


**Functional Assessment of Behavior**  
**EDS 240**  
**Writing the Behavior Intervention Plan**

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**Behavior Interventions:**  
**General considerations**

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- ❖ Behavioral interventions respect the student's human dignity and personal privacy. They assure the student's physical freedom, social interaction, and individual choice.
- ❖ Before intervening consider the meaningfulness, appropriateness, and accessibility of the learning environment.
- ❖ Always begin with the least restrictive behavioral interventions.
  - ◆ Remember that each student's perception of what is restrictive is unique. What may be highly restrictive to one student may not be very restrictive to another.
  - ◆ Restrictive procedures are different from general classroom procedures, which are used with all students as part of the routine educational program. With a general classroom procedure to student is singled out and treated differently from his or her classmates.

Source: San Joaquin County Office of Education

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**Behavior Interventions:**  
**General considerations**

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- ❖ The goal should always be to use strategies that enhance the student's life in the least intrusive and most natural way and to plan for the use of less restrictive procedures as soon as possible.
- ❖ Positive behavioral interventions must emphasize the development of desirable and adaptive behaviors, rather than elimination or suppression of undesirable behaviors.

Source: San Joaquin County Office of Education

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**Behavior Interventions:**  
**General considerations**

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❖ Intervention procedures should be implemented to:

1. Minimize or prevent antecedents to target behaviors (set the student up for success).
2. Minimize or prevent reinforcement of target behaviors.
3. Promote reinforcement of replacement behaviors (catch the student being good).
4. Draw student's attention to the target behavior. Let them know the behavior is inappropriate and that it will not be reinforced (NOTE: be sure doing so is not reinforcing in and of itself).
5. Encourage the student not to engage in the target behavior to avoid undesired consequences.
  - a) All procedures must be done in a calm and consistent manner.
  - b) If time-out is required, use the least restrictive form and ensure that the student is returned to the original activity and reinforced for replacement behavior ASAP.

Source: San Joaquin County Office of Education

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**Behavior Interventions:**  
**General considerations**

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❖ Intervention procedures should always consider medical issues.

1. Consider medical conditions as a cause of behavior.
2. Consider possible harm from interventions.
3. The following issues will typically require medical consultation:
  - a) Medications are prescribed
  - b) The student has allergies
  - c) The student has seizures
  - d) The student has shunts
  - e) The behavior involves wetting, soiling, vomiting, spitting, biting.
  - f) There is concern regarding communicable disease.

Source: San Joaquin County Office of Education

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**Behavior Intervention Plan (BIP) Primary Considerations**

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❖ *BIPs describe the staff behavior.*

- Provides specific detail regarding the changes expected of the staff members who work with the student who displays a problematic behavior.

❖ *BIPs are based upon functional assessment results.*

- Makes use of the FBA summary statements and behavior models to indicate what a student should do as well as what they should not do.

❖ *BIPs are technically sound*

- They are consistent with behavioral theory

❖ *BIPs are feasible*

- They fit within natural routines, are accepted by implementers, are not too complicated (relative to implementer skill), and produce reinforcing (not punishing) results.

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

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### Behavior Intervention Plan (BIP) Goals

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❖ *BIPs make problem behaviors irrelevant.*

- The need, motivation, and/or opportunity to display the problem behavior is eliminated or minimized.
  - EXAMPLE: Luis is more motivated to escape work by throwing a temper tantrum when he has a tooth ache. Thus, to make the escape related behaviors less relevant, make sure he receives regular dental care.
  - EXAMPLE: Sam is more likely to need attention from his teacher when he has been ignored by his parents before school (e.g., his mother is out of town). Thus to make inappropriate attention getting behaviors irrelevant, make sure he receives ample teacher attention when he arrives at school (especially when his mother is out of town)

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

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### Behavior Intervention Plan (BIP) Goals

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❖ *BIPs make problem behaviors ineffective.*

- Relative to the replacement behavior, obtaining behavioral goals (the behaviors function) via the problem behavior ...
  - requires more physical effort
  - requires greater number of behaviors
  - takes a longer period of time.
  - EXAMPLE: Jon's temper tantrums (which are his primary mode of communicating his needs) require more physical effort, a greater number of tantrum behaviors, and a longer period of time to obtain desired objects, than use of a PECS system.

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

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### Behavior Intervention Plan (BIP) Goals

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❖ *BIPs make problems behaviors inefficient.*

- Extinguishing the target behavior.
- Systematically withholding access to the reinforcing outcome that was previously delivered when the problem behavior was displayed.
  - EXAMPLE: Sam is ignored (planned ignoring) whenever he attempts to gain his teacher's attention via the problem behavior.
  - EXAMPLE: Jon is ignored whenever he engages in a temper tantrum as a means to communicate his needs.

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

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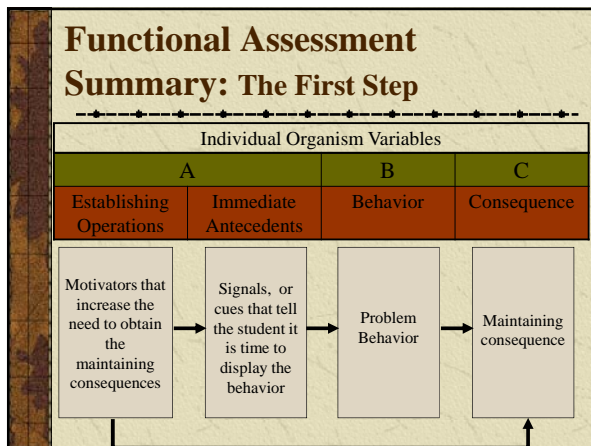
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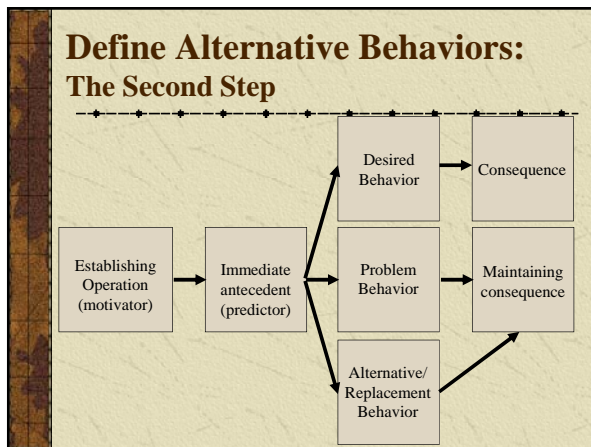
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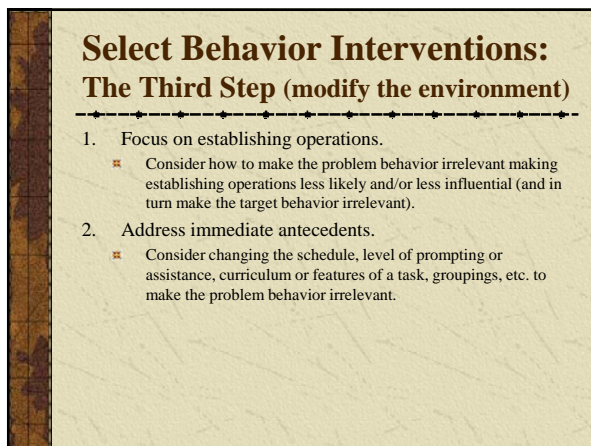
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**Select Behavior Interventions:  
The Third Step (teach new behaviors)**

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3. Identify teaching strategies.

- ❏ If necessary, how with the replacement behavior be taught?
- ❏ How will the student be taught when to display the replacement behavior?

4. Adjust behavioral consequences.

- ❏ How will problem behaviors be discouraged?
  - Make sure its function is not longer obtained and/or it is punished.
- ❏ How will desired behaviors be encouraged?
  - Make sure that reinforcement equals or exceeds that of the problem behavior.

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**Determine Discontinuance/Modification Criteria  
The Fourth Step**

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- Determine the level at which the occurrence of the problem behavior is too frequent/severe to continue with the plan.

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**Behavior Interventions:**  
Obstacles to effective functional assessments and behavior interventions

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1. Too vague a definition of the behavior(s) of concern.
2. Incomplete measurement/data collection regarding the behavior(s) of concern and the interventions selected.
3. Incorrect interpretation of the functional assessment data.
4. Inappropriate intervention (e.g., too weak to deal with the complexity or magnitude of the behavior problem; not aligned with the assessment data).
5. Inconsistent or incorrect application of one or more parts of the intervention plan.
6. Failure to adequately monitor the implementation of the intervention plan or to adjust the intervention plan over time, as needed, based on on-going monitoring and evaluation, and to adequately evaluate the impact of the intervention plan.

Source: Center for Effective Collaboration and Practice

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**Behavior Interventions:**  
 Obstacles to effective functional assessments and behavior interventions

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7. Inadequate system-wide support to avoid future episodes of the behavior problem (e.g., too many initiatives or competing building-level priorities that may interfere with the time and commitment it takes to develop and implement behavioral intervention plans).
8. The behavior is an issue of tolerance rather than being something that distracts the student or others (e.g., a specific minor behavior, such as doodling).
9. Teachers lack skills and support necessary to teach behavioral skills.
10. Failure to consider environmental issues, cultural norms, or psychiatric issues/mental illness outside of the school or classroom environment that are impacting on the student's behavior.

Source: Center for Effective Collaboration and Practice

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**Elements of the BIP Report:**  
 "What," "Why," "Goal," & "How"

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- ✘ Target Behavior (what).
- ✘ Summary of the Functional Assessment of the Target behavior (why).
- ✘ Replacement Behavior (goal).
- ✘ Specific Procedures (how).
  - ◆ Address antecedents
  - ◆ Specify teaching strategies
  - ◆ Propose contingencies
    - How to encourage the replacement behavior
    - How to discourage the target behavior
  - ◆ Plan monitoring

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**Writing the BIP**

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1. Target Behavior
  - ◆ Objective measurable description of problem behavior
2. Functional Assessment Summary
3. Replacement Behavior
  - ◆ Objective measurable description of replacement behavior
4. Goals and Objectives of the BIP
  - ◆ For both the target and replacement behaviors

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## Writing the BIP

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### 4. Behavior Intervention Plan (BIP) Procedures

- a) **Environmental Adjustments, Accommodations, and Modifications**
  - i. Establishing operation strategies.
  - ii. Immediate antecedent trigger strategies.
- b) **Teaching Strategies**
  - i. Instruction on how to display the appropriate behavior.
  - ii. Instruction on when to display the appropriate behavior.
- c) **Behavioral Consequences to Promote Adaptive Functional Behavior**
  - i. Teaching the value of the replacement behavior.
  - ii. Responding to the target behavior.
- d) **Behavior Intervention Settings**
- e) **Special Situations**

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## Writing the BIP

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### 5. Behavior Intervention Plan Monitoring

- a) Monitoring plan effectiveness. Specific criteria for discontinuing the use of the intervention for lack of effectiveness or replacing it with an identified and specific alternative.
- b) Plan modification protocol
- c) Moving from the alternate behavior to the terminal replacement behavior.
- d) Criteria by which the procedure will be faded or phased out, or less intense/frequent restrictive behavioral intervention schedules or techniques will be used.

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## Coming up next ...

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November 16	Behavioral Interventions • Case Conferences	•
November 23	Behavioral Intervention: • Review	• <i>First Draft of BIP due to <a href="mailto:brock@csan.edu">brock@csan.edu</a></i> • Identify specific course related content that you have had a difficult time understanding
November 30	Behavioral Intervention: • Manifestation Determinations	Required Reading • U.S. Dept. of Education (2006), §300.530 Recommended Reading • Steege & Watson (2009), Chapter 2
December 7	Legal and Ethical Issues Quiz	• U.S. Dept. of Education (2006), §300.24, §300.170, §300.226, §300.304, §300.310-311, §300.324, §300.534-536 • CA Education Code, §56520-56525 • CA Code of Regulations, §3065(d)(e)
December 14	Finals Week	• No Class Meeting • <i>Final Drafts of FBA and BIP due at 9:00am</i> • <i>BIP evaluation data due at 9:00am</i>

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