Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier III Training

Module 5
Behavior Intervention Plan (BIP)

RTI **Arkansas**

PbIS Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant
Arkansas
Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Behavior Intervention Plans

Title of Training:

Module 5: Behavior Intervention Plan (BIP)

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the Tier III series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier III.

What is included?
- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
    - The activities will appear in a green text box with a **green star.**
    - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:
- PBIS Tier I Modules
- PBIS Tier II Modules
- PBIS Tier III Modules 1-4

Training Description:

This module is designed to give administrators, schools, districts, and other personnel information about Behavior Intervention Plans.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 6) pgs. 5 – 11

Training Sections

Section 1 – Overview of a Behavior Intervention Plan (slides 7 – 17) pgs. 12 – 26

Section 2 – Setting Behavior Goals for the BIP (slides 18 – 29) pgs. 27 – 40

Section 3 – Identifying Intervention Strategies (slides 30 – 43) pgs. 41 – 59

Section 4 – Implementing and Evaluating the BIP (slides 44 – 51) pgs. 60 – 68

Case Study and TFI – (slides 52 – 61), pgs. 69 – 79

Conclusion – Resources (slides 62 – 63) pgs. 80 – 82

Discussion questions, homework, resources – pgs. 83 – 84

Training Materials/Equipment:

PowerPoint for Module 5: Behavior Intervention Plan (BIP)

- Equipment needed/recommended to project the PowerPoint:
    o Laptop computer
    o Access to PowerPoint (downloaded on computer, flash drive, etc.)
    o Projector
    o Speakers, if needed
    o Microphone(s), if needed
    o Required connecting cables, extension cords, etc.
    o "Clicker" to advance slides
- Showing videos embedded in the PowerPoint presentation:
    o Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.

o Note that it may take a minute for the video to load.

o Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.

o Click on arrow to check that the video works with your Wi-Fi.

- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of:

- [BIP Template](#) (pgs. 24 – 26)
- [Behavior Pathway](#) (pg. 32)

Activities in this Training:

- Short-term Alternative Behaviors (pg. 36)
- Competing Behavior Pathway (pg. 39)
- Antecedent Strategies (pg. 59)
- BIP Evaluation (pg. 68)
- Action Team Meeting (pg. 76)

Essential Questions:

These essential questions will be addressed in this training module:

- What is a Behavior Intervention Plan (BIP)? What is the process for developing a BIP?
- How do you set behavior goals for a BIP?
- How do you identify intervention strategies for a BIP?
- How do you implement a BIP? How do you evaluate the implementation of the BIP?

Trainer Tips:

- A great way to teach Behavior Intervention Planning is to offer guided practice – do a mock Action Team meeting. There will be an activity later in this Facilitator Guide to help you lead this mock meeting.
- The Case Study will conclude with this module. There will be a separate PowerPoint that will contain the Case Study from start to finish.
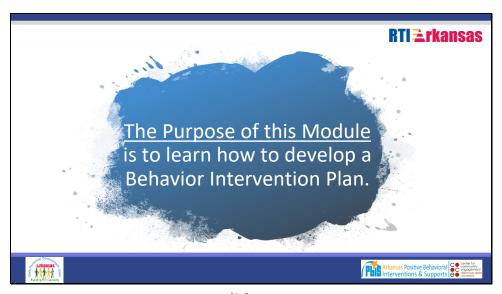
Introduction

Slides 1 - 6

- Purpose of this module
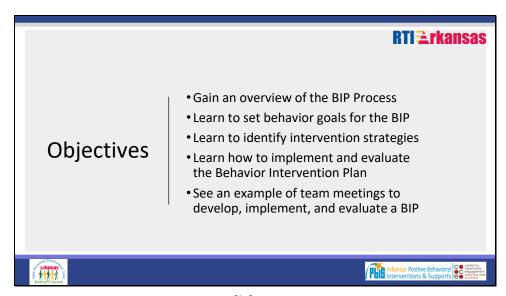- Objectives of this module
- Introduction to the case study

Slide #1
[Behavior Intervention Plan (BIP)]
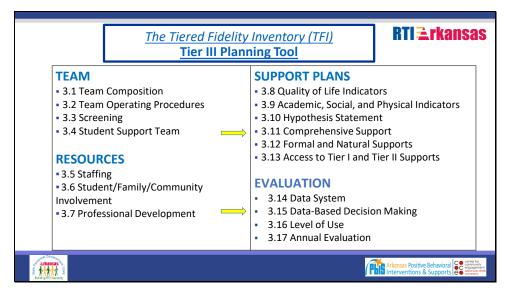
Trainer Notes:
Basic Behavior Concepts developed by K-12 Arkansas Behavior Support Specialists will be live soon. The website is www.arbss.org (courses). This should be a prerequisite for viewing these Tier III modules. (https://arbss.org/courses-2/)
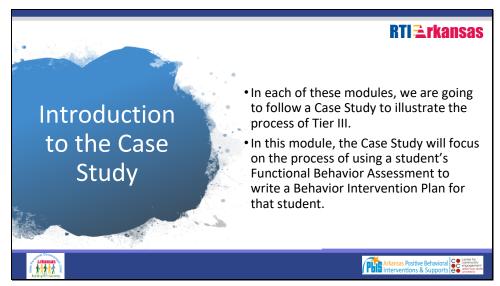
Slide #2

[The Purpose of this Module]

Slide #3

[Objectives]

Slide #4

[The Tiered Fidelity Inventory (TFI) Tier III Planning Tool]
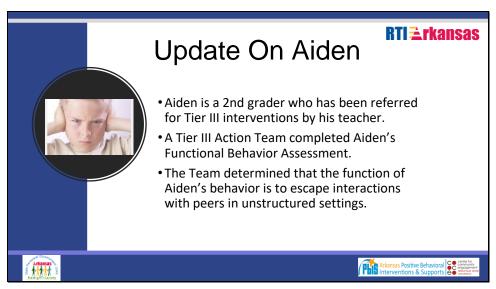
Trainer Notes:
- The TFI will be used throughout PBIS modules. Each module aligns with 1 or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, elements of items 3.11 and 3.15 will be addressed.
- The TFI can be found at this link.

Slide #5
[Introduction to the Case Study]

Trainer Notes:
The school and people presented in this case study are fictional. The purpose of the case study is to provide a concrete example of Tier III processes to enhance participant understanding.

Slide #6
[Update On Aiden]

Trainer Notes:

- We have been following Aiden's journey throughout the Tier III modules.

- Aiden is a 7-year-old 2nd grader at University Heights Elementary School who was first identified for interventions due to aggressive behaviors and disengagement in the classroom. Aiden's behaviors: throwing classroom materials, cussing at teacher, and shouting at peers.

- Due to the severity of the behavior problems Aiden displayed, he was referred to the school building level committee for Tier II interventions.

- Based on data decision rules, Aiden met the threshold for Tier II supports.

- After looking at data and doing observations to determine the function of behavior, it was decided by the team that Aiden would begin Big Buddy mentors for three days per week for social skills training, and will continue to have access to all Tier I components (behavior lessons, acknowledgements, etc.).

- After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.

- The Team reviewed the data and because the behaviors have intensified and generalized to other areas, Aiden now meets the criteria for Tier III interventions.

- An Action Team was formed to gather observational and interview data to be used in conducting a Functional Behavior Assessment.

- Based on the data, the team determined that the Function of Aiden's behavior was to escape interactions with peers in unstructured settings.

- The team will now use this hypothesis about the function of Aiden's behavior to write and implement a Behavior Intervention Plan.
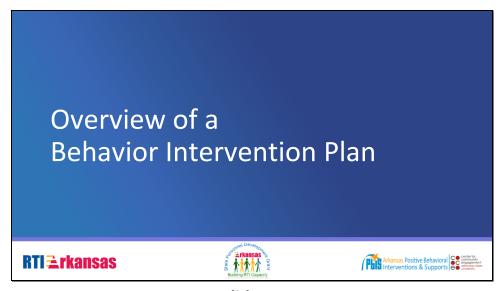
Training Section One

Overview of a Behavior Intervention Plan

Slides 7 - 17

Goals

Participants will learn
- What a BIP is
- The goals/outcomes of the FBA/BIP process

Slide #7

[Overview of a Behavior Intervention Plan]

Slide #8

[What is a Behavior Intervention Plan?]

Trainer Notes:

- In schools that do not implement PBIS, BIPs are typically created by an IEP team. However, PBIS is for all students, not just special education students.

- For more information on BIPs: *Diana Browning Wright; 2013; California PENT Research*.

Overarching Goals of the BIP

- **Prevent:** Change the environment to prevent occurrences of problem behavior
- **Teach:** Teach the student alternative appropriate ways of behaving
- **Reinforce:** Provide consequences to increase appropriate behavior

Slide #9
[Overarching Goals of the BIP]

Trainer Notes:

- It is important that all members on the student's schedule be aware of the plan, have input on the plan, and have a method of giving feedback on the success/needs of the plan.

- Be aware that there may be times where professionals will indicate they have tried certain elements of the plan without success. In these instances, it will be important to emphasize that greater success is expected since in this particular case it will be attempted holistically and with a team approach in mind. This is where fidelity will be important, as will opportunities for feedback.
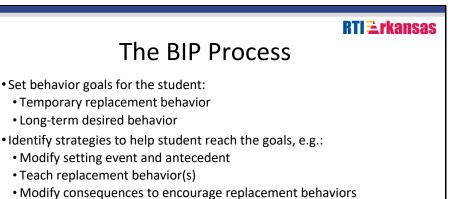
Slide #10

[Outcomes of the FBA/BIP Process]

Slide #11
[The BIP Process]

Trainer Notes:
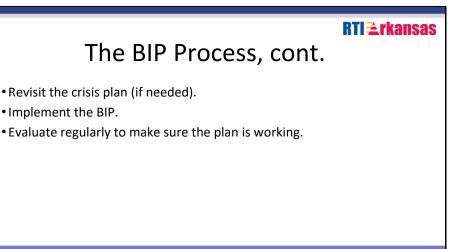
- The team sets behavior goals for the student:
    - These goals include temporary replacement behavior and long-term desired behavior
- The team identifies strategies to help the student reach the goals. Strategies may include…
    - Modifying the setting event and antecedent (what "prompts" the problem behavior)
    - Teaching the student one or more replacement behaviors
    - Modifying the consequences to make the replacement behaviors more likely to occur
- The following sections will align with these main bullets.

Slide #12
[The BIP Process, cont.]

Trainer Notes:

- For more information on Crisis Plans, refer to Tier III Module 4.
- The team may have created a crisis plan to prevent harm to the student or others. Based on information gathered in the FBA process, the team may need to make changes to the crisis plan. Note: some districts may have guidelines on crisis planning. Arkansas guidelines for restraint: http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Restraints/ADE_Advisory_Guidelines_for_the_Use_of_Student_Restraint_in_Public_School_or_Educational_Settings_2014.pdf
- The team will implement the plan (which includes providing any necessary professional development to staff)
- The team will evaluate along the way to make sure the plan is working.

Slide #13
[Blank BIP Template]
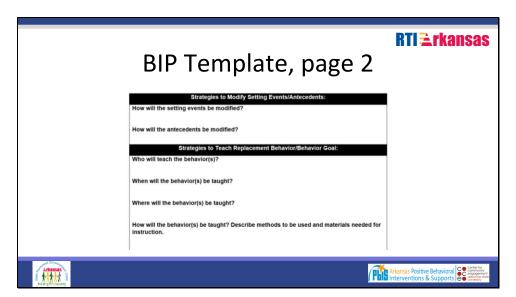
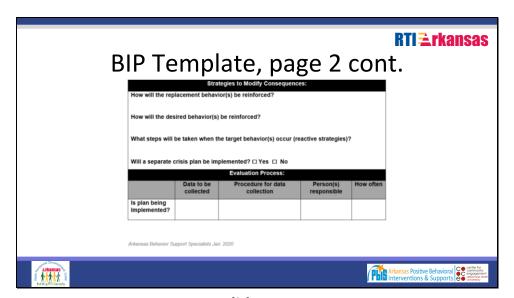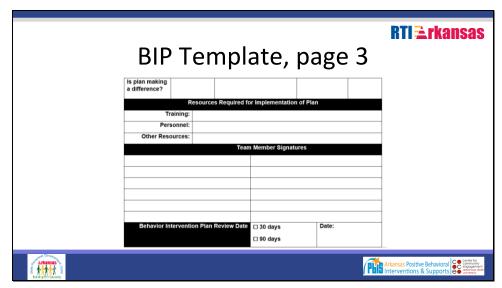**Trainer Notes:**

This form is provided after slide 17.

Slide #14
[BIP Template, cont.]

Slide #15
[BIP Template, page 2]

Slide #16
[BIP Template, page 2 cont.]

Slide #17
[BIP Template, page 3]

BEHAVIOR INTERVENTION PLAN

Student Name:	**Date Developed:**
Grade: **Age:**	**Placement:** ☐ SPED ☐ 504 ☐ None
School:	**District:**

Target (Problem Behavior) Operationally Defined:

What was the target behavior(s) identified in the FBA?

FBA Behavior Data:

What was the baseline behavior data (ex., frequency, duration, intensity) for the target behavior(s)?

Summary Statement/Hypothesized Function of Behavior:

What was the summary statement(s) from the FBA? Include information about setting events, antecedents, consequences, and function of the target behavior (s).

FBA date of completion:

Behavior Goals:

What is the replacement behavior(s)? Define in observable and measurable terms.

Is replacement behavior functionally equivalent? ☐ Yes ☐ No

What is the behavior goal for the replacement behavior?

What is the behavior goal for the target behavior (reduction)?

What is the behavior goal for the long-term desired behavior?

Strategies to Modify Setting Events/Antecedents:

How will the setting events be modified?

How will the antecedents be modified?

Strategies to Teach Replacement Behavior/Behavior Goal:

Who will teach the behavior(s)?

When will the behavior(s) be taught?

Where will the behavior(s) be taught?

How will the behavior(s) be taught? Describe methods to be used and materials needed for instruction.

Strategies to Modify Consequences:

How will the replacement behavior(s) be reinforced?

How will the desired behavior(s) be reinforced?

What steps will be taken when the target behavior(s) occur (reactive strategies)?

Will a separate crisis plan be implemented? ☐ Yes ☐ No

Evaluation Process:

	Data to be collected	Procedure for data collection	Person(s) responsible	How often
Is plan being Implemented?				

Is plan making a difference?				

Resources Required for Implementation of Plan	
Training:	
Personnel:	
Other Resources:	

Team Member Signatures	

Behavior Intervention Plan Review Date	☐ 30 days ☐ 90 days	Date:

Training Section Two

Setting Behavior Goals for the BIP

Slides 18 - 29

Goals

Participants will learn
- About the behavior pathway
- About setting short-term alternative behaviors
- About how to reach long-term desired behaviors

Slide #18

[Setting Behavior Goals for the BIP]

Goal of the BIP

Ultimately the goal is to move the student away from the undesirable behavior and towards meeting the school and classroom expectations.

Slide #19
[Goal of the BIP]

Competing Behavior Pathway

Once a Summary Statement is developed, we can complete a competing behavior pathway:

- Change the routines or environments to make the problem behavior less likely to occur
- Identify a short-term alternative behavior that will move the student closer to the behavior we ultimately want
- Determine a consequence that will make the alternative behavior more rewarding than the problem behavior

Slide #20

[Competing Behavior Pathway]

Trainer Notes:

The purpose of the competing behavior pathway is threefold:

- Highlight the importance of building the behavior intervention plan around the summary statement.
- Identify competing behavioral alternatives to the problem behavior
- Determine strategies for making the problem behavior ineffective, inefficient or irrelevant through changes to the routine or environment. (Crone & Horner, 2003)

Template: Competing Behavior Pathway

Slide #21

[Template: Competing Behavior Pathway]

Trainer Notes:

- This template is included after this slide.
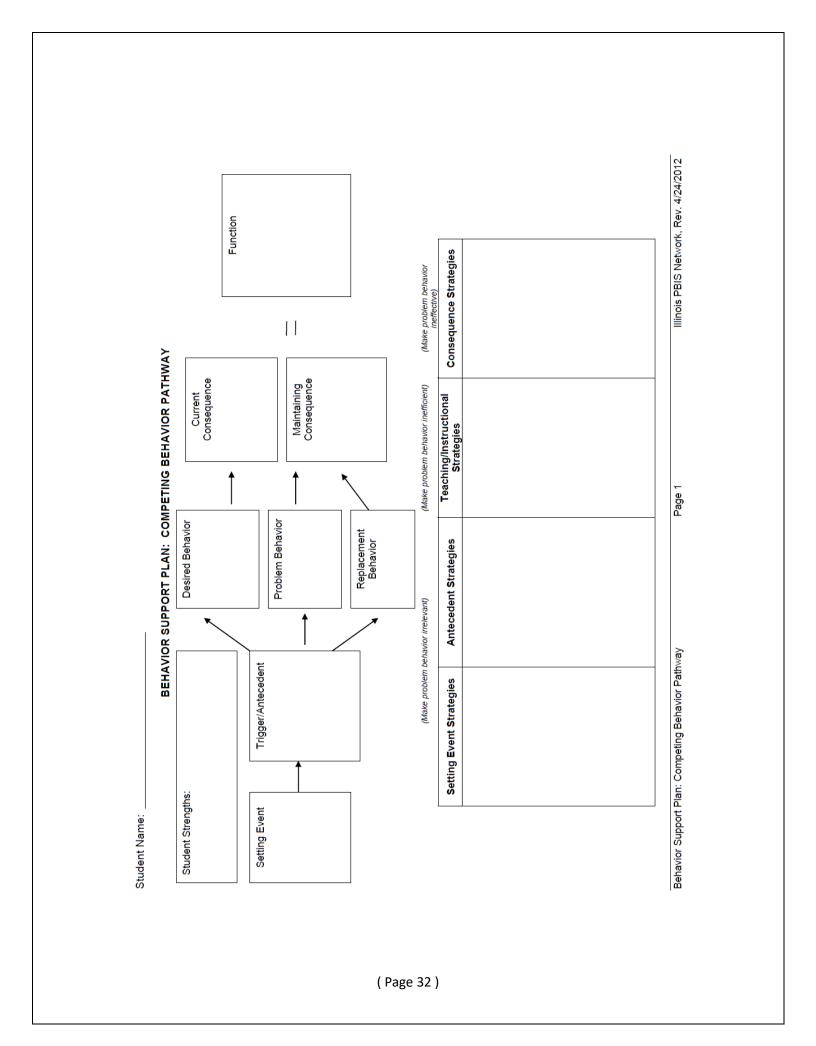- This template will help teams develop the competing behavior pathway.
- This is a visual representation of the information on slide 14.
- This can be downloaded at this link: http://cce.astate.edu/pbis/wp-content/uploads/2012/09/FBP_BIP-templates_competing-behavior-pathways.doc

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☺ **EXAMPLE**

Behavior Pathway

This template is presented as a handout on page 32.

Student Name: _____

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

Student Strengths:

	Desired Behavior	Current Consequence		
Setting Event	Trigger/Antecedent	Problem Behavior	Maintaining Consequence	Function
		Replacement Behavior		

=

Setting Event Strategies *(Make problem behavior irrelevant)*	Antecedent Strategies *(Make problem behavior inefficient)*	Teaching/Instructional Strategies *(Make problem behavior inefficient)*	Consequence Strategies *(Make problem behavior ineffective)*

Create Behavior Goals

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Set behavior goals...

- for increasing the short-term replacement behavior
- for reducing the target behavior
- for reaching the long-term desired behavior

Define the short-term replacement behavior in observable and measurable terms and ensure that the replacement behavior is functionally equivalent to the target (problem) behavior.

Slide #22

[Create Behavior Goals]

Trainer Notes:

The competing behavior pathway defines a short-term replacement behavior that we can live with while the student works towards the long-term desired behavior.

Short-term Alternative Behavior

- Actively begins breaking student's habit of using problem behavior
- Replaces target behavior with an acceptable alternative behavior
- Meets the student's needs (function of behavior)
- Discontinued when student masters desired behavior

Slide #23
[Short-term Alternative Behavior]

Trainer Notes:

- The gap may be very wide between the desired behavior and what the student is currently doing. A short-term alternative behavior helps to move the student the correct direction by giving steppingstones to get there.

- Short-term alternative behaviors will be discontinued once the student has mastered that step consistently and can be reasonably expected to perform the longer-term expectation.

- When the student performs the desired replacement behavior, staff considers how the new behavior meets the student's needs and how it will be reinforced.

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Why Use a Short-term Alternative Behavior?

- Reduces disruption and potentially dangerous behavior in the classroom
- Serves the same function as the problem behavior
- Is easier and more efficient than the problem behavior, and is socially acceptable
- Provides quicker, more reliable access to desired outcomes than the problem behavior

Slide #24

[Why Use a Short-term Alternative Behavior?]

Slide #25

[Table Talk]

⭐ **DISCUSSION**

Short-term Alternative Behaviors

- Engage participants in a discussion around ideas for short-term alternative behaviors Aiden can use when he is in a social situation like the one described in Aiden's summary statement.
- Remind participants that they're looking for an acceptable behavior that Aiden can use temporarily while he is learning a long-term behavior.
  - The short-term behavior needs to meet Aiden's function of behavior.

Long-term Desired Behavior

- Using the FBA summary statement, identify the long-term desired behavior(s).
- Desired behavior(s) should align with the school-wide behavior expectations and classroom expectations and rules.
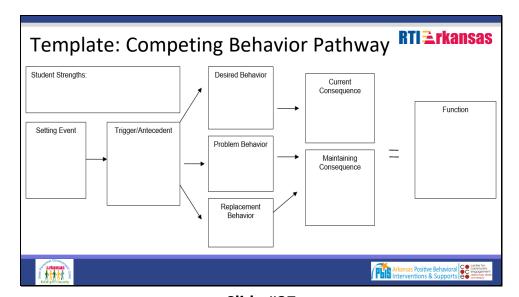
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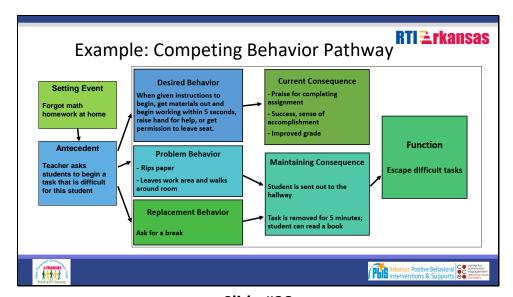
Slide #26
[Long-term Desired Behavior]

Trainer Notes:

In schools that implement PBIS, the goal of all 3 tiers is to support students in meeting the school-wide expectations.

Slide #27

[Template: Competing Behavior Pathway]

Trainer Notes:

- This template is available on page 32.
- This template will help teams develop the competing behavior pathway.
- This is a visual representation of the information on slide 14.

Slide #28

[Example: Competing Behavior Pathway]

Trainer Notes:

- In this example, the student can remove themselves from the difficult task with the short-term alternative behavior of asking for a break.
- This breaks the cycle of the disruptive behavior but does not yet reach the desired behavior for the completed work.
- The maintaining consequence reinforces the completed work and not the break.
- The short-term alternate behavior DOES meet the function and therefore enables the student to have their need met in a more socially acceptable and less disruptive manner.
- It should be noted that the maintaining consequence is only effective at reinforcing the desired replacement behavior if it is known to be motivating to the student.

⭐ **ACTIVITY**

Competing Behavior Pathway

- In module 4, participants were given an activity in which they created a summary statement. Participants can use that statement or another one that they have created for a student to complete this activity.
- Go through the example on this slide and explain all the components before participants begin creating their own.

Guiding Questions for Developing Outcome Measures

- Which target behaviors do we want to **increase** – both desired and replacement? Can staff realistically measure these? How?
- Which target behaviors do we want to **decrease**? Can staff realistically measure these? How?
- What are present levels of performance of the behaviors above?
- What are the desired (long-term) and acceptable (short-term) target goals and timelines?
- Are outcome goals specific, measurable, and realistic?

Slide #29

[Guiding Questions for Developing Outcome Measures]

Trainer Notes:

- Which target behaviors do we want to increase – both desired and replacement? Can staff realistically measure these? How?

- Which target behaviors do we want to decrease? Can staff realistically measure these? How?

- What are present levels of performance of the behaviors above?

- What are the desired (long-term) and acceptable (short-term) target goals and timelines?

- Are outcome goals specific, measurable, and realistic?

Training Section Three

Identifying Intervention Strategies
Slides 30 - 43

Goals

Participants will learn
- How to select strategies by function
- How to limit problem behavior

Slide #30

[Identifying Intervention Strategies]

Slide #31
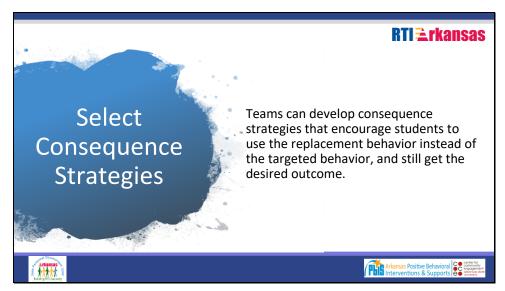**[Identify Intervention Strategies]**

Trainer Notes:

- The team should develop intervention strategies that address the function of the student's problem behavior: seeking attention, avoiding attention, avoiding situations/tasks.
- The intervention strategies will help to…
  - Modify the setting event and antecedent of the behavior
  - Teach the student appropriate replacement behaviors
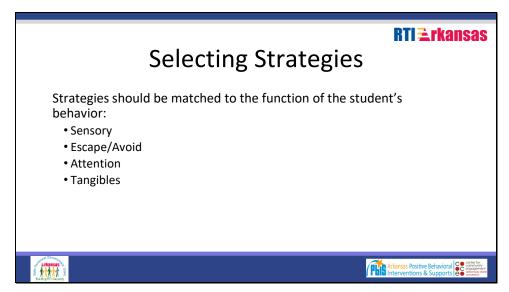 - Modify consequences to strengthen the desired behavior

Slide #32

[Modify the Antecedent]

Slide #33
[Select Teaching Strategies]

Slide #34
[Select Consequence Strategies]

Selecting Strategies

Strategies should be matched to the function of the student's behavior:

- Sensory
- Escape/Avoid
- Attention
- Tangibles

Slide #35

[Selecting Strategies]

Trainer Notes:

The following slides give examples of antecedent strategies that can be used to prevent behaviors that serve three main functions: seeking attention, avoiding attention, and avoiding tasks.
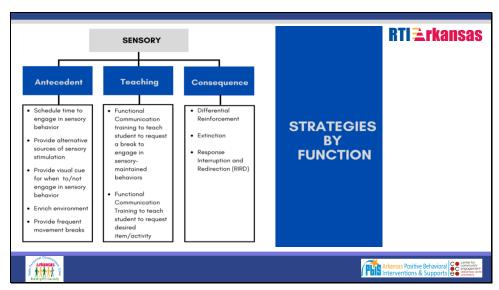
Slide #36
[Intervention Strategies]

Slides #37
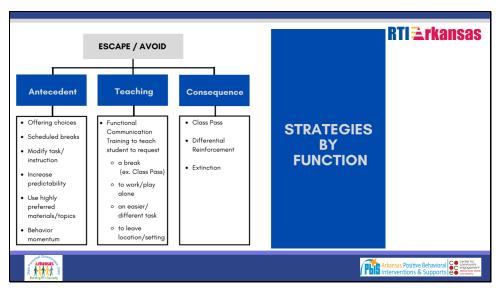**[Strategies By Function]**

Trainer Notes:
- Target behaviors may sometimes function to gain sensory stimulation.
- This table provides some evidence-based strategies that may be used to address target behaviors serving this function but does not provide an exhaustive list of strategies from the literature.
- Strategies are divided into antecedent strategies, used to prevent occurrence of the target behavior; teaching strategies (focused on teaching functionally equivalent replacement behaviors); and consequence strategies (focused on reinforcing replacement and desired behaviors, as well reducing occurrence of the target behavior).
- Antecedent strategies will focus mainly on enriching the environment with appropriate items/activities, scheduling times to engage in safe sensory-maintained behaviors, and/or providing alternative forms of sensory stimulation. For example, a student who pinches their own arm might be taught to manipulate Playdoh or a stress ball. Or offer an iPad to a student to provide auditory or visual input.
- Teaching replacement behaviors for a sensory function most often will involve teaching the student to request a break to engage in safe sensory behavior OR teaching the student to request a desired item to manipulate.
- Review consequence strategies in the table.
  - For sensory behaviors, differential reinforcement might involve providing a desired item when requested, providing a break to engage in sensory behaviors when requested, or

providing access to sensory behaviors when the student has refrained from engaging in these behaviors for a set amount of time.

- Extinction for sensory behaviors is very difficult to implement and often not feasible. When using this strategy, consultation with a specialist may be needed to ensure safety for the student and/or others working with the student.
- RIRD involves interrupting a repetitive sensory behavior and then redirecting the student to engage in a more appropriate behavior. For example, a student who repetitively chews on their fingernails or shirt sleeves might be redirected to chew gum.

Source for Examples:

Planning intensive interventions (Tier 3) function-based interventions (2014, April). Appendix A. *National Center on Intensive Intervention at American Institute for Research*, p. 1-20. Retrieved on September 3, 2020 from

https://intensiveintervention.org/sites/default/files/Handout1_BehaviorCEC2014.pdf

Slide #38
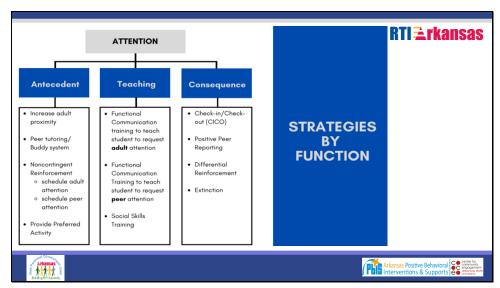**[Strategies By Function]**

Trainer Notes:
- Target behaviors may sometimes function to allow students to escape or avoid demands, tasks, social interaction, and/or a location/setting.
- This table provides some evidence-based strategies that may be used to address target behaviors serving this function but does not provide an exhaustive list of strategies from the literature.
- Review antecedent strategies from the table. Examples/more details for each are provided below.
  - BEFORE the target behavior occurs, discrete choices should be provided. For example, the student could be given a choice of a writing utensil, task order, location for completing task, when to complete a task, how to complete the task - type responses or write on paper, etc.
  - Scheduled breaks during which no demands and/or social interaction occurs may help reduce target behaviors that are maintained by escape or avoidance.
  - Modifying the task/instruction could include having the student work alone rather than with peers, reducing task difficulty and/or length, changing the words, facial expressions, and/or tone of voice you use to give instructions (ex. Saying, "Do this math worksheet now." versus "It's time to complete this math worksheet."), changing the format or mode of output for the task, etc.
  - Use of a visual schedule or other visual cues may increase predictability for the student.

- Incorporating student interests into tasks/activities can reduce escape behaviors. For example, if a student that is interested in Sponge Bob, you may have their essay topic involve Sponge Bob.
  - Behavior momentum involves providing an easy task/instruction prior to a more difficult task/instruction.
- Teaching replacement behaviors for an escape/avoid function most often involves teaching the student to request a break, request to be alone, request to leave a location/setting, and/or request a different/easier task.
- Review consequence strategies in the table.
  - Class pass involves providing the student a set number of break cards each day that can be handed in by the student to receive a break (inside or outside the classroom). Unused passes can be exchanged for access to preferred items/activities at a designated time. Class pass provides an example of a teaching strategy because the student is taught an appropriate break request. Class pass is also an example of a consequence strategy because requesting a break is reinforced by providing access to the break when requested. Also, saved passes (engaging in the desired behavior of participating in assigned tasks) is reinforced by access to preferred items/activities.
  - For escape/avoidance behaviors, differential reinforcement might involve providing a break from a task or social interaction or providing a different task when appropriately requested. This could also involve providing a break from tasks and/or social interaction when the student has refrained from engaging in the target behavior for a set amount of time.
  - Extinction for escape behaviors is very difficult to implement and often not feasible. This strategy involves keeping a demand/task in place until the student complies with the demand/task. When using this strategy, consultation with a specialist may be needed to ensure safety for the student and/or others working with the student.

Source for Examples:
Planning intensive interventions (tier 3) function-based interventions (2014, April). Appendix A. *National Center on Intensive Intervention at American Institute for Research*, p. 1-20. Retrieved on September 3, 2020 from
https://intensiveintervention.org/sites/default/files/Handout1_BehaviorCEC2014.pdf

Slide #39
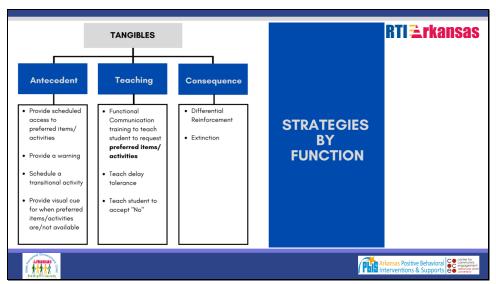**[Strategies By Function]**

Trainer Notes:
- Target behaviors sometimes allow the student to gain adult and/or peer attention.
- This table provides examples of different types of interventions that may be most effective when the function of the target behavior is to gain attention.
- This is not an exhaustive list of appropriate interventions for attention maintained behaviors but provides several examples of evidence-based strategies.
- Review list of antecedent strategies in table. Here are examples of how you might arrange some of these antecedent strategies in the classroom:
    - Have adult work with student
    - Have adult periodically provide attention
    - Increase positive interactions with student
    - Provide increased specific praise for appropriate behavior
    - Pair student with a peer
    - Use peer tutoring
    - Move seating arrangement
    - Periodically move about classroom
    - When adult is occupied and unable to provide attention, assign a more preferred activity
- Review list of teaching strategies in table. The important thing here is to remember that any replacement behavior you teach needs to allow the student to gain peer and/or adult attention in a more socially appropriate way.

- Review list of consequence strategies in table.
    - Positive peer reporting involves teaching students how to appropriately give praise to peers. The target student receives peer praise for appropriate behaviors.
    - Differential reinforcement involves providing attention only following appropriate behaviors.
    - Extinction would involve providing no attention when the target behavior occurs.

Source for Examples:

Planning intensive interventions (tier 3) function-based interventions (2014, April). Appendix A. *National Center on Intensive Intervention at American Institute for Research*, p. 1-20. Retrieved on September 3, 2020 from

https://intensiveintervention.org/sites/default/files/Handout1_BehaviorCEC2014.pdf

Slide #40
[Strategies By Function]

Trainer Notes:
- Target behaviors may sometimes allow students to gain access to preferred items/activities.
- This table provides some evidence-based strategies that may be used to address target behaviors serving this function but does not provide an exhaustive list of strategies from the literature.
- Review antecedent strategies from the table.
  - Schedule times throughout the day where the student is given access to preferred items/activities.
  - When a student has access to preferred items/activities, provide a verbal, auditory, or visual cue to warn the student that it will soon be time to end access to the preferred item/activity.
  - When transitioning from a preferred item/activity to a non-preferred activity, it can be beneficial to schedule a moderately preferred activity in the middle. For example, a student might be given the transitional activity of passing papers out to the class when transitioning from free time on the computer to writing an essay.
  - Proving a visual schedule or other visual cue to indicate when preferred items/activities are available and when they are not may be beneficial.
- Teaching a replacement behavior for a tangible function involves teaching the student to request preferred items/activities. It is important to consider the student's developmental level and overall language skills when determining the form the request will take. For example, many students can be taught vocal requests using words, but some students may

need to be taught to point/gesture, exchange a picture, or use a sign to request a preferred item/activity.

- After the student can consistently request preferred items/activities, they may need explicit instruction in tolerating a delay to access the requested item/activity, as well as explicit instruction in how to appropriately accept "no" in response to a request for a preferred item/activity.
- Review consequence strategies in the table.
  - Differential reinforcement in this case will involve providing access to preferred items/activities when appropriate requests are made AND/OR when the student has refrained from engaging in the target behavior for a specified period of time.
  - Extinction can be implemented by ensuring that the student does not obtain access to the preferred items/activities following occurrence of the target behavior.

Source for Examples:

Planning intensive interventions (tier 3) function-based interventions (2014, April). Appendix A. *National Center on Intensive Intervention at American Institute for Research*, p. 1-20. Retrieved on September 3, 2020 from
https://intensiveintervention.org/sites/default/files/Handout1_BehaviorCEC2014.pdf

Slide #41
[General Behavior Strategies]

Trainer Notes:
- Some behavior interventions can be beneficial for any function of behavior.
- These behavior interventions may be used at Tier 1 or Tier 2 or included as part of a comprehensive support plan for a student at Tier 3.
- Antecedent strategies may increase the likelihood of desired behaviors and/or decrease the likelihood of the target behavior.
- Teaching and consequence strategies may focus on teaching and reinforcing desired (long-term goal) behaviors.
- Some of these consequence strategies may also be used to reinforce replacement behaviors (such as behavior contract or school-home note).
- For instructional modules (including implementation checklists) for each of these general behavior strategies, visit AIM (https://autisminternetmodules.org/), AFIRM (https://afirm.fpg.unc.edu/), or ARBSS (https://arbss.org/courses-2/).

Considerations for Limiting Problem Behavior

- Work towards extinction: systematically avoid previously used consequences that reinforced the target behavior.
- If it's not possible or practical to completely avoid a reinforcing consequence, use strategies that limit the quality of reinforcement.
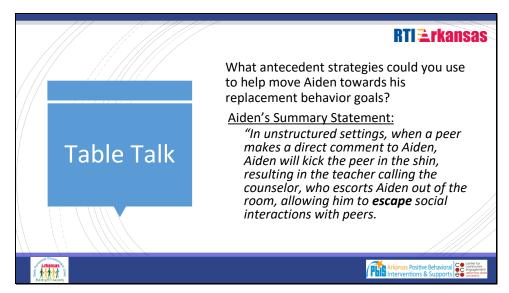
Slide #42

[Considerations for Limiting Problem Behavior]

Trainer Notes:

Quality can refer to type of, frequency of, immediacy of, or duration of reinforcer; amount of time since student has had access to the reinforcer; etc.

Slide #43

[Table Talk]

⭐ **DISCUSSION**

Antecedent Strategies

- Engage participants in a discussion around antecedent strategies for Aiden, based on his summary statement.
- Review slide 38 for ideas.

Training Section Four

Implementing and Evaluating the BIP

Slides 44 - 51

Goal

Participants will learn how to implement and evaluate the BIP.

Slide #44

[Implementing and Evaluating the BIP]

Guiding Questions for Implementation

- Who will implement each BIP component?
  - What are the specific tasks and resources (e.g., time, training, coaching, materials) required to embed the BIP into daily routines?
- Who will collect data?
- What criteria will determine mastery of skills?
- How often will data for each measure need to be collected?
- Which existing procedures and resources for data collection are available?
- What are the back-up plans when tasks can't be done?

Slide #45

[Guiding Questions for Implementation]

Fidelity of Implementation

RTI Arkansas

To ensure fidelity of implementation, make sure staff...
- Are adhering to the BIP exactly as it is written
- Have all the training they need
- Have all the resources they need
- Are responding to any necessary changes

Slide #46
[Fidelity of Implementation]

Trainer Notes:

Questions to consider when developing fidelity measures for BIP:

- What are the critical BIP components most likely to impact student behavior?

- How will staff measure fidelity of these components?

- What level of fidelity is considered acceptable and when should this goal be met?

- How will staff let us know when and how they've had difficulty implementing the plan?

- Are fidelity goals specific, measurable, and realistic?

Slide #47

[Evaluating a BIP]

Trainer Notes:

There are Tier III fidelity tools available. Here are some examples:

- BIP-IT from Missouri
- I-SWIS from PBISApps
- Wraparound Integrity Tool from Midwest PBIS Network

Student Response to the Intervention(s)

To measure the student's response to the intervention, make sure staff…

- Set a goal that is specific and measurable so that data can be collected
- Are collecting the data needed to determine whether the intervention is working

Slide #48

[Student Response to the Intervention(s)]

Trainer Notes:

- For a student who avoids tasks and fails to complete independent work tasks, an example of a measurable behavior goal would be "During independent work time, Glenn will complete shortened assignments within the allotted time frame 4 out of 5 days per week".

- Data are collected by the classroom teacher assigning the task by evidence of completed work with a notation of time spent on the task or time needed to complete. Example: notation on assignment assigned at 10:25 completed at 10:50 allotted 30. 10:25/10:50/30 or entered into a documentation log.

Other Evaluation Considerations

Another question that needs to be part of the BIP evaluation is whether it has **Social Validity.** To measure this, staff need to ask…

- Whether the goals are acceptable, socially relevant, and useful to the student and the student's family
- Whether the staff implementing the BIP have established a relationship with the student
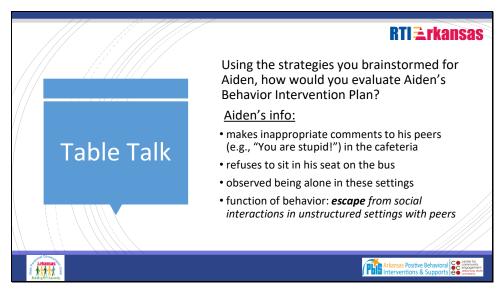- Whether any improvements are needed

Slide #49

[Other Evaluation Considerations]

Slide #50

[To Achieve Generalization and Maintenance]

Trainer Notes:

- This slide is animated.

- Students can demonstrate the ability to perform a new behavioral skill under controlled conditions, but for the skill to reach mastery it must be demonstrated in various environments and situations.

- Once mastery criteria have been reached, the new skill can be maintained by giving the student self-management and self-monitoring opportunities.

- The student may use self-management forms or eventually given reflection surveys and compare with observational data from staff.

- Peers may be used in this stage as appropriate with positive peer reporting or class wide supports.

Slide #51

[Table Talk]

⭐ **DISCUSSION**

BIP Evaluation

- Engage participants in a discussion on how to evaluate Aiden's BIP. Keep in mind that the strategies created from earlier Table Talks need to have goals defined so that they can properly be evaluated. Consider choosing one of the strategies and defining a goal for Aiden.

- Things to consider when evaluating:
    - How is Aiden doing compared to his goal?
    - Was the strategy implemented properly?
    - Are data being collected regularly?
    - Is the strategy socially relevant?

Case Study and TFI

Slides 52 - 61

- A summary of how this module relates to the case study
- A review of the TFI components addressed in this module

Slide #52

[Case Study]

Slide #53

[Review: Aiden]

Trainer Notes:

- We have been following Aiden's journey throughout the Tier III modules.

- Aiden is a 7-year-old 2nd grader at University Heights Elementary School who was first identified for interventions due to aggressive behaviors and disengagement in the classroom. Aiden's behaviors: throwing classroom materials, cussing at teacher, and shouting at peers.

- Due to the severity of the behavior problems Aiden displayed, he was referred to the school building level committee for Tier II interventions.

- Based on data decision rules, Aiden met the threshold for Tier II supports.

- After looking at data and doing observations to determine the function of behavior, it was decided by the team that Aiden would begin Big Buddy mentors for three days per week for social skills training.

- After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.

- The Team reviewed the data and determined Aiden met the criteria for Tier III interventions.

- An Action Team was formed to gather observational and interview data to be used in conducting a Functional Behavior Assessment.

- Based on the data, the team determined that the Function of Aiden's behavior was to avoid unstructured settings with peers.

- The team will now use this hypothesis about the function of Aiden's behavior to write and implement a Behavior Intervention Plan.

Action Team BIP Meeting 1

- Team met to review the Summary Statement from the FBA and determined that a BIP is needed for Aiden.
- They begin by creating a short-term alternate behavior goal to move Aiden closer to the desired behavior: Aiden will request to sit alone for brief amounts of time when he becomes frustrated with his peers.
- They create a long-term behavior goal for Aiden: Aiden will engage appropriately with his peers in unstructured settings.

Slide #54

[Action Team BIP Meeting 1]

Trainer Notes:

Here is a sample document used for developing a BIP:

https://dese.mo.gov/sites/default/files/se-ep-example1_behaviorinterventionplan_blank_prt3.pdf

Action Team BIP Meeting 2

During this meeting, the team develops intervention strategies for Aiden. These strategies fall into 3 categories:

- Antecedent Strategies (e.g., offer Aiden a preferred activity during unstructured classroom times (e.g., before class starts))
- Teaching Strategies (e.g., teach Aiden to appropriately request a break from sitting / engaging with peers in the classroom)
- Consequence Strategies (e.g., if Aiden engages successfully with peers for a specified time in the cafeteria, he can choose to spend the remainder of lunch eating separate from his peers)

Slide #55
[Action Team BIP Meeting 2]

Trainer Notes:

Note that the team needs to make sure those who are responsible for implementing these strategies have all the training they need, and they develop a data collection plan so they will be able to evaluate whether the strategies are working.

Implementing the BIP

- Professional development is provided to staff that will be supporting Aiden's BIP. This includes fidelity of implementation and use of data collection forms.
- The strategies developed by the team are implemented in the cafeteria and in the classroom.
- The data are collected daily, and the data manager reviews trends weekly.

Arkansas Positive Behavioral Interventions & Supports

Slide #56

[Implementing the BIP]

Action Team BIP Meeting 3

- Aiden's interventions have now been in place for a month. The team meets to evaluate whether the BIP is working.
- They review the data (number of times Aiden has engaged in problem behavior, number of times Aiden has been observed practicing his new skills, etc.).
- Aiden's behavior has shown some improvement. A fidelity check was done to make sure the interventions are being implemented correctly before modifying the strategies to target additional improvements.
- The data reveal that the new consequences were not applied consistently. They provide training to correct the inconsistency.

Slide #57
[Action Team BIP Meeting 3]

Slide #58
[Two Months Later…]

⭐ **ACTIVITY**

Action Team Meeting

- Now that participants have all the information about developing a BIP and have seen the complete Case Study, consider doing a mock Action Team meeting around a real or fictional student who may need Tier III interventions.
- Before convening the mock meeting, discuss who should be on the Action Team.
- Ideas for discussion in the meeting:
  - What is the most likely function of their behavior?
  - What short and long-term goals might be set for this student?
  - What are some intervention strategies that might work?
  - What data would need to be collected?

Do It with Fidelity!

Tiered Fidelity Inventory (TFI)

- Section 3.11: Comprehensive Support
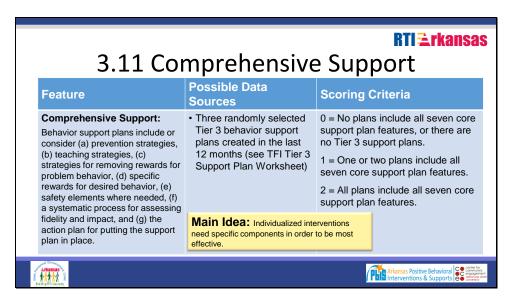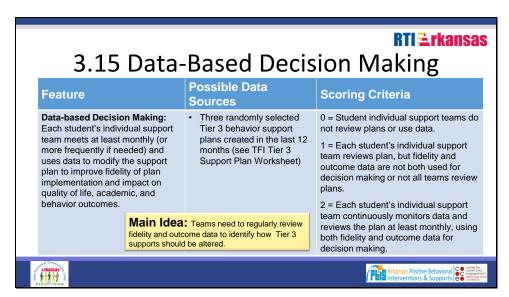- Section 3.15: Data-Based Decision Making

Slide #59

[Do It with Fidelity!]
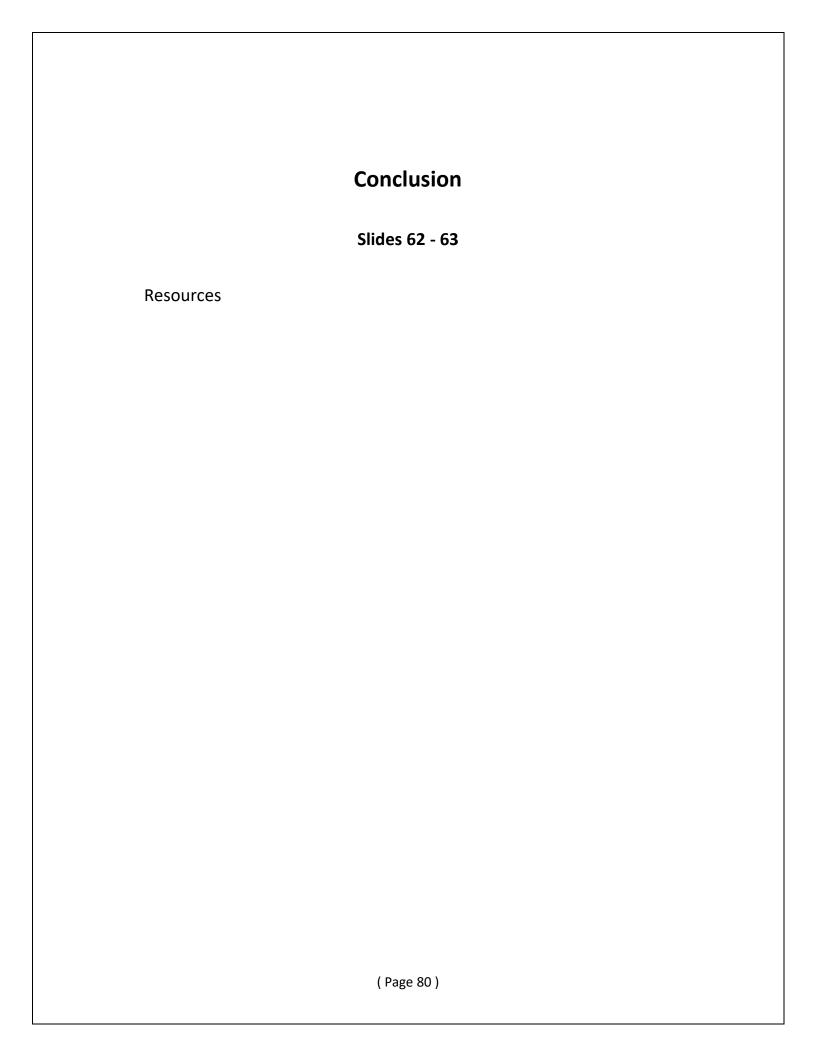
Trainer Notes:

- Have attendees review TFI Items 3.11 and 3.15 and assess where they are right now
- Record any actions that need to be taken to improve their score for each item

Slide #60

[3.11 Comprehensive Support]

3.15 Data-Based Decision Making

Feature	Possible Data Sources	Scoring Criteria
Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = Student individual support teams do not review plans or use data. 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans. 2 = Each student's individual support team continuously monitors data and reviews the plan at least monthly, using both fidelity and outcome data for decision making.

Main Idea: Teams need to regularly review fidelity and outcome data to identify how Tier 3 supports should be altered.

Slide #61

[3.15 Data-Based Decision Making]

Conclusion

Slides 62 - 63

Resources

Slide #62

[Resources]

Slide #63

[Thank You!]

Discussion Questions:

The following questions will help teams begin planning a process for completing BIPs. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. What templates or forms will you use to gather all the information needed to develop the BIP?

2. What tool or system will you use to collect data on the interventions or strategies in the BIP? How will you train staff to use this tool?

3. How will you evaluate BIPs? How will you assess social validity?

4. What tools or interventions will you have available for students to begin fading from the BIP and/or generalizing and maintaining their new skills (e.g., self-management tools, self-monitoring intervention)?

Homework:
- Research and choose templates/tools/forms for developing a BIP and evaluating the BIP.
- Research and choose a data tool or system to use for collecting individualized intervention progress data.
- Develop a plan for giving staff an overview on BIPs.
- Develop a plan for teaching staff how to use the data collection tool or system for entering progress data for their students in Tier III interventions.

Resources for Tier III, BIPs, and Wraparound:
- Midwest PBIS Network - Tier III Resources
- Midwest PBIS Network: Forms for the FBA/BIP process
- Delaware Positive Behavior Support Project: Tier III Resources
- PBIS.org: Description of Wraparound and Case Example with Suggested Readings
- The PBIS Compendium: Wraparound
- I-SWIS from PBISApps
- Wraparound Integrity Tool from Midwest PBIS Network