

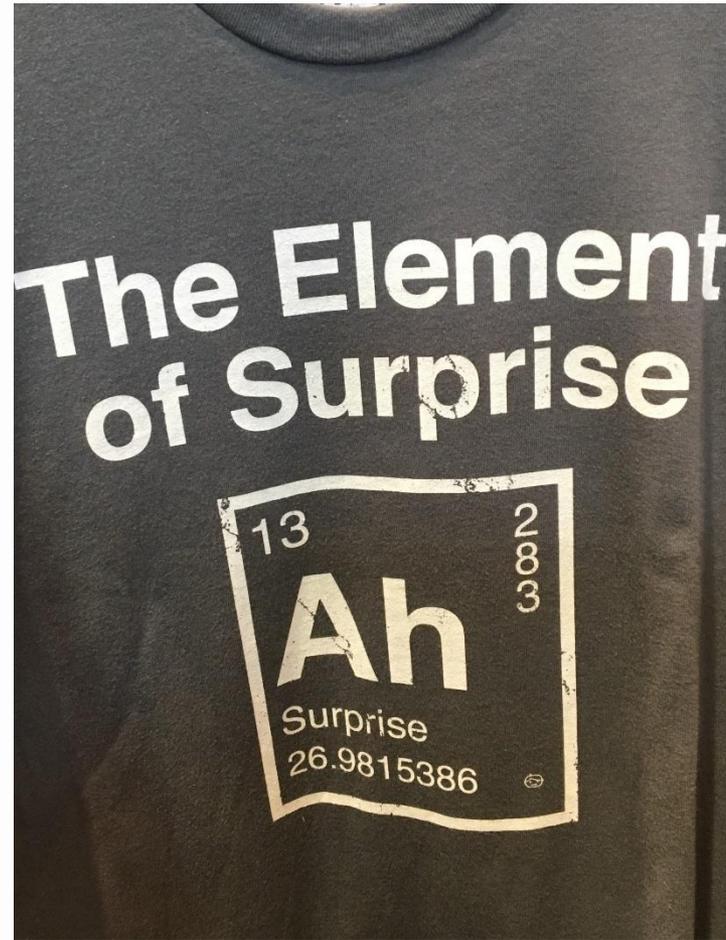
DEVELOPING BEHAVIOR INTERVENTION PLANS

Building Academic and Behavioral skills for Learners

*Indiana IEP Resource Center
2017-2018 Regional Trainings*



TODAY'S AGENDA



THE BIG IDEAS

- Development of an effective Behavioral Intervention Plan (BIP) Is completed by a team with knowledge of the student and/or areas of behavioral expertise
- Development of a Behavioral Intervention Plan is a two part process
- Evidence-Based Practices are essential elements of an effective behavior plan
- The purpose of a Behavioral Intervention Plan is teaching and learning new skills



Quiz
Today!

SHOW...WHAT YOU KNOW

1. List three individuals that would be on a team developing a behavioral intervention plan.
2. **True or False?** Article 7 provides a step-by-step process for developing a behavior intervention plan.
3. What are Evidence-based Practices?
4. Identify the two parts of developing a behavioral intervention plan.



WHAT DO WE BELIEVE ABOUT BEHAVIOR?

Behavior is communication

Behavior is shaped by
environment and context

Behavior skills can be taught

Behavior skills can be learned

Educators can develop skills for
addressing student behavior





WHO IS ON YOUR BEHAVIOR TEAM?

List potential members of the team that would help you develop a behavioral intervention plan.

Combine your list with a Table Partner. Try to get 10 on your list!

Tally your score!





WHO IS ON YOUR BEHAVIOR TEAM?



It All Starts With a Behavior of Concern

- Unsafe
- Potential for removal from instruction, class, school
- Interferes with learning opportunities of others
- Overt or subtle

Provide a thorough description of the behavior



FBA...NOT YET? CONSIDER...

1. Changing or adjusting the student's environment
2. Providing an accommodation the student
3. Teaching the student a skill (identify the specific skill)

Document the decision to in the IEP

Follow through with fidelity

Document the impact



QUICK WRITE AND SHARE

Student One:

Chris starts work but doesn't finish it during classroom work time.

Student Two:

Jace has recently started pushing others when entering the cafeteria for lunch.

Step 1. Choose a student.

Step 2. Select one of the three areas of support

Step 3. Write down a way to support an opportunity
for successful behavior



Behavior of Concern AND Pattern of Behavior Impeding Learning

- Pattern of behavior = repeated occurrences, behavior occurs with predictable series of triggers,
 - Same time of day, week, month
 - Same or similar setting
 - Same individuals involved
- Impede= Regularly interferes with the ability to participate in or focus on

Document why the IEP Team has decided the pattern of behavior impedes learning



What does the Law Say?

THE LAW: IDEA

“The IEP team shall in the case of a child whose behavior impedes his/her learning or that of others, *consider, when appropriate, strategies including positive behavioral interventions, strategies, and supports to address that behavior*”

IDEA Amendments, 20 U.S.C. § 1414(d)(3)(B)(i).



DEVELOPING A BEHAVIORAL INTERVENTION PLAN

TWO PARTS ~ ONE PROCESS

Developing a hypothesis
for why the behavior
happens

**Functional Behavior
Assessment**

Identifying the skills
appropriate to the setting
that need to be taught
and learned

**Behavioral Intervention
Plan**



What does the Law Say?

THE LAW: INDIANA'S ARTICLE 7

511 IAC 7-32-10 "Behavioral intervention plan" defined

Sec. 10. (a) "Behavioral intervention plan" means a plan agreed upon by the CCC and incorporated into a student's IEP that describes the following:

- (1) **The pattern of behavior that impedes the student's learning or the learning of others.**
 - (2) **The purpose or function of the behavior as identified in a functional behavioral assessment.**
 - (3) The positive interventions and supports, and other strategies, to:
 - (A) address the behavior; and
 - (B) maximize consistency of implementation across people and settings in which the student is involved.
 - (4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student. The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.
- (b) The IEP can serve as the behavioral intervention plan as long as the documentation the parent receives meets all the requirements in this section.

511 IAC 7-32-41 "Functional behavioral assessment" defined

Sec. 41. "Functional behavioral assessment" means **a process that uses data to identify patterns in the student's behavior and the purpose or function of the behavior for the student.** A functional behavioral assessment may require written parental consent if it is an educational evaluation as defined in section 30 of this rule. Written parental consent is not required when a functional behavioral assessment reviews existing data regarding a student, as specified in 511 IAC 7-40-3(b)(3).



WHAT DOES THE LAW SAY?

The Functional Behavioral Assessment must be completed for:

- Initial Eligibility for services requirement
- Discipline (manifestation determination results in a causal relationship)
- When previous FBA already exists (revision)



A FUNCTIONAL BEHAVIOR ASSESSMENT IS A REEVALUATION

A functional behavior assessment may be based on a review of existing student information, based on new student information, or both sources.

The FBA that is based on existing data about the student
REQUIRES a NOTICE of this decision be provided to the parent

The FBA that is based on new information
REQUIRES signed and informed CONSENT of the parent.

When **both sources** are used parent **CONSENT** is required.



POTENTIAL COMPONENTS OF A FUNCTIONAL BEHAVIOR ASSESSMENT

Education Records

Behavior Records

Attendance records

Progress reports

Progress on IEP Goals
reports



ANALYSIS OF FBA DATA

Review the FBA data collected as a team.

Bring the collected data to your meeting in a format that can be discussed by the members.

- Assessment summaries,

- Observation data (scatterplots, graphs, ABC charts)

- Interview summaries,

Look for patterns in grades, discipline issues, etc.



HYPOTHESIS STATEMENTS AND FUNCTION OF BEHAVIOR

1. Interfering behavior that is maintained by **obtaining access to something desirable**: attention, activities, objects, power or control of the situation, etc.
2. Interfering behavior that is maintained by **escaping or avoiding something undesirable**: people, activities, events, demands, tasks, etc.
3. Interfering behavior attributed to weak or missing skills, are considered a **skill deficit**



THE FUNCTIONAL BEHAVIOR ASSESSMENT ENDS WITH THE HYPOTHESIS STATEMENT.

Functional Behavior Assessment Summary hypotheses:
(under **X** conditions the student is likely to do **Y** for **Z** reasons)

When independent work time ends Brittany is likely to **throw herself down on the floor kicking and screaming** to **avoid working in a group with four classmates.**

When the class does round robin reading Carmen **uses inappropriate language** and is removed from the room **to avoid reading aloud in Social Studies Class.**



The Behavior Intervention Plan will address the following Proactive Strategies:

- Replacement behaviors and skills to be taught and learned
- Instructional Strategies (skill or performance deficits)
- Antecedent Strategies
- Positive Consequence Strategies
- Negative Consequence strategies
- Behavioral Goals(s) /Skills to be taught and learned



EVIDENCE-BASED PRACTICES...

- have had valid research resulting in evidence of the effectiveness of intervention
- Show direct evidence of a change in student outcomes as a result of intervention
- Have been published in peer-referred journals or other peer-reviewed outlets
- Have no credible contradictory evidence



EVIDENCE-BASED PRACTICES...

- Increase the probability of success

There is no guarantee that a strategy will work for your student, however an EBP has a higher likelihood of being effective.

The *best EBP*?

The one that works for your student!



SKILL PRACTICE!

Group Activities in FBA Analysis
and Developing a Behavioral Intervention Plan



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