
Freeport SD #145

The Impact of the BAT Project

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AGENDA & OUTCOMES

- Identify common problems with respect to the development and implementation of high-quality FBA/BIPs
- Share specific ways in which the SIU BAT program has helped Freeport SD address these challenges
- Provide actionable suggestions for improving FBA/BIP quality in your district

November 30, 2022

Behavior Assessment Training

Fall 2022 Conference

POLL

**Who is in the virtual
room?**

- A) Teacher
- B) Related Service Provider
- C) School Administrator
- D) District Administrator
- E) Other

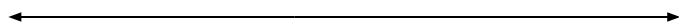
CHALLENGES IN FREEPORT

Multiple Forms

We had different sets of forms for FBA & BIPs, depending on whether a student did or did not have an IEP.

Vague Definitions of Target Behaviors

Definitions were either too vague (“*Student is disrespectful.*”) or overly specific, such that we might anticipate only observing the behavior once per year... if not less frequently (“*Student will not break glass windows.*”)



Vague

Specific

Misalignment Between FBA/BIP Plan Components

In review, we found that planned replacement behaviors, etc. did not appear to always serve the presumed function of the behavior we were identifying in the FBA.

Our Plans Weren't Working!

We weren't seeing a reduction in challenging behaviors for many of the students for whom FBA/BIPs had been developed in the first place.

POLL


**Which of the challenges
are most relatable to
your work and/or
district?**

- A) Misalignment of FBA/BIP
- B) Vague (or overly specific) behaviors
- C) Our plans don't work!
- D) All of the above.
- E) None of the above.

CHALLENGES BEYOND FREEPORT


- **Lack of exemplars, standards, and/or federal guidance**
- **Inconsistency in Levels of Staff Training on FBA/BIPs**


Training supports for special education teachers and others regarding development of behavior plans is not necessarily as comprehensive as desirable; many professionals on our teams have had different levels of training with respect to behavior analysis and intervention.



There is also a lack of federal guidance about what constitutes an acceptable FBA. In fact, despite requests, the U.S. Department of Education has declined to define an FBA in the regulations, arguing that schools should have the flexibility to address individual cases as dictated by situational, environmental, and behavioral circumstances or factors.

– Hirsch, et. al, 2017





Professionals in the field acknowledge that there are multiple ways by which the underlying causes of behavior may be revealed. The IDEA neither requires nor suggests specific techniques or strategies.

– Norlin, 2007



SIU BAT SUPPORT

1

Strategic Planning

Having regular planning calls to discuss challenges and opportunities we're facing in leading systematic change in improving FBA/BIP quality has helped us better plan and also helps us maintain focus.

2

Training / Technical Assistance

Support in helping us survey existing needs in order to develop something of a "baseline" on the state of our FBA/BIPs and then to develop specialized training has been very helpful.

3

Case Consultation

Sharing redacted FBA/BIPs directly with content experts at SIU has been invaluable in helping us better improve existing plans as well as in identifying specific, targeted areas for improvement.



SIU BAT SUPPORT: TRAINING



Following ongoing consultation and review of redacted FBA/BIPs in Freeport, we developed a sort of “introduction to behavior analysis” training targeting special education and related services staff as well as paraprofessionals, deans, and school administrators.

SIU BAT SUPPORT: TRAINING

We determined staff should be able to do the following as a result of this 3-hour training:

Recognize the importance of clear definitions & shared language

This included defining the four key functions of behavior as well as the concept of “reinforcers” and “consequences.”

Understand and apply general principles of behavioral analysis when planning to address challenging behaviors.

We included specific, easy-to-use strategies like providing examples of how staff could apply the “stranger” and “dead man’s” tests to assess how effective our definitions of behavior are.

Assess the Alignment of FBA/BIP Components

One challenge we encountered is that it is not uncommon, when asked, that teams may share they are NOT confident that the plan they have developed will actually work as intended.

We recognized that often this is because of misalignment at some level between the reinforcement plan and the purpose of the behavior... or even that this stems from a failure to operationally define (and ultimately analyze) the behavior the plan is seeking to address.

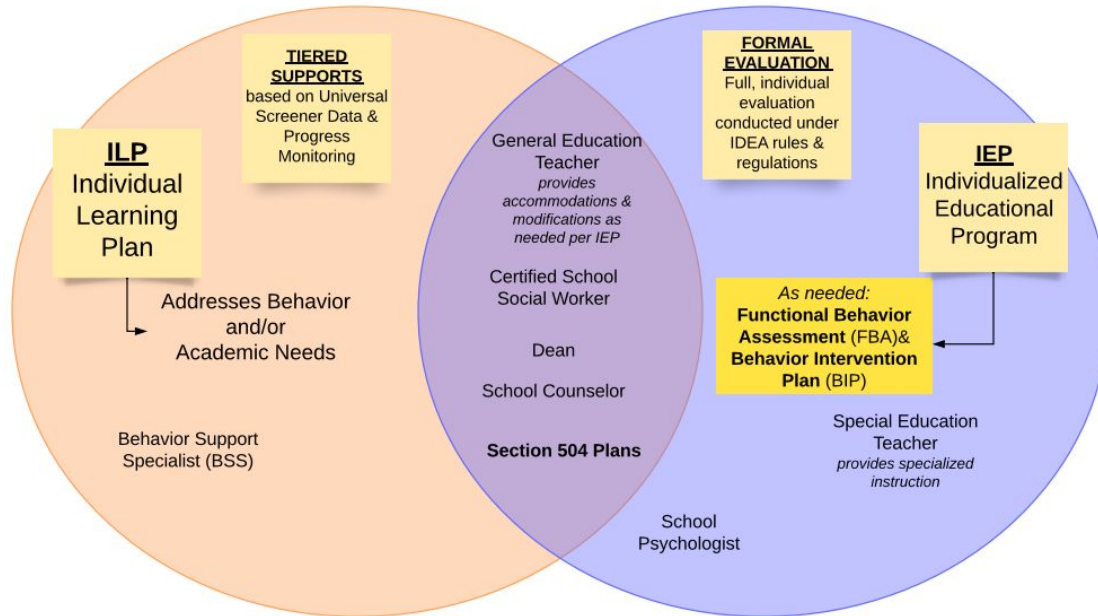
IDEAS FOR IMPROVEMENT

- Conduct a baseline/needs analysis
- Provide training for key stakeholders
 - Ensure there are job-embedded opportunities for application of learning in weeks/months following each training; it needs to “connect” to and be used in each employees jobs.*
- Improve communication regarding behavior
 - Engage staff in using more specific language when discussing behavior; reinforce and celebrate instances of collaboration and discussion around improving specificity in the language we use to discuss behavior*
- Renew focus on the communicative function of behavior
 - Challenge imprecise language; Ask staff/others to question what the student may be trying to communicate through the behavior vs. just relaying what the student is or isn't doing that's problematic*
- Encourage radical honesty & openness among staff
- Engage with high-quality technical assistance resources
 - Examples may include IEPO, Infinitec, the ISBE, and IRIS.*

ARTIFACTS

MTSS

Special Education



WHAT'S NEXT?

- **Bring Additional Expertise & Embedded Training**
Provide building team access to ongoing BCBA support & job-embedded coaching opportunities
- **Clarify Roles & Expectations**
Additional, clearer expectations for staff on their roles in supporting FBA/BIP quality improvement
- **Align the Work**
Integrate our work with behavior analysis and BIP development to the ongoing work of other professional learning communities within the district.

ADDITIONAL RESOURCES

- [IRIS](#)
- [IEPQ](#)
- [ISBE Technical Assistance](#)

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS A

Complete when gathering information about a student's behavior to determine the reasons for the behavior used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of data collection.

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior with staff, accepts responsibility, etc.)

Diego is an imaginative student; whose writings possess many good ideas and interesting characters. He is responsible at home and he often completes his chores, takes care of his siblings, and reads. Diego has many friends and he likes talking to adults. Diego participates in extracurricular activities, especially enjoys his physical education class. Diego is well liked by peers and engages in class discussions and is generally attentive during lectures and class presentations.

Operational Definition of Target Behavior – Include a description of the frequency, duration, and setting of the behavior.

Description / frequency: Target behaviors were chosen based on teacher reports and academic observations of ten 35-minute classroom observations conducted by the case manager at least once per school days. The case manager used direct observation narrative notes and Antecedent-Behavior-Consequence notes.

When given a difficult academic task, Diego exhibits inappropriate verbal behaviors. These behaviors are:

- 1) Elevated vocal noises such as singing, humming, fake coughing - (0 - 8 per academic task)
- 2) Inappropriate comments generally related to the assignment (0 - 8 per academic task) - why do I need to do this? - this class is worthless) can escalate quickly (within two minutes) - I hate this f***** class. I'm not doing this stupid s****).
- 3) Aggressive arguments with teachers / staff - generally personal in nature (0-2 per academic task) (e.g., I don't have to listen to you - shut up - I don't have to do anything you say - job maybe I'd want to do this)

Example FBA from the IEPQ project.

QUESTIONS & ANSWERS

Let me know what you're interested in discussing further!



GOOD LUCK!

We hope you have enjoyed this presentation!

Please feel free to reach out
if you have any questions
about this presentation or
would like to connect:

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