Developing & Implementing Appropriate Behavior Intervention Plans (BIP)

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Presentation Overview

• Developing a Comprehensive BIP
• Implementing an BIP
• Examples of BIPs
• Common Intervention Strategies Used in BIPs
• Observation - Student Analysis of Behavior
• Small Group Analysis of Behavior
Developing & Implementing a Comprehensive BIP

The Behavior Intervention Planning Process

- Meeting to discuss results of FBA
- Plan intervention priorities
- Write Behavior Intervention Plan
- Ongoing implementation: team meetings and maintenance of and changes to BIP using data collection
Components of a BIP

- Behavior Intervention Plan
  - Purpose: To provide a description of the intervention procedures that will decrease target inappropriate behaviors and increase appropriate alternative behaviors.
  - Components:
    - Purpose of BIP
    - Target behavior(s)
    - Definition of behavior(s)
    - Antecedents & setting events
    - Function of behavior(s)
    - Interventions:
      - Setting event & antecedent
      - Replacement behaviors
      - Consequence
    - Data collection methods
    - Other: specific staff involvement, training for staff, follow-up plans & meetings
Developing a Comprehensive BIP

Components of a BIP

• Behavior Intervention Plan
  – Key component of BIP: Description of the interventions:
    • Setting events & antecedents (prevention)
    • Replacement behaviors (development of alternative appropriate behaviors)
    • Consequences (decrease target behavior)
Developing a Comprehensive BIP

Components of a BIP

• Using a FBA to Develop the BIP
  – Setting Event & Antecedent Interventions:
    • Goal: Prevention of Target Behavior(s)
    • FBA: Use data on target behavior and systematic manipulations, information from interviews and hypothesized function of behavior
    • Explain methods for:
      – changing setting events so that some antecedents do not occur,
      – inserting other stimuli simultaneously with or right before/after antecedent to change effect,
      – creating new antecedents or ways in which antecedent occurs
Developing a Comprehensive BIP

Components of a BIP

• Using a FBA to Develop the BIP
  – Replacement Behavior Interventions:
    • Goal: Develop & Increase Appropriate Behavior(s)
    • FBA: Use data from systematic manipulations and information from hypothesized functions
    • Provide and describe alternative appropriate behaviors that:
      – serve the same function as target behavior (access/avoid),
      – are age appropriate and acceptable,
      – will not interfere with academic environment or other behavior intervention plans
Developing a Comprehensive BIP

Components of a BIP

• Using a FBA to Develop the BIP
  – Replacement Behavior Interventions:
    • Describe methods for:
      – teaching new appropriate behaviors
      – reinforcement of appropriate behavior,
      – increasing opportunities for appropriate behavior to occur
        • changes in setting events & antecedents
        • manipulation of situations
Developing a Comprehensive BIP

Components of a BIP

• Using a FBA to Develop the BIP
  – Consequences:
    • Goal: Decrease occurrence of target behavior
    • FBA: Use data from ABC sheets and systematic manipulation and information from interviews
    • Describe:
      – Least restrictive to most restrictive consequences for each behavior (when, who, how, where, etc.)
      – Methods for safety (student and staff)
      – Procedures for behavior outburst/crisis situations
Developing a Comprehensive BIP

Components of a BIP

• Using a FBA to Develop the BIP
  – Other possible components of BIP:
    • Data collection methods,
    • Specific staff involvement,
    • Training for staff, and
    • Follow-up plans & meetings
Implementing the BIP

• Making the BIP a Working Document
  – Implementation Checklist*
    • Getting Started
    • Implementing New Procedures
    • Teaching Replacement Behavior(s)
  – Ongoing Implementation Considerations and Evaluations*
Implementing the BIP

Getting Started
- Train relevant staff
- Explain relevant components of BIP to student
- Make necessary changes to student’s daily schedules and routines
- Prepare data collection sheets (data procedure sheets)
- Prepare intervention procedure sheets
  - Implementing & changing setting events & antecedents
  - Teaching & reinforcing replacement behavior(s)
  - Implementing & changing consequences
Implementing the BIP

- Implementing new and changing old setting event and antecedent interventions
  - Make separate lists of interventions for different environments and staff
  - Explain and model procedures for interventions
  - Help develop new materials
Implementing the BIP

- Teaching replacement behaviors (increase appropriate behavior)
  - Explain & Model (across environments & staff):
    - Procedures for teaching new behaviors
    - Reinforcement procedures for
      - behaviors to increase and
      - new behaviors to develop
    - Data collection procedure
  - Help develop new materials
  - Discuss and decide on observation schedule (fidelity of implementation)
Implementing the BIP

• Implementing new and changing old consequences (decrease inappropriate behavior)
  – Explain & Model:
    • Procedures for new consequences
      – Extinction
      – Punishment
    • How to change/decrease old consequences
    • Data collection procedures
  – Help develop new materials
  – Discuss and decide on observation schedule (fidelity of implementation)
Implementing the BIP

• Ongoing implementation considerations
  – Fidelity of implementation of procedures
    • Observe/meet regularly and take data on implementation
    • Help instructors to
      – Implement with accuracy and efficiency
      – Be consistent with him/herself across activities and environments
      – Be consistent with each other across activities and environments
      – Adjust procedures for interventions, as needed – according to data collection
Implementing the BIP

• Ongoing implementation considerations
  – Data collection:
    • Constant evaluation and adjustment of data collection procedures:
      – type
      – level of difficulty
    • Need to measure occurrence of replacement behavior(s) (increase)
    • Need to measure occurrence of target problem behavior(s) (decrease)
    • Correct person is graphing and evaluating behavior change
      – Continually reporting back to team and instructors
Implementing the BIP

• Ongoing implementation considerations
  – Evaluating and adjusting the BIP
    • Is the replacement behavior increasing?
      – What does the data indicate about pattern of behavior?
      – Are instructors able to teach and appropriately reinforce replacement behaviors?
      – Does replacement behavior match function of target problem behavior?
      – Using appropriate antecedent interventions and reinforcement procedures?
      – Using appropriate data collection procedures?
Implementing the BIP

• Ongoing implementation considerations
  – Evaluating and adjusting the BIP
    • Is the target problem behavior decreasing?
      – What does data indicate about pattern of behavior?
      – Was correct function of problem behavior identified?
      – Were correct setting events, antecedents and reinforcers for problem behavior identified?
      – Are instructors able to appropriately implement consequences for target problem behavior?
      – Are the correct data collection procedures being used?
Implementing the BIP

- Ongoing implementation considerations
  - Evaluating and adjusting the BIP
    - How is the student progressing overall?
      - Is student participation in activities of better quality?
        - Spends more time in least restrictive environment (LRE)
        - Spends more time engaged in activities or with peers
        - Appears to be happier
    - Is external reinforcement decreasing?
      - Is staff appropriately fading out reinforcement?
      - Does student appear to not want/need as much reinforcement?
Implementing the BIP

• Ongoing implementation considerations
  – Maintenance of BIP
    • Reinforcement of staff for efforts and appropriate implementation of BIP
    • Ongoing meetings regarding major changes needed and current status of implementation of BIP
    • Attention is paid to any legal issues related to student’s BIP
Types of BIPs

- Prevention Behavior Plan
- Standard Behavior Plan
- Specified Behavior Plan
- Comprehensive Behavior Plan
- Formal Behavior Plan (legal considerations)
Examples of BIPs

• Example of a simple BIP:
  – Target behavior:
    • Ally stays at the computer to continue playing after her time is up and requires prompting to end and move to next activity
  – Perceived function:
    • Ally wants to continue engaging in a preferred activity
  – Possible replacement behavior:
    • Ally independently leaves the computer on time and turns off the remote power switch when her time is up
  – Intervention strategies:
    • If Ally leaves immediately then praise her for following her schedule and put a check mark “√” on her data sheet
    • If Ally doesn’t leave immediately then prompt her to read her schedule and place an “X” on her data sheet
Examples of BIPs

- **Example of a more complex BIP:**
  - **Target behavior:**
    - Jimmy displays a preference for not wearing the heavy coat regardless of how cold it is
    - Jimmy refuses to put on his coat by firmly placing his arms at his sides when it’s time to go out for recess
  - **Perceived function:**
    - Jimmy does not like the sensation of wearing restrictive clothing
  - **Possible replacement behavior:**
    - Jimmy will independently put on his coat within one minute of being told that it’s time for recess
  - **Intervention strategies:**
    - Jimmy loves to use the red swing so the instructor will remind him that he can have it if he puts his coat on before the alarm sounds (alarm is set for one minute)
    - Record a + if Jimmy put his coat on within the minute
    - Record a – if Jimmy did not put his coat on within the minute
Examples of BIPs

• Example of a complex BIP:
  – Target behavior(s):
    Problematic Behavior 1:
    • Dave does not actively participate in group activities in the classroom. He sits with the group but does not speak or make eye contact with the teacher or his classmates. Dave has not independently raised his hand to answer a question this school year.
    Problematic Behavior 2:
    • Dave does not consistently complete in-class assignments. Over the past two months he has completed an average of 20% of in-class assignments per week. Dave does not request help from his teachers or classmates. Additionally, Dave stops writing, puts down his pencil, and places his head on his desk an average of two times per each ten-minute assignment period.
Examples of BIPs

• Example of a more complex BIP (continued):
  – Perceived function(s):
    Function(s) of Behavior 1:
    • Dave avoids speaking up in class by not participating in group activities (does like attention). Dave also avoids providing a potentially incorrect answer by not raising his hand.
    Function(s) of Behavior 2:
    • Dave escapes the work required by the in-class assignment. Dave avoids making mistakes on the assignment. Dave avoids speaking up in class by not asking for help (does not like attention).
Examples of BIPs

• Example of a complex BIP (continued):
  – Possible replacement behavior(s):

    Replacement Behavior(s):
    • When in group activities Dave will raise his hand to answer a question a minimum of two times per day. Dave will also independently participate in at least one song-routine (Wheels on the Bus, London Bridge, etc.) in its entirety per day.
    • Dave will complete a minimum of 50% of in-class assignments within the allotted time per week. Dave will independently request help from a teacher or classmate by raising his hand or speaking at least three times per week.
Examples of BIPs

• Example of a complex BIP (continued):
  – Intervention strategies:
    • Participation in group activities
      – Dave will practice song-routines with an instructor prior to group time each day. The instructor will accompany Dave to group time and prompt him to participate. The instructor will praise Dave for remaining with group regardless of the amount of prompting used. The instructor will give Dave one star sticker each time he independently performs an action of the song-routine. Dave can trade in five star stickers for one item from his “Prize Box” once he’s back at his desk.
      – Dave and his instructor will review the questions, and their answers, that will be presented in the group activity (e.g. “What is the weather like today?” “What is today’s date?”). The instructor will then prompt Dave as necessary to raise his hand when in the group. Dave will receive praise for prompted responses and a star sticker for independent responses. Dave can trade in five star stickers for one item from his “Prize Box” once he’s back at his desk.
Examples of BIPs

• Example of a complex BIP (continued):
  – Intervention strategies:
    • Completion of in-class assignments
      – The instructor will stand near Dave during in-class assignment time. For each minute that Dave keeps his head up and continues holding his pencil in his hand he will receive a “✓” on his sheet. If Dave receives ten “✓” marks then he earns an additional five minutes on the computer in the afternoon. A new sheet is started with each ten-minute assignment.
      – If Dave does not write an answer to a question then the instructor will prompt him to raise his hand or verbally request help. The instructor will not provide the answer for Dave but will ensure that the teacher is aware that Dave needs help. Dave will receive praise for each prompted request for help and “✓” for each independent request for help. These “✓” marks will be recorded on the same sheet as above and also count toward the ten he needs for additional computer time.
Examples of BIPs

• **Example of a complex BIP** (continued):
  
  ‒ **Data Collection:**
    
    • **Completion of in-class assignments**
      
      ‒ Under the heading of “Continued Working” the date of the assignment, initials of the instructor, and the type of assignment (e.g., math, writing) will be recorded. A “√” mark will be recorded for each full minute that Dave kept his head up and held his pencil in his hand during the assignment.

      ‒ Under the heading of “Requested Help” the date of the assignment, initials of the instructor, and the type of assignment (e.g., math, writing) will be recorded. A “√” mark will be recorded for each time that Dave independently raised his hand or verbally requested help during the assignment.
Examples of BIPs

• Example of a complex BIP (continued):
  – Data Collection:
    • Participation in group activities
      – The date, initials of the instructor, and the name of the song-routine targeted for each group activity will be recorded. A tick will be recorded next to the title for each time that Dave independently performed an action.
      – Under the heading of “Raised Hand” the date of the group activity and the initials of the instructor will be recorded. A tick mark will be placed for each time Dave independently raised his hand to answer a question.
Examples of BIPs

• Example of a complex BIP (continued):
  – Ongoing evaluation/review:
    • A team meeting will be held and data will be reviewed each Friday afternoon by the lead teacher and instructors.
    • Progress/lack of progress will be determined and appropriate modifications to the Behavior Intervention Plan will be made as necessary.
Common Intervention Strategies Used in BIPs

- **Token Economy:**
  - **Things to consider first:**
    - Use only if student has consistently worked well for reinforcers for a period of time
    - Student is able to wait for delivery of reinforcer
    - Skills/behaviors to be developed are able to be clearly defined
  - **Establishing system:**
    - Select items to be used as tokens
    - Select larger reinforcers for student to “purchase” with tokens
    - Establish a ratio of exchange
    - Plan for fading/removal of the token economy
Common Intervention Strategies Used in BIPs

- **Implementing Token Economy System Effectively:**
  - Pair tokens with known reinforcers:
    - Begin with high rate of reinforcement
      - One response/one token
      - Tokens frequently exchanged for backup reinforcers
    - Minimal delay between response and the delivery of a token
    - Provide praise with the delivery of a token
    - Thin reinforcement schedule as skills develop
Common Intervention Strategies Used in BIPs

- **Implementing a Token Economy System Effectively:**
  - Shift to Natural Reinforcers:
    - Provide Praise without tokens for some responses
    - Begin to present some natural reinforcement without tokens
    - Example:
      - Child has been trading tokens for “smiley face” stickers for trials of basic reading skills
    - Begin to substitute a couple of minutes of free time to look at book of own choosing.
Common Intervention Strategies Used in BIPs

- **Implementing Token Economy Systems Effectively:**
  - **Response Cost:**
    - Response cost is a punishment procedure
    - The student loses a specified number of previously earned tokens upon occurrence of a pre-defined problematic behavior
    - The use of response cost should be carefully considered before including in an BIP
  - **Possible Positive & Negative Effects:**
    - It can lead to a reduction in the problem behavior
    - It can lead to an emotional or aggressive outburst due to loss of earned tokens
    - It can lead to decreased interest in reinforcers/token economy
Common Intervention Strategies Used in BIPs

• **Time out from reinforcement**
  
  – Time out from reinforcement is a non-punishment behavior-reduction intervention
  
  – Purpose:
    
    • time out from reinforcement is to prevent access to a reinforcer upon the occurrence of a targeted behavior
    
    • if a behavior is not reinforced it will ultimately decrease in frequency
Common Intervention Strategies Used in BIPs

• Time out from reinforcement

  – Things to consider first:
    • This intervention is designed to prevent access to reinforcement rather than punishing a child after a targeted behavior
    • It is essential to identify the function(s) of the targeted behavior before introducing a time out from reinforcement intervention

  – Examples:

    1. A child throws his writing worksheet on the floor and it appears that he enjoys the laughter of his classmates when he does it
    2. A child throws his writing worksheet on the floor and he seems to find writing assignments difficult and frustrating
Common Intervention Strategies Used in BIPs

• **Time out from reinforcement**
  
  – **Example Analysis:**

  1. Time out from reinforcement could be effective in Example 1 because it reduces the likelihood that the child will hear the laughter of his classmates. Laughter/social approval was the reinforcer and the Time Out intervention effectively blocked access to the reinforcer.

  2. Time out from reinforcement is not recommended for example 2 because the child is trying to escape from his work assignment and Time Out enables him to do so, even if it’s just for a few minutes.

     – In this scenario Time Out might actually increase the behavior – **TIME OUT IS NOT PREVENTING ACCESS TO THE REINFORCER, IT IS ENABLING IT**
Practice

• **Observation of student behavior in pre-school (continued)**
  – Choose same student demonstrating a problem behavior
    • Use a data sheet or create own data, to record occurrences

• **Individual/Group work (continued)**
  – Define target behavior
  – Explain perceived function
  – Explain possible replacement behaviors
  – Discuss what more data you need
  – Plan for possible intervention strategies