Behavior Assessment Training (BAT) Project: SELA at Noon Session

Dr. Daniel L Brown   Dr. Deborah Bruns

January 31, 2024
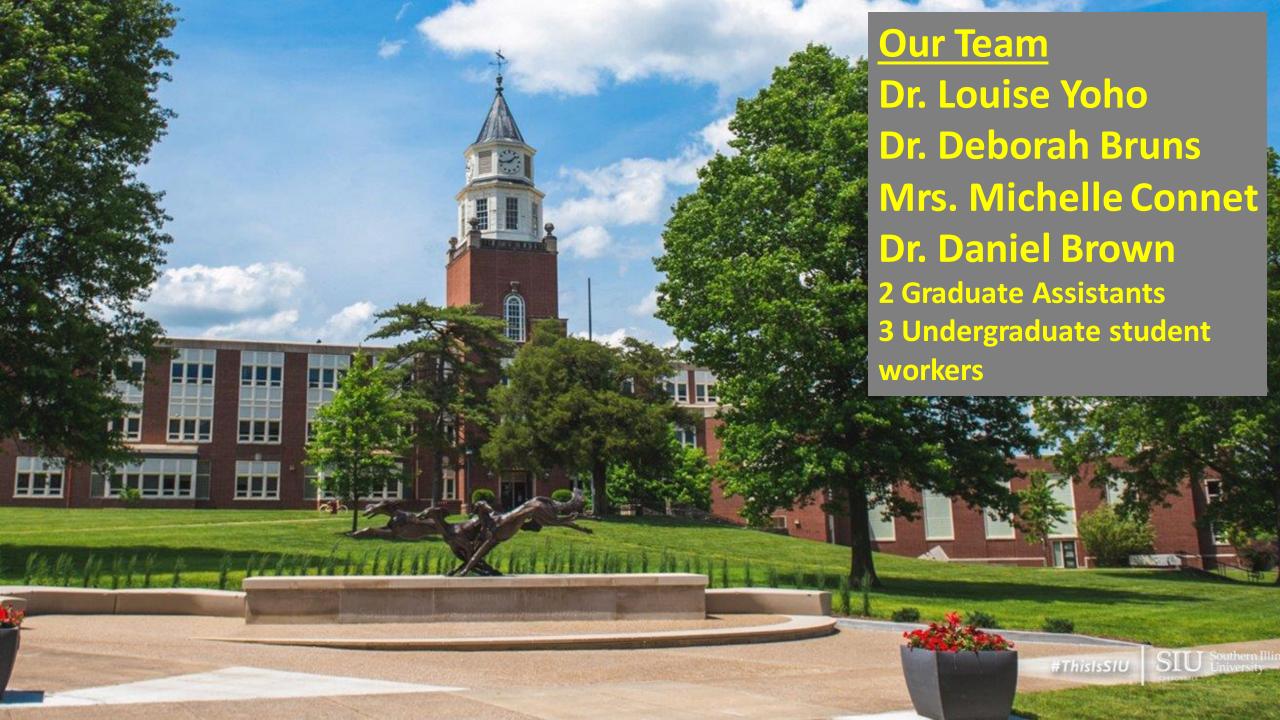
Agenda

- Welcome
- Overview of the BAT Project
  - Monthly Webinars
  - Conference
  - Guidance Document
  - Targeted School District Assistance

Our Team

Dr. Louise Yoho

Dr. Deborah Bruns

Mrs. Michelle Connet

Dr. Daniel Brown

2 Graduate Assistants

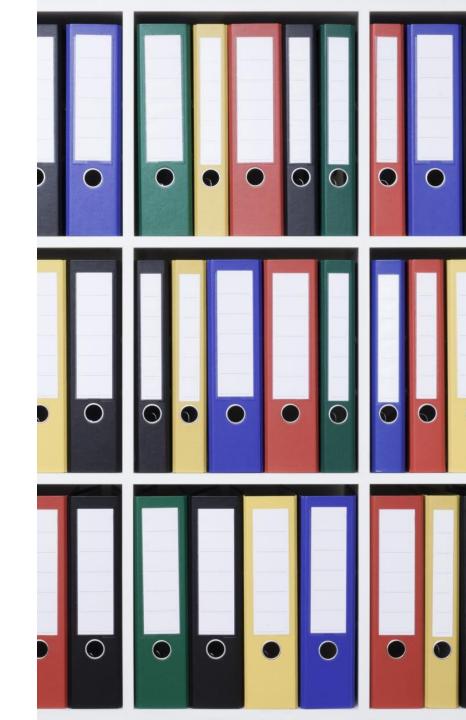**3 Undergraduate student workers**

Importance of the Topic

- Students from historically marginalized groups are more likely than their peers to be affected by exclusionary discipline practices, like suspensions and expulsions.

- Too often, educators view student behavior as a problem, instead of communication and serving a function.

- Culturally, linguistically, and racially diverse children and youth with disabilities make up a disproportionate percentage of students who receive punitive, restrictive, and often exclusionary disciplinary actions.

- Importance of FBAs and BIPs to collect information about behavior and assist in improving behavior

Behavior Assessment Training

Behavior Assessment Training Project

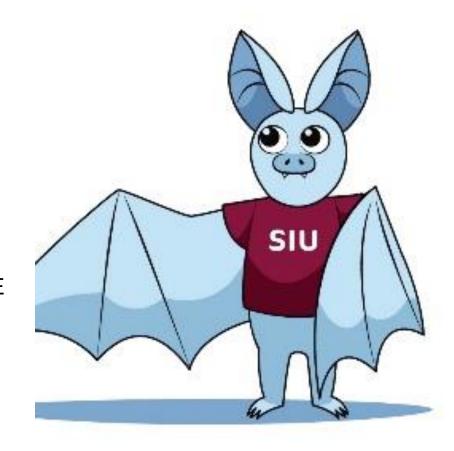- What is the BAT Project?

[BAT Introduction](#)

What is the Behavior Assessment Training (BAT) project?

The Special Education Behavior Assessment Training (BAT) project provides comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs).

- Monthly webinars

- Annual regional conference

- Guidance document and technical assistance library

- Technical assistance for targeted districts by the direction of ISBE

- Online Learning Modules (currently in development)

This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.

Archived Webinars

2022 – 2023 School Year

Teacher Bias & Stereotype Awareness

Evaluation & Bias

Legal/Ethical Requirements of FBAs & BIPS

Viewing Student Behavior Through an Action Plan

Culturally Responsive Evidence-Based Behavior Interventions

Culturally Responsive Evidence-Based FBAs

Culturally Responsive Evidence-Based BIPs

Expanding on Major Behavior Management Themes

Average attendance rate: 23

2023 – 2024 School Year To Date

Restorative Practices: Building a Restorative Leadership Vision through Challenging Times

Staff, Community & Family Collaboration to Address Implicit Bias

Impact of Trauma and Other Adverse Circumstances

The Impact of Significant Behavior Needs on the FBA/BIP Process

Review of FBA/BIP Best Practices and Replacement Behavior

Average attendance rate: 104

Upcoming Webinars

February 21, 3:30-4:30: Culturally Responsive Data Collection

March 20, 3:30-4:30: Implementation Fidelity

April 17, 3:30-4:30: Recommendations for Implementing Evidence-Based and Culturally Responsive FBAs and BIPs.

May 15, 3:30-4:30: Early Childhood through Multiple Lenses

Conference Retrospective

Fall 2022 Virtual Conference

- ✓ K-12 Panel (general educators, special educators, administrators)
- ✓ BCBA Panel
- ✓ Specific sessions on FBA data collection, trouble-shooting reinforcement and the TATE assessment tool
- ✓ **Average attendance rate: 38**

Autumn 2023 Regional Conferences

- ✓ Four locations across the state
- ✓ In-person conferences
- ✓ In-depth review of High-Leverage practices for FBAs and BIPs
- ✓ Workshop on Technical Adequacy Assessment Tool
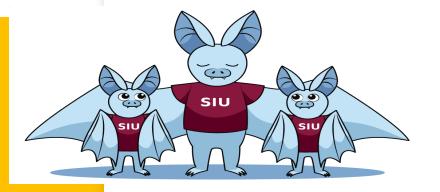- ✓ **Average attendance rate: 54**

ISBE Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities

Current State Guidance Document

- ❑ Disseminated in 1996
- ❑ Based on survey data
- ❑ Outdated practices

State Guidance Document and Handbook

- ❑ Updated Guidance Document (release date TBA)
- ❑ NEW Handbook for the field
  - ▪ Updated to include best-practices
  - ▪ Applicable for educators
  - ▪ Release date TBA

PRIMARY FOCUS OF THE BAT PROJECT: CONDUCT FBAS TO DEVELOP STUDENT BIPS

Creating individual behavior plans is a central role of all special educators.

Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is **chronic, intense, or impedes learning**.

A comprehensive FBA results in a *hypothesis about the function* of the student's problem behavior.

Functional Assessment Methods

Indirect assessment (asking others)

 - behavioral interview

 - questionnaires and rating scales

Direct observation assessment
(seeing for yourself)

 - descriptive A-B-C recording

 - checklist recording of A-B-Cs

 - interval recording of A-B-Cs

Functional analysis (change
antecedents and consequences)

 - exploratory - evaluate a number
of possible functions

 - hypothesis testing – test and
control condition for one function

Using the data to be strategic

Antecedent
- What comes directly before the behavior

Behavior

Consequence
- What comes right after the behavior

Reinforcement
- Negative
- Positive

Once the function is determined, a behavior intervention plan is developed

Teaches the student a pro-social replacement behavior that will serve the same or similar function
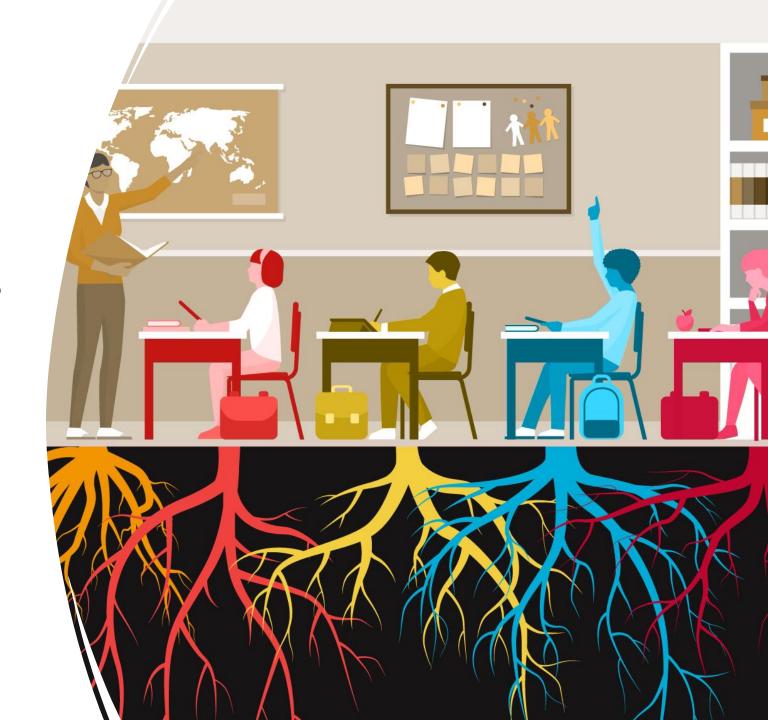
Alters the environment to make the replacement behavior more efficient and effective than the problem behavior

Alters the environment to no longer allow the problem behavior to access the previous outcome

Includes ongoing data collection to monitor progress

Strengths-based focus

- What do your students do well?

- What strengths do they bring with them?

- How does their presence enhance your room?

- What funds of knowledge do they bring with them?

Some Common Errors

- Skill deficit identified, but teaching and supporting that needed skill not directly addressed

- Reinforcement plans that to not address the hypothesized function; what need is being communicated

- Plans that are not working year after year without meaningful updates
    - Don't be afraid to take a new look at the hypothesis if and when new data emerge!

Resources

- High Leverage Practices

https://highleveragepractices.org/
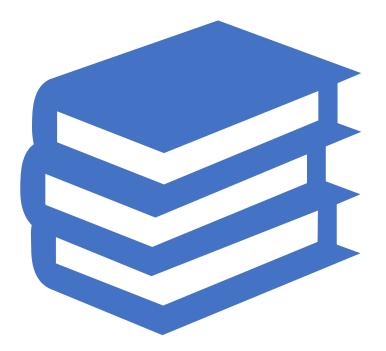
- IRIS

https://iris.peabody.vanderbilt.edu/

- CEEDAR

https://ceedar.education.ufl.edu/

- IEP Quality Project (IEPQ)

About IEPQ | IEP-Q: The IEP Quality Project (illinois.edu)

Exit Survey

Please complete our exit survey!