

FBA and BIP.....OMG!

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What Do You Know About Behavior and Behavior Change?



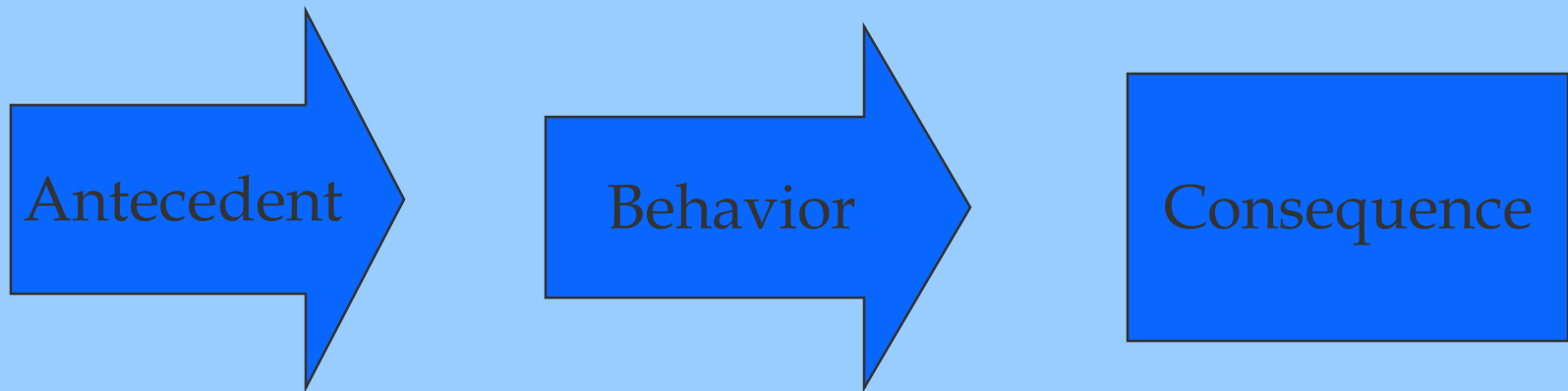
Challenges in Today's Schools

- ◆ **Greater emphasis on inclusion**
- ◆ **Increased demands on teachers and paraprofessionals**
- ◆ **More learning and behavior problems**

What Do I Want To Learn?



Behavioral Chain



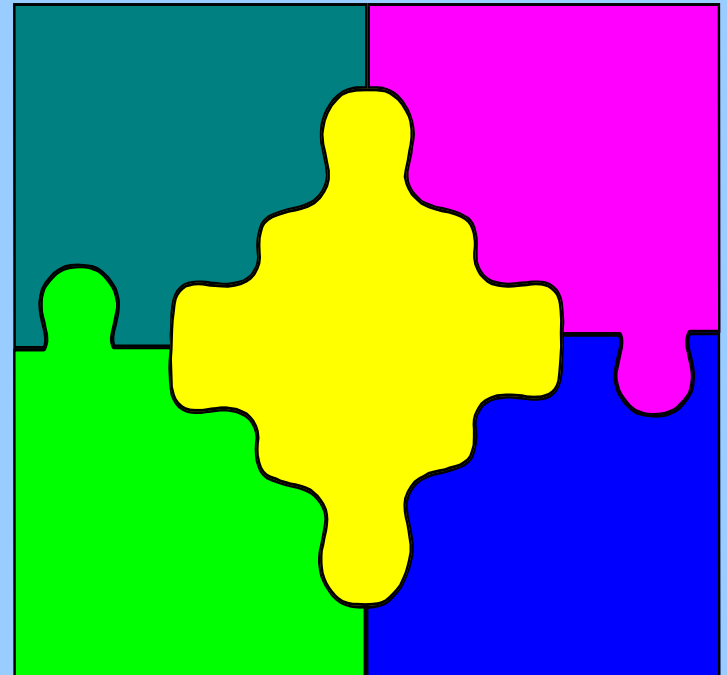
Six Principles of Behavior Change

1. Behavior is controlled by its consequences
2. Behavior is strengthened or maintained by reinforcement.
3. Behavior is weakened by withholding the consequences that have maintained it.
4. Behavior is also weakened by punishment.
5. Consequences must consistently and immediately follow the behaviors they are meant to control.
6. Behavior is strengthened, weakened, or maintained by modeling.

What is functional behavioral assessment?

FBA is a team problem-solving process.

It is not an event.



Why do a functional behavioral assessment?

- ◆ It is the law.**
- ◆ It serves to promote positive student performance, rather than to punish.**
- ◆ Involves the stake-holders for change.**

Who is on the FBA development team?

- ◆ **Parents**
- ◆ **Teachers**
- ◆ **Administrators**
- ◆ **Related Service Personnel**
- ◆ **Student (when appropriate)**
- ◆ **Other interested parties**

Conducting an FBA and Developing Positive Behavioral Intervention Plans and Supports



Conducting a Functional Behavioral Assessment

- 1. Describe and verify the seriousness of the problem.**
- 2. Refine the definition of the problem behavior.**
- 3. Collect information on possible functions of behavior.**
- 4. Analyze the information using data triangulation and/or problem pathway analysis.**

Don't worry about writing it all down, you'll remember 2 months from now when recreating your data.



Conducting a Functional Behavioral Assessment

- 5. Generate a hypothesis statement regarding the probable function of the problem behavior.**
- 6. Test the hypothesis statement regarding the function of the problem behavior.**
- 7. Develop and implement a behavioral intervention plan.**

What is a hypothesis?

**Simply put,
under x conditions,
the student does y ,
in order to get z .**



Yelling is a perfectly good intervention. Just look at all of the adults who already rely on it.

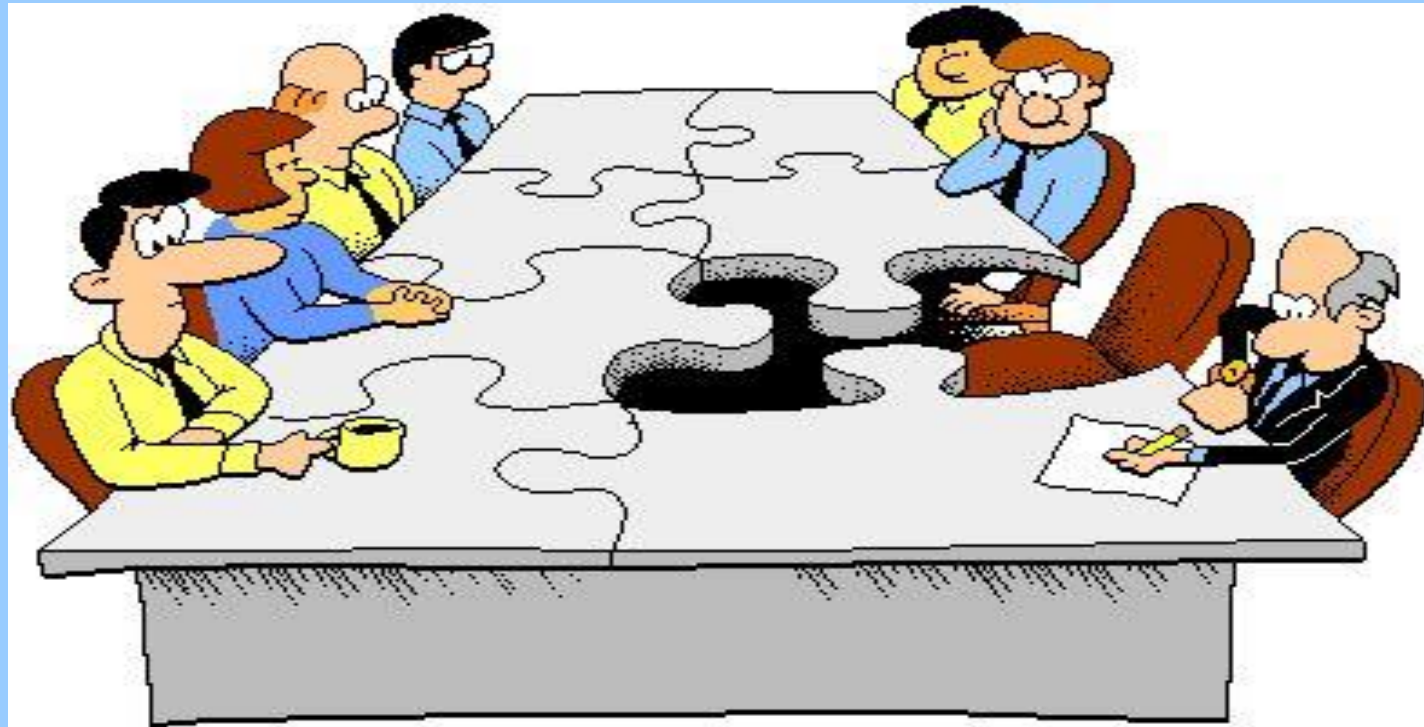


Conducting a Functional Behavioral Assessment

- 8. Monitor the faithfulness of implementation of the plan.**
- 9. Evaluate the effectiveness of the behavior intervention plan.**
- 10. Modify behavior intervention plan, as needed.**

Fitzsimmons (1998); Gable (1999).

If the problem is not “fixed” right away, give up and blame whatever team member is absent.



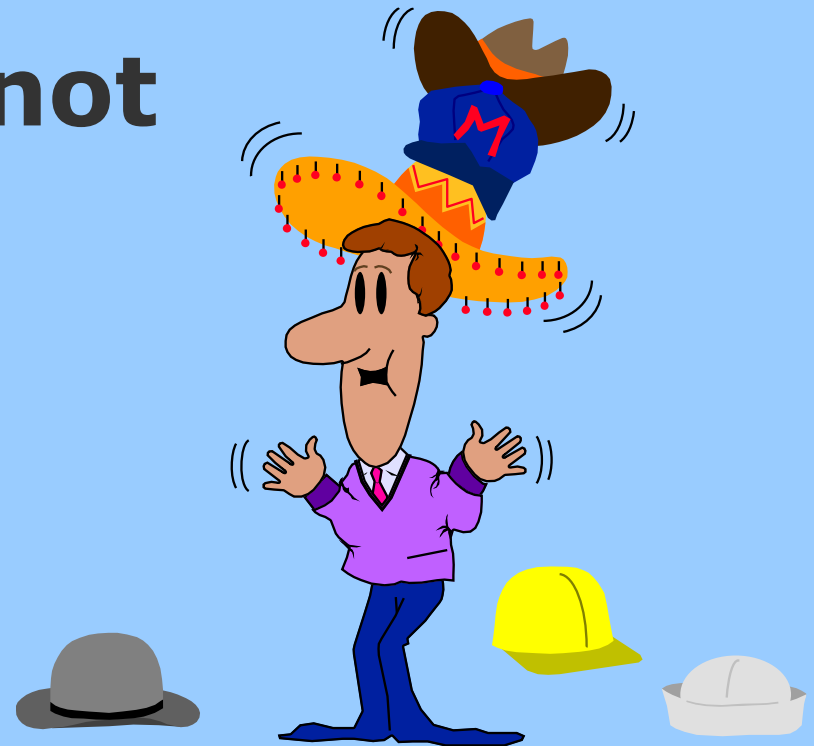
The “Usetah” Syndrome

**If you always do what you
have always done.**

**You will always get what you
have always got.**

Remember.....

One size does not fit all.



Resource

- ◆ For the most current guidance on this process, please visit:

http://www.doe.virginia.gov/support/student_conduct/fba_guidelines.pdf