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AGENDA

• FBA / BIP: Defined and Samples
• Legal Requirement
• Quality Indicators and Strategies for Advocates
• Questions

Who in the Heck…

• Substitute Teacher
• Classroom EBD Teacher
• District-wide Behavioral Consultant
• MS in Assistive Tech
• Ed.D in Special Education
• Researcher at UA
STORY OF THREE RUNNERS

- One runs to avoid class-work
- One runs to go towards the playground
- One runs to get the teacher to chase him

Is one intervention right for all? Why?
For example: time out in the hallway.

Functional Behavioral Assessment

- Uncovering the relationship between the problem behavior and what happens before and after
- There are two primary functions of behavior
  - Access (getting something)
  - Avoidance (getting out of something)
- Change in behavior is more likely if we meet the students needs (the function of the behavior)
- A FBA is a tool for intervention planning
- Not appropriate for random, reflexive, or schizophrenic behavior.

Functions of behavior

- All behavior serves a function
- Behavior can allow a student to GET
- Behavior can allow a student to AVOID
- Behavior can allow a student to GET and AVOID
Functions of the Behavior

<table>
<thead>
<tr>
<th></th>
<th>Positive Reinforcement (Access Something)</th>
<th>Negative Reinforcement (Avoid Something)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangibles / Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is it possible that a middle school student could smoke in order to…?

<table>
<thead>
<tr>
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<th>Positive Reinforcement (Access Something)</th>
<th>Negative Reinforcement (Avoid Something)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>√</td>
<td>√</td>
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</tbody>
</table>

FBA Measures

- Indirect
  - Interviews
  - Rating Scales
  - Archival Records Review
  - Post-hoc Reports
- Direct
  - General Observation
  - ABC Assessment
- Analog

![Figure 9.1 Example of Frequency Recording]

<table>
<thead>
<tr>
<th>Student</th>
<th>James</th>
<th>obs. 1</th>
<th>obs. 2</th>
<th>obs. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
<td></td>
<td>10:05</td>
<td>10:10</td>
<td>10:15</td>
</tr>
<tr>
<td>Stop</td>
<td></td>
<td>10:20</td>
<td>10:25</td>
<td>10:30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

Figure 9.1. Example of Frequency Recording
Why in the Classroom?

Example:

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher faced away</td>
<td>Eddie hums</td>
<td>Teacher attends</td>
</tr>
</tbody>
</table>

Eddie 1

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher with others</td>
<td>Eddie hums</td>
<td>Teacher attends</td>
</tr>
</tbody>
</table>

Eddie 2

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher with peer</td>
<td>Eddie hums / taps</td>
<td>Teacher attends</td>
</tr>
</tbody>
</table>


## ABC Analysis

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher with others</td>
<td>Eddie hums</td>
<td>Teacher attends</td>
</tr>
<tr>
<td>Teacher with others</td>
<td>Eddie hums/taps</td>
<td>Teacher attends</td>
</tr>
<tr>
<td>Teacher at board</td>
<td>Eddie makes noises</td>
<td>Teacher attends</td>
</tr>
<tr>
<td>Teacher attends</td>
<td>Eddie asks question</td>
<td>Teacher answers</td>
</tr>
</tbody>
</table>

## Functions of the Behavior

<table>
<thead>
<tr>
<th>Function</th>
<th>Positive Reinforcement</th>
<th>Negative Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachable Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Function-Based Intervention Plan

- Goal of determining function is to make a good intervention decision
- Teams have shown difficulty in implementing functional assessment results
- The replacement behavior should:
  - Serve the same function as the problem behavior
  - Eliminate the need to engage in the problem behavior

Function-Based Intervention Plan: Replacement Behavior

- What should the student do instead?
- What do successful students do?
- Will the behavior help the student meet his/her needs?
- Is the behavior supported by the natural environment?

Function-Based Intervention Plan: Replacement Behavior

- Replacement Behavior: Hand-raising

- What should the student do instead?
- What do successful students do?
- Will the behavior help the student meet his/her needs?
- Is the behavior supported by the natural environment?
Selecting an Intervention

Positive Behavior Supports

• Focus on Consequences
• Threats
• Coercion
• Same old thing
• Zero-Tolerance
• Punishment

• Focus on Prevention
• Encouragement
• Reinforcement
• Acknowledgment
• Individualization
• Meeting Needs

Questions?

• FBA is Functional Behavioral Assessment
• FBIP is Function-based Behavior Intervention Plan
• The FBA is used to create a BIP
• Most school behavior plans are reactive and focus on harsh consequences
• FBA helps create a plan that is proactive and focuses on meeting student needs
• Relatively simple to understand and implement, requires expertise to develop and monitor

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Legal Issues

IDEA
Case Law

Legal Issues

Use of FBA and Positive Behavior Supports are included in federal law (IDEIA)
• When student's behavior impedes his or her or others' ability to learn
• When goals/objectives in the IEP are not enough
• When a school is considering a suspension or expulsion
• Prior or subsequent to manifestation determination decisions

Courtesy: Frank Graham

Legal Issues: Case Law

• Analysis of findings from:
  – Administrative decisions of Due Process Hearings
  – Court Cases
Legal Issues: Case Law

• Be proactive in developing BIPs
• Use appropriate assessment data to guide development
• Individualize the BIP
• Include Positive Behavioral Supports
• Consistently implement and monitor

When to Intervene?
(Other than Legal Issues)

• Is the behavior dangerous to the student or others?
• Is the behavior similar in frequency to that of peers?
• Is the behavior age appropriate or likely to be transient?
• Is the behavior due to the skill deficits in other areas?
• Is the behavior impeding the educational progress of the student or peers?
• Is the behavior preventing the student from participating in less restrictive environments?
• Do those affected by the behavior agree that it is a problem?

http://www.ed.arizona.edu/pbis/home.html

Questions?

• FBA and Positive Behavior Support are identified in IDEIA
• With respect to BIPs, case law and admin decisions suggest LEAs should:
  – Be Proactive
  – Assess
  – Individualize
  – Include Positive Behavioral Supports
  – Consistently implement
• Intervention may be warranted even if legal or case law requirements are not triggered
Tips For Advocates

Develop Capacity
Monitor Quality
Think Function

Tips for Advocates

• Tip 1:
  Encourage districts and schools to develop the capacity of their personnel and systems

• Tip 2:
  Monitor the planning and quality FBA and FBIPs.

• Tip 3:
  Be a student of the function of district, school, and teacher behavior.

Tip 1: Building District or School Capacity for FBA and BIP

• School-wide Level:
  – Goal
    • Prepare all district, staff, and families to participate
  – Activities:
    • One hour to half-day of staff training in simple FBAs and BIPs
    • PTA and family level training
Tip 1: Building District or School Capacity for FBA and BIP

• Team Level
  – Goal
    • Prepare team members to assess, plan, implement, review FBAs and BIPs
  – Activities:
    • Half to full-day training for core team members
    • Advocate training

• District / LEA Level
  – Goal
    • Provide intervention teams with access to FBA and BIP expertise
  – Activities:
    • Employ or assign adequate number of experts
    • Experts should evidence competence in all facets of FBAs and BIPs

Understanding Problem Behavior

Table of Contents
Section 1: Understanding Behavior
  - Behavioral Data
  - Problematic and Target Behavior
  - Interventions, Analysis, and Consequences

Section 2: Identifying and Using a Behavioral Model
  - Understanding and Using Students’ Behavioral Models

Section 3: Communicating Professionally
  - Decision-Making

Section 4: Determining if Intervention is Warranted
  - Identifying Indicators

• http://serc.gws.uky.edu/pbis/home.html
• http://www.ed.arizona.edu/pbis/index.html
Tip 2: Monitor Intervention Quality

- Is the intervention warranted?
- Was the student interviewed and results considered in designing the BIP? Why or why not?
- Were the interventions selected systematically?
- Did the interventions follow from the FBA?
- Did the FBA consider the possibility of multiple functions?
- Did the intervention include a replacement behavior to increase a positive skill? What is the replacement behavior and how is it connected to the FBA?
- Does the intervention address problems in the classroom environment? Why or why not?

Credit: Dr. Jolena Ferro

Tip 2: Monitor Intervention Quality

- Does the procedure stigmatize the student socially?
- Does the intervention provide opportunities for the student to make choices?
- Were incentives selected based on the student’s wants and needs?
- How will consistency of implementation be addressed?
- Was there a systematic and scheduled review of the data?
- If the target behavior did not improve, was additional information collected to assist with revision?
- Was the plan revised in a timely manner?

Credit: Dr. Jolena Ferro

Tip 3: Think Function!

Common Approach
- Focus on Problem
  - Threats
  - Opposition
  - Same old thing
  - Zero Tolerance
  - Punishment bad behavior
  - Expecting good behavior

Positive Behavior Supports
- Focus on Prevention
  - Encouragement
  - Reinforcement
  - Teaching and acknowledging good behavior
  - Individualization
  - Meeting Needs
Tip 3: Consider the Functions of District / Administrator / Teacher Behavior

- Plans are more likely to be successful if the needs of multiple parties are met
- You can negotiate more successfully if you understand the function
- How do the current consequences meet system needs?
- How can a new intervention plan meet system needs?

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Review

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- Legal Requirement
- Quality Indicators and Strategies for Advocates
- Questions
Resources

Contact:
Carl Liaupsin, Ed.D.
liaupsin@email.arizona.edu

Book:
Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach (Paperback) by John Umbreit, Jolene Ferro, Carl J. Liaupsin, Kathleen Lynne Lane

Web Courses:
http://www.ed.arizona.edu/pbis/index.html
http://www.ed.arizona.edu/bss/