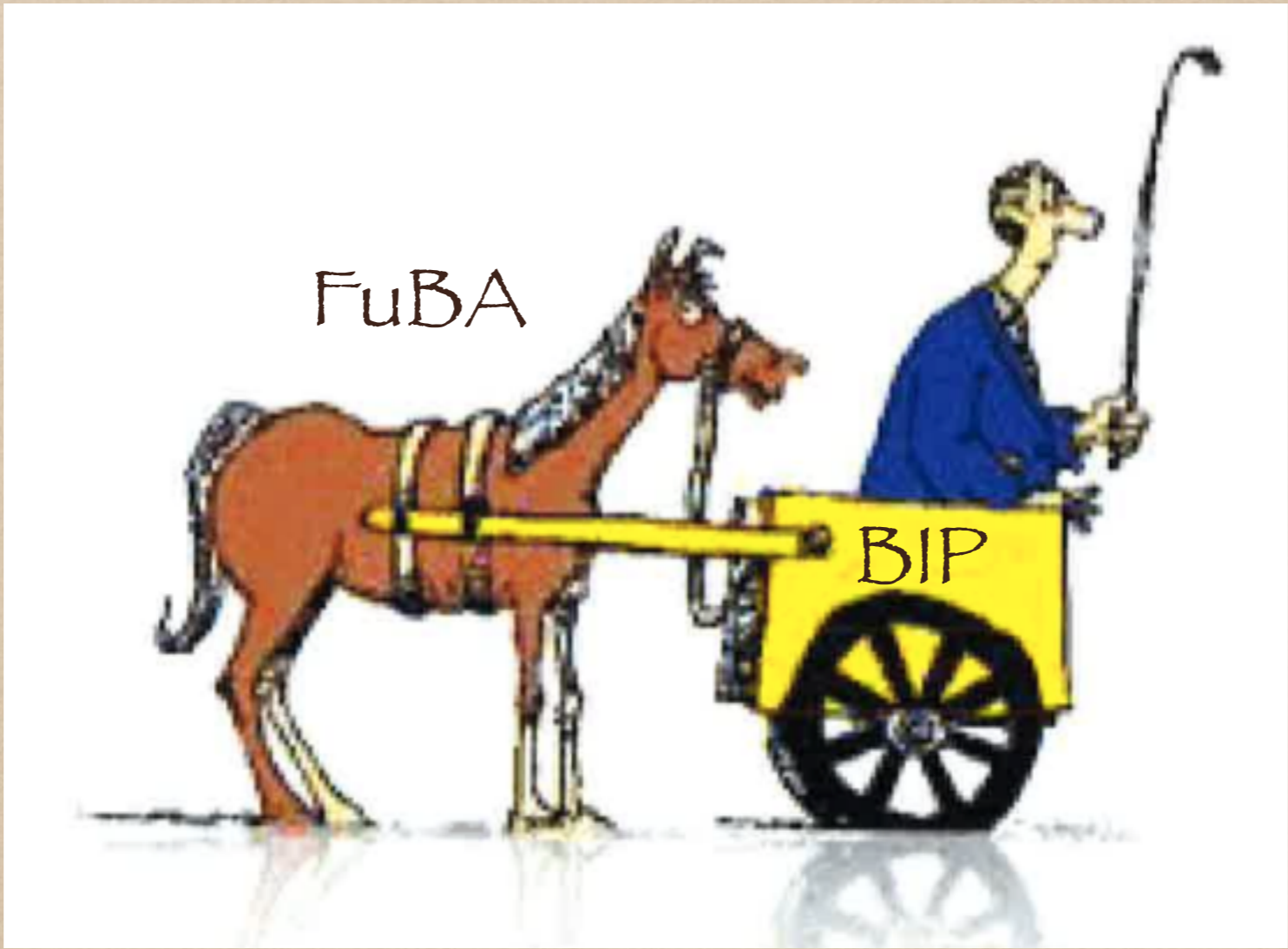


FuBA and BIP

Beyond the weird acronyms.

More than just forms to complete for an LRE referral.





The official order of operations*:

*According to Ben Belnap

1. Identify the target behavior
2. ABC data collection/function
3. Data collection (2) - Frequency of behavior at baseline
4. Identify your reinforcer and reinforcement schedule
5. Identify and teach replacement behavior
6. Data collection (3) - Frequency post-intervention



1. Identify Target Behavior

- ◆ What do you want to see improve?
- ◆ What do we need to fade?
- ◆ High frequency/Low intensity
- ◆ How can we replace the negative behavior?



2. ABC Data Collection

A-B-C Recording Form

Student's Name: _____ Observer _____ Date: _____

Setting: _____ Observation Start Time: _____ Observation Stop Time: _____

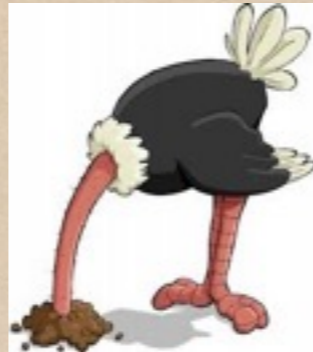
Antecedent Events	Behaviors	Consequent Events

Our number 1 priority is to identify
the FUNCTION of the behavior!

A 3D rendered graphic of the word "WHY?" in a bold, red, sans-serif font. The letters are thick and have a slight shadow underneath, giving them a three-dimensional appearance. The text is set against a plain white background.

Four Functions of Behavior

- ◆ Escape/Avoid



- ◆ Tangible



- ◆ Attention



- ◆ Stimulation



3. Frequency Data Collection

Frequency Count Tally Sheet

Student _____

Date: _____	Period: _____																		
Target Behavior: _____																			
Definition of Behavior: _____																			
Frequency: (Slash one number for each occurrence)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Date: _____	Period: _____																		
Target Behavior: _____																			
Definition of Behavior: _____																			
Frequency: (Slash one number for each occurrence)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Date: _____	Period: _____																		
Target Behavior: _____																			
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Frequency: (Slash one number for each occurrence)																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Frequency Data Collection



- ◆ Be specific
- ◆ Tally only measurable behaviors
- ◆ If we do not collect quantifiable baseline data, we will have no real idea about whether our intervention is effective (or even necessary).

Mason's Frequency Tracker

Mason communicated with peers and adults respectfully with no evidence of:

- Threats
- Name-calling
- Put-downs

Tally all interactions during a random 30-minute interval. Add tallies for 'Yes' and 'No' and then divide the number of 'Yes' tallies by the sum of 'Yes/No' for percent.

Day	Yes	No	Percent
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Please briefly note severity (severe, moderate, mild) and specific behavior (punch, kick, push, etc.)

Day	Aggression Daily Tally	Note
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Tally how many times he raised his hand or waited his turn before talking out.

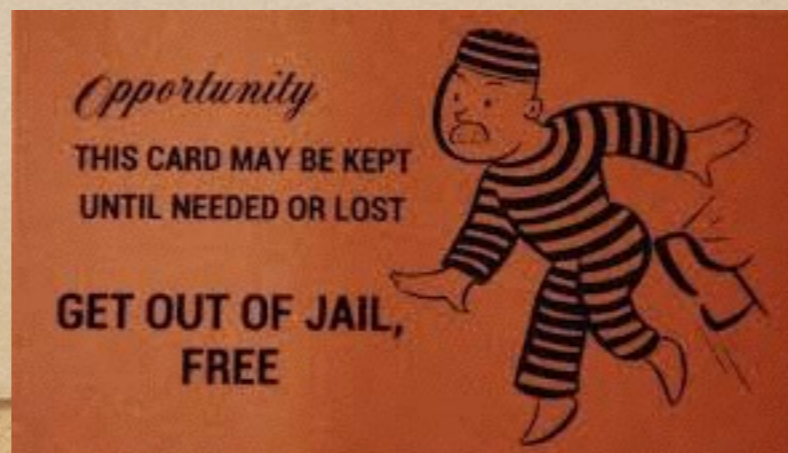
Day	Raised hand/waited patiently before talking out
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

4. Identify Reinforcer and Schedule

- ◆ One reinforcer for one behavior
- ◆ Be flexible, creative, relational
- ◆ Involve the student



- ◆ So many great web based resources. Dig around!



5. Define Replacement Behavior

- ◆ Focus on one behavior at a time.
- ◆ Is it incompatible with the target behavior?
- ◆ Does the replacement behavior provide an opportunity to meet the function of the target behavior for the student?

Teach Replacement Behavior

TIPS:

- ◆ This needs to be discussed AT BASELINE—when no one is upset.
- ◆ Be general. Do not make this discussion related to a specific incident.
- ◆ Simply state it and genuinely ask what they think is going on.

The Script

- ◆ “I’m so proud of...” (whatever positive thing you can think of)
- ◆ “I’ve noticed you struggle at times with _____, and I want to figure out how to help you with that.” Get as much discussion as you can.
- ◆ (Format: $+ \rightarrow - \rightarrow +$)
- ◆ “Here is the expectation I have for you that I know you can meet:” (state it clearly)



The Script (Act 2)

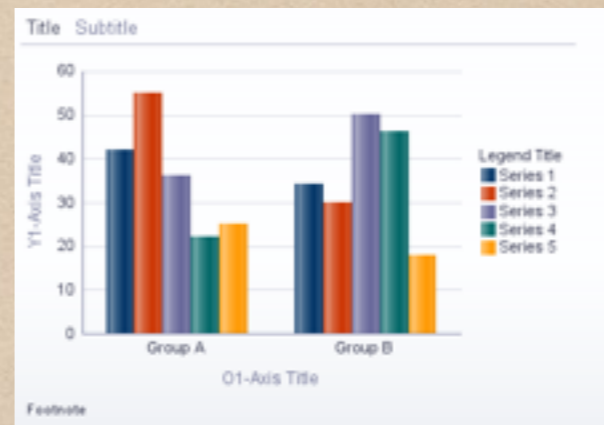
- ◆ “Here’s what will happen if you meet those expectations:” (identify reinforcer)
- ◆ “Here’s what will happen if you don’t:” (identify reteaching procedures)
- ◆ Have the student restate it back to you.
Encourage. Praise.

Practice/Reteach

- ◆ Go through the procedure with the student
- ◆ Provide reinforcement in practice as if it were the real thing
- ◆ Over do it! It's all about teaching and creating habits

6. Data collection

- ◆ Frequency



- ◆ 2 weeks AT MINIMUM of everyone going all in

- ◆ Don't leave a doubt about lack of execution vs ineffectiveness (no different than academics)

- ◆ “Be wrong strong.”



I would love to come out to work with you
and your team on these procedures.

Please contact me!

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