



# BRIDGING THE BIP FROM SCHOOL TO HOME

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# Goal for this evening

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- Define & discuss purpose of BIP
- Discuss how a BIP is developed & what it should contain
- Discuss revising and training the BIP
- Is the BIP appropriate at Home?
  - ▣ If so...
  - ▣ If not...

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# What is a BIP?

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- Behavior Intervention Plan
  - Designed to address behaviors that “impede their learning or the learning of others”
  
  - Plan to decrease behaviors
    - Out of seat behavior, tantrums, aggression, non-compliance, verbal aggression, etc.
  
  - Plan to increase behaviors
    - Attention span, waiting, communication, requesting breaks, etc.

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# How is a BIP developed?

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- Completed in conjunction with a team
  
- Guided by a Functional Behavior Assessment (FBA)
  - ▣ Direct observations of student
    - Objective data
  - ▣ Interviews with relevant people (parents included)
  - ▣ Function based questionnaires
  - ▣ Review of records

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# How is a BIP developed?

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- FBA seeks to determine:
  - ▣ Contributing environmental factors
  - ▣ Function or purpose
  - ▣ Functional treatment approach
  - ▣ Functionally equivalent replacement behaviors to be taught

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# Functional Behavior Assessment

How do I make sure my child receives a high quality assessment

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# Contributing Environmental Factors

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## What is happening in the Environment to make it more likely?

- ❑ Too noisy
- ❑ Bright lights
- ❑ Too many demands
- ❑ Too difficult of work tasks
- ❑ Seated too close to window/play area/door
- ❑ Has a cold, headache, etc.
- ❑ Not enough sleep
- ❑ Forgot meds

## What is NOT happening in the Environment to make it more likely?

- ❑ Not enough teacher attention
- ❑ Desk not close enough for effective redirection/prompting
- ❑ Not effective pacing of demands
- ❑ Lack/improper use of reinforcement
- ❑ Unclear expectations
- ❑ Unsystematic prompting hierarchies

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# Why do we care about that?

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- Set ourselves up for success
- Identify things we can change prior to the problem occurring
- Identify variables that are out of our control that influence problem behavior
  - ▣ Make programmatic modifications on the spot
- Example:
  - ▣ Variables: didn't sleep well due to cold symptoms
  - ▣ Modifications: lower demand rate, increased reinforcement for small successes, rest/nap time added into schedule, OTC meds if prescribed

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# Function of Behavior

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- Why is this behavior ‘functional’ for my son/daughter
  
- How does it benefit them?
  
- Examples:
  - ▣ I scream so that someone will come over and help me with my work
  - ▣ I run out of the room so that I can go see Mr. Adams (principal)
  - ▣ I tear up my worksheet so I don’t need to do it
  - ▣ I hit my classmates so I can play with the Rubik's cube
  - ▣ I suck on my hand because I like my hand feeling wet

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# Why is identifying the function important?

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- **Problem** behaviors may look the same but function for different reasons
  
- **Examples:**
  - I **scream** so that someone will come over and help me with my work
  - I **scream** so that I can go see Mr. Adams (principal)
  - I **scream** so that my teacher tells me to take a break and I don't need to do my math worksheet
  - I **scream** so that my classmate will give me the Rubik's cube
  - I **scream** so that my classmates start crying and I enjoy the sound
  
- We must treat based on function, no topography

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# Functions of Behavior

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- Access to Attention
- Access to Tangibles
- Escape/Avoidance
- Automatic Reinforcement
  - Self-Stimulation
  - Pain Attenuation

*“Control” is not  
a function*

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# Using Function to Identify Treatment

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- Once you know function, you can identify a functional treatment
- Functional treatments lead to better outcomes
- Replacement problem behavior with an alternative that provides the same function
  - ▣ Attention Maintained = Replacement must lead to attention
  - ▣ Escape Maintained = Replacement must lead to escape

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# Functionally Equivalent Replacement Behaviors (FERBs)

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- Behavior **alternatives** that meet the same function as the **problem** behavior
  
- Examples:
  - **Problem:** I **tear up my worksheet** so I don't need to do it
  - **Replacement:** I **tell the teacher 'break'** so I don't need to do it
  
  - **Problem:** I **hit my classmate** so I can play with the Rubik's cube
  - **Replacement:** I **ask my classmate for a turn** so I can play with the Rubik's cube

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# Quality Behavior Intervention Plan

What should you look for in your child's plan

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# Contents of a BIP

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- Name
- Implementation date
- Baseline dates & rates
- Reduction/acquisition goal
- Target behavior definition(s)
- Functional hypothesis
- Replacement behavior definition(s)
- Specific reinforcers to use (Functional & Arbitrary)
- Antecedent manipulations
- Reactive strategies
- Monitoring criteria
- Treatment plans to teach replacement behaviors

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# Revising a BIP

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- Does not need to be restricted to annually
- Should occur AS NEEDED
- Especially if there is no notable progress
  - ▣ Timeline depends on severity/goal/situation
- Be aware that function changes, last year's plan may not be functionally appropriate anymore

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# Training the BIP

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- All individuals responsible for implementing
  - ▣ No exceptions
  
- All components of the training should be covered
  - ▣ Antecedent modifications, teaching protocols, reactive strategies, use of reinforcement, etc.
  
- Effective training methods should be utilized
  - ▣ Behavioral Skills Training (BST)
  
- Parents may request training
  - ▣ Know & understand what it will look like prior to approving
  - ▣ Go to school, watch it in action

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# Is the BIP Appropriate at Home?

Perhaps, but not always...

*If the function at home  
is the same, then YES  
it is likely to carry over*

*If the function at home is  
different, then unfortunately  
NO*



# How do we know?

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- Compare interview responses
  - ▣ School personnel
  - ▣ Parents
  
- If there are significant differences, then the plan is unlikely to carry over well
  
- If they are similar, try it, implement in same manner with fidelity
  - ▣ Evaluate effectiveness

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# How do we know?

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- Interview Question:
  - ▣ Does the behavior occur after you ask him to do something?
  
- Teacher Response:
  - ▣ Sometimes
  
- Parent Response
  - ▣ Never
  
- If this pattern of responding continues...
  - ▣ The plan is **UNLIKELY** to match

# How do we know?

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- Interview Question:
  - ▣ Does the behavior occur when you have something she wants?
  
- Teacher Response:
  - ▣ Often
  
- Parent Response
  - ▣ Rarely
  
- If this pattern of responding continues...
  - ▣ The plan is **UNLIKELY** to match

# How do we know?

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- Interview Question:
  - ▣ Does the behavior occur even when no one is around?
- Teacher Response:
  - ▣ Rarely
- Parent Response
  - ▣ Rarely
- If this pattern of responding continues...
  - ▣ The plan is **LIKELY** to match

# How do we know?

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- Interview Question:
  - ▣ Does the behavior occur when she is not feeling well?
- Teacher Response:
  - ▣ Often
- Parent Response
  - ▣ Often
- If this pattern of responding continues...
  - ▣ The plan is **LIKELY** to match

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# What if the Functions Match?

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# What if it is the right function?

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- Get a copy of the plan
  
- Get trained and start implementing
  - ▣ Get enough detail to train your family members
  - ▣ Read through plan together, have them model the antecedent modifications, teaching strategies and reactive strategies with you
  - ▣ Ask for home specific examples
  - ▣ Ask all of the questions you might have
    - No question is a bad question

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# What if it is the right function?

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- Use the same procedures, don't vary
- Be consistent
- Share success & failures with school
- Retrain as needed

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# School to Home Examples

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## School Problem/Replacement

- Function: Escape
- Problem: Aggression to escape math work
- Replacement: Teach how to request a break when presented with math work

## Home Problem/Replacement

- Function: Escape
- Problem: Aggression to escape house chores
- Replacement: Teach how to request a break when presented with chores

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# School to Home Examples

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## School Problem/Replacement

- Function: Attention
- Problem: Spitting to access teacher attention
- Replacement: Teach how to call for teacher by name

## Home Problem/Replacement

- Function: Attention
- Problem: Spitting to access mom's attention
- Replacement: Teach how to call for mom by name

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# School to Home Examples

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## School Problem/Replacement

- Function: Self-Stimulation
- Problem: Pours toys from toy bin for visual stimulation
- Replacement: Teach how to use visual rain stick for visual stimulation

## Home Problem/Replacement

- Function: Self-Stimulation
- Problem: Pours toys from toy bucket for visual stimulation
- Replacement: Teach how to use visual rain stick for visual stimulation

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# School to Home Examples

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## School Problem/Replacement

- Function: Tangible
- Problem: Hits to gain access to preferred toys/food
- Replacement: Teach how to request specific toys/food

## Home Problem/Replacement

- Function: Tangible
- Problem: Hits to gain access to preferred toys/food
- Replacement: Teach how to request specific toys/food

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# School to Home Examples

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## School Problem/Replacement

- Function: Attention
- Problem: Hits to gain access to teacher attention
- Replacement: Teach how to wait for teacher attention after a request has been made

## Home Problem/Replacement

- Function: Attention
- Problem: Hits to gain access to mom/dad's attention
- Replacement: Teach how to wait for mom/dad's attention after a request has been made

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# What if the Functions Don't Match?



# What if it's not the same function?

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- Request recommendations for treatment of the different function
  
- Remember:
  - ▣ Treatment must be based on function
  - ▣ An inaccurate function will lead to an ineffective treatment.
    - Treating for the wrong function may inadvertently add to their maintaining function(s)

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# When functions don't match...

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## School Problem/Replacement

- Function: Escape
- Problem: Hits to escape math work
- Replacement: Teach how to request a break when presented with math work

## Home Problem/Replacement

- Function: Attention
- Problem: Hits to gain access to mom/dad's attention
- Replacement: Teach how to wait for mom/dad's attention after a request has been made



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# When functions don't match...

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## School Problem/Replacement

- Function: Tangible
- Problem: Screams to gain access to preferred toys/food
- Replacement: Teach how to request specific toys/food

## Home Problem/Replacement

- Function: Escape
- Problem: Screams to escape/avoid eating non-preferred foods
- Replacement: Teach how to say “no” to non-preferred foods

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# When functions don't match...

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## School Problem/Replacement

- ❑ Function: Escape
- ❑ Problem: Runs out of classroom to escape math
- ❑ Replacement: Teach how to request to leave math room

## Home Problem/Replacement

- ❑ Function: Tangible
- ❑ Problem: Runs out of house to access water in pond
- ❑ Replacement: Teach how to request to go swimming

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# Wrapping up

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- Before making the bridge, make sure the functions match!
  - ▣ Use research based methodology to effectively & accurately identify function ([see HANDOUT](#))
  
- If functions don't match, you need to treat them differently to be effective
  
- Different environments are likely to have different functions
  - ▣ Different learning/reinforcement histories
  - ▣ I know what I can get away with, when I'm with mom versus dad

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# Wrapping up

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- Know & understand the plan fully before approving
- Get trained even if you won't be implementing it at home
- Get all of your questions answered
- Request re-training as needed

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# Questions?

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# Thank you for your time!

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