Strategies to Improve FBA-BIP Implementation and Fidelity

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What is FBA?
A systematic process for developing statements about factors that
• contribute to occurrence & maintenance of problem behavior, &
• more importantly, serve as basis for developing proactive & comprehensive behavior support plans.
Rationale

- Reactive

IDEA, 2004

20 U.S.C. § 1415(k)(1)(D)

- When it has been determined in a manifestation determination that a student’s behavior is related to his or her disability
- When a student is removed for more than 10 days for misconduct that was determined not to be a manifestation of the student’s disability
- When an FBA was not conducted before the misconduct that resulted in a change in placement
Calls for Educators

SPED teachers should conduct formal and informal assessments of behavior (CEC, 2009)

Functional Approach logic

- Behaviors are maintained by consequence events (function)
- Behaviors are prompted by antecedent events
- Changing behaviors requires consideration of maintaining consequences.

Problem

  - FBAs were not a common practice;
  - Behavior plans lacked a functional relationship between the problem behavior and intervention.
- Schools struggle to conduct effective behavioral assessments, design coherent intervention plans, and establish effective behavior supports.
Problem

- Katsiyannis, Conroy, and Zhang (2008)
  - FBAs were implemented as a reactive practice
  - Address extreme behaviors

Complex Process in Conducting an FBA

Potential Pitfalls & Solutions

- Mismatched Function
- Identifying Skill Deficits
- Absence of Critical Environmental Variables
- Inaccessible Reinforcement
- Fidelity & Assessment
#1 Mismatched Function

It's all fun and games until someone figures out the function of your behavior.

Behavioral Function

“Any behavior that occurs repeatedly is serving some useful function or producing some type of reinforcement.”

(O’Neill, Albin, Storey, Horner, & Sprague, 2015, p. 18)

Behavior Serves a Function!

To obtain something
(positive reinforcement)

To avoid (escape) something
(negative reinforcement)
Behavior Chain

- Antecedent
  - Given an instruction to complete #1-10
  - Puts head down on desk after crumpling up paper

- Behavior
  - Told to take a break

- Consequence
  - Behavior stopped
  - Behavior stopped
  - Behavior stopped

**The Principal suspended me — School is the only place in the world where you can get time off for bad behavior.**
Behavior Serves a Function!
Function Matrix (Umbreit et al., 2007)

<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>Teacher Attention</td>
<td>Avoid Attention</td>
</tr>
<tr>
<td>Tangibles / Activities</td>
<td>Access to preferred games, toys.</td>
<td>Avoid an activity or task</td>
</tr>
<tr>
<td>Sensory</td>
<td>Get input... noise, touch, smells, etc.</td>
<td>Avoid noise, touch, smells, etc.</td>
</tr>
</tbody>
</table>


What are well-matched functions?

• Accurate data is indicative of the type of reinforcement the student accesses or avoids.

Have you seen these types of sheets before?
Behavior Chain

- Antecedent
  - Given an instruction to complete lab
- Behavior
  - Disruptive – Physical
- Consequence
  - Told to take a break
- Consequence
  - Behavior stopped

What’s your function?

Methods for Conducting FBAs
Indirect Methods: Strengths & Limitations

**Strengths:**
- Easy to implement
- Minimal team and training required
- Structured methods
- May use for initial assessment

**Limitations:**
- 30% reliable to determine function
- Information can be subjective
- Non-specific functions identified (ex. escape from work)
Methods for Conducting FBAs

Direct/Descriptive Methods:

Strengths & Limitations

- **Strengths:**
  - Objective & Quantitative Data
  - Behavior is sampled in relevant settings
  - Can ID environmental relationships
  - Sufficient for BIP development (60%-80% reliable)

- **Limitations:**
  - Analysis can be complex
  - Time requirement
  - Increased staff training and experience may be necessary
  - May not ID function of infrequent behavior, or low frequency behavior.

Recommendation

- Positive Reinforcement (Access Something)
  - Sensory

- Negative Reinforcement (Avoid Something)
  - Hypothesized Function: Isaiah engages in physical aggression, property destruction, and self-injurious behaviors as a means of accessing tangibles and avoiding non-preferred tasks.

Complete Function Matrix
Elementary Strategies Based on Function

<table>
<thead>
<tr>
<th>Function of Behavior</th>
<th>Positive Reinforcement (Access)</th>
<th>Negative Reinforcement (Avoid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Structured times to receive adult attention and feedback. Consider interventions such as Check-in/Check-out.</td>
<td>Teach and reinforce how to request assistance.</td>
</tr>
<tr>
<td>Tangible Activities</td>
<td>Use a behavior contract to earn access to an item (e.g., computer time) based on a predetermined criteria.</td>
<td>Gradually lengthen work periods.</td>
</tr>
<tr>
<td>Sensory</td>
<td>Use an activity schedule to allow sensory breaks in specific settings or times.</td>
<td>Teach and reinforce how to request a break from sensory input.</td>
</tr>
</tbody>
</table>

Secondary Strategies Based on Function

<table>
<thead>
<tr>
<th>Function of Behavior</th>
<th>Positive Reinforcement (Access)</th>
<th>Negative Reinforcement (Avoid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Provide a high level of opportunities to respond.</td>
<td>Implement a self-monitoring program.</td>
</tr>
<tr>
<td>Tangible Activities</td>
<td>Provide choice of materials to complete assignments (for preferred tangibles such as gel pens, iPad, etc., for writing assignments).</td>
<td>Gradually lengthen work periods. Use choral responding, technology (iClickers) or response cards to reduce individual public responding.</td>
</tr>
<tr>
<td>Sensory</td>
<td>Create a standing station. Plan for movement breaks. Provide a yoga ball or T-stool in place of chairs.</td>
<td>Use lamps to reduce overhead light usage. Use headphones to reduce noise. Provide an activity schedule with planned breaks.</td>
</tr>
</tbody>
</table>

#2 Identifying Skill Deficits
Skills

- Social
- Behavioral
- Academic
- Communication
- Gross motor
- Fine motor
- Functional-life
- Self-care

Big Questions

1. Is it a skill deficit?
2. Is it a performance deficit?

Skill Deficit = Can’t Do
Performance Deficit = Won’t Do

Fluency

“fluency should be an essential criterion at each step in an education program because it allows students to progress smoothly through the learning process, building each successive layer of fluent prerequisite skills and knowledge” (Binder, Haughton, & Bateman, 2002, p. 5).

If a student is fluent in a skill she or he can:

- Deduce when to perform the behavior,
- Complete the skill without assistance, and
- Perform it in the natural environment (without high levels of reinforcement).
Assessing Skill Deficits

The multi-rater Social Skills Improvement System Rating Scales helps measure:

- **Social Skills**: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, Self-Control
- **Competing Problem Behaviors**: Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, Autism Spectrum
- **Academic Competence**: Reading Achievement, Math Achievement, Motivation to Learn

Assessing Skills Deficits

Task Analysis
Antecedent interventions for students who exhibit skill deficits with low accuracy include:

(a) model one step at a time,
(b) provide a checklist of small steps, and
(c) give examples and nonexamples.

Consequence-based interventions to support low-accuracy skill deficits include

(a) give feedback each time, then fade
(b) reinforce with praise, points, and
(c) graph progress against the student’s baseline.

#3 Absence of Critical Environmental Variables

“It looks like you have everything under control.”
### Classroom Management Research

When students do not have structure or consistent behavioral expectations, they are likely to engage in disruptive behavior and may suffer **long-term behavioral, academic, and social deficits** (Reinke & Herman, 2002).

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### Have you ever felt like this?

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### What are Proactive Classroom Management Strategies?

<table>
<thead>
<tr>
<th>3 General Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antecedent Strategies</strong></td>
</tr>
<tr>
<td>Environmental Approaches that Increase Structure &amp; Predictability in the Classroom</td>
</tr>
<tr>
<td><strong>Behavior Strategies</strong></td>
</tr>
<tr>
<td>Comprehensive Social Skills Instruction Focused on Classroom Expectations</td>
</tr>
<tr>
<td><strong>Consequence Strategies</strong></td>
</tr>
<tr>
<td>Establish Continuums to Reinforce Appropriate Behavior and Respond to Inappropriate Behavior</td>
</tr>
</tbody>
</table>
How can educators troubleshoot environmental issues?

A checklist completed by a teacher (self-assessment) BST member (direct observation) can be used to gauge information on the environment.

Student/classroom observation & Analysis (i.e., SCOA) App
#4 Inaccessible Reinforcement

- BIPs replace a problem behavior with an appropriate behavior that has at least a very similar function.
- Building the replacement behavior requires increasing the chances that it will recur...i.e., reinforcing it.
- But problems can occur.

#4.1 Inaccessible Reinforcement: Back to Basics

- For reinforcement to work, it must occur
  - Contingently
  - Immediately
  - Frequently

http://flpbs.fmhi.usf.edu/resources_classroom.cfm
#4.2 Inaccessible Reinforcement: Not-so-reinforcing reinforcers.
• Sometimes we might think some consequences are reinforcing, but they actually are not reinforcing.

"Aren't these ghoul stickers the cutest? The kids will love them!"

#4.3 Inaccessible Reinforcement: Competing Contingencies
• Sometimes other consequences might offer a bigger bang!

#4.4 Inaccessible Reinforcement: Unmeetable Criteria
• Sometimes we have such stringent criteria for reinforcement that the learner can’t meet them and “come into contact with the reinforcer.”

Oh no! What to do?
#4.4b Inaccessible Reinforcement: Unmeetable Criteria—fix the criteria

- Instead of dooming everyone to failure, adjust the criteria and help the learner succeed.

Assessment & Intervention Fidelity

Why is fidelity important?

FBA
- Inaccurate Data
- Inadequate data
- Incorrect evaluation

BIP
- Fail to...
  - Change environment
  - Deliver reinforcements
- Prohibit the desired behavior change
Inspect Throughout

According to student data, is the student responding to intervention?

No

Yes

Is the intervention being implemented with fidelity?

No

Yes

No

Yes

Yes

No

Yes

There are likely factors outside of the intervention contributing to improved student behavior.

Keep implementing the intervention as designed, and then begin to fade the intervention to promote maintained behavioral change.

Inspect Throughout

In terms of the BIP, what does treatment fidelity tell us?

Students do not have an opportunity to benefit from an intervention they did not experience
Troubleshooting Issues with Fidelity

- Look at data and prioritize areas of improvement
- Professional development (retraining)
- Practice-based professional development
- Coaching
- Performance feedback
- Self-monitoring

Shanna Hirsch

How can educators prevent problems with fidelity?

- Training in FBA
- Collecting data—instruction and practice
- Interpreting data—tools to facilitate understanding

- Other specialists—psychologists, BCBAs, special educators, university personnel

Self-Check

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Tally Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity</td>
<td>1. Have you trained each how to collect antecedents?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Have we trained each how to interpret FBA?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Are we receiving feedback on data analysis?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>4. Have we received feedback on behavior data?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>5. Can we use this feedback to implement changes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>6. Do we have staff development plans for specific roles?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>7. Have we identified the behavior environment for the support?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>8. Have we implemented the behavior environment for improvement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>9. Have we identified the behavior environment for the support?</td>
<td></td>
<td></td>
<td></td>
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(Fromm, Hirsch, Lloyd, & Kadoshka, 2017)
Big FBA Questions…..

- Does the intervention match the function of the behavior?
- Is the environment set up for the student to be successful?
- Does the student know how to perform the replacement behavior?
- Are we implementing the intervention as written?
- Who is monitoring the BIP?

Recommended Books

- [Book Image]
- [Book Image]

Websites

PBIS.ORG/school/tier3supports
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