



**Illinois**  
State Board of  
Education



# Evidence-based behavior interventions FBAs, and BIPs: Major themes.

Louise M. Yoho, PhD

Behavior Assessment Training Program

Southern Illinois University

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This webinar will focus on the major themes related to Culturally Relevant Evidence-Based Behavior Interventions, FBAs, and BIPs.

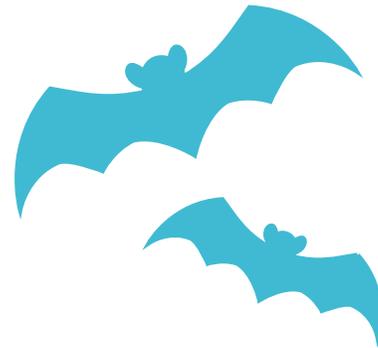


Conversations will focus on making sure all these pieces fit together to create a cohesive plan.

## Webinar Description

# Agenda

- Welcome and introductions
  - About the BAT project
  - Audience poll
- Evidence-Based Behavior Interventions, FBAs, and BIPs.
- Guest: Dee Tsiakals



# Welcome and Introductions



*Behavior  
Assessment  
Training*

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Who are you?

Special Education Teacher

General Education Teacher

Related Services Personnel

Administrator

Other



The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood.

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

What the  
BAT  
project is  
doing

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Monthly Webinars

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Annual Conference

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District-specific support

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Guidance document

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Technical assistance library

# BAT webinar schedule

## Upcoming Webinars

August 9

- Restorative Practices

September 20

- Staff, Community & Family Collaboration

October 18

- Impact of Trauma and Other Adverse Circumstances

November 15

- Significant Behavior Needs

January 17

- Court Involved Youth

February 21

- Culturally Responsive Data Collection

March 20

- Implementation Fidelity

April 17

- Summary and General Follow-Up

May 15

- Early Childhood

## Archived Webinars

October (archived)

- Teacher Bias & Stereotype Awareness

November (archived)

- Evaluation & Bias

December (archived)

- Legal/Ethical Requirements of FBAs and BIPs

January 18<sup>th</sup> (archived)

- Viewing student behavior through an action plan

February 15<sup>th</sup> (archived)

- Culturally Responsive Evidence-Based Behavior Interventions

March 15<sup>th</sup> (archived)

- Culturally Responsive Evidence-Based FBAs

April 19<sup>th</sup> (archived)

- Culturally Responsive Evidence-Based BIPs

# Annual Conference

- 1 Day In-Person Conference in October
- 3 Locations/3 separate dates
  - Northern (TBA)
  - Central (TBA)
  - Southern at Southern Illinois University (Carbondale)

We want to  
hear from  
you!





Behavior interventions



Functional Behavior Assessments (FBAs)



Behavior Intervention Plans (BIPs)



Behavior as communication



Serves a purpose



Focus on student strengths and teaching new skills



Being proactive instead of reactive



Making sure the pieces fit

# Major Themes

# Audience Poll

- **Thinking of themes from Topic 2, which of the following do you do well?**
- Utilizing evidence-based behavioral interventions
- Being proactive instead of reactive
- Implementing the BIP with fidelity
- Teaching new skills and focusing on student strengths
- Developing a strong FBA based on data collection

# One size does not fit all

Kids bring their best

It's not personal

Behavior support is a process



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# Behavior as communication

- What is the student achieving by engaging in the behavior?
- If they are doing it repeatedly, it is working for them.

# What need (function) is being communicated?

## Attention Seeking

## Communication of needs and wants

## Seeking escape or avoidance

- Difficult task, unfavorable setting, physical discomfort or pain, peer or staff ridicule, showing vulnerability or inability to do a task.

## Sensory feedback

- Blindisms, earache, sinus pain, skin irritation, hunger, constipation, fatigue

# Mismatch between home and school

- School professionals are largely white and middle-class women while students and their families represent many types of diversity
- School professionals are trained in a largely “one size fits all” approach (e.g., much of the literature focuses on students with an ASD as visual learners while that is not always the case)
- School professionals may not have had content specific to the range of diversity throughout their coursework (e.g., one course)
- School professionals may have limited exposure to diverse students and their families during their training as well as diverse faculty, clinical supervisors etc.



## Strengths-based

All students have strengths

Cultural relevance and  
responsiveness

Funds of knowledge

Cultural capital

# BEING CULTURALLY RELEVANT AND RESPONSIVE

## Know Your Learners



- How do I develop deep knowledge about individuals to know how they learn best and where they are in their learning?
- How do I form strong relationships with student families and caregivers to embrace a collaborative approach to learning?
- How do I design curriculum in which learners see themselves reflected in it?
- How do I hold an asset-based approach with each learner that fosters cultural and linguistic pluralism?

## Hold High Expectations



- How do I ensure each student is being appropriately challenged?
- How do I ensure learners have the right types of scaffolds to engage in the learning process?
- How do I create a safe, productive, and kind learning space for all?
- How do I use a variety of assessments to inform student actions as they achieve these expectations?

## Desire to Make a Difference



- How do I commit to being a change agent to make education more equitable for all learners?
- How do I work to remove existing barriers and create conditions for learning that are beneficial for all?
- How do I teach my students that who they are and how they treat others is just as, if not more, important than what they know?

## Funds of Knowledge

<b>Home Language</b> 	<i>E.g., Arabic; Spanish; Navajo; Italian</i>
<b>Family Values and Traditions</b> 	<i>E.g., holiday celebrations; religious beliefs; work ethic</i>
<b>Caregiving</b> 	<i>E.g., swaddling baby; giving baby pacifer; co-sleeping</i>

<b>Favorite TV Shows</b> 	<i>E.g., watching Dora; Sesame Street; Sid the Science Kid</i>
<b>Family Occupations</b> 	<i>E.g., fishing; office; construction; policeman</i>
<b>Scientific Knowledge</b> 	<i>E.g., recycling; exercising; health</i>
	<i>Additional Funds of Knowledge</i>

<b>Friends and Family</b> 	<i>E.g., visiting grandma; barbecues; sports outings</i>
<b>Family Outings</b> 	<i>E.g., shopping; beach; library; picnic</i>
<b>Household Chores</b> 	<i>E.g., sweeping; dusting; doing dishes</i>
<b>Educational Activities</b>	<i>E.g., going to the museum; taking a walk in the neighborhood</i>

# Focus on teaching skills and keeping students in school

When a student shows up in our classroom and they do not have the skills they need to read, we don't punish them or send them home, we teach them.

When students show up missing the skills they need to be successful in our classrooms from a behavior standpoint, too often we respond with punishment instead of teaching them the skills they need to be successful.



# Behavior Intervention Examples



# Behavioral Contracts

A written document that specifies a contingency for an individual student or the whole class

Contains the following elements:

- operational definition of behavior

- clear descriptions of reinforcers

- outcomes if student fails to meet expectations.

- special bonuses to increase motivation or participation.



# Token Economies

Means to positively reinforce behavior

Students earn tokens that can be exchanged for desired items

Can be highly personalized

Must be taught

Token Board

Student \_\_\_\_\_  
Target behavior \_\_\_\_\_


Therapy Fun Zone

★ ★ ★ ★ ★ ★ ★ ★

# Establishing a Token Economy

Determine and teach the target skills

Select tokens

Identify what will be backup reinforcers

Identify the number of tokens required to receive backup reinforcers

Define and teach the exchange and token delivery system

Define decision rules to change/fade the plan

Determine how the plan will be monitored



# Token Examples

- Poker chips given to students for correct answers in the classroom
- Money for snacks given to students for appropriate social behavior in the cafeteria
- Marbles stacked in plastic tubes in the nurse's office delivered for self-help skills
- Holes punched into a card carried by students for pro-social behaviors demonstrated each day

Critical  
components  
for Check-  
In/Check-Out  
success

- 
- Focus on teaching
- 
- Check-in/check-out system
- 
- Daily classroom report card
- 
- Home-school partnership

# Daily Progress Report (DPR)

<b>CICO Record</b>									
Name: _____					Date: _____				
3 = great 2 = OK 1 = hard time									
	<b>Safe</b>			<b>Responsible</b>			<b>Respectful</b>		
Check In	3	2	1	3	2	1	3	2	1
Before Recess	3	2	1	3	2	1	3	2	1
Before Lunch	3	2	1	3	2	1	3	2	1
Before Recess mid afternoon	3	2	1	3	2	1	3	2	1
Check Out	3	2	1	3	2	1	3	2	1
Today's goal				Today's total points					

## Why does Check- In/Check-Out work?

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Improved structure

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Provides prompts throughout the day for desired behaviors

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System for linking a student with at least one adult

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Feedback occurs more often and is tied to behavior

---

Undesired behavior is less likely to be rewarded or reinforced

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Increased reinforcement for desired behavior



- Teaches students to self-assess their behavior and record the results.
- It does not create new skills or knowledge
- Does increase or decrease the frequency, intensity, or duration of existing behavior.
- Saves teachers time monitoring students' behavior.

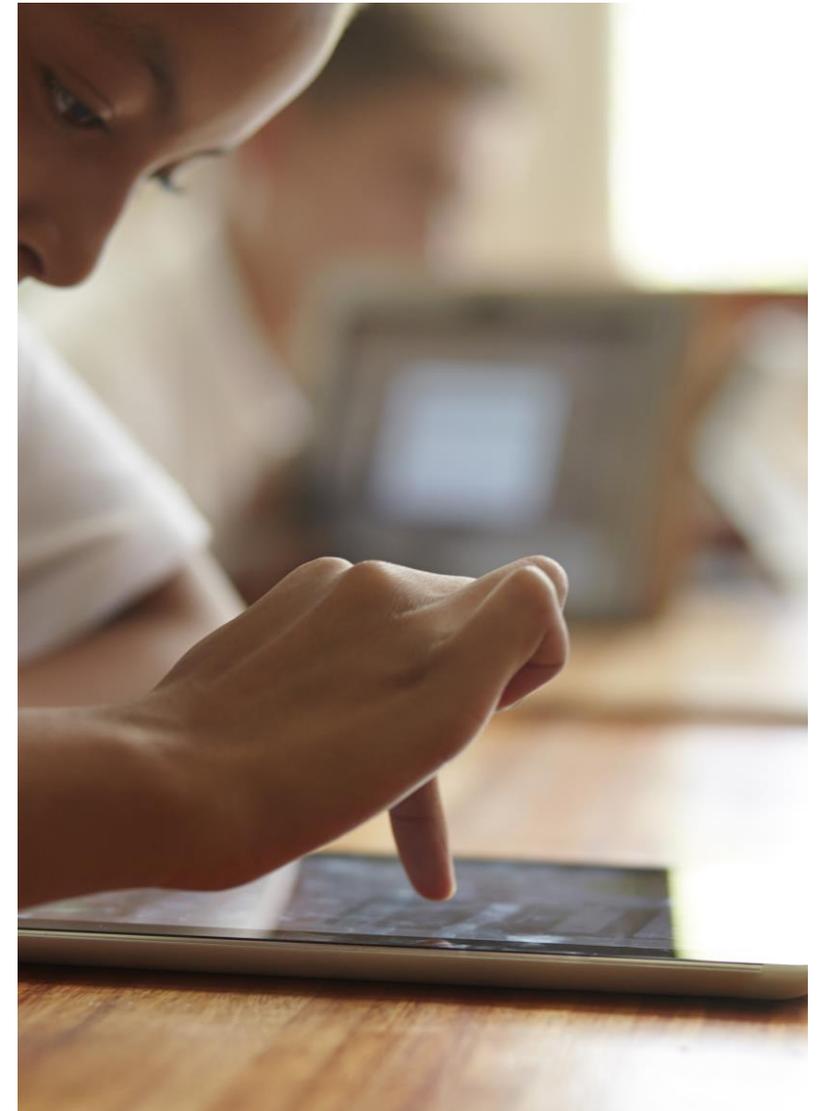
<https://iris.peabody.vanderbilt.edu/module/sr/#content>

## Self-monitoring

# Techniques for Increasing Self-Management

Teachers may...

- ask students to set goals.
- ask students to evaluate their performance.
- explain to the student what behavior resulted in reinforcement (following delivery of reinforcement).
- ask the student to relate part of the contingency for reinforcement.
- ask the student to state the entire contingency for reinforcement.
- involve students in choosing reinforcers and in determining their cost in terms of behavior.



# When to use what

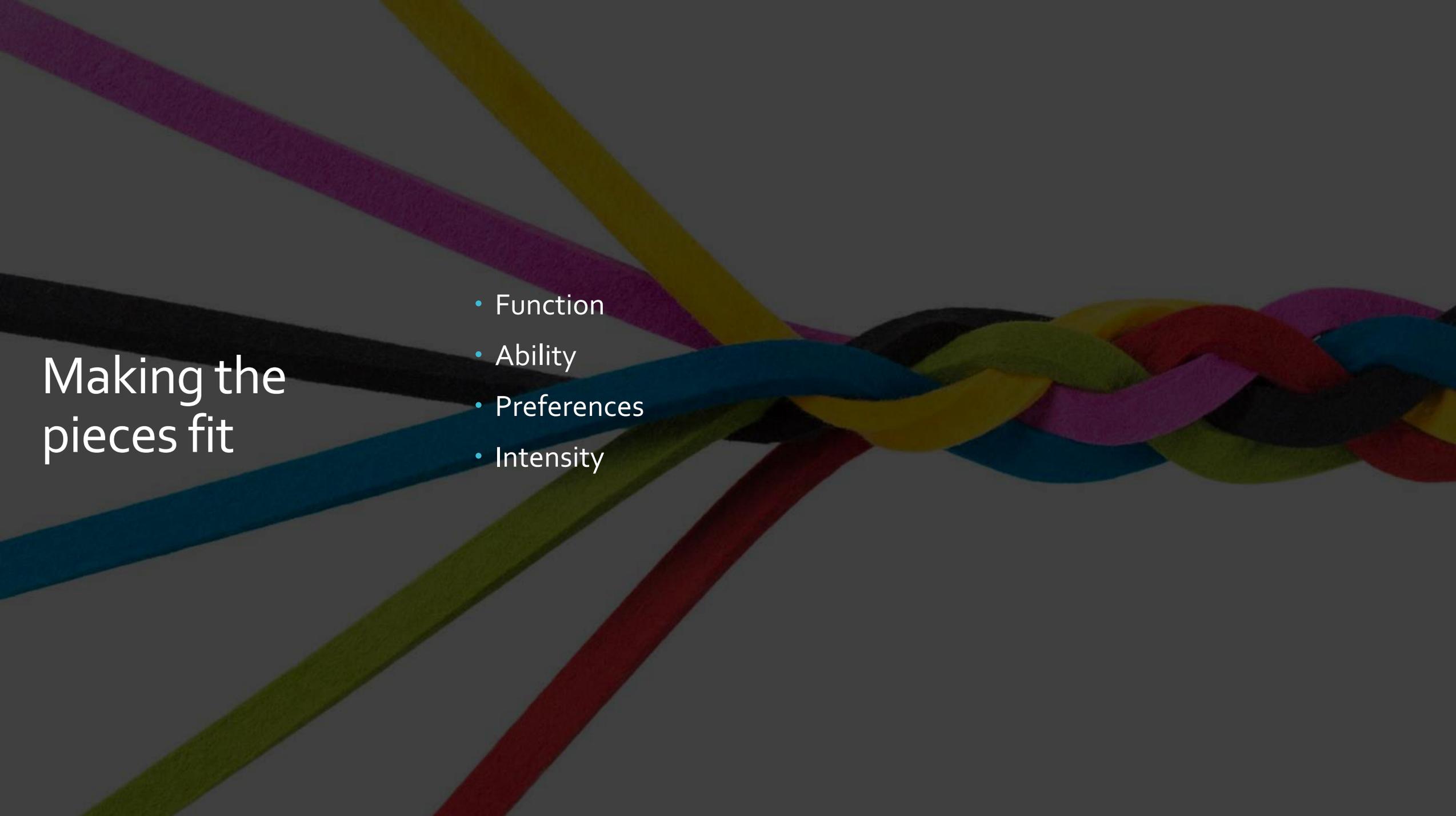
Evidence-based interventions are validated for a specific purpose with a specific population.

They are only useful for a range of problems and as such, must be paired up with the right situation.

If you match an evidence-based interventions with a problem it is not designed to address, there is no reason to think that it will work.

# Making the pieces fit

- Function
- Ability
- Preferences
- Intensity



# Introducing Dee Tsiakals



## Dee Bio

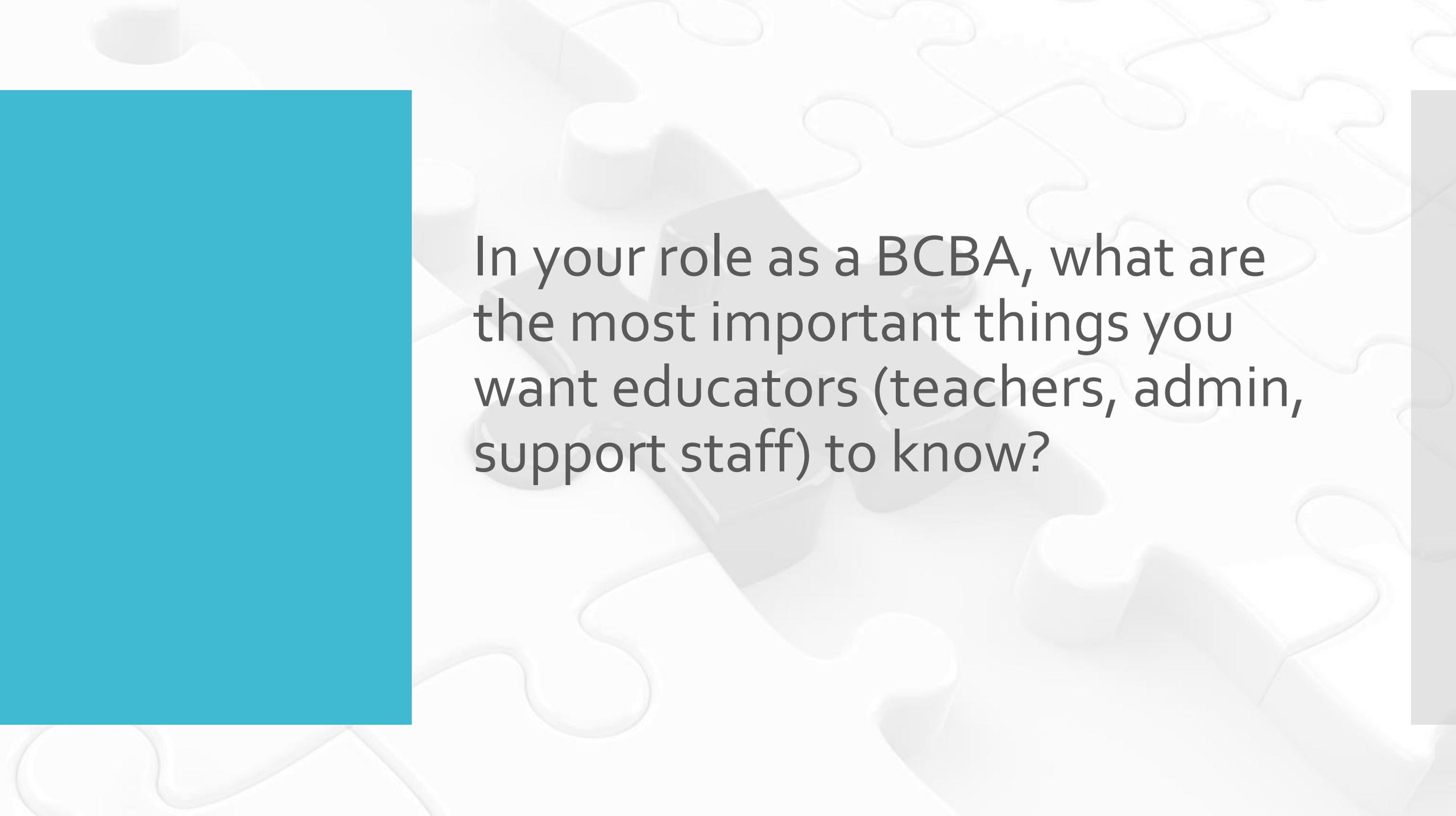
Dee Tsiakals lives in Champaign with her husband and three children, including her adult son who has autism.

Dee has a Master of Social Work degree with a concentration in schools from the University of Illinois at Urbana-Champaign.

While working in the role of a school social worker, Dee graduated with a Master in Special Education with a concentration in Applied Behavior Analysis from Arizona State University.

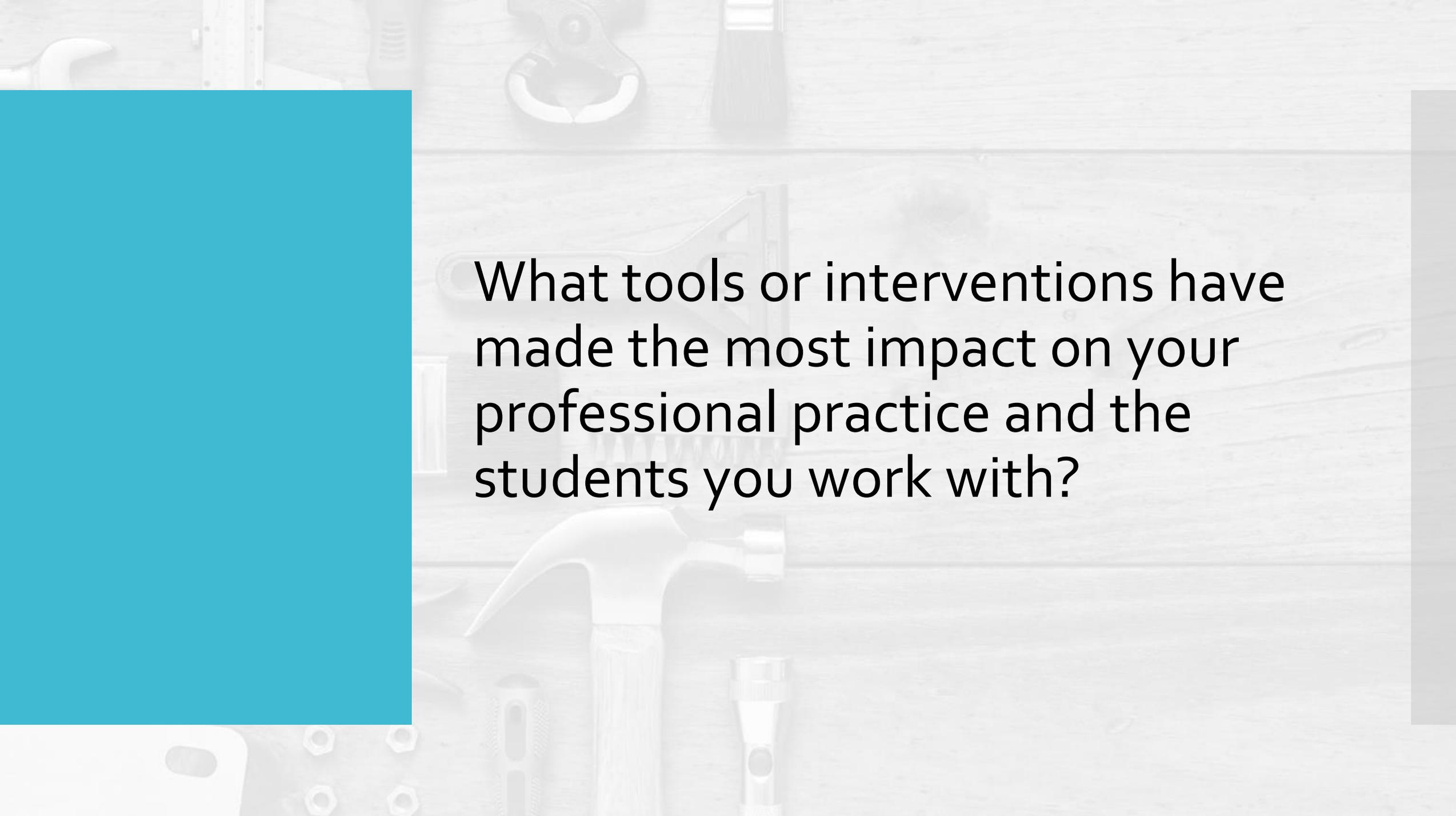
She currently works for Champaign Unit 4 Schools as a Board Certified Behavior Analyst.

Her passion is improving outcomes for students that exhibit challenging behaviors in schools.

The background features a light gray puzzle piece pattern. A large, faint white question mark is centered in the background. On the left side, there is a solid teal vertical bar. On the right side, there is a solid gray vertical bar.

In your role as a BCBA, what are the most important things you want educators (teachers, admin, support staff) to know?

What do you think are the most misunderstood aspects of the FBA and BIP processes?



What tools or interventions have made the most impact on your professional practice and the students you work with?

# Audience Participation

What questions  
do you have for  
Dee?



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Thank you  
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