Goal for this evening

- Define & discuss purpose of BIP
- Discuss how a BIP is developed & what it should contain
- Discuss revising and training the BIP
- Is the BIP appropriate at Home?
  - If so…
  - If not…
What is a BIP?

- Behavior Intervention Plan
  - Designed to address behaviors that “impede their learning or the learning of others”

- Plan to decrease behaviors
  - Out of seat behavior, tantrums, aggression, non-compliance, verbal aggression, etc.

- Plan to increase behaviors
  - Attention span, waiting, communication, requesting breaks, etc.
How is a BIP developed?

- Completed in conjunction with a team

- Guided by a Functional Behavior Assessment (FBA)
  - Direct observations of student
    - Objective data
  - Interviews with relevant people (parents included)
  - Function based questionnaires
  - Review of records
How is a BIP developed?

- FBA seeks to determine:
  - Contributing environmental factors
  - Function or purpose
  - Functional treatment approach
  - Functionally equivalent replacement behaviors to be taught
How do I make sure my child receives a high quality assessment
## Contributing Environmental Factors

<table>
<thead>
<tr>
<th>What is happening in the Environment to make it more likely?</th>
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<tr>
<td>- Too noisy</td>
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<td>- Bright lights</td>
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<td>- Too many demands</td>
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<td>- Too difficult of work tasks</td>
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<td>- Seated too close to window/play area/door</td>
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<td>- Has a cold, headache, etc.</td>
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<td>- Not enough sleep</td>
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<td>- Forgot meds</td>
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<table>
<thead>
<tr>
<th>What is NOT happening in the Environment to make it more likely?</th>
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<tr>
<td>- Not enough teacher attention</td>
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<tr>
<td>- Desk not close enough for effective redirection/prompting</td>
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<tr>
<td>- Not effective pacing of demands</td>
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<tr>
<td>- Lack/improper use of reinforcement</td>
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<td>- Unclear expectations</td>
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<td>- Unsystematic prompting hierarchies</td>
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Why do we care about that?

- Set ourselves up for success
- Identify things we can change prior to the problem occurring
- Identify variables that are out of our control that influence problem behavior
  - Make programmatic modifications on the spot
- Example:
  - Variables: didn’t sleep well due to cold symptoms
  - Modifications: lower demand rate, increased reinforcement for small successes, rest/nap time added into schedule, OTC meds if prescribed
Function of Behavior

- Why is this behavior ‘functional’ for my son/daughter

- How does it benefit them?

- Examples:
  - I scream so that someone will come over and help me with my work
  - I run out of the room so that I can go see Mr. Adams (principal)
  - I tear up my worksheet so I don’t need to do it
  - I hit my classmates so I can play with the Rubik's cube
  - I suck on my hand because I like my hand feeling wet
Why is identifying the function important?

- **Problem** behaviors may look the same but **function** for different reasons

- **Examples:**
  - I scream so that *someone will come over and help me with my work*
  - I scream so that I *can go see Mr. Adams (principal)*
  - I scream so that my teacher tells me to take a break and I *don’t need to do my math worksheet*
  - I scream so that my classmate will *give me the Rubik’s cube*
  - I scream so that my classmates start crying and I *enjoy the sound*

- We must treat based on **function**, no topography
Functions of Behavior

- Access to Attention
- Access to Tangibles
- Escape/Avoidance
- Automatic Reinforcement
  - Self-Stimulation
  - Pain Attenuation

“Control” is not a function
Using Function to Identify Treatment

- Once you know function, you can identify a functional treatment

- Functional treatments lead to better outcomes

- Replacement problem behavior with an alternative that provides the same function
  - Attention Maintained = Replacement must lead to attention
  - Escape Maintained = Replacement must lead to escape
Functionally Equivalent Replacement Behaviors (FERBs)

- Behavior alternatives that meet the same function as the problem behavior.

Examples:
- Problem: I tear up my worksheet so I don’t need to do it.
  Replacement: I tell the teacher ‘break’ so I don’t need to do it.

- Problem: I hit my classmate so I can play with the Rubik’s cube.
  Replacement: I ask my classmate for a turn so I can play with the Rubik’s cube.
Quality Behavior Intervention Plan

What should you look for in your child’s plan
Contents of a BIP

- Name
- Implementation date
- Baseline dates & rates
- Reduction/acquisition goal
- Target behavior definition(s)
- Functional hypothesis
- Replacement behavior definition(s)
- Specific reinforcers to use (Functional & Arbitrary)
- Antecedent manipulations
- Reactive strategies
- Monitoring criteria
- Treatment plans to teach replacement behaviors
Revising a BIP

- Does not need to be restricted to annually
- Should occur **AS NEEDED**
- Especially if there is no notable progress
  - Timeline depends on severity/goal/situation
- Be aware that function changes, last year’s plan may not be functionally appropriate anymore
Training the BIP

- All individuals responsible for implementing
  - No exceptions

- All components of the training should be covered
  - Antecedent modifications, teaching protocols, reactive strategies, use of reinforcement, etc.

- Effective training methods should be utilized
  - Behavioral Skills Training (BST)

- Parents may request training
  - Know & understand what it will look like prior to approving
  - Go to school, watch it in action

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Is the BIP Appropriate at Home?

Perhaps, but not always…

If the function at home is the same, then YES it is likely to carry over

If the function at home is different, then unfortunately NO
How do we know?

- Compare interview responses
  - School personnel
  - Parents

- If there are significant differences, then the plan is unlikely to carry over well

- If they are similar, try it, implement in same manner with fidelity
  - Evaluate effectiveness
How do we know?

☐ Interview Question:
  ☐ Does the behavior occur after you ask him to do something?

☐ Teacher Response:
  ☐ Sometimes

☐ Parent Response
  ☐ Never

☐ If this pattern of responding continues...
  ☐ The plan is **UNLIKELY** to match
How do we know?

- Interview Question:
  - Does the behavior occur when you have something she wants?

- Teacher Response:
  - Often

- Parent Response:
  - Rarely

- If this pattern of responding continues...
  - The plan is **UNLIKELY** to match
How do we know?

- **Interview Question:**
  - Does the behavior occur even when no one is around?

- **Teacher Response:**
  - Rarely

- **Parent Response**
  - Rarely

- **If this pattern of responding continues…**
  - The plan is **LIKELY** to match
How do we know?

- **Interview Question:**
  - Does the behavior occur when she is not feeling well?

- **Teacher Response:**
  - Often

- **Parent Response**
  - Often

- **If this pattern of responding continues...**
  - The plan is **LIKELY** to match
What if it is the right function?

- Get a copy of the plan

- Get trained and start implementing
  - Get enough detail to train your family members
  - Read through plan together, have them model the antecedent modifications, teaching strategies and reactive strategies with you
  - Ask for home specific examples
  - Ask all of the questions you might have
    - No question is a bad question
What if it is the right function?

- Use the same procedures, don’t vary
- Be consistent
- Share success & failures with school
- Retrain as needed
School to Home Examples

School Problem/Replacement
- Function: Escape
- Problem: Aggression to escape math work
- Replacement: Teach how to request a break when presented with math work

Home Problem/Replacement
- Function: Escape
- Problem: Aggression to escape house chores
- Replacement: Teach how to request a break when presented with chores
School Problem/Replacement

- **Function:** Attention

- **Problem:** Spitting to access teacher attention

- **Replacement:** Teach how to call for teacher by name

Home Problem/Replacement

- **Function:** Attention

- **Problem:** Spitting to access mom’s attention

- **Replacement:** Teach how to call for mom by name
## School to Home Examples

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<thead>
<tr>
<th>School Problem/Replacement</th>
<th>Home Problem/Replacement</th>
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<tbody>
<tr>
<td>□ Function: Self-Stimulation</td>
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<tr>
<td>□ Problem: Pours toys from toy bin for visual stimulation</td>
<td>□ Problem: Pours toys from toy bucket for visual stimulation</td>
</tr>
<tr>
<td>□ Replacement: Teach how to use visual rain stick for visual stimulation</td>
<td>□ Replacement: Teach how to use visual rain stick for visual stimulation</td>
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### School Problem/Replacement

- **Function:** Tangible
- **Problem:** Hits to gain access to preferred toys/food
- **Replacement:** Teach how to request specific toys/food

### Home Problem/Replacement

- **Function:** Tangible
- **Problem:** Hits to gain access to preferred toys/food
- **Replacement:** Teach how to request specific toys/food

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School Problem/Replacement

- Function: Attention
- Problem: Hits to gain access to teacher attention
- Replacement: Teach how to wait for teacher attention after a request has been made

Home Problem/Replacement

- Function: Attention
- Problem: Hits to gain access to mom/dad’s attention
- Replacement: Teach how to wait for mom/dad’s attention after a request has been made
What if the Functions Don’t Match?
What if it’s not the same function?

- Request recommendations for treatment of the different function

- Remember:
  - Treatment must be based on function
  - An inaccurate function will lead to an ineffective treatment.
    - Treating for the wrong function may inadvertently add to their maintaining function(s)
When functions don’t match…

School Problem/Replacement

- Function: Escape

- Problem: Hits to escape math work

- Replacement: Teach how to request a break when presented with math work

Home Problem/Replacement

- Function: Attention

- Problem: Hits to gain access to mom/dad’s attention

- Replacement: Teach how to wait for mom/dad’s attention after a request has been made
When functions don’t match…

**School Problem/Replacement**
- Function: Tangible
- Problem: Screams to gain access to preferred toys/food
- Replacement: Teach how to request specific toys/food

**Home Problem/Replacement**
- Function: Escape
- Problem: Screams to escape/avoid eating non-preferred foods
- Replacement: Teach how to say “no” to non-preferred foods

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When functions don’t match...

School Problem/Replacement

- Function: Escape
- Problem: Runs out of classroom to escape math
- Replacement: Teach how to request to leave math room

Home Problem/Replacement

- Function: Tangible
- Problem: Runs out of house to access water in pond
- Replacement: Teach how to request to go swimming

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Wrapping up

- Before making the bridge, make sure the functions match!
  - Use research based methodology to effectively & accurately identify function (see HANDOUT)

- If functions don’t match, you need to treat them differently to be effective

- Different environments are likely to have different functions
  - Different learning/reinforcement histories
  - I know what I can get away with, when I’m with mom versus dad
Wrapping up

- Know & understand the plan fully before approving
- Get trained even if you won’t be implementing it at home
- Get all of your questions answered
- Request re-training as needed
Questions?
Thank you for your time!

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