Basic FBA to BSP

A Practical Approach to Designing & Implementing Function-Based Support

Kathleen Strickland-Cohen

Chris Borgmeier

Topic: Schoolwide
Key words: FBA/BIP/BSP, Tier 3, Implementation
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (±Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✦ Use a shared action plan for your team</td>
<td>✦ Post positive on-topic comments</td>
<td>✦ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>✦ Complete session evaluations</td>
<td>✦ Questions for the presenters go in the Polls tab ⇨</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✦ Limit distractions</td>
<td>✦ Use inclusive language</td>
<td>✦ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>✦ Follow up on your assigned action items</td>
<td></td>
<td>✦ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✦ Take movement breaks</td>
<td>✦ Engage in productive dialogue</td>
<td>✦ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>✦ Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>✦ Ensure Files Tab has current materials and related weblinks</td>
<td>✦ Monitor and remove inappropriate comments</td>
<td>✦ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

![Session Details and Navigation Tips](image)
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted
Poll #1: Who Is Here Today?

• Please go to the first poll and select your current role in working with schools implementing PBIS.
Learning Objectives

• Define what we mean by a proactive approach to using FBA/BSP in schools

• Describe the tools, supports, and systems needed for districts and schools to use FBA/BSP more efficiently for students who engage in a wider range of problem behaviors

• Provide an overview of the Basic FBA to BIP curriculum and tools for school-based behavior specialists and district trainers/coaches
Tier 3 Strand: Behavior Support for Students with Intensive Needs

• Basic FBA to BSP: A Practical Approach to Designing & Implementing Function-Based Support
  Kathleen Strickland-Cohen, University of Oregon, Center on PBIS; Chris Borgmeier, Portland State University

• Comprehensive FBA/BIP Practices for Tier 3
  Rose Iovannone, University of South Florida

• Critical Systems that are Necessary to Support Effective Tier 3 Practices
  Don Kincaid, University of South Florida
Poll #2: Experience with FBA/BSP

• Please go to the second poll in Pathable to rate your level of experience/familiarity with FBA and the behavior support planning process.
Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Functional Behavioral Assessment

• FBA has been demonstrated to improve both the effectiveness & efficiency of behavioral interventions in schools
  
  (Blair, Umbreit, & Bos, 1999; Carr & Durand, 1985; Carr et al., 1999; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Filter & Horner, 2009; Freeman et al., 2017; Gage et al., 2012; Ingram, Lewis-Palmer, & Sugai, 2005; Kamps et al., 2006; Lee, Sugai, & Horner, 1999; Newcomer & Lewis, 2004, Lane, Rogers, et al., 2007; Lloyd & Kennedy, 2014)

• Goal:
  • Use FBA information to design effective function-based behavior support
FBA/BSP in School Contexts

• Growing body of research showing that Tier 3 can be effectively designed and implemented by school personnel
  (Crone, Hawken, & Bergstrom, 2007; Dukes, Rosenberg, & Brady, 2007; Loman & Horner, 2014; Maag & Larson, 2004; Renshaw et al., 2008; Scott, Nelson, & Zabala, 2003; Strickland-Cohen & Horner, 2015)

• Research to Practice Gap
  • FBA is underutilized in typical practice
  • Schools continue to struggle to explicitly connect FBA information to individualized BSPs and to implement plans with fidelity
  (Blood & Neel, 2007; Cook et al., 2007, 2012; Scott & Kamps, 2007; Robertson et al., 2020; Scott, 2005; Strickland-Cohen et al., 2019; Van Acker et al., 2005)
FBA/BSP in Typical Practice

• We often use our most effective tools only after challenging behaviors have become severe and/or dangerous
  • FBA/BSP perceived as a “last resort” and only for students with IEPs (Scott et al., 2010; Strickland-Cohen & Horner, 2015)

• Students who engage in persistent, lower-level challenging behaviors are more likely to receive less effective, exclusionary practices
  • Verbal Reprimands, ODRs, Suspensions
    (Mitchell & Bradshaw, 2013; Renshaw et al., 2008)
“Challenge schools face is **not** in finding what works but in implementing what works.”

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Multi-Tiered Systems of Behavior Support

• PBIS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
  • PREVENTION
  • EARLY INTERVENTION
    • Regular Screening
    • Team-based Data for Decision Making
Proactive Behavior Support Planning

• Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP

• Using simplified FBA-BSP procedures allows us to provide FBS earlier
Why Does FBA Continue to Be Underutilized In Schools?

• **Common barriers...**
  • Lack of personnel with sufficient training in FBA/BSP can lead to
    • Support using a triage method
    • Plans built by specialists with minimal input from plan implementers
    • Lack of follow-up support, feedback, coaching

• Opportunity is lost to utilize FBA for less severe persistent problem behavior
Overcoming Barriers

Basic Message: Capacity Building

Any time you feel overwhelmed the answer is likely to include investing in the training of others.
Redefining the Role of the District Behavior Specialist

• Proactively build capacity
  • Train 2-3 school personnel in each school to use Basic FBA/BSP
  • Teach all school-based team members to understand FUNCTION

• Efficient Trainings
  • Short training sessions that teach “less more thoroughly” based on evidence-based instructional practices

• Prioritized follow-up
  • Assessment to determine type of follow-up coaching needed
## Basic vs. Complex FBA/BSP

<table>
<thead>
<tr>
<th>For:</th>
<th>Basic</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></td>
</tr>
<tr>
<td>What:</td>
<td>Relatively <strong>Simple</strong> and <strong>Efficient</strong> process for behavior support planning based on “practical” FBA data</td>
<td><strong>Time-intensive</strong> process that involves emergency planning, family-centered planning, and collaboration with outside agencies</td>
</tr>
</tbody>
</table>
| Developed by whom: | Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning) | School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., **behavior specialist**)

**Virtual PBIS Leadership Forum**

**October 21-23, 2020, Chicago, IL**
Building Capacity for Tier 3 Behavior Support

• How many students are in your School District? \textit{DDSD} = 9500
  • What is 1% of that number?
    • 1\% = 95 FBA/BSPs

• How many district-level Behavior Specialists do you have to support the Top 1%? \text{2}
  • What’s your ratio # Students/Specialist? \text{95/2}

• Should we do the math for 5%?
  • \text{475 Students}
Poll #3: Tier 3 Support in Your District

• What is the ratio in your School District of total # of students receiving Tier 3 support TO # of District Behavior Specialists?

• Example (1% of 10,000 students = 100 students TO 2 Behavior Specialists = 100 to 2 OR 50:1)
Basic FBA to BIP Training Series

www.BasicFBA.com
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.
Development of the **Basic FBA to BIP e-Learning modules** was funded through a grant from the **US Department of Education, State Personnel Development Grant CFDA#84.323** and **Part B funds administered by the Kansas State Department of Education’s Early Childhood, Special Education and Title Services**.

- Content does not necessarily represent the policy of the US Department of Education, and endorsement by the Office of Special Education Programs should not be assumed.
Basic FBA to BIP e-Learning Modules

Eddie Croissant
Lead Instructional Designer

Tyler Collier
Web Developer
Empirical Support for Basic FBA to BIP

Loman & Horner (2014)
Pinkelman, & Horner (2017)
Borgmeier, Loman, Hara, & Rodriguez (2014)
Strickland-Cohen et al. (2016, 2019)
Training Modules: Big Ideas

• Skills taught in manageable chunks
  • 60-90 minute modules
  • Intended delivery: 1 module every 1-2 weeks

• Interactive Training Activities – Learn through demonstration & practice application activities

• Built-in Assessment Activities – included at end of each module

• Homework Tasks with each module for real-world practice that culminate in implementation of a BSP developed from an FBA
Online Module Features

• Pre and Post Assessment for Each Module
• Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
• Interactive Activities with built in Checks for Understanding
• Links to data collection and graphing resources specific to Basic FBA to BSP
• Free!
Basic FBA to BIP Training Series
Interactive on-line e-modules

Module 1 - Defining & Understanding Behavior
Module 2 - FBA: Practice Interviewing
Module 3 - FBA: Practice Observing
Module 4 - Critical Features of BIP
Module 5 – Building BIP from FBA
Module 6 – Implementation Plan & Leading a BIP team
Module 7 – Evaluation Planning and BIP Review Meeting
Basic FBA to BIP
(Functional Behavior Assessment)
(Behavior Intervention Plan)

Module 1
Defining and Understanding Behavior
Module 1 Objectives

By the end of this module you should be able to:
(Click numbers to reveal information)

1. Define observable behavior (What).
2. Identify events that predict Where & When the specific behavior occurs.
3. Identify Why a student engages in the specific behavior.
**ABC Tracker**  
Teacher completes in Classroom

### ABC Tracker

**Student:** Brenda  
**Staff:** Mr. B  
**Dates:** 10/24 – 11/1/2020

Identify a student with recurring challenging behavior(s). Focus on a single routine (see p. 1 to prioritize & identify a routine) and track occurrences of the problem behavior during the prioritized school routine (subject or time of day). Track 5 occurrences of the behavior over the next 2 weeks and identify patterns and trends in occurrences to form a Summary Statement below.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When... (Antecedent)... happens</th>
<th>The Student... (Behavior)</th>
<th>And as a result... (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Incident</td>
<td>Susan calls Brenda a &quot;creep face&quot; and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
<tr>
<td>Date: 10/24</td>
<td>Time: 8:30 Morning Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Incident</td>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
<td>The students run away</td>
</tr>
<tr>
<td>Date: 10/26</td>
<td>Time: 10:40 Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Incident</td>
<td>A peer laughs at Brenda when she trips on the carpet</td>
<td>Brenda pulls the child’s hair</td>
<td>Brenda is sent to the office</td>
</tr>
<tr>
<td>Date: 10/27</td>
<td>Time: 8:45 Transition to Circle Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Incident</td>
<td>Brenda is playing blocks with Ben. Ben takes a block from Brenda</td>
<td>Brenda hits Ben over the head with another block</td>
<td>Ben puts the block down and runs away</td>
</tr>
<tr>
<td>Date: 11/1</td>
<td>Time: 10:45 Indoor Recess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Routine: Unstructured Time/Play

**Antecedent/Trigger:** When other students call her names or tease her

**Behavior:** The student punch/kicks/pulls hair/hits with a toy

**Consequence/Outcome:** and as a result, the peers go away and leave her alone

Therefore the function of the behavior is to get avoid peer negative comments/teasing.
Tasks for Teachers and Staff

Select the boxes to see your homework tasks.

☐ 1. Select a student in your classroom or setting who has a persistent problem behavior that is not dangerous.

☐ 2. Complete the ABC Tracker for that student. Whenever you see an occurrence of the problem behavior each day, write down the A-B-C on the tracker form.

☐ 3. At the end of the week, or after seeing 5-6 occurrences of the behavior, write a Summary Statement at the bottom of the page.

☐ 3. Remember to use A-B-C to inform "Possible Motivation" when completing referral forms.

Time for the Post Test!
Module 2 – FBA Interviews

• Step by Step Training w/ video model and practice activities
Module 3 – FBA Observations

• Step by Step Training w/ video model and practice activities
Modules 4 & 5 – Function–Based Intervention

• Training to Identify Function-Based Interventions using information from the FBA
  • Develop a Competing Behavior Pathway w/ a Replacement Behavior
  • Identify interventions to Prevent, Teach, Reinforce & Correct Behavior
  • Identify Successive Approximations to support the student to progress from the Replacement Behavior to the Desired Behavior
Module 4: Function-Based Intervention

Module 4 Objectives

Use a Competing Behavior Pathway to identify Function-based behavior supports that:

1. Teach positive behaviors to replace problem behavior.
2. Use strategies to prevent problem behavior & prompt positive behaviors.
3. Reinforce replacement & desired behaviors.
4. Effectively redirect problem behavior and minimize the pay-off for problem behavior.
Behavior Intervention Plan
Developed from a Functional Behavioral Assessment

Student __________________________ Grade ______ Date ______________
School __________________________ Case Manager __________________

BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Setting Event ________ Antecedent ________ Problem Behavior ________ Consequence Outcome

Consequence ________ Function ________ Replacement Behavior

IDENTIFY INTERVENTION STRATEGIES

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Manipulate Antecedent to prevent problem &amp; prompt Replacement/Desired behavior</th>
<th>Teach Behavior Explicitly Teach Replacement &amp; Desired Behaviors</th>
<th>Alter Consequences to Reinforce Replacement &amp; Desired Behavior; Redirect &amp; Minimize Reinforcement of Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent problem behavior</td>
<td>Teach Replacement Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt Replacement/Desired Behavior</td>
<td>Teach Desired Behavior/Academic/Social Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirect to Replacement Behavior &amp; Minimizes Reinforcement of Problem Behavior</td>
<td>Reinforce Replacement &amp; Desired Behavior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Reinforcement Effectively

**Reasonable Timeframes & Valued Incentives**

Use Jason’s current behavior as a baseline for determining reasonable timeframes.

**Jason’s Baseline:** On a daily basis Jason begins whining and crying loudly almost immediately after given work to complete and will continue nearly the entire period. He has not turned in more than two sentences of written work on any day the entire year.

**Jason’s Interests:** He loves skateboarding and playing on the iPad.

<table>
<thead>
<tr>
<th>Not as Reasonable</th>
<th>More Reasonable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If Jason is on task for the entire period he earns 15 minutes free time on the iPad.</td>
<td>• If Jason is on task for 5 minutes he gets three minutes of free time on the iPad.</td>
</tr>
<tr>
<td>• If Jason turns in a four sentence journal every day for a week he earns 20 minutes in the skatepark.</td>
<td>• Each day Jason turns in a four sentence journal he gets 5 minutes in the skatepark.</td>
</tr>
</tbody>
</table>
Redirecting Problem Behavior

Redirect the Problem Behavior

When should I redirect?

1. At the earliest signs of problem behavior, redirect the student to use the Replacement Behavior
   - The earlier we redirect behavior the greater the chance the student will comply and we can prevent escalation.
   - Get to know your student and identify the earliest signs of problem behavior and even precursors to behavior.

Redirect Now

Way too late

- Examples: first signs of frustration, complaining, work refusal, talking back, fidgeting.
- Non-examples: yelling, verbal threats, leaving the room, physically aggressive behavior.
Module 5: Behavior Intervention Strategies

Module 5 Objectives

By the end of this module you should be able to:

1. Explain and generate prompts as an Antecedent Intervention.
2. Explain and generate Setting Event Interventions, including strategies to eliminate and neutralize Setting Events.
3. Develop successive approximations and strategies to encourage the student toward the desired behavior.
4. Develop a point card to monitor and reinforce behavior.
5. Identify and differentiate function-based interventions for escape-maintained and attention-maintained behavior.
Each progressive step of the successive approximations should:

1. reduce reliance on the replacement behavior.
2. look increasingly like the desired behavior (closer approximations).
3. require increasing independence and self-management by the student.

Click each bullet
Example: Successive Approximations

Routine: *Reading*
- Desired Behavior: Reads independently at seat without disrupting others

Antecedent
- When asked to read independently in seat for 5 minutes or more (can read well but seems to get

Approx #3 – Read alone for 12 minutes and then can use 1 partner token
Approx #2 – Read alone for 8 minutes and then can use 2 partner tokens
Approx #1 – Can use 3 partner reading tokens

Replacement Behavior
- Ask to partner read with a peer

Consequence/Outcome
- Gains information read and can effectively participate in class

Consequence
- Peers laugh and encourage the student

Function
- Gets Peer Attention

Guidelines for Successive Approximations:
- Approximation #1 - Reduce reliance on the Replacement Behavior
- Approximation #2 & 3 - Increase emphasis on engaging in behaviors approximating the desired behavior.
Successive Approximations Worksheet
Homework Task: Complete the Behavior Intervention Plan form
Module 6 – Implementation Plan

Module 6 Objectives
By the end of this Module you will be able to:

1. Describe the essential components of implementation plans.
2. Explain the meaning and importance of “Contextual Fit”.
3. Explain the role of the BIP Team Leader and the team members in plan development.
4. Identify the specific activities that the team leader will engage in before, during, and after the team-based BIP development process.
5. Identify 3 strategies for supporting implementation of Behavior Intervention Plans.
### Behavior Support Implementation Plan

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By When</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent &amp; Prompt: Make problem behavior irrelevant (antecedent intervention)</td>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
<tr>
<td>Teaching: teach Replacement Behavior &amp; skills to engage in Desired Behavior</td>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
<tr>
<td>Reinforcement: Make Replacement &amp; Desired behavior more rewarding than problem behavior</td>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
<tr>
<td>Redirect to Replacement Behavior: Prompt replacement behavior at earliest signs of problem.</td>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
<tr>
<td>Minimize Reinforcement of Problem Behavior: Make problem behavior ineffective</td>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
<tr>
<td>Safety: Is safety a concern? Y N If yes, attach crisis plan to Behavior Support Plan</td>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

**Implementation Supports (w/ Who & How)**

- **Provide Training to the Implementers:**
  - a. Demonstration with Practice / with Feedback (circle)
  - b. Complete the Daily Implementation Checklist
  - c. Enter Daily Implementation Data into Graph
  - d. Share Grapahed Data with implementers
  - e. Personal check-in / Email / Rating Scale (circle)

- **Provide Implementation Feedback:**
  - Daily
  - Weekly
Supporting Implementation

Three primary suggestions for supporting staff to implement the Behavior Intervention Plan

- Contextual Fit
- Staff Training
- Performance Feedback

It's important to consider each to best support staff with implementation. You don't have to be perfect when supporting implementation, but you need to do something. A little support can go a long way to increase implementation of the BIP.
## Basic FBA to BIP Table Tent

### Basic FBA to BIP

Behavior Intervention Planning Meeting

<table>
<thead>
<tr>
<th>Questions to ask about each potential Intervention being discussed:</th>
<th>Questions to ask the Implementer(s) before committing to the BIP Implementation Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Does the intervention address the Function of Behavior?</td>
<td>1) Is this intervention feasible for you to implement?</td>
</tr>
<tr>
<td>i. Will it make behavior better and not worse?</td>
<td>2) Do you believe this intervention will be effective for the student?</td>
</tr>
<tr>
<td>2) Does the intervention match the A-B-C assessment information collected?</td>
<td>3) Is this intervention consistent with your values as an educator?</td>
</tr>
<tr>
<td></td>
<td>4) Do you have the skills needed?</td>
</tr>
<tr>
<td></td>
<td>5) Are the necessary resources (time, space, staff, administrative support) available?</td>
</tr>
</tbody>
</table>

If the answer to any of these questions is “maybe” or “no”:

- Can we modify the intervention/strategy to make it a better fit?
- Are there supports we could provide to make it a better fit?
**Continuum of Feedback**

Use the slider below to see the continuum of suggestions for providing feedback to implementers:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>1/Week</th>
<th>2-3 x’s/Week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode</strong></td>
<td>None</td>
<td>Text/Email</td>
<td>Call/Video Chat</td>
<td>In Person</td>
</tr>
<tr>
<td><strong>Type</strong></td>
<td>None</td>
<td>Verbal Only</td>
<td>Data Only</td>
<td>Verbal + Data</td>
</tr>
</tbody>
</table>

Not Recommended | Acceptable | Recommended
Self Monitoring

The biggest challenge to providing regular feedback is feasibility and the time required of the Basic FBA specialist.

Daily Implementation Checklist

Implementing Staff: Mrs. Bracket Date: 3/3/17

Rate the extent you implemented each assigned intervention below with fidelity:

<table>
<thead>
<tr>
<th>INTERVENTION AGREED TO IMPLEMENT FOR BEHAVIOR SUPPORT PLAN</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide with a modified worksheet for the writing task</td>
<td>2/1/0</td>
</tr>
<tr>
<td>2. Quickly provide a break to Mary Jo if she asks appropriately</td>
<td>2/1/0</td>
</tr>
<tr>
<td>3. Remind student to ask for a break at first signs of work refusal and negative comments</td>
<td>2/1/0</td>
</tr>
<tr>
<td>4. Provide Mary Jo w/ daily reward if she earns 80% or more points on point card during writing</td>
<td>2/1/0</td>
</tr>
</tbody>
</table>

NOTES:

Back side of card

Self-monitoring is another strategy to increase staff implementation of behavioral interventions.

(Pinkelman & Horner, 2017)
## Daily Point Card Template

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Routines/Class Period</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;reduce problem behavior/ increase expected behavior&gt;</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>&lt;reduce problem behavior/ increase expected behavior&gt;</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>&lt;use of replacement behavior OR approximation of desired behavior&gt;</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>/6 /6 /6 /6 /6 /6</td>
<td>/12</td>
</tr>
</tbody>
</table>

**2 = Great! No problem.**  **1 = Needed a reminder**  **0 = Didn’t follow**

Goal = 80% - 29/36

**Daily Implementation Checklist**

<table>
<thead>
<tr>
<th>Implementing Staff</th>
<th>Date</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 1 0</td>
</tr>
<tr>
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</tbody>
</table>

**NOTES:**

2 = Great! Implemented consistently, accurately & on time
1 = OK, room to improve (moderate consistency & quality)
0 = Not so good; limited implementation in consistency & quality

Goal = 80% - 7/8

**Total**

/8
Homework Tasks

Directions:

- Prepare for and schedule a Behavior Intervention Plan meeting for your FBA student.
- Facilitate the BIP meeting with an emphasis on active participation of the implementers to ensure Contextual Fit.
- Finalize an Implementation Plan (What, Who & When).
- Plan and carry out Implementation Supports (Training & Feedback) using the Daily Implementation Checklist.
- Begin implementing the BIP and collecting implementation data.

Time for the Post Test!
Module 7 – Evaluation Plan & BIP Review Meeting

Module 7 Objectives

By the end of this Module you will be able to:

1. Use the Competing Behavior Pathway to Develop short-term and long-term behavioral goals for the BIP.
2. Develop a daily point card to monitor student progress on the short-term behavioral goal.
3. Enter daily point card data into the Basic FBA to BIP graphing template.
4. Learn to facilitate a BIP Review meeting.
5. Use graphed BIP data to guide decision making related to plan implementation and the effectiveness of the BIP.
Daily Point Card w/ Implementation Checks

Research suggests *Daily Self-Monitoring* by the implementer is an effective and *feasible* strategy for supporting implementation & collecting implementation data to inform feedback.
Supplemental Training for Module 7
Video: Using the Excel Data Graphing Template

(Download the Excel Data Graphing Template Training)

FBA to BSP Excel Data Tracking form

Virtual PBIS Leadership Forum
October 21-23, 2020, Chicago, IL
Data-Based Decision Making

Mary Jo -- BSP Data
1/29/13 - 3/4/13

GoAL = 70%

Percentage

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1

Session

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Int. Chg

% of Student Points Earned

% of Implementation Fidelity Points Earned
Evaluation Plan

Evaluate Plan

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal (Reduction in Problem Behavior)?
During <Routine>, when <Antecedent>, <student name> will <Positively Stated Behavior> at least <__%> of the time as measured by a Daily Point Card (see attached). 

_____ Expected date

What is the long-term behavioral goal (Approximations toward Desired Behavior)?
During <Routine>, when <Antecedent>, <student name> will <Desired Behavior> at least <__%> of the time as measured by <measure of Desired Behavior>.

_____ Expected date

Evaluation Procedures

<table>
<thead>
<tr>
<th>Data to be Collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Plan Being Implemented?</td>
<td>Complete the Daily Implementation Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Plan Making a Difference?</td>
<td>Complete the Daily Point Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphing Data</td>
<td>Enter Daily Point card data (student progress &amp; implementation fidelity) into Excel graphing template</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date for BIP Review Meeting (suggested in 2 weeks): ________________________________

Behavior Specialist   Administrator
Implementing Teacher/Staff   Implementing Teacher/Staff
Parent/Guardian   Additional Team member
Additional Team member   Additional Team member
### Behavior Intervention Plan Review Meeting

**Student:** 
**Grade:** 
**Date:** 
**School:** 
**FBA/BIP Case Manager:**

#### Participants:
- Behavior Specialist
- Administrator
- Implementing Staff
- Parent

#### Documents presented for review:
- Graph for Data Analysis
- Implementation Plan

#### AGENDA

1. Review Implementation Fidelity Data, Summarize & Document Decisions/Actions below:
   a. Review graph with daily Implementation Fidelity ratings
   b. Review each task on the BIP Implementation Plan form and complete an Implementation Rating (2/1/0) for each task and decide whether to Monitor/Modify/Discontinue.
   c. Document Actions/Tasks to take in the table below

2. Review Student Progress Data, Summarize & Document Decisions/Actions below:
   a. Review graphed daily Student Progress data in consideration of the implementation data
   b. Document Actions/Tasks to take in the table below

#### DATA SUMMARY

<table>
<thead>
<tr>
<th>Summary of the data</th>
<th>Evaluation Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Plan Being Implemented with Fidelity?</td>
<td>Do we have sufficient data for decision making (at least 80% of data points)?</td>
</tr>
<tr>
<td></td>
<td>Are tasks being implemented with fidelity (averaging 80% or greater)?</td>
</tr>
<tr>
<td>Is Plan Making a Difference?</td>
<td>Do we have sufficient data for decision making (at least 80% of data points)?</td>
</tr>
<tr>
<td></td>
<td>Is the student making adequate progress?</td>
</tr>
</tbody>
</table>

3. Document changes & additions to the original Implementation Plan below

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By</th>
<th>When</th>
<th>Implementation Rating</th>
<th>Evaluation Decision</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Date & Time of the Next BIP Review meeting:**

---

**Virtual PBIS Leadership Forum**

October 21-23, 2020, Chicago, IL
Analyzing Graphs

If we have not collected data consistently and in an accurate way, it is not helpful for guiding decision making.

<table>
<thead>
<tr>
<th>Sufficient Data</th>
<th>Insufficient Data</th>
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</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
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<tr>
<td><strong>Trend</strong></td>
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</tbody>
</table>

With only 5 of 10 data points (< 80%), the team needs to problem solve the data collection issues and reconvene in two weeks with more data to inform effective decision making.

When the team has at least 80% of the data points for implementation and student outcomes, the team is ready to move ahead with decision making.
Homework Tasks

Directions:

☐ Develop an Evaluation Plan including short-term and long-term goals.

☐ Develop and implement a Daily Point Card for collecting and monitoring student progress and implementation fidelity data.

☐ Graph the data daily

☐ Hold a BIP Review Meeting after two weeks of implementation and use data to guide planning and decision making.

Time for the Post Test!
Completers who filled out the Google Survey Evaluation (as of Oct. 7, 2020)

- **Behavior Specialist**
  - Mod 1 – 1988
  - Mod 2 - 1464
  - Mod 3 – 1059
  - Mod 4 – 1328
  - Mod 5 – 1649
  - Mod 6 – 435 *(no data since 3/19/20)*
  - Mod 7 – 373 *(no data since 2/4/20)*

- **School Wide Training**
  - Mod 1 – 2361
  - Mod 4 - 1516
Basic FBA to BIP e-Learning Module 1 User Evaluation Data

Behavior Specialist Module 1 Feedback

- Effective use of time
- Functional transfer learning to practice
- Will use the content or implement
- High quality

n = 1988

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Basic FBA to BIP: Planning to Maximize Implementation
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

www.BasicFBA.com
Capacity Building Model Tier 3 Behavior Supports

Leadership Team
Student Services (Director & Admin, TOSAs, School Psychologists)
Superintendent’s Office (Director of Education) Curriculum Dept.

District & School Administrators, Behavior Support Leaders, Implementers, Community & Mental Health

Step 1: Leadership Team Coordination & Planning (Spring 2020 → ongoing)

Step 2: Train District-Level Behavior Specialists (TOSAs & SPSYs) in Basic FBA to BIP (Fall 2020 →)

Step 3: District-Level Behavior Specialists lead training & coaching of 1 school team (Win/Spr 2021)

Represents a School-Level Behavior Support team to Receive Training & Coaching in Basic FBA to BIP from Behavior TOSA

= Administrator
= School Behavior Specialists (SBS)
= Other School Team members (e.g. School Counselor, SPED Teacher, School Psych, SAS, other building TOSAs)
# 2020-2021 District Training Plan
## Tier 3 Behavior Support

## Calendar Overview

<table>
<thead>
<tr>
<th></th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
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<th>Mar</th>
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<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td>Dx Ldrsp Team</td>
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<tr>
<td>District Level Tier 3 Behavior Training</td>
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<tr>
<td>School-Level FBA/BIP Teams</td>
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</tbody>
</table>

### School-level Team Basic FBA to BIP Training
Choose 1 school from each region based on readiness criteria to complete the Basic FBA to BIP Training
January – April – progress through Basic FBA to BIP training series – 1 module every 2 weeks w/ coaching & feedback
## Fall 2020 – Part 1
### Basic FBA to BIP Training Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 21</td>
<td>Basic FBA to BIP &amp; Tier 3 Behavior Support Overview</td>
<td>Complete Modules 1 &amp; 2 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)&lt;br&gt;Identify a student on whom to conduct an FBA &amp; get permissions</td>
</tr>
<tr>
<td>Oct 5</td>
<td>FBA Interviews</td>
<td>Complete Module 3 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)&lt;br&gt;Complete FBA Interview(s)</td>
</tr>
<tr>
<td>Oct 19</td>
<td>FBA Observations</td>
<td>Complete Module 4 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)&lt;br&gt;Complete FBA Observation(s) &amp; Summary of FBA</td>
</tr>
<tr>
<td>Nov 2</td>
<td>Function-Based Intervention</td>
<td>Complete Module 5 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)&lt;br&gt;Complete Behavior Intervention Plan form</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Function-Based Intervention</td>
<td>Complete Module 6 &amp; 7 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)&lt;br&gt;Continue work on Behavior Intervention Plan form</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Implementation Planning</td>
<td>Hold Implementation Planning meeting, complete Implementation Plan, Implementation Supports, Daily Point Card -- begin Implementation of the Plan</td>
</tr>
<tr>
<td>Dec 14</td>
<td>Evaluation &amp; Decision Making</td>
<td>Implement Plan &amp; Collect &amp; Graph Data&lt;br&gt;Hold BIP Review meeting after 2 weeks of implementation</td>
</tr>
</tbody>
</table>

**the intensity and duration of this training will depend on the prerequisite skills participants are bringing to the training and progress within the training**
Capacity Building Model Tier 3 Behavior Supports
David Douglas School District - YEAR 2 (2021-2022)

Leadership Team
Student Services (Director & Admin, TOSAs, School Psychologists)
Superintendent’s Office (Director of Education) Curriculum Dept.

District & School Administrators, Behavior Support Leaders, Implementers, Community & Mental Health

Continued Leadership Team Coordination & Planning (ongoing)

Continued Training & Support for District-Level Behavior Specialists (TOSAs & SPSYs) in Coaching & Complex FBA/BIP (ongoing)

District-Level Behavior Specialists
a) Continue coaching Year 1 teams
b) lead training & coaching of 2 new school teams

Represented a School-Level Behavior Support team to Receive Training & Coaching in Basic FBA to BIP from Behavior TOSA

- = Administrator
- = School Behavior Specialists (SBS)
- = Other School Team members (e.g. School Counselor, SPED Teacher, School Psych, SAS, other building TOSAs)
Capacity Building Model Tier 3 Behavior Supports
David Douglas School District - YEAR 3 (2022-2023)

Leadership Team
Student Services (Director & Admin, TOSAs, School Psychologists)
Superintendent’s Office (Director of Education) Curriculum Dept.

Continued Leadership Team Coordination & Planning (ongoing)
Continued Training & Support for District-Level Behavior Specialists (TOSAs & SPSYS) in Coaching & Complex FBA/BIP (ongoing)

District-Level Behavior Specialists
a) Continue coaching Year 1 & 2 teams
b) lead training & coaching of new school teams

Represented a School-Level Behavior Support team to Receive Training & Coaching in Basic FBA to BIP from Behavior TOSA

- Administrator
- School Behavior Specialists (SBS)
- Other School Team members (e.g., School Counselor, SPED Teacher, School Psych, SAS, other building TOSAs)
How are School Districts & Schools using the Modules?
Behavior Specialist Training
Module 2 (FBA Interviews)

• Of the **498 respondents** who completed the Behavior Specialist Training as required by professional development for their employer
  • 75% of respondents reported they were required to provide **evidence of module completion**
  • 38% of respondents identified that they were **being required to complete the homework**.
  • 69% reported that a coach was available to answer questions they had about the module or homework
  • 50% reported receiving **feedback on homework tasks** they completed
School-wide Training: Module 1 Completers

• Out of **1925 Completers** of the School-wide Training, who completed the module as part of their Professional Development at work:
  • **76%** were required to provide **evidence of module completion**
  • **17%** were **required to complete and turn in the homework**.
  • **52%** identified that there was a coach available to answer questions they had about the module content or homework task
  • **28%** reported the opportunity to **receive feedback following completion of the homework task**.
Summary

• Need to Build Capacity
  • Walk before you can run → Basic to Complex FBA/BIP

• Free Training Tools at www.BasicFBA.com

• Training is necessary, but insufficient
  • Practice w/ Coaching & Feedback is required
  • How many FBA/BIPs do you need to do to achieve fluency?

• Check out the new Basic FBA to BIP District Planning & Implementation Guide
Question & Answer
Thank You!

All Basic FBA to BIP materials can be found at:

- [www.BasicFBA.com](http://www.BasicFBA.com)
  - Basic FBA to BIP District Planning & Implementation Guide

For more information please email:

- Chris Borgmeier
  - [Chris.Borgmeier@pdx.edu](mailto:Chris.Borgmeier@pdx.edu)

- Kathleen Strickland-Cohen
  - [kstrick@uoregon.edu](mailto:kstrick@uoregon.edu)
Please Complete the Session Evaluation to Tell Us What You Thought of This Session J1

*Three Ways to Complete:

1) **Pathable/Mobile App:**
   a. Find the Evaluation Link in the "Files" Tab, or
   b. Click on "Evaluations" in the navigation menu

2) **Online:** click on the link in the Pathable "Chat"

3) **QR Code**