Recommendations for implementing Evidence-Based and Culturally Responsive FBAs and BIPs

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PLEASE PARTICIPATE IN POLLS AND THE OPEN-ENDED QUESTIONS.

PLEASE COMPLETE THE EXIT SURVEY AT THE END OF TODAY’S WEBINAR VIA THE QR CODE. THE SURVEY LINK WILL ALSO BE EMAILED AN HOUR AFTER TODAY’S WEBINAR.

IF YOU WISH TO EARN A CPDU HOUR, COMPLETE THE ISBE EVALUATION OF PROFESSIONAL DEVELOPMENT AND RETURN IT TO ME. IT WILL BE EMAILED TOMORROW.
Poll #1: Who are you?

- Special Education Teacher
- General Education Teacher
- Related Service Personnel
- Administrator
- Other
Agenda

Welcome
Overview of BAT project
Top 10 Recommendations for Implementing FBAs and BIPs
Self-reflection
Remaining spring 2024 webinars
Q&A Exit survey

Equity • Quality • Collaboration • Community
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.
#10: Function of Behavior Mismatched to Intervention

- Function and intervention must be aligned as well as logically linked rather than adopting a “one size fits all” approach.
- Evidence-based interventions are validated for a specific purpose with one or more specific populations and some for all groups; need to be aware of general or overuse of an intervention.
- Changing or modifying one or more part(s)/step(s) of an intervention can invalidate its use. A change or modification is often not included in the research completed for validation.
## Examples of Behavior Interventions

### Good Behavior Game (Schools-Implemented) (May 2015)

Good Behavior Game is a classroom management strategy that aims to improve social skills, minimize disruptive behaviors, and increase academic learning environment. Teachers keep a tallying system where students keep track of their behavior and earn rewards for demonstrating appropriate behaviors and following classroom rules.

### Class-Wide Function-Related Intervention Teams (CW FRT) (Study Under Protocol) (May 2015)

A class-wide intervention designed to improve social behavior and classroom management. This intervention is implemented through small group instruction and real-time feedback.

### Early Access: Identifying Risk and Early Intervention (June 2015)

Early Access is a school-wide program that identifies and helps at-risk students early in their school career. It provides early intervention and support to prevent further behavior problems.

### Functional Behavioral Assessment-Based Interventions (December 2016)

Functional Behavioral Assessments (FBA) are conducted to identify the environmental causes of challenging behavior. This information is used to develop effective behaviors and interventions.

### Check & Connect (Randomized Controlled Trial) (May 2015)

Check & Connect is another classroom-based intervention that focuses on reducing disruptive and off-task behaviors. It includes both teacher and student components.

### Full-Focus (Elementary School) (Children Identified With an Emotional Disability) (December 2016)

Full-Focus is a curriculum-based intervention program designed to improve academic and social behavior. It uses a comprehensive approach to address the needs of students with emotional disabilities.

### Summary of Intervention Settings and Samples That Met Standards

- **Outcome Domain**: Effectiveness Rating
  - **grades**: K-12
  - **Evidence Tier**: 
    - **Tier 1**: 31
    - **Tier 2**: 16
  - **Summary of Intervention Settings and Samples That Met Standards**

### Other Interventions

- **General Literacy Achievement**
  - **Grades**: K-5
  - **Evidence Tier**: Tier 1

- **General Mathematics**
  - **Grades**: K-5
  - **Evidence Tier**: Tier 2

- **Interscholastic Competency**
  - **Grades**: K-12
  - **Evidence Tier**: Tier 1

### Note

This summary only includes data from studies that reported sample sizes. The intervention report may include additional information based on further research.
# Examples of Behavior Interventions

## Behavioral Intervention Tools Chart

The tools chart presents information about behavioral intervention programs. The following four tabs include information and ratings on the technical rigor of the studies: (a) Quality of Design & Results, (b) Quality of Other Indicators, (c) Program Information, and (d) Additional Research. The chart includes information and ratings on the quality of research studies about different interventions, not ratings on the interventions themselves. The ratings are about study quality only. Additional columns on the chart describe the effect sizes, or results, for those studies. Users are expected to review the study quality ratings and effect size information together when interpreting the chart.

The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation. All tools that meet the criteria for review are posted on the chart, regardless of results. This chart represents all tools that were reviewed, not those that were “approved.”

*Last updated: September 2021*  [Click here for a brief summary of the new and improved studies we've released](https://www.intensiveintervention.org).

### Legend

- **High Quality Evidence:** Consistently providing evidence
- **Moderate Quality Evidence:** Partially providing evidence
- **Unclear Evidence:** Insufficient or conflicting evidence
- **DataUnavailable:** Data not available
- **NA:** Not applicable

### Average ES

- **Average ES** includes at least one statistically significant individual effect size
- **Average ES** could not be reported because at least one individual effect size could not be calculated

### Filter Results

- **Target Behaviors:** Intervening
- **Grade:** Pre-K, Elementary (K-5), Middle School (6-8), High School (9-12)
#9: Understanding one’s implicit bias

- Culturally responsive outlook/orientation and practices
- Teacher bias
- Implicit bias
Examples of Understanding one’s implicit bias

Confirmation bias is seeking to confirm pre-existing ideas, preconceptions etc. about an individual unlike yourself:

• Consider which students are more closely scrutinized for behavior; it is often black and brown males by white female staff.

• Consider examples when a low expectation is placed on a student due to their disability, race and/or socioeconomic level.
#8: Expectations are not developmentally appropriate

Many students with an IEP may not have the language, impulse control, and/or contextual appropriate behavior that is expected by their chronological age. (e.g., 10 year old functioning at a 1\textsuperscript{st} grade level academically and socially).

Behavior expectations must be adjusted and support provided by school staff.
Examples of Expectations that are not developmentally appropriate

• A 10 year old functioning at a 1st grade level academically and socially. Behavioral expectations are set to their chronological age rather than adjusted and supports provided by school staff.

• A 15 year old with IEP goals across several content areas and social interaction with peers is expected to participate in group projects with minimal adult assistance.

• Requiring 100% to meet criteria such as completion of tasks or compliance

• Requiring verbal responses without an option(s) for gesture, signing and/or use of assistive device(s)
#7: Need for Implementation Fidelity

- Receive **training** from staff with **knowledge and experience** with providing and monitoring Implementation fidelity
- **Adhere to the instructional procedures of the practice or program**
- Implement the practice or program **as frequently as recommended**
- Implement the practice or program for the **recommended amount of time**
- **Implement the instructional procedures with fidelity**
Implementation Fidelity Results in Consistency

- Identify the critical components of the practice.
- Name the gold standards for each feature.
- Name the harmful variation of each feature.
- Acknowledge and address implicit bias
## Example of Fidelity of Implementation

<table>
<thead>
<tr>
<th>Behavior Plan</th>
<th>Completed</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the teacher introduces independent seat assignment, she prompts David to begin working.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The teacher instructs David to work for two minutes independently and then raise his hand for feedback.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The teacher goes to David’s desk to check his work.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The teacher repeats steps 2 and 3 until the end of the independent work period.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

https://iris.peabody.vanderbilt.edu/module/fid/cresource/q3/p10/#content
#6: Intentional and timely updates of BIPs

A BIP is an option to address behavior; it is not intended to be a long-term solution.

Importance of ongoing communication among IEP team members who developed and are implementing and monitoring the BIP.

Don’t assume someone else on the team will take the lead.

Ask questions!
Examples of Intentional and timely updates of BIPs

• Refer to timeline in BIP document
• Student’s case manager takes the lead
• Schedule data review on a weekly, bi-weekly or similar schedule and opportunities for discussion of results
  • Data sheets
  • Graphs
• If BIP continues, make changes and updates at IEP meeting
#5: Operational definitions of behavior

Use specific, observable and measurable terms

- Able to count behavior or duration of behavior
- Recognize behavior across individuals interacting with student
- Includes a description of frequency, duration and intensity of behavior

Eliminate vague and biased terms
Examples of Operational definitions of behavior

<table>
<thead>
<tr>
<th>Poor</th>
<th>Better</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption: includes disruptive. Office referrals indicate that student engaged in disruptive behaviors over the course of several years</td>
<td>Disruption: includes behaviors such as argues and yells at staff. Bobby argued and yelled at staff an average of 60% of intervals observed during two 50-minute academic classes across four consecutive days. Office referrals indicate that Bobby engaged in disruptive behaviors over the course of three years. See attached data</td>
<td>Disruption: includes behaviors such as raising voice and yelling “no” at staff, pounds hands on desk when given a grade level reading passage. Sixty office referrals indicate that Bobby engaged in disruptive behaviors over the course of three years in English and Science class. Baseline of disruptive behavior was gathered using a momentary time sampling for two 50-minute academic class periods (English, Science) for four days. Disruptive behavior occurred an average of 60% of intervals observed. Data and graph have been attached.</td>
</tr>
</tbody>
</table>
#4: Teach replacement behaviors

Directions from ISBE:

Replacement Behaviors – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g., student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

Illinois Behavior Intervention Checklist (McConkey & Light-Shriner, 2023):

- A replacement behavior has been provided for each problem behavior defined.
- Each replacement behavior serves the same function as the problem behavior.
- Each replacement behavior is written as a goal statement in the BIP.
- This goal is copied to a goal page in the IEP with a plan for monitoring progress.
- A description of how the replacement skills will be taught, by whom, and when this instruction will take place is provided.
Examples of Teaching Replacement Behaviors

• When presented with an independent math assignment, James will hold up a “help” or “break” visual in 80% of daily opportunities over two consecutive weeks.

Systematic instruction of this goal will be taught weekly during social work small group sessions, daily during check-in sessions with the special education teacher, and also reinforced by the classroom teacher in the general education classroom.
#3: Culturally Responsive Data Collection as a Means to Reduce Suspensions and Expulsions

- Identifying biases and challenging assumptions and preconceptions educators may have about students, which impact data collection and can lead to faulty inferences and corresponding decision making
- Knowing how to identify and use diverse data sources
- Considering potential biases across all types of data collection (MTSS, eligibility, progress monitoring, FBA)
- Collaborating with other staff to seek effective and actionable culturally responsive strategies for data collection to reduce suspensions and expulsions
Examples of Behavioral Progress Monitoring
Examples of Common Diagnostic Data Sources

Identifying Function
1. Interview Protocols, Checklists, and Planning Tools
   - Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequence
   - Functional Behavior Assessment Process
   - Functional Assessment Interview
   - Functional Assessment Checklist for Teachers and Staff (FACTS)
   - Function-Based Intervention and Positive Behavior Support Plan Worksheet

2. Observational Tools and Collecting Anecdotal Evidence
   - Behavior Assessment: Duration and Latency Recording
   - Behavior Assessment: Frequency and Interval Recording
   - ABC Checklist
   - ABC Report Form
   - Point Sheets/Behavior Report Cards

Identifying Appropriate Reinforcers
- Jackpot! Reward Finder
- Forced-Choice Reinforcer Assessment Guidelines

Examples of Published Tools for Diagnostic Assessment
- Direct Behavior Rating (DBR)
- Strengths and Difficulties Questionnaire (SDQ)

Diagnostic Assessment Tools: Implementation Tools | NCII (intensiveintervention.org)
#2: Collaboration with team members

Examination of assumptions and their potential impact on behavioral expectations for students with disabilities and potential impact on conducting an FBA and developing, implementing and monitoring a BIP by team members.

- Each staff member’s values related to equity and diversity
- Students’ capability and capacity for academic success, which are often tied to students’ identities and/or backgrounds
- Interpersonal communication and problem-solving
- Top-down and bottom-up systems and processes
Examples of Collaboration with team members

• Ongoing communication with all team members (formal and informal)
• Opportunities for brainstorming without judgment
• Sharing expertise and skills to ensure implementation of BIP
• Ensure ongoing collaboration
• Address continuity and consistency to facilitate student success
IEP Implementation: School Personnel Responsibilities

**Directions:** Complete this form during the IEP meeting. Share with relevant school personnel to inform them of their responsibilities to ensure the IEP is implemented as intended.

Name of Student: __________________________  Name of Teacher: __________________________  Date: __________________________

During an IEP meeting held on [insert date], the IEP team determined the following individualized education program for [insert student’s name]. The identified IEP goals are listed below.

[Insert student’s IEP Goals]

The services and supports listed below were also identified. They are written into [insert student’s name] IEP, which is available for your review in [insert location]. [Insert name] will contact you to discuss and answer any questions you may have regarding this IEP. You are responsible for ensuring that the instruction, with identified supports and services, is implemented appropriately in accordance with the IEP.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Accommodation</th>
<th>Modification</th>
<th>Supplementary Aids and Services</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

As a professional and a responsible member of [insert student’s name] learning community, please ensure that you take the following action steps identified below:

- Review [insert student’s name] IEP and understand your responsibilities
- Document service delivery, as appropriate
- Assess, review, and document [insert student’s name] progress toward goals
- Prepare progress reports with supporting data
- Establish and maintain effective and positive communication with the special education case manager and parents, as appropriate
- Inform the special education case manager if there is a need for an IEP amendment or review

* This information is confidential and directly relates to information in [insert student’s name] IEP. Release of this information without written permission granted by the student’s parents may be a violation of the Family Education Rights and Privacy Act (FERPA). This information can be shared without obtaining permission with persons who have an educational reason for accessing it (e.g., paraprofessionals who works with the student, a substitute teacher).

Signature of Teacher: __________________________  Date: __________________________

Signature of Case Manager: __________________________  Date: __________________________

Adapted from The law and special education (p. 251), by M.L. Yell, 2019, New York: Pearson Education, Inc.
#1: Strengths-based approach to FBAs and BIPs

Funds of Knowledge

- Seeking out Funds of Knowledge offers a chance to see a more complex view of the families we serve and develop deeper relationships with them, which may be difficult when working across cultures but brings benefits to the students and teaching practices as well as understanding behavior.

Examples of Strengths-based approach to FBAs and BIPs

<table>
<thead>
<tr>
<th>Poor</th>
<th>Better</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny enjoys her classes especially reading and physical education. Jenny wants other people to be proud of her, especially her caregivers. Jenny completes her assignments without complaint.</td>
<td>Jenny verbally expresses herself in full sentences and can others her likes and dislikes. She will hold longer conversations about preferred activities (e.g. books she has read and sports) with peers and adults. She is able to work independently or in small groups of students. Jenny reads at a fourth-grade reading materials.</td>
<td>Jenny can verbally articulate a desire to change behavior (“I think I can do better in math, if I get a little help) frequently with teachers. She engages peers and adults in conversations about her books she has read or the local sports team. Teachers report that Jenny asks them to communicate with her caregivers about her school performance weekly. Jenny shows empathy towards her peers and tries to comfort them. Teachers report that Jenny can work independently or with peers for 15 minutes. According to benchmark and progress monitoring data, Jenny can read fourth grade instructional materials consistently and is able to summarize the materials in a written paragraph.</td>
</tr>
</tbody>
</table>
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

Updated 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
The Top 10 list is meant to highlight evidence-based practices to address BIPs and FBAs.

• Which three practices do you feel you successfully implement?
• Which three practices do you feel you need assistance to better understand and/or improve?
• Which practices are the most critical to address implicit bias and provide culturally responsive practices to students with behavioral needs?
Poll #2: Which practices do you feel you can successfully implement?

- Match intervention w/implementation fidelity and data collection
- Developing developmentally appropriate expectations
- Intentionally updating BIPS through a strength-based lens
- Collaboration with team members
- Teach replacement behaviors
Q&A
Remaining Spring 2024 Webinars

• May 15, 2024: Early Childhood Through Multiple Lenses

Join us in September 2024 for our next webinar!
Poll #3: We are planning for next year. Would you attend “office hours” a week after a webinar?

YES  NO  MAYBE
Taken the exit survey? We hear you!

Participants valued......

*Guest speakers, information and restorative practices, the emphasis on addressing/acknowledging biases, and information and writing BIPs/FBAs.*

Due to the content-heavy nature of these webinars, we are not able to incorporate participation/interaction opportunities beyond the polls and chat questions. However, we know it is important for participants to play an active role in their PD.

Please complete the Exit Survey! Thanks