

**Writing Behavioral Intervention Plans  
(BIP) based on  
Functional Behavior Assessments (FBA):  
*Making Data Based Decisions to Change  
Behavior***

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## What is Positive Behavioral Support?

- A new way of thinking about behavior (based in research)
- Broadens intervention from only one approach - reducing challenging behavior to
- Encompassing multiple approaches: changing systems, altering environments, teaching skills, and appreciating positive behavior

### PBS Includes:

- A team process for goal setting
- Functional Behavioral Assessment (Using data to make decisions)
- Behavior intervention plan design, implementation, and evaluation

### Goal Setting

Identify team members

- most effective as collaborative process

Develop a profile to include:

- student's strengths
- student's needs
- student's target behaviors

Identify settings & situations that require intervention

## Functional Behavioral Assessment (FBA)

**FBA is a process** for gathering information to understand the **function** (purpose) of behavior in order to write an effective intervention plan.

### Assumptions Underlying FBA

- Behavior is learned and serves a specific purpose.
- Behavior is related to the context within which it occurs

### Questions to Address:

- How often does the target behavior occur & how long does it last?
- Where does the behavior typically occur/never occur?
- Who is present for the occurrence/nonoccurrence of the behavior?
- What is going on during the occurrence/nonoccurrence of the behavior?
- When is the behavior most likely/least likely to occur?
- How does the student react to the usual consequences that follow the behavior?

## Defining Target Behaviors

### Example

Hit others with fist

Crying

Laying on the floor and refusing to move

### Non-Example

Poor impulse control

Angry, hostile, resentful

Stubborn

Frequently educators want to list every possible behavior and collect data on those behaviors. It is best to consider putting certain behaviors into classes. Most likely you would react the same way if a child hit you or kicked you; therefore these behaviors could be called physical aggression.

Another frequent dilemma is the child who throws tantrums. The team should list all the behaviors that have been associated with a tantrum and then use tantrum as one of the behaviors to measure with the following caveat:

Johnny frequently has the following behaviors:

- Hitting,
- Spitting,
- Kicking,
- Knocking everything off the table,
- Screaming,
- Head banging

A tantrum will be marked if two or more of the above behaviors happen within a two minute time frame.

This makes it easier to measure the behavior and everyone will understand what a tantrum consists of for this particular child.

There should be a thorough review of anything that might be connected to this child and his or her behaviors.

## Record Review

- diagnostic & medical records
- psychological information
- educational assessments
- social histories
- developmental profiles
- previous behavior programs
- individual education plans
- anecdotal records/incident reports/discipline summaries

## Methods for Conducting FBA

### Indirect Methods:

- MAS - Motivational Assessment Scale
- FAST- Functional Analysis Screening Tool
- PBQ- Problem Behavior Questionnaire

### Indirect Methods: Strengths and Limitations

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● <u>Strengths</u><ul style="list-style-type: none"><li>● Easy to implement</li><li>● Minimal time and training required</li><li>● Structured methods</li><li>● May use for initial assessment</li></ul></li></ul> | <ul style="list-style-type: none"><li>● <u>Limitations</u><ul style="list-style-type: none"><li>● 30% reliability to determine function</li><li>● Information can be subjective</li><li>● Non-specific functions identified (ex: escape from work)</li></ul></li></ul> |
|--|--|

### Descriptive/Observational Methods: Examples

- A-B-C Analysis
- Scatter plot
- Interval or time sampling

### Descriptive Methods: Strengths and Weaknesses

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● <u>Strengths:</u><ul style="list-style-type: none"><li>● Objective &amp; quantitative data</li><li>● Behavior is sampled in relevant settings</li></ul></li></ul> | <ul style="list-style-type: none"><li>● <u>Limitations:</u><ul style="list-style-type: none"><li>● Analysis can be complex</li><li>● Time requirement</li><li>● Increased staff training &amp; experience</li></ul></li></ul> |
|---|---|

- Can ID environmental relationships
- Sufficient for BIP development  
Reliability (60-80%)

- may be necessary
- May not ID function of infrequent behavior

## Possible Functions

### Positive Reinforcement:

- Social **attention** or
- **Access** to materials
- **Sensory** Stimulation

### Negative Reinforcement:

- **Escape** from activities or people
- **Sensory/Pain** attenuation

### “TO GET”



### “TO GET OUT OF”



## Setting Events

- Medical concerns
- Activity patterns
- Relationships with others

## Analyzing Patterns

- Under what circumstances or antecedent events is the target behavior most/least likely? **WHEN? WHERE? WHAT? WHO? WHY?**
- What consequences or results predictably follow the problem behavior? **WHAT DO THEY GET? WHAT DO THEY AVOID?**
- What broader issues are important influences on behavior?

### Other Information:

- Times, activities, and individuals when behavior is most or least likely to occur
- Conditions that are typically associated before or after the target behavior
- Common setting events associated with the behavior
- Other behaviors that may occur before or with the target behavior

### Summary Statement

1. When this occurs...  
(describe circumstances/antecedents)
2. the student does...  
(describe target behavior)
3. to get/to avoid...  
(describe consequences)

### Example Statements:

1. When the teacher's attention is withdrawn or focused on another student,
  2. Zoë makes noises;
  3. this results in the teacher scolding and moving closer to Zoë.
1. When unanticipated changes in the schedule occur,
  2. Terry throws materials;
  3. picking them up delays the transition to the next activity.
1. When Kim finishes work before the other students,
  2. the desk gets scribbled on;
  3. this alleviates Kim's boredom.

### Summary Statement Model



### Behavior Intervention Plan (BIP)

The summary statement is the foundation for a positive and supportive plan.

### Promoting Self-Management

- Self-monitoring  
(e.g., the student tracking own performance by logging incidents such as speaking out of turn)
- Self-reinforcement  
(e.g., taking a break following completion of a specific number of math problems, recruiting praise from an adult for use of a particular social skill)
- Self-correction  
(e.g., student uses behavioral checklist to evaluate own performance at the end of each class period)

### Crisis Management

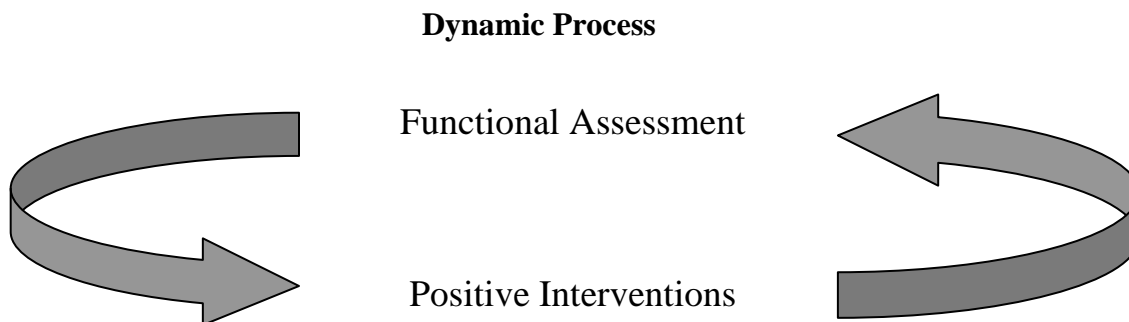
- If the student's behavior poses a significant risk to self or others, a plan to ensure safety and rapid de-escalation needs to be developed.
- Crisis plans are reactive, rather than proactive.
- Team members may require outside training to implement procedures.

### Contextual Fit of Plan

- How does the plan align with the goals of the student and support providers?
- Do the people implementing the plan have the capacity and commitment to do so?
- Are the resources needed for the plan available?

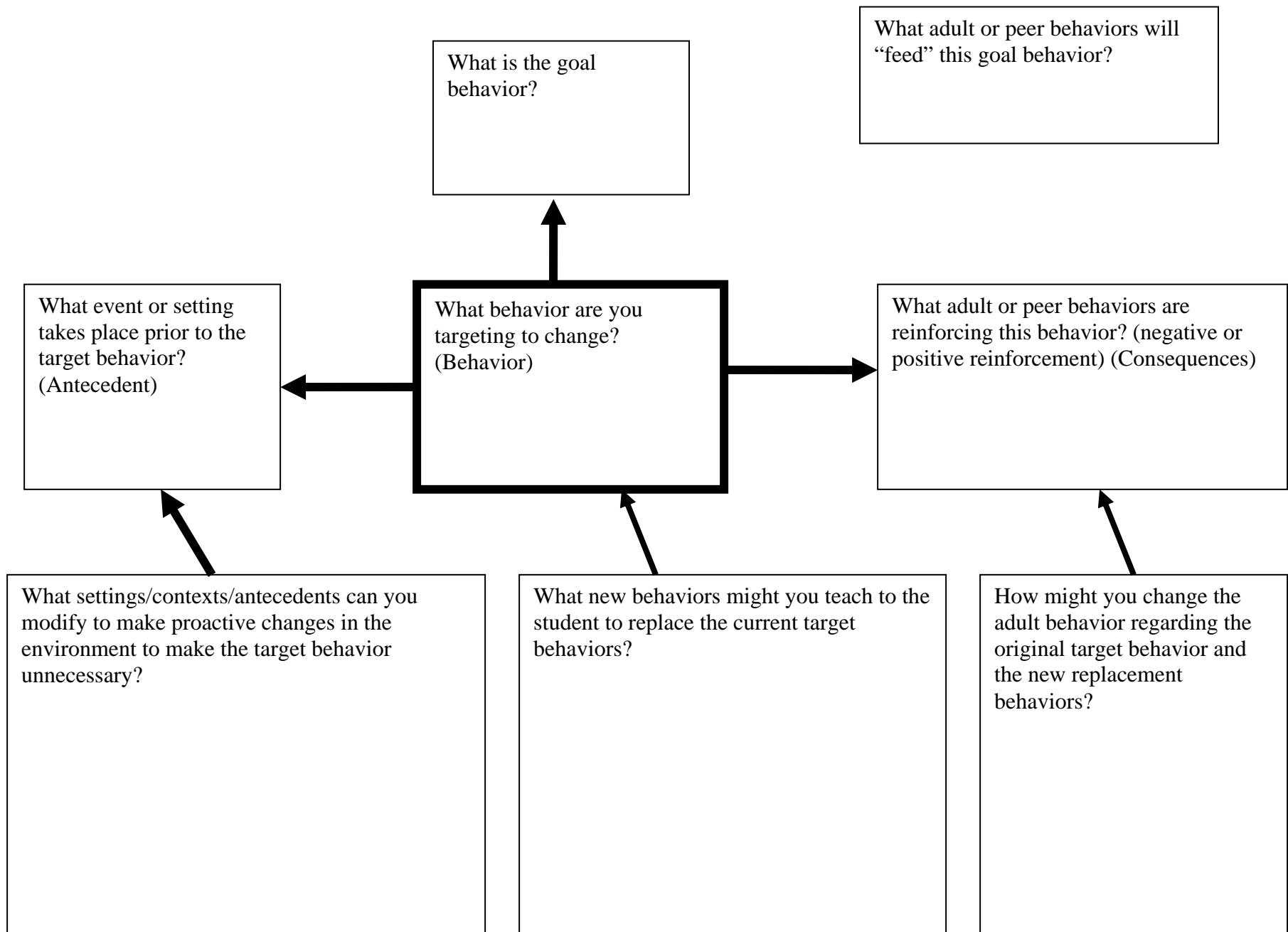
### Implementing the Plan & Monitoring Outcomes

- Team tracks changes in student's target behaviors and evaluates broader lifestyle changes that occur.
- Use objective measures to document success.
- If minimal progress occurs, the plan and possibly the assessment need to be reevaluated.

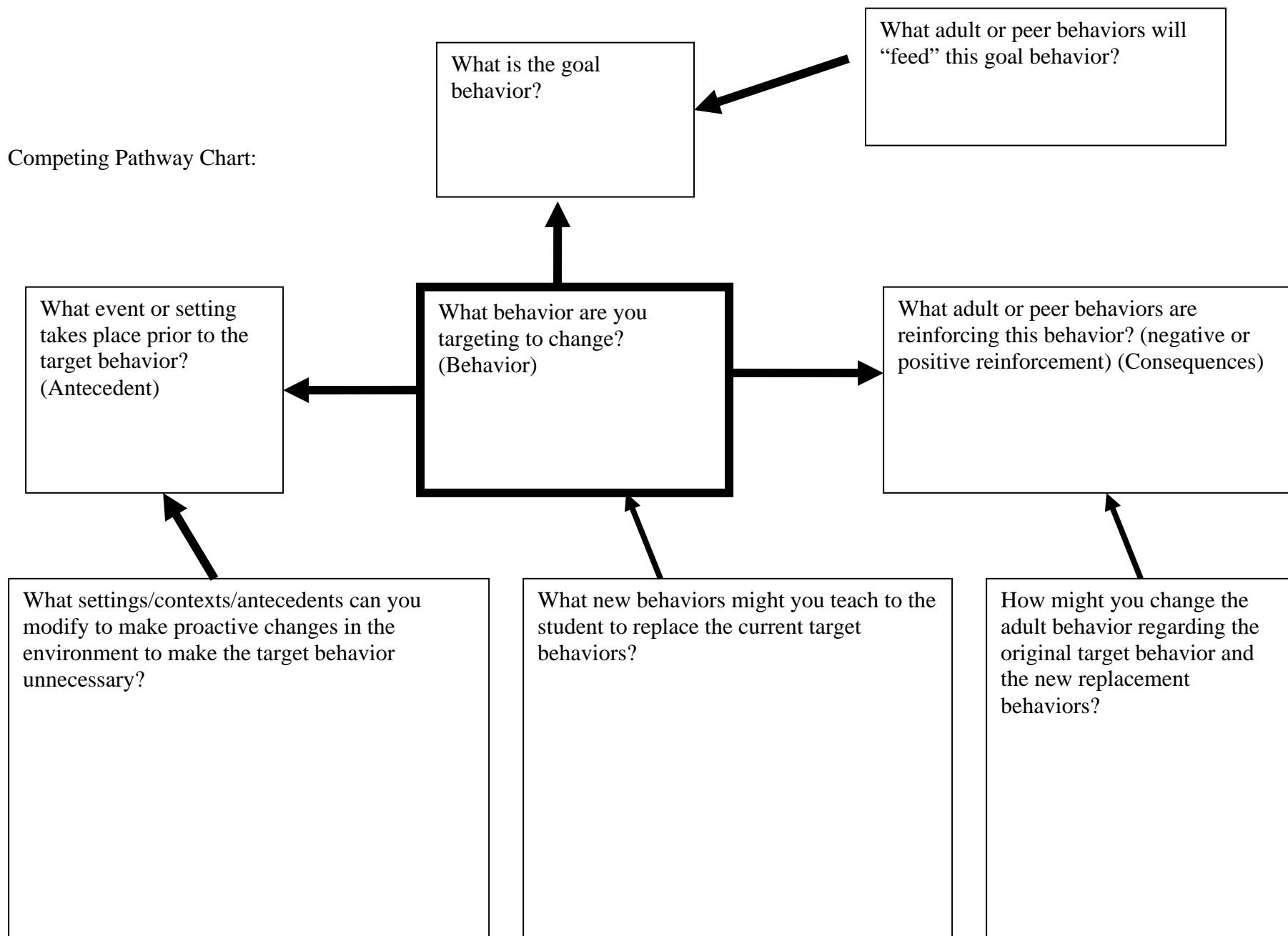


Over time, plans will need to be adjusted as the student's needs and circumstances change...or .....as we figure out the answers the child changes the test.

**Notes:**



Competing Pathway Chart:



Adapted from the following book: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior: A practical handbook (2nd ed.). Pacific Grove, CA: Brooks/Cole.