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# Understanding and Addressing Challenging Behaviors: Expect Success

**Webinar 9**  
**Behavior Intervention Plan:  
Objectives and Data**

Challenging Behavior  
Expect Success

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## Process of FBA for Individuals with Challenging Behavior:

**Behavior Intervention Plan (BIP)**

Challenging Behavior  
Expect Success

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### We Have 3 Opportunities to Change Behavior

1. **Before** (antecedent) the behavior occurs: **80%** of interventions need to happen here
2. **During** (behavior) the occurrence of the behavior: staff model appropriate behavior by managing themselves
3. **After** (consequence) the behavior occurs: make it right and **teach skills** rather than using discipline

Hartwig, 2015, Behavioral Practices for a Positive Learning Environment in the Common Core Era

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## Behavior Intervention Plan (BIP)

- Plan for how the team will address the challenging behavior using the information discovered in the FBA
- Key components:
  - Behavior function and replacement behavior
  - Changes in environment (antecedent procedures)
  - Teaching of replacement behavior
  - Reinforcement plan for new behaviors
  - How to respond to occurrences of the target behavior
  - Data collection procedures
  - Implementation and team communication steps

Browning-Wright, et al, 2007 & Pennington, 2019

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### BIP

Section 12 of the form

12. Behavior Intervention Plan	(Use Guiding Questions document)
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
Objective to Decrease Target Behavior (Based on baseline data)	
Objective to Increase Replacement Behavior	
Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8)	
Procedures in Response to Target Behavior (including reinforcement plan)	
Procedures to Teach Replacement Behavior (including reinforcement plan)	
Safety Procedures	
Implementation and Monitoring of Plan	

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## Behavioral Objectives & Data Collection

- Components:
  - Condition where it will occur
  - Whether it will decrease or increase
  - Measurement from baseline data to goal data over what period of time
- For the BIP, your team will:
  - Write an objective for decreasing the target behavior
  - Write an objective for increasing the replacement behavior
  - Write data collection procedures

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**Objective to Decrease Target Behavior: Molly**

<b>Objective to Decrease Target Behavior (based on baseline data)</b>	<b>When sitting at circle time, Molly will decrease her screaming that is loud enough to interrupt the teacher's instruction to class from 2.6 episodes lasting 2.8 minutes to 1 episode lasting 30 seconds measured during the first 30 minutes of circle time daily for five consecutive days.</b>
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### Objective to Decrease Target Behavior: Joe

<b>Objective to Decrease Target Behavior (Based on baseline data)</b>	<b>When asked to sit and start an assignment, Joe will decrease his episodes of pushing books off his desk, kicking, and bolting from the room from 3.8 times daily to 1 time daily for 2 consecutive weeks.</b>
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### Objective to Decrease Target Behavior: Rubin

<b>Objective to Decrease Target Behavior (Based on baseline data)</b>	<p><b>When asked to do an assignment, Rubin will:</b></p> <ul style="list-style-type: none"> <li>- decrease putting his head down and not completing his assignments from 80% of the time to 20% of the time for 2 consecutive weeks.</li> <li>- decrease not joining a small group from 86% of the time to 30% of the time for 2 consecutive weeks.</li> </ul>
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### Behavior Steps Plan Chart: BIP Objective to Decrease Target Behavior

Behavior Plan Steps Chart

When Complete	Challenging Behavior: Expect Success Process	
	<b>Complete Each Step</b>	
	Select the target individual. Create the behavior team.	
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues	
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior	
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers	
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions	



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### Your Team's Turn: Objective to Decrease Target Behavior

FBA & BIP Form	
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
<b>Objective to Decrease Target Behavior (Based on baseline data)</b>	
Objective to Increase Replacement Behavior	
Data Collection Procedures	

#### Guiding Questions Document

- Write an objective including:**
- What is the condition/situation the target behavior occurs in
  - The target behavior (#4 on form) to decrease
  - Measurement from baseline data to goal data over what period of time



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**Objective to Increase Replacement Behavior: Molly**

<b>Objective to Increase Replacement Behavior</b>	<b>When sitting at circle time, Molly will ask for a break before screaming 4 out of 5 days for 2 consecutive weeks.</b>
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**Objective to Increase Replacement Behavior: Joe**

<b>Objective to Increase Replacement Behavior</b>	<b>When Joe doesn't understand directions, he will show a pass that allows him to go to home base for 75% of the occurrences for 2 consecutive weeks.</b>
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**Objective to Increase Replacement Behavior: Rubin**

<b>Objective to Increase Replacement Behavior</b>	<b>Rubin will go to the class help desk, get his choice work folder, and participate in chosen assignments until staff can support him with difficult assignments, can help Rubin see the connection of the assignment to his future 80% of occurrences and/or help him join and participate in a small group 70% of occurrences.</b>
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**Your Team's Turn: Objective to Increase Replacement Behavior**

FBA & BIP Form		Guiding Questions Document
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]	<b>Write an objective including:</b> <ul style="list-style-type: none"> <li>• What is the condition/situation where the replacement behavior will occur</li> <li>• The replacement behavior (#11 on form) that will increase</li> <li>• Measurement over what period of time</li> </ul>
Objective to Decrease Target Behavior (Based on baseline data)		
<b>Objective to Increase Replacement Behavior</b>		
Data Collection Procedures		


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## Data Collection Procedures

Components:


- Who will collect the data
- What data is being collected
- When/where the data will be collected
- Who will graph the data and how often



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## Data Collection Procedures: Molly


<b>Data Collection Procedures</b>	Each day for two weeks when Molly is sitting at circle time, the teacher and/or paraprofessional will record (1) each incidence and duration of screaming; (2) each time she asks for a break. At the end of each day, the teacher or para will add the data to the graphs on the computer.
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## Data Collection Procedures: Joe


<b>Data Collection Procedures</b>	<p>Joe's teachers or aide will track daily on a shared online document each time a direction for an assignment is given and whether he (1) starts the assignment independently or asks for help; (2) pushes books/kicks/bolts from the room. At the end of each week, the intervention specialist will add the data to the online graphs.</p> <p>For implementation data on replacement behavior, Joe's teachers or aide will additionally track the total times Joe is given a request to start an assignment and whether he (1) starts independently or (2) uses home base pass including level of prompting (independent, gesture to visual, verbal).</p>
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## Data Collection Procedures: Ruben

<b>Data Collection Procedures</b>	<p>Rubin's teachers will enter implementation data online daily:</p> <ul style="list-style-type: none"> <li>• Total assignment requests             <ul style="list-style-type: none"> <li>• Requests completed</li> <li>• Requests not completed</li> </ul> </li> <li>• Total requests to join/participate in small group             <ul style="list-style-type: none"> <li>• Joined/participated in group</li> <li>• Didn't join</li> </ul> </li> </ul> <p>At the end of each week, the ED teacher will graph the data and send to the team.</p> <p>For implementation data on the replacement behavior, Rubin's teachers or aide will additionally track:</p> <ul style="list-style-type: none"> <li>• Number of times he goes to the help desk and engages in choice work             <ul style="list-style-type: none"> <li>• Does or doesn't re-engage with the original assignment or</li> <li>• Join/participate in small group</li> </ul> </li> </ul>
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## Behavior Steps Plan Chart: BIP Data Collection Procedure

Behavior Plan Steps Chart

When Complete	Challenging Behavior: Expect Success Process Complete Each Step	
	Select the target individual. Create the behavior team.	
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1, Underlying Issues. See Behavior Form: Section 1, Underlying Issues	
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4, Target Behavior	
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2, Impact of Actions and Reactions of Adults and Peers	
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions	



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## Your Team's Turn: Data Collection Procedure

### FBA & BIP Form

Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
Objective to Decrease Target Behavior (Based on baseline data)	
Objective to Increase Replacement Behavior	
Data Collection Procedures ←	

### Guiding Questions Document

- Determine:**
- Who will collect the data?
  - What data is being collected?
  - When/where will the data be collected?
  - Who will graph the data and how often?



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