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BEHAVIOR PLANS

Lenawee Intermediate
School District
Your Partner in Education for a Changing Tomorrow

This content of this presentation reflects general aspects of the law regarding students with disabilities as of the date of its creation. It is not intended to constitute or serve as legal advice for any particular student scenario. Districts should consult legal counsel for advice with regard to specific situations.

We'll support your daily practice.

Learning Targets

- Basic Behavior Science

- FBA & BIP Overview

- Critical Features of FBAs & BIPs

- Laws & Regulations

What is behavior?

- Behavior is… The way in which an animal or person acts in response to a particular situation or stimulus

- Behavior is…Observable, measurable, and discrete (has a beginning and end)

Research-Based Behavior Essentials

- Behavior is learned

- Behavior can change

- We must focus on variables within our control

- Lasting behavior change is more likely with positive techniques rather than punishment

- NO student should be intentionally or unintentionally humiliated or belittled

Understanding Behavior

- Behavior is communication

- Behavior has a function (serves a purpose)

- Behavior is related to and governed by its context...the Environment

- Behavior is influenced by
  - Internal events like physiological conditions (an earache, hunger, etc.)
  - Emotional states (anxious, scared)
  - Factors outside the immediate context (relationships, activity patterns, lifestyle, family situations, etc.)

Behaviors are Learned...

They happen for a reason...

Behaviors continue because they work!

Most stop when they are no longer working.

Reinforcement: We can *increase* the likelihood a behavior will occur again by...

By giving something you want

- Example – earning airline miles may increase the likelihood you will purchase a ticket from that airline

Or taking away something you don't want

- Example – a vanishing deductible for car insurance (or a deductible that decreases contingent on accident-free driving) may increase the likelihood you'll drive safely to avoid an accident

Remember: Not every student likes stickers!

- It's got to be rewarding to be a reinforcer

- Students have different preferences for what is rewarding

Punishment: We can *decrease* the likelihood a behavior will occur again...

By giving something you don't want

- Example – a speeding ticket may decrease the likelihood you'll exceed the speed limit in the future

Or by taking away something you want

- Example – a parent throwing away a child's toys may decrease the likelihood they'll make a mess in their room in the future

Facts about Punishment

Warnings

- May teach what not to do, but doesn't teach what TO do

- Short term effectiveness is an illusion...when the THREAT of punishment is gone, the behavior returns

Side Effects

- Increase in behavioral challenges
  - Example: a student learning that throwing a pencil at another student gets him/her sent home early. The student want to go home so he/she throws the pencil more often

- Negative emotional responses include fear and escape or avoidance of the punisher

- Interferes with positive relationships

Functional Behavior Assessment

- A problem-solving process for identifying events that predict and maintain behavior

- *Legally mandated but not legally defined*

- Definitions and best practice comes from the field
    - MiBISi
    - START
    - SSWs/Psychologists
    - Teacher or Behavior Consultants
    - BCBAs
    - PBIS organizations

We often analyze behavior using the ABC method...

- **Antecedent** – what happened before

- **Behavior** – what occurred

- **Consequence** – what happened after

- School staff document the antecedent, behavior, and consequence over time

- Documentation includes frequency, intensity, and duration, as well as location and time of day

Using ABC data, we can hypothesize the purpose or function...

- The MAIN 4 functions:
    - Escape or Avoid
    - Social Attention
    - Tangible (access to an item or activity)
    - Automatic or sensory

Thoughts on "Power" and "Control" as functions...

We agree behavior is learned and behavior is communication...

<u>ASK</u>

What or whom does the student want **power** over?

and

What or whom does the student want to **control**?

- Most likely:
  - An item or activity (getting it)
  - A situation (avoiding or escaping it)
  - A person (receiving their attention or getting a reaction)
  - Something that feels good to them (sensory or automatic)

More thoughts on Functions...

- Functions can change

- There can be multiple functions

- Behaviors may look different but have the same function

- Behaviors may look similar but have different functions

- Try not to assume!

- Hypothesize and investigate

And determine a plan of action using a Behavior Intervention Plan…

- Prevent the challenging behavior from occurring in the first place
  - Antecedents-based interventions, environmental supports, curriculum modifications, peer-mediated interventions
- Teach systems and new or replacement behaviors using effective techniques
  - Coping strategies, social skills, self-management, learning skills)
- Respond by giving appropriate consequences
  - Reinforce new/replacement behaviors, don't reinforce challenging behaviors, prevent further escalation

CRITICAL FEATURES OF FBAS & BIPS
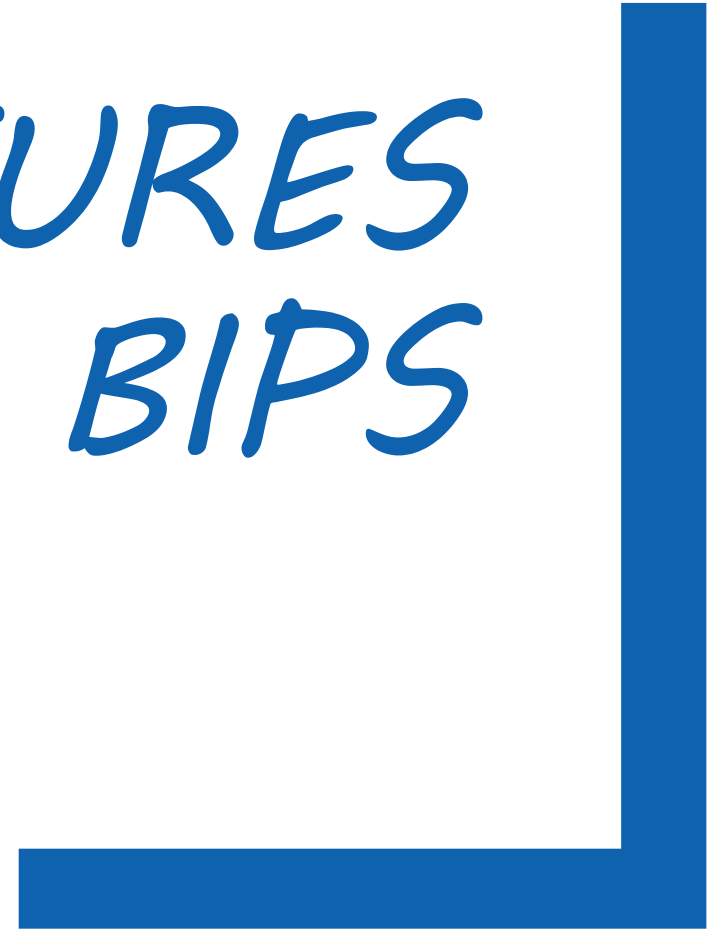
MiBISI: Critical Features of FBAs

1. Targets behaviors are operationally defined

2. Baseline data is collected

3. Interviews are conducted

4. Daily routines that are related and unrelated to the target behavior are identified

MiBlSI: Critical Features of FBAs (cont.)

5. Setting events are identified

6. Direct observations take place when/where the behavior is likely to occur and not occur

7. Summary statements are developed

8. Hypothesis statements are developed

MiBlSI: Critical Features of BIPs

1. Developed in a timely manner after the FBA

2. Includes the hypothesis from the FBA

3. Includes at least 1 antecedent strategy linked to the FBA

4. Identifies a long-term replacement behavior

5. Identifies at least 1 short-term replacement behavior that will be taught that is linked to the FBA

MiBISI: Critical Features of BIPs (cont.)

6. Includes at least 1 reinforcement strategy for the replacement behavior that is linked to the FBA

7. Includes at least 1 strategy to eliminate the maintaining consequences of the undesired behavior that is linked to the FBA

8. If necessary, a crisis plan is identified

9. Includes a monitoring plan for the target behaviors

10. Includes a plan for collecting fidelity data on BIP implementation

LEGAL REQUIREMENTS

OR, what does IDEA actually say about FBAs & BIPs?

When are FBAs & BIPS required?

Required When...
(IDEA 300.503)

- An MDR indicates the student's conduct is a manifestation of the child's disability and an FBA/BIP are not already in place

- If an FBA was conducted before the behavior occurred, it can be used to develop the BIP

- If the BIP already exists, it must be reviewed and modified as necessary

A Good Idea When...
(IDEA 300.324)

- The student's behavior impedes his/her learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports...

- Which may include conducting an FBA and developing a BIP

- Federal commentary indicates FBAs and BIPs must be used proactively

When to Use FBA?
Best Practice vs. Legal Guidance

- See the SEP Technical Assistance Center: Positive Behavior Interventions & Supports article at https://www.pbis.org/evaluation/evaluation-briefs/when-to-use-fba (authors Heidi von Ravensberg & Allison Blakely, University of Oregon)

Is an FBA an evaluation?
(IDEA Q & A on Discipline Procedures QE·4)

- An FBA is generally understood to be an individualized evaluation of a child

- Parent consent is required for an FBA to be conducted as part of an initial evaluation or reevaluation

Do we reference BIPs in IEPs? Are they "attached" to the IEP?

■ Reference the BIP in the IEP rather than "attaching" it

THRUN SCHOOL LAW NOTES NEWSLETTER SEPTEMBER 24, 2015 PG. 4, *MDE REVISES POSITION ON BIPS FOLLOWING FEDERAL COMPLAINT*

MDE's revised memorandum [September 22, 2015 MDE Memo *"Clarification of memo dated August 31, 2015 to Local and ISD Superintendents and PSAs RE: Required and Permissive uses of Behavioral Intervention Plans in Special Education Guidance"*] is unclear on whether the BIP must be attached to and made a part of the IEP. If a BIP is attached to and made a part of the IEP, the BIP may not be modified without either convening a new IEP team meeting or receiving written consent to the proposed change from the parent through an IEP addendum. Because most BIPs will be modified fairly regularly to address changes in the student's behavior, we believe school officials and IEP team members should carefully consider whether the BIP should be developed as part of the IEP or whether it should be referenced in the IEP but developed outside of the IEP process.

Where do we reference BIPs in the IEP?

- Use the Supplementary Aids & Services section to reference the BIP

- The "Other Considerations" box may also be appropriate
  - The FBA/BIP are in process
  - The team will open a REED to conduct an FBA

Do we have to amend or hold a new IEP to update the BIP?

- When the BIP is referenced in the IEP, changes can be made without an IEP meeting or amendment unless the update changes the IEP itself