



New York State Education Department
Office of Special Education
Educational Partnership





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FBA and BIP Toolkit



Developed by the Technical Assistance Partnership for Behavior

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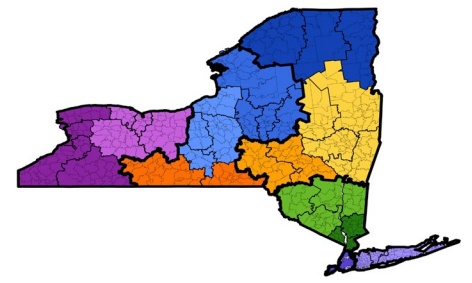


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Who Are We?



- 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

Questions? Follow-up?



FBA and BIP Toolkit Steps

Step 1

- Identify behavior in concrete terms

Step 2

- Collect data, gather information, and determine function of behavior

Step 3

- Generate a hypothesis statement

Step 4

- Determine appropriate replacement behavior(s)

Step 5

- Design a behavioral intervention plan

Step 6

- Plan for effective implementation of BIP

Step 7

- Monitor and modify the BIP

Do You Know...

A functional behavioral assessment (FBA):

- means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

8 NYCRR §200.1(r)

A student's need for an FBA must be considered whenever:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- the student's behavior places the student or others at risk of harm or injury;
- the committee on special education (CSE) or committee on preschool special education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior;
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

8 NYCRR §§200.4(b)(v) & 201.3(a)

The FBA must include:

- identification of the problem behavior;
- definition of the behavior in concrete terms;
- identification of the contextual factors that contribute to the behavior (including cognitive and affective factors); and
- formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.
- provide a baseline of the student's problem behaviors, across activities, settings, people and times of the day, with regard to frequency, duration, intensity, latency
- information on why the student engages in behaviors that impede learning and how the student's behavior relates to the environment to form the basis for a behavioral intervention plan for the student that addresses:
 - antecedent behaviors;
 - reinforcing consequences of the behavior;
 - recommendations for teaching alternative skills or behaviors; and
- assessment of student preferences for reinforcement

8 NYCRR §§200.1(r) & 200.22(a)(2-3)

Do You Know Continued...

An FBA is based on:

- multiple sources of data (such as structured interviews, behavior rating scales, standardized assessments, checklists) and must include, but is not limited to:
 - information obtained from direct observation of the student;
 - information from the student, the student's teacher(s) and/or related service provider(s); and
 - a review of available data and information from the student's record and other sources including any relevant information provided by the student's parent.
- The FBA cannot be based solely on the student's history of presenting problem behavior.

The relationship between an FBA and Behavioral Intervention Plan (BIP)

- When an individual behavioral intervention plan is developed for a student with a disability, it must be based on the results of an FBA. The results of the FBA must also be considered at meetings of the CSE or CPSE for the development of a student's individualized education program (IEP).

Is consent required to conduct an FBA?

- Yes. An FBA for a student with a disability is an evaluation requiring parent consent pursuant to the requirements in §200.5(b) of the Regulations of the Commissioner of Education.

Step 1

Identify the Behavior in Concrete Terms

Key Points	Regulatory Citation
<ul style="list-style-type: none">• What is the problem Behavior?• Observable, measurable, concrete language. <p>Examples:</p> <p>Emilee is aggressive: Emilee hits other students during lunch and recess when she is told no.</p> <p>Liam is disruptive: Liam gets out of his seat during class discussion and knocks his books on the floor.</p> <p>Behavior is: Purposeful, Predictable and Learned</p>	<p>8 NYCRR §200.1(r)</p> <p>The FBA shall include the definition of the behavior in concrete terms.</p>

Step 2

Collect Data and Gather Information

Key Points	Regulatory Citation
<p>Baseline Data:</p> <ul style="list-style-type: none">• Frequency – How often the behavior occurs• Duration – How long the behavior lasts• Intensity – How forceful/severe the behavior is• Latency – Time from antecedent to behavior <p>Antecedent Events (Triggers):</p> <ul style="list-style-type: none">• Where, when, with whom does the problem behavior occur?• Where, when, with whom is desirable behavior more likely to occur?• What events, contexts, demands, tasks, people reliably trigger/precede the behavior? <p>Contextual Factors:</p> <ul style="list-style-type: none">• Cognitive Functioning• Affective Factors• Setting Events (Conditions):• What events tend to predict when the problem behavior will occur later? <p>Maintaining Consequences:</p> <ul style="list-style-type: none">• Events that happen immediately after the problem behavior:• Function of Behavior:• What does the student get/obtain?• What does the student escape/avoid?	<p>8 NYCRR §200.22(a)(3) The FBA shall provide a baseline of the student’s problem behaviors with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day.</p> <p>8 NYCRR §200.22(a)(3) The FBA shall include the information required in 8 NYCRR §200.1(r) in sufficient detail to form the basis for a BIP for the student that addresses antecedent behaviors, reinforcing consequences of the behavior, recommendations for teaching alternative skills or behaviors and an assessment of student preferences for reinforcement.</p> <p>8 NYCRR §200.22(a)(2) The FBA shall, as appropriate, be based on multiple sources of data including, but not limited to, information obtained from direct observation of the student, information from the student, the student’s teacher(s) and/or related service provider(s), a review of available data and information from the student's 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 presenting problem behaviors.</p>

Step 2 Continued

Collect Data and Gather Information

Things to Consider

Identify Contextual Factors/Conditions

Listen For... Ask About... Investigate...
 Broader Issues that may be influencing behavior:

- Environmental factors
- Altercation earlier in the day
- Late to school
- Change in routines
- Challenges with social relationships
- Medical and physical issues (nutrition, illness, medications, sleep patterns)
- Cognitive factors
- Affective factors
- Pace of instruction
- Hunger, fatigue, thirst, discomfort

Identify Antecedent Events (Triggers)

Listen For...Ask About...Investigate...
 Under what circumstances is the behavior most/least likely?

- Staff or people present
- Demands placed on student
- Times of day/activities
- Noise level
- Location (classroom, hallway, gym)
- Availability of attention (peers, groups, adult)
- Length of assignment or activity

Identify the Consequences

What typically happens after the problem behavior ?

- Social attention/Reprimand
- Increased/Decreased proximity of staff
- Reduction of demands
- Increases assistance from adults or peers
- Access to materials, activities, food/drink
- Sensory simulation or reduction
- Changes the physical environment
- Allows space or movement
- Delays activity/event
- Avoids negative peer attention, ridicule

Antecedents	Behaviors	Consequences
Aspects of the situation that reliably predict when behavior will occur	What the Child does	What happens in the child's environment that may serve a useful function for the child

Step 3

Generate a Hypothesis Statement

Key Points	Regulatory Citation	Examples
<p>A hypothesis statement:</p> <ul style="list-style-type: none">Identifies the general conditions under which a behavior usually occurs and probable consequences that serve to maintain itDescribes the relationships between the behavior and the environment (defendable by data) <p>Two types of hypotheses: Global – broad influence Specific – events surrounding a behavior</p> <p>Global Hypothesis Statement (Broad Influences): Consider student’s skills, health, preferences, daily routines, relationships, general quality of life</p> <p>Specific Hypothesis Statement:</p> <ul style="list-style-type: none">Pulls together information/data gathered thus far in the FBA processHelps explain why problem behavior occurs by describing both fast and slow triggers (antecedent and setting events) and the possible function of the behavior, the behavior pathway.	<p>8 NYCRR §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.</p>	<p>Global</p> <ul style="list-style-type: none">Social historyMore useful for overall treatment planStory about the studentLists strengthsLife circumstancesFamily history <p>Specific</p> <ul style="list-style-type: none">Cause and effect chain for behaviorTheory to design the intervention aroundMore specific for the behavioral planRefined with data collection

Step 3 Continued

Generate a Hypothesis Statement

Things to Consider

Global Hypothesis:

- Begin with student's strengths & interests
- Focus on setting events and other broad contextual information
- Consider relationships between problem behaviors and some basic life stresses

Broad influences:

- Student's skills
- Health
- Preferences
- Daily Routines
- Relationships
- General Quality of Life

Example:

Abbey has limited means of formal communication. She has a history of colds and viral infections which, in turn, adversely affect her sleep patterns. When Abbey is not feeling well, she tends to engage in self-injurious behavior. She is seeking social interaction, something to do, teacher assistance or attention, or comfort.

Specific Hypothesis:

When this occurs..

(describe the context)

The student does

(describe the behavior)

This results in...

(describe consequences)

To get/avoid..

(describe the function)

The pattern is more likely to occur when...

Examples:

When she begins to have difficulty with a reading or math assignment, Emilee will put her head down, refuse to respond, and close her books. The teacher sends her out of the classroom to the principal's office, which allows her to avoid having to do the assignment. This pattern is more likely to occur when Emilee has been teased by other students earlier in the day.

When Liam is unclear about the directions for an assignment, he stays in his seat and talks to his peers; this keeps him from becoming frustrated. The teacher yells at him and tells him to get to work. He is avoiding the task and obtaining attention. This pattern is more likely to occur when others are talking around him.

Do You Know (BIP)...

A behavioral intervention plan (BIP) is:

- a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

8 NYCRR §200.1(mmm)

Development of a BIP must be considered when:

- The CSE or CPSE must consider the development of a behavioral intervention plan for a student with a disability when the:
 - student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
 - student's behavior places the student or others at risk of harm or injury;
 - CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior; and/or
 - student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability

8 NYCRR §200.22(b)(1)(i-iv)

For a student whose behavior impedes his/her learning, or that of others, the IEP must include:

- if a particular device or service, including an intervention, accommodation or other program modification is needed to address the student's behavior that impedes his or her learning or that of others.
- a student's need for a behavioral intervention plan must be documented in the IEP and such plan must be reviewed at least annually by the CSE or CPSE

8 NYCRR §200.22(b)(2)

Do You Know (BIP) Continued...

A behavioral intervention plan must include:

- the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors.
 - such baseline must, to the extent practicable, include data taken across activities, settings, people and times of the day.
 - the baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness;
- 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); and
- a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.

8 NYCRR §200.22(b)(4)(i-iii)

Progress monitoring of a student's behavioral intervention plan:

- The implementation of a student's behavioral intervention plan **must** include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the BIP and on the student's IEP.*
- The results of the progress monitoring must be documented and reported to the student's parents and to the CSE or CPSE and must be considered in any determination to revise a student's behavioral intervention plan or IEP.

8 NYCRR §200.22(b)(5)

8 NYCRR §§200.1(mmm), 200.22(b), & 201.2(a)

Step 4

Determine Appropriate Replacement Behaviors

Key Points	Regulatory Citation
<p>Using information gathered, determine a replacement behavior that is functionally equivalent to the problem behavior (what can they do instead that will get them attention, a break from demands or allow them to receive sensory stimulation)</p> <p>What are the three essential characteristics of replacement/alternative behavior?</p> <ol style="list-style-type: none">1. Same function as the problem behavior2. Easier to do than the problem behavior3. Socially acceptable	<p>8 NYCRR §200.22(b)(4)(ii) The behavioral intervention plan must 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).</p>

Identifying Behavior Support Strategies

Team identifies a range of strategies/ interventions to address:

- Prevention
- Teaching
- Consequences

<u>Setting Event Strategies</u>	<u>Antecedent Strategies</u>	<u>Teaching Strategies</u>	<u>Consequences Strategies</u>
	<u>Prevent/Modify “Triggers”/ Prompts for Alternate/ Desired Behavior</u>	<u>Teach Replacement/ Desired Behavior</u>	<u>Reinforce Alternate/ Desired Behavior</u> <u>Response to Problem Behavior/</u>
<p>Consider the FUNCTION of the problem behavior when selecting these strategies</p>			

Preventive Strategies to Make the Problem Behavior Irrelevant

What modifications to the environment (academic, social, physical) may PREVENT the problem behavior?

- Increase the effectiveness of instruction for this child (Strategy Instruction, Content Enhancement Routines)
- Increase academic skill levels
- Modify the curriculum (interest preferences, choice, sequence)
- Modify the demands (quantity, difficulty, input, output, groupings, alternative tasks)
- Clarify the expectations
- Reorganize the physical & interactional setting (have supplies available, pair seats, independent seats)

Teaching and Consequence Strategies

Teaching Strategies for Replacement Behaviors:

What skills can be taught to the student that:

1. will meet the same need, or function, as the problem behavior,
AND
2. will improve the student's ability to cope and adjust to the circumstances?

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

Consequence Strategies:

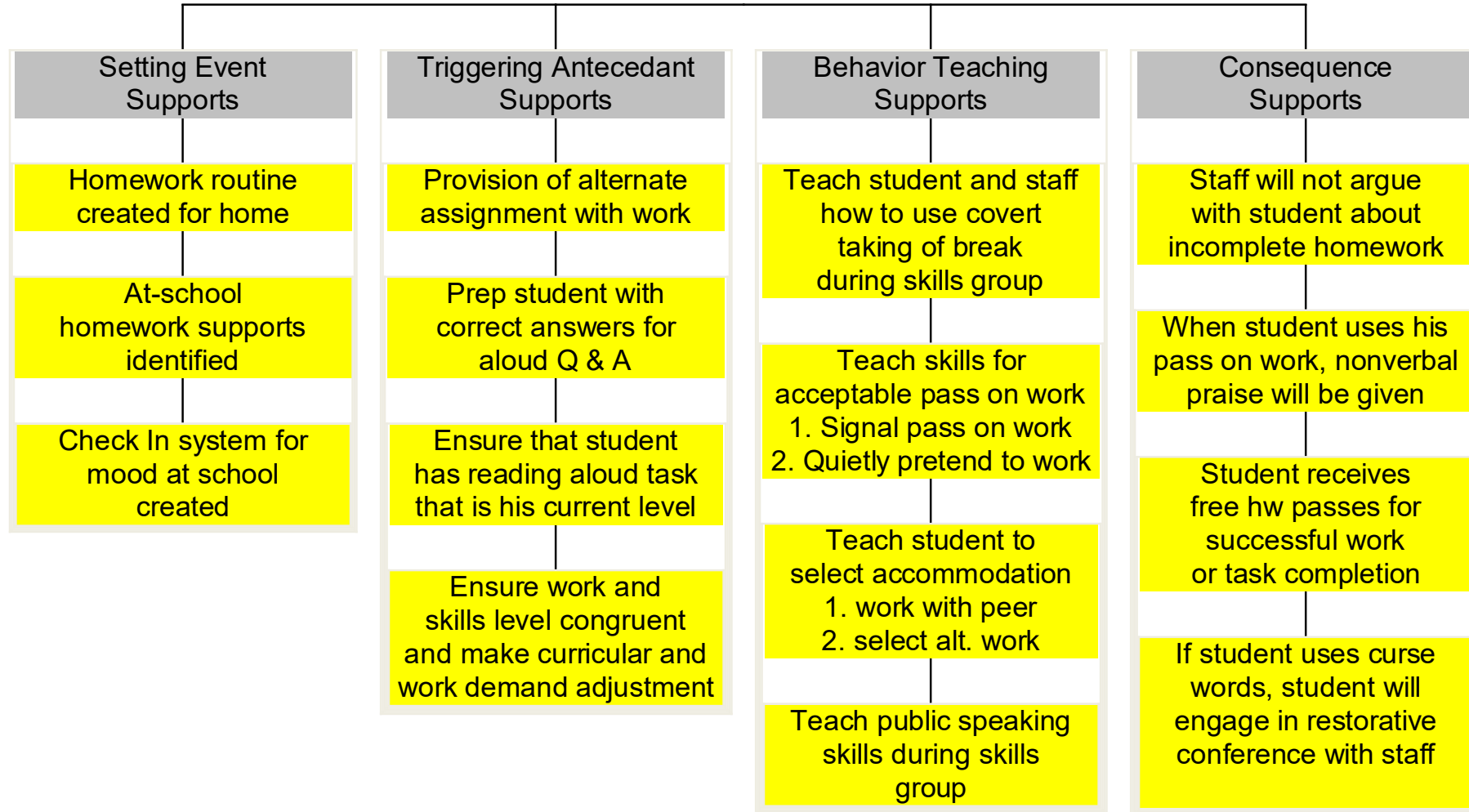
Remove reinforcement of the problem behavior and maximize reinforcement of the replacement behavior.

Step 5

Design a Behavioral Intervention Plan (BIP)

Key Points	Regulatory Citation
<ul style="list-style-type: none">• Redesign the environment• Define changes in the behavior of those who will implement the plan• Increase desired behavior• Prevent and decrease problem behavior• Structures and identifies supports for the student	<p>8 NYCRR §200.1(mmm) A Behavioral Intervention Plan is based on the results of a FBA and includes a description of the problem behavior, global & specific hypothesis as to why problem behavior occurs & intervention strategies, including positive behavioral supports and services to address the behavior.</p> <p>The CSE/CPSE must consider the development of a behavioral intervention plan for a student with a disability when the:</p> <ul style="list-style-type: none">• 8 NYCRR §200.22(b)(1)(i) Student exhibits persistent behaviors that impede his/her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions.• 8 NYCRR §200.22(b)(1)(ii) Student's behavior places him/her or others at risk of harm or injury.• 8 NYCRR §200.22(b)(1)(iii) CSE or CPSE is considering more restrictive programs or placements as a result of student's behavior. <p>8 NYCRR §201.3 If the manifestation team makes the determination that the behavior was a manifestation of the student's disability – conduct and implement and/or modify the BIP.</p>

Intervention Planning




Step 6

Plan for Effective Implementation of the BIP

Key Points	Regulatory Citation
<p>The BIP must answer:</p> <ul style="list-style-type: none">• What replacement behaviors will be taught to the student?• How the student will be taught to use the replacement behaviors and who will teach the behaviors?• What will be used to signal the student to use the new skill(s)?• How crises will be handled?	<p>8 NYCRR §200.22(b)(4)(ii) The behavioral intervention plan must 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).</p>

Step 7

Monitor Regularly and Modify Based on Observed Progress

Key Points	Regulatory Citation
<ul style="list-style-type: none">• What behavioral changes we will expect?• What methods will be used to measure and monitor progress toward goals?• What form will data be collected, displayed, and shared in?• What decision rules/criteria will be used to decide if the BIP should be maintained, faded, modified, or discontinued?• Who will be responsible for monitoring the accuracy or the integrity of the implementation of the BIP?• At what interval will the team meet and monitor the BIP? <p>How does it work best?</p> <ul style="list-style-type: none">• Team Approach• Administrator Support• Procedure is clearly outlined<ul style="list-style-type: none">• Everyone knows their responsibilities for implementation of the BIP 	<p>The behavioral intervention plan must identify:</p> <ul style="list-style-type: none">• 8 NYCRR §200.22(b)(4)(i) The baseline measure of the problem behavior, including frequency, duration, intensity and/or latency of the targeted behaviors across activities, settings, people and times of the day. Used as a standard to establish performance criteria and against which to evaluate intervention effectiveness.• 8 NYCRR §200.22(b)(4)(iii) A schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals which to evaluate intervention effectiveness. <p>8 NYCRR §200.22(b)(5) Implementation of a student's BIP shall include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the BIP and on student's IEP.* Results shall be documented and reported to the student's parents, CSE and CPSE and shall be considered in any determination to revise a student's BIP or IEP.</p>

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