



# The Impact of Significant Behavioral Needs on the FBA/BIP Process

November 15, 2023



# Agenda

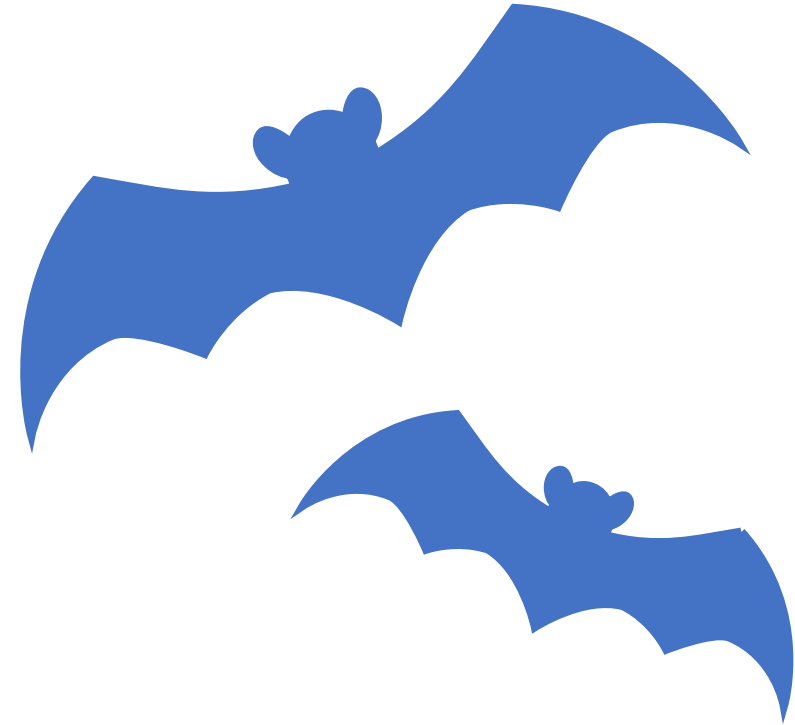
- Welcome and introductions
- Significant behavior needs defined (by you!)
- How this fits in the FBA/BIP process
- Strategies
  - Teaching skills
  - Functional analysis
  - Low-intensity interventions
  - Visual cues
  - Opportunities to Respond
  - Specific verbal praise
- Resources



## About the BAT project

The Special Education Behavior Assessment Training (BAT) project will provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students across all grade levels. Districts identified with a disproportionate rate of suspension and expulsion for students with disabilities will receive training and support on FBAs and BIPs. State-level guidelines will be developed, per 105 ILCS5/14-8.05, to address culturally responsive, evidence-based behavior interventions for students across all grade levels.

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



# BAT webinar schedule

## Fall 2023

August 9 (2 hours, archived)

- **Restorative Practices**

September 20 (archived)

- **Staff, Community & Family Collaboration**

October 18 (archived)

- **Impact of Trauma and Other Adverse Circumstances**

November 15

- **Significant Behavior Needs**

## Spring 2024

January 24

- **Review of FBA/BIP Process & Replacement Behavior (2 hours)**

February 21

- **Culturally Responsive Data Collection**

March 20

- **Implementation Fidelity**

April 17

- **Summary and General Follow-Up**

May 15

- **Early Childhood**



# Technical Assistance Library

- Collection of behavior-specific resources
- User friendly
- Free and downloadable
- Documents and FAQs
- Links to conference info and slide decks
- <https://stemedresearch.siu.edu/behavior-assessment-training/>



# 2023 Annual Special Education Conference

- 1 Day In-Person Regional Conference in October/November
- 4 Locations/4 separate dates

Southern: Carbondale (SIU) - 10/25

Northern: Chicago East (UIC) - 11/6 AND Chicago West (NIU) - 11/7

Central: Springfield (UIS) 11/8

This conference discussed the new guidance document & reviewed FBA/BIP best practices with an afternoon for team collaboration.

# Poll: What is your role in your school district?

- Special Education Teacher
- General Education Teacher
- District/Building Administrator
- Related Services Personnel
- Other





- No magic solutions
- Team process, and not an individual's problem
- Utilize existing knowledge and resources
- Focus on teaching and keeping students in their LRE





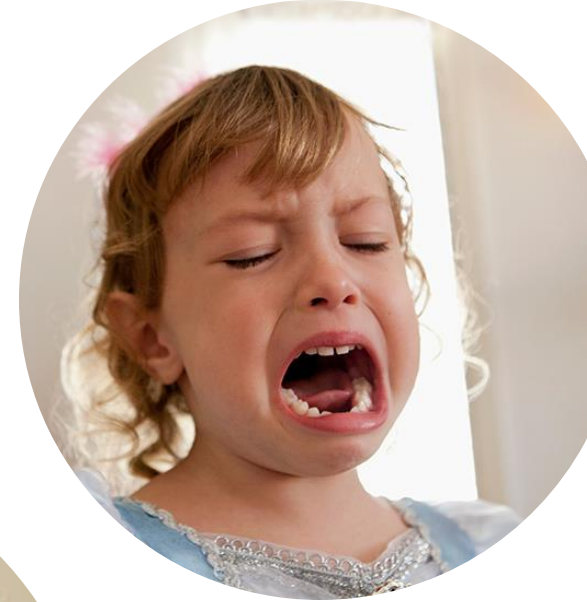


## What is significant?

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- Physical aggression
- Self-injury
- And...

Behavior is  
communication  
(yes, even the  
“big” ones)



The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) and the Council for Exceptional Children (CEC) developed and published a set of high-leverage practices (HLPs) for educators who work with students with disabilities.

The HLPs are organized around four aspects of practice:

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction



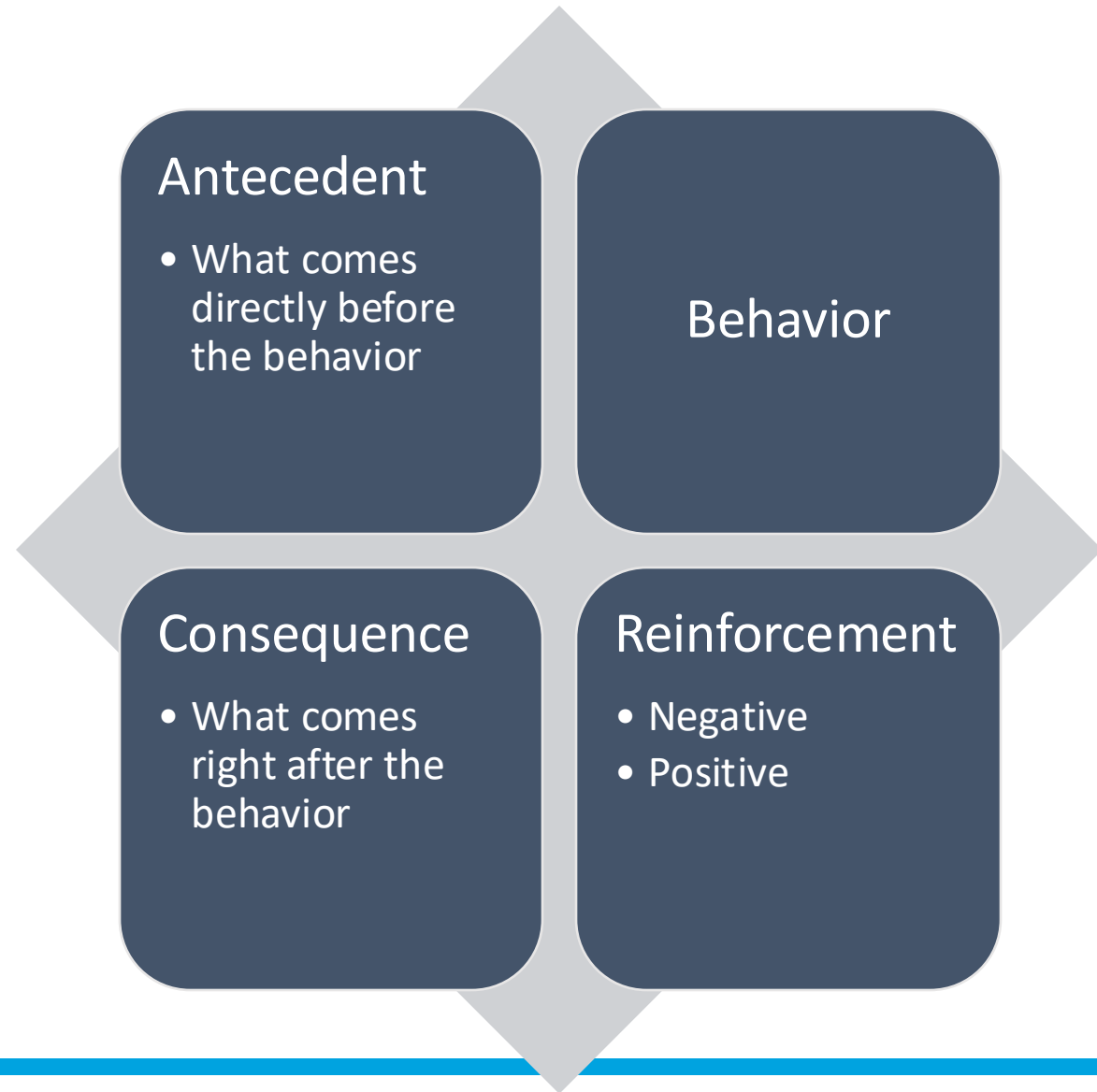
**HLP10**

**Conduct functional behavioral assessments to develop individual student behavior support plans.**

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. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a pro-social replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress.



# How this fits the FBA/BIP process



Consider the classic functions of behavior when trying to determine why a student is demonstrating a specific problem behavior.

- **Social Attention and Connections**
  - positive social reinforcement
- **Access to tangibles or preferred activities**
  - material or activity reinforcement
- **Escape, delay, reduction, of aversive tasks, activities or other individuals**
  - negative reinforcement
- **Internal stimulation**
  - automatic or sensory reinforcement



# Using FBA for Diagnostic Assessment in Behavior

	<b>Antecedents</b>	<b>Behaviors</b>	<b>Consequences</b>
Grades K–2	<ul style="list-style-type: none"> <li>▪ Teacher demand</li> <li>▪ Task difficulty</li> <li>▪ Lack of supervision</li> <li>▪ Lack of classroom rules</li> <li>▪ Little structure</li> <li>▪ No planned consequences</li> <li>▪ Transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking</li> <li>▪ Making noises</li> <li>▪ Moving around</li> <li>▪ Attention seeking</li> <li>▪ Fighting</li> <li>▪ Crying</li> <li>▪ Taking others' things</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher attention</li> <li>▪ Peer attention</li> <li>▪ Escape from work</li> <li>▪ Tangibles</li> </ul>
Grades 3–5	<ul style="list-style-type: none"> <li>▪ Teacher demand</li> <li>▪ Confrontation</li> <li>▪ Task difficulty</li> <li>▪ Lack of supervision</li> <li>▪ Lack of classroom rules</li> <li>▪ Little structure</li> <li>▪ No planned consequences</li> <li>▪ Transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking</li> <li>▪ Making noises</li> <li>▪ Moving around</li> <li>▪ Attention seeking</li> <li>▪ Noncompliance</li> <li>▪ Fighting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher attention</li> <li>▪ Peer attention</li> <li>▪ Escape from work</li> </ul>

*Witt, Daly, Noell, 2000*



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## Some strategies

- Functional analysis
- Teaching skills
- Low-intensity interventions
- Visual cues
- Opportunities to Respond
- Specific verbal praise





# Multiple Functions

- Sometimes challenging behaviors have a single function, but in others, challenging behaviors have multiple functions.
- When teachers and other practitioners understand why students are engaging in challenging behaviors they can design a function-based intervention to decrease challenging behavior and increase appropriate behavior.



# Functional Behavior 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



# Functional Analysis

Functional Analysis is the scientific study of how the environment affects behavior.

Applying strategies like a Functional Analysis to assess and treat challenging behaviors can

- Help students struggling with challenging behavior
- Increase teacher confidence and expertise

“While teachers may hypothesize the function of a behavior from simple observation, it is hard to determine the function of a behavior through observation alone.

For example, a student’s challenging behavior might be followed by attention from the teacher, attention from peers, and/or escape from work.

Conducting an FA would help teachers determine which of those consequences maintain the behavior in order to develop an intervention that addresses the underlying function(s) of the behavior”.



# Functional Analysis

- Individuals with Disabilities Education Act (IDEA)—supports the use of FA to tailor interventions for students with challenging behaviors (Chitiyo, 2005).
- Studies have shown FA to be an effective way to develop interventions for a wide variety of behaviors and for students of all ages with diverse needs
- FA can be used to inform intensive behavioral interventions for students at the highest tier of support (Hawken, Vincent, & Schumann, 2008).



# Considerations

- A teaching team must first assess if they have the experience and resources necessary to conduct it safely and accurately.
- Develop a plan to ensure the safety of the student and others in the classroom when performing FA on a dangerous behavior, like self-injury or aggression.
- Have the direct guidance of a behavior specialist (such as a BCBA), school psychologist, or other practitioner who is experienced with the FA procedure, as well as additional support staff to manage other students during the procedure.
- Obtain parent permission
  - Required if the student has a disability (IDEIA, 2004)
  - Parent support can aid the assessment process
  - Promote the development of an appropriate intervention that can be used consistently at both school and at home

# Teaching skills

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- Academic skills
  - Reading
  - Writing
  - Math
  - Science
- Behavioral skills
  - Self-management skills
  - Hand raising
  - Break taking
  - Expression of needs and wants
  - Social emotional skills



**HLP9**

**Teach social behaviors.**

Teachers should explicitly teach appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.





# Comorbidities

Students who engage in challenging behavior are also

- likely to struggle academically
- to experience poor post-secondary outcomes



# Behavior and...

Difficulties with

- Reading
- Writing
- Speaking
- Math
- Mobility



## **Intensive Intervention Practice Guide: Mathematics-Language Instruction for Emergent Bilingual Students With Mathematics Difficulty**

Danielle O. Lariviere, University of Texas at Austin  
Vishakha Agrawal, Vanderbilt University  
Jiaxin Jessie Wang, Vanderbilt University



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## **Intensive Intervention Practice Guide: Self-Monitoring Systems to Improve Behavior Outcomes for Students With Comorbid Academic and Behavior Difficulties**

Ashleigh Avina, University of Minnesota  
Jessica Boyle, Vanderbilt University  
Tobey Duple Moore, University of Connecticut  
Elizabeth A. Hicks, Michigan State University  
Diana M. Wiggins, University of Illinois at Chicago



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## **Intensive Intervention Practice Guide: Using Student Choice to Decrease Challenging Behaviors for Elementary Students With Comorbid Academic and Behavior Difficulties**

Gabrielle Crowell, Vanderbilt University  
Jillian Thoele, University of Georgia  
Sarah DeAngelo, University of Illinois at Chicago  
Amber Reilly, University of Minnesota



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National Center on  
**INTENSIVE INTERVENTION**

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A photograph of a forest with tall, thin trees and sunlight filtering through the canopy. The trees are mostly evergreens, and the ground is covered in green and yellow foliage. The lighting is soft and natural, suggesting a bright day.

# Wholistic view

As educators who work with students with disabilities, we need to look at the whole child, and the whole situation.

<b>Problem behavior</b>	A student makes rude and disrespectful comments whenever she is asked to read aloud in class.
<b>Function</b>	Task avoidance
<b>Replacement behavior</b>	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
<b>Teach skill</b>	<p>Because the student lacks the requisite reading skills, the teacher will:</p> <ul style="list-style-type: none"> <li>• Provide additional instruction to improve her reading skills</li> <li>• Scaffold oral reading activities for her by previewing a passage before asking her to read aloud</li> </ul>
<b>Adjust antecedent</b>	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
<b>Modify consequences</b>	<p><i>1) Reinforce the replacement behavior</i></p> <p>Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud).</p> <hr/> <p><i>2) Do not reinforce the problem behavior (i.e., extinction)</i></p> <p>If the teacher does not call on the student to read aloud (antecedent adjustment) until her reading has improved (skill instruction) then it is likely that she will not engage in the problem behavior. However, if the problem behavior reoccurs, the teacher will withhold reinforcement.</p>



# The acting out cycle

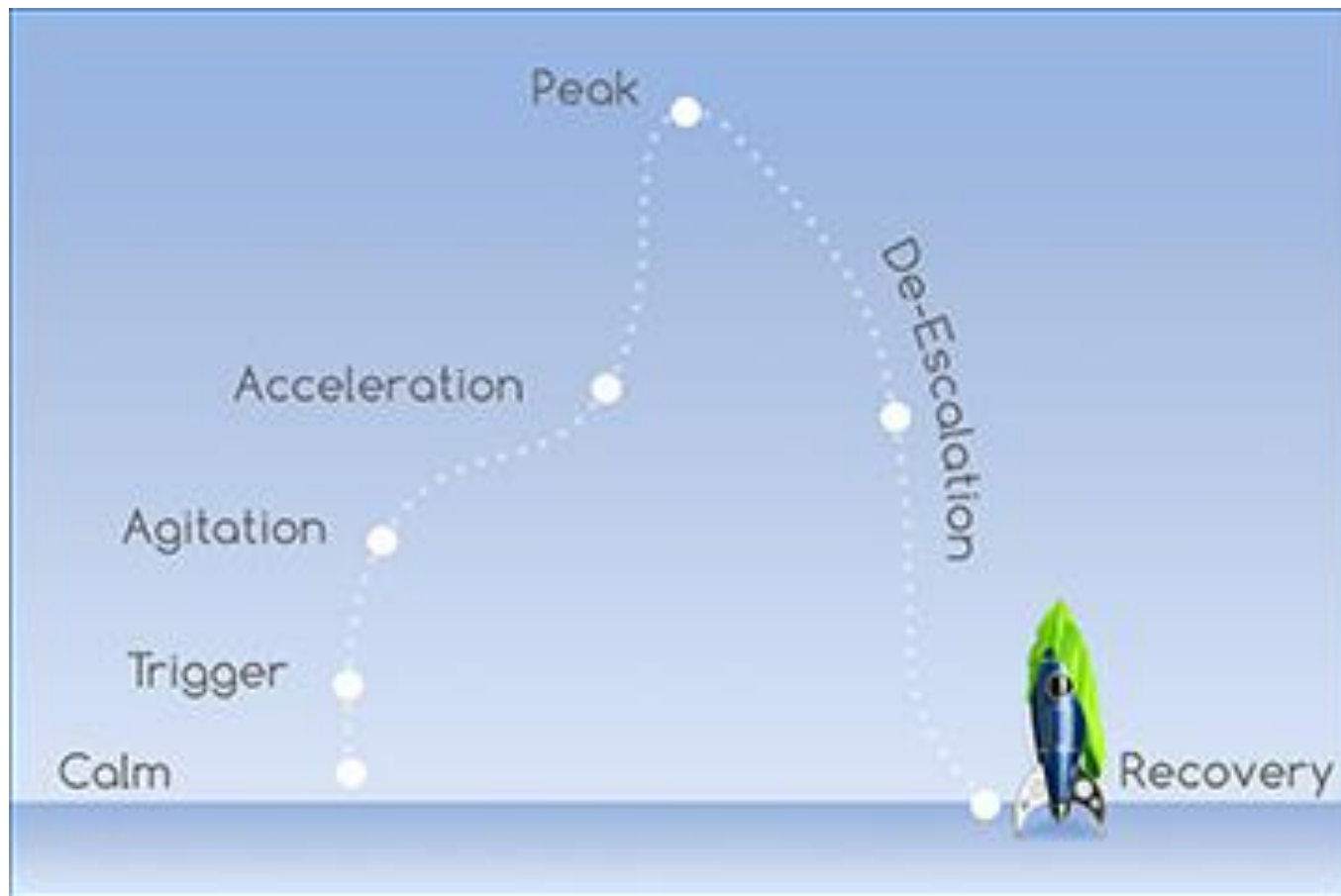
Low-intensity interventions to help prevent high-intensity behaviors



Acting-Out Cycle	
Phase	Description
Calm Phase	Student behavior is characterized as goal-directed, compliant, cooperative, and academically engaged. The student is responsive to teacher praise and willing to cooperate with peers.
Trigger Phase	Student misbehavior occurs in response to an event either within or beyond the school day. When a student encounters a trigger, he may become restless, frustrated, or anxious.
Agitation Phase	The student can engage in a variety of off-task behaviors. Some students might dart their eyes, tap their fingers, or start and stop their activities. Others might disengage or stare off into space.
Acceleration Phase	The student's challenging behavior intensifies and is often directed at the teacher. It's at this stage that a teacher often first recognizes that a problem is occurring.
Peak Phase	The student's behavior is clearly out of control (e.g., yelling at the teacher, hitting others, destroying property) and may create an unsafe classroom environment.
De-escalation Phase	The student is less agitated and may be confused or disoriented. Many students will withdraw, deny responsibility, attempt to blame others, or try to reconcile with those they harmed.
Recovery Phase	The student is generally subdued and may wish to avoid talking about the Peak incident. The student returns to the Calm Phase.



## The acting out cycle



- Be strategic
- Be proactive

The acting-out cycle diagram is adapted from Colvin, G. (2004). Managing the cycle of acting-out behavior of the classroom. Eugene, OR: Behavior Associates.





Low-Intensity Strategies	Definition
Behavior-Specific Praise	Directing a positive statement toward a student or group of students that acknowledges a desired behavior in specific, observable, and measurable terms.
Precorrection	Determining when challenging behaviors tend to occur and then making changes to the classroom environment or providing supports for students both to prevent those behaviors from happening and to facilitate appropriate behavior.
Active Supervision	Frequently and intentionally monitoring students, during instructional and non-instructional periods, to reinforce behavior expectations and anticipate or prevent undesired behaviors.
High-Probability (High-p) Requests	Making a series of requests to which a student is highly likely to respond (high-p requests) before providing a request to which a student infrequently or never responds (low-p request) to increase the student's ability to meet expectations.
Opportunities to Respond (OTR)	Giving students frequent chances to answer questions or prompts in a set amount of time to promote and reinforce student participation and engagement.
Choice Making	Providing structured options to facilitate a student's ability to follow an instructional or behavioral request.
Differential Reinforcement	Definition
Differential Reinforcement of Alternative Behavior (DRA)	Reinforcing a positive alternative behavior that is a replacement for the undesired or challenging behavior.

More information on many of these strategies can be found on the Ci3T website: <https://www.ci3t.org/PL>



<https://iris.peabody.vanderbilt.edu/module/bi2-sec/cresource/q1/p01/#content>



Behavior-specific praise/feedback

# Behavior-specific verbal feedback

- focuses on a specific behavior or action, providing information and reinforcement directly related to that behavior.
- is a targeted and effective way to communicate specific expectations and acknowledge desired behaviors.
- should directly address the specific behavior or action being observed.
- avoids vague or general statements and instead focuses on the specific behavior that is being praised or addressed.



Describe the behavior in clear terms, mentioning what you observed and why it was positive or significant.

- "I saw that you used kind words and shared your toys with your friend during recess. That was a thoughtful and inclusive gesture."

Behavior-specific feedback should highlight the positive impact or consequence of the behavior.

- "By actively participating in the class discussion, you helped create a collaborative learning environment where everyone felt comfortable sharing their ideas. Your input was valuable and contributed to our shared understanding."



## Example of Verbal Behavior Specific Praise

- “I could see you were concentrating and working very hard on your worksheet. You remained focused until it was done.”

## Non-example of Verbal Behavior Specific Praise

- Saying "Good job" without specifying the behavior or action being praised does not provide specific information on what was done well.

Overly critical or negative feedback that does not address specific behaviors constructively.





Opportunities to Respond



# OTR and Behavior

- Opportunities to respond have been found to increase on-task behaviors and student engagement:
  - For students with and without disabilities
  - Across all grade levels
  - During small- and whole-group instruction
- Teachers can intensify instructional and behavioral supports for their students by increasing the number of OTRs.

*Clarke, Haydon, Bauer & Epperly 2016; Common, Lane, Cantwell, Brunsting, Oakes, Germer, & Bross, 2020; Fitzgerald Leahy, Miller, & Schardt, 2019; MacSuga-Gage & Simonsen, 2015; Van Camp, Wehby, Martin, Wright, & Sutherland, 2020.*



# Steps for OTR implementation

1

1. Create a list of questions or prompts.

2

2. Choose the method you will use for asking questions.

3

3. Choose the method students will use to respond.

4

4. Ask a minimum of three questions per minute.

5

5. Provide feedback based on student answers.



# Intensive Intervention Practice Guide: Increasing Opportunities to Respond as an Intensive Intervention

BrittanyLee Martin, Vanderbilt University  
Katie Sargent, Vanderbilt University  
Alyssa Van Camp, Vanderbilt University  
Jessica Wright, Virginia Commonwealth University



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## Implementation Fidelity Checklist

Opportunities to Respond

Directions: Use this checklist to ensure this strategy is being implemented with fidelity. Place a check in the box for each step implemented correctly.

Date/Time: \_\_\_\_\_

Teacher: \_\_\_\_\_

Student(s): \_\_\_\_\_

Observer (if applicable): \_\_\_\_\_

Opportunities to Respond		
Steps to Implement		Notes
1 <input type="checkbox"/>	Create a list of questions or prompts.	
2 <input type="checkbox"/>	Choose the method you will use for asking questions.	
3 <input type="checkbox"/>	Choose the method students will use to respond.	
4 <input type="checkbox"/>	Ask a minimum of three questions per minute.	
5 <input type="checkbox"/>	Provide feedback based on student answers.	

iris.peabody.vanderbilt.edu



The contents of this resource were developed under a grant from the U.S. Department of Education, #I320E170001. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Sarah Allen 072822

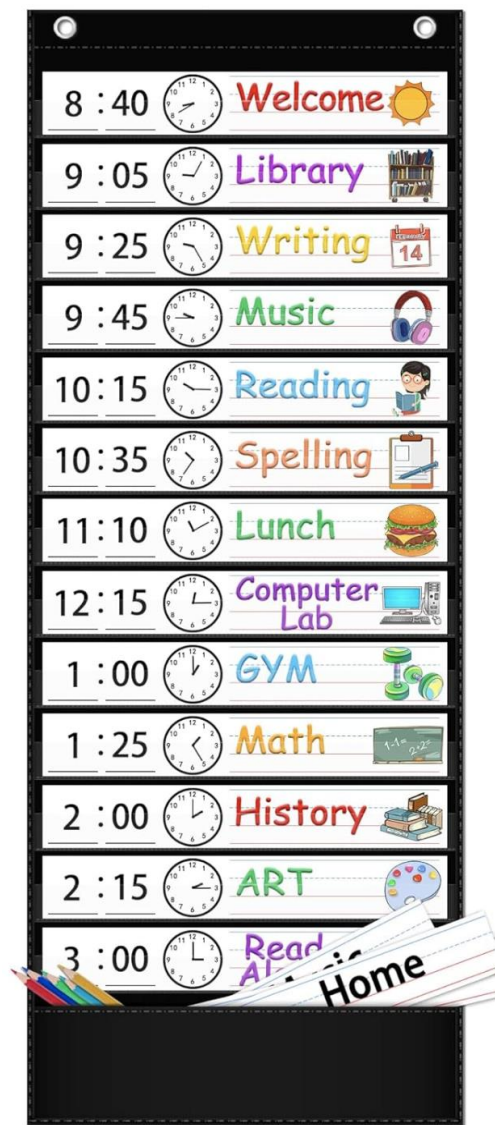


**Illinois State Board of Education**

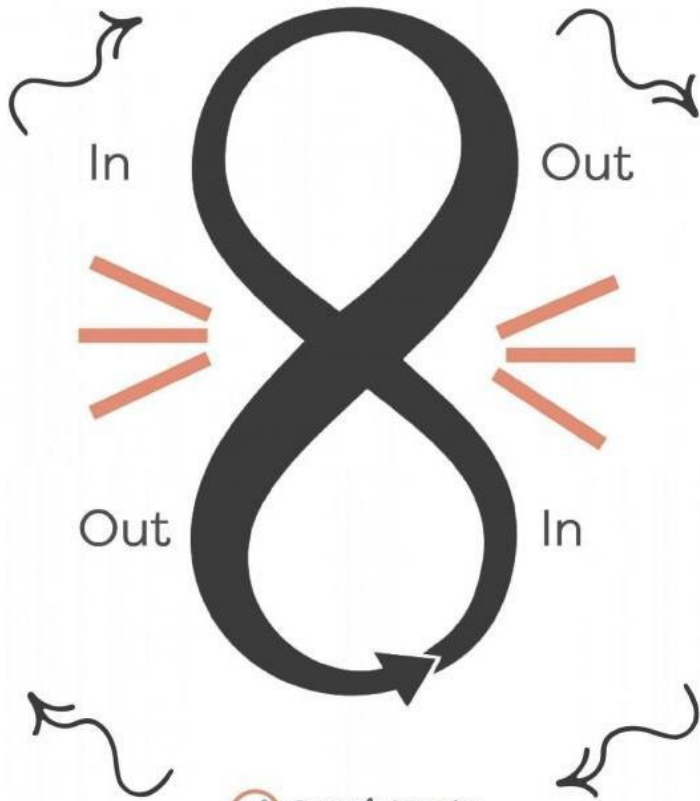
<https://files.eric.ed.gov/fulltext/ED591076.pdf>

[https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/bi2-elem/pdf/implementation\\_fidelity\\_checklist\\_OTR.pdf#content](https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/bi2-elem/pdf/implementation_fidelity_checklist_OTR.pdf#content)

# Visual Cues



**FIGURE 8**



 Center for Intensive Behavioral Supports



 Center for Intensive Behavioral Supports

## **SOCIAL-EMOTIONAL CONVERSATION STARTERS**

Topics include...

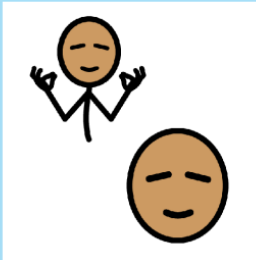
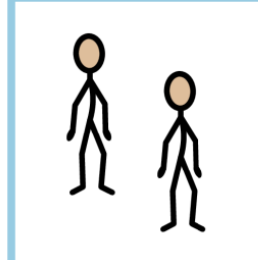
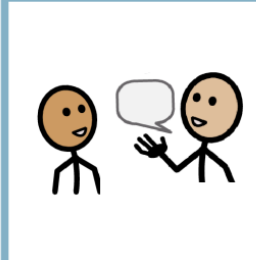


Communication  
Community  
Confidence  
Conflict  
Emotions  
Empathy  
Equity  
Focus  
Friendship

Help  
Inclusion  
Kindness  
Mindfulness  
Motivation  
Responsibility  
Sensations  
Stress  
Trust  
Who are you?



# De-escalating Dangerous Behavior

Five strategies to assist in de-escalating students who are exhibiting dangerous behavior.

#1	#2	#3	#4	#5
				
<h3>Stay Calm</h3> <p>To interrupt the cycle of behavior, use a calm tone and voice level; control your facial expression; and use supportive and non-threatening body language.</p>	<h3>Seek Assistance</h3> <p>As soon as possible, seek support from a team member. Alert them to the potentially dangerous situation and ask for assistance.</p>	<h3>One Speaker</h3> <p>To avoid confusion, only have one adult speaking to the student and limit the amount of verbal information. This will help with consistency and reduce unnecessary noise.</p>	<h3>Remove Student</h3> <p>When possible, have the student leave the area when they become upset. This allows the student to have more privacy and feel safe enough to de-escalate.</p>	<h3>Remove Peers</h3> <p>When imminent danger is present, have peers exit the room if the student in distress cannot leave the area. Give this student privacy and time to regulate.</p>

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**Environment** – How can the environment or circumstances that trigger the target behavior be adjusted?

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**Instruction and/or Curriculum** – What changes in instructional strategies or curriculum would be helpful?

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**Positive Supports** – Describe all additional services or supports needed to address the student’s identified needs that contribute to the target behavior.

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**Motivators and/or Rewards** – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.



# What interventions do you think will help your students the most?

- Visual cues for de-escalation techniques
- Functional Assessment
- Teaching academic skills
- Opportunities to Respond
- Specific verbal praise



# Resources

- High Leverage Practices

<https://highleveragepractices.org/>

- National Center for Intensive Intervention

<https://intensiveintervention.org/>

- The Center for Intensive Behavioral Supports

<https://behavioralsupportsil.org/>

- IRIS

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

CEEDAR

<https://cedar.education.ufl.edu/>



Please  
complete the  
exit survey!

