



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Using the FBA and BIP Process to Support Students needing Intensive Intervention

## Conducting the Functional Behavior Assessment (Part 2 of 4)

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Developed by the Technical Assistance Partnership for Behavior

5/11/2023

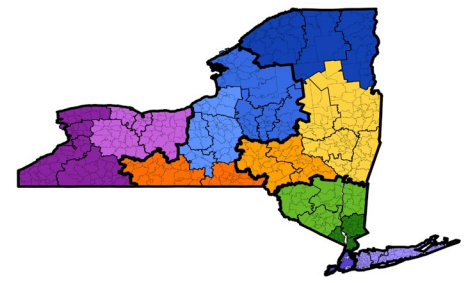


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>



# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Slide Marker Icons

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# Purpose



**The purpose of this 4-part professional development series is to:**

1. build fluency with the science of behavior that provides the theoretical foundation on which FBAs and BIPs are based;
2. promote acquisition of the skills necessary to complete the FBA process;
3. develop the skills necessary to create, implement and progress monitor the BIP; and
4. ensure these skills align with the New York State Regulations of the Commissioner of Education, Part 200

# Objectives

## **Part 1: Understanding the Behavior Pathway**

Build fluency with the theoretical foundations on which FBAs and BIPs are based (i.e., the behavioral pathway)

## **Part 2: Conducting the Functional Behavior Assessment**

Understand and develop the skills necessary to complete the FBA; learn the components of the Competing Behavior Pathway (CBP) from which to develop the BIP

## **Part 3: Using the Competing Behavior Pathway to Develop the Behavior Intervention Plan**

Identify interventions based upon the Competing Behavior Pathway

## **Part 4: Implementation and Progress Monitoring of the Behavior Intervention Plan**

Develop the skills necessary to 1) ensure the BIP is implemented with fidelity and 2) progress monitor a student's response to the plan with regard to changes in both the problem and replacement/desired behaviors.

# Part 2 Agenda:

## *Conducting the Functional Behavior Assessment*

- Welcome!
- Introductions and Group Agreements
- Re-Setting the Stage
- Conducting the FBA
- FBA Teaming Process
- Understanding the Competing Behavior Pathway

# The FBA to BIP Process

1. Prerequisite – Fluent Understanding of the Behavior Pathway

2. Conduct Functional Behavioral Assessment

- **Review** student archival data and **collect** additional data as needed
- **Interview** staff and student about where, when, & why the behavior occurs and generate an *initial* summary statement
- **Observe** the behavior during specified routines
- **Generate/Develop** a final summary **statement** that identifies the environment conditions that trigger and sustain the behavior

Today's  
Goal

3. If needed, design an individualized behavioral intervention plan (BIP)

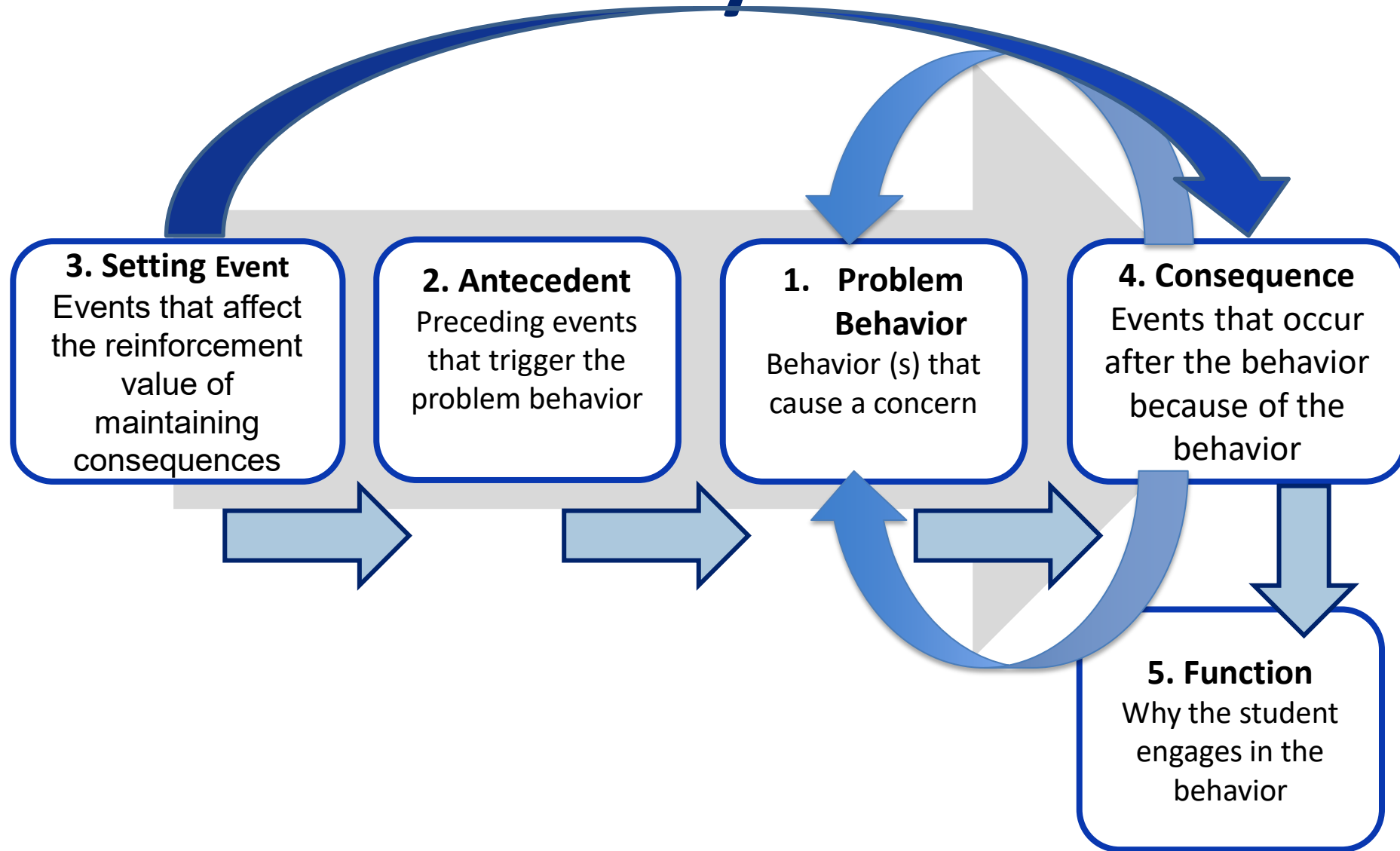
- Ensure technical adequacy
- Ensure contextual fit

4. Ensure Fidelity of Implementation

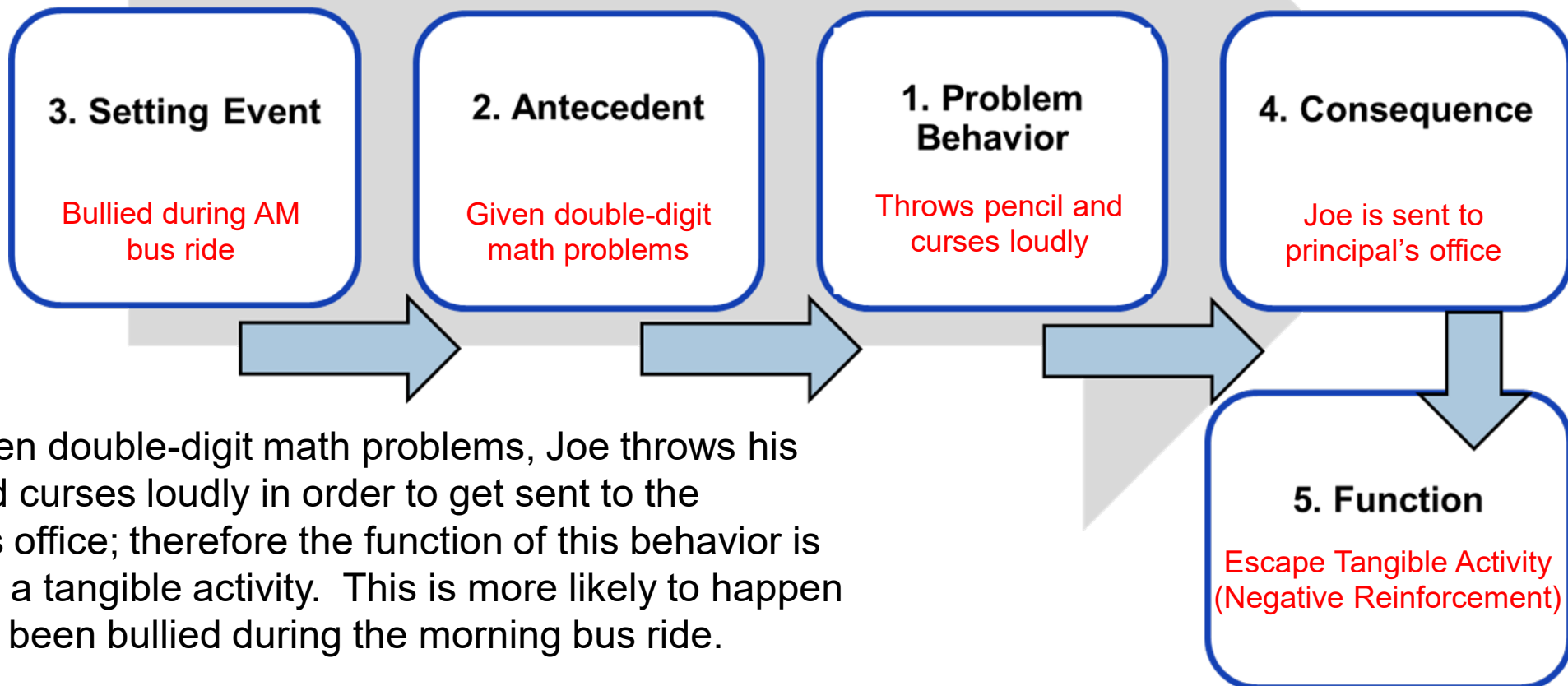
5. Monitor Plan Impact on Student Behavior

Adapt BIP and  
implementation as  
needed based on on-  
going monitoring

# The Behavior Pathway



# Joe's Summary (Hypothesis) Statement



When given double-digit math problems, Joe throws his pencil and curses loudly in order to get sent to the principal's office; therefore the function of this behavior is to escape a tangible activity. This is more likely to happen if Joe has been bullied during the morning bus ride.



# What must the FBA include?



200.1(r) The FBA shall include the formulation of a **hypothesis** regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

# What must the BIP include?

200.1(mmm) Include **global and specific hypothesis** as to why problem behavior occurs...

# NYS Regulations Require Two Types of Hypothesis Statements

1. Global Hypothesis: A broad summary that describes the influence of lifestyle, medical issues and learning history among other factors on the student's problem behavior (Knoster & McCurdy, 2002).
2. Specific Hypothesis: A narrative summary of the behavioral pathway for a specific student's problem behavior.

# What data informs the FBA?

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:



- Direct observation of the student
- The student, the student's teacher(s) and related service providers
- A review of available information from the students record and other sources including any relevant information provided by the student's parent.

The FBA shall not be based solely on the student's history of problem behavior.

# Data Collection – Global Hypothesis

- 200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:
- A review of available information from the students record and other sources including any relevant information provided by the student's parent



Reviewing existing and collecting additional student data are the recommended means by which to develop the global hypothesis

# Archival Data Sources to Inform – **Global Hypothesis** Statements

- Academic Assessments & Supports
- Behavior Checklists & Supports
- Strengths Inventory
- Social Histories
- Office Discipline Referrals
- Health Records
- Rapport with Staff
- Ways Culture May Mediate Teacher/Student Interactions
- Home/School Relationship and the Ways Culture May Mediate It



# Global Hypothesis: Curtis



## Global Hypothesis: Curtis (from [Knoster & McCurdy, 2002](#))

Curtis is 7 years old and has been identified as having a specific learning disability in reading coupled with records indicating increasingly problematic behavior. He receives most of his IEP services in the general education classroom with itinerant services for reading. Curtis enjoys physical activities (particularly soccer and baseball) as well as video games (e.g., Nintendo). Curtis performs best in a structured classroom environment. He seems to have the most difficulty in environments with less structure (e.g., cafeteria, playground). Curtis has had difficulties in establishing relationships with his peers since his arrival at King Elementary School 7 months ago. He lives with his mother and younger brother David. Curtis does have contact with his father (who lives nearby) on weekends and occasionally during the week, based on his father's work schedule. His mother and father are in the process of a divorce. Curtis' problem behaviors generally appear related to his difficulty in gaining attention and/or resolving or escaping difficult situations, disputes, or conflicts in a socially acceptable manner.

# Global Hypothesis: Joe



## Global Hypothesis: Joe

Joe is 8 years old and has a reputation for displaying challenging behavior as a response to academic demand. He has a learning disability in the area of reading and attention deficit hyperactivity disorder. Joe is currently repeating the second grade. He was retained due to academic failure. Joe has not responded to the Tier 2 academic and behavioral supports. Joe receives classroom accommodations of preferential seating (up front and near the teacher), and break passes. Joe also attends group counseling facilitated by the school social worker. He has some mild behavioral concerns during ELA instruction related to difficulty paying attention for periods of 10 minutes or more, but these behaviors are reasonably managed via the Tier 1 classroom management plan. His most extreme challenging behaviors occur during Math. Joe reports enjoying and experiencing success in all special area classes (gym, music, etc.). Joe enjoys many activities including riding his bike, playing with friends and is popular with his peers. Joe lives with his parents and four older sisters. As a result of this retention, Joe's family is open to a Functional Behavioral Assessment and an Individualized Education Program. His youngest sister is in 4<sup>th</sup> grade and ensures Joe does well on the bus ride, personally takes him to class each morning and ensures he enters the classroom prepared. He reports to having positive relationships with his immediate family.

# Data Collection – **Specific Hypothesis**

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

The student, the student's teacher(s) and related service provider



Interviewing is the recommended means by which to collect data from the student, student's teacher(s) and related service providers



# Specific Hypothesis Data Collection – Interviews

Interviews are part of the assessment process through which individuals who know the child well are supported in:

- operationally defining a target behavior and detailing their observations of the environmental conditions that trigger and maintain that behavior
- hypothesizing about the function of the target behavior
- creating an initial summary statement that is then confirmed/contradicted via student observations

# Examples of Interview Instruments

## School Personnel

- Adapted Functional Assessment Checklist for Teachers & Staff (Adapted FACTS)
- Functional Assessment Interview (O'Neil, et al, 1997)
- Functional Analysis Screening Tool (FAST) Florida Center for Self Injury

## Student

- Student-Directed Functional Assessment Interview (Illinois PBIS Network, August 2008)\*
- Functional Assessment Checklist for Students (Adapted FACS)

## Family

- Functional Assessment Interview Tool: Parent/Guardian Form

# Functional Assessment Checklist for Teachers & Staff (the Adapted FACTS)



- Designed to be feasible for practitioners yet sufficiently rigorous to support the integrity of the FBA/BIP process
- The only FBA interview form for which there is empirical evidence that practitioners can be trained to use it with fidelity in order to achieve its intended purposes

# Adapted Functional Assessment Checklist for Teachers & Staff (**The FACTS**)

## Part A (Four Steps)

- Step A1: Defining the Problem Behavior
- Step A2: Topographically Describe the Behavior
- Step A3: Review Classroom Behavioral Supports
- Step A4: Archival Record Review

## Part B (Four Steps)

- Step B1: Context Analysis
- Step B2: Antecedent Identification
- Step B3: Consequence/Function Identification
- Step B4: Setting Event Identification



# FAQ: Interviewing with the FACTS

## How long does it take to conduct an FBA interview?

- Depending on teacher responses & instrument selected, 30-60 minutes is typical

## Whom should I interview?

- Interview the “referring teacher” or teacher that has been identified to receive support, and other staff who regularly work with the student and experience problem behavior.

## What materials do I need?

- Bring a copy of the interview form for yourself and each team member being interviewed (so they can follow along)

## Can I just drop it in the teacher’s box to complete?

- No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed

# Interview Considerations



Before moving on from the interview to direct observation, ask yourself the following questions about the interview responses:

- Am I convinced that the various components of the behavior pathway are specific enough for me to observe?
- Are there follow-up questions I should ask to get a clearer understanding of the behavioral pathway components?
- Are the components of the pathway clear enough to develop specific interventions and supports?
- As a team, do we have high confidence in the summary statement we generated via the interview process?

# YOUR TURN – Interviewing Tools

With an elbow partner or as a team, discuss the following:



- Have we selected interview tools for staff, students and family?
- Are we using them consistently and in accordance with the recommended procedures?
- Are interviews yielding an initial and testable summary statement in which the team has high confidence?
- How does The Adapted FACTS compare and contrast with what we are currently using?

# Data Collection – Specific Hypothesis

## Direct Observation

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

Direct observation of the student in their natural learning environment



Direct observation is conducted to confirm, or amend as necessary, the initial summary statement that resulted from the interview.



# Types of Observations

## Student – ABC Observation

- Hypothesis/Summary Statement confirmation/contradiction

## Baseline/progress monitoring measurement

- Frequency, duration, intensity, latency

# Definitions

**Frequency or Rate-** Number of times the behavior occurs in an observation period

- Suzie called out without raising her hand 10 times in a 15-minute period
- Sammy fled from the circle once during a 10-minute observation



**Duration-** Amount of time the behavior lasts from start to finish or total amount of time behavior occurred during an observational session.

- Crying lasted for 10 minutes
- Out of his seat an average of 3.5 minutes across 12 occurrences



# Definitions II

**Latency-** Amount of time from stimulus/directive to the onset of behavior



- Student took out his book 3 minutes after being directed to do so.
- Skippy ripped up his math paper 8 seconds after being directed to begin.
- Angela kicked off her shoes 2 minutes after being directed to sit on her line, and 34 minutes after arriving late to school.

# Definitions III

**Intensity-** Amount of force, energy, and/or exertion involved.  
(Key-words to use here are **low, moderate, high**)

- Joe's closed fist punch exerted a high amount of force, resulting in a red mark on the arm of Ralph.
- Screaming was moderate in intensity, to such a degree that the student indicated that he had a sore throat afterward.
- Crumpling of paper was low intensity, in that there was no physical injury to the student or others and the behavior was minimally distracting to the group.

# ABC Observations

Collecting ABC data involves observing the student in contexts identified during the interview.

*Purpose of ABC observation is to:*

- confirm or refute the accuracy of the summary statement that emerged from teacher interviews
- verify the function of the student's behavior
- revise the summary statement if necessary in order to achieve high confidence

# Direct Observation Instruments



- ABC (Antecedent-Behavior-Consequence) Observation Form
- Functional Assessment Observation Form



# Direct Observation – ABC Recording Form

Insert the A, B & C of the summary statement from the interview here

Setting	Time:	Activity/Task	Antecedent	Behavior	Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Sensation Obtained <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
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# Summarizing Direct Observation Data

Summary Statement				
More likely if:	During:	When:	Student will:	Because:
Setting	Event	Antecedent	Behavior	Consequence
<u>Function</u>				
<b>Positive reinforcement hypothesis:</b> Get/Obtain → <input type="checkbox"/> Attention --- <input type="checkbox"/> Tangible --- <input type="checkbox"/> Sensory Stimulation				
<b>Negative reinforcement hypothesis:</b> Escape/Avoid → <input type="checkbox"/> Attention --- <input type="checkbox"/> Tangible --- <input type="checkbox"/> Sensory Stimulation				
<b>Confidence that this Summary Statement accurately explains why the problem behavior occurs?</b>				
Not sure				100% Sure
1	2	3	4	5 6



# Direct Observation Considerations

## Who collects direct observation data?

- A member of FBA/BIP team who is fluent in behavior theory and with experience collecting direct observation data

## How many times should I observe the student?

- You should conduct observations on more than one day and be sure you are observing within times/settings where the target behavior is expected to occur AND not occur

## How many instances of the target behavior should be observed?

- Record at least 12-15 occurrences of the target behavior to establish a pattern
- Observe until you have sufficient data for a summary statement in which the team has “high confidence” (7 or higher on a scale of 1 to 10 with 10 being highest confidence)

## Can ABC observation data and baseline/progress monitoring data be collected simultaneously?

- Yes. Most direct observation forms readily lend themselves to collecting frequency data but will need to be modified for duration, intensity and latency

# Direct Observation Considerations Continued

## What if the target behavior doesn't occur while I'm there?

- Schedule another time to observe during the identified routine
- If the target behavior does not occur, you may want to interview staff again to obtain more information

## What if the student or students ask why I am there?

- You can tell them you are there to observe and learn

## Where do I sit when I enter the room?

- Enter the room quietly, avoid interacting with students
- Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him/her
- If possible, arrange with the teacher where to sit in advance

# YOUR TURN – Observation Tools

With an *elbow partner* or *as a team*, discuss the following:

- Have we selected observation tools?
- Are we using them consistently and in accordance with the recommended procedures?
- Are observations leading to conclusions about the confidence levels of summary statements?



# Data Collection – Specific Hypothesis

## Reinforcement Inventories

200.22(a)(2) The FBA shall provide...an assessment of student preferences for reinforcement.

### Student reinforcement assessments:

- Forced-Choice Reinforcement Menu
- Reinforcement Inventory
- Student Reinforcement Survey



# Reinforcement Preferences Assessment

## Who conducts the reinforcement assessment?

- A member of the student's FBA team who has a positive relationship with the student.

## What if what the student finds reinforcing is something that cannot be offered?

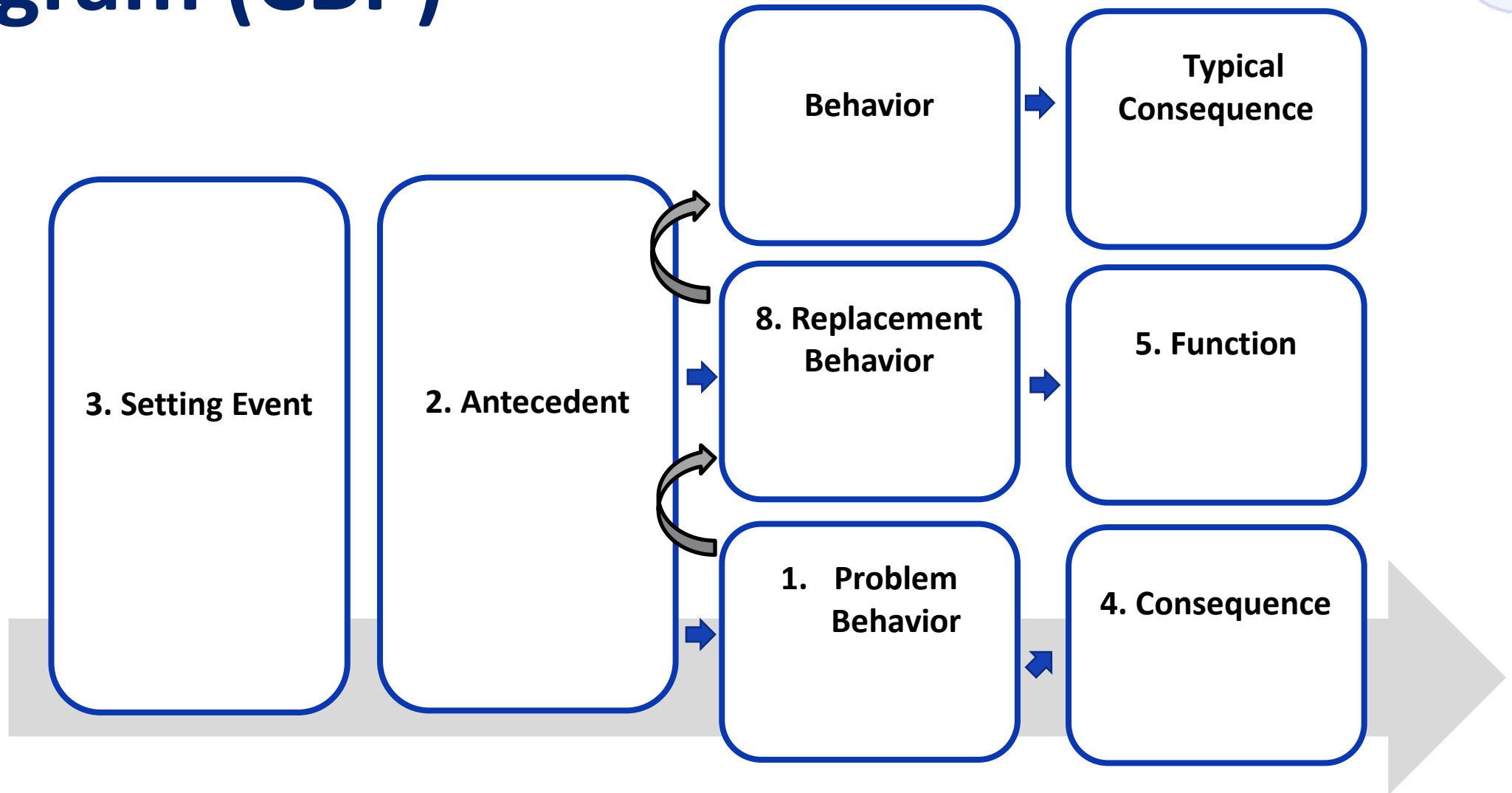
- Be clear with the student at the onset of the assessment that you may not be able to accommodate all preferences
- Only offer reinforcements you can provide if you offer a menu of options

## Which assessment should I use?

- Consider the developmental level of the student and if the student's home can play a role in the reinforcement plan

# Competing Behavior Pathway (CBP)

# Competing Behavior Pathway Diagram (CBP)



# Desired Behavior



# Desired Behavior Considered

- Is what the team identifies as the ultimate goal for the student. (The behavior that the student will eventually perform independently) The new action(s) the student will learn in response to the strategies and supports provided via the BIP.
- Should maximize the students independent functioning in the Least Restrictive Environment (LRE).
- Is observable, acknowledgeable and teachable (OAT)
- Is often worked toward gradually (i.e., successive approximations)

Remember to ask yourself, whose needs are being met? Desired behaviors are about improving the student's social competence, functional independence and quality of life, not about improving teacher comfort.

# Joe's Competing Behavior Pathway

## Desired Behavior



### 3. Setting Event

Bullied during  
AM bus ride

### 2. Antecedent

Given  
double-digit  
math problems

### 1. Problem Behavior

Throws pencil,  
rips paper,  
curses loudly

### 8. Replacement Behavior

6. Desired Behavior  
Complete Math assignments  
provided standard classroom supports

### 5. Function

Escape Activity

### 7. Typical Consequence

### 4. Consequence

Sent to principal's office

# YOUR TURN – Desired Behavior



- Read the summary statement provided for Will, then complete the desired behavior box
- Share your answers with your table group
- Discuss whether or not various depictions of desired behavior meet the OAT standard (observable, acknowledgeable, teachable)



# YOUR TURN – Desired Behavior Case Study

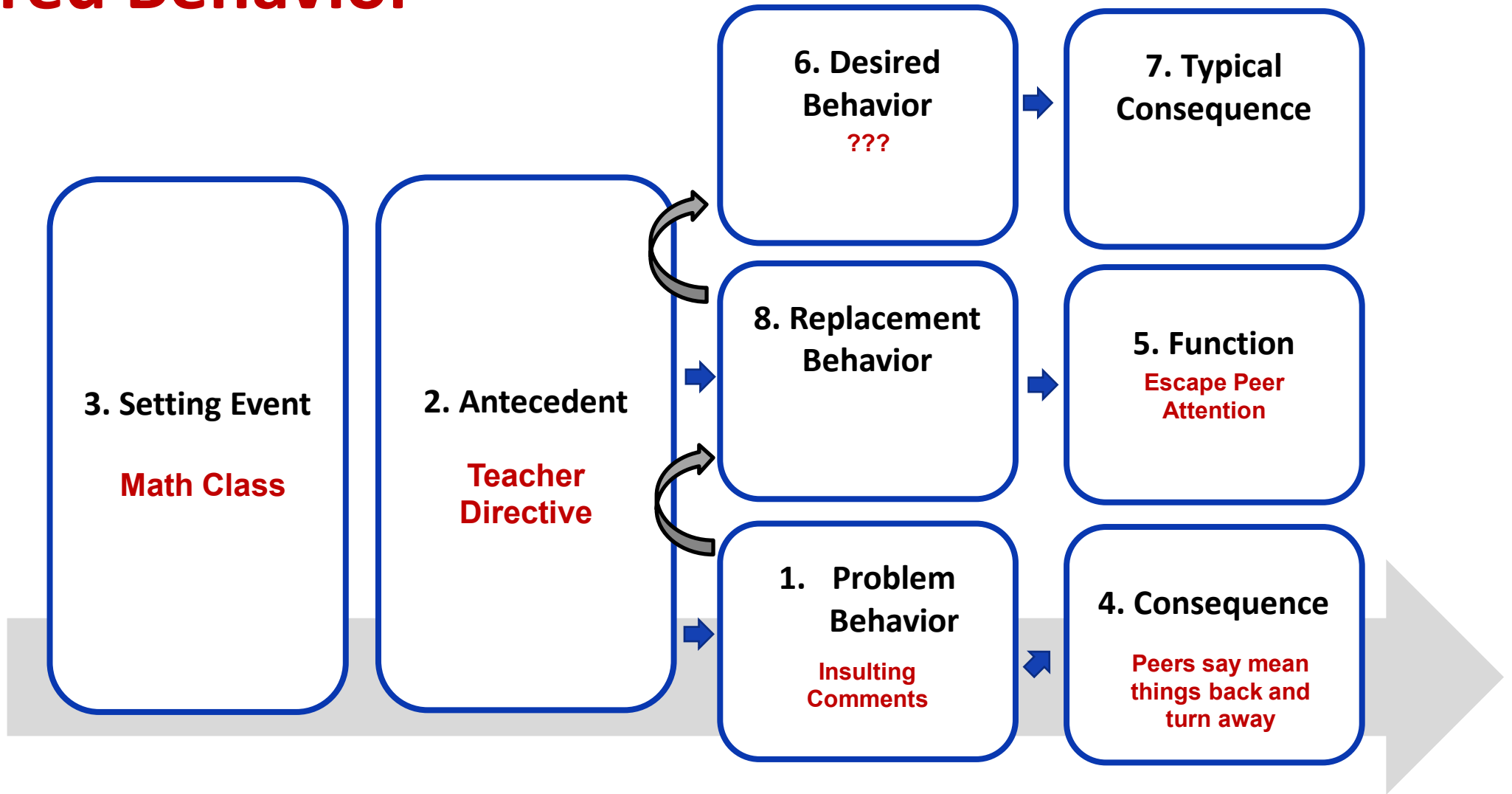
## Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "\$@\*# you Will!", complete the assignment on your own!



# Will's Competing Behavior Pathway

## Desired Behavior



# Typical Consequences

# Typical Consequence

## (for the Desired Behavior)

- Are consistent as possible with naturally occurring consequences that help sustain the normative behavior of all students.
- Are usually different from the consequence produced by problem behavior and, therefore, the BIP must include strategies for weening the student from the problem behavior sustaining reinforcement while gradually substituting reinforcement for the new behavior.
- Can be a variety of environmental responses including:
  - Verbal praise
  - Tangible reinforcement (e.g., snacks, toys, stickers)
  - Positive interaction with peers/adults
  - Receiving a good grade
  - Avoiding negative interactions with peers/adults

# Joe's Competing Behavior Pathway

## Typical Consequence



### 3. Setting Event

Bullied during  
AM bus ride

### 2. Antecedent

Given  
double-digit  
math problems

### 1. Problem Behavior

Throws pencil,  
rips paper,  
curses loudly

### 8. Replacement Behavior

6. Desired Behavior  
Complete Math assignments  
provided standard classroom supports

### 4. Consequence

Sent to principal's office

### 5. Function

Escape Activity

### 7. Typical Consequence

Adult/Peer  
Approval, Improved  
Grades



# YOUR TURN – Desired Behavior II



- **Read** the summary statement provided for Will, then complete his typical consequence box
- **Share** your answers with your table group
- **Discuss** experiences you've had in which students started demonstrating the desired behavior that accessed the typical consequence provided in the classroom



# YOUR TURN – Typical Consequence

## Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "\$@\*# you Will!", complete the assignment on your own!



# Replacement Behavior(s)

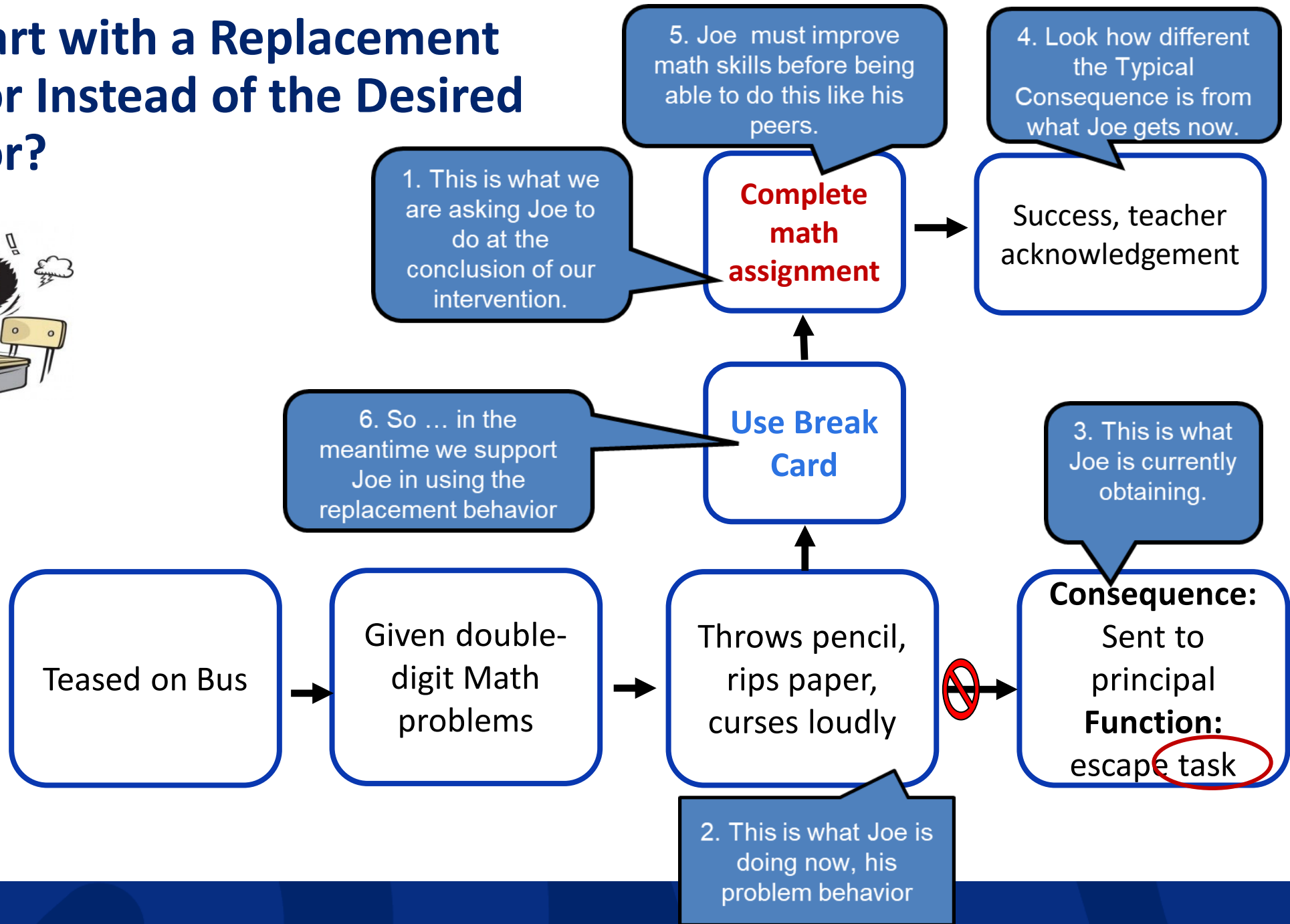
# Replacement Behaviors

*Serve the same function* as the problem behavior and thus are called *Functionally-Equivalent Replacement Behaviors* (FERBs)

- Are more efficient than the problem behavior
- Are more effective than the problem behavior
- Are more socially acceptable than the problem behavior



# Why Start with a Replacement Behavior Instead of the Desired Behavior?



# Examples of FERBs

## Teach the student to:

- signal a need for help
- use a “brain break” pass
- ask for reduced demands
- ask for more time to complete a task
- request the time away option
- speak with an “indoor voice”
- request an alternative activity
- complete shortened version of the task
- use verbal conflict resolution skills
- initiate social interactions
- respond to other’s social initiations
- take turns when you talk

What I could do instead of making noises in class.



# Replacement Behavior(s) ...a series of successive approximations that gradually lead to Joe's *desired behavior*

Remember Joe who misbehaved when given math worksheets?

## Successive approximations for Joe:

1. Joe will use his break card to opt out no more than three times for three minutes each time during the 30-minute instructional period
2. Joe will use his break card to opt out no more than three times for two minutes each time during the 30-minute instructional period
3. Joe will use his break card to opt out no more than three times for one minute each time during the 30-minute instructional period
4. Joe will use his break card to opt out twice for one minute each time during the 30-minute instructional period
5. Joe will remain engaged for 30 minutes without opting out (the desired behavior).



# Joe's Competing Behavior Pathway

## Replacement Behavior



### 3. Setting Event

Bullied during  
AM bus ride

### 2. Antecedent

Given  
double-digit  
math problems

### 1. Problem Behavior

Throws pencil,  
rips paper,  
curses loudly

### 8. Replacement Behavior

Request Break

### 6. Desired Behavior

Complete Math  
assignments  
provided standard  
classroom supports

### 4. Consequence

Sent to principal's  
office

### 5. Function

Escape Activity

### 7. Typical Consequence

Adult/Peer  
Approval, Improved  
Grades



# YOUR TURN – Replacement Behavior



- **Read** the summary statement provided for Will, then complete his replacement behavior box
- **Share** your answers with your table group
- **Discuss** whether your replacement behaviors lead to the same sustaining consequence (functional equivalency), are more efficient, are more effective, are less intrusive and are more socially acceptable than the problem behavior



# YOUR TURN – Replacement Behavior Continued



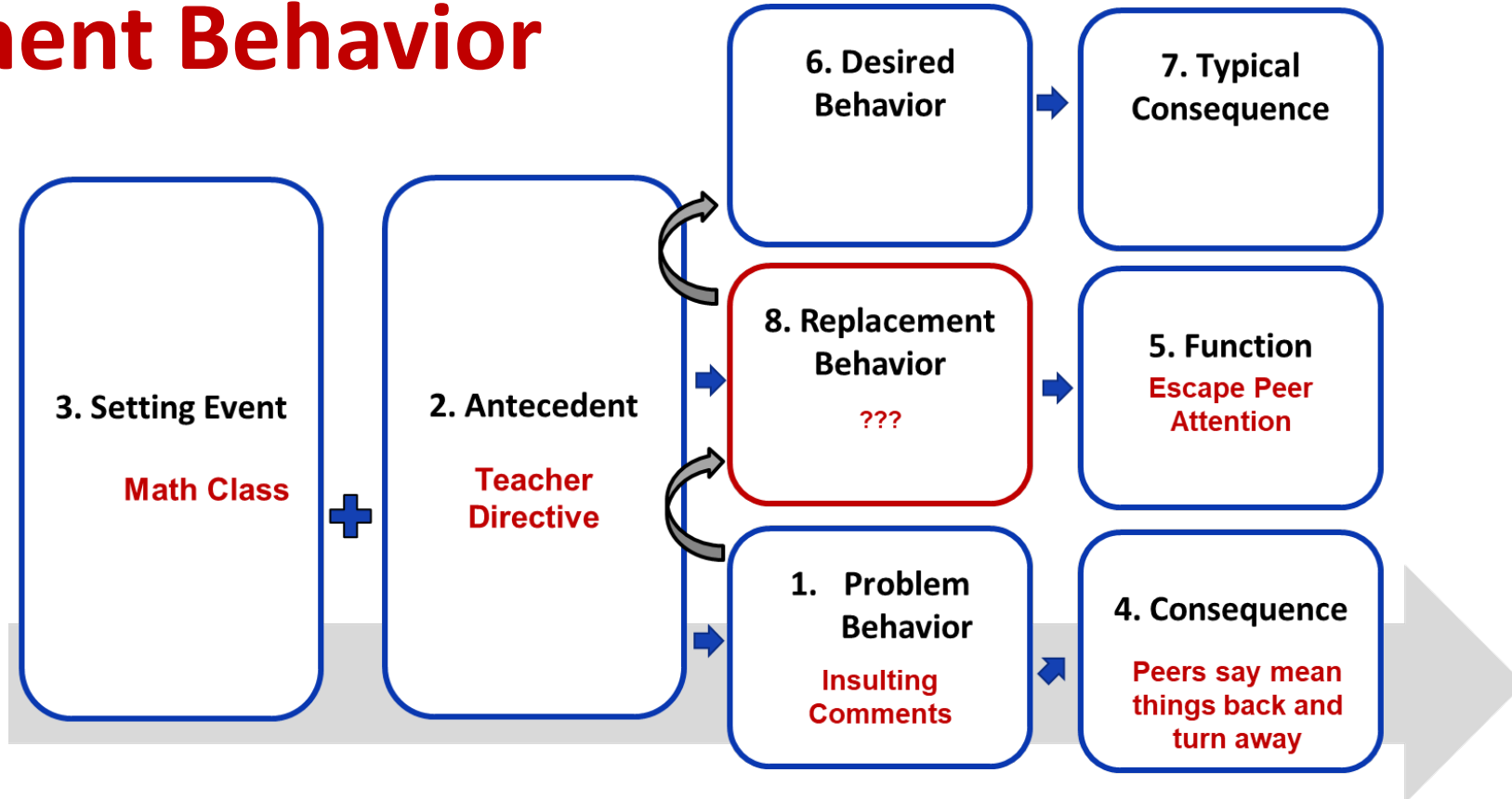
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# Will's Competing Behavior Pathway

## Replacement Behavior



if they **don't** know an appropriate behavior

teach them one!

if they **do** know an appropriate behavior

shape it up!

To BIP or Not To BIP  
That is the question...



# Exit Ticket

So, what's next?

## Part 3!



# What does the BIP require?



200.22 (b)(4)(ii) The behavioral intervention plan shall identify the intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s).

# What will be covered next:

Designing the BIP and identifying interventions based upon the Competing Behavior Pathway

*Note: Please bring prior training day's materials with you to the next training session*

# Questions? Follow-up?





# Contact Us



New York State  
EDUCATION DEPARTMENT  
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New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
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# Training Evaluation Survey

[Link here](#)