

Functional Behavioral Assessment/Behavior Intervention Plan

Webinar 5 Training Packet

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Webinar 5 – School-Wide, Trauma-Informed Practices Process Question

Please answer the following questions in a group or independently. Write your responses below.

“Please describe any trauma-informed practices that your program is already currently implementing.”

“What are some trauma-informed practices that your program could possibly begin implementing?”

Webinar 5 – Benefits of Prevention Process Question

Please answer the following questions in a group or independently. Write your responses below.

“Provide one reason why prevention-based strategies are favorable to reactionary strategies that include the use of punitive consequences in response to challenging behavior.”

Webinar 5 – Antecedent Modification/Prevention Exercise- SAM

Please complete the following table in a group or independently by identifying the antecedent to Sam’s screaming and the hypothesized function of Sam’s screaming. Then, brainstorm some function-specific prevention strategies for Sam’s behavior. Write your responses in the table below.

	<i>Sam screams most often at lunch and in small group ELA when peers are talking together and are not paying attention to him.</i>
Antecedent?	
Function?	
Preventive Strategies? <i>(Ask yourself: what could staff do to either eliminate this trigger, prepare the student for this trigger to occur, or modify the way that the trigger occurs so that this specific situation isn't as difficult for the student when it inevitably occurs?)</i>	

Webinar 5 – Antecedent Modification/Prevention Exercise- BETH

Please complete the following table in a group or independently by identifying the antecedent to Beth’s behavior and the hypothesized function of Beth’s property destruction. Then, brainstorm some function-specific prevention strategies for Beth’s behavior. Write your responses in the table below.

	<i>Beth crumples up paper when presented with long writing assignments (requiring 2+ paragraphs).</i>
Antecedent?	
Function?	
Preventive Strategies? <i>(Ask yourself: what could staff do to either eliminate this trigger, prepare the student for this trigger to occur, or modify the way that the trigger occurs so that this specific situation isn’t as difficult for the student when it inevitably occurs?)</i>	

Webinar 5 – Antecedent Modification/Prevention Exercise- CLARK

Please complete the following table in a group or independently by identifying the antecedent to Clark’s yelling and the hypothesized function of Clark’s behavior. Then, brainstorm some function-specific prevention strategies for Clark’s behavior. Write your responses in the table below.

	<i>Clark yells “No” loudly when his request for computer time is denied.</i>
Antecedent?	
Function?	
Preventive Strategies? <i>(Ask yourself: what could staff do to either eliminate this trigger, prepare the student for this trigger to occur, or modify the way that the trigger occurs so that this specific situation isn’t as difficult for the student when it inevitably occurs?)</i>	

Webinar 5 – Antecedent Modification/Prevention Exercise- SADIE

Please complete the following task in a group or independently by:

- 1) Reading the summary of slow triggers for Sadie’s verbal outbursts (top box)
- 2) Identifying ways to modify the student’s daily schedule and school environment when slow triggers listed in the top box are present.

Slow Triggers

- Highest rate of behavior on Mondays
- Highest rate during 11:30am-12:00pm and 7:30-8:00am time periods.
- Contexts: Lunch and hallway.



Monitoring and Modifying Slow Triggers

Remember to Think:

How do we monitor home life, meds, sleep?

How do we modify the student’s daily schedule or environment when slow triggers listed above are present?

Webinar 5 – Antecedent Modification/Prevention Exercise- SADIE

Please complete the following task in a group or independently by:

- 3) Reading the summary of slow triggers for Sadie’s verbal outbursts (top box)
- 4) Identifying ways to modify the student’s daily schedule and school environment when slow triggers listed in the top box are present.

Fast Triggers

- Highest rate of behavior on Mondays
- Highest rate during 11:30am-12:00pm and 7:30-8:00am time periods.
- Contexts: Lunch and hallway.



Monitoring and Modifying Slow Triggers

Remember to Think:

How do we monitor home life, meds, sleep?

How do we modify the student’s daily schedule or environment when slow triggers listed above are present?

Behavior Intervention Plan:

Student's Name: _____

School Name: _____

Student's DOB: _____

School District: _____

Student's ID: _____

Date BIP Written: _____

Date of FBA: _____

1) **Description of Target Behavior** (*operationally defined, easily observable and measurable, includes examples and non-examples*)

2) **Hypothesis** (*developed based on information gathered during the FBA*)

3) **Antecedent Modifications** (*What can be done to monitor and modifying slow triggers? What can be done to prevent the occurrence of the fast triggers, or to make fast triggers less difficult for the child? Describe the modifications in enough detail for them to be implemented*)

4) **Replacement Behaviors** (*What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome? How will the replacement behavior be taught to the student?*)

5) Strategies for Reinforcing Replacement Behavior *(What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?)*

6) Strategies for Reducing the Target Behavior *(What will be the response should the target behavior occur? This response should not reinforce the behavior.)*

7) Crisis Plan *(Should the strategies for reducing the target behavior not be effective, or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how should staff respond? Describe in a manner such that the procedures could be implemented by anyone who reads the crisis plan.)*

8) Data Collection and Monitoring of the Target and Replacement Behaviors *(What type of data will be collected, when, and by whom? Once the data are collected, how often will the data be monitored, and by whom? Based on the data, how often will updates be made to the BIP? What are the criteria for determining that the intervention has been successful?)*

9) Staff Training and Monitoring *(Who is responsible for training all staff working with the student to implement this BIP? What is the process for training others to implement this plan? How often will staff be observed to ensure they are implementing this plan as written [fidelity of implementation]? When will this plan be reviewed again?)*



Function-Based Intervention Matrix

Interventions	Function	Attention	Escape	Tangibles	Sensory
Scheduled Exercise			X		X
Behavioral Momentum			X		
Check In / Check Out (CICO or BEP)		X			
Effective Instruction Delivery (EID)		X	X		
Modify Environment		X	X		X
Scheduled Breaks / Noncontingent Escape			X		
Scheduled Rewards / Noncontingent Reinforcement		X		X	
Novel Staff			X		
Preferred Items/High-Interest Items		X	X	X	
Preteaching			X		
Proximity Control		X			
Reduce Task Demands			X		
Self-Modeling		X	X		
Self-Monitoring		X	X		
Visual Cues				X	X
Praise / Contingent Praise (CP)		X			
Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)		X	X		
Zero Behavior / Differential Reinforcement of Other Behaviors (DRO)		X			
Working Through It / Escape Extinction (EE)			X		
Ignoring / Extinction		X			

Consequence Interventions

Prevention/Antecedent Interventions