

# STUDENTS WITH AUTISM IN PUBLIC SCHOOL: BEHAVIOR, IEPS & BIPS

For the Autism Society of Broward (ASB)  
Guest Speaker Night



\*Nothing contained in this presentation is meant to be construed as legal or medical advice. This presentation is for educational purposes only. For legal or medical advice, please contact an attorney or ABA professional.

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[www.revaba.com](http://www.revaba.com)

<https://www.facebook.com/BehaviorHelp>

- Over 10 years experience in ABA
- Specializes in assessment/treatment of disorders of learning (e.g., autism)
- Publications

Wilder, D. Allison, J., Nicholson, K., Abellon, O., and Saulnier, R. (2010). Further evaluation of antecedent interventions on compliance: The effects of 'rationales' to increase compliance among preschoolers. *Journal of Applied Behavior Analysis*,43,601-614.

Wilder, D. A., Saulnier, R., Beavers, G., & Zonneveld, K. A. (2008). Contingent Access to Preferred Items Versus a Guided Compliance Procedure to Increase Compliance Among Preschoolers. *Education and Treatment of Children*,31,297-305



# SOME STUDENT SCENARIOS THAT CAN BE HELPED WITH ABA INTERVENTIONS AT SCHOOL

- Mary is a 6yr old student at Prairie Elementary school. She has moderate to severe autism. Mary attempts communication but does not have an effective mode of communication at this time. The teacher complains that Mary will not remain in her seat, cannot follow single step commands independently and has difficulty transitioning at school. Mary's parents want most for her to learn to socialize with same age peers. They are concerned about her limited interests and some self injurious behavior that includes biting the back of her hand.
- Johnny is 15 yrs old and attends Praire 2 Middle School. He is gifted and has an autism eligibility on his IEP. Johnny likes certain academic subjects at school but still has difficulties with some of these due to a lack of "focus" and difficulties remaining on task. At times, he is engaged in repetitive behaviors such as walking around the classroom and asking teachers questions. At times, he has shown some aggressive behaviors toward others and there have been some parent complaints about his behavior. When he was non compliant, the school called his parents to pick him up from school and suspended him for 2 days.
- Tommy loves school and cannot wait to wake up each morning to leave for school. He is most excited about his science and math classes. He has joined a social club and has a peer who takes him to extracurricular activities at school. He is working on self advocacy and social skills goals. Tommy is preparing for college. He has difficulties with organization skills, keeping track of his personal property and keeping and agenda.

# SO, WHAT IS APPLIED BEHAVIOR ANALYSIS (ABA) ANYWAY??

- Positive Behavior Supports (PBS) has been referenced as an application of Behavior Analysis (this is debated within the field of ABA)

## Applied Behavior Analysis (ABA) is:

- Appled, by dealing with important, real world problems. Practice rather than lab research
- Behavior, for focusing on the things that people actually do (observable/measurable)
- A, by demonstrating exactly what causes or changes behavior (data).

\*Understanding what leads to (or doesn't lead to) learning  
**ABA can be used:**

- **Who?** Any age/diagnoses (e.g., mild to severe autism)/individual or whole class
- **What?** Problem behaviors/Absent, weak or impaired skills
- **When?** Problem behaviors interfere
- **Where?** In any setting! In regular education class with support (e.g., field trips, cafeteria, after school, etc)
- **Why?** Decades of research
- **HOW?**.....

# HOW CAN BEHAVIOR INTERFERE WITH LEARNING??

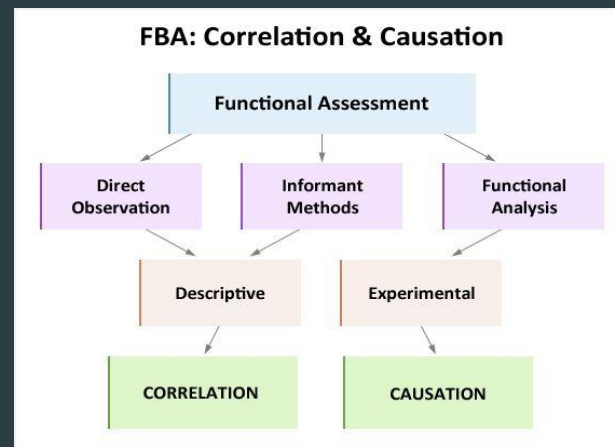
- Problem behaviors: Aggressive, SIB, Tantrums, Non-complaint Behaviors, “Self-stimulatory” behaviors, “OCD” type behaviors, “hyper-active”
- Absent, Weak or Impaired Skills: Attention to task/people, generalization, communication deficits

But, the school tells me an FBA/BIP is a “bad thing” and only for “bad” students.... **WRONG!**

# HOW CAN APPLIED BEHAVIOR ANALYSIS (ABA) HELP A STUDENT DIAGNOSED WITH AUTISM WHO HAS AN IEP IN THE PUBLIC SCHOOL SETTING?

**ABA** can be used in the school setting to:

- Conduct a Functional Behavior Assessment (FBA) or Functional Analysis (FA)  
The "Why" (A problem solving systematic process)
- Develop a Behavior Intervention Plan (BIP) The "How"
- Use ABA to create goals (that meet IDEA standard) to decrease inappropriate behaviors (e.g., those that may cause harm or interfere with learning)
- Replace them with appropriate behaviors (e.g., work completion, attending to task, social skills)



## MY CHILD NEEDS AN FBA/BIP, WHERE DO I BEGIN???

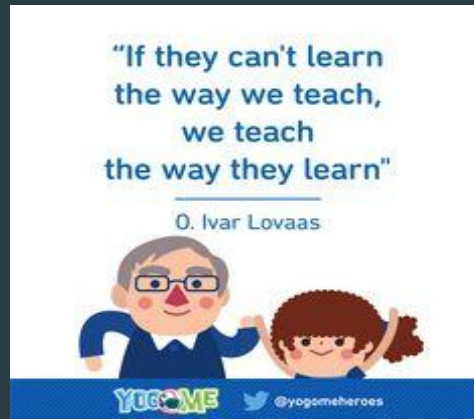
- Conduct an FBA/FA (the “why”)
  1. What behaviors? 2. Define, collect data/observe/test, etc. 3. Hypothesis
- Develop a behavior intervention plan (the “how”)
- Align with IEP (And home, goes hand in hand)
- Create goals according to ABA and IDEA (measureable, well defined, clear mastery)
- Train/implement/ ongoing measurement
- Progress monitoring is critical! (who collects data, across school year, updates)

**\*Those conducting FBA/FA, developing BIP and/or training staff SHOULD and COULD be board certified!**

## BUT, HOW CAN THE FBA/BEHAVIOR INTERVENTION PLAN HELP MY CHILD?

Based on the FBA (the “why”) strategies could be used to:

- MOTIVATE (provide reinforcement throughout day)
- PREVENT problems with preventative strategies
- REDUCE problem behaviors
- REPLACE with appropriate alternatives
- INCREASE appropriate behaviors
- FOCUS on the positives!
- TEACH new skills! (academics, independence/self management skills the way the student learns!)





# PROBLEMS WITH DOING NOTHING

- Most behavior problems are learned through environmental contingencies
- Problem behaviors can increase
- Appropriate behaviors can decrease
- Lack of Progress towards all goals
- Ultimate goal: independence and complete inclusion in school and community
- THANK YOU 😊

