The School Counselor: Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)

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Presenter: Emma Mendez, UFT Liaison to the Division of Specialized Instruction & Student Support and UFT Liaison to the Guidance Counselor Chapter
Agenda

• Context: AFC State Special Ed. Complaint

• Behavior Basics and ICMP

• FBA/BIP Process and Development aligned with State Regulations

• Alignment of FBA/BIP and IEP

• SESIS Related Documents and Information

• Resources
State AFC Special Ed. Complaint (2015)

- The NYC DOE’s failure to conduct FBAs and develop BIPs in accordance with State requirements for students who persistently exhibit challenging behavior.
- AFC alleged that many FBAs were conducted in a perfunctory manner, w/o consideration of all of the required elements, and often w/o parental consent.
- AFC alleged that many BIPs did not provide strategies to prevent the occurrence of behaviors or teach alternatives.
And as a result....what is your experience?

- Has the DOE provided you and/or your teams with extensive professional development on FBAs and BIPs?
- Have the FBAs/BIPs that you have conducted and/or developed increased your understanding of student behavior, helped eliminate or reduce incidents of challenging/disruptive behavior and/or reduced the number of times students were removed from the classroom or suspended?
- Are general school-wide and classroom interventions in place and consistently implemented in your school?
Behavior Basics

- All behaviors communicate something.
- All children engage in behavior for a reason.
- All Behavior has meaning.
- Behavior is learned and is also teachable.
- Behavior is generally motivated by two things: trying to get something or trying to avoid something.
A-B-C of Behavior Intervention

• A = Antecedent/Trigger (What happened before?)

• B=Behavior (What does the student do?)

• C=Consequences/Outcome (What happens after?)

• Evaluating Setting Conditions is crucial in an effort to alter the probability of a behavior occurring.

• Schools should provide tiered positive behavior supports to all students as part of a school-wide model of behavior support.
Individual Crisis Management Plans (ICMP)

• Developed through an assessment of a student’s normal/baseline functioning state, typical problem solving behavior and response to frustration.

• Not necessarily for IEP students and does not require parent consent. Although parent input is crucial.

• Used as a tool to better prepare everyone to avoid a crisis situation.

• Include student in assisting the adults in developing effective strategies to prevent and de-escalate crisis.

• With the plan in place, data can be used to examine interventions, to teach alternative skills and to allow for better responses in crisis situations.
General Guidelines

• FBA/BIP is a TEAM process.

• Think functionally about who participates in the process. Team members may include a School Psychologist, School Social Worker, SE Teacher, GE Teacher, Guidance Counselor, and/or other professionals with knowledge and expertise relevant to the student’s behavior. Generally, the school psychologist or the school social worker will coordinate the process of conducting an FBA and developing a BIP.

• REMINDER: Parent Consent is Required.
Member Roles

- Regardless of title, a team member could act as the:
  - Data collector
  - Interviewer
  - Observer
  - Behavior Plan Contributor/Writer
  - Teacher of Skills and Expectations
State Regulations and FBA Process

- 8 NYCRR Part 200.1(r) – FBA means the process of determining why the student engages in behaviors that impede learning...

- An FBA must be conducted:
  - 200.4(b)(1)(v) as part of an initial evaluation/reevaluation of student whose behavior impedes his/her learning or that of others.
  - 200.22 (b) (ii) when the behavior of the student with a disability places the student or others at risk of harm or injury.
An FBA must be conducted (cont.):

- 200.22 (b) (iii) when the school based IEP team or central CSE is considering more restrictive programs or placements for a student with a disability.

- 201.3(a); 201.4 (d)(2)(i) when a suspension has been imposed that constitutes a disciplinary change in placement, if the student’s conduct is found to be a manifestation of his/her disability (unless FBA has been conducted before the behavior that resulted in the change of placement occurred).
State Regulations and FBA Process (cont.)

• An FBA must include, but is not limited to:
  – 8NYCRR 200.1 (r) identification of the problem behavior, definition of the behavior in concrete terms, identification of contextual factors that contribute to the behavior (including cognitive and affective factors); and formulation of hypothesis regarding general conditions under which the behavior usually occurs and probable consequences that serve to maintain it.
Concrete Terms

• Frank hits other students during lunch and recess when he does not get his way not Frank is aggressive.

• Carlos makes irrelevant comments and yells curse words during class discussion not Carlos is disruptive.
Contextual Factors

- In what settings do you observe the behavior?
- Are there any settings where the behavior does not occur?
- Who is present when the behavior occurs?
- What activities or interactions take place just prior to the behavior?
- What usually happens immediately after the behavior?
- Can you think of more acceptable behavior that might replace the behavior?
Hypothesis

• What are the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it?

• Describe the relationship between the behavior and the environment with appropriate data.

• There are two types: Global and Specific
Global Hypothesis

• Broad influences such as: student’s skills, health, preferences, daily routines, relationships and general quality of life.

• Examples:
  – Karen has limited means of formal communication.
  – She has a history of colds and viral infections, which, in turn, adversely affects her sleep patterns.
Specific Hypothesis

- Pulls together the specific information gathered during the FBA.
- Helps explain why problem behavior occurs by describing both fast and slow triggers (antecedent and setting conditions) and the possible function of the behavior.
- When this occurs….the student does….in order to…..
- Example: When she does not get what she wants from her peers, Trish calls them names and hits them until they give in to her demands.
State Regulations and FBA Process (cont.)

- The FBA must:
  - 200.22 (a)(2)(3) be based on multiple sources of data, provide baseline of student’s problem behaviors, include sufficient detail to form basis for a BIP and not be based solely on student’s history of presenting problem behaviors.
Multiple Sources of Data (200.22 (a)(3))

- **Indirect Assessment:** Structured interviews, review of existing information or rating scales, information from teachers, RSPs and parents and review of available data and information from the student’s record.

- **Direct Assessment:** Standardized assessments, checklists and observing and recording situational factors surrounding behavior.

- **NOTE:** Once data is collected then data analysis occurs: comparison and analysis of data to determine function and patterns of behavior.

- Baseline data measures frequency, duration, intensity, and latency across activities, settings, people and times.
FBA Information to inform the BIP
(200.22 (a)(3))

- Antecedent behaviors.
- Reinforcing consequences.
- Function of the behavior – recommendations for teaching alternative skills or behaviors.
- Assessment of preferences for reinforcement.

Based on the FBA, the TEAM decides BIP or NO BIP. That is the Question?
State Regulations and BIP Development

• Takes the observations made in an FBA and turns them into a concrete plan of action to address a student’s behavior.

• GOAL – To increase desired behavior and prevent and decrease problem behavior.

• 8 NYCRR 200.1 (mmm) and 200.22 (b) BIP, at a minimum includes:
  – A description of the problem behavior.
  – Global and specific hypothesis as to why the problem behavior occurs; and
  – Intervention strategies that include positive behavioral supports and services to address the behavior.
BIP Specifics
200.22 (b)(4)(i)

• Baseline Measure of a problem behavior, includes:
  – Frequency
  – Duration
  – Intensity and/or
  – Latency of targeted behaviors
BIP Specifics
200.22 (b)(4)(i)

• Intervention Strategies for targeted inappropriate behavior to:
  – Alter antecedent events to prevent the occurrence of the behavior.
  – Teach individual alternative and adaptive behaviors to the student.
  – Provide consequences to the targeted inappropriate behavior; and
  – Reinforce alternative acceptable behaviors.
BIP Specifics
200.22 (b)(4)(i)

• Schedule to measure effectiveness of interventions, including:
  – Frequency, Duration and Intensity at scheduled intervals.

• Progress Monitoring of frequency, duration and intensity of behavior.
  – Done at scheduled intervals as specified on BIP and on student’s IEP.
  – Results reported to student’s parents and to CSE/CPSE.
  – Considered in determination to revise a student’s BIP or IEP.
Connection to IEP

- IEP team/CSE must consider strategies, including positive behavioral interventions and supports and other strategies to address student’s behavior.

- IEP goals and information must align with FBA/BIP.

- IEP must indicate:
  - Whether particular device or service is needed to address student’s behavior.
  - Student’s need for a BIP.
FBA/BIP Summary

• 4 Steps of the FBA Process:
  – Define Behavior of Concern.
  – Identify Relationships with Environment.
  – Hypothesize Function of the Behavior.
  – Verify Hypothesis.

• 5 Steps of the BIP Process:
  – Develop appropriate replacement (alternative) behavior.
  – Determine how to teach the replacement.
  – Create routines/arrangements to facilitate success.
  – Determine appropriate consequences for replacement and problem behaviors.
  – Monitor and evaluate the plan.
SESIS Related Documents and Information

• When FBA is being considered: the IEP team must complete the “Considerations of a Student’s Need for Positive Behavior Supports, FBA or a BIP” form and fax into SESIS as a Document Related to IEP.

• When FBA has been considered and determined unnecessary through use of the form, this must be documented in the student’s Events Log in SESIS as “FBA Considered, Not Conducted.”

• FBA must be completed using the form found on page 27 of SOPM. Once completed, the FBA must be faxed into SESIS.

• BIP must be completed using the form found on page 28 of SOPM. Once completed, the BIP must be faxed into SESIS.
Resources and Contact Information


• National PBIS Resources: www.pbis.org

Resources and Contact Information (cont.)

- NYS Quality Indicators related to FBA/BIP

- Presenter Contact Information:
  
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