



**Presents**  
**KY-SPIN's LunchShop/DinnerShop**  
**FBA/BIP Training**  
**April 2, 2020**

**Speaker: Rebekah Evans**



# **KY-SPIN** **(Special Parent Involvement Network)**

## **Parent Training & Information (PTI) Center**

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old),<sup>2</sup> their parents, families, and professionals.






We do NOT:  
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide peer support to help families access needed information and resources
- ♥ Lend a listening ear



The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes create a dynamic, modern look on the right side of the slide.

“The key to success for all our  
children during this  
unprecedented time is to  
work in partnership as we all  
go down this uncharted  
territory together!”

Rhonda Logsdon,  
Executive Director - KY-SPIN



## Our Speaker:

Rebekah Evans, School Psychologist  
Pulaski County Schools

- ▶ Rebekah is in her fifth year working with Pulaski County Schools as a School Psychologist. She obtained her Specialist in Psychology degree through Eastern Kentucky University in 2016. She has spent the last year working as the district PBIS/RTI (Positive Behavior Interventions and Supports/Response to Intervention) Coordinator. Special interests include autism, trauma-informed practices, behavior assessment, and intellectual assessment.





# FBA/BIP Training

Functional Based-Assessment  
and  
Behavior Intervention Plans

**Adapted from Midwest PBIS Network  
February, 2019**





# Who is in the Room?

- Social Workers
- Psychologists
- Student Services (OT,PT,Speech,etc.)
- School Counselors/Guidance Counselors
- Administrators
- Special Education Teachers
- General Education Teachers
- Teacher Assistants





# Acknowledgements

- Kathleen Strickland-Cohen
  - Texas Christian University
- Sheldon Loman & Chris Borgemeier
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- Terry Scott
  - University of Louisville
- Rob Horner & Jeff Sprague
  - University of Oregon

New materials from:  
Loman, Strickland-Cohen, Borgmeier, & Horner, 2013



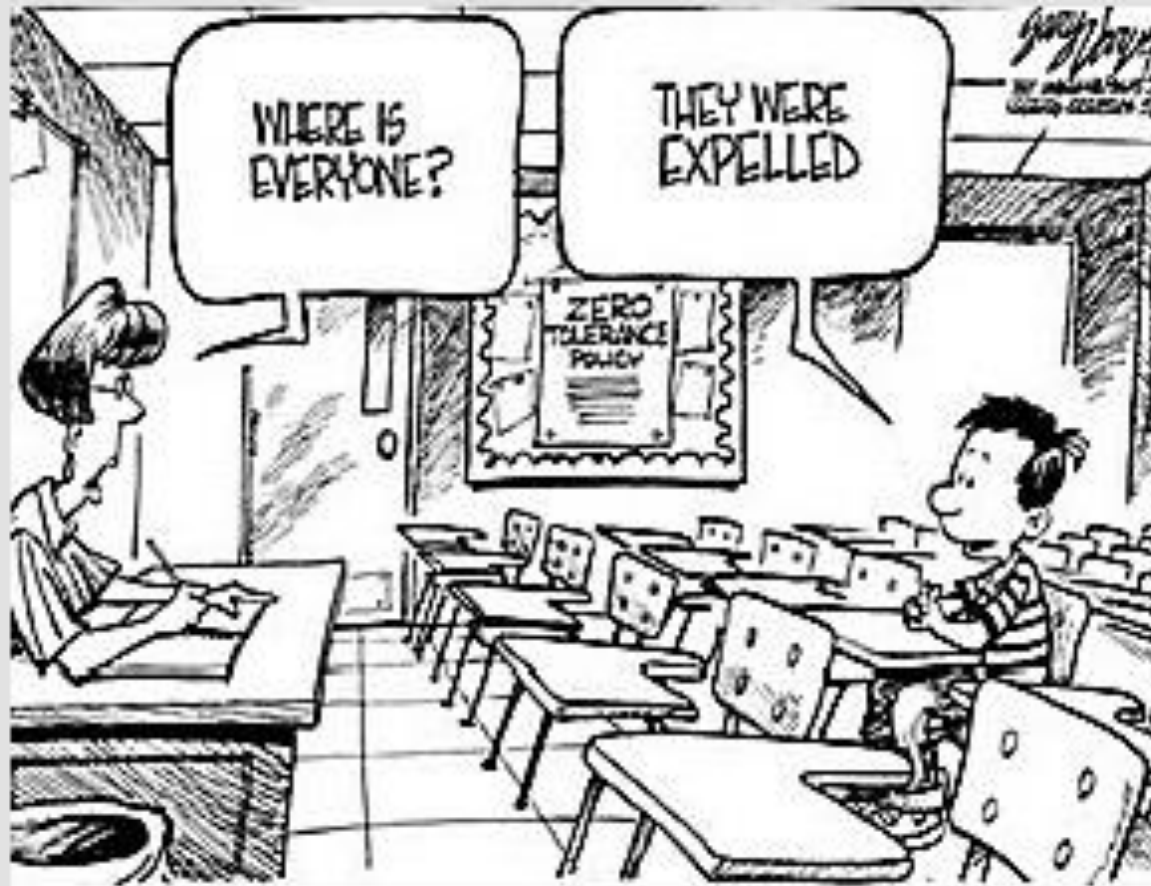


# FBA to BIP Training Series

## Objectives

- Identify the essential systems needed for an effective FBA/BIP process
- Identify when an FBA-BIP is necessary
- Identify the steps for conducting an effective FBA, including data to determine maintaining function of behavior
- Learn the critical components of function-based BIPs
- Develop evaluation plans that are efficient and effective









# Based on Research and Practical Experience...

- By the time youth access FBA/BIP intervention, youth are **already at high-risk of placement change.**
- More youth **need FBA/BIP, sooner.**
- FBA/BIPs are often found in the “**file**” and viewed as a **document-** (not LIVE)
- Many BIPs focus only on **rewarding youth for appropriate behavior**, omitting supports that make **appropriate** behavior more likely. (reactive vs. proactive)



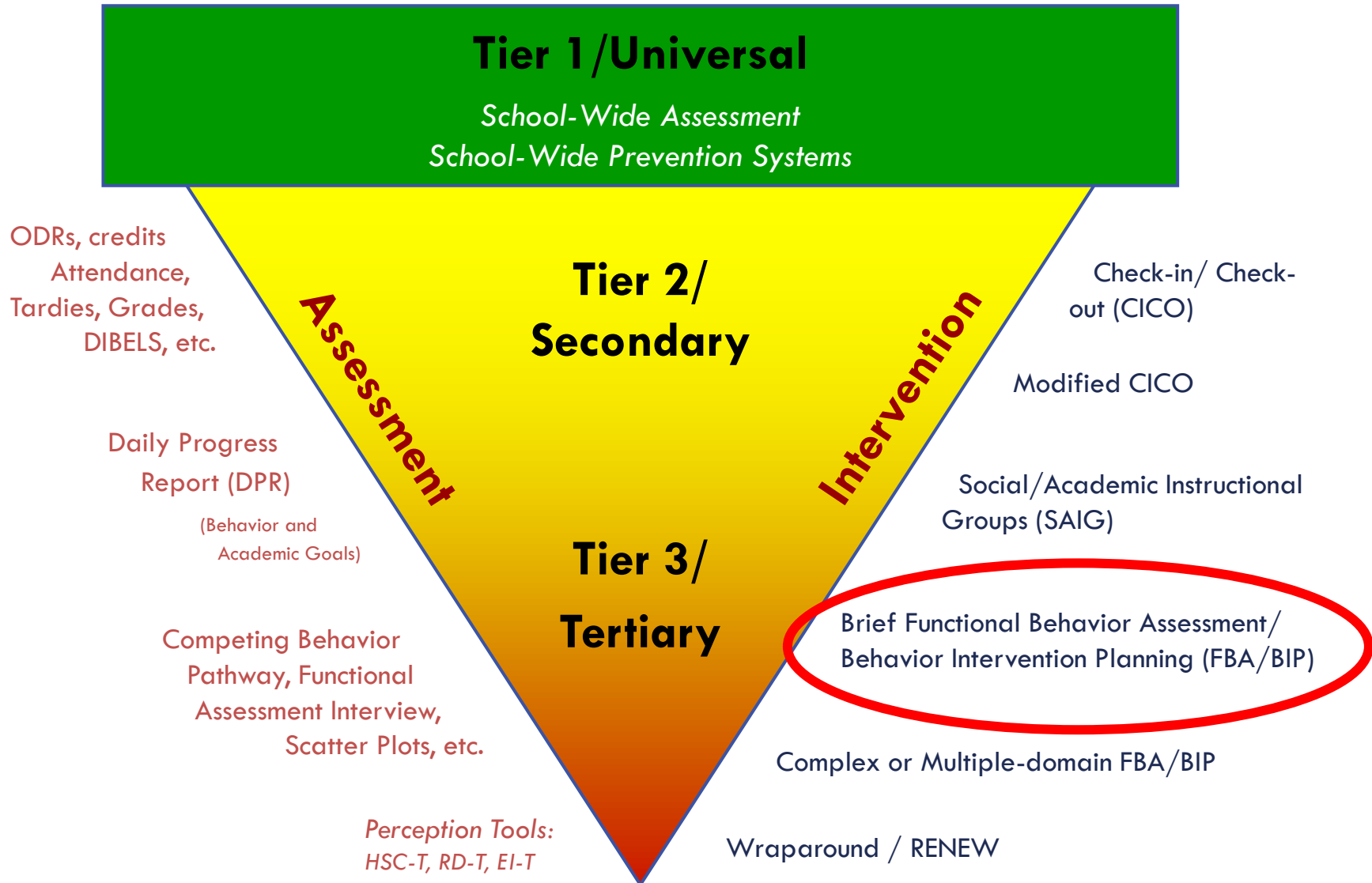


# **FBA / BIP**

Where does it fit into the Triangle?



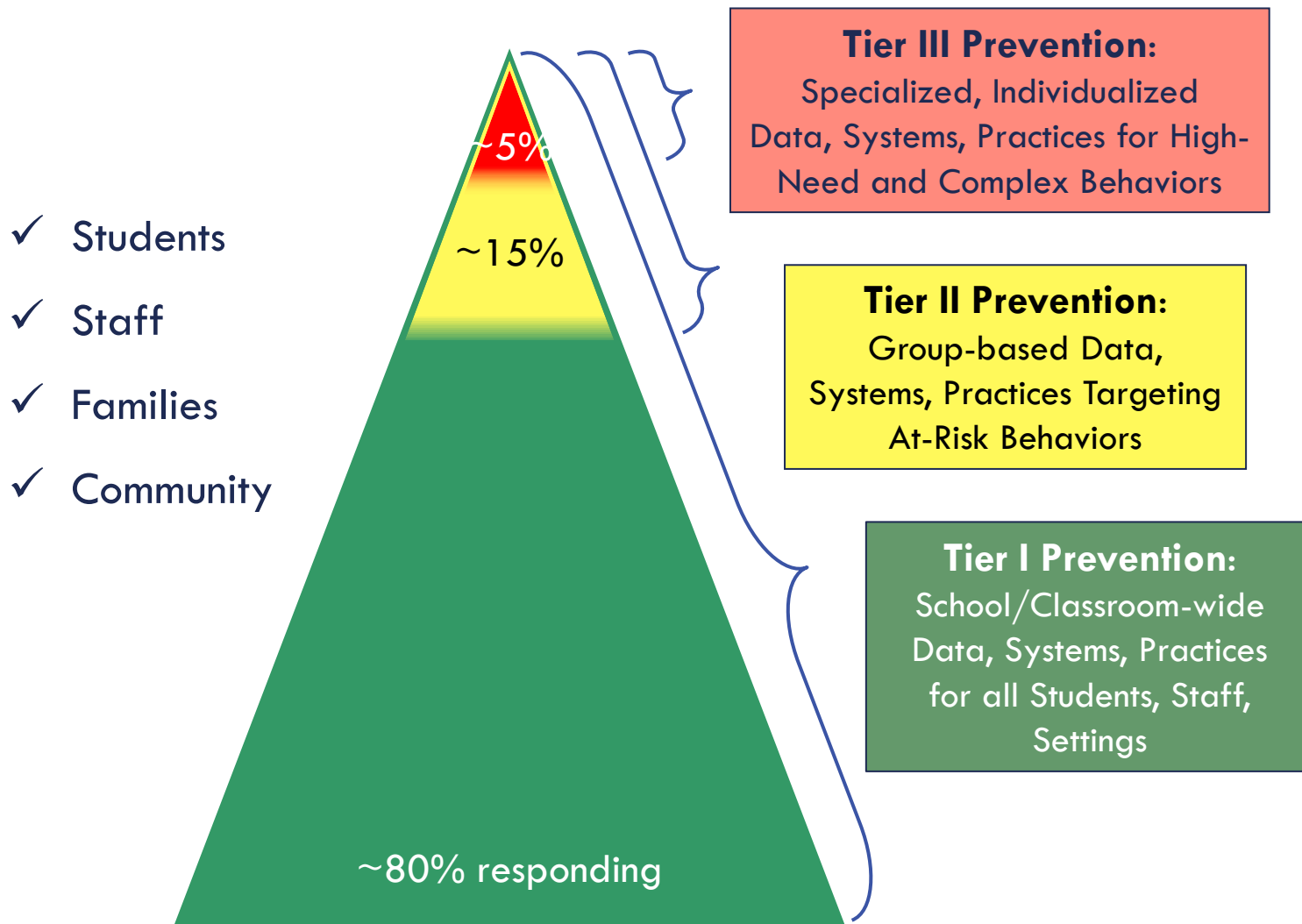
# A Multi-Tiered System of Support for Behavior







# Three-tiered Continuum of Evidence-based Practices





# General Education & Special Education



**Tier 1/Universal for Social/Emotional/Behavioral**  
*School-Wide Assessment / School-Wide Prevention Systems*



## Check-In-Check-Out

(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Use **Function- Based Thinking** to Make Next Choice



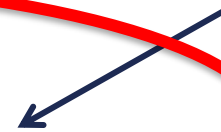
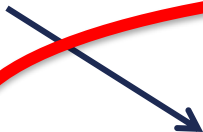
**Modified CICO**

&/or

**Social Academic Instructional  
Groups**

&/or

**Other**



**Brief Function-Based Problem  
Solving**



**Individualized Team Development:  
Complex Function-Based Problem Solving  
Person-Centered Planning**

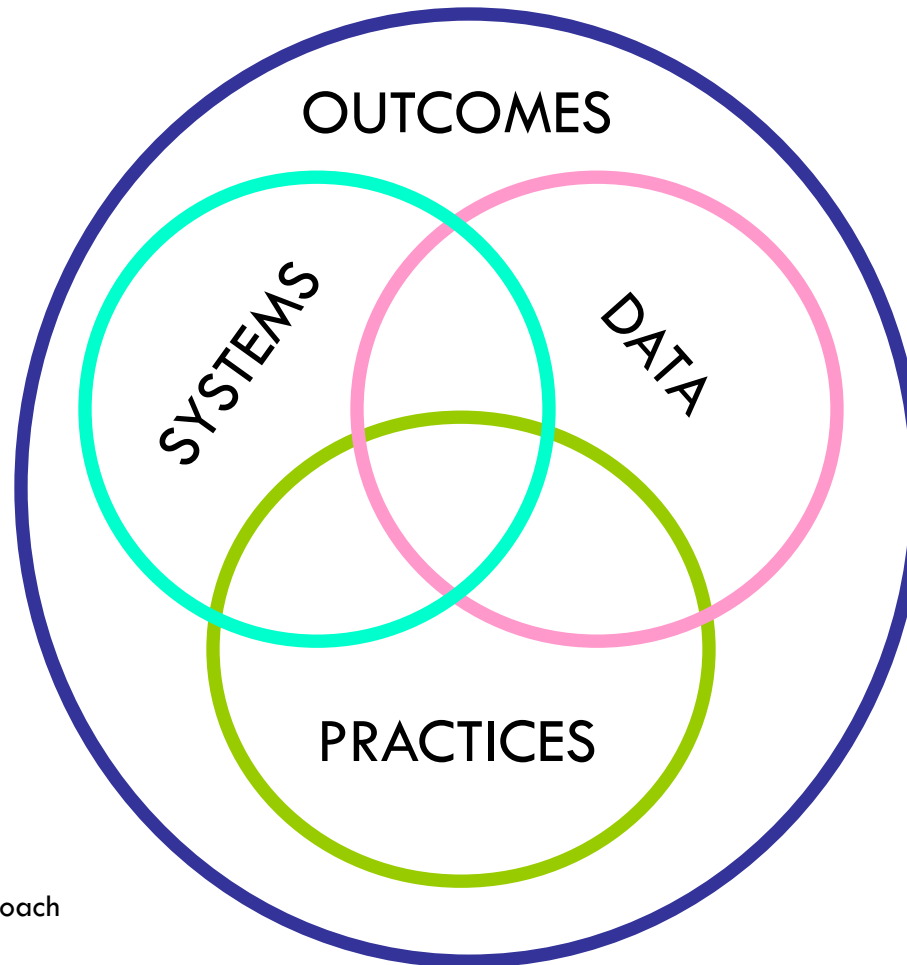


# Positive Behavior Support

Social Competence &  
Academic Achievement

Supporting  
Staff Behavior

Supporting  
Decision  
Making



Supporting  
Student Behavior

Adapted from "What is a systems Approach  
in school-wide PBS?" OSEP Technical  
Assistance on Positive Behavioral  
Interventions and Supports. Accessed at  
<http://www.Pbis.org/schoolwide.htm>





# **TIER 2 SYSTEMS**





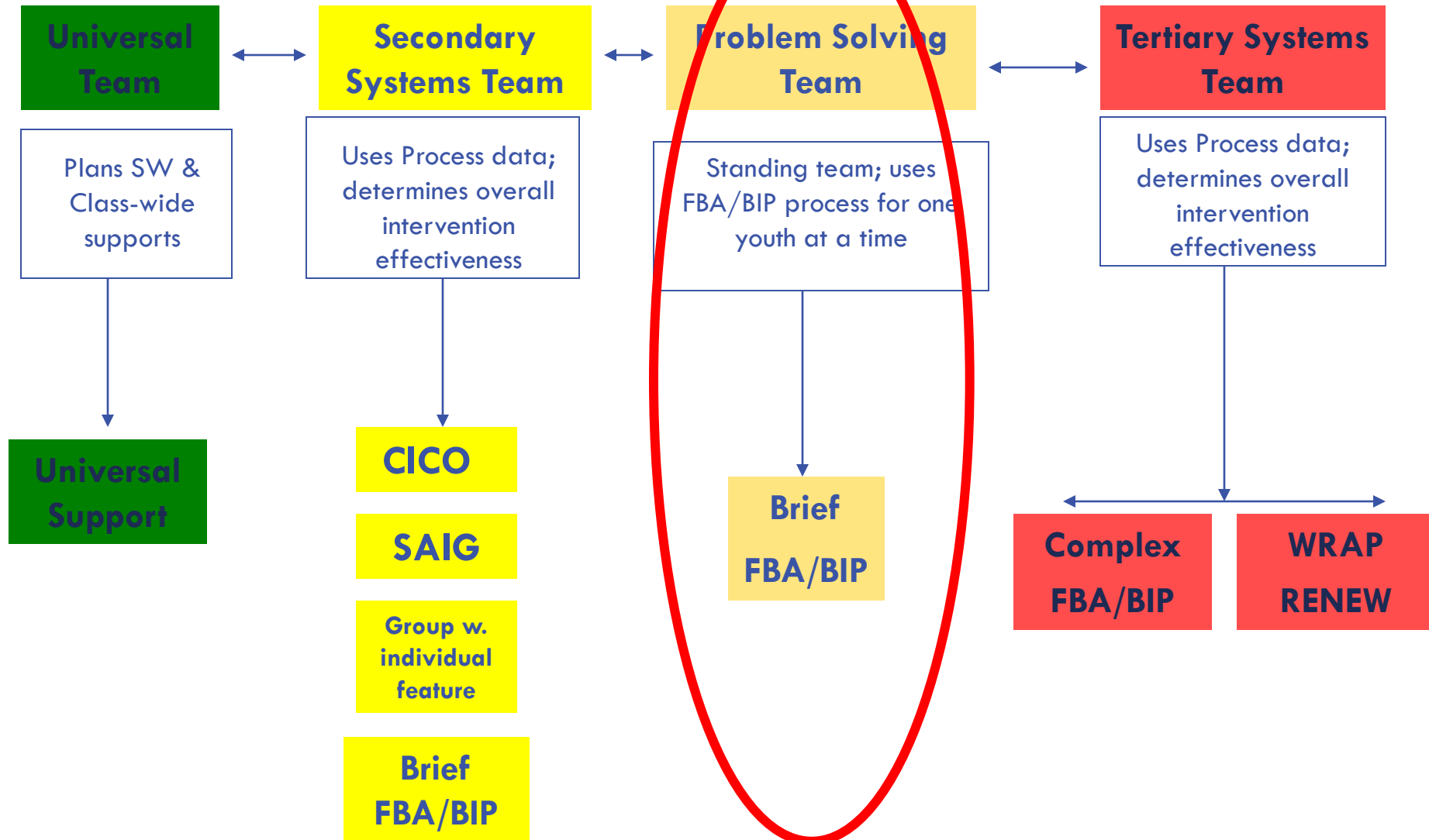
# Teaming at Tier 2

- Secondary Systems Planning Team
  - Uses process data from CICO, S/AIG, Simple Individualized Secondary & Brief FBA/BIP supports to:
    - a) determine overall intervention effectiveness for each,
    - b) improve integrity, fidelity, procedures etc. for each,
    - c) create interventions that are missing from continuum
- Secondary Problem Solving Team
  - Develops plans for one student at a time
  - Every school has this type of meeting
  - Teachers and family are part of student's team



# 3-Tiered System of Support

## Necessary Conversations (Teams)







## Activity:

# Reflecting on Current Practices...

- Think of the team or meeting you have when you discuss individual youth (FBA/BIP).
- Take a guess at how many youth you action planned around this school year?
- Take a guess at how many youth got an intervention that met their needs. How many youth stayed in current environment or went to a less restrictive environment.
- What percent effectiveness does your current problem solving team yield?



## **Guiding Questions for Developing The Systems that Support FBA/BIP**

- I. A Standing, Behavior Intervention Plan Development Team: A team that uses the function of behavior to develop a strong Behavior Intervention Plan for Tier II levels of behavioral needs.
  - a. Who will participate as a member of this team?
    - i. Consider behavioral expertise, administrative authority, strong skill sets around classroom practices (and ability to coach and support those), etc.
    - ii. Remember, the parent/family, student, (and teacher) will be attending this meeting as well and their voices should be central in the development process
  - b. When will this team meet?
    - i. Consider starting with a time about every other week
    - ii. Most school meetings average about an hour. Think about being able to develop one student plan in this amount of time, and perhaps in the future a team could potentially develop two plans in one hour?
  - c. Who will run the meeting?
    - i. The meeting ideally would be facilitated by the lead of the FBA process that is connected to the BIP being developed
  - d. How will you ensure that the FBA was done prior to this meeting, with fidelity, and by a trained facilitator?





# **FBA/BIP**

Why? And WHO?





# Why Do we Conduct FBAs?

- Reduce maladaptive behaviors by increasing positive behaviors.
- Effective in general and special education settings.
- Often required by law for students with IEPs that are facing placement change and / or have behavior goals in their IEPs.
- Aligned with SB 100 requirements to problem solve around behaviors instead of just punishing students.
- Research indicates clearly that **an effective behavior intervention plan is tied to function.**
  - <http://www.pbis.org/research/tier3supports>

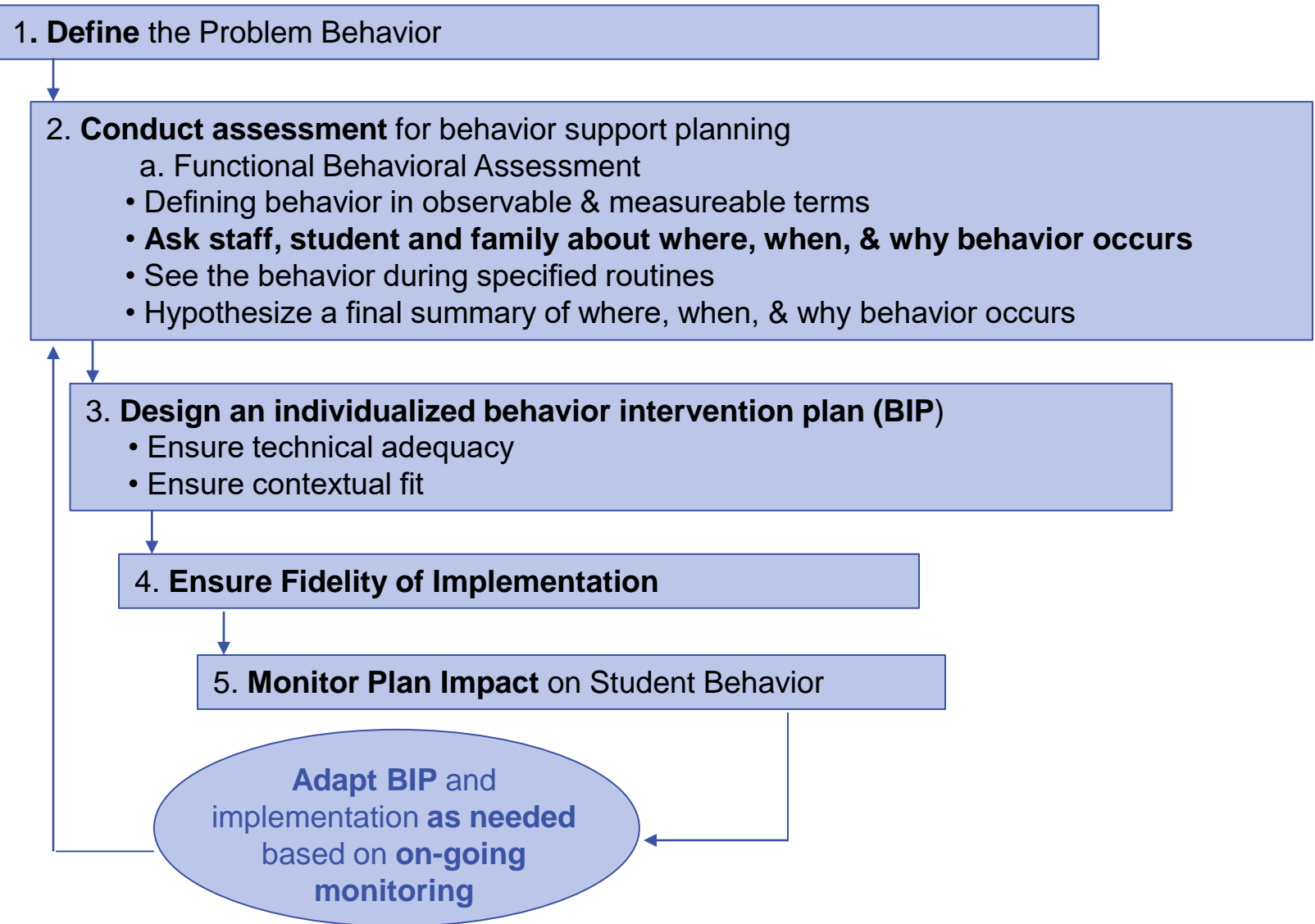


# Identifying Who Needs a FBA/BIP

- Kids are **referred to an individual problem solving team (PST)** by the Secondary Systems Team typically **when lower-level, Simple Secondary interventions (at least 2) do not result in adequate progress.**
  - Any student not responding adequately to CICO, S/AIG and/or Mentoring etc.
  - Request for Assistance made:
    - Data identifies student as in need (# of ODRs, suspensions, absences, etc..).
    - Exception to the system: Adult perceives youth as in urgent need (lower-level support not seen as adequate)



# The FBA to BIP Process







# The FBA/BIP Work Flow

- 1) Secondary Systems Team identifies youth needing FBA/BIP level of support. Referral to individual Problem-Solving Team meeting.
- 2) FBA/BIP facilitator (i.e. social worker, counselor, psychologist) takes lead in organizing data and using tools to conduct the FBA.
- 3) FBA/BIP facilitator generates FBA summary based on data to share with Problem-Solving Team.
- 4) Problem-Solving Team develops BIP (with stakeholders).
- 5) Follow-up meeting scheduled (in 4-6 weeks) for all stakeholders to review progress of BIP.
- 6) Weekly data monitored by FBA/BIP Facilitator.





# FBA/BIP Facilitator

1. **Illustrates FBA to the rest of the team through the Competing Behavior Pathway;** including hypothesized function; and shares data sources and process used; including interviews that were done.
2. **Leads the team in creating a BIP;** making sure all stakeholders give input and agree with aspects of the plan that require their action.

## Other team members/Stakeholders:

1. **Ask questions for clarification** on FBA & come to consensus on hypothesized function or briefly brainstorm alternative function together with FBA/BIP Facilitator.
2. **Work with FBA/BIP Facilitator in creating the BIP;** contributing as an ‘implementer’ for parts of BIP where needed (ex. SW may add student to group counseling, Special Education teacher may see youth for after-school tutoring, Counselor may add youth to CICO)





# Brief to Complex

## The FBA-BIP Process as a Continuum

The FBA-BIP process is the exact same whether the behaviors are mild or intense, whether the student has an IEP or not, etc. As the needs of the student increase, the intensity of the process increases, the data gathered increases, and individualization increases.

### BRIEF

- Less intense behavior
- Lower level needs of students
- Less data gathered
- Fewer settings the behavior is occurring in
- BIP developed by a standing team
- Less individualization

### COMPLEX

- More intense behavior(s)
- Higher level needs of students
- More data gathered
- More life domains being impacted
- BIP developed by a unique team
- More individualization





# The FBA-BIP Continuum

The bottom line:

- While we understand the need for “formal” FBA-BIP
- *Understanding the ABCs of behavior is an important tool across all three tiers!*
- Function-based problem solving is a continuum.
  - Teachers can use function-based problem solving in the classroom
  - Teams can modify Tier 2 interventions based on function
  - Teams can develop very complex BIPs





# **THE COMPETING BEHAVIOR PATHWAY**

What it is

How to use it

When to use it





# Competing Behavior Pathway Reflection

1. Consider which box(s) on the pathway would be most challenging for you to explain to another staff member? Family member?
2. What questions would you need answered to better understand and explain that box?



# Functional Behavioral Assessment

## Individual Student FBA

Indicate type of FBA:

- ☐ Brief FBA  
☐ Complex FBA

Student Name: \_\_\_\_\_

I.D.#: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Information based on multiple sources as appropriate:

- ☐ Observation of Student  
☐ Student interview  
☐ Parent/Guardian interview  
☐ Student's record review  
☐ Teacher/Related Services Provider:  
☐ Other relevant information

### Hypothesis Statement

(Competing Behavior Pathway)

### (6) Desired Behavior

(Describe in concrete/measurable terms what the student should be doing- what is typically expected of same aged peers)

### (7) Reinforcing Consequence(s) for Desired Behavior

(What happens in the environment immediately following the desired behavior)

### (5) Setting Event

(Condition(s) under which behavior usually occurs- makes it more likely that trigger will bring about the problem behavior)

### (3) Trigger/Antecedent

(What happens immediately prior to the problem behavior)

### (2) Problem Behavior

w Baseline Data

(Concrete/observable/measurable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

### (4) Maintaining Consequence

(What happens in the environment immediately following the problem behavior)

### (8) Function

(Why the student engages in the behaviors that impede learning- what is the "payoff" for the student?)

### (1) Student Strengths and Preferences for Reinforcement:

(Consider interests and hobbies in addition to strengths)

### (9) Replacement/Alternative Acceptable Behavior

(What can we teach the student to do instead of what he/she is currently doing)

Behavioral Intervention Plan Required

☐ Yes ☐ No

Safety Plan Required

☐ Yes ☐ No

FBA/BIP Facilitator: \_\_\_\_\_

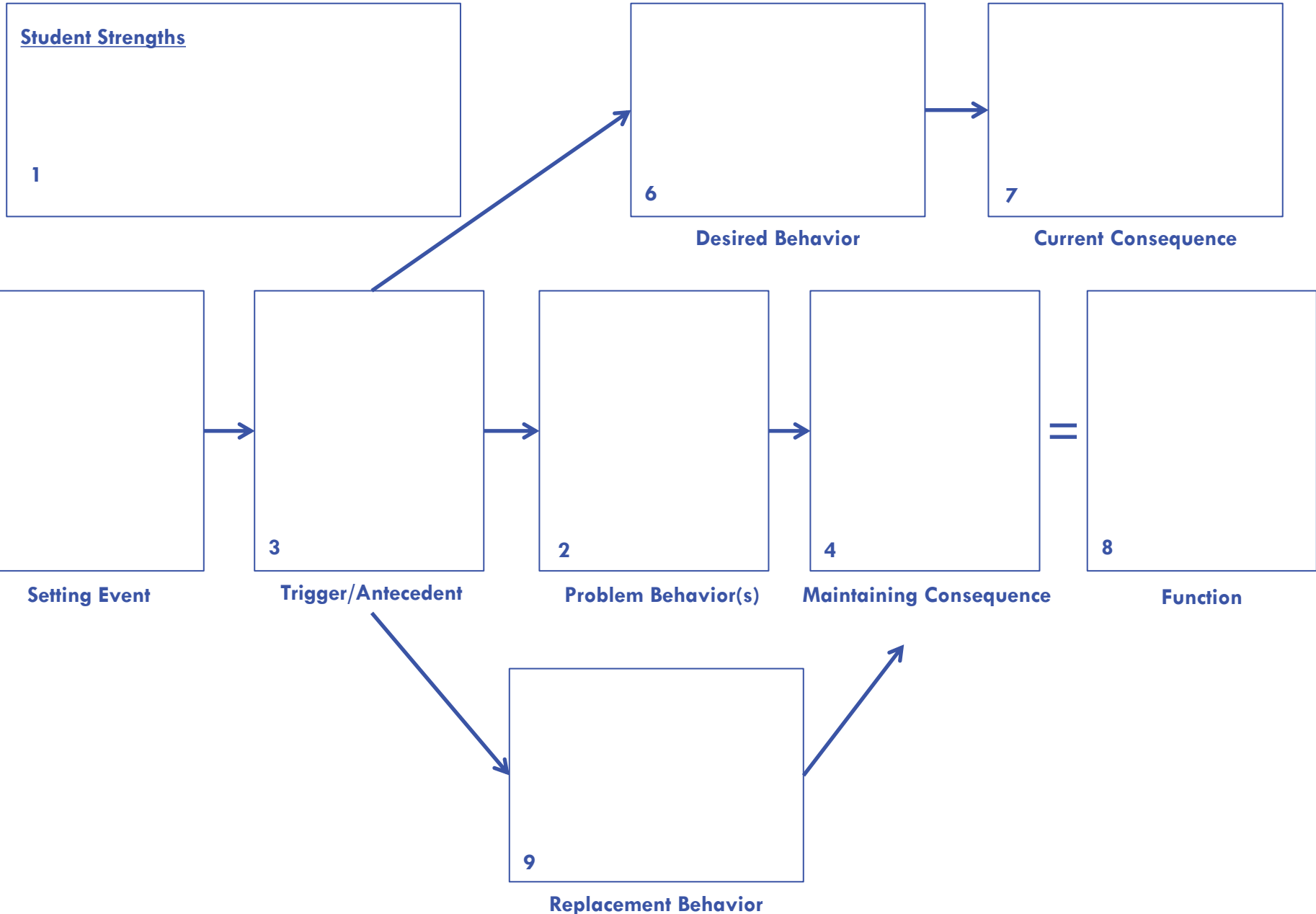
Team Members: \_\_\_\_\_

Name/signature: \_\_\_\_\_

Names/roles: \_\_\_\_\_

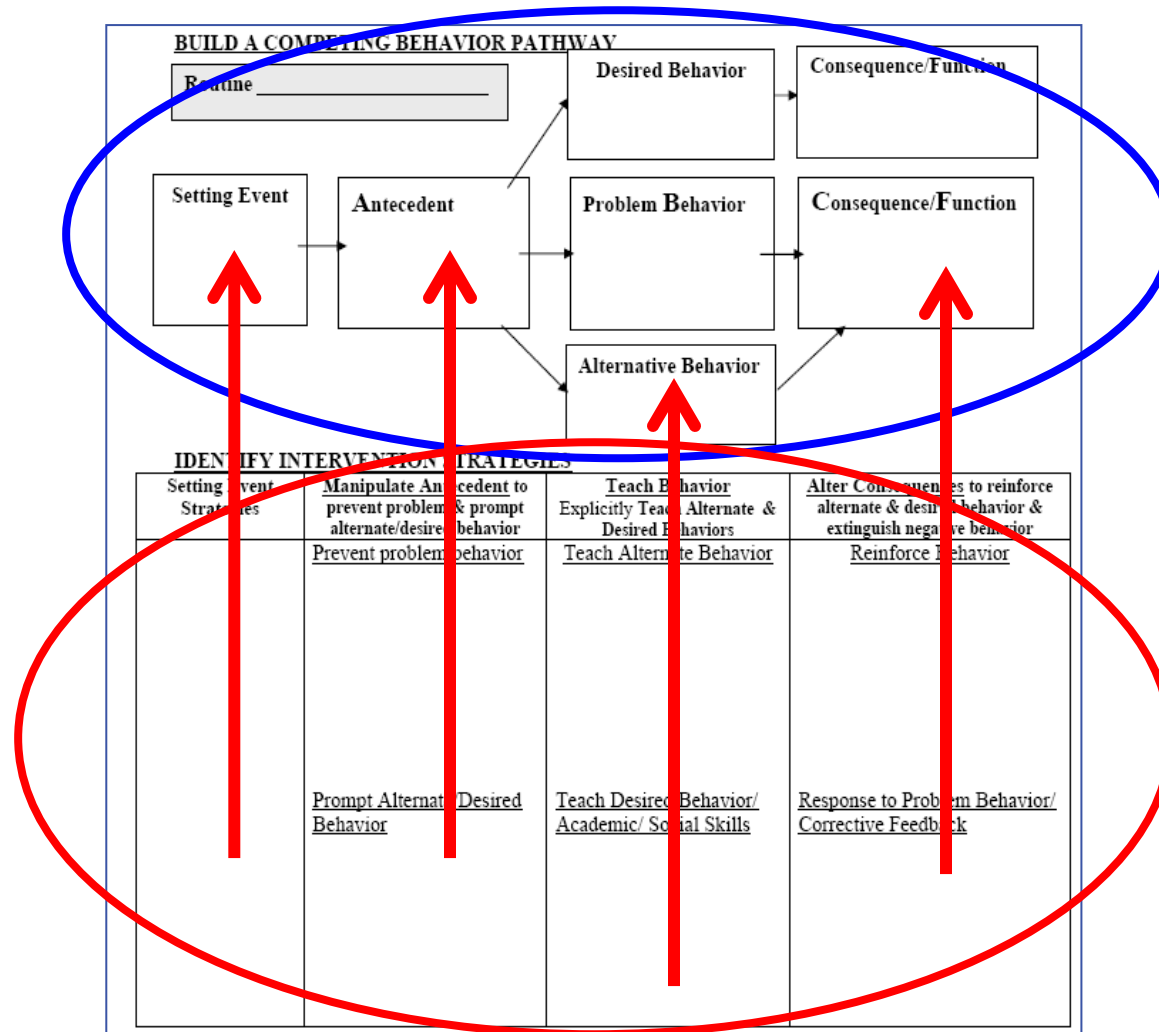


# FBA/BIP Competing Behavior Pathway





# Competing Behavior Pathway to BIP





# FBA/BIP Competing Behavior Pathway

Student Strengths

1

2

Problem Behavior(s)





# Defining Observable Behaviors

- Definitions of behaviors need to be:
  - **Observable:** The behavior is an action that can be seen.
  - **Measurable:** The behavior can be counted or timed.

**Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!**



# Defining the Problem Behavior

## Observable and Measurable

### Non-Examples

- **Disruptive**
- **Off-task behaviors**
- **Inappropriate language**
- **Attention problems**
- **Non-Compliance**
- **Defiance**

### Examples

- Talks when teacher is lecturing, calling out in a loud voice, singing
- Draws pictures during group work time
- Calls peers names
- Tapping/ drumming on desk, looking around the classroom
- Refusal to do work- putting head on desk, failure to follow directions
- Yells “no” or “you can’t make me” when given directions





# Defining Behavior **TIPS**

- **Tip #1:**

- Ask yourself “what does this behavior look like”

- **Tip #2**

- Provide examples and non-examples of the problem behavior (when talking/working with teams)

- **Tip #3**

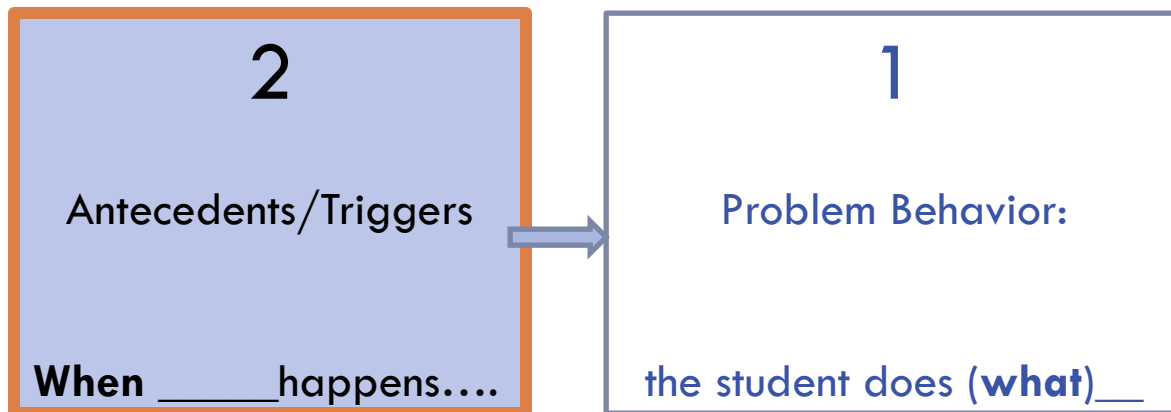
- Make sure that your definition is so clear that a person who is unfamiliar with the student could recognize the behavior without any doubts.



# Once you have defined the problem behavior...

**THEN:** Where & When does the behavior occur?

- Routines
- Triggering Antecedents







# WHERE and WHEN Does the Problem Behavior Occur?

- **WHERE** = **Routines** where the problem behavior is most likely
  - **Examples:** During math class, gym class, lunch, recess, etc.
- **WHEN** = Specific **events** (or antecedents) within a routine that “trigger” the problem behavior
  - **Examples:** When given double-digit addition, when given academic directions, etc.





# Identifying Antecedent “Triggers”

Identify the event, action, or object that occurs **right before** the problem behavior (**When...**)

- ...Signals the behavior
- ...“Sets it off” (trigger)
  
- Identify the **ANTECEDENT** in these examples:
  - *At the lunch table, when told to shut up by a peer, Ben hits the student*
  - *In language arts class, when asked to read aloud in class, Tracy gets up and tells jokes*
  - *During circle time, when praised Jessie starts crying*





# Antecedent (fast trigger)

(measurable)

## Non-Examples

- “Sue wants control”
- “Student has low self-esteem and has missed 11 days so far this year”
- “Student refuses to listen”
- “There are no triggers”

## Examples

- “Request to do something, request to work on assignments”
- “Sitting in large group”
- “When corrected or redirected by staff”
- Physical place such as “games like tag at recess”

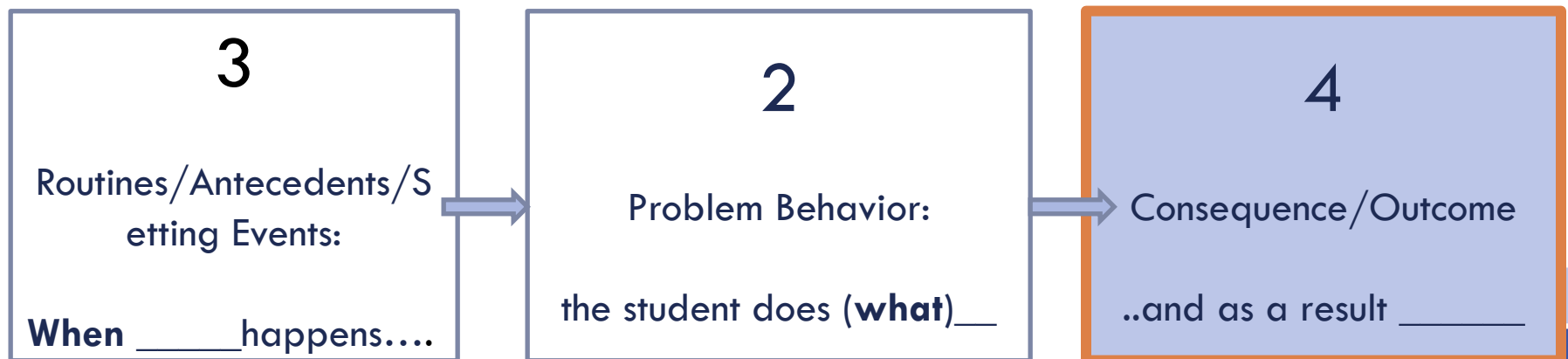


Once you have **defined the behavior** (the What) & know **where & when** the behavior occurs...

**Then:** WHY does the behavior continue to occur (what happens right afterwards)?

Step #1: What is the CONSEQUENCE?

**The thing that happens....NEXT**







# Maintaining Consequence

(Maintains the behavior- “Reinforcement”)

- If a behavior is continuing to occur it is being reinforced...
- A **REINFORCER**:
  - is an item, activity or event that follows a behavior and results in an INCREASE in that behavior.



# Examples of “Maintaining Consequence”

It may help to think: “and as a result \_\_\_\_\_”

- Example (Antecedent→Behavior→Consequence)
  - *During recess, when peers tease him, Ben hits his peers and **they leave him alone.***
  - *During reading, When asked to read aloud Tracy tells jokes, the other students laugh, and **she is sent to the office (missing the assignment).***
  - *During circle time, when praised Jessie starts crying. The teacher **stops circle time and comforts her.***



# FBA/BIP Competing Behavior Pathway

Student Strengths

1

5

Setting Event

3

Trigger/Antecedent

2

Problem Behavior(s)

4

Maintaining Consequence

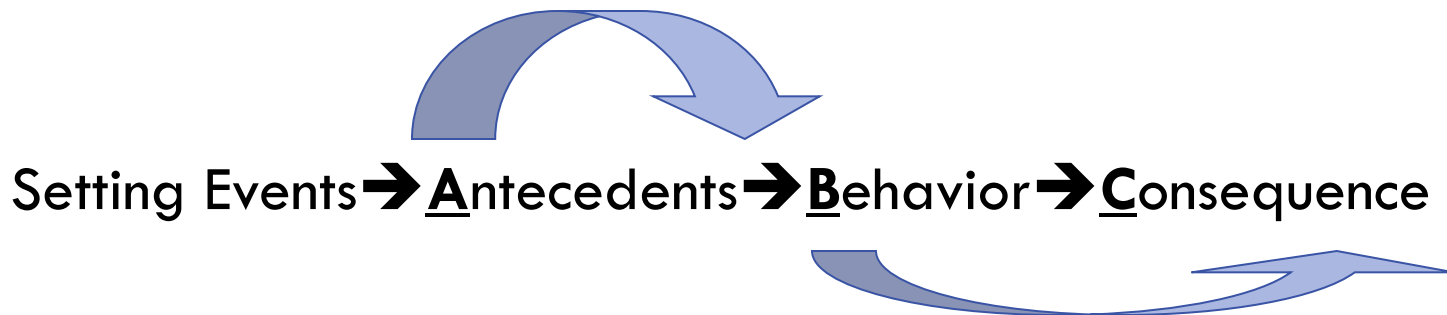




# Setting Events

Infrequent events that temporarily impact the antecedent to *increase or decrease* the value of the behavioral outcome (maintaining consequence).

- Either *increase or decrease the likelihood* that a behavior will occur





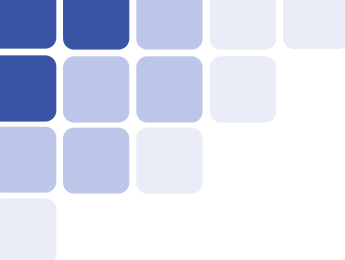


# Antecedents vs. Setting Events

- **Antecedents** (**fast trigger**)- occur immediately before and act as “**triggers**” for problem behavior
- **Setting Events** (**slow trigger**) – indirectly “**set-up**” the problem behavior by temporarily altering the **value** of **maintaining consequences**.

\*Setting events can help us **PREDICT** that the problem behavior will occur.





# Setting Event (slow trigger)

## Non-Examples

- “History of academic failure”
- “ADHD”
- “Parents divorce”
- “Bad home life”

**\* Note: Setting Events can be difficult to identify, are sometimes unknown.**

## Examples

- Not completing homework the night before OR Lack of sleep or food
- Not taking his medication
- When Sally stays at her father’s house OR Having a fight on the way to school
- Tardy to school





# Common Setting Events: “Set ups”

- Lack of sleep or food
- Having a fight on the way to school
- Bad grade on a test / reprimands
- Forgetting to take medication
- Substitute teacher / changes in routine

## Non-examples:

- Diagnosis of autism or ADHD
- “Bad” home life

\* Note: Setting Events can be difficult to identify & are often unknown.



# FBA/BIP Competing Behavior Pathway

Student Strengths

1

6

Desired Behavior

5

Setting Event

3

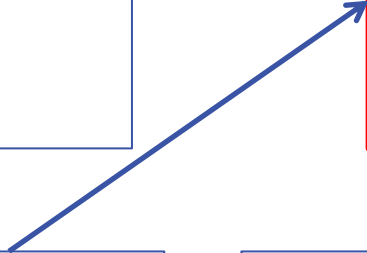
Trigger/Antecedent

2

Problem Behavior(s)

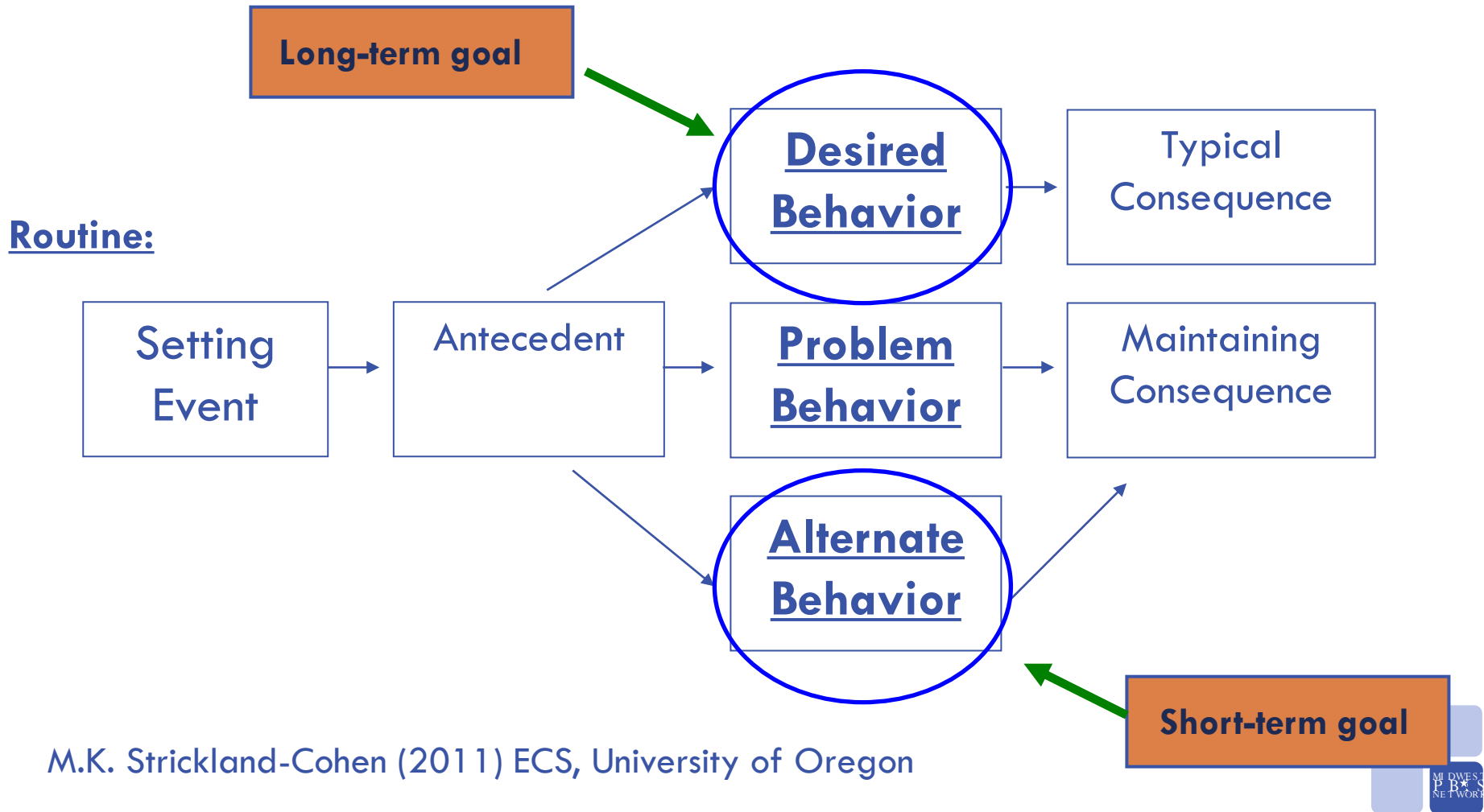
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Maintaining Consequence





# Use Competing Behavior Pathway to Identify Goals





# FBA/BIP Competing Behavior Pathway

Student Strengths

1

6

7

Desired Behavior

Current Consequence

5

Setting Event

3

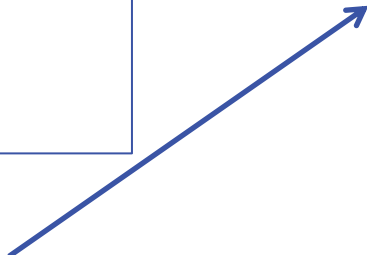
Trigger/Antecedent

2

Problem Behavior(s)

4

Maintaining Consequence





# FBA/BIP Competing Behavior Pathway

Student Strengths

1

6

7

Desired Behavior

Current Consequence

5

Setting Event

3

Trigger/Antecedent

2

Problem Behavior(s)

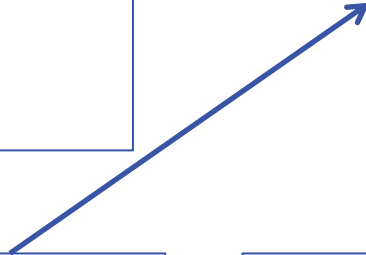
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Maintaining Consequence

=

8

Function





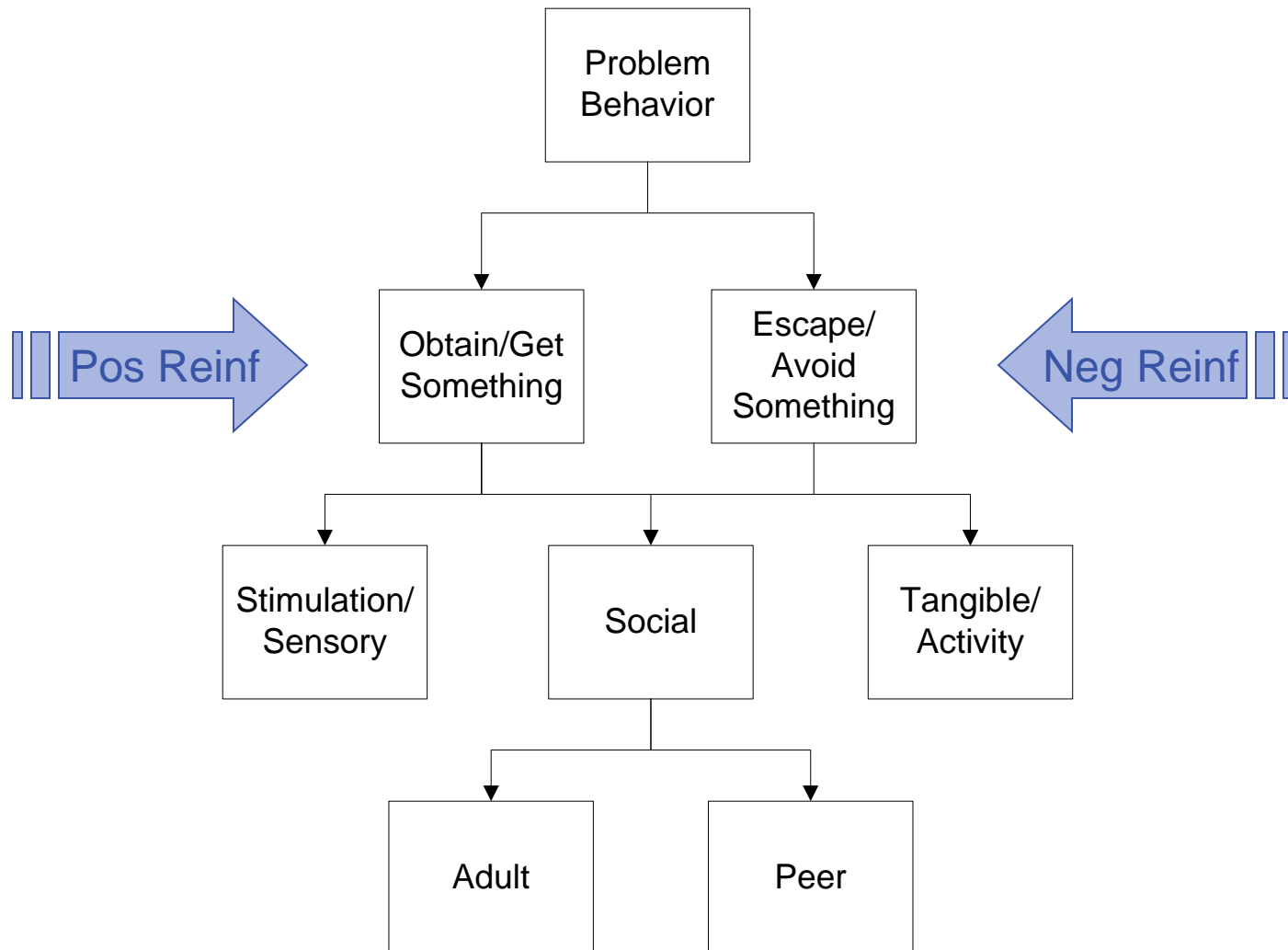
# Function is the KEY to success!

- If we have the **wrong function**, we will have an ineffective plan
- If we **have more than one function**, our plan won't be focused or as effective
- If we hypothesize the wrong function, **we can always try again**





# Functions that Behavior serves





# FBA/BIP Competing Behavior Pathway

Student Strengths

1

6

7

Desired Behavior

Current Consequence

5

Setting Event

3

Trigger/Antecedent

2

Problem Behavior(s)

4

Maintaining Consequence

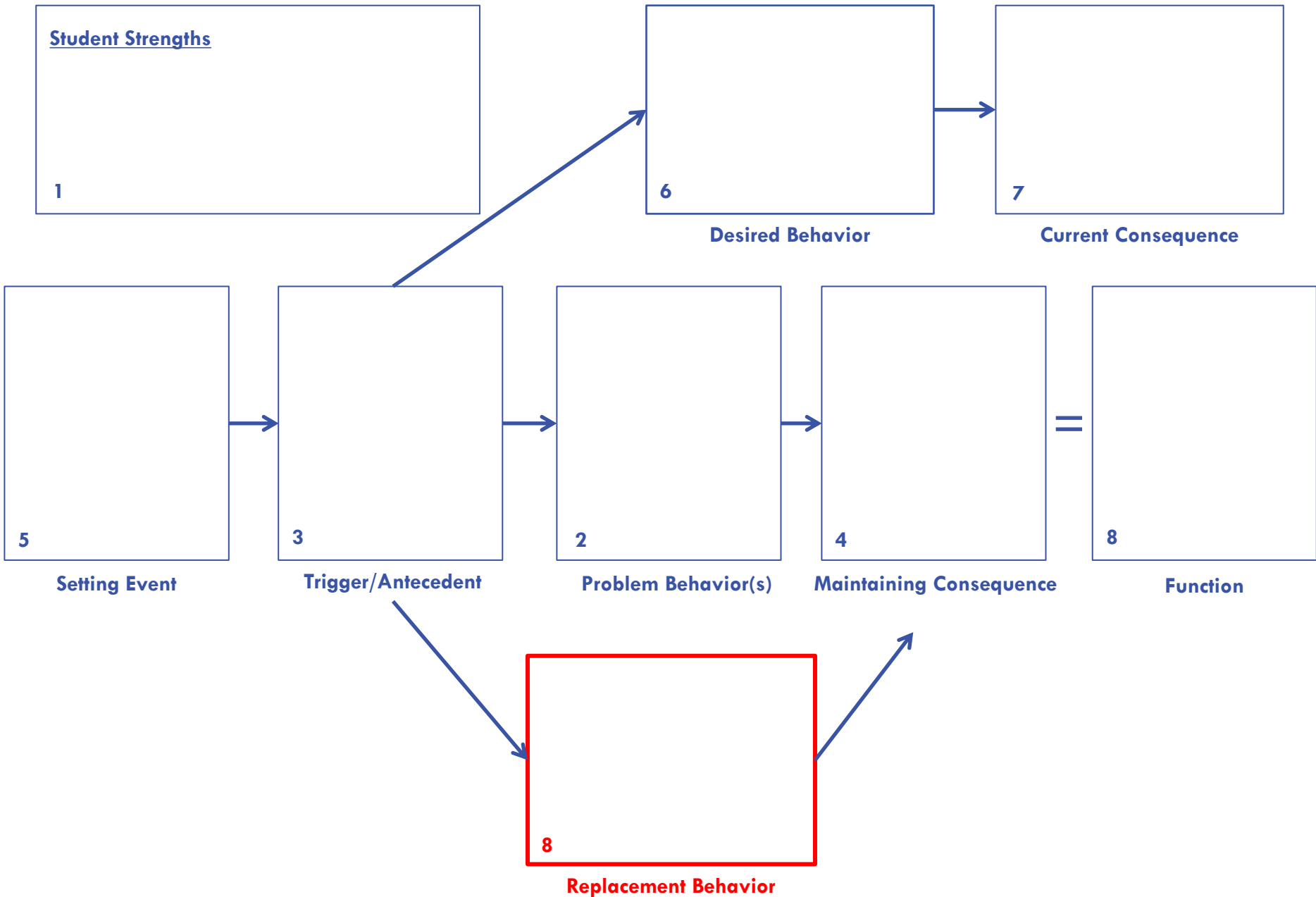
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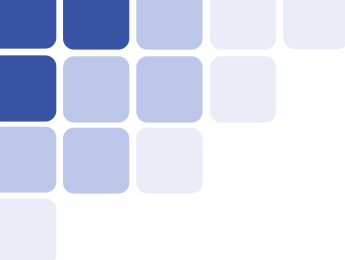
Function

8

Replacement Behavior



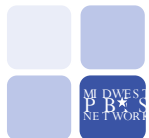




# “Replacement” or “Alternative” Behavior(s)

Replacement behaviors must **maintain**  
**the same function** for the student with  
the same **accuracy and efficiency** as  
the problem behavior.

\*\* Replacement behaviors are NOT the Desired Behavior!







# Three Essential Characteristics of Replacement Behavior

- Replacement Behavior:
  1. Serves the same function as the problem behavior (**reliably** results in the same type of consequences as the problem behavior)
  2. Is easier to do than the problem behavior
    - Requires less (or at least no more) physical effort than the problem behavior
  3. Is socially acceptable
    - As socially acceptable as possible



# Desired vs. Replacement Behaviors

## ■ Desired Behavior

- Long term goal = Follow classroom routines without problem behavior and with minimal supports
  - Often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills)

## ■ Replacement Behavior

- An immediate attempt to reduce problem behavior
  - Serves the same **FUNCTION** as the problem behavior
  - Allows team to implement support plan aimed at **teaching new skills** and increasing desired behaviors

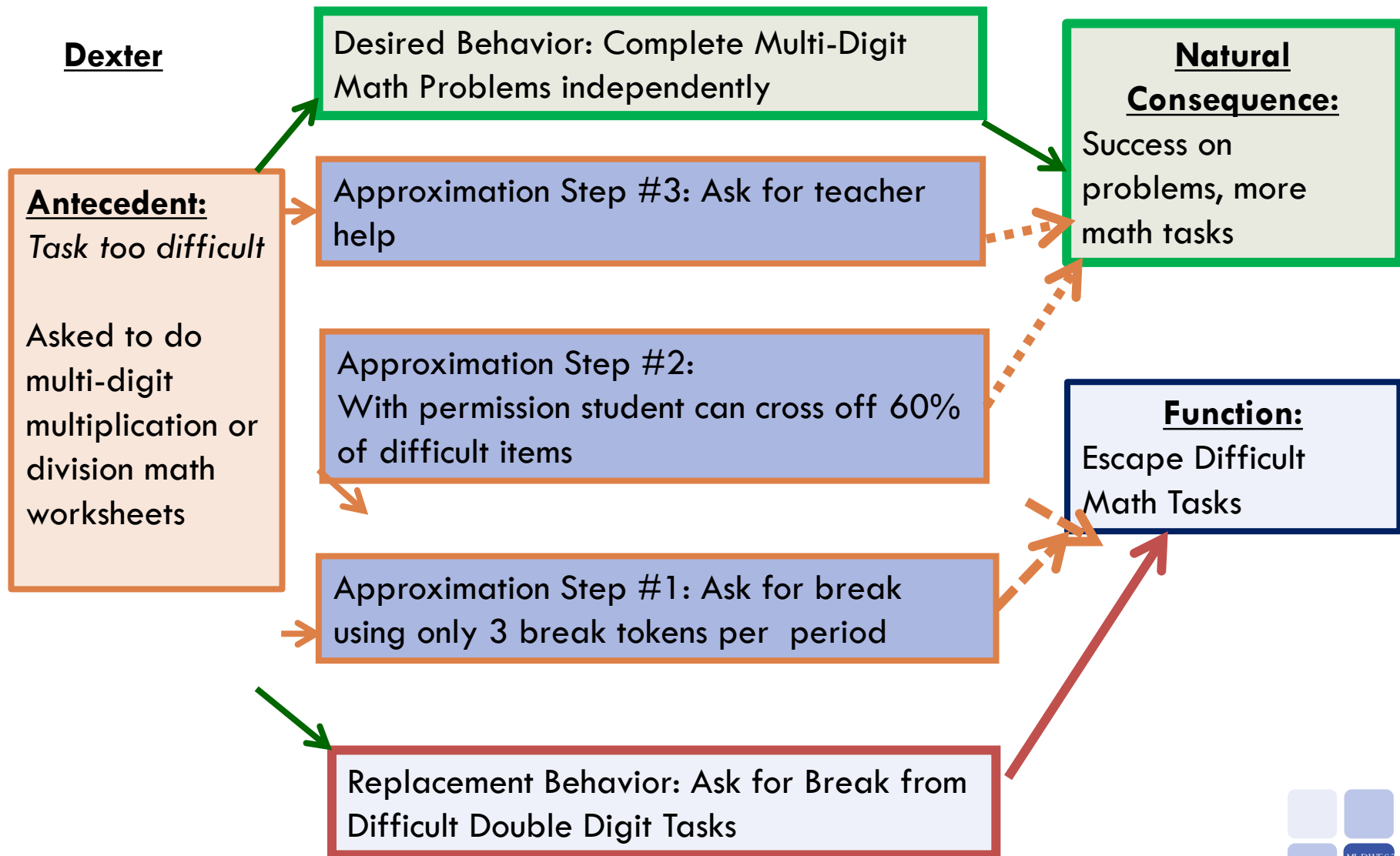


- Should be a behavior that the student already engages in or can be quickly learned with **minimal instruction**





# Successive Approximations





# Identifying Appropriate Alternative Behavior

When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to avoid/escape the difficult task.

Which is the best alternative behavior?

- ~~• Move to sit by another student~~
- ~~• Request adult attention~~

★ Request an easier task/worksheet

- ~~• Ask if she can play on the computer instead~~
- ~~• Ask for a reward for completing the task~~

1. Serve  
same  
Function?  
Does it  
provide  
escape?

2. Is Behavior  
easier to do  
than problem  
behavior?

3. Is Behavior  
socially  
acceptable?





# Making It Real

- After hearing the description of what information is necessary to fill out each box of the Competing Behavior Pathway, think about a student and try to fill out a pathway to the best of your ability.

## ***Share out some responses***

- Now think about a loved one.
- Fill out a Competing Behavior Pathway on that loved one with one behavior you would ideally like for him/her to change.

## ***Share out some responses***





**WHAT IF WE COULD  
TAKE IT TO TIER 1?**



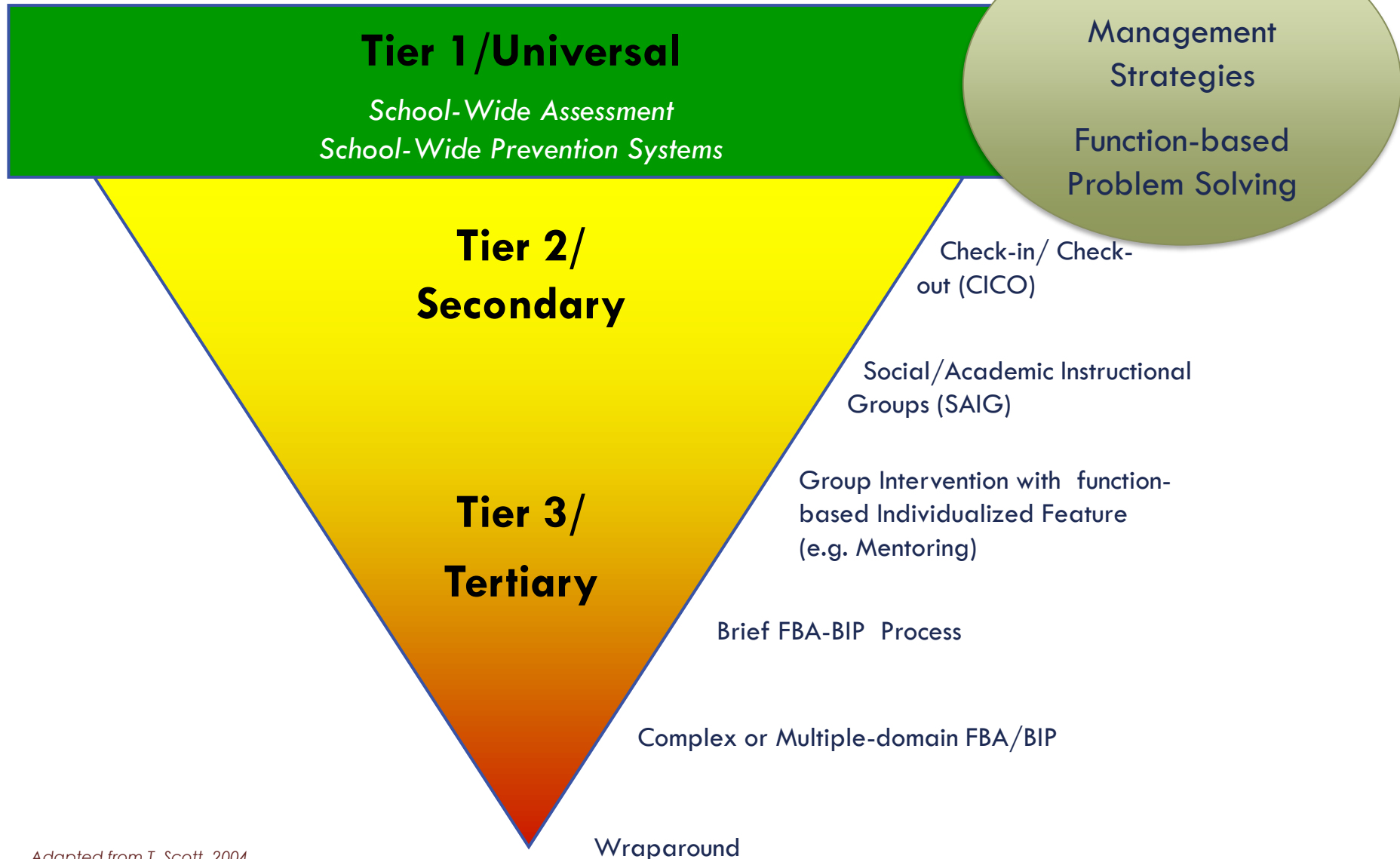


# Function-Based Problem Solving for Teachers

- Understand the ABCs of behavior
- Use function-based strategies in classroom problem solving
  - EX: *Jessica is telling jokes and the kids give her attention by laughing. I could have her be the teacher's helper for attention without disrupting instruction...*
- Be able to clearly define problem behaviors
  - Observable and measurable!
- Understand their role in a formal (team-based) FBA-BIP process
  - Provide assessment data, help implement plan



# A Multi-Tiered System of Support for Behavior







# DATA

And the Tools We Use to Get There



# How do we **obtain the information** to make a summary statement?

(The **FACTS** is ONE way)

- Provides a template for gathering ABC data, including:
  - Routines
  - Hypothesis statement for ABCs
  - Teacher's / Interviewee's perception of the Hypothesis statement
- Don't have to use the FACTs if you have another format you prefer

<https://sites.google.com/a/pdx.edu/functionbasedthinking/home/fba-bsp-instructions-and-forms>





# FACTS

- 15-20 minute structured interview
- Provides information on the ABCs
- Helps be consistent in data gathering
  - Also good prompt for teachers to think functionally
- Facilitator typically conducts the FACTS
  - Interviews teachers who know the student and the problem behavior
- You may not need the FACTS to gather ABC data
  - Consider this structure to support fluency building
  - Use it for “difficult” cases: cannot identify the function, or have multiple functions to consider





# Family Directed Interview

## COMPLEX FBA FAMILY-DIRECTED INTERVIEW

Name of Student & Family Member: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Opening.** *"We are meeting today to find ways to change school so that \_\_\_\_\_ (child's name) likes it more and is more successful. It will take only a few minutes. I can help your child best if you can be as specific as possible. Your opinion is very important and will help us all to develop a successful school plan."*

**II. Let's talk about what's happening for your child at school.**

a. What are some of the things your child **enjoys** at school?

b. What are some of your child's **strengths**?

c. What are the things that your child does that get him/her into trouble at school?









# Guiding Documents

- The FACTS make this process easier, more consistent
- When students have more complex problem behaviors *you may need to increase data collection.*
- Here are tools to help you do that:
  - Forced Choice Reinforcement Menu
  - Setting Event Checklist
  - Problem Behavior Questionnaire (PBQ)
  - Scatterplot
- AGAIN: You don't have to use all of these tools, they are available if you need them!





# Forced Choice Reinforcement Menu

## FORCED-CHOICE REINFORCEMENT MENU

Name:

---

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of “controlled choice” survey items about individual reinforcement preferences. Please read the following paragraph carefully:

“Let’s suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark an “X” in the blank that comes in front of it. Remember, mark only one blank for each pair.”

- 1.    ☐            Teacher writes “100” on your paper. (A)  
      ☐            Be first to finish your work. (CM)
  
- 2.    ☐            A bag of chips. (CN)  
      ☐            Classmates ask you to be on their team. (P)
  
- 3.    ☐            Be free to do what you like. (I)  
      ☐            Teacher writes “100” on your paper. (A)





# Forced Choice Reinforcement Menu

## Reinforcement Inventory

### Scoring Key

\_\_\_\_\_ Adult Approval (A)

\_\_\_\_\_ Competitive Approval (CM)

\_\_\_\_\_ Peer Approval (P)

\_\_\_\_\_ Independent Rewards (I)

\_\_\_\_\_ Consumable Rewards (CN)

Modified by Gable, R.A. (1991) from:

Cartwright, C.A., & Cartwright, G.P. (1970). Determining the motivational systems of individual children. TEACHING Exceptional Children 2:3, 143-149.



# Setting Event Checklist

## SETTING EVENTS CHECKLIST

Name: \_\_\_\_\_ Date \_\_\_\_\_

Completed by: \_\_\_\_\_

Behavior \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

*Indicate in the appropriate column(s) any of  
events that occurred in that timeframe*

Was informed of something unusually disappointing

Specify: \_\_\_\_\_

Was refused some requested object/activity

Fought, argued, or had other negative interactions(s)

Was disciplined or reprimanded in an atypical manner

Was "made" to do something

Was hurried or rushed more than usual

Meal time was changed or meal was missed

<i>Today</i>	<i>Yesterday or last night</i>	<i>2-3 days ago</i>



# Problem Behavior Questionnaire

## PROBLEM BEHAVIOR QUESTIONNAIRE

### Respondent Information

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Sex: M F IEP: Y N  
Teacher \_\_\_\_\_ School \_\_\_\_\_  
Telephone \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT BEHAVIOR:** Please briefly describe the problem behavior(s)

**DIRECTIONS:** Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	Never	PERCENT OF THE TIME					90% Always
		10%	25%	50%	75%		
1. Does the problem behavior occur and persist when you <u>make</u> a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs, do you redirect the <u>student</u> to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the <u>problem</u> behavior, do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs, do peers verbally <u>respond</u> or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a <u>conflict</u> outside the classroom? (e.g., bus write up)	0	1	2	3	4	5	6



# Problem Behavior Questionnaire

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold.)

PEERS						ADULTS						SETTING EVENTS		
Escape			Attention			Escape			Attention					
<b>3</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>15</b>
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



# Scatterplot

Name: \_\_\_\_\_

From: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

BEHAVIOR:

TIME	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
7:30-8:00																				
8:00-8:30																				
8:30-9:00																				
9:00-9:30																				
9:30-10:00																				
10:00-10:30																				
10:30-11:00																				
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12:00-12:30																				
12:30-1:00																				
1:00-1:30																				
1:30-2:00																				
2:00-2:30																				
2:30-3:00																				





# Evaluation Plan

- A formal and regular (**at least twice a month**) system for assessing the **fidelity with which the plan of support is being implemented.**
- A formal and regular (**at least twice a month**) system for assessing **the impact of the plan on student outcomes.**



# Sample: Assessing Implementation

## Behavior Support Plan Weekly Assessment

Student: \_\_\_\_\_ Week: \_\_\_\_\_

### To what level did we implement the plan we proposed

Low			Moderate			High
1	2	3	4	5	6	

### To what degree is the plan having a positive impact on the student?

Low			Moderate			High
1	2	3	4	5	6	





# Additional Resources

- Midwest

- <http://www.midwestpbis.org/materials/fba-bip-training-materials>

- Portland State University

- <https://sites.google.com/a/pdx.edu/functionbasedthinking/home/fba-bsp-instructions-and-forms>



If you still have  
questions...



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Please complete our evaluation at the end of  
the webinar.

Thank you!





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