FBA/BIP Training

Behavior Intervention Planning

Day 2

Please sign in: https://tinyurl.com/SDFBA2

SD PBIS Statewide Training

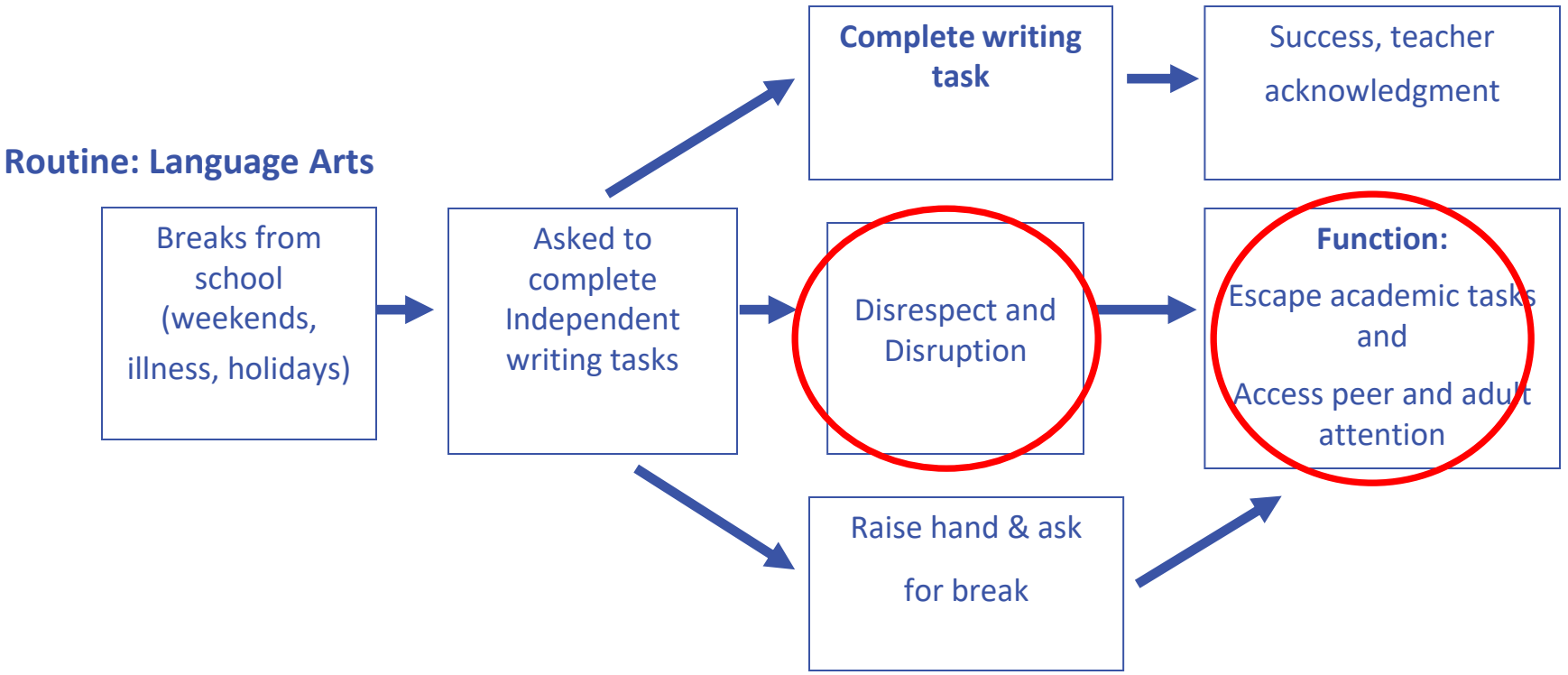
2023

CREATING A BIP FROM THE FBA

- How is it connected to the FBA
- What are the different strategies involved
- Who should do what in connection to the plan

Review

Name two problems with this competing behavior pathway.



Indicate type of FBA:

☐ Brief FBA
☐ Complex FBA

Functional Behavioral Assessment
Individual Student FBA

Student Name: _____ **Date Completed:** _____

Information based on multiple sources as appropriate:
- ☐ Observation of Student
- ☐ Student interview
- ☐ Parent/Guardian interview
- ☐ Student's record review
- ☐ Teacher/Related Services Provider:
- ☐ Other relevant Information

Hypothesis Statement
(Competing Behavior Pathway)

(6) Desired Behavior
(Describe in concrete/measurable terms what the student should be doing- what is typically expected of same aged peers)

(7) Reinforcing Consequence(s) for Desired Behavior
(What happens in the environment immediately following the desired behavior)

(5) Setting Event
(Condition(s) under which behavior usually occurs- makes it more likely that trigger will bring about the problem behavior)

(3) Trigger/Antecedent
(What happens immediately prior to the problem behavior)

(2) Problem Behavior w Baseline Data
(Concrete/observable/measurable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

(4) Maintaining Consequence
(What happens in the environment immediately following the problem behavior)

=

(8) Function
(Why the student engages in the behaviors that impede learning- what is the "payoff" for the student?)

(1) Student Strengths and Preferences for Reinforcement:
(Consider interests and hobbies in addition to strengths)

(9) Replacement/Alternative Acceptable Behavior
(What can we teach the student to do instead of what he/she is currently doing)

Behavioral Intervention Plan Required ☐ No
Safety Plan Required ☐ No

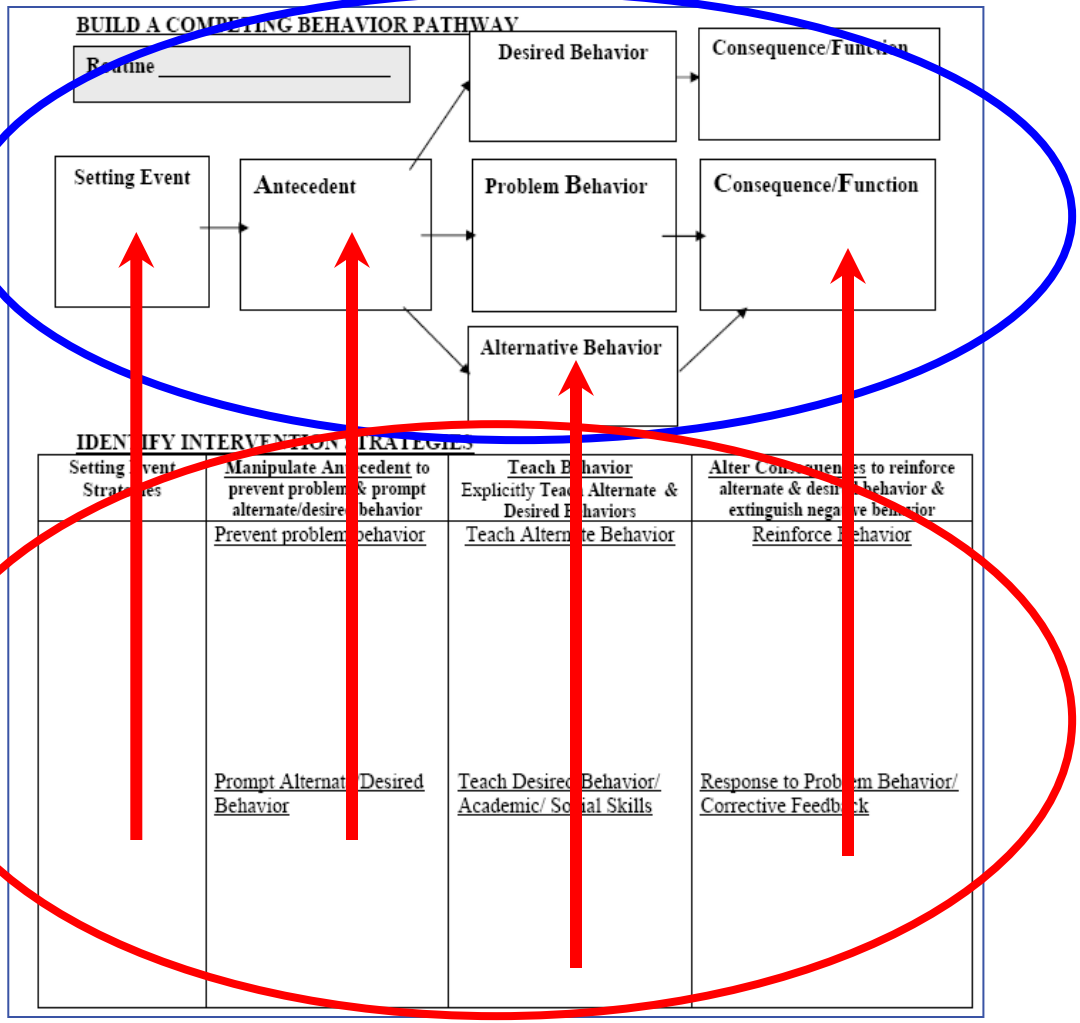
FBA/BIP Facilitator: _____

Name/signature:

Team Members: _____

Names/roles: _____

Competing Behavior Pathway to BIP



Activate Prior Knowledge!!
Identify Behavior Support Strategies

- Use columns below to write suggested preventive, teaching, and consequence strategies

- What might be ideas you have for each category?
- Turn and talk to a neighbor about ideas they might have?
- You already have LOTS of potential strategies!

Setting Events	Antecedents	Teach Behavior	Consequences
Eliminate or Neutralize	Prevent/Modify "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompt Alt/Des Behavior	Teach Desired Behavior	Response to Problem Behavior
			Safety

Behavior Intervention Plan

Identify Behavior Support Strategies

BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: _____ **Date:** _____

Hypothesis statement:

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
Consider strategies to eliminate or neutralize identified setting event(s)	Consider strategies to prevent/modify identified "triggers"- (prevent problem behavior) Consider strategies for prompting for the replacement/alternative behavior	Consider strategies for teaching the replacement/alternative behavior Consider strategies for teaching the desired behavior	Consider strategies for reinforcing the use the of replacement behavior Consider strategies for responding to the problem behavior Consider including a Safety Plan if needed

When choosing strategies… consider Function

- **Function-Based Strategies**
  - directly address the function of the problem behavior and are expected to improve behavior
- **Neutral Strategies**
  - unrelated to function of the problem behavior; might be a good behavior management strategy, but may or may not be effective in improving behavior
- **Contraindicated Strategies (unhelpful strategies)**
  - provides access to maintaining consequence following problem behavior and is likely to make the problem worse

Setting Event Strategies

These strategies are designed to:

-**Eliminate** identified setting events

Or

-Build in a ***neutralizing routine*** to defuse the effects of a setting event

Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate or Neutralize Setting Events	Prevent/Modify "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompt Alt/Des Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior/ Corrective Feedback

Example: Eliminating Setting Events

- When asked to write in his daily journal in first period, Sam is most likely to engage in escape maintained problem behavior on days that he forgets to take his medication before school.

- Sam's team members (including his parents) have decided that Sam will go to the school nurse's office each morning to take his medication.

*By ensuring that Sam takes his medication, the team will be eliminating the setting event.

Example: Neutralizing Routines

- When asked to complete academic tasks Ramona is more likely to engage in adult attention maintained problem behavior on days when she has a Conflict at Home before school.

- Ramona's team has decided to:
  - Build in a morning "check-in" on these days, during which Ramona spends 5-10 minutes talking with a preferred adult before going to class.

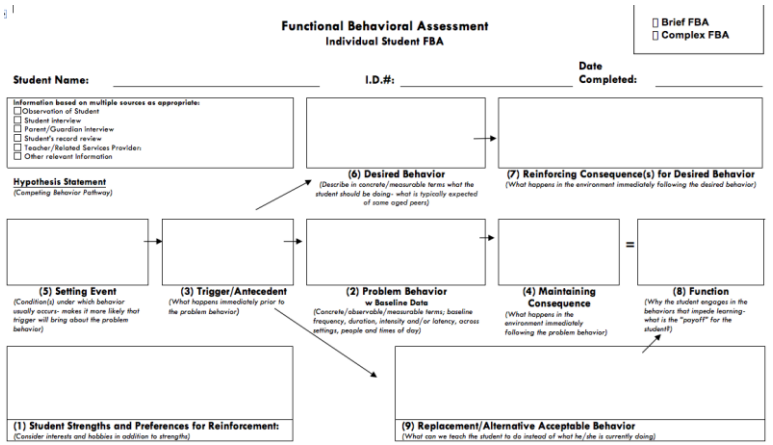
- The purpose of this routine is to help neutralize the effects of having the conflict at home.

Real Life Scenarios

- Take time in groups of 2-3 to identify setting events that you explored yesterday

- With your elbow partner think of examples of function-based strategies to eliminate or neutralize the setting event or antecedent for a function of:
  - Adult attention
  - Work avoidance

Real Life Scenarios


Functional Behavioral Assessment
Individual Student FBA
Brief FBA
Complex FBA
Student Name:
I.D.#:
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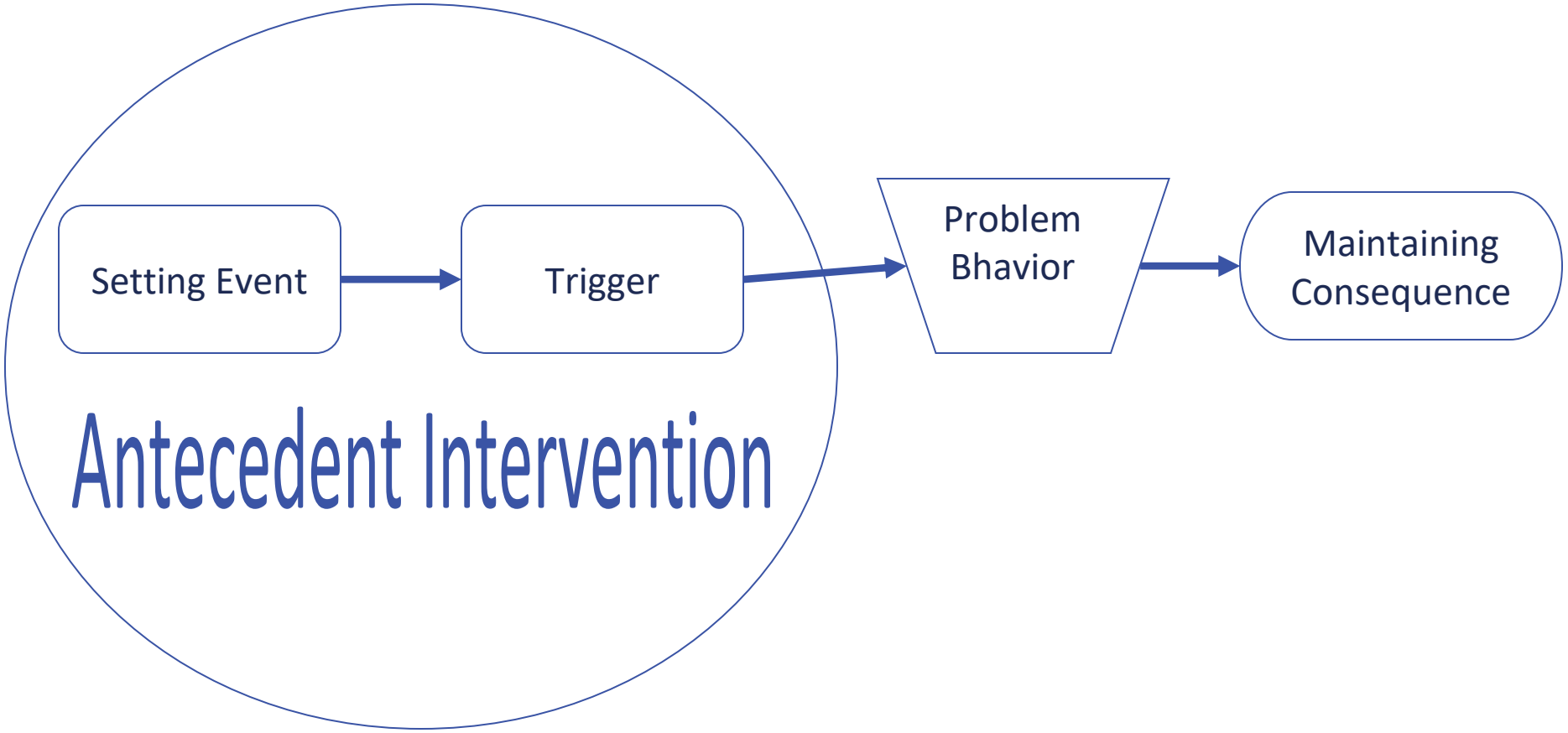
(Why the student engages in the behaviors that impede learning- what is the "payoff" for the student?)
(1) Student Strengths and Preferences for Reinforcement:
(Consider interests and hobbies in addition to strengths)
(9) Replacement/Alternative Acceptable Behavior
(What can we teach the student to do instead of what he/she is currently doing)

- Look at the FBA that you completed yesterday.

- In your plan template, write in some strategies to eliminate or neutralize the setting event(s) based on the function that you identified.

Function-Based Support



Goal: Make problem behavior **irrelevant**

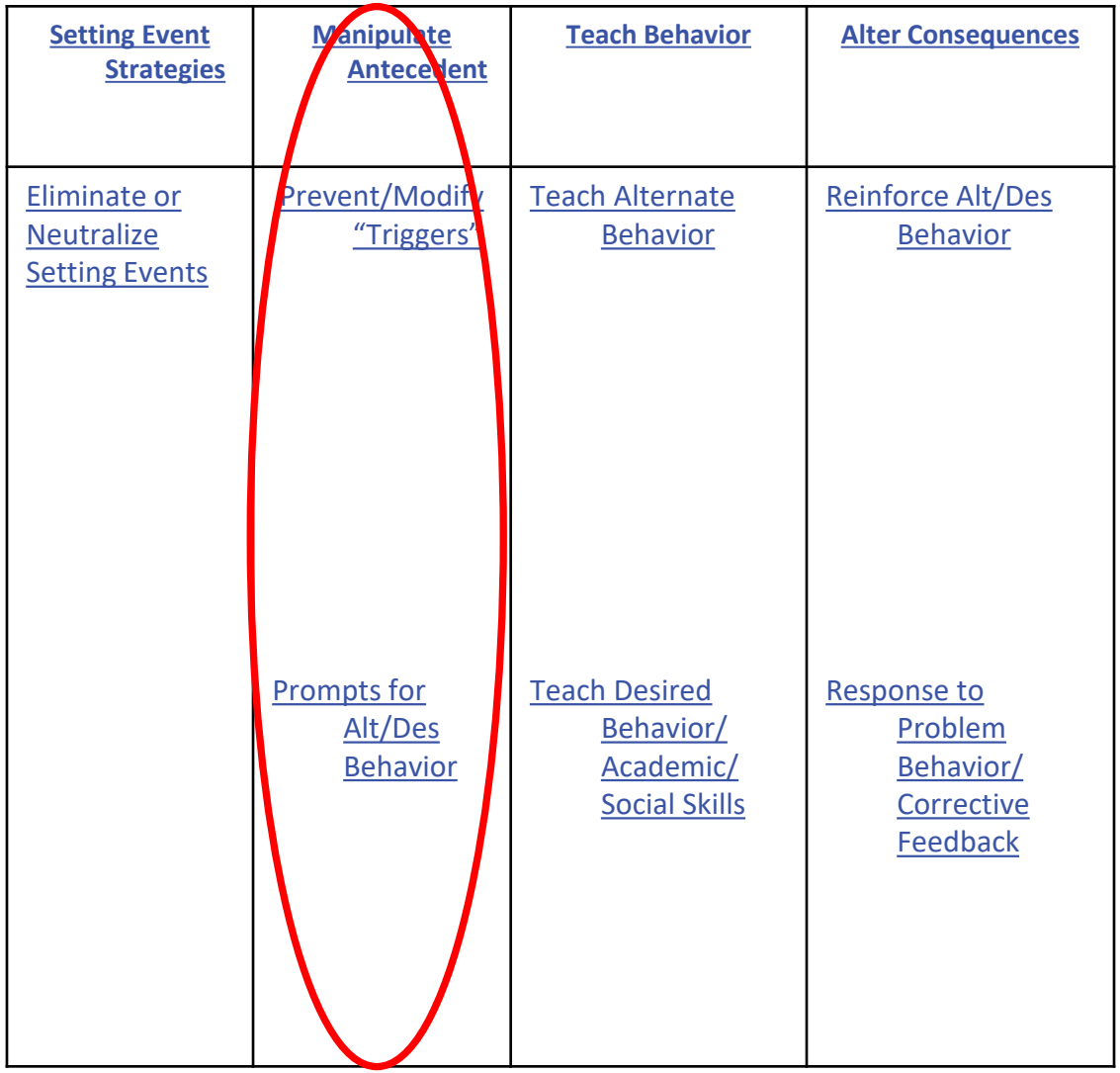
Antecedent Strategies

These strategies are designed to **prevent** problem behavior by:

1. **Eliminating/ Modifying** antecedents that "trigger" the behavior

AND

2. **Prompting** Alternative/Desired behavior (pre-correction)



Antecedent/Setting Event Interventions

1. How can the **antecedent** or **setting events** be **changed** so that problem behaviors can be prevented?

1. What can be **added to daily routines** to make **desired behaviors more likely** and situations more pleasant for the student?

Using Cool Tools (Direct Instruction) as Prevention Support

- Teach new routines & physical arrangements to support student
  - For example, teaching all students how to transition to class when arrive to school late.
- Cool Tools that target thinking process, beliefs, etc..
  - For example, teaching all students that we all work at different speeds and that's ok.

Examples of **Preventive** Strategies

- **Modify the curriculum** (interest preferences, choice, sequence).
- **Modify the demands** (quantity, difficulty, input, output, groupings, alternative tasks).
- **Cool Tools** for entire class/grade/school focusing on prevention.
- **Reorganize the physical & interactional setting** (have supplies available, pair seats, independent seats).

Strategies to Prevent Problem Behavior

Non-Examples

"When student earns a total of 100 points he will receive rewards where he can spend alone time with his mom in order to gain adult approval"

"Token system"

Contingencies

Examples

"Pre-correct for blurt outs"

"Teacher will give student an option of which academic station he wants to start out at"

"Allow student more time to transition between activities"

"Provide tasks nonverbally"

"Create a laminated sub plan for each teacher to leave in sub folder"

Antecedent Interventions **Directly** address the identified antecedent

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk

  - **Antecedent =** Asked to read aloud in class
    - Potential options that **more directly** address the antecedent
      - Give student passage in advance to practice pre-reading
      - Do not ask student to read aloud in class
      - Let student read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text

  - **Now, why is Function important?**

Antecedent interventions must address the function the problem behavior serves

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk to avoid public speaking **(not related to reading difficulty; related to extreme social anxiety)**.
  - Does the Intervention address the Function of Behavior
    - Give student passage in advance to practice pre-reading
    - Do not ask student to read aloud in class (or respond publicly)
    - Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text

Identifying Antecedent Strategies

- **When asked to read independently at his seat**, Ronnie makes inappropriate noises and makes faces at peers. Based on the FBA data collected, the team agreed that the function of Ronnie's behavior is to **obtain peer attention**.

- Which is the **best** antecedent modifying strategy?
  - Provide student with an easier reading assignment
  - Remind student of school rules related to respectful behavior
  - Allow student to wear headphones during independent reading
  - Ask student to work quietly 1:1 with a 'reading buddy'
  - Have student check in with the teacher at the beginning of class

Teaching strategies help make problem behavior **inefficient by teaching:**

1. Functionally-equivalent alternative behavior

2. New desired skills/behavior

Setting Event Strategies	Manipulate Antecedents	Teach Behavior	Alter Consequences
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	Prompt Alternative/ Desired Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior/ Corrective Feedback

Teaching Strategies: Alternative Behavior

Never assume that the student already "knows" how and when to use the alternative behavior

- Develop an observable definition of the behavior
  - Identify and teach examples & non-examples of **HOW** and **WHEN** to use the alternative behavior

- Provide **MULTIPLE** opportunities to **Review & Practice** throughout the day

Behavior Teaching Strategies

Non-Examples

"Parents will work with school to help change her behaviors"

Most plans do not have a specific teaching strategy.

Examples

"Student will read a social story with the social worker to teach him replacement behavior and expectations"

"The counselor, parent, psychologist, and assistant principal spoke to the student about behavior plan"

"Student participates in SAIG group"

"Social worker will go into the classroom 3 days per week during the plan or centers time and will use a teach and model approach to encourage turn taking and appropriate play"

Example: Teaching Alternative Behavior

Ronnie makes **inappropriate noises and makes faces at peers** which results in access to **peer attention.** The team has decided to teach Ronnie to **ask to work with a peer tutor**.

Ronnie will need:

a) To be explicitly taught **what** "asking to work with a peer" does and does not look like, and **when** to use this skill
b) Pre-arranged frequent opportunities to review and practice in natural contexts

Next, teach content/skills needed to support student in achieving the **Desired Behavior**

This may be something to focus on right away, or only after the student is consistently using the alternative behavior

Setting Event Strategies	Manipulate Antecedents	Teach Behavior	Alter Consequences
Eliminate or Neutralize Setting Events	Prevent/Modify "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
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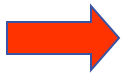


Teaching Strategies: Desired Behavior

- Common Skill Deficits That Can Lead to Problem Behavior:
  - **Academic deficits**
    - Avoiding difficult tasks
  - **Social Skills deficits**
    - Attention seeking
    - Avoiding peer attention
  - **Organizational skills deficits**
    - Escape from academic task demands
    - Avoidance of adult attention

Teaching Strategies: Desired Behavior

To teach desired skills we may need to consider:

- Additional assessment to identify specific skill deficits
- More focused instruction in class
- Appropriate instructional grouping
- Additional support and practice at home
- Special Education support for academic skill deficits

Example: Teaching Desired Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task.**

- In addition to teaching her **to appropriately ask her teacher for an easier task**, Pam's team has decided to:

  - Provide additional small-group instruction in multi-digit multiplication & division to help Pam learn to successfully complete math problems independently

These strategies help make problem behavior ineffective by:

1. Reinforcing **Alternative** & **Desired** behaviors

AND…

2. **Minimizing reinforcement for problem behavior**

Setting Event Strategies	**Manipulate Antecedent** Prevent problem & prompt alternate/desired behavior	**Teach Behavior** Explicitly Teach Alternative & Desired Behaviors	**Alter Consequences** Reinforce alternate & desired behavior & extinguish negative behavior
Eliminate or Neutralize Setting Events	Modify/Prevent "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompt Alt/Desired Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior - Redirection -Extinction

Consequences: Reinforcing the Alternative Behavior

- When the student engages in the alternative behavior, provide the student with an outcome that matches the **FUNCTION** of the problem behavior.

Example:

If student raises hand and requests a break from a difficult task quickly respond, by allowing the student to take a break.

Consequences: Reinforcing the Alternative Behavior

- It is extremely important that the alternative behavior is reinforced:
  - **Immediately**
  - **Consistently**

  and…
  - **Regularly** (MULTIPLE opportunities to practice)

- This is necessary for the alternative behavior to successfully compete with the problem behavior.

Consequences: Reinforcing Desired Behavior

- The goal is to ultimately have the student **move from** the **alternative** behavior to the **desired** behavior.

- Start with reinforcing **REASONABLE approximations** of the desired behavior
  - Considerations:
    - What is the student currently doing?
    - How does this compare to what we want?
    - **Will rewards be delivered often enough to strengthen and maintain behavior?**
    - Do we have a powerful reinforcer? Consider **FUNCTION!**

What are REASONABLE Expectations?

- If the student is currently out of seat and off task for the most of the class period and is not turning in any completed assignments.
  - Probably **NOT** reasonable to expect:
    - To earn reinforcer, student will be on task for entire class period, and complete all assignments for one week.
  - More reasonable **INITIAL** goal:
    - Student will: a) be in seat and on task for at least 20 minutes of the class period, and b) turn in assignments that are at least 30% completed for 2 consecutive days.

When possible use consequences for desired behavior that match the **FUNCTION** of the problem behavior.

- If the function of behavior is to **Gain Peer Attention**, for being in her seat and working quietly for 30 minutes the reinforcer might be:
  - **15 minutes to work with a peer buddy**

- If the function of behavior is to **Avoid Difficult Tasks**, for staying on task and completing over 50% of an assignment the reinforcer could be:
  - **a "Free Homework Pass"**

Reinforcing Alternative/Desired Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task.** (Alt Behv: ask for easier task.)

Which are the **best** reinforcement strategies (2)?

- Student earns teacher praise for staying on task
- Student is given an easier task when asks appropriately
- Student can earn one "free homework pass" after completing all math assignments for three weeks
- Student can earn "skip 5 problems" card for each 5 long-division problems completed
- Student earns 5 extra recess minutes for completing all worksheet items

Reward for alternative behavior serves same function?

Reasonable expectations for desired behavior?

Reinforcing Alternative/Desired Behavior

- During independent seatwork, Ronnie makes **inappropriate noises and makes faces at peers**. The function of Ronnie's behavior is to **obtain peer attention**. (Alt Behv: ask to work with peer.)

Which are the **best** reinforcement strategies (2)?

Function?

Reasonable expectation?

- Student is allowed to sit by a preferred peer for 15 minutes, if he is quiet and on task during seatwork every day for a week
- Student will receive a "free homework pass" if he has no problem behavior during independent seatwork
- When student is on task with no problem behavior for 15 minutes, he will be allowed to sit at back table and read with a peer
- Student is allowed to work with a peer when he makes noises and faces
- Student is allowed to work with a peer when asks appropriately

Identifying Consequence Strategies: Reinforcing Alternative/Desired Behavior

- During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room**. The FBA has shown that this behavior is **maintained by adult attention**. (Alt Behv: Ask to work with teacher.)

Which are the **best** reinforcement strategies (2)?

- Student can play a game with the teacher if she works quietly (no more than 2 talk-outs) during independent reading
- Student is allowed to work with a peer when she has been quiet for 15 minutes
- Student allowed to work with teacher if asks appropriately
- Student can eat lunch with the teacher if no talk-outs for one month
- Student earns a homework pass for on-task behavior

Consequences:
Responding to Problem Behavior

- Responses to Problem Behavior should focus on two things:

#1. Redirecting to the Alternative Behavior

#2. Extinction of the Problem Behavior

Responding to Problem Behavior: Redirection

- At the earliest signs of problem behavior, quickly **redirect** to the alternative behavior

Example:

- During independent work, Annie often talks out to get **teacher attention**. If ignored, Annie will begin yelling and throwing materials.
  - When Annie first starts talking out, her teacher will **immediately** remind her how to appropriately get adult attention and will praise Annie's use of the alternative behavior.

Question:

What type of reminder might Annie's teacher use?

Responding to Problem Behavior: Extinction

- Do NOT allow the problem behavior to "work" or "pay off" for the student.

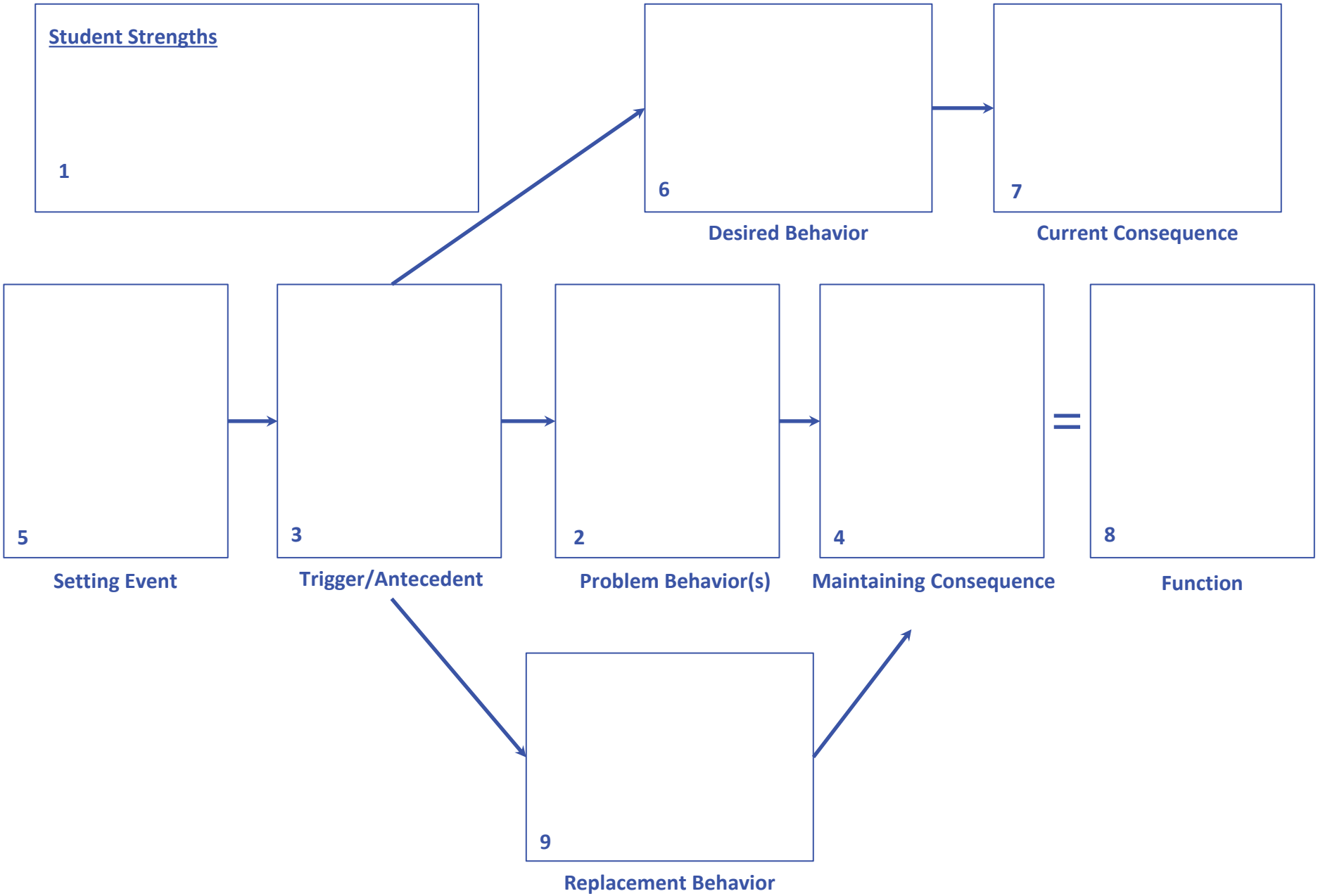
Escape/Avoid

- Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior
  - But… make sure student is capable of doing work… or provide support/instruction so student can complete the work

Attention (Adult/Peer)

- Eliminate/minimize the amount of attention for engaging in problem behavior
  - Limit verbal interactions/explanations
  - Create a signal to cue the student to use the alternative behavior instead
  - Teach peers to ignore problem behavior/walk away

FBA/BIP Competing Behavior Pathway



Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S., 2000

Responding to Problem Behavior: Extinction

- Important to note that extinction should always be combined with high rates of reinforcement for appropriate behavior.

Example:

- Darci engages in problem behavior that results in **peer attention**.
  - Darci's peers will receive "Duck Bucks" for ignoring her inappropriate behavior.

- Darci will **also** be learning how to interact with peers appropriately and will earn time with peers for alternative/desired behavior.

Identifying Consequence Strategies: Responding to Problem Behavior

When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task.** (Alt Behv: Ask for easier task.)

Do strategies include:

1. **Redirection?**

1. **Extinction?**

Which are the **best** strategies for responding to problem behavior (2)?

- ~~Student is not allowed to participate in art project with peers~~
- Student stays in from recess to finish work with teacher
- ~~Student writes an essay on what it means to be 'respectful'~~
- When student begins to argue, she is quickly prompted to ask for an easier task
- Student is sent to the office for arguing with teacher

Identifying Consequence Strategies: Responding to Problem Behavior

During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room**. The FBA has shown that this behavior is **maintained by adult attention**. (Alt Behv: ask for help from teacher.)

Which are the **best** strategies for responding to problem behavior (2)?

Redirection?

Extinction?

- When student begins to engage in problem behavior, she receives a brief visual prompt to ask for teacher help/attention
- Peers receive "Duck Bucks" for ignoring problem behavior
- Student goes to school psychologist's office to discuss her behavior
- Teacher minimizes attention for problem behavior
- Student stays in from recess to finish assignment with teacher

Identifying Strategies:
Questions for the BIP Development Team

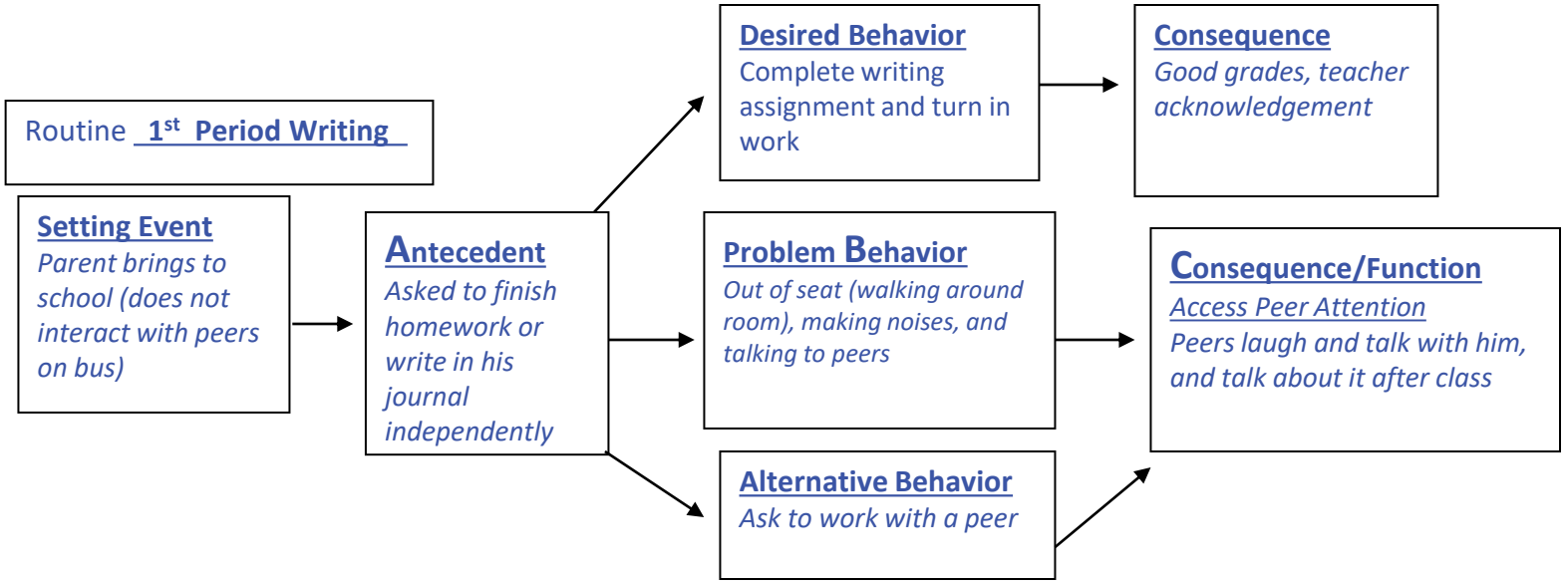
- How can we arrange the environment to prevent the problem behavior?
- How will we teach and reward the alternative behavior?
- What skills can we teach to move toward the desired behavior?
- How can we exaggerate the pay-off for approximations of the desired behavior?
- How can we minimize the “pay-off” for the problem behavior?

Selecting Function-Based Strategies

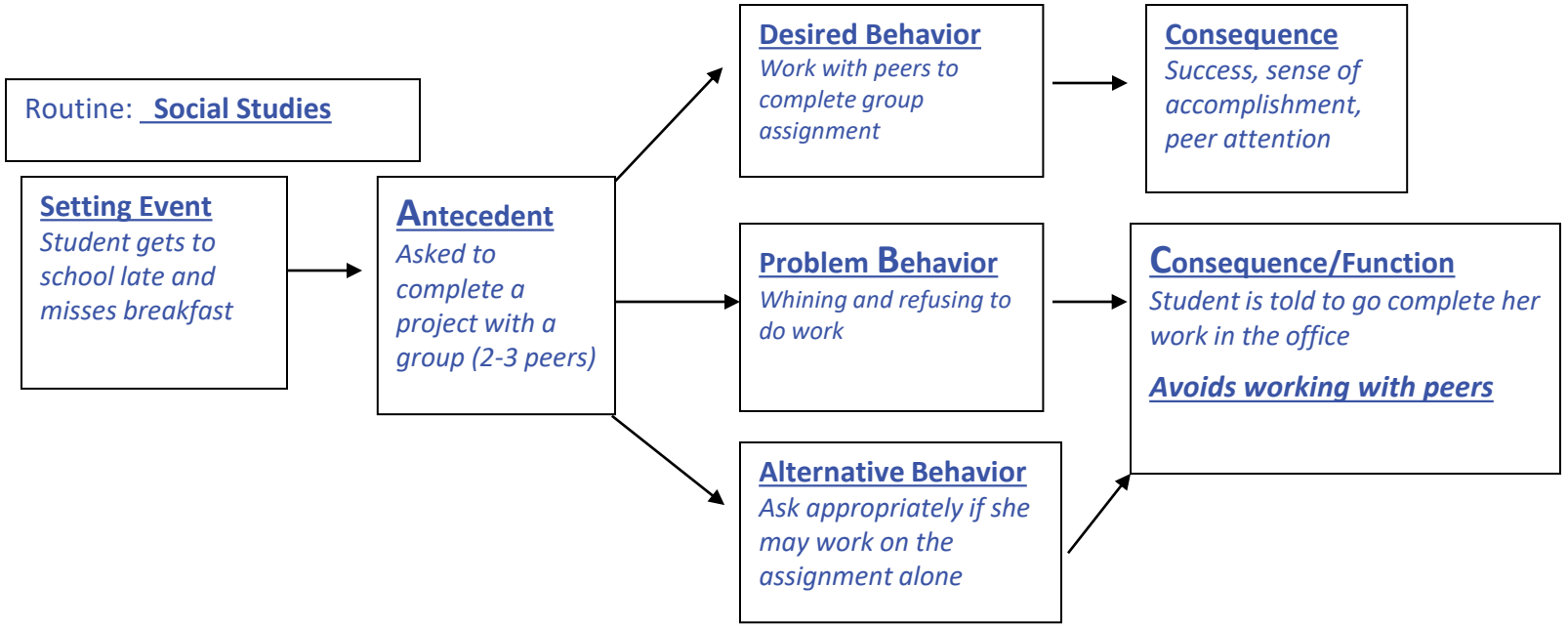
- It is the team leader's role to ensure that the behavior intervention plan contains FUNCTION-BASED strategies
- **IF** team members suggest a strategy that is not function-based or is contraindicated:
  - Direct team members' attention back to the competing behavior pathway
  - Remind team that:
    1. We DO want to reward appropriate behavior with the same or similar consequences as those currently maintaining the problem behavior
    2. We DO NOT want the student to access reinforcement following problem behavior

Selecting Strategies with Contextual Fit

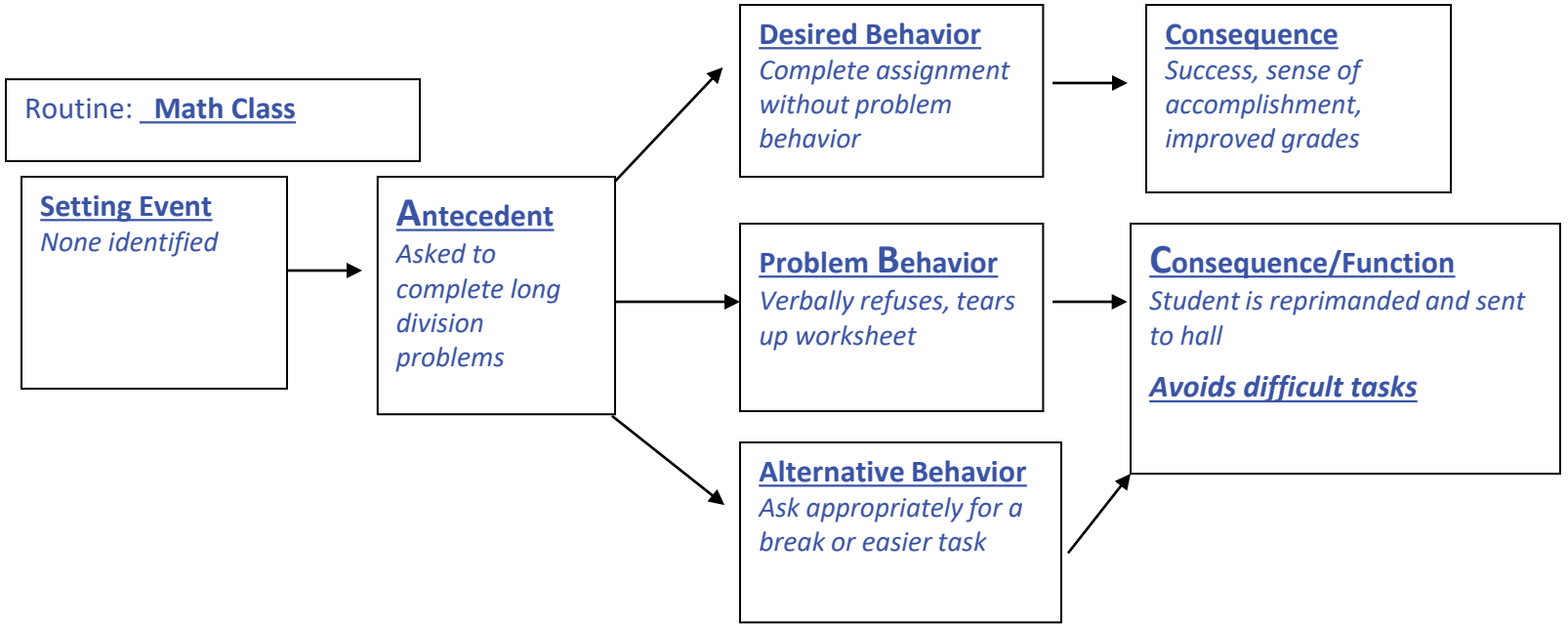
- Once function-based strategies have been identified, the Team Leader will ask members to rate each strategy
  - Do implementers have the skills needed to use this strategy?
  - Do we have the resources to implement this strategy?
  - Is this strategy consistent with our administrative structure?
  - Is this strategy likely to be effective? Is it in the best interest of the student?
- If the answer to any of these questions is “maybe” or “no”:
  - Are there ways that the strategy could be modified to make it more contextually appropriate?



Setting Events	Manipulate Antecedent	Teach Behavior	Alter Consequences
Arrange time for positive adult attention before writing on days when student is brought by parent	*Remind student before independent-work time that he may choose to work quietly with a peer* *Allow student to sit with preferred peer in 1st period writing*	*Teach student to appropriately ask to work with a peer* *Explicitly teach what "on-task" behavior looks like (and does not look like) in writing class*	**Rewards** *Student can work with peer when asks appropriately* *Student can earn 5 minutes of free time with a peer, if stays on task for 90% of period for 5 consecutive days* **Response to Problem** *When student starts to get out of seat/engage in problem behavior, remind him to ask appropriately to work with a peer*



Setting Events	Manipulate Antecedent	Teach Behavior	Alter Consequences
Arrange for more opportunities to work with peers on days when student has not had breakfast	When passing out assignments provide student with a choice of working with a group or completing the assignment alone Place a "reminder" card on student's desk stating that she may ask to work alone at any point during the group task	Provide social skills training focused on how to work cooperatively with peers 3 x per week Alternative Behavior??	**Rewards** Student will be allowed to work alone when asks appropriately Desired Behavior?? **Response to Problem** At first sign of problem behavior, student will be told to go to resource room to complete work on her own Student is told that she may work alone after she either a) asks appropriately, or b) completes one part of the task with peers



Setting Events	Manipulate Antecedent	Teach Behavior	Alter Consequences
None identified	- Provide visual prompts (highlighted text, graphic organizers) for writing assignments - Put visual reminder on desk to prompt Jim to ask for a break or easier task	- Teach Jim **how** to appropriately ask for a 'break' or for an easier task and **when** (appropriate times) to do so - Provide additional small-group instruction in multi-digit multiplication and division	- For every 5 difficult math problems that Jim completes, he will be allowed to skip 5 problems Alternative Behavior?? - When Jim first begins to get upset, ask him to go to the hall - If Jim continues to engage in problem behavior, he will complete his assignment with teacher during "free choice time"

Brainstorm:
Layering Interventions for Efficiency

- What interventions do you already have in-place in your school that could be used as part of BIPs to address Setting Events – Consequence modifications?
  - Ex. CICO, After-school re-teaching of expectations, Classroom Cool Tools…

Safety Plan?

Non-example:

“If student becomes too disruptive the principal, assistant principal, psychologist, and/or social worker will be called to assist”

“Student is removed”

“In the event of physical aggression notify the office”

Safety Plan Example

1. Be aware of cues that student is upset.
2. Try to calm student. Separate student from peers if possible.
3. If problem gets worse, notify school principal.
4. School counselor will cover gym teacher's class.
5. Gym teacher will come to talk with student and escort him to gym.
6. Student takes a 10 minute time-out outside of gym.
7. Student is verbally praised for calming himself and taking time-out appropriately.
8. The gym teacher reminds student of expectations upon return.
9. The gym teacher (or other adult) escorts student back to class.

DATA, DATA, DATA

- Student outcome data
- Process data
- Fidelity of plan data

Data-Based Decision-Making

- Student **outcome** data is used:
  - To identify youth in need of support and to identify appropriate intervention
  - For ongoing progress-monitoring of response to intervention
  - To exit or transition youth off of interventions
- Intervention integrity or **process** data is used:
  - To monitor the effectiveness of the intervention itself
  - To make decisions regarding the continuum/menu of interventions/supports

Data-Based Decision Rules for "Response"

- Typically the same decision rules that apply to responding to lower levels of intervention
- For example, goal for all kids in Secondary interventions is to earn ≥80% DPR points for 4-6 weeks and no further ODRs
- Makes data-management more efficient

Replacement Behaviors Reflected in Daily Progress Report (DPR)

- Prompting of Replacement Behaviors
- Facilitate transference and generalization of new skills being taught
- To monitor progress
- Reinforcement connected to use of new skills

Daily Progress Report (DPR) Sample

NAME:_____ DATE:_____

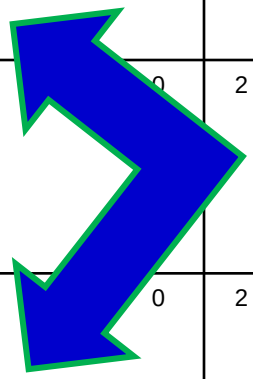
EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

“Social & Academic Instructional Groups”
(sample academic skills group)

Daily Progress Report (DPR) Sample

NAME:_____ DATE:_____

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Walk to class Keep hands to self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use appropriate language Raise hand to speak	0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Bring materials Fill out assignment notebook	0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							



Possible behaviors taught in previous SAIG groups

Daily Progress Report (DPR) Sample

"Individualized Student Card for Mark"
(FBA/BIP)

NAME:_____ DATE:_____

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe **Mark will keep hands to self**	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful **Mark will hold up a yellow card to indicate needing a break**	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible **Mark will fill out assignment notebook**	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

These are just examples….

- Individualized Plans = Individualized Data Monitoring
- Modify the DPR card to best fit the data the BIP team determines will best monitor progress of student
- Focus on tracking data for the identified Replacement or Desired Behavior as this is the ultimate goal

Other Student Outcome Data Sources

- Classes passed, credits earned, grades
- Attendance- classes and days
- Behavior problems- (SWIS)
- Employment, internships, clubs
- Community participation
- Other activities that relate to post-school goals
  - (College visits or applications, driver's license, etc.)
- Tracking performance on assignments, quizzes, tests, homework (check in/check out)
- Behavior problems
- Employment, internships, vocational programs
- Housing, relationships at home
- What the student needs

PROCESS DATA

School Name: _____ **Total School Population as of October 1:**_____

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		Complex FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Data-based Decision-rules for defining "response to intervention": Please list below your data-based decision-rule/s to determine youth 'response' for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

WISCONSIN PBIS Network

IDEA CFDA 84.027

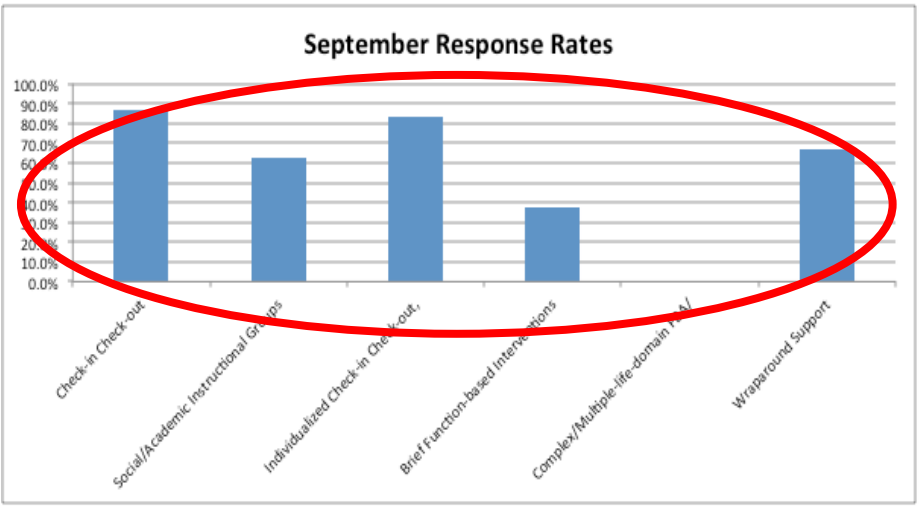
Instructions: Fill in the boxes that are shaded blue.

Total Enrollment: 500

Social/Academic Instructional Groups	# of Students Participating	# of Students Responding	Response Rate	Please list below your data-based decision-rule to determine youth 'response' to each of the groups.
Name of Social/Academic Instructional Group	8	7	87.5%	
Name of Social/Academic Instructional Group	9	7	77.8%	
Name of Social/Academic Instructional Group	10	3	30.0%	
Name of Social/Academic Instructional Group			#DIV/0!	
Name of Social/Academic Instructional Group			#DIV/0!	
Name of Social/Academic Instructional Group			#DIV/0!	
Name of Social/Academic Instructional Group			#DIV/0!	
Name of Social/Academic Instructional Group			#DIV/0!	
Name of Social/Academic Instructional Group			#DIV/0!	
Name of Social/Academic Instructional Group			#DIV/0!	

Tier 2 Interventions	# of Students Participating	# of Students Responding	Response Rate	Please list below your data-based decision-rule to determine youth 'response' for each of the interventions. Example: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.	Participation Rate
Check-in Check-out	45	39	**86.7%**	80% of pts. 80% of the time, and no increase in attendance, referrals, etc.	9.0%
Social/Academic Instructional Groups	27	17	**63.0%**	Completed above.	5.4%
Individualized Check-in Check-out, Groups & Mentoring	6	5	**83.3%**		1.2%
Brief Function-based Interventions	8	3	**37.5%**		1.6%

Tier 3 Interventions	# of Students Participating	# of Students Responding	Response Rate	Please list below your data-based decision-rule to determine youth 'response' for each of the interventions. Example: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.	Participation Rate
Complex/Multiple-life-domain FBA/BIP			#DIV/0!		0.0%
Wraparound Support	3	2	**66.7%**		0.6%



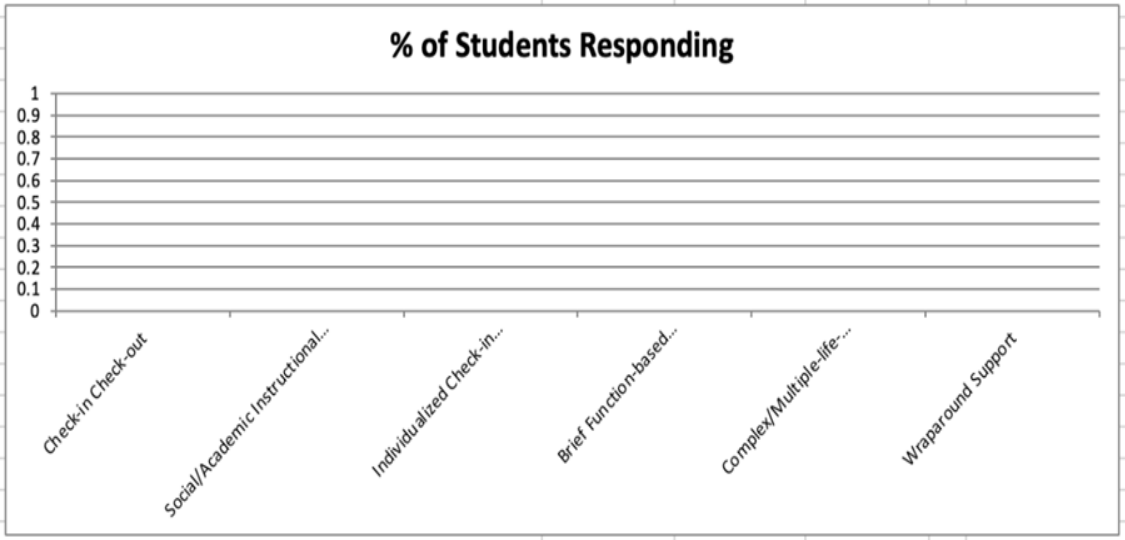
Process Data:

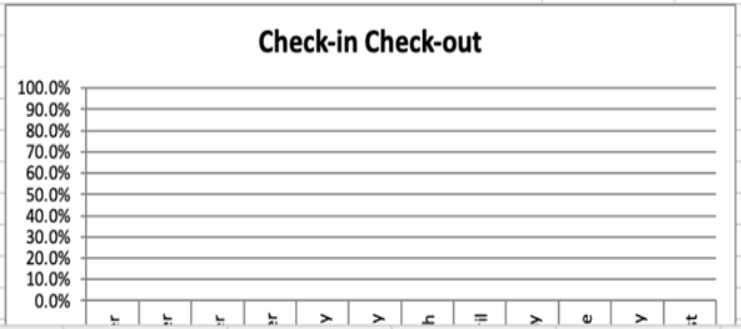
Fidelity of Interventions

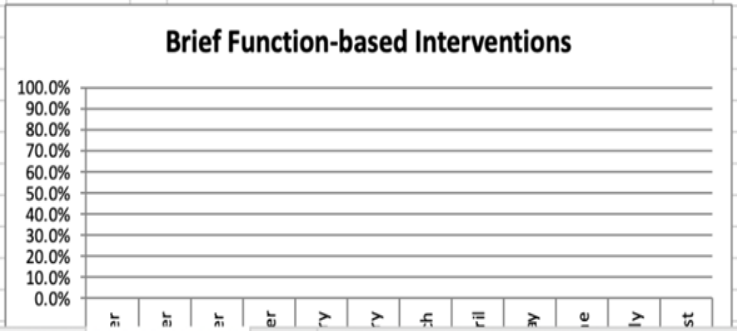
This form is in the google folder!

	Number of Students Participating	Number of Students Responding	% of Students Responding
Check-in Check-out	0	0	#DIV/0!
Social/Academic Instructional Groups	0	0	#DIV/0!
Individualized Check-in Check-out, Groups & Mentoring	0	0	#DIV/0!
Brief Function-based Interventions	0	0	#DIV/0!
Complex/Multiple-life-domain FBA/BIP	0	0	#DIV/0!
Wraparound Support	0	0	#DIV/0!

	September	October	November	December
Check-in Check-out	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Social/Academic Instructional Groups	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Individualized Check-in Check-out, Groups & Mentoring	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Brief Function-based Interventions	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Complex/Multiple-life-domain FBA/BIP	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Wraparound Support	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!







FIDELITY OF PLAN DATA

Evaluation Plan

- A formal and regular (at least twice a month) system for assessing the **fidelity with which the plan of support is being implemented.**

- A formal and regular (at least twice a month) system for assessing **the impact of the plan on student outcomes.**

Sample: Assessing Implementation

Behavior Support Plan Weekly Assessment

Student:_____ Week: _____

To what level did we implement the plan we proposed

Low Moderate High

1 2 3 4 5 6

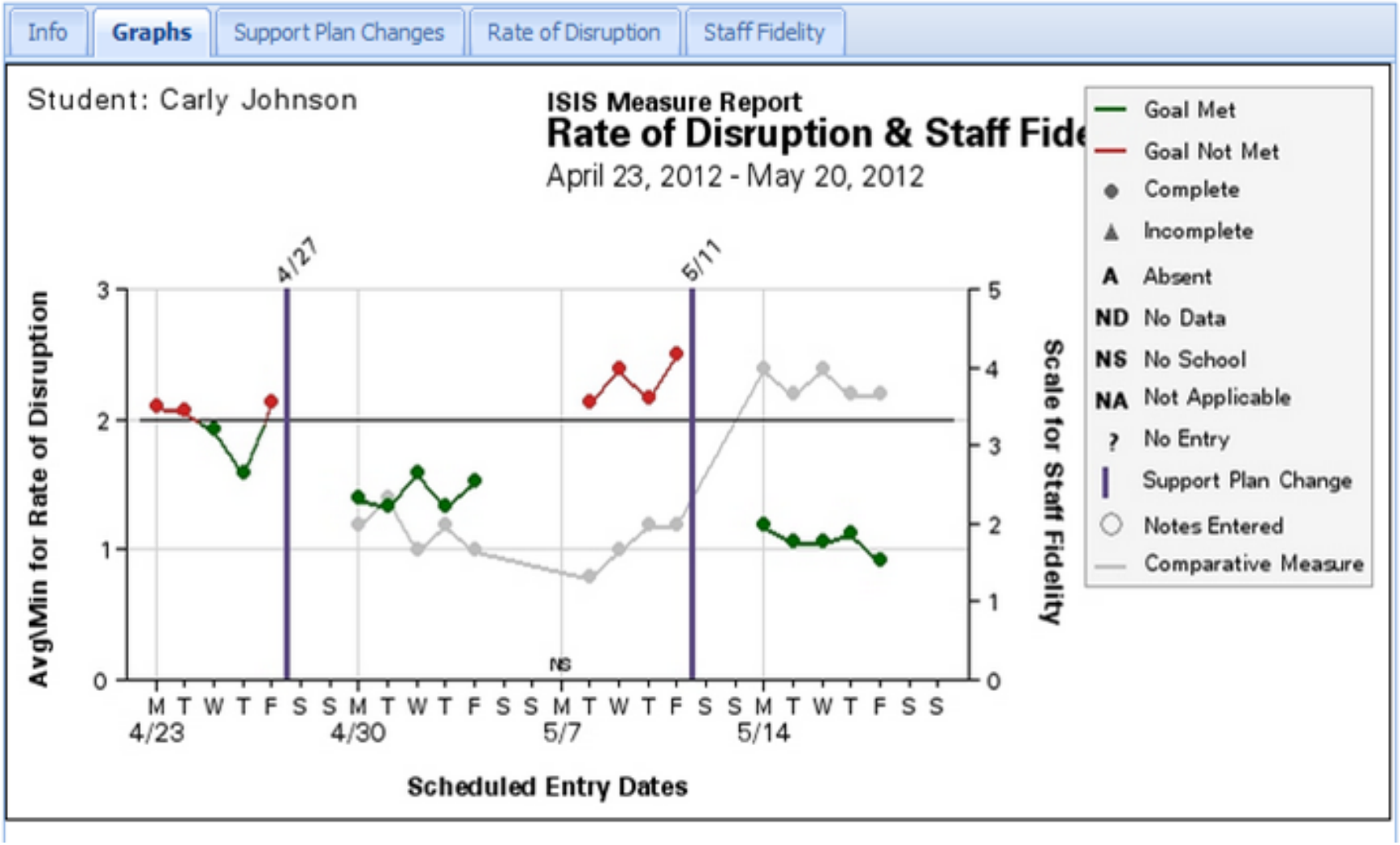
To what degree is the plan having a positive impact on the student?

Low Moderate High

1 2 3 4 5 6

Monitoring Plan

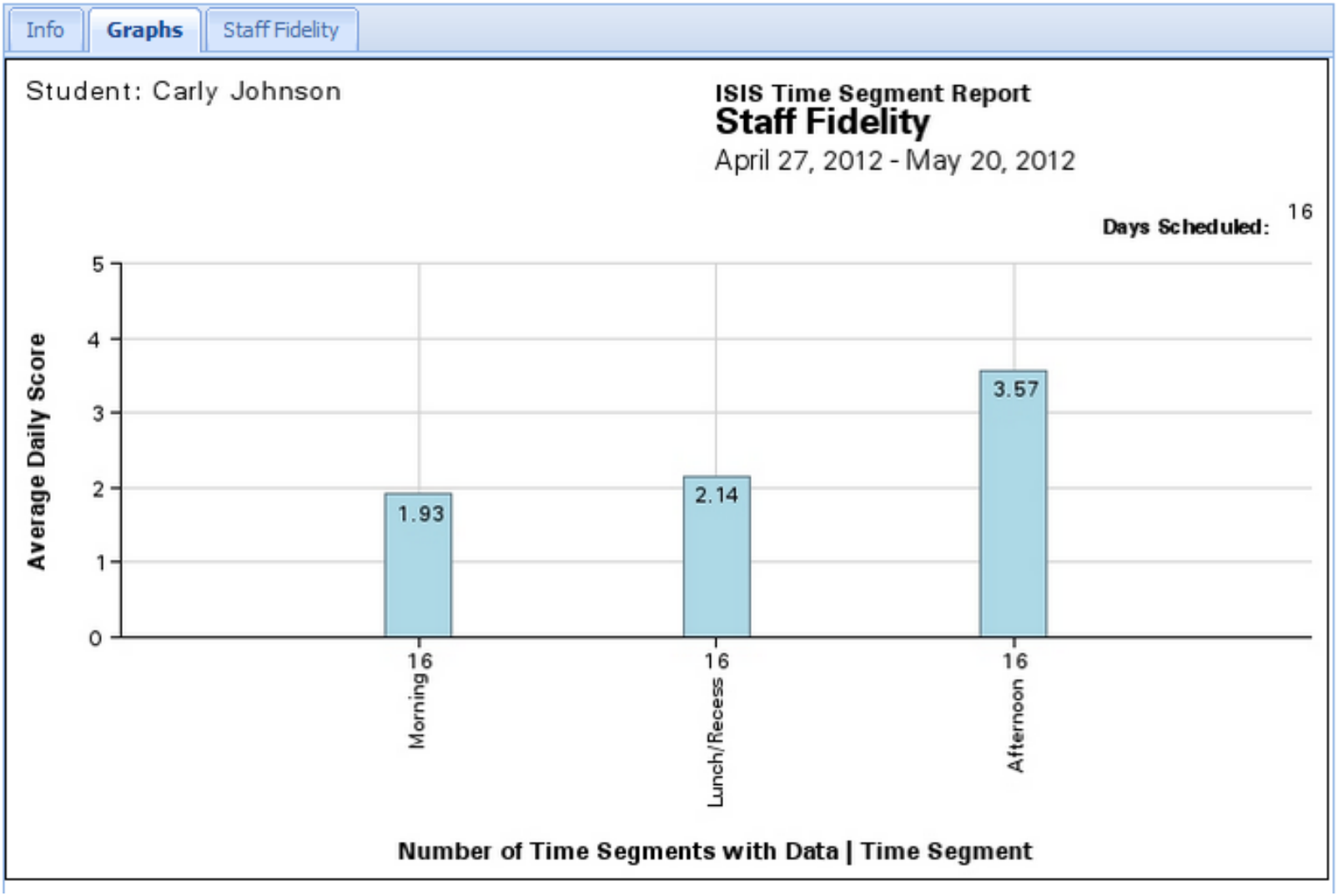
(Student Outcome Data & Staff Fidelity- ISIS)



ISIS SWIS 5.0 example

Monitoring Plan

(Fidelity of Plan Implementation- ISIS Data)



ISIS SWIS 5.0 example

FBA and BIP Technical Adequacy Evaluation Tool (TATE)

District/State _____ Evaluator _____ Date of Review _____ IRR ☐ Yes ☐ No IRR Score: _____
ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.* ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	**0** = unable to determine **1** = 1 source/person or list of signatures with no detail **2** = two or more sources with supporting details	
	2. Problem behaviors are **identified** and **operationally defined**. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	**0** = no problem behavior identified; **1** = behaviors are identified but definitions are ambiguous or subjective **2** = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐Target Behavior ☐Method ☐Time Frame ☐Analysis	**0** = unable to determine **1** = data collected, but omits at least one of the essential details **2** = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):* Distant event_____ Environmental, social, or physiological events_____	**0** = unable to determine, OR no indication setting events were considered **1** = identified, no contingency **2** = identified, AND contingency described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	

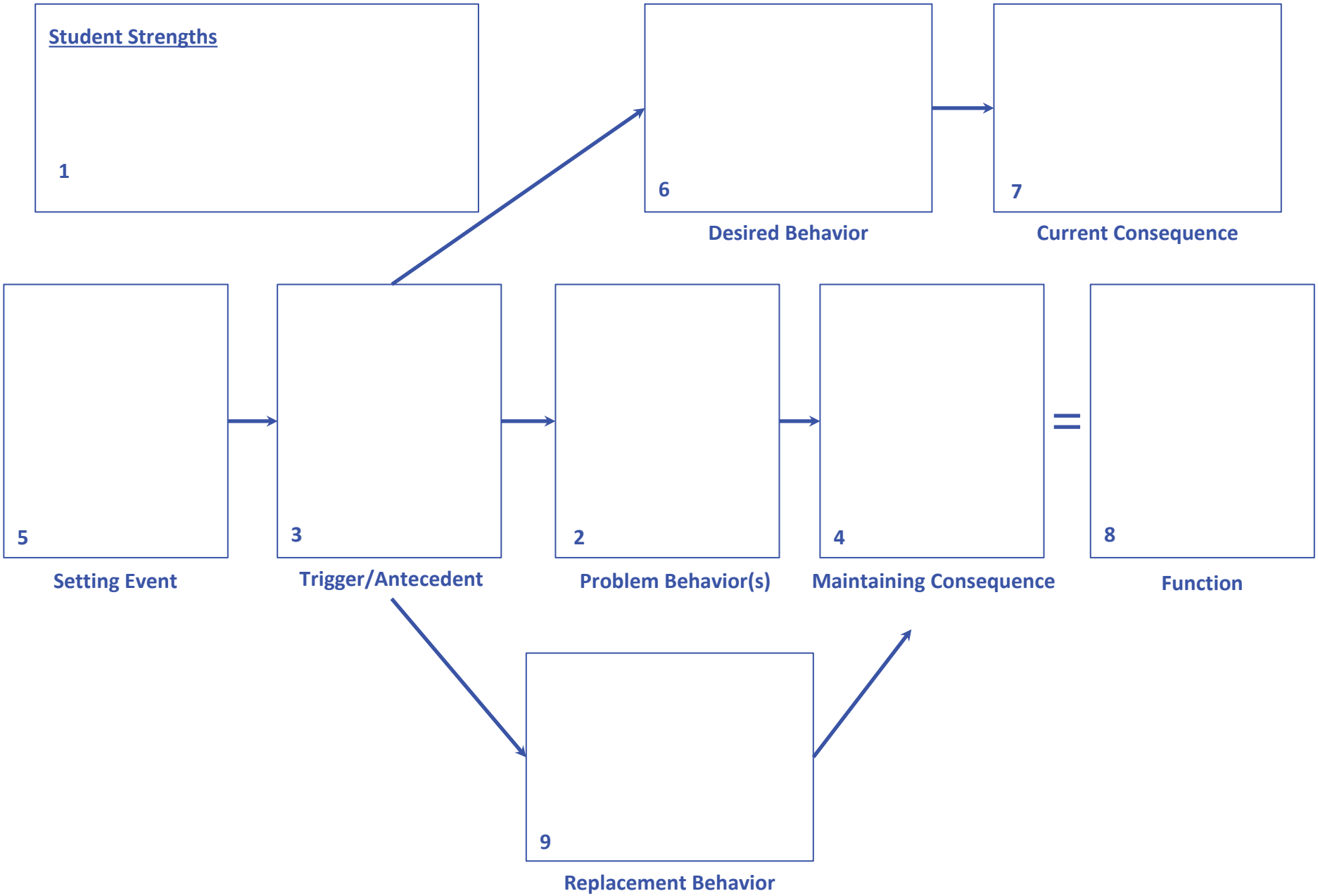
Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-(TATE) Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. **Input is collected from multiple people/sources to complete the functional behavior assessment.**	Unable to determine if input was collected from multiple people/sources.	Vague indication that input was collected from more than one person/source; details missing **Examples:** • Checklist or list of names of people who participated in the FBA but no explanation of how they participated. • Only one person signs IEP form or FBA form	Clear documentation that input was collected from more than one source with supporting details. **Examples:** • Direct observation AND teacher/parent rating scales indicated or checked. • Statements such as, "The teacher(s) and the parent(s) were interviewed."
2. **Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA.** ***Note: There needs to be a link between the behavior identified as the problem, the definition, and the behavior listed in the hypothesis to get full credit for this item.***	• No problem behavior(s) are identified, OR • Problem behaviors are identified and may be defined, but the behavior identified is not the behavior that was the focus of the FBA or was not the behavior listed in the hypothesis.	• Behaviors are **identified** but definitions are ambiguous or subjective and do not provide enough information so that anyone observing the behavior would agree that it has started and it has stopped. • Behavior definitions are described in "dead man" terminology (i.e., a dead person could perform the behaviors). • Problem behavior(s) are checked from a list with no further definitions. • List of multiple problem behaviors or grouping of unique behaviors under one category/response class or one function **Examples:** Ambiguous/subjective examples • Talks to peers Problem behaviors selected from list: • Expressing anger • Hostility • Off-task • Defiant • Non-compliant	• ALL identified problem behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND • If more than one behavior is identified, the FBA data show the target behavior that will be the focus of the assessment **Note: If the FBA only identifies one problem behavior, and the problem behavior is clearly defined, score '2'.* ***Note; There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis clearly identify the behavior(s) of concern, the criterion has been met.* **Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone can determine when the behavior starts and stops. A general guideline for scoring a 2 is if the rater could replicate the behavior as*

Component	Item	Scoring Guide	Score
II. BEHAVIOR INTERVENTION PLAN	10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. _____	**0** = no dates, OR >60 days **1** = >30 days **2** = ≤30 days	
	11. Hypothesis developed from the FBA is included or referenced on the behavior plan. _____	**0** = no hypothesis, OR substantially different **1** = similar (1-2 components) **2** = identical (3 components)	
	12. A minimum of one strategy that addresses and modifies antecedent events listed in the FBA hypothesis (Item 8) is identified and described in enough detail for implementation. List antecedents in hypothesis _____ List strategy(ies): _____	**0** = none identified, OR no link with hypothesis, OR not antecedent strategies **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail	
	13. A minimum of one replacement behavior that will be taught to the student is identified, linked to FBA hypothesis (item 8), and described in enough detail for implementation. List replacement behavior(s) to be taught: _____ List intervention strategies to teach replacement behavior _____	**0** = none identified, different function, OR function not identified in research literature. **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	
	14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function stated in the hypothesis (item 8) as did the problem behavior is identified, and described in enough detail to implement. Function identified in hypothesis: _____ List reinforcement strategy(ies): _____	**0** = none identified, no link, OR no replacement behavior identified **1** = identified, linked, NOT task analyzed **2** = identified, linked, AND task analyzed	
	15. A minimum of one strategy that eliminates the maintaining consequences identified in the FBA is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior). Function identified in hypothesis: _____ List strategies: _____	**0** = none identified, OR continue to provide same outcome **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	

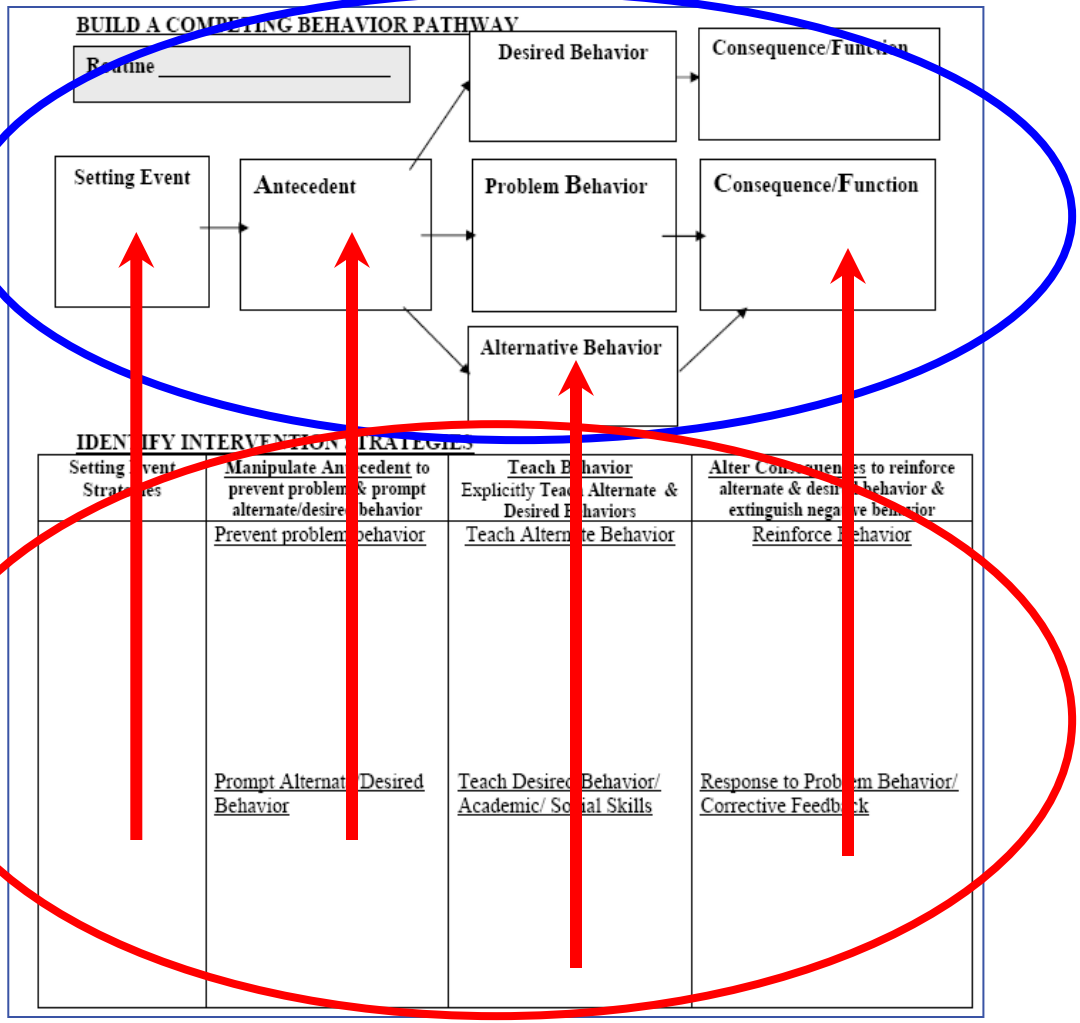
Part II: Behavior Intervention Plan			
10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA.	• No dates included on FBA and BIP to determine time span between development, OR • BIP developed ≥60 days after FBA was completed, OR • BIP date occurs prior to the FBA date	BIP developed >30 days but less than 60 days after FBA was completed based on dates provided on documents.	BIP developed ≤ 30 days after FBA was completed based on dates provided on documents. **Examples:** • Dates clearly visible on both the FBA and BIP; OR • There is only one date on the document and it is clear that the FBA and BIP were developed at the same time (i.e. FBA/BIP occurred during one team meeting or report is a seamless narrative summary).
11. Hypothesis developed from the FBA is included or referenced on the behavior plan. **Note: Score of 0 on 8 results in a score of 0 on this item.*	• No hypothesis is included or referenced on behavior intervention plan, OR • A hypothesis is included but is substantially different from the one included on the FBA (in all 3 components).with no explanation about the change. • The form is a continuous document; however, the BIP targets a different problem behavior than the one included in the FBA hypothesis (item 8). **Example:** • The behaviors identified in the FBA hypothesis, item 8, were "cursing, disrespect, and arguing". The behavior identified as the target problem behavior on the BIP was "physical aggression".	Hypothesis is included or referenced on the behavior intervention plan and is similar to the one on the FBA (one or two components match), but not identical.	• Hypothesis is included on the behavior intervention plan and is identical in all 3 components to the one on the FBA, OR • The BIP references the FBA hypothesis AND the BIP and FBA appear to be part of the same document (e.g., stapled together, page numbers are continuous; form numbers are sequential)
12. A minimum of one strategy that addresses and modifies antecedent events listed in the "when component" of the FBA hypothesis (item 8) is identified and described in enough detail for implementation. **Note: Score of 0 on Item 8 results in*	• No antecedent identified in the hypothesis, OR • No link exists between antecedent strategies identified and hypothesis, OR • Strategies would not be considered antecedent strategies (e.g., teaching or consequential strategies rather than modifying antecedent events) **Note: If the hypothesis (item 8) did not include*	At least one antecedent strategy is identified and linked to the antecedent component of the hypothesis, but does not include enough detail about the intervention procedures that would allow another person to do the intervention correctly and completely. **Examples:** • Boxes with names of antecedent	At least one antecedent strategy is identified, is clearly linked to FBA hypothesis and includes enough detail describing the intervention so that it can be implemented (e.g., who is doing the intervention, when, related to the antecedent, the strategy is implemented and how-including verbal and motor behaviors of adult). The description is detailed enough that a stranger would be

FBA/BIP Competing Behavior Pathway



Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S., 2000

Any Final Questions?



Please Stay in Touch

-Pat Hubert
-Kari Oyen
-Steph Weideman
-Deb Zebill
-Rebecca Cain

If you don’t use it, you lose it!

End of Day Two

Thank you for being here!

Thanks for your commitment to this work!