Strategies to Improve FBA-BIP Implementation and Fidelity

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Today's Focus

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.

IDEA, 2004
20 U.S.C. § 1415(k)(1)(D)

When is an FBA Required?

• 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

• Blood and Neal (2007).
  - 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'Neil, Albin, Storey, Horner, & Sprague, 2015, p. 18)

Behavior Serves a Function!

To obtain something (positive reinforcement)

To avoid (escape) something (negative reinforcement)

Behavior Chain

- Setting
  - 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
  - Consequence effect

*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>Positive Reinforcement (Access or Experiencing)</th>
<th>Negative Reinforcement (Avoid or Experiencing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Attention</td>
<td>Avoid Attention</td>
</tr>
<tr>
<td>Peer Attention</td>
<td></td>
</tr>
<tr>
<td><strong>Tangibles / Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Access to preferred games, toys</td>
<td>Avoid an activity or task</td>
</tr>
<tr>
<td><strong>Sensory</strong></td>
<td></td>
</tr>
<tr>
<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.

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:**
- 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
- Negative Reinforcement
  - Avoid Something
- Attention
  - Structured times to receive adult attention and feedback. Consider interventions such as Check-in/Check-out.
  - Teach and reinforce how to request assistance
- Tangible Activities
  - Use a behavior contract to earn access to an item (e.g., computer time) based on a predetermined criteria
  - Gradually lengthen work periods
- Sensory
  - Use an activity schedule to allow sensory breaks in specific settings or times
  - Touch and reinforce how to request a break from sensory input

Complete Function Matrix

<table>
<thead>
<tr>
<th>Hypothesized Function: Isaiah engages in physical aggression, property destruction, and self-injurious behaviors as a means of accessing tangibles and avoiding non-preferred tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Reinforcement (Access)</strong></td>
</tr>
<tr>
<td>Attention</td>
</tr>
<tr>
<td>Functional Analysis Screening Tool (FAST-4)</td>
</tr>
<tr>
<td>Functional Assessment Screening Tool (FAST-4)</td>
</tr>
<tr>
<td>Sensory</td>
</tr>
<tr>
<td><strong>Tangible/Activities</strong></td>
</tr>
<tr>
<td><strong>Activity Observation (1, 3, 5, 7, 8)</strong></td>
</tr>
</tbody>
</table>

Secondary Strategies Based on Function

<table>
<thead>
<tr>
<th>Functions of Behavior</th>
<th>Positive Reinforcement (Access)</th>
<th>Negative Reinforcement (Avoid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Increase opportunities to respond</td>
<td>Implement a self-monitoring program</td>
</tr>
<tr>
<td>Tangible Activities</td>
<td>Provide choices of materials to complete assignments (for preferred tangibles such as gel pens, iPads, etc. for writing assignments)</td>
<td>Gradually lengthen work periods</td>
</tr>
<tr>
<td>Sensory</td>
<td>Use sensory response interventions (i.e., use lamps to reduce overhead light usage)</td>
<td>Use headphones to reduce noise</td>
</tr>
</tbody>
</table>

#2 Identifying Skill Deficits
Skills

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

Big Questions

- Problem Behavior
- Is it a skill deficit?
- Is it a performance deficit?

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

- 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

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.

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.

#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).

Have you ever felt like this?

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>
</tbody>
</table>

How can educators troubleshoot environmental issues?

A checklist completed by a teacher (self-assessment) 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

## #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

Fidelity

Why is fidelity important?

- Inaccurate Data
- Inadequate data
- Incorrect evaluation

Mismatched function & failing to identify skill deficits

FBA

Insistent on using same behavior change environment or solution for all students

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

Is the intervention being implemented with fidelity?

Yes

Yes

No

No

Students do not have an opportunity to benefit from an intervention they did not experience

Treatment Fidelity Decision Model

Bruhn, Hirsch, Gorsh, & Hannan, 2013

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

- Need further assessment to identify student in need
- No different or more intense BIP needed
- No need for further assessment and evaluation
- Need implementation of intervention as designed, and then begin to fade the intervention to promote maintained behavior change

There are likely factors outside of the intervention contributing to improved student behavior.
Troubleshooting Issues with Fidelity

- Look at data and prioritize areas of improvement
  - Professional development (retraining)
  - Practice-based professional development
  - Coaching
  - Performance feedback
  - Self-monitoring (Simonsen et al., Oliver Webby, Nelson)

How can educators prevent problems with fidelity?

- Training in FBA
- Collecting data—instruction and practice
- Interpreting data—tools to facilitate understanding
- Utilize specialists—psychologists, BCBA’s, special educators, university personnel

Self-Check

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fidelity</td>
<td>1. How do I conduct behavior data to inform and monitor FBA?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. How can fidelity be improved?</td>
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<tr>
<td></td>
<td>3. How can the FBA team be held accountable for fidelity?</td>
<td></td>
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<tr>
<td>B. Behavioral Tactics</td>
<td>1. How do I design and implement effective behavior plans?</td>
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</tr>
<tr>
<td></td>
<td>2. How do I use data to make informed decisions?</td>
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<tr>
<td></td>
<td>3. How do I tailor interventions to meet specific needs?</td>
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<tr>
<td>C. Self-Check</td>
<td>1. How do I conduct a self-monitoring tool?</td>
<td></td>
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<tr>
<td></td>
<td>2. How do I monitor and evaluate interventions?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3. How do I use data to inform instruction?</td>
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</table>

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 Title]
- [Book Title]

Websites

- PBIS.ORG/school/tier3supports

[Image of a diagram or table related to FBA and self-check]

(Bruhn, Hirsh, Lloyd, & Katsiyannis, 2017)
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