

# Designing Student-Centered IEPs and BIPs to Support Authentic Behavior Change

Integrated MTSS Conference

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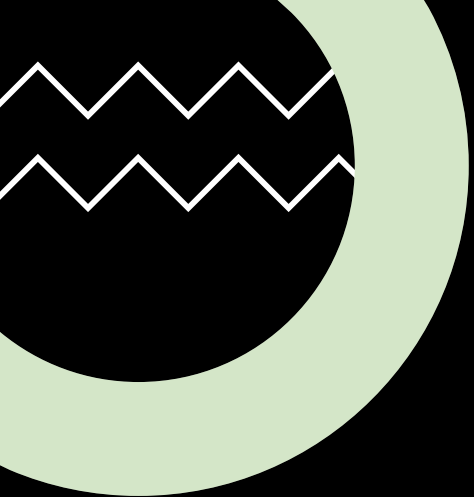
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# Learning Objectives

- Participants will learn to recognize specific quality indicators that teams should consider when developing cohesive and strengths-based supports in a student's Individualized Education Program (IEP) and Behavioral Intervention Plan (BIP), informed by a Functional Behavior Assessment (FBA).
- Participants will gain the skills to evaluate and create high-quality, student-centered IEP goals for behavior, using examples and nonexamples to guide their understanding of effective goal-setting practices.
- Participants will learn about one school district's journey to improve their behavior support practices with some of these considerations in mind

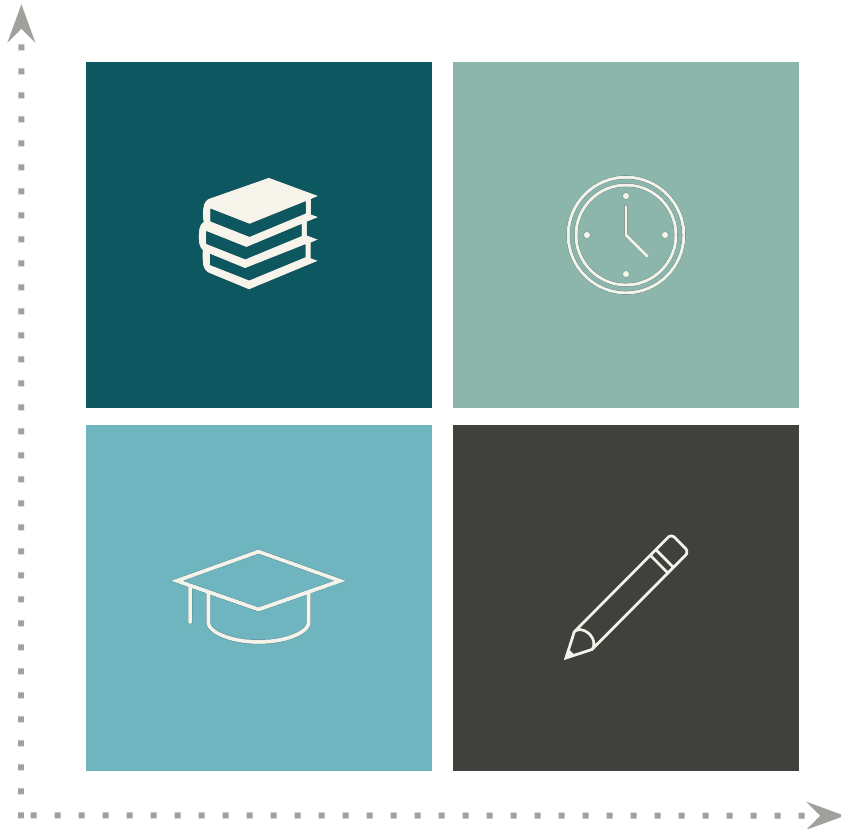




We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce)** and **the Palus People** who have lived in the Pacific Northwest, from time immemorial.



# Schedule



Setting the Stage

Behavior Supports in the IEP

High Quality, Effective Behavior Support

Centralia's Behavior Journey



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These materials constitute OSPI's interpretation of various state laws and are provided to support school districts' understanding of their obligations under these laws. The information in these materials is subject to change based on future legal and policy changes. Before taking action based on the information in these materials, please review state and federal laws and regulations or consult with legal counsel familiar with your particular circumstances. These materials are intended for informational purposes only and do not constitute legal advice.





# Setting the Stage



“Imagine that you experienced some temporary muscle paralysis that does not allow you to talk, write, or engage in controlled motor movements. You are now hospitalized and on several medications that have the common side effect of drying out your eyes, nose, skin, and especially your mouth. Water is viewable on the rolling table, but unattainable due to your lack of dexterity.

“You learn that if you bang the bed rails with the back of your hands long enough and loud enough, people will come to you and do things for you, like turning the television on or off or fluffing your pillows, or give you things, one of which being the water that you desperately need.

“Due to its functionality, the banging continues to such an extent that the backs of your hands are bruised and your care providers annoyed. The consulting behavior modifier shows up and recommends a program of contingent restraint with Posey® mitts ‘to ensure your safety’ and access to music and some Skittles when you are not banging.

“Your problem behavior occurs much less frequently. It doesn't go away, but your bruises are healing, and the staff is certainly less annoyed with you.

“Job well done by the behavior modifier?  
**I doubt you think so.”**



“If there were a process available to allow your care providers to know the simple reason why you were hurting yourself and annoying them, wouldn't you want it employed? Wouldn't it have been nice to just be able to push a button that requested assistance obtaining water at any given moment (or perhaps simply have access to a long straw!)?

“Conducting a functional assessment dignifies the treatment development process by essentially ‘asking’ the person why he or she is engaging in problem behavior prior to developing a treatment.

“Behavior modification, or programming powerful but arbitrary reinforcers and punishers without first recognizing the unique history of the person being served or the prevailing contingencies he or she is experiencing, is somewhat inconsiderate. **It is like saying, ‘I don't know why you have been behaving in that extraordinary manner, but it does not matter because I can change your behavior.’**

“By contrast, a behavior analytic approach, with functional assessment at its core, essentially communicates:

**‘I don't know why you have been behaving in that extraordinary manner, but I will take some time to find out why and incorporate those factors into all attempts to change your behavior.’”**

*Functional Assessment of  
Problem Behavior:  
Dispelling Myths, Overcoming  
Implementation Obstacles, and  
Developing New Lore  
(Hanley, 2012)*

# Grounding Ourselves in the Work

- The Individuals with Disabilities Education Act (IDEA) establishes national requirements for special education
- The IDEA is rooted in civil rights and disability rights activism
  - Guarantees students with disabilities access to a “free and appropriate public education” (FAPE)
  - Made possible by *Brown v. Board of Education* which overturned the prior standard of “separate but equal” that had been used to segregate education
- A recent Supreme Court ruling (*Endrew F. v. Douglas County School District*) established that the IEP decision-making process must be individualized and produce challenging objectives so that each student’s IEP is appropriately ambitious
- Still, ableism and low expectations persist in many educational settings





# Partners in Our Work



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# Overview of Behavior Supports in the IEP

# Positive Behavior Support and the IEP

Where might we see positive, proactive behavior supports in IEP processes?

- As part of an evaluation/reevaluation, the team can seek parent consent to complete a *functional behavior assessment* (FBA)
- A student's need for positive behavior support is one of the five *special factors* the IEP team must consider
- The IEP can document information about behavior support needs in the *present levels of academic achievement and functional performance*
- The IEP team can develop *measurable annual goals* that address behavior, social/emotional learning, communication, and other areas
- The IEP team may develop a *behavior intervention plan* (BIP) to provide specific additional support for the student (ideally following an FBA)
- The *services* in the IEP can support the student's behavior learning needs

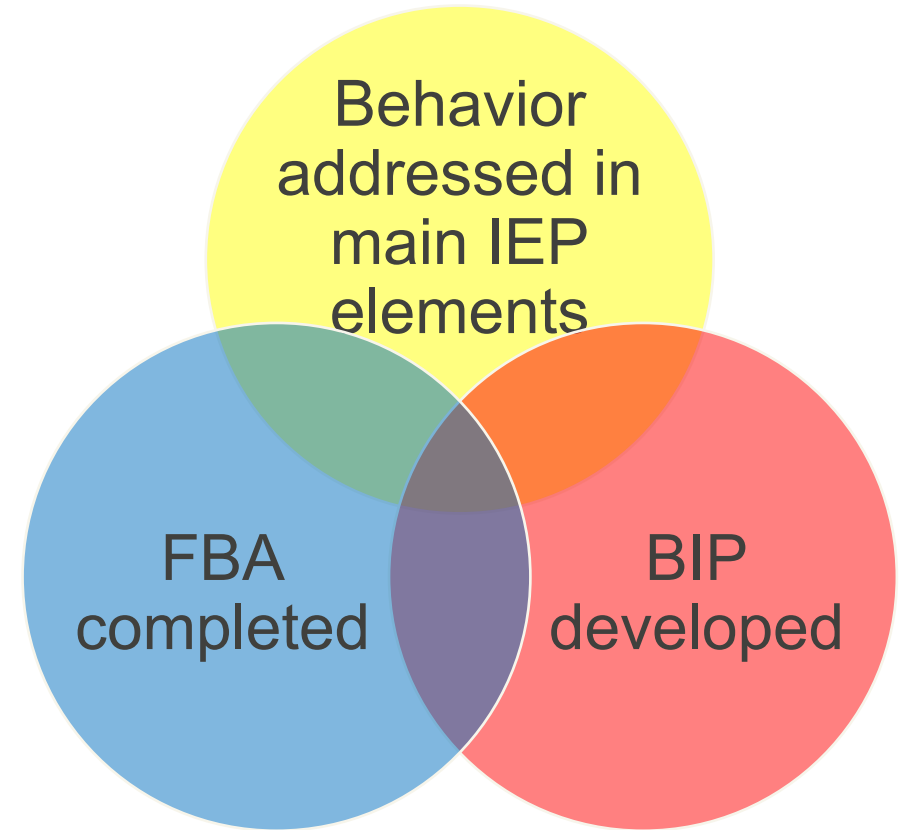
**Remember: Effective behavior support involves teaching, learning, & practice!**





# Alignment Problems in IEP, FBA, and BIP

- FBA is developed in isolation – findings not reflected in IEP or BIP
- BIP is developed in isolation – no FBA or other comprehensive assessment
- Minimal behavioral progress monitoring data
- Minimal to no fidelity of implementation data
- Poor quality IEP goals, FBA, and/or BIP



# Quality Problems in IEP Goals, FBAs & BIPs

## IEP Behavior Goals:

- Compliance focus
- Doesn't pass the potato test
- Not teaching- or learning-focused
- Centers others' comfort or convenience over the student's learning and well-being
- Is ableist (e.g., goals about reducing stimming behaviors that have no risk of harm)
- Describes an "ideal" behavior without considering the reason for the interfering behavior
- Addresses behavior support in isolated settings, rather than in real-world contexts
- Disregards or omits information about the interfering behavior's antecedent(s)

## FBAs and BIPs:

- Not strengths-based
- Safety as the primary focus (rather than as an expected outcome of effective support)
- No added value from the FBA to the BIP (e.g., they duplicate each other)
- FBA does not lead to teaching-focused IEP and/or BIP
- BIP is hard for implementers to quickly pick up and understand
- FBA does not unpack the underlying reasons for the behavior
- BIP does not identify a functionally equivalent replacement behavior
- BIP is punitive, all-or-nothing, or otherwise not teaching-focused





High Quality, Effective Behavior Support

# Where to Start?

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion



# How are building systems like building homes?



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# Tier One



## TEAMS

(who and what)

## PRACTICES

(expectations, defining behaviors)

## SYSTEMS

(professional development, coaching, engagement)

## DATA

(decision making)



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# Tier One



**CONFUSION**

**FALSE STARTS**

(expectations) (priorities)

**ANXIETY**

(professionalism) (teaching, learning)

**FRUSTRATION**



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# Tier Two



## TEAMS

(who and what)

## PRACTICES

(screening, entrance/exit, interventions)

## SYSTEMS

(orientation, training, engagement)

## DATA

(decision making, fidelity)





# Tier Two



**CONFUSION**

(screening

**FALSE STARTS**

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# Tier Three



## LEADERSHIP TEAMS

(comprehensive assessment protocol,  
Individual support plan protocol)

## LEADERSHIP TEAM SYSTEMS

(level of use, staffing)

## LEADERSHIP TEAM DATA

(decision making, evaluation plan)

## INDIVIDUALIZED SUPPORT

(support team, plan, and orientation/training)





# Tier Three



LEADER (comprehensive protocol, Individual protocol)

**CONFUSION**

LEADER (SYSTEMS)

**FALSE STARTS**

LEADER (decision plan)

**ANXIETY**

INDIVIDUAL (support team on/training)

**FRUSTRATION**





# Recipe for an FBA & BIP (TATE)



- Citation:
- Science of Behavior. (2015, August). FBA BIP TATE Rubric. Retrieved from <https://www.scienceofbehavior.com/pro-tools-1/FBA%20BIP%20TATE%20Rubric%20August%202015.pdf>



# Recipe For an FBA (1 / 2)

*FBA Quality Indicators Adapted from the TATE*



- Input from multiple people/sources is reflected in the FBA
- Interfering behavior(s) are identified and operationally defined
- The FBA includes baseline data on the interfering behavior(s)
- Setting events are considered and identified, and their relationship to the interfering behavior is described
- The FBA describes the antecedents for:
  - When interfering behavior is more likely to occur, AND
  - When improved behavior is more likely to occur
- The FBA describes the existing immediate consequences of the interfering behavior



# Recipe For an FBA (2 / 2)

*FBA Quality Indicators Adapted from the TATE*

- The FBA contains a hypothesis statement that accounts for the FBA's findings of the antecedent(s), the interfering behavior(s), and its function
- The function of the behavior identified is one of the functions that is validated by research (e.g., not “control,” “revenge,” the student’s disability category, etc.)





# Recipe For a BIP (1 / 2)

*BIP Quality Indicators Adapted from the TATE*

- A BIP is developed (or updated) within 30 days of the FBA
- The hypothesis statement from the FBA is utilized throughout the BIP
- The BIP contains at least one of each of the following:
  - Antecedent strategy linked to the FBA's hypothesis statement
  - Replacement behavior that is socially valid (e.g., nonstigmatizing, meaningful, fits the environment, centers the student's well-being)
  - Reinforcement strategy for the replacement behavior that matches the function of the interfering behavior in the FBA's hypothesis statement
  - Strategy to prevent unintended reinforcement for the interfering behavior



# Recipe For a BIP (2 / 2)

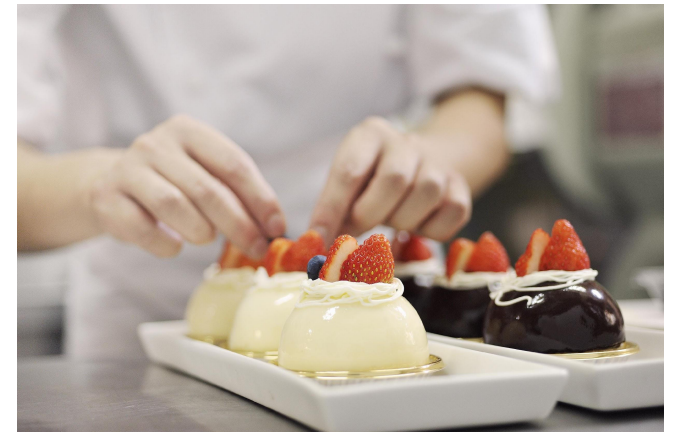
*BIP Quality Indicators Adapted from the TATE*

- If applicable, the student's IEP contains an ERP with all required components, and the ERP aligns with both the FBA and BIP
- Whether the student has an IEP or not, the team has documented the plan for collecting data on both the interfering behavior and the replacement behavior
  - For a student eligible for special education, this might be in the IEP and/or BIP
  - For a student without an IEP, this might only be in the BIP
- The BIP contains a specific plan for collecting data on fidelity of implementation



# Additional Quality Indicators (1 / 2)

1. The FBA and BIP are both strengths-based, identifying the preferences, learning needs and interests, and existing sources of family/community support for the student
2. The FBA and BIP both consider the student as a whole person, and support the team in evaluating & addressing related needs, like:
  - Lack of food or sleep
  - Physical/mental health care needs
  - Social isolation or bullying
  - Academic needs impacting behavior



# Additional Quality Indicators (2 / 2)

3. Replacement behaviors connect the student to naturally occurring “good stuff,” like:
  - Social connection
  - Access to help when needed, without shame
  - Access to activities related to interests,
  - Breaks from hard things
  - Meaningful challenge and achievement,
  - Opportunities to help others and/or the community
  - Opportunities to demonstrate leadership and/or be recognized for success
4. The IEP, FBA, and BIP are all aligned



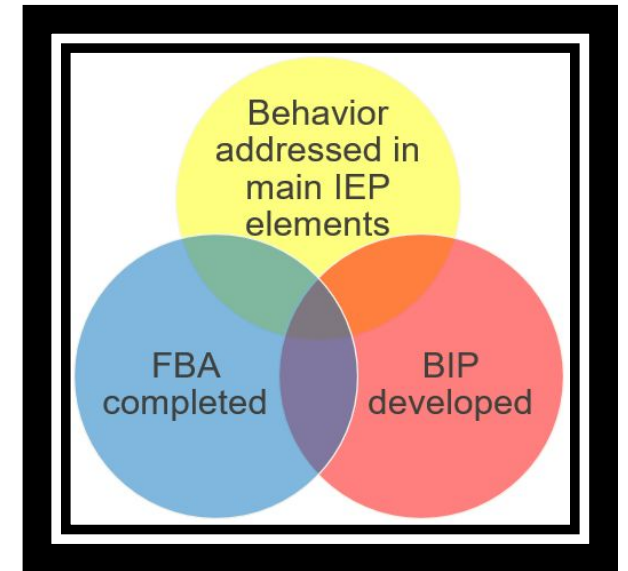


# What happens if you mix up the **SALT** and **SUGAR**?



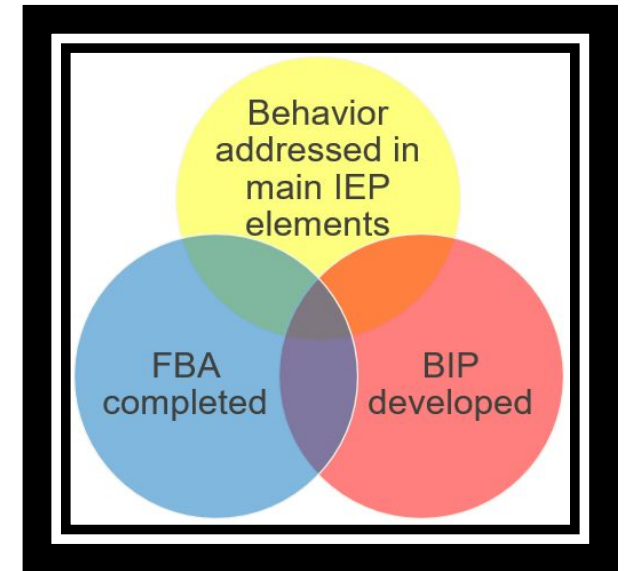
# Aligning IEP Goals to the FBA & BIP (1/2)

- ➡ Are based on data collected during FBA.
- ➡ Specifically address the behaviors identified in the FBA.
- ➡ Include teaching and reinforcing replacement behaviors outlined in the BIP.
- ➡ Consider the function of the behavior identified in the FBA.
- ➡ Are specific, measurable, and observable.
- ➡ Interventions and strategies outlined in the BIP are reflected



# Aligning IEP Goals to the FBA & BIP (2/2)

- ➔ Includes a plan for regular progress monitoring and data collection to ensure that the goals and objectives are being met.
- ➔ The development of IEP goals involves collaboration among all relevant partners.
- ➔ Include plans for generalization and maintaining new behaviors across different settings and over time.
- ➔ Goals are flexible and subject to review and adjustment based on ongoing FBA and BIP data.



# Salt vs Sugar

Salty Goals: (non-examples)	Sweet Goals: (examples)
When given a difficult situation, Jan Brady will not complain from 0 out of 5 opportunities to 5 out of 5 opportunities by September 1, 2024.	
When he is dysregulated, Peter Brady will follow adult directions with fewer than three prompts across 90% of opportunities as measured by teacher data collection.	
During recess and passing periods, Cindy Brady will be respectful of others and will refrain from making rude or loud comments 80% of the time as measured by a daily tracker.	





# Salt vs Sugar (1 of 2)

Salty Goals: (non-examples)	Sweet Goals: (examples)

# Salt vs Sugar (2 of 2)

Salty Goals: (non-examples)	Sweet Goals: (examples)
<p>When given a difficult situation, Jan Brady will not complain from 0 out of 5 opportunities to 5 out of 5 opportunities by September 1, 2024.</p>	
<p>When he is dysregulated, Peter Brady will follow adult directions with fewer than three prompts across 90% of opportunities as measured by teacher data collection.</p>	
<p>During class, Cindy Brady will be respectful of others and will refrain from making loud comments 80% of the time.</p>	



# Centralia School District's Behavior Journey

# One Minute Think

- What are the system barriers that come to mind when trying to implement behavior supports in your classroom, building, district
- Take one minute and list the ones that come to mind





# The Barriers List

- Time– not enough of it
- Money– not enough of it
- Staff– not enough of them
- Parent Support
- Physical Plant– Not enough spaces to isolate
- Skills– staff toolkits need to deepen
- Professional Development– who provide and not enough time & money
- Mental Health issues



# The Centralia Journey

- Deconstructing the self-contained behavior rooms
- Adding BCBA's & RBTs, Mental Health Support Specialists
- [Behavior roles](#)
- Parents in favor and against self-contained
- R&I practice & reporting- [See parent handbook](#)
- MTSS/SEL district wide
- Behavior Matrices (see links at right)
- BCBA, Behavior Specialists, Behavior Paras
- Behavior Team meeting
- PD- Mental Health Diagnoses, Empathy, De-escalation, classroom intervention

## Behavior Matrices:

- [Kindergarten](#)
- [1<sup>st</sup> Grade](#)
- [2<sup>nd</sup> Grade](#)
- [3<sup>rd</sup> Grade](#)
- [4<sup>th</sup> and 5<sup>th</sup> Grade](#)
- [6<sup>th</sup> and 7<sup>th</sup> Grades](#)
- [8<sup>th</sup> and 9<sup>th</sup> Grades](#)
- [10<sup>th</sup> through 12<sup>th</sup> Grades](#)





Closing

# Questions?



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# Revisiting Learning Objectives

- Participants learned to recognize specific quality indicators that teams should consider when developing cohesive and strengths-based supports in a student's Individualized Education Program (IEP) and Behavioral Intervention Plan (BIP), informed by a Functional Behavior Assessment (FBA).
- Participants gained the skills to evaluate and create high-quality, student-centered IEP goals for behavior, using examples and nonexamples to guide their understanding of effective goal-setting practices.
- Participants learned about one school district's journey to improve their behavior support practices with some of these considerations in mind



# What's Your Onramp?

- Revisit the barriers you identified
- Where could you start to remove barriers in your district?





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