

Analysis of Behavior Support Plans for Students with Extensive Support Needs

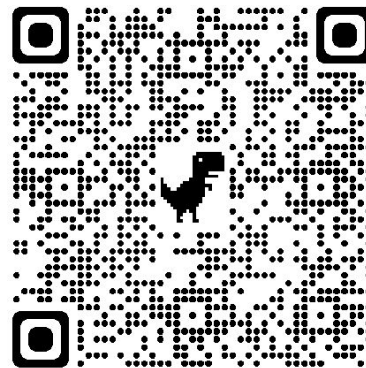
APBS 2023

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Presentation Based on:

Zagona, A., Kurth, J., Walker, V.L., Ruppar, A., Loman, S.L., & Bubash, S. (under review). A Quality Analysis of Behavior Intervention Plans for Students with Extensive Support Needs

**Link to Slides available with
QR Code:**



Objectives



By the end of the session, participants will be able to:

1. Identify common errors made in the development of behavior support plans for students with extensive support needs (ESN)
2. Identify procedures to guide effective behavior support planning for students with ESN
3. Understand implications for future research and behavioral supports for students with ESN

Who are Students with Extensive Support Needs (ESN)

- ❑ Heterogeneous population
- ❑ Eligible to take their state's alternative assessment due to significant cognitive disability
- ❑ To ensure success in General Education Curriculum, may need supports for:
 - ❑ Communication
 - ❑ Academics
 - ❑ Behavior/Social Skills
 - ❑ Mobility
 - ❑ Health

Pennington et al., 2023

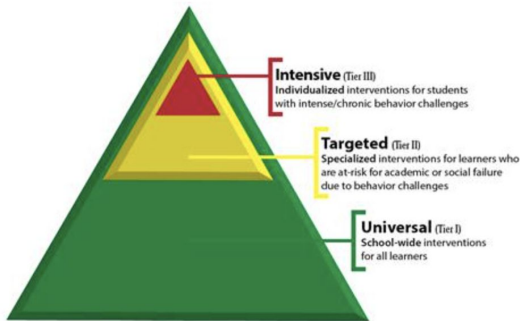
Students with extensive support needs and challenging behavior

Students with ESN are more likely to experience challenging behavior. Why?

- Lack of communication skills and receptive partners
- Health and wellness issues
- Quality of life and instruction factors
- Experience with punishment, seclusion, and restraint
- Lack of teacher skill and knowledge

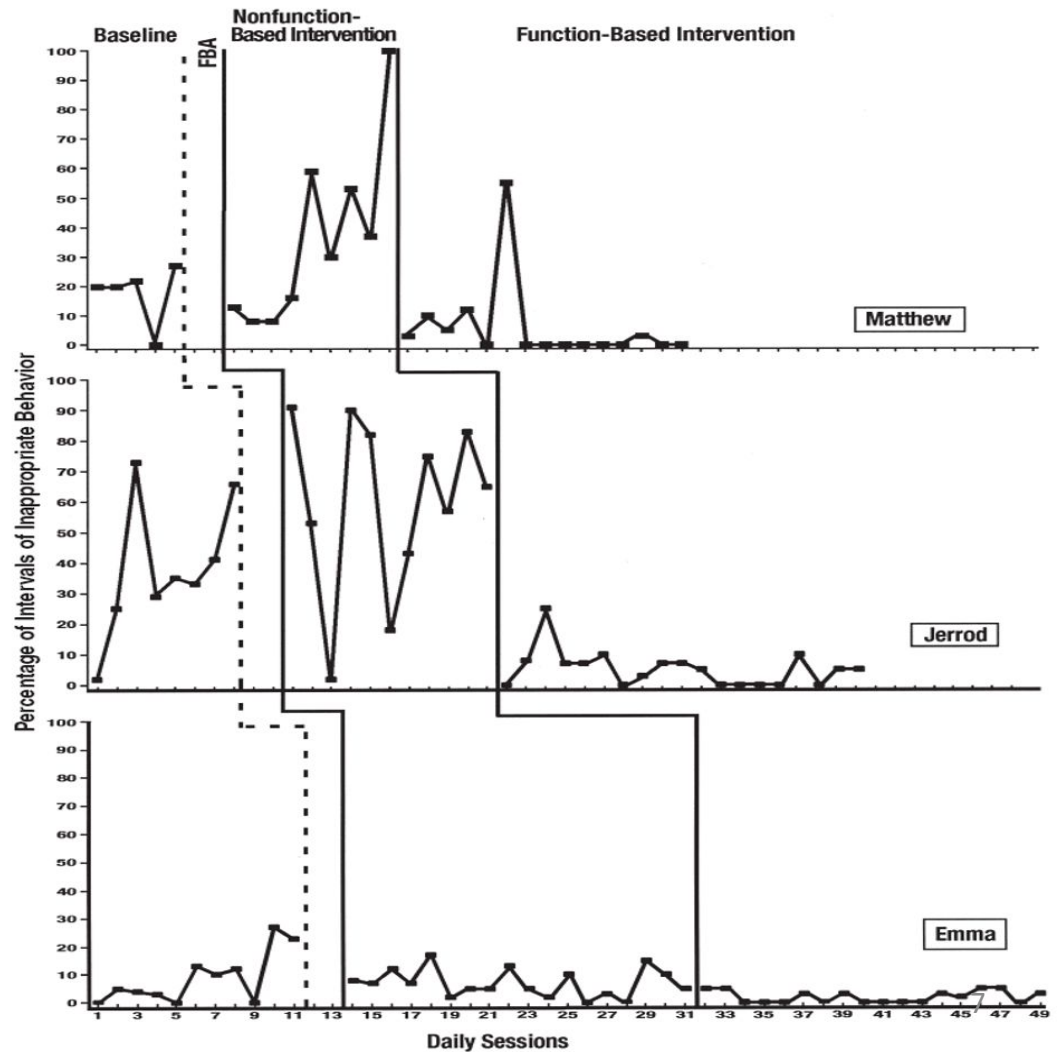
MTSS: Preventative approach to challenging behavior

- ❑ Ensure school- and class-wide supports are available and accessible and related to a multi-tiered system of support
- ❑ Develop comprehensive behavior intervention plans (BIPs) that address unique supports needs
- ❑ Consider behavioral function in developing BIPs



Newcomer & Lewis, 2004

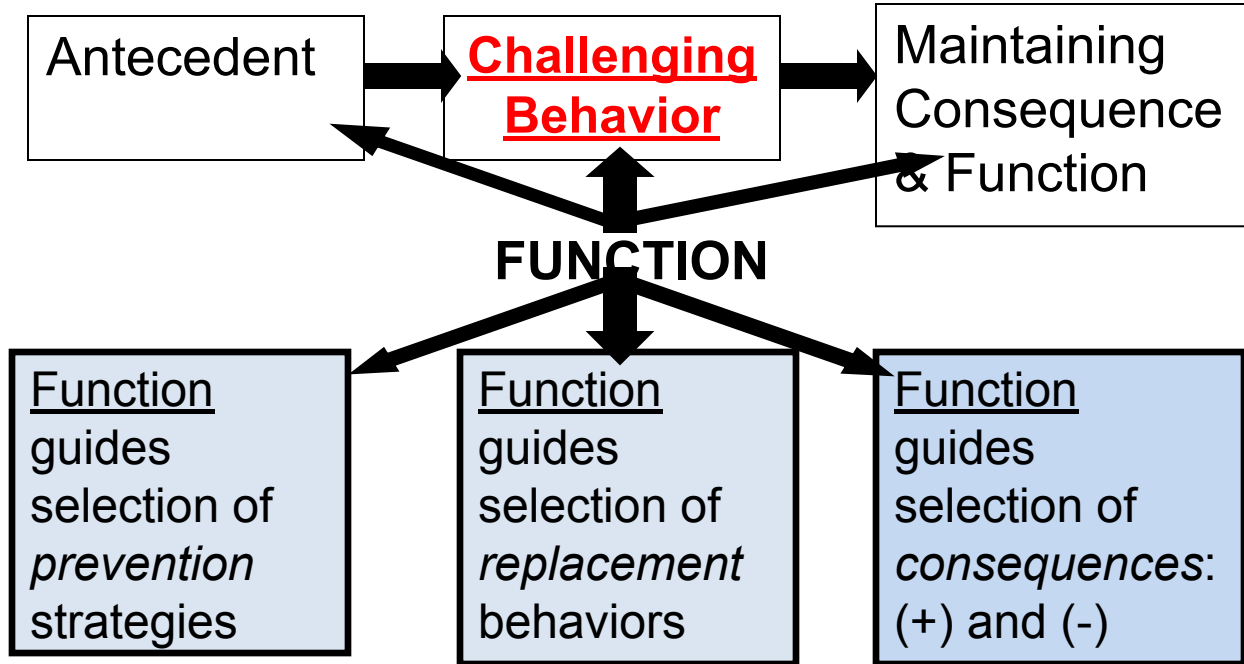
- ❑ Interventions based on the **FUNCTION** of the challenging behavior improve outcomes
- ❑ When not based on **FUNCTION**, interventions may make behaviors **worse!**



Function Based Interventions

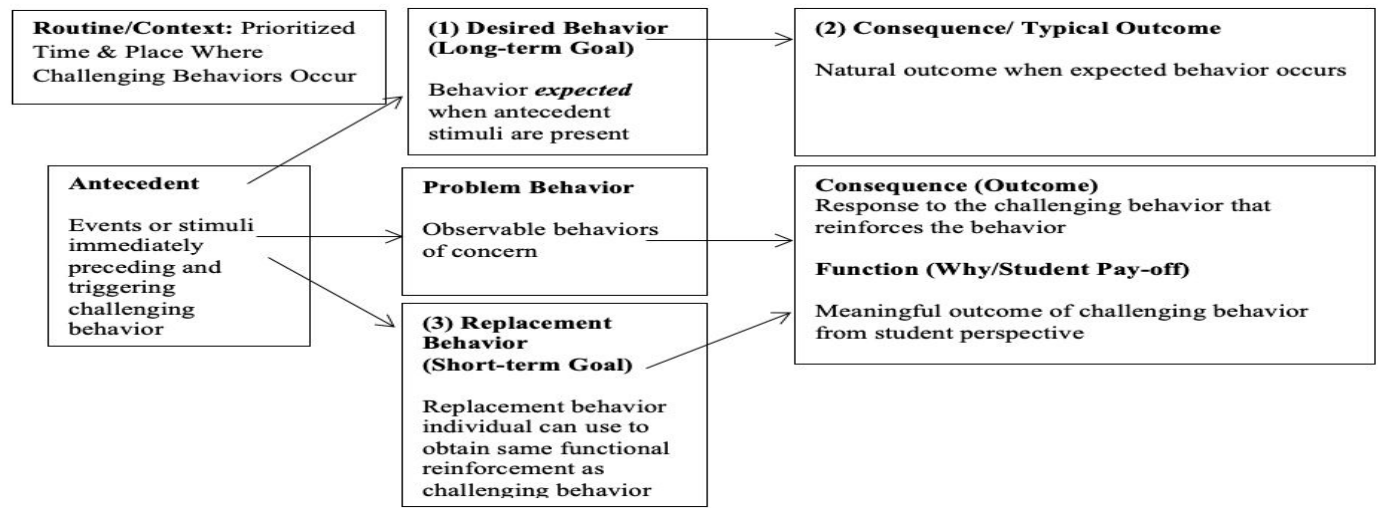
Use Function to develop ideas to change A, B & C

Routine



Critical Features of Function-Based Supports

(Loman et al.,
2014)



(A) Manipulate Antecedent to prevent problem & prompt replacement/desired behavior	(B) Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to reinforce alternate & desired behavior & extinguish challenging behavior	
		(C) Alt./Expected Behavior	(D) Challenging Behavior
Intervention should: <ul style="list-style-type: none"> □ Directly address the identified antecedent □ Directly address the function of replacement behavior 	Provide explicit instruction of the alternate behavior(s) that: <ul style="list-style-type: none"> □ Serves the same function as challenging behavior □ Is as easy or easier to do than problem behavior □ Is socially acceptable Explicitly teach skills necessary to engage in desired behaviors or approximations thereof:	Include an intervention to reinforce the: <ul style="list-style-type: none"> □ Replacement behavior & □ Desired behavior or approximations toward the desired behavior Ensure reinforcers are valued (use function to guide selection of reinforcers as appropriate) Set up Reinforcement Schedules based on reasonable expectations and timeframes	Prompt the replacement behavior at the earliest sign of challenging behavior Eliminate or limit access to reinforcement for engaging in challenging behavior

Technical Adequacy of BIPs

- Technically adequate BIPs are **needed to enhance student learning outcomes and quality of life.**
- Limited research has investigated **technical adequacy of BIPs, particularly for students with extensive support needs.**
- *Given their complex support needs and high risk of being segregated and exposed to aversive practices in separate settings, **understanding the quality of BIPs for students with extensive support needs is required***

Behavior Intervention Plans (BIPs) for Students with ESN

Name: _____ Date: _____



Good Day Plan

Answer each of the four parts in this Good Day Plan. Think about what happens on the best days and write or type out what happens, if it's happening now, what you can do to have a good day, and what help you can use along the way.

Good Day What happens on a good day?	Now Does it happen now?	Action What needs to happen to make it a good day?	Support Who can help me?

Person-Centered Planning

- Reflect student-centered approaches that promote self-determination, dignity, and quality of life aligned with student cultural values and personal priorities
- Preventative, reactive, and teaching strategies must be well-aligned with behavioral function
- Support teams by building their knowledge and relying on available resources



Systematic Preference Assessments

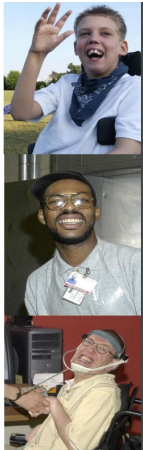
Self-Determination/Choice/Values Rating Scales

Personal Preference Indicators

A Guide for Planning



Preferences Choices Self-determination



Research Questions

RQ1

What are the structural features of BIPs for students with ESN?

RQ4

How are the components present in BIPs for students with ESN aligned to their IEPs?

RQ2

What is the technical adequacy of BIPs written for students with ESN?

RQ3

What trends are evident in errors across the various components of BIPs for students with ESN?

Method

Data Collection

- ❑ **Obtained BIPs of 16 students**
- ❑ **Part of a larger project focused on IEP content for students with ESN (Kurth et al., 2019)**
- ❑ **De-identified IEPs were provided by teacher candidates**

Sample

- ❑ **$n= 16$**
- ❑ **Age range: 7- 16.5; mean= 9.8 years**
- ❑ **All had extensive support needs**
- ❑ **Six had complex communication needs**

Quantitative Analysis

- Analyzed structural features of BIPs
- Identified categories of headings and subheadings that guided BIP development

RQ1

**What are the structural features
of BIPs for students with ESN?**

Quantitative Analysis

RQ2

What is the technical adequacy of BIPs written for students with ESN?

Analyzed the technical adequacy of BIPs using the Technical Adequacy Checklist (Loman et al., 2022)

- Challenging behavior
- Antecedents
- Consequence/function
- Replacement behavior
- Antecedent intervention
- Teaching strategy
- Consequence strategy
- Response strategy
- Implementation procedures
- Fidelity data collection plan
- Progress monitoring data collection plan

Qualitative Analysis

- ❑ Read each BIP and recorded notes about each using the Technical Adequacy Checklist as a framework
- ❑ Met to discuss trends in errors across the 16 BIPs
- ❑ Two members of the research team identified themes evident in the errors and examples of each theme
- ❑ One member of research team verified the themes

RQ3

What trends are evident in errors across the various components of BIPs for students with ESN?

Quantitative Analysis

- ❑ Analyzed alignment of BIPs to IEPs
- ❑ Examined challenging behavior and replacement behavior alignment to IEP goals and supplementary aids and services

RQ4

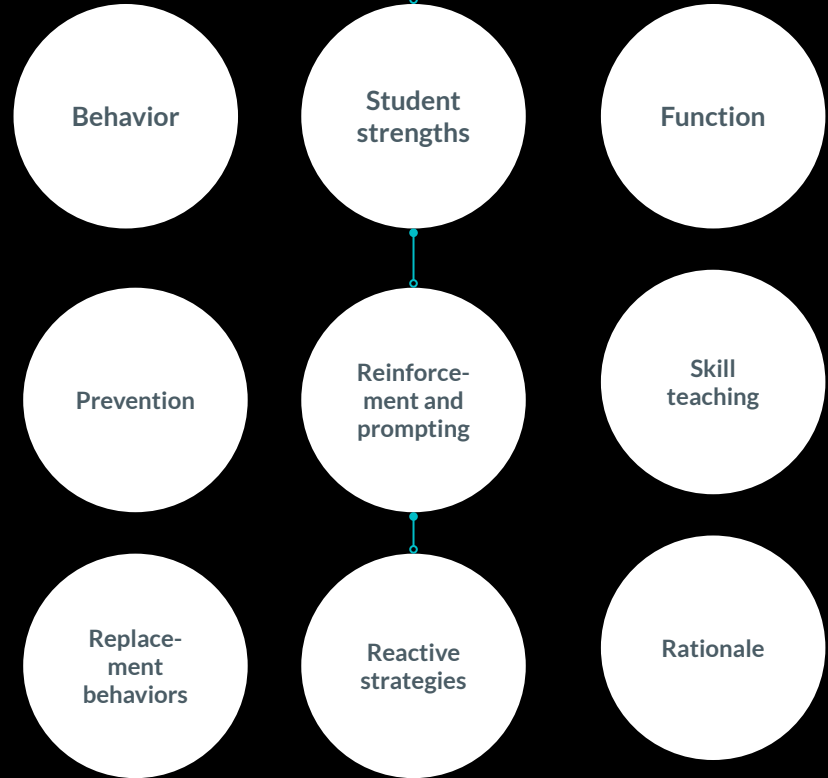
How are the components present in BIPs for students with ESN aligned to their IEPs?

Findings

Structural Features of BIPs

RQ1

What are the structural features of BIPs for students with ESN?



Average Score = 10.1 out of 22 points

Highest Scoring Elements

- Challenging Behavior
($M=1.5$)
- Antecedent Intervention
($M=1.5$)

Lowest Scoring Elements

- Fidelity data collection plan
($M = 0.1$)
- Progress monitoring data collection plan ($M = 0.4$)

RQ2

What is the technical adequacy of BIPs written for students with ESN?

Error Analysis: 3 Error Patterns

1. Assumptions about students

Antecedents were not described in observable ways

2. “Laundry lists and the kitchen sink”

Extensive lists of loosely-aligned behavioral functions, environments, and interventions

3. “Doomed to fail”

Only reactive interventions (consequences) without teaching or preventative (antecedent) interventions

Behavioral functions not aligned with replacement behaviors and consequences

Traditional “discipline” practices such as office referrals and calls home, which sometimes appeared to reinforce the challenging behavior

RQ3

What trends are evident in errors across the various components of BIPs for students with ESN?

Error Analysis

- Evidence of Assumptions in Extraneous Information
- Overall patterns of assumed information reported as fact
 - Primarily evident in extraneous information provided in behavioral definitions revealed speculations about the student's feelings and motivations.
- Attribution of feelings or emotional states

RQ3

What trends are evident in errors across the various components of BIPs for students with ESN?



“When [student’s] energy level is high (most likely due to sensory regulation?) he acts impulsively, moving towards desired objects, people, or places without regard for his safety.” (BIP #5)



“Physically aggressive with peers and adults when he is redirected, frustrated, or angry.” (BIP #11)



“Working in large groups can trigger problem behaviors, particularly when the student feels that she needs help or adult attention but feels she does not have sufficient access to these things.” [BIP 62)

Error Analysis

- The Kitchen Sink and Laundry Lists: Not Just for Life Skills Anymore!
- Multiple behaviors, functions, or interventions were listed without a clear plan for implementation or alignment with other aspects of the BIP.
- Lists of challenging behaviors (“wrongs”)
- Multiple behavioral functions, which were not addressed in differentiated ways
- Multiple proposed interventions, with unclear alignment to behaviors or functions.

RQ3

What trends are evident in errors across the various components of BIPs for students with ESN?



“The student hits, kicks, headbutts, spits, bites, cries, screams, destroys property, and runs away.” (BIP #41)

“Pacing, excessive noise/talking, jumping up and down, stomping feet, physical and personal space issues.” (BIP #1)



“Seeking sensory regulation, to obtain desired object or move to desired space, overstimulation (classroom environment, language), seeking to understand culture change, trying to play instead of doing academic work, does not understand adult requests, trying to be understood by adults.”

(BIP #5)



- (a) increase verbal skills (English),*
- (b) increase understanding of school rules,*
- (c) increase understanding of social norms,*
- (d) teach transitioning skills within and out of school building,*
- (e) increase social skills and positive interactions with others,*
- (f) refer to clock/school bell/visual schedule for transitions,*
- (f) visual modeling/demonstration,*
- (g) social stories;*
- (h) draw to clarify directions/process incidences,*
- (i) peer coaching,*
- (j) countdown of 5, 4,3, 2, 1 given to comply (pre-teach system to class),*
- (k) foreshadow transitions,*
- (l) foreshadow changes to schedule; and*
- (m) allow choices for reinforcing activities. [BIP #1]*

Error Analysis

Fatal Flaws

- Traditional “discipline” procedures, such as notifying parents or removing the student from an undesired activity.
- Enforcing compliance rather than teaching new skills and responding to the students’ motivations or points of view.
- Reactive interventions without proactive teaching and support strategies aligned with the identified behavioral function.
- Misalignment across BIP components

RQ3

What trends are evident in errors across the various components of BIPs for students with ESN?



“Take away fun time at home or school unless he fixes it, remove to quiet location, call mom.” [BIP #87]

“[Student name] will need to apologize to any staff member that he yelled at or said anything inappropriate to.” [BIP #88]



Challenging behavior: Leaving the area

Replacement behavior: “Staying in assigned space [BIP #5]”

Challenging behavior: Work avoidance

Replacement behavior: “Complete or attempt assigned tasks after no more than three prompts”. [BIP #46]”



Function: escape due to anxiety in certain situations, such as crowds.

Instruction: “self-regulation and boundary setting, indirect and direct instruction in academic expectations, and self-monitoring behavior charts.” [BIP #8]

IEP goals

- IEP goals directly aligned with at least one challenging behavior addressed in BIP - **68.8%**
- IEP goals directly aligned to at least one replacement behavior addressed in BIP - **60.0%**

RQ4

How are the components present in BIPs for students with ESN aligned to their IEPs?

Supplementary Aids & Services

- Supplementary aids and services directly aligned with at least one challenging behavior addressed in BIP - 43.8%
- Supplementary aids and services directly aligned to at least one replacement behavior addressed in BIP - 60.0%

RQ4

How are the components present in BIPs for students with ESN aligned to their IEPs?

Implications

BIPs were not high quality

- Low technical adequacy - average score of 50%
- Error patterns reflect dangerous assumptions about students
- Lack of alignment with IEP reflects a lack of comprehensive planning for students
- Emphasized authority, compliance, and centered the adults (not the students)

Risks of poor BIPs

- Control and compliance are too often the primary aim of persons working for people with disabilities
- Teachers misattribute causes of problem behaviors
- Female teachers may be more likely to respond to aggressive behavior with fear
- People with disabilities are more likely to experience abuse, loss of preferred living or school placements, and loss of control over their own life

Least dangerous assumptions

Everyone wants and needs a dignified, happy life.

This behavior is more reflective of the situation than the person.

This person is valued and important. This behavior does not reflect their lack of effort, will, or worth

What's the least dangerous assumption we would make when a person is displaying problem behavior (internalizing or externalizing)?

Enacting the least dangerous assumption in BIPs

What would I want somebody to do for me if I were in a behavior crisis?

How would I want somebody to think about me if I were in a behavior crisis?

How would I want somebody to treat me if I were in a behavior crisis?

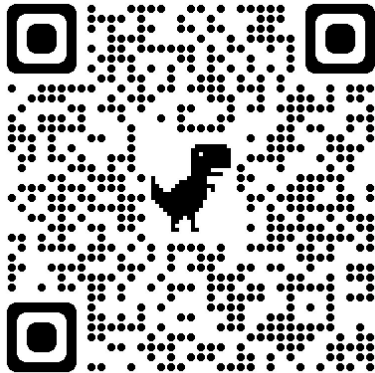
Implications

- Teach adults supporting students to make least dangerous assumptions and a basic hippocratic oath
- Teach teams to develop quality BIPs that are *STUDENT CENTERED*, include students in their development, and implement them with fidelity
- BIPs that seek strengths and capacities to build upon
- Research that draws upon lived experiences of disabled people and builds BIPs and teacher-training that reflects their wisdom
- Research that improves overall BIP quality and implementation in inclusive settings

Resources shared:

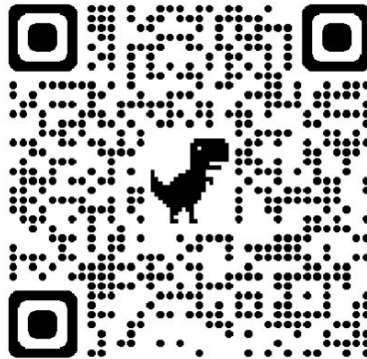
www.basicfba.com

FBA/BIP Training Modules &
Coaching Resources

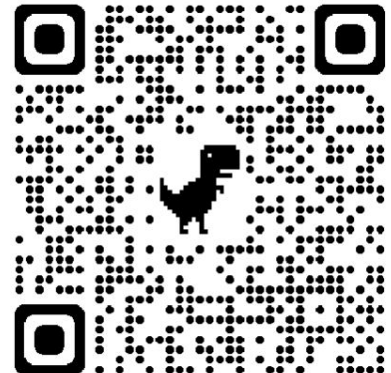


www.imdetermined.org

Resources to help
engage students in
FBA/BIP



Preference Assessments
to help students identify
preferred reinforcers,
activities, etc.



Any questions? Thank you!

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