

Positive Behavior Support (PBS) and Behavior Intervention Plans (BIP)



Matrix Parent Network

We **empower** families of children with special needs to successfully understand and access the systems that serve them.

We want **you** to become successful advocates and role models for your children.



Matrix Parent Network & Resource Center

Federal Parent Training & Information Center

designated by the *Office of Special Education, US Department of Education*

serving families of children birth through 26 in

Alpine, Amador, Butte, Colusa, Glenn, Lake, Lassen, Marin, Mendocino, Modoc, Napa,

Shasta, Sonoma, Solano, Sutter, Tehama, Yolo and Yuba counties

California Family Resource Center

designated by *CA Department of Developmental Services,*

serving families of infants and toddlers in Marin, Sonoma and Solano

California Family Empowerment Center

designated by *CA Department of Education*

serving the underserved in Napa, Solano and Sonoma Counties

Matrix Parent Network & Resource Center

We are parent advisors not
attorneys or advocates

We **do not** give legal advice or advise a course of action. We provide support and information to help parents learn about their rights and options, find referrals and resources and help parents become the best advocate they can be for their child

Who are We?



What is the goal of this training?

1. To provide you with a basic understanding of PBS theory
2. To provide information you will need to understand the components of a BIP

What Are Some Typical Behaviors?

- Aggression towards others
- Self-harm
- Non-compliance (refusing to do work, listen to directions...)
- Eloping
- Self-stimulation
- Ritualistic behaviors
- Tantrums



Positive Behavior Support defined

A formal definition for positive behavior Support (PBS) is:

“a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.”

(Association for Positive Behavior Support)

1. Understanding PBS theory



- Problem behaviors don't occur in a vacuum, there is almost always a legitimate reason.
- Behaviors are communication. A child is letting people in their environment know they have a need and are communicating the need as best they can.

Understanding PBS theory cont...



- Once a reason is determined, a replacement behavior can be taught that allows the child to continue to get the need met.
- The replacement behavior includes ways for the child to communicate needs more appropriately.

Understanding PBS theory cont...

- The environment is modified to reduce or eliminate “triggers” that lead to the behavior.
- Coping strategies and skills are taught to empower the child to help reduce the need for the behavior.



Understanding PBS theory cont...



- Some behaviors that are neurologically based may not respond to the teaching of replacement behaviors.
- However, teaching and reinforcing coping strategies, along with environmental modifications can be very effective.

Understanding PBS theory cont...



Punishment does not work!

- While punishment may succeed for a short time, in the long run it is ineffective in eliminating problem behaviors.
- This is because punishment does nothing to address the underlying need.

2. BIPs include

- An accurate description of the behavior
- An analysis of the reason for the behavior
- Identification of a pro-social replacement behavior
- A plan to encourage (reinforce) the replacement behavior

The form is titled "SONOMA COUNTY BELFA BEHAVIOR INTERVENTION PLAN" and "BIP Form". It includes sections for "PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES", "ANALYSIS PART II: FUNCTIONAL FACTORS", "REPLACEMENT PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR", and "RESPONSE TO PROBLEM BEHAVIOR PART IV: STRATEGIES". The form contains various checkboxes and text boxes for detailing the plan.

BIPs include, cont...

- Instructions on how to ignore or minimize the old, problem behavior
- What to do if the old, problem behavior reappears
- How the environment will be modified and what coping skills will be taught

The image shows a sample Behavior Intervention Plan (BIP) form. The form is titled 'SCHOOL COUNTY HELPS BEHAVIOR INTERVENTION PLAN' and includes fields for 'Student Name: Sarah, Student', 'Behavior: LUGGERS', 'BIP Date', and 'Date of BIP'. It contains several sections with checkboxes and text boxes for detailed information, including 'PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES', 'ANALYZE PART II: FUNCTIONAL FACTORS', 'REPLACE PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR', and 'RESPONSE TO PROBLEM BEHAVIOR: PART IV: STRATEGIES'. The form is tilted and has a large watermark 'K' overlaid on it.

Levels of support to address problem behavior

- Levels of support depend on the seriousness, duration and intensity of a behavior.
- The intervention should reflect how interfering the behavior is to a child's ability to access their education and interact successfully with their environment.



Levels of support to address problem behavior, cont...

- **Goal only.** Goals are adequate to address a behavior that is minimally interfering and the purpose is well understood.
- **Goal and a BIP.** Is adequate for more interfering behaviors where the purpose of the behavior is clear.



Levels of support to address problem behavior, cont...

- **Goal, Functional behavior analysis (FBA) and a BIP.** For serious behaviors that require a data driven analysis.
- **FBA**s are appropriate for those behaviors that are complex, very interfering and/or whose purpose is not clearly evident.



Implementing PBS goals and BIPs



- A goal or BIP is only a piece of paper if it is not fully implemented.
- Each component of a BIP must be implemented exactly as it is written if it is to be successful.

Other Important Things to Keep in Mind

The next few slides explain other aspects of behavior plans, they should always be on the BIP but the ways these are done is beyond the scope of this training.

Commonly Used Reasons for Behaviors

- Escape
- Attention
- Sensory
- Power and Control
- Tangibles



Data/record keeping



In order to determine if the behavior plan is working it is critical that we keep accurate and timely data. Without data we are a rudderless behavioral ship.

Prompts

Prompts (which can take many forms from verbal to environmental) are another important part of a behavior plan.

The idea is to use prompting until the behavior becomes natural for the child then to fade them as quickly as possible.



Fading

We mentioned fading on the last slide. Fading simply means removing support as the child learns and practices the replacement behavior consistently.



“Let’s try it once without the parachute.”

Other Important Concepts

While learning the components of a BIP there are some overarching concepts and methods that need to be kept in mind.

All BIPs should be strength based

This means that every child has strengths as well as needs.

By focusing effort on incorporating strengths, we can teach a child how to transfer those strengths to other skills.



Successful BIPs need a team

One person is not responsible for implementing a BIP.

Everyone who comes in regular daily contact with a child should be aware of the BIP and know how to consistently follow the BIP.



BIPs are not standardized

There is no “one size fits all” BIP.

As every person is different, every BIP needs to be individually tailored to the child.

Independence/self-advocacy

The purpose of teaching children how to behave in a socially acceptable way is the same as it is for any special education service; to allow the child to be as independent as possible.

Also, by learning appropriate behavior the child will naturally learn how to speak up for themselves.



The child is **NOT** responsible for their BIP!

As PBS is about teaching, we should treat BIPs in the same way as other skills acquisition.

Students do not teach themselves math or reading, there has to be a strong component of instruction.

Approximating Success



Children do not learn how to behave in exactly a BIP envisions right away.

It is critical to reinforce and celebrate partial success.

If a child is expected to be perfect, they (and we) will always be disappointed.

Behavior spikes and keeping the faith



If a behavior analysis is correct in identifying the reason for a behavior there will always (or nearly so) be what is called a “behavior spike” or a series of “spikes”.

There are technical reasons for this we won’t go into but when spikes occur it is vital to keep following the behavior plan as closely as possible, making changes is a very bad idea when the spikes occur.

Antecedent/behavior/consequence (ABC)

When analyzing behaviors we often look at what happens before a behavior as well as what happens during and after it has occurred.

By isolating these elements we can do things like change the environment to minimize the behaviors, respond appropriately, and apply a consequence that will encourage the replacement behavior.



Consistency between home, school and the community



A child will learn much faster and more efficiently if the same plan is used as much as possible in all settings.

Importance of patience in this process

There will be setbacks! Keep following the plan and only institute changes when the data demands it and all adults in the child's life know what the changes are, why they are occurring and know how to implement them.



Pair Share.

TURN

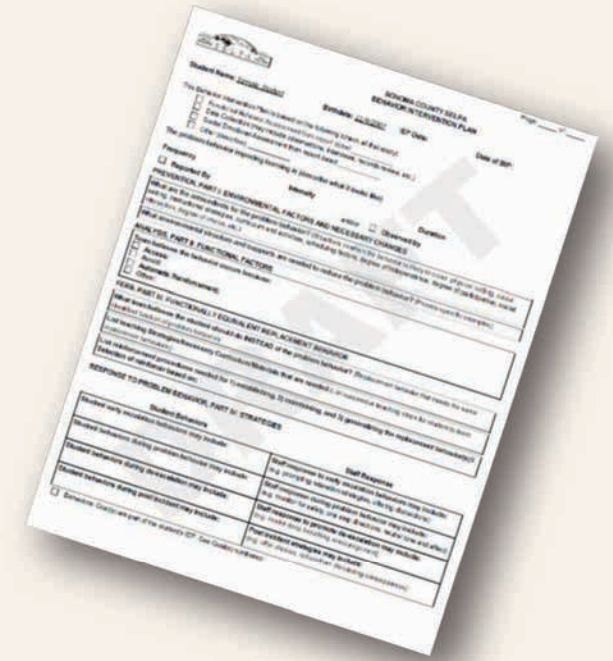
&

TALK



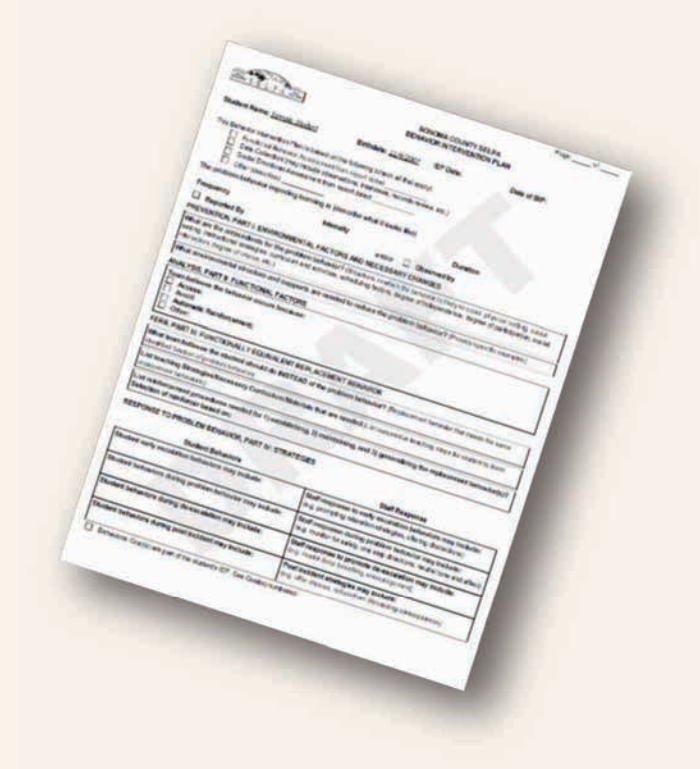
As a reminder, let's review the elements of a good BIP

- An accurate description of the behavior
- An analysis of the reason for the behavior
- Identification of a pro-social replacement behavior
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As a reminder, let's review the elements of a good BIP

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PBS theory in practice

Blake's Behavior Plan (BIP)

Target Behaviors

	<u>Aggression</u>	<u>Bolting</u>	<u>Non-Comp.</u>	<u>Verbal Out.</u>
Secs	1-5	5-30	10-30 mins.	1-30
x/day	2	3	4	5
Function	Escape	Escape*	Escape	Sensory

*Secondary: power

Blake's BIP – the environment

Helpful

- Sensory (2x/hr)
- Fully Participating
- Calm environment
- Premack Principle
- Preferred activities
- Alternate space
- Proximity control
- Preferred staff
- Consistent response
- Communication System

Blake's BIP – the environment

Unhelpful

- Hungry/thirsty
- Told to move or wait
- Transitions
- Being blocked or physically prompted

Blake's BIP - Services

- Special Day Class 5x/wk, minutes
- General Education Setting – unstructured 5x/wk, minutes
- Instructional assistant – individual (gen ed) 5x/wk, minutes*
- Speech and Language – individual 2x/wk, 20 minutes
- Speech and Language – sm. group 1x/wk, 30 minutes
- Speech and Language – consult. 1x/mo, 30 minutes
- Occupational therapy – individual 1x/wk, 30 minutes
- Occupational therapy – consult. 1x/mo, 30 minutes
- Special education teacher – consult. 1x/mo, 30 minutes

** Maybe the same as the minutes in general education?*

Blake's BIP – replacement behaviors

Escape (aggression, bolting, non-comp.)

- Communication system (this is in all replacement behaviors)
- Alternate activities
- Increase tolerance to non-preferred activities (Goal, OT & SLP)

Power (bolting)

- Practice making requests (Goal, SLP)
- Increase tolerance to waiting (Goal, OT & SLP)
- Premack Principle (if/then)

Sensory (Verbal out.)

- Practice Self-regulatory strategies (Goal, OT & sped teacher)

Blake's BIP – Reactive Strategies

Escape (aggression, bolting, non-comp.)

- Communication system (in all reactive strategies)
- Planned ignoring
- Behavior stops (immediate break, sensory strats...)

Power (bolting)

- Proximity control
- Physical prompts
- Behavior stops (Premack, wait for calm, access to preferred activity)

Sensory

- Prompts
- Behavior stops (sensory input)

Blake's BIP - Reinforcement

- Token Economy* (Goal, sped teacher & SLP)
- Preferred activities
- Reinforcers provided with specific verbal praise

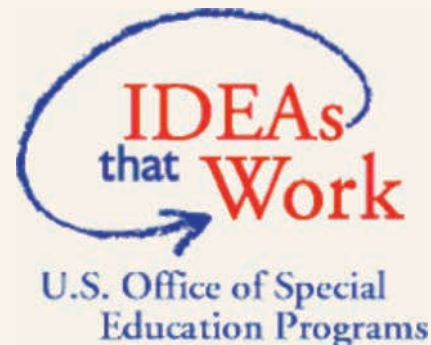
* Is the vehicle to encompass most reinforcement structure (ex. earn how much for compliance... preferred activities cost how much and are accessible under what conditions...

Matrix Parent Network & Resource Center

This workshop was developed in part under a grant from the US Department of Education, the Office of Special Education and the California Department of Education.

Matrix is grateful for the Federal and State funding it receives, but it's not enough. We rely on other grants and on donations from people like you!

Help Us Help You: Donate



Effective and Collaborative Communication



Remember the 3 Cs:
Communication,
Cooperation,
Collaboration

How to talk so schools will listen ... and listen so schools will talk



- Acknowledge and process your emotions
- Focus on your child's needs
- Listen & ask questions; repeat, reflect and rephrase for clarification
- Build on small agreements
- Use humor and be appreciative; show respect
- Be grateful and assume your IEP team is doing the best they can!

Begin Conflict Resolution at the Lowest Level

If you're having concerns or issues that effective communication, collaboration, and cooperation are not solving, be ready to climb the conflict resolution ladder.



Educate yourself as to your options: the [Center for Appropriate Dispute Resolution in Special Education](#) is a great place to start

Begin Conflict Resolution at the Lowest Level

- Call Matrix to discuss and strategize
- Connect with teacher, principal, district program manager, special education director
- Call an IEP meeting; consider a facilitated IEP meeting
- Consider Alternative Dispute Resolution or Mediation
- If necessary, file a [State Compliance Complaint](#) or consider a [Due Process Complaint with the Office of Administrative Hearings](#)



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead





Want to find out what's new in Special Education?

Want to get Involved?

Want to make a change?

Consider joining your local SELPA's
Community Advisory Committee (CAC)

[Find out about CACs in counties we serve](#)

[Find out about SELPAs in the counties we serve](#)



Other ways parents can be involved:

Volunteer opportunities at school: in the classroom, PTA, special ed PTA, attend school site council and school board meetings

Investigate the [CA Special Education Advisory Commission](#) and the [CA State Department of Education Board](#)

Lead by example and encourage your child to get involved!

The Gift of Self-Advocacy

“Nothing About Us Without Us”

- James Charlton

“Expresses the conviction of people with disabilities that they know what is best for them”

Short videos:

[Self-Advocacy: Find the Captain in You!](#)

[10 Self-Advocacy Tips for Young People with Disabilities - for Youth by Youth](#)

[I'm Determined \(VA Dept of Ed\)](#)



[CADRE Student-Led IEPS \(from DC\)](#)

[Whose Future Is It Anyway?](#)

[CADRE Self-Determination Series](#)

[Parent Center Hub Self-Advocacy](#)

[Dude, Where's My Transition Plan](#)

[Understood.org: Self-Awareness Worksheets](#)

[Understood.org: Self-Awareness Resources](#)

[Learn with Two Rivers Student-Led IEPs](#)

Q & A

**The ability to ask the
right question is the
single most
important skill!**

