FBA to BIP BASICS
FOR
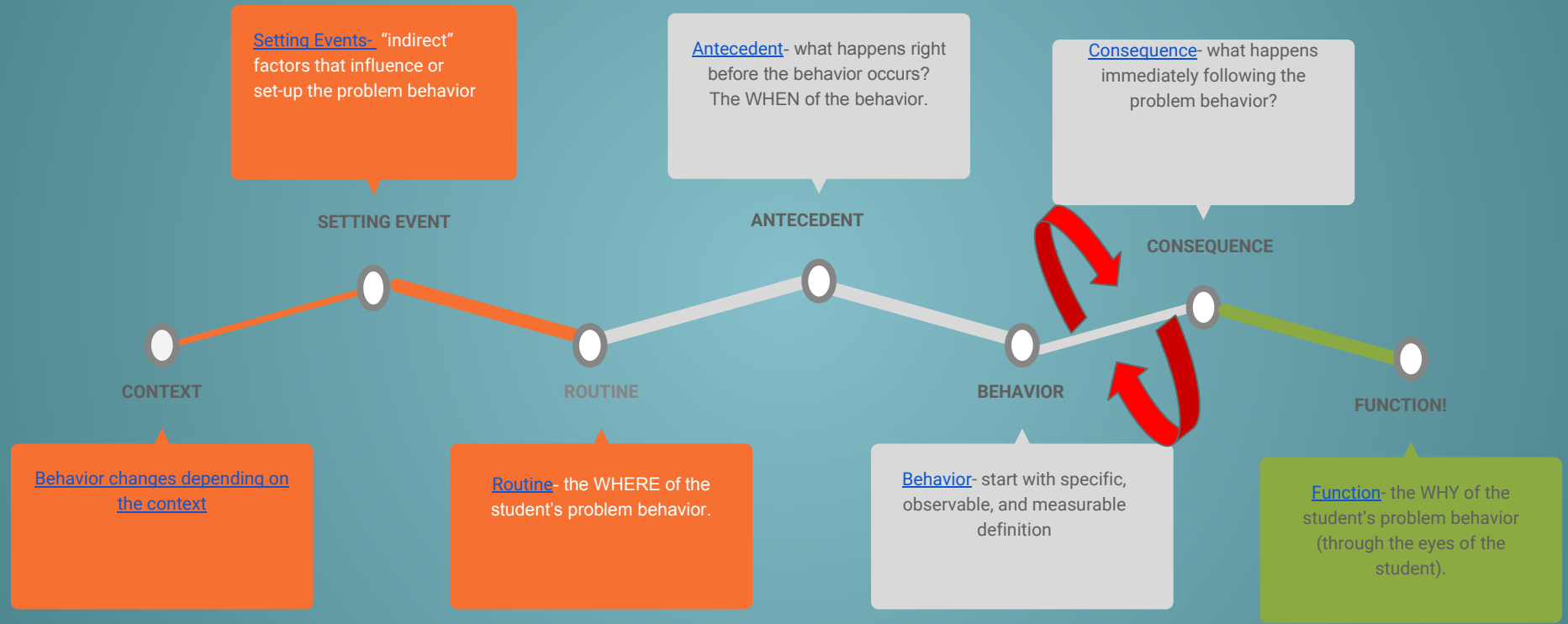**SCHOOL COUNSELORS
AND SOCIAL
WORKERS**

October 17, 2018

SETTING EVENT

Setting Events- "indirect" factors that influence or set-up the problem behavior

ANTECEDENT

Antecedent- what happens right before the behavior occurs? The WHEN of the behavior.

CONSEQUENCE

Consequence- what happens immediately following the problem behavior?

CONTEXT

Behavior changes depending on the context

ROUTINE

Routine- the WHERE of the student's problem behavior.

BEHAVIOR

Behavior- start with specific, observable, and measurable definition

FUNCTION!

Function- the WHY of the student's problem behavior (through the eyes of the student).

Define Joshua's behavior

Routine

Where the behavior occurs...and Where it doesn't....

The context or the situation that you are in has a BIG influence on how you behave

Antecedents

*Identify the specific trigger or the 'when'. The trigger is the **specific event** that **occurs right before** the problem behavior.*

Externalizing/ Immediate:

Usually immediately before a behavior

Examples of immediate antecedent would be: A student walks into class crying because someone called her a name as she was walking down the hall. The antecedent was the name calling in the hallway.

Internalizing/ Accumulation:

Accumulation of events that happened in past that eventually explode into acting out behaviors.

Example: A student is constantly teased by other students on bus. After two weeks, the student stands up on bus and begins fighting with the other students sitting around him. The ongoing teasing has finally accumulated and resulted in explosive and aggressive behavior.

Defining Behavior

| SPECIFIC	MEASUREABLE	OBSERVABLE
Clearly defined in detail	Action that can be seen	Action that can be counted or timed
"Outburst"	"Inattentive"	"Upset"
Verbal Outburst	Inattentive to teacher instruction	Upset with other kids
Verbal Outburst to adults and peers that includes yelling, [...]ing, and crying.	Inattentiveness to include looking around room, playing with objects other than those needed for lesson or sensory object, tapping [...] [...]ming repeatedly on [...]	Tearfulness and crying, crossing arms and withdrawing from social activities during the school day.

Consequence

- usually happens immediately following the problem behavior.
- observable change in the environment
- change that is the most meaningful change to the student.

- a number of different things might be occurring simultaneously that could be potential consequences but we must understand which of the consequences are the most meaningful to student and identify that as the primary consequence
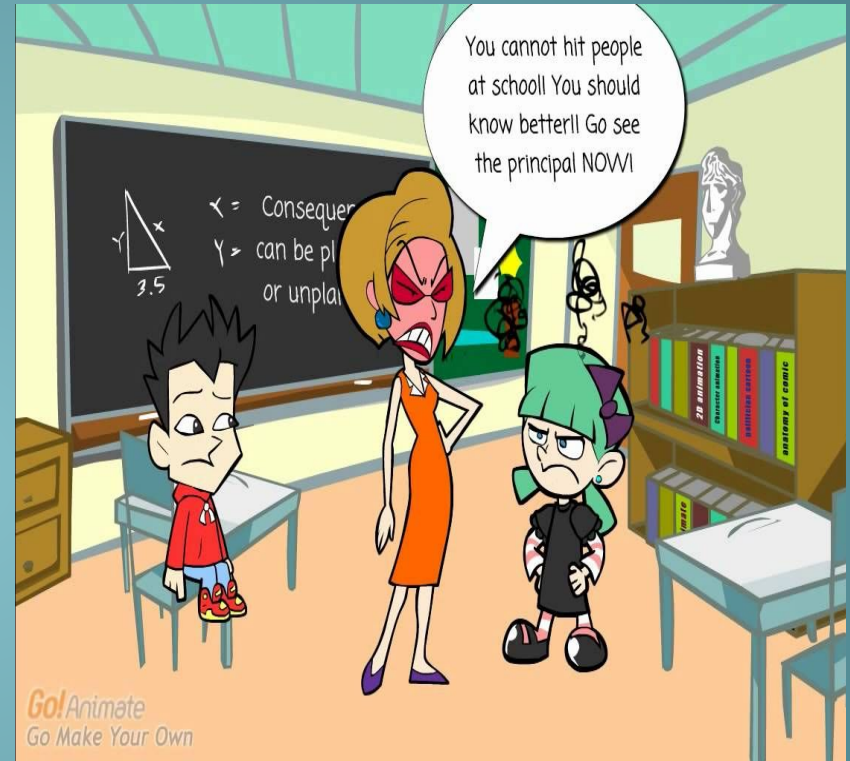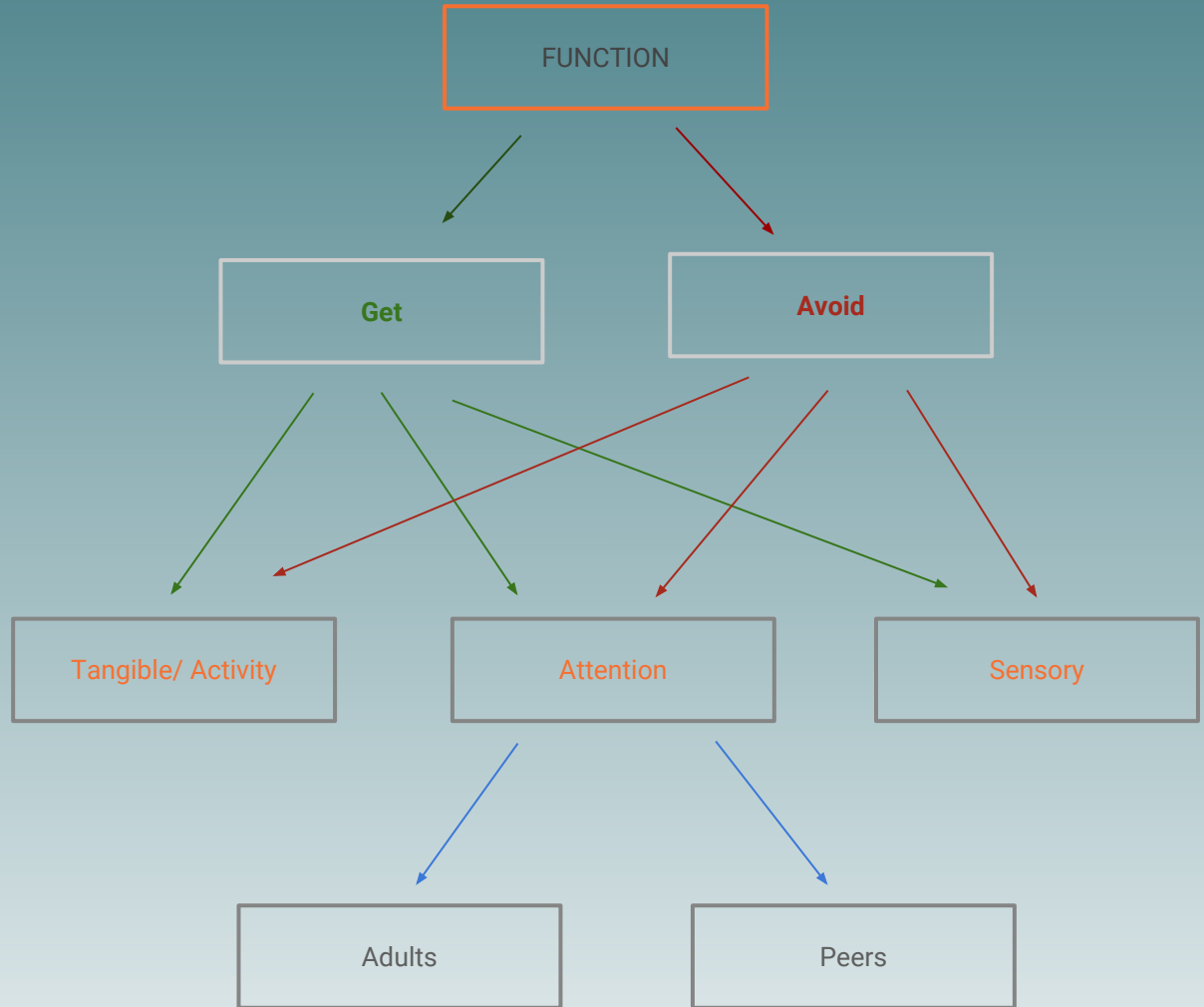
Function

Why the behavior is occurring- through the lens of the student

FUNCTION

Get

Avoid

Tangible/ Activity

Attention

Sensory

Adults

Peers

Setting Events

usually happen in a different context well before the problem behavior occurs

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What Comes Next?

Developing the Behavior Intervention Plan

- Design plan based on teaching pro-social behavior that serves the same function.
- Expect behavior to get worse before it gets better.
- Takes time- reinforce small steps.
- Kids may saturate on reinforcer- have multiple options!
- Consider safety/crisis component to plan.

Resources
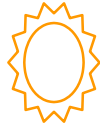
FBA to BIP Resources for School Counselors and Social Workers:

1. FBA to BIP Modules http://basicfba.gseweb.org/
2. IRIS Center- Vanderbilt Resources for Educators https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/
3. Where Do I Begin? Behavior Targets https://www.schoolcounselingbyheart.com/2014/02/22/where-do-i-begin-identifying-behavioral-targets/
4. ASCD- Article on Antecedants with Children who are Oppositional http://www.ascd.org/publications/books/103053/chapters/Managing-the-Daily-Antecedents.aspx
5. Project Aware PBIS Resources: http://www.esc-cc.org/PositiveBehaviorInterventionsSupportsPBIS.aspx
6. CASEL District Resources: https://drc.casel.org/resource-library/
7. Reinforcer Surveys: http://www.positivepartnerships.com.au/sites/default/files/reinforcement_inventory_31.08.17.pdf

thanks!

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