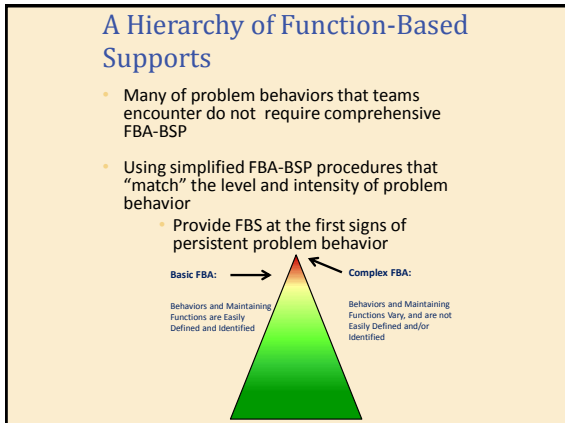


Basic FBA/BSP – Part III Building District Capacity to Deliver Basic FBA-BSP

Sheldon Loman, Kathleen Strickland-Cohen, & Kimberli Breen

- ## Multi-Tiered Behavioral Supports in Schools
- The logic behind the adoption of multi-tiered supports is to support the RANGE of students
 - Yet in practice, we often use our most effective tools only after challenging behaviors have become severe and/or dangerous (Scott et al., 2010)

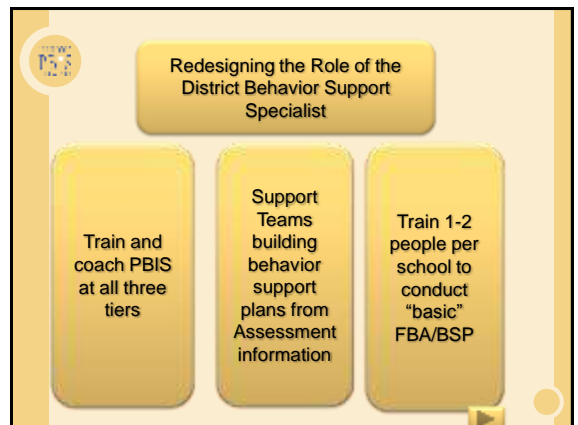


Basic vs. Complex FBA/BSP

Focus of this training series

	Basic	Complex
For:	Students with mild to moderate problem behaviors (behaviors that are NOT dangerous or occurring in many settings)	Students with moderate to severe behavioral problems; may be dangerous and/or occurring in many settings
What:	Relatively Simple and Efficient process for behavior support planning based on “practical” FBA data	Time-intensive process that involves emergency planning, family-centered planning, and collaboration with outside agencies
Developed by whom:	Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning)	School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., behavior specialist)

- ### Building District Capacity
- This will require re-examining how we organize behavioral support at the district level (Strickland-Cohen, Loman, & Horner, in press)
 - Identify and train personnel **at Each School** who can lead the **Basic** FBA/BSP process



Effective & Efficient Materials

BASIC FBA to BSP Training Series

- ★ Module 1- Defining & Understanding Behavior*
- ★ Module 2- FBA: Practice Interviewing
- ★ Module 3- FBA: Practice Observing
- ★ Module 4- Critical Features of BSP*
- ★ Module 5- Building BSP from FBA
- ★ Module 6- Implementation & Evaluation
- ★ Module 7- Leading a BSP Team

*Designed as training for all school staff

Basic FBA to BSP Training Materials

- ★ Trainer's Manual
- ★ Training Slides
- ★ Participant Guide
- ★ Pre-Posttest Assessments of FBA & BSP Knowledge
- ★ Basic FBA/BSP tools

★ www.pbis.org

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Establishing a Context to Deliver Individualized Behavior Support

It is going to take more than training...

Maximizing Your Session Participation

Work with your team

Consider first question:

- Where are we in our implementation?

Establishing the Context

- District Level
 - Improving behavior support systems must be one of the top three priorities
 - Administrative Support
- School Level
 - Improving behavior support systems must be one of the top three priorities
 - Administrative Support
 - Implementing SWPBIS Tiers 1 and 2
 - Team-based decision making is occurring
 - Data are used to make decisions

Developing Capacity

- District Level
 - Personnel with expertise in FBA and behavior support planning is allocated to support schools at the district level
 - Efficient & effective resources exist for training school personnel to conduct basic FBA/BSP
- School Level
 - At least 2 personnel with flexibility in their schedule are trained to conduct basic FBA/BSP
 - All staff (or as many as possible) are trained on overall function-based thinking
 - Effective and efficient resources for conducting basic FBA/BSP are available for trained staff

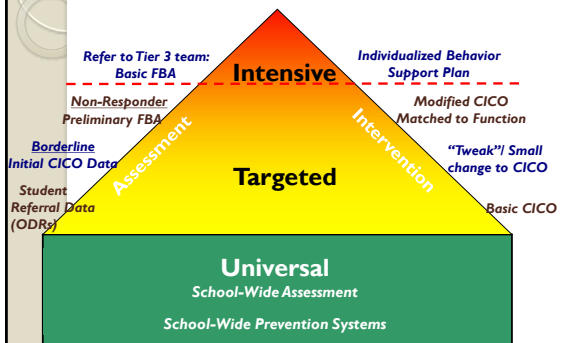
Experiencing Valued Outcomes

- District Level
 - Frequently evaluate outcomes for:
 - Increased student achievement
 - Decrease in referrals for intensive FBA/BSP
 - Decreased time in delivery of behavior supports to students that require them
 - Decreased student office discipline referrals and suspensions
 - Decreased referrals of students to more restrictive educational placements

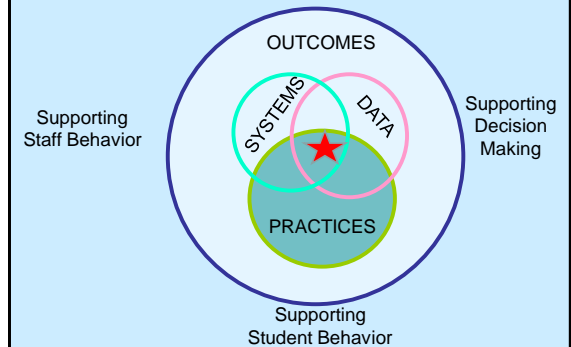
Experiencing Valued Outcomes

- School Level
 - Frequently evaluate outcomes for:
 - Increased teacher morale and success
 - Increased student achievement
 - Decrease in referrals for intensive FBA/BSP
 - Decreased time in delivery of behavior supports to students that require them
 - Decreased student office discipline referrals and suspensions

Assessment & Intervention



Supporting Social Competence & Academic Achievement



Implementing Basic FBA to BSP: Systems to Support Staff

- Clear referral process
- 2 people at school to conduct Basic FBA & provide coaching support to teachers implementing Basic BSPs
- Train all staff on Function-Based Thinking (Modules 1 & 4)
- Tier 2/3 Team meets monthly to review new and current students receiving Basic BSPs

Implementing Basic FBA to BSP: Data to Support Decision-Making


- Fidelity Data:
 - Pre/Post data to determine if staff are trained
 - Basic FBA/BSP documents are reviewed regularly by district-level coach
 - School-level coach ensures plans are being implemented by using fidelity checklist
- Student Outcomes Data:
 - Daily point cards or similar data are reviewed
 - Data system like ISIS-SWIS is used for Tier 2/3 team to analyze efficiently.



**Statewide
 FBA/BIP Training, Technical Assistance
 & Coaching Model**


Kimberli Breen
 Illinois Statewide Technical Assistance Collaborative

 Credit to: Jessica Swain-Bradway




**Statewide FBA/BIP Training,
 Technical Assistance & Coaching
 Model**

Statewide example represents work of the IL-
 PBIS Network (ISTAC) in partnership with
 Kathleen Strickland-Cohen through 2014



**Statewide FBA/BIP Training, Technical
 Assistance & Coaching Model**

1. Evidence-based curriculum
2. Added web-based technical assistance with real plans from building-based Facilitators
3. IL PBIS Network team trained by Kathleen Strickland-Cohen in "Brief FBA/BIP" via webinars
4. Turn-key training by IL PBIS Network to District External Coaches, district interventionists/clinicians (FBA Facilitators) & school teams
5. Follow-up training & TA sessions on-line
6. Capacity building processes for District External Coaches embedded throughout



1. Evidence-based Curriculum

Crone & Horner, 2003

 Loman, Strickland-Cohen, Borgmeier, &
 Horner, 2013

Form 1071

Functional Behavioral Assessment
Individual Student FBA

Student Name: _____ Date: _____

Facilitator Name: _____ Date: _____

Behavior: _____

Frequency: _____

Setting: _____

Antecedents: _____

Consequences: _____

Function: _____

Interventions: _____

Monitoring: _____

Follow-up: _____

Facilitator: _____ Date: _____

Behavior Intervention Plan (BIP)

Student Name: _____ Date: _____

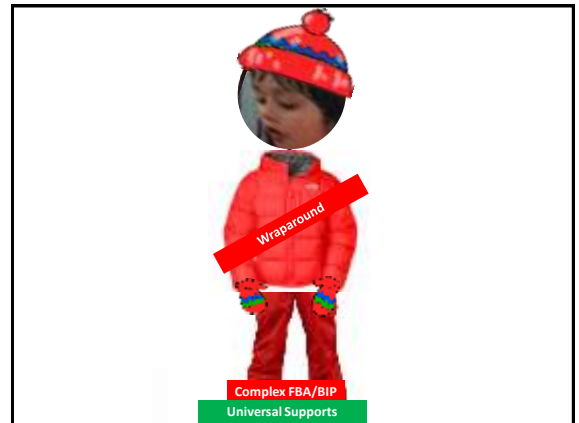
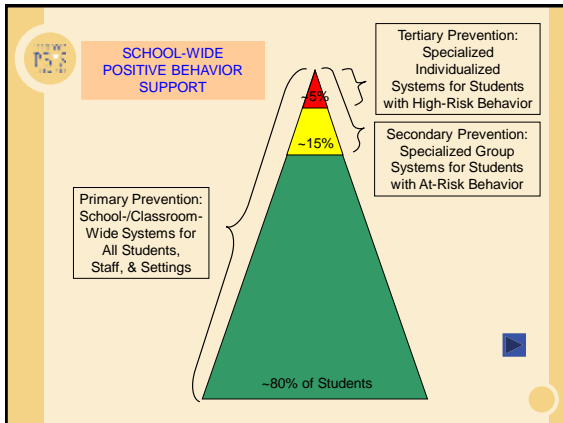
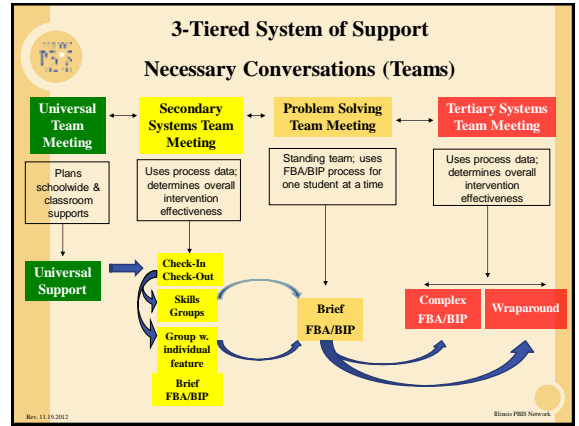
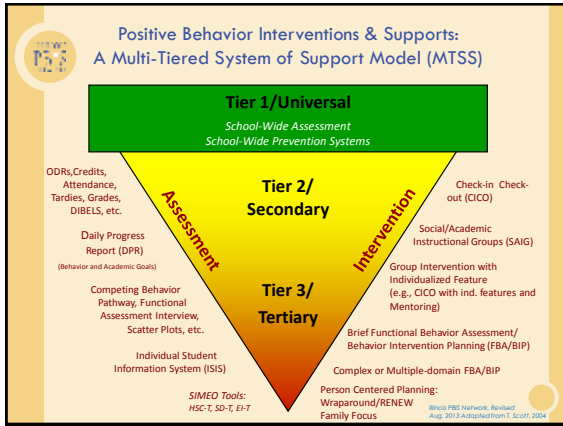
Facilitator Name: _____ Date: _____

Behavior: _____

Function: _____

Using Error Management	Alternate Reinforce Systems	Teaching Through	Extinction Through
Prevent unproductive setting events	Prevent aversive behavior	Teach alternate behaviors	Avoid use of aversive behavior
			Avoidance use of physical restraints
	Prevent alternative behavior	Teach alternate BIP components/behavior skills	Response to problem behavior that alternative intervention is used

Facilitator: _____ Date: _____



2. Added Web-based Technical Assistance with Real Plans

- ### Process for Giving Feedback
- ★ Plans shared prior to webinar
 - ★ Reviewed & edited beforehand
 - ★ Feedback given to Coach first for fluency building
 - District-wide, systems issues, noted & problem-solved
 - ★ On webinar, show original plan first & discuss with Facilitator/s & group
 - Then start to give feedback while interviewing & discussing with Facilitator
 - End by showing/creating "new" FBA/BIP
 - ★ Get update on youth on next webinar

Providing Feedback

Prior to (and during) the webinar, review plans for:


- ★ **Technical accuracy**
 - Stated positively & strength-based
 - Observable & measurable
 - Use of evidence-based strategies
 - All appropriate areas are completed
 - No excessive, redundant or contrary information
- ★ **Items in need of improvement:**
 - Judgmental/subjective
 - Incorrect location
 - Multiple answers for one question (i.e. 2 functions)
 - Contra-indicated to function, needs and/or strengths
 - Neutral strategies
 - Increased student and family voice

Example/screen shot of edited plan

3. IL PBIS Network team trained by Kathleen Strickland-Cohen in “Brief FBA/BIP” via webinars

Material from Loman, Strickland-Cohen, Borgmeier, & Horner, 2013

Scenario #1




During passing period in the hallway before recess, when peers tease him about his walk, A.J. calls them names and hits them.

Routine: “During Passing Period before Recess.”

<p>Antecedent When...</p> <p>PEERS TEASE ABOUT HIS WALK</p>	→	<p>Behavior The student...</p> <p>CALLS NAMES & HITS</p>
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Webinar 1: Task



- ★ School Team Participants.....
- ★ Over the next week...
 1. Complete the Competing Behavior Pathway & BSP Form (see Appendix Form E) to identify function-based interventions for the student for whom you conducted the FBA interviews and observations.

Have it ready for the next webinar

4. Turn-key training by IL PBIS Network to District External Coaches, district interventionists/clinicians (FBA Facilitators) & school teams



Turn-key Training

- ★ Utilized national trainers for modeling with statewide team (Loman & Strickland-Cohen)
- ★ Statewide team conducts training for district & building leaders & implementers
- ★ IL PBIS Network trainers support District Coaches as co-facilitators (in learning mode)
- ★ Trainer moves into secondary/supporting role as District Coach leads
- ★ District Coaches take over and continue TA for building-based Facilitators

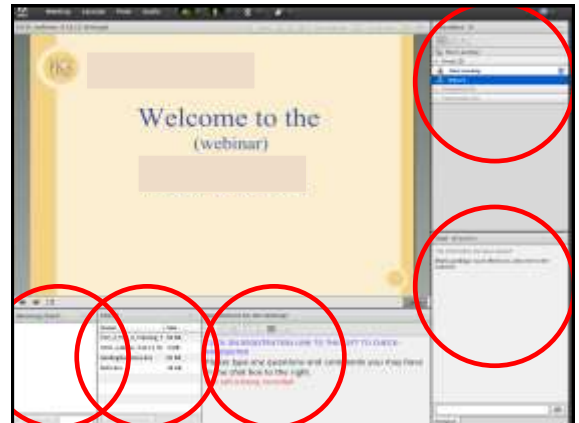


5. Follow-up Training & TA Sessions On-line



About Web-based TA

- ★ Always co-facilitate
- ★ Clarify expectations
- ★ Use the chat
- ★ Use your webcam
- ★ Mic-control:
 - Decide when to mute or interact w. participants
- ★ Record & continue to use recorded sessions
- ★ Record and share notes



6. Capacity Building in District External Coaches



Capacity Building

- ★ Training on-site & distally; multiple times & locations
- ★ High frequency web-based TA
- ★ Recorded webinars for 'anytime' learning, fluency-building & sharing with others
- ★ Real building-based plans reviewed, feedback provided first to Coach, then to Facilitator/s
- ★ Coaches participate in additional calls/supports as needed
- ★ Coaches observe, then co-facilitate, then lead with support, then provide solo

Building Intervention Capacity

- ★ PBIS Network
 - Do for
 - Do with
 - Cheer on
- ★ External Coach
 - Do for
 - Do with
 - Cheer on
- ★ Facilitators
 - Do for
 - Do with
 - Cheer on
- ★ Students & Families



Results

Questions/Discussion

Thank you!

Thank You for Attending!

- Slides and materials may be found at:
 - www.pbis.org
 - www.functionbasedthinking.com
- More information please email:
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