

Behavior Intervention Plan Assignment Reflection

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The Functional Behavior Assessment Report (FBA) and Behavior Intervention Plan (BIP) I created for my target student aligns for a number of reasons. FBA's initially serve as a tool in discovering why a student displays a particular problem behavior, while the BIP is a written plan that lists the problem behavior, describes that behavior, and focuses on the replacement behavior and the various strategies one would need to implement to support that replacement behavior. The information that is collected and documented from the FBA is then used in the development of the BIP.

Scheuermann and Hall (2016) state that the FBA is used as a “process of gathering information about a challenging behavior to determine the environmental influences on the behavior and the function of that behavior...”. It consists of multiple sections including: the analysis of the behavior, the behaviors frequency, intensity and/or duration, the student's environmental factors and if those factors contribute to the frequency of the behavior, what should be reduced and/or eliminated and what should be added to that environment, the hypothesis (purpose) and function of that behavior and what it should be replaced with, and if a Behavior Intervention Plan is suggested for the student. This data from the FBA is then transferred to the BIP for further development. Parts I-V of the BIP are used to dissect the FBA in its entirety and provide further detail and evidence to support the function and frequency of the problem behavior. As mentioned, the FBA discusses the behavior, it's frequency, and the function that behavior serves the individual and the BIP expands on the material provided while asking the reporter to review and elaborate upon each section of the FBA.

Part I of the BIP asks for the reporter to discuss the various predictors of the behavior and the adjustments needed to that student's environment. In completing this section of the report, I first reviewed the necessary information from the FBA and sifted out the information I found to be

most relevant to the BIP. In discussing these predictors, I first needed to identify the time and place in which the behavior is most likely to occur and what variables in the student's environment allow him to continue and display these behaviors. The FBA asks that the observer analyze the antecedent and what initially triggers this problem behavior to occur. This analysis then provides the reporter with the correct information to complete the first part of BIP and present the structure and supports that are needed to potentially alleviate the frequency of the problem behavior. The second part of the BIP is used to accurately present the function of the problem behavior, what that behavior should be replaced with, which strategies should be established in order to support the student's implementation of the replacement behavior, and the procedures used to maintain that new behavior. Before completing this section, the reporter must review both the hypothesis and functional behaviors previously identified in the FBA and work to use these statements as the basis for this section of the BIP. These statements help support the idea that these replacement behaviors must continuously be encouraged and enforced by those working closest to the student. Part III of the BIP discusses the "effective reactive strategies," meaning what those working with the student will do when/if these behaviors occur again and how they must conduct their discussions with the student. The reporter must review the observations noted in the FBA to better understand what triggers the student and how this affects the student's overall demeanor. This is a valuable piece of the BIP in that the personnel must be able to prompt the student and hold a positive, structured, and progressive conversation. The fourth and fifth part of the BIP requires the reporter to elaborate on the behavioral goals of the student, the timeframe of the goals, and discuss the communicational approaches that the parties working with the student must implement into their daily/weekly schedules. Communication among parties is pertinent to the overall success of the student in that each party must continue to collect, report, and discuss the student's progress. In order to

accurately complete this section of the BIP, the reporter must review the locations in which they conducted their observations and evaluate the people who were/are in close proximity to the student.

As I discovered through my observations and reports, problem behaviors can drastically affect a student's ability to learn. The FBA and the BIP are two documents that can be essential in understanding the *why* behind the behavior and the *how* needed to change it.

References

Scheuermann, B. K., & Hall, J. A. (2016). *Positive Behavioral Supports for the Classroom* (3rd ed.). Pearson.