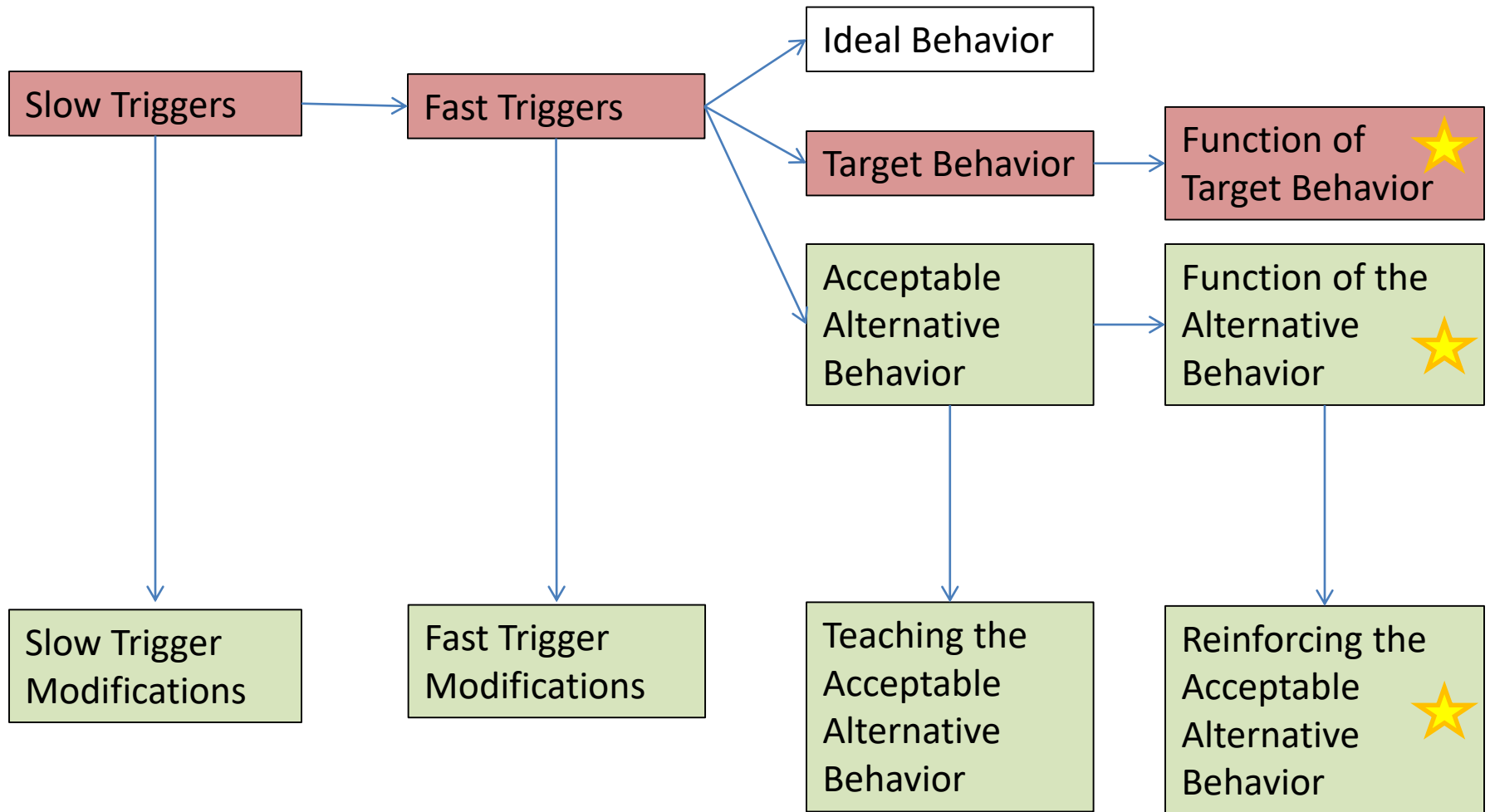
Slow Triggers	→ **Fast Triggers**	→ Ideal Behavior	
		→ **Target Behavior**	→ **Function of Target Behavior** ⭐
		→ Acceptable Alternative Behavior	→ Function of the Alternative Behavior ⭐
↓	↓	↓	↓
Slow Trigger Modifications	Fast Trigger Modifications	Teaching the Acceptable Alternative Behavior	Reinforcing the Acceptable Alternative Behavior ⭐

Sadie Cakes- Out of Seat

Slow Triggers
*(e.g., academic context, time of
day, day of week, changes at home)*
Monday
10-10:30am, 1-1:30pm
No Meds
*Small Grp Reading/Reading/Small
Grp ELA*

Fast Triggers/Antecedents
*(e.g., teacher demand, no attention,
peer comment, denied access,
transition)*

*Verbal instructions to the student
and group directives*

Adapted from the following book: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior: A practical handbook (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Prevention Interventions

Your antecedent modification/prevention strategy must be function-specific!

What does this mean?

If target behavior serves an **escape** function, we must **modify something** about our behavior, the environment, task format, task presentation, and/or how we prepare the student for the non-preferred situation so that he or she **no longer has a need to use challenging behavior, or to escape**. In other words, something the support team does **up front** makes the non-preferred situation no longer aversive to the student.

If target behavior serves an **attention** function, we must **modify something** about our behavior, the environment, how we facilitate peer interactions, and/or how we prepare the student for times when attention may be unavailable so that he or she **no longer has a need to use challenging behavior in order to get attention**. In other words, something the support team does **up front** meets the student's need for attention and/or makes situations when attention must be diverted or delayed less challenging for the student.

Your antecedent modification/prevention strategy must be function-specific!

What does this mean?

If target behavior serves a **tangible** function, we must **modify something** about our behavior, the environment, the daily routine, availability of desired items/activities, and/or how we prepare the student for times when access to preferred items/activities must be restricted so that he or she **no longer has a need to use challenging behavior in attempts to access desired items/activities.** In other words, something the support team does **up front** makes restriction or removal of preferred items/activities no longer as challenging for the student.

If target behavior serves a **sensory** function, we must **modify** the classroom environment, availability of competing items (fidgets, distractor items), the structure of daily routines, among other strategies, so that the student **engages in reduced rates of the sensory behavior**. In other words, something the support team dedicates time and effort **up front** to provide the student with sensory input similar to, or more desirable than, the reinforcing sensation resulting from the challenging behavior.

Antecedent Modification 101: Guiding Questions

Use the fast and slow triggers identified in FBA to ask:

✓ *How could team provide access to student need for desired outcome up front so that he/she doesn't have a need to use challenging behavior?*

✓ *What could staff do to either eliminate this trigger or reduce how frequently it occurs?*

✓ *How could we prepare the student for this trigger to occur?*

✓ *How could we modify the way that the trigger occurs, so that this specific situation isn't as difficult for the student when it inevitably occurs?*

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Sadie Cakes- Out of Seat

Slow Triggers
*(e.g., academic context, time of
day, day of week, changes at home)*
Monday
10-10:30am, 1-1:30pm
No Meds
*Small Grp Reading/Reading/Small
Grp ELA*

Fast Triggers/Antecedents
*(e.g., teacher demand, no attention,
peer comment, denied access,
transition)*

*Verbal instructions to the student
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(Individualized) Positive Behavior Support

Understand – by observation and assessment; we call this a Functional Behavior Assessment

Prevent – by identifying ways to minimize behavior as the first component of a Behavior Intervention Plan or BIP

Replace – by teaching new skills or alternative behaviors as the second component of the BIP

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3 Critical Steps to Teaching Replacement Behaviors

Step 1) Choose a replacement behavior to teach.

Step 2) Detail procedures for how the behavior will be taught

Step 3) Develop plan describing how the team will reinforce the more appropriate, replacement behavior

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Fast Triggers/Antecedents
(e.g., teacher demand, no attention, peer comment, denied access, transition)

Verbal instructions to the student and group directives

Ideal Behavior
(In a perfect world, what would the student do?)

Remain seated when expected

Challenging Behavior
(Defined in observable, measurable terms) Out of seat: Standing up from her spot on rug, standing 1ft+ away from her chair, and/or walking around the room without permission.

Function of the Target Behavior
(Escape, Attention, Tangible, or Sensory)

Escape

Monitoring and Modifying Slow Triggers
(e.g., How do we monitor home life, meds, sleep? How do we modify the student's daily schedule or environment when slow triggers are present?)

1) *Mom agrees to send daily medication log*
2) *On days without meds, 45 seconds movement break at beginning of each class section*
3) *Reduce demands in Small Grp ELA and Reading*
4) *Reduce group size or allow student choice of small group members*

Fast Trigger Modifications
(e.g., How do we change our interactions with the student, approach to instruction, format of assignments, approach to transitions, etc. to prevent the behavior from occurring?)

1) *Prep break card: "Take 5" and place on students' desk at the beginning of each class segment.*
2) *Offer choices of writing utensil and topic*
3) *Allow student to stand or bounce on exercise ball while reading*
4) *Refrain from asking student to read to the group*

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Identifying the Acceptable Behavior
(Should Align with Behavior Goal on IEP)

The acceptable behavior must meet the same function as the challenging behavior.

- If the function is escape, teach the student a different way to escape

- If the function is attention, teach the student a different way to request attention

Crimmins, Farrell, Smith, & Bailey, 2007

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Replacement Behaviors

What might be a more appropriate way that this student could request the functional outcome he/she seeks (escape, attention, tangible)?

What form of request is the student most likely to use when common antecedents occur in the future? Vocal vs Non-Vocal

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3 Critical Steps to Teaching Replacement Behaviors

1) Choose a replacement behavior to teach

2) **Detail procedures for how the behavior will be taught**

3) Develop plan describing how the team will reinforce the more appropriate, replacement behavior

Logistics of Instruction: When and where?

- **WHERE** does the targeted, challenging behavior typically occur? *(Contexts)*

- **WHEN** does the targeted, challenging behavior typically occur? *(Time of Day, Day of Week, Triggers)*

These are the times and places when/where to provide student with instruction around the use of replacement behaviors!

Logistics of Instruction: By whom?

WHO:
- Is readily available in these contexts to deliver instruction?
  - Has a strong, responsive rapport with this student?
    - Will be trained on instructional procedures?

These are the people who should be delegated with providing instruction around the use of replacement behaviors!

How will we teach the replacement behavior?

Prompt- any additional stimulus or guidance this is provided in order to "remind" the student to use the replacement behavior
> **Verbal Prompts**
> **Modeling/Gestural Prompts**
> **Visual Cues**
> **Physical Prompts**

Controlling Prompt- The prompt that has been ***most effective***

Prompt Hierarchy – Different levels of support provided over time
> **Most-to-Least**
> **Least-to-Most**

Behavior Skills Training

- BST has historically been used in behavior intervention and organizational behavior management

- It's been used to conduct:
  - Staff Training (Parsons, Rollyson, & Reid, 2012)
  - Caregiver Training (Miles & Wilder, 2009)
  - Student Instruction (Gathridge, 2004)

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Behavior Skills Training: Teaching Students New Skills

(Sarokoff & Sturmey, 2004)

Sadie Cakes- Out of Seat

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Escape

Acceptable Alternative Behavior
(What new behavior is more acceptable than the target behavior, but is not quite the ideal behavior?)

Request a break:
Turn over "Take 5" card

Function of the Alternative Behavior
(Must match function above. The student must obtain same desired outcome that he/she got when engaged in the target behavior)

Escape

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3 Critical Steps to Promoting Replacement Behaviors

1) Choose a replacement behavior to teach

2) Detail procedures for how the behavior will be taught

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Teaching the Acceptable Behavior
(How are we going to teach the student the acceptable alternative behavior in box above? When and what prompts will be used? How will you know the student has mastered the acceptable behavior?)

1) *Role plays at beginning of school day*
2) *In-classroom practice at desk and rug*
3) *Use verbal prompt at beginning of each SG ELA or Reading segment: "Remember you can 'Take 5' when you need a break"*
4) *Fade verbal prompts across days*

Steps to Complete the FBA-BIP Process

Step	Date Completed	Completed by Whom
Step 1 – Obtain parental consent		
Step 2 – Define the challenging behavior		
Step 3 – Collect three days of frequency or duration data on the challenging behavior to document that the behavior is a problem		
Step 4 – Complete the Student and Parent Interview forms		
Step 5 – Complete the BBQuIP and Motivation Assessment Scale (MAS)		
Step 6 – Fill in the ABC data collection form for your student. Collect 5-10 days of ABC data		
Step 7 – Meet with your district FBA representative to have your ABC data entered into the FBA Data Tool		
Step 8 – As a team, complete the FBA form using the data from the graphs on the FBA Data Tool		
Step 9 – As a team, complete the hypothesis statement on the FBA form		
Step 10 – As a team, complete the Competing Pathways Chart to connect your FBA hypothesis statement to the interventions		
Step 11 – Fill in the behavior intervention plan (BIP) form		
Step 12 – Collect frequency or duration data to monitor the effectiveness of the intervention described on the BIP		

Step #11:

As a team, fill in the behavior intervention plan (BIP) form

ALL team members should meet to finalize BIP.

Delegate:
- Who will prepare necessary materials? By when?
- Who will be responsible for training all support staff in implementation of the BIP?
- Who will provide initial and ongoing checks for accurate and consistent implementation of strategies?

Behavior Intervention Plan:

Student's Name: **Sadie Cakes**   School Name: **Awesome School Elementary**

Student's DOB: **1-2-07**   School District: **PBS Co. Schools**

Student's ID: **123456-789**   Date BIP Written: _____

Date of FBA: **3-01-15**

---

1) **Description of Target Behavior** *(operationally defined, easily observable and measurable, includes examples and non-examples)*

Out of Seat
- Example: Standing up from her spot on rug, standing more than 1 foot away from her chair, and/or walking around the room without permission.
- Nonexamples: Standing within 1 foot of her chair. Sitting on her knees on rug or chair.

2) **Hypothesis** *(developed based on information gathered during the FBA)*

When the student or the group is given an instruction during Small Group Reading, Reading, or Small Group ELA, the student gets out of her seat. Staff most frequently respond by giving a time-out in the classroom or by removing the task. As a result, the student's behavior stops.

Through this behavior, the student is trying to communicate, "I don't want to do this task." The function of the behavior is escape.

3) **Antecedent Modifications** *(What can be done to monitor and modifying slow triggers? What can be done to prevent the occurrence of the fast triggers, or to make fast triggers less difficult for the child? Describe the modifications in enough detail for them to be implemented)*

- Determine and develop "take 5" activities. This can be done through a preference assessment with the student. Ensure that the tasks are academic in nature, but highly preferred (manipulatives, math worksheets, drawing, word finds – tends to be preferred even when reading is aversive).
- Develop the "take 5" card.
- Reduce reading demands in Small Group Reading and Reading and reduce writing demands in Small Group ELA. Consult with the Lead Teacher (LT) for additional suggestions for how to modify the curriculum to match the students' learning style (i.e., kinesthetic).

***Note: If it appears that the student arrives at school without having taken her medication (i.e., eating breakfast suggest she has taken her medication) implement (45 second) sensory/movement breaks at the beginning of each class session.

4) **Replacement Behaviors** *(What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome? How will the replacement behavior be taught to the student?)*
- Teach the student to request a "take 5" to get a break from the assigned tasks.
- Teach the student this new requesting skill through role-plays. In the role-play setting, tell the student you are going to present her with reading tasks that she may not like. Tell her after you present the task to her, she should request to "take 5" by turning over her "5" card on her desk or on the rug. Repeat this role play until she masters it. Then, practice in the classroom with verbal

---

prompts to request "5" when present with less preferred (reading/writing) tasks. Slowly fade (reduce) the verbal prompts as the student begins to request more independently.

5) **Strategies for Reinforcing Replacement Behavior** *(What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?)*
   - The student is getting out of her seat to escape from the task or group directive. Therefore, if the student requests to "take 5", she should be allowed to escape from the task. Determine if there should be a limit to the number of "take 5s" she is allowed in Small Group Reading, Small Group ELA, and Reading. "Take 5" should not be implemented in other academic content areas, because the behavior is not occurring in those classes.

6) **Strategies for Reducing the Target Behavior** *(What will be the response should the target behavior occur? This response should not reinforce the behavior.)*
   - When the target behavior of being out of her seat occurs, implement a premack based system of response such that when the student engages in the behavior, the student is given a reminder that if she sits within a specific amount of time (i.e., 15 seconds), begins completing her work for a specific amount of time (2 more problems), then she will be able to then request a "take 5" to escape the task.

7) **Crisis Plan** *(Should the strategies for reducing the target behavior not be effective, or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how should staff respond? Describe in a manner such that the procedures could be implemented by anyone who reads the crisis plan.)*
   - No crisis plan is needed for this target behavior.

8) **Data Collection and Monitoring of the Target and Replacement Behaviors** *(What type of data will be collected, when, and by whom? Once the data are collected, how often will the data be monitored, and by whom? Based on the data, how often will updates be made to the BIP? What are the criteria for determining that the intervention has been successful?)*
   - Target (out of seat) and replacement behaviors (requesting breaks and sensory activities) will be recorded on the daily point sheet. The target behavior and the replacement behavior will be recorded via frequency count so that each occurrence of each behavior is recorded.
   - Data will be monitored at monthly treatment team meetings.

9) **Staff Training and Monitoring** *(Who is responsible for training all staff working with the student to implement this BIP? What is the process for training others to implement this plan? How often will staff be observed to ensure they are implementing this plan as written [fidelity of implementation]? When will this plan be reviewed again?)*
   - The LT will train the classroom teacher and the paraprofessional on the following tasks: Observing the students' eating behaviors; incorporating additional movement breaks on unmedicated days; implementing behavioral momentum, determining "take 5" activities through a preference assessment; teaching the student how to request a "take 5"; and collecting progress monitoring data.
   - The LT will briefly check in with the teacher weekly to inquire about plan implementation. If the data suggest there are concerns with the plan, the team will meet and revise according to the data.

Steps to Complete the FBA-BIP Process

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Step #12:

Collect frequency or duration data to monitor the effectiveness of the intervention described on the BIP

| Baseline Data *(3 days of frequency or duration data)* | → | FBA *(A-B-C Data + Indirect Assessments)* | → | Intervention + Progress Monitoring *(back to frequency or duration data)* |
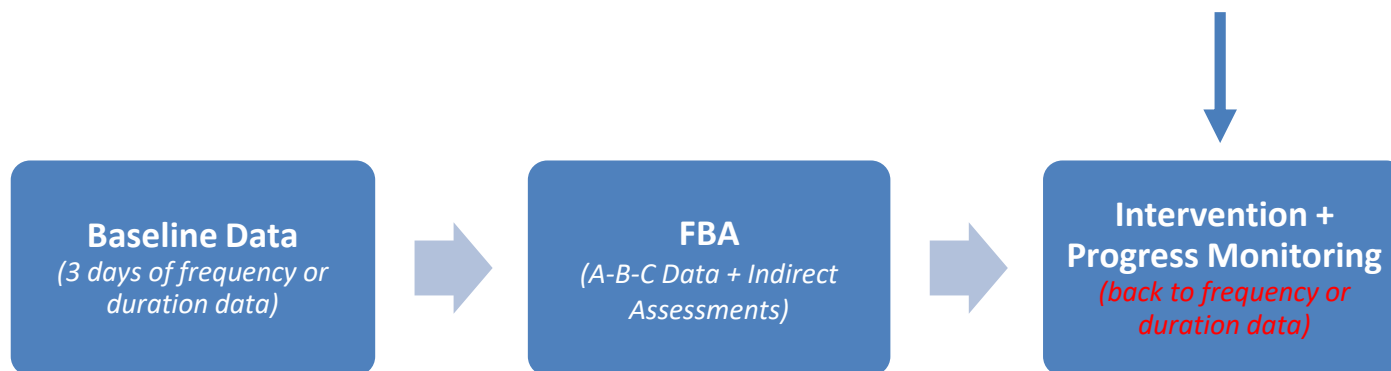
Must use same form of data collection chosen and used during baseline data collection!

Data-Based Progress Monitoring

Data collected to monitor the effectiveness of the intervention described on the BIP

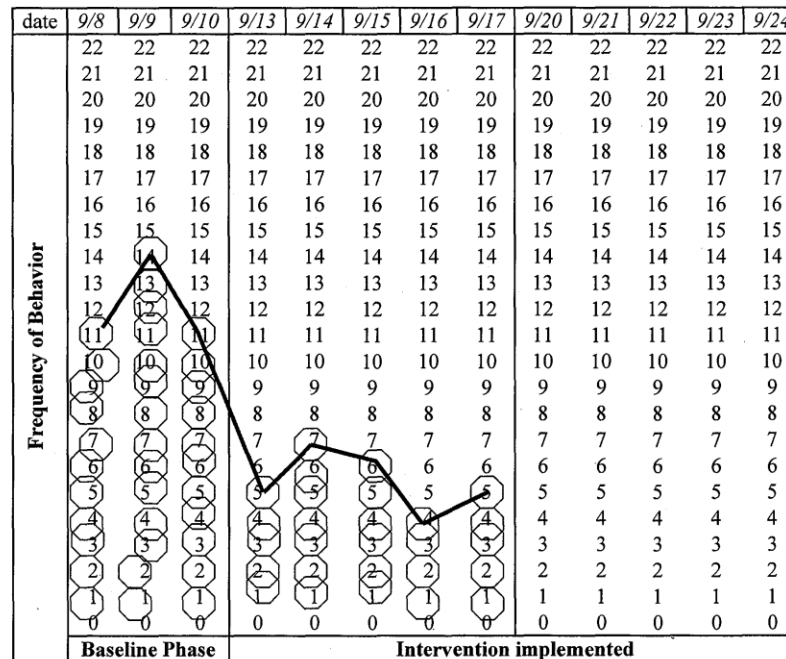As part of our goals and objectives, we want to measure both:

- ✓ Rate of Challenging Behavior
- ✓ Acquisition/Mastery of Replacement Skill(s)

Student: _____Julius_____ Date of Birth: __8/21/1998__
Observer: __Mrs. Smith_____ Date: __9/7/2004__
School: __Elementary_____ Grade: __1__ Sex: __M__

Using a frequency graph can be especially helpful to monitor a Behavior Intervention Plan and to measure progress toward goals. You will easily see if your intervention is decreasing the student's undesirable behavior. Directions: for the specified target behavior, circle the number of times (frequency) the behavior is observed. Beginning with 1, each time the student exhibits the behavior during the observation period, the next highest number is circled. To graph, use a line to connect the highest numbers in each column.

_Target Behavior:_____ _Blurting out- calls out answers without waiting to be recognized by the teacher._____

date	9/8	9/9	9/10	9/13	9/14	9/15	9/16	9/17	9/20	9/21	9/22	9/23	9/24
	22	22	22	22	22	22	22	22	22	22	22	22	22
	21	21	21	21	21	21	21	21	21	21	21	21	21
	20	20	20	20	20	20	20	20	20	20	20	20	20
	19	19	19	19	19	19	19	19	19	19	19	19	19
	18	18	18	18	18	18	18	18	18	18	18	18	18
	17	17	17	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	16	16	16	16	16	16	16	16	16
	15	15	15	15	15	15	15	15	15	15	15	15	15
	14	14	14	14	14	14	14	14	14	14	14	14	14
	13	13	13	13	13	13	13	13	13	13	13	13	13
	12	12	12	12	12	12	12	12	12	12	12	12	12
	11	11	11	11	11	11	11	11	11	11	11	11	11
	10	10	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0

(Y-axis label: **Frequency of Behavior**)

Baseline Phase | **Intervention implemented**

Activity: Progress Monitoring for Replacement Behavior(s)

Student: <u>Sadie Cakes</u>   Date: <u>11/1/16</u>

Goal Behavior #1:
Request a break using the "Take 5" card

Independent					✓	**20%**
Verbal Prompt		✓		✓		**40%**
No Response to Prompts	✓		✓			**40%**

Activity: Data-Based Progress Monitoring
Writing Behavior Goals
Example: Peter

1) **Write a data-driven behavior change goal for reduction in the rate of the challenging behavior:**

Sadie Cakes' out of seat behavior will decrease from 5 instances per day to no more than 1 instance (80% decrease) per day over an 9-week data collection period.

2) **Write a data-driven behavior change goal for the increase in rate of desired, replacement behavior:**

Sadie Cakes will increase independent use of the "take 5" card to request a break from an average of 20% of the time to 80% of the time across an 9-week data collection period.

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Learning Objectives

- Learn the essential steps to complete the FBA process

- Understand the critical components that make up a quality BIP, with a heavy emphasis on function-based interventions

Questions?

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