Topic 6: Impact of Significant Behavioral Needs on the FBA/BIP Process

Frequently Asked Questions (FAQ)

1. What are high-leverage practices (HLPs)?

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) and Council for Exceptional Children (CEC) published a set of HLPs for individuals who work with students with disabilities, which can be found here: https://highleveragepractices.org/

The 22 HLPs are organized into 4 different areas of practice:

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

2. How do HLPs connect to the FBA and BIP processes?

FBAs and BIPs have a structure that allows us to gather data, use that data to be strategic, and plan how to respond to the significant behaviors that students exhibit. Often, the process of developing the FBA and BIP means gathering antecedent, consequence, and reinforcement information regarding the student's behavior. The IRIS module in this link: https://iris.peabody.vanderbilt.edu/module/fba/ provides an example and explanation of how to go about the FBA and BIP process.

3. What are OTRs?

OTR means opportunities to respond. OTRs have been linked to an increase in on-task behaviors and student engagement for students with and without disabilities, across grade levels, and during small and whole-group instruction. Educators can intensify instructional and behavioral support for students by increasing the number of OTRs. Other benefits of OTRs include increasing academic fluency and subject area knowledge and greater opportunities for promoting and reinforcing positive behaviors.

List of additional intensive intervention guidelines: https://files.eric.ed.gov/fulltext/ED591076.pdf

OTR implementation fidelity checklist: https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/bi2-elem/pdf/implementation_fidelity_checklist_OTR.pdf

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