



## **BIP, Counseling or Both? You Be the Judge!**

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PENT FORUM

*Clayton R. Cook, Ph.D., University of Washington  
Diana Browning Wright, M.S., L.E.P., Diana Browning Wright, Inc.*

## **Students with Emotional and Behavioral Disorders**

- Represent the most at-risk sub-group of students in the school
  - Highest dropout rates (~60%)
- Myriad negative outcomes in adulthood
  - Two decades shorter lifespans for those who have repeated childhood trauma
- Significant behaviors that interfere with learning of self and others
- Mental health needs that are often under-identified and/or under-addressed

Often we have large numbers of students with these challenges



## Key Assumption

- ❑ Lesser interventions have been implemented with fidelity and progress monitoring data demonstrates non-responsiveness
- ❑ School team is now questioning what we should do next

## BIP Key Concept: Understanding Function

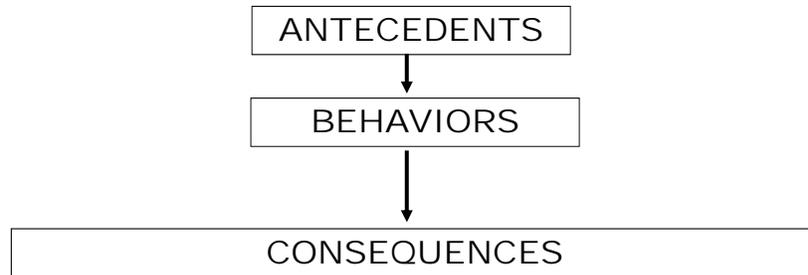


## Functional Behavior?

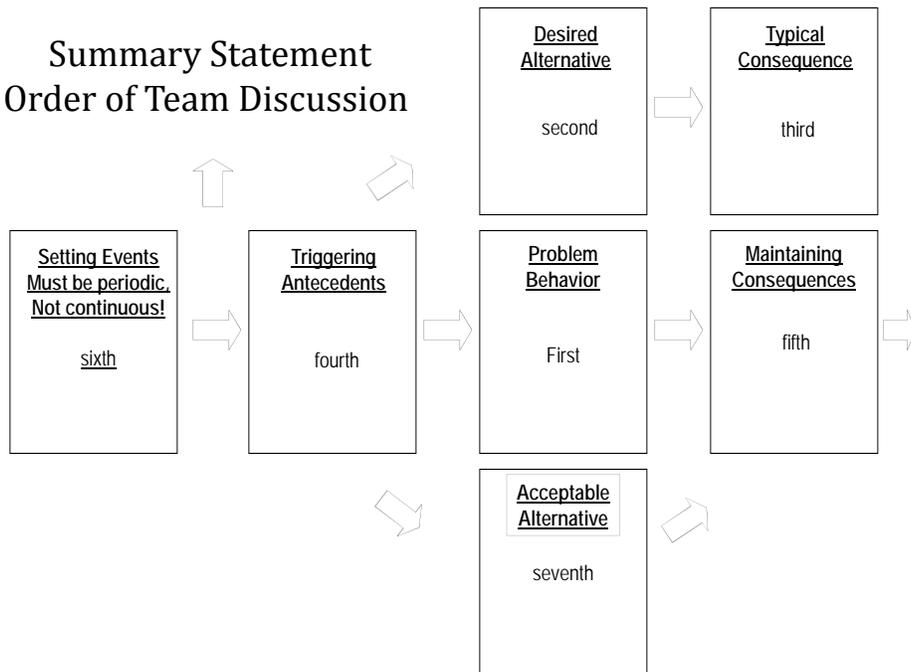
A student's attempt to:

- ▣ Get/obtain/access something desired
- ▣ Avoid/escape/ reduce contact with something undesired
- ▣ *Proactive seeking of an outcome in the environment*

# The General Behavioral Model: ABC



## Summary Statement Order of Team Discussion



*Key Concept:* BIPs are about Teaching Students General Skills and Functionally Equivalent Replacement Behaviors (FERBs)

**A BIP is:**

- ▣ an action plan for teaching, reinforcing replacement behaviors
- ▣ delineates how to handle the problem if it occurs again
- ▣ delineates how to alter environments to remove the need for the student to use this behavior to meet needs

Feels like heroics are needed?



## Emotionally-Driven Behavior?

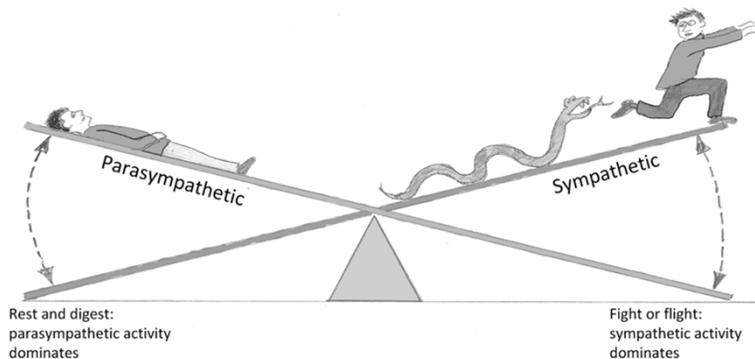
Students may also struggle due to:

- ❑ Cognitive fusion
- ❑ Emotional dysregulation



## Definitions

- ❑ **Homeostatic balance** (a state of **homeostasis**): having an ideal body temperature, an ideal level of glucose in the bloodstream, an ideal everything
- ❑ **Stressor**: anything that knocks you out of homeostatic balance



## Why Don't Zebras Get Ulcers?

### Perceived and Actual Non-Life-Threatening Stressors

- ❑ Stress is an unavoidable fact of life.
- ❑ However, for humans the vast majority of stressors are not life threatening in any way.
- ❑ Unfortunately, humans can generate stress by anticipating it—whether or not it occurs, and whether or not it's merited.
- ❑ We don't have to experience something to be stressed out by it (perceived stressors).

#### Key Term

- Perceived stressor



## Cognitive Fusion

- ❑ Fusion is the idea that thoughts are inextricably linked to emotions and behavior
- ❑ Thoughts dictate and command actions



[chemistry.about.com](http://chemistry.about.com)



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

# We are Meaning Making Machines

- ❑ Humans are meaning making machines
  - ❑ Events or situations take place and we attempt to interpret what the event or situation means
- ❑ The meaning we make out situations is what makes us feel good, bad, or indifferent
  - ❑ I buy my wife flowers and she thinks “he loves me or boy I’ve got him whipped”
  - ❑ My wife cheats on me and I interpret “my life is over”



## Intense Emotions Make Us Stupid

- ❑ Being highly emotional is generally incompatible with being rational or logical (i.e., poor decisions & regrettable behaviors)
- ❑ People do silly, stupid and potentially harmful things under the influence of emotions
  - ❑ For the sake of love
  - ❑ Road rage
  - ❑ Drink a little too much with friends
  - ❑ Hurt one's self or others when upset



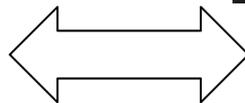
VS.



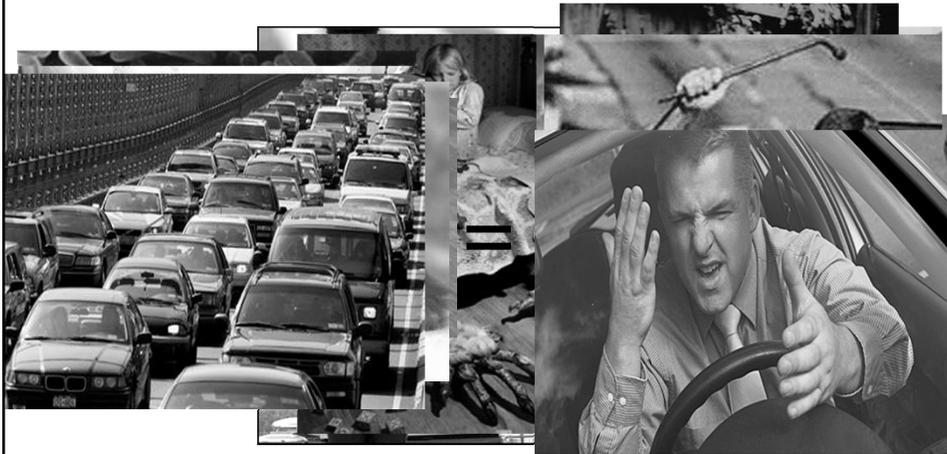
## Normal to Impairing



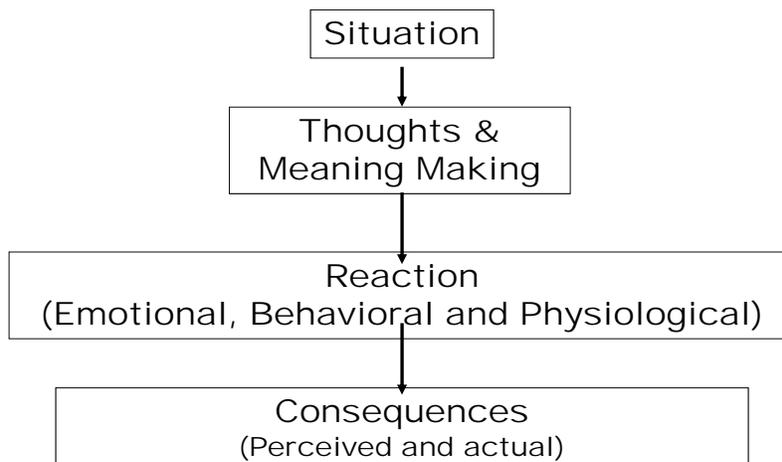
Worry/anxious  
Badly/Impaired

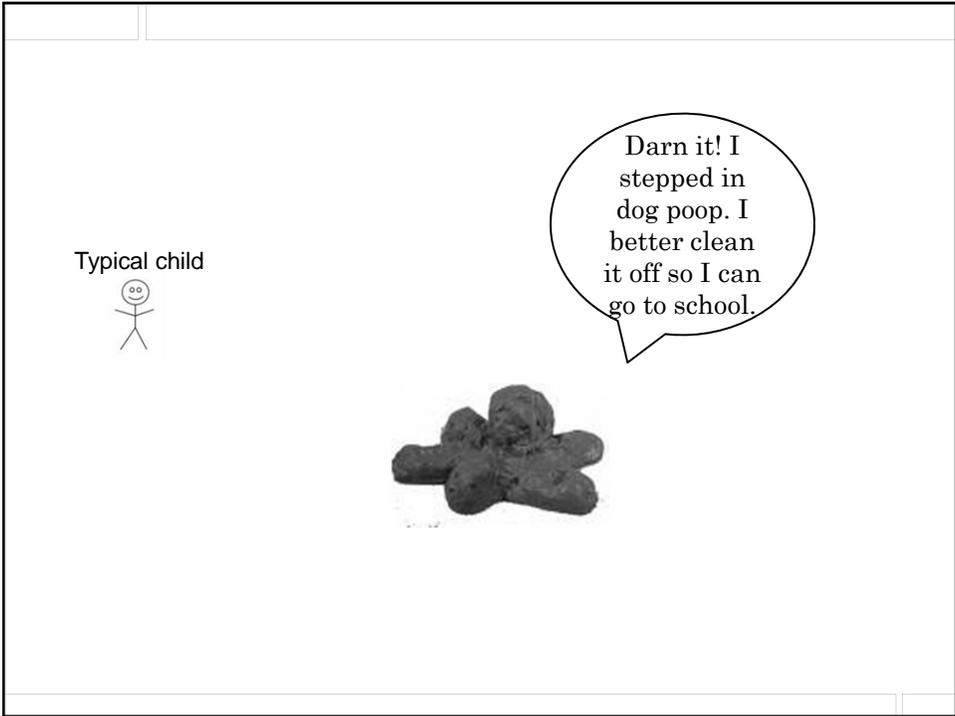


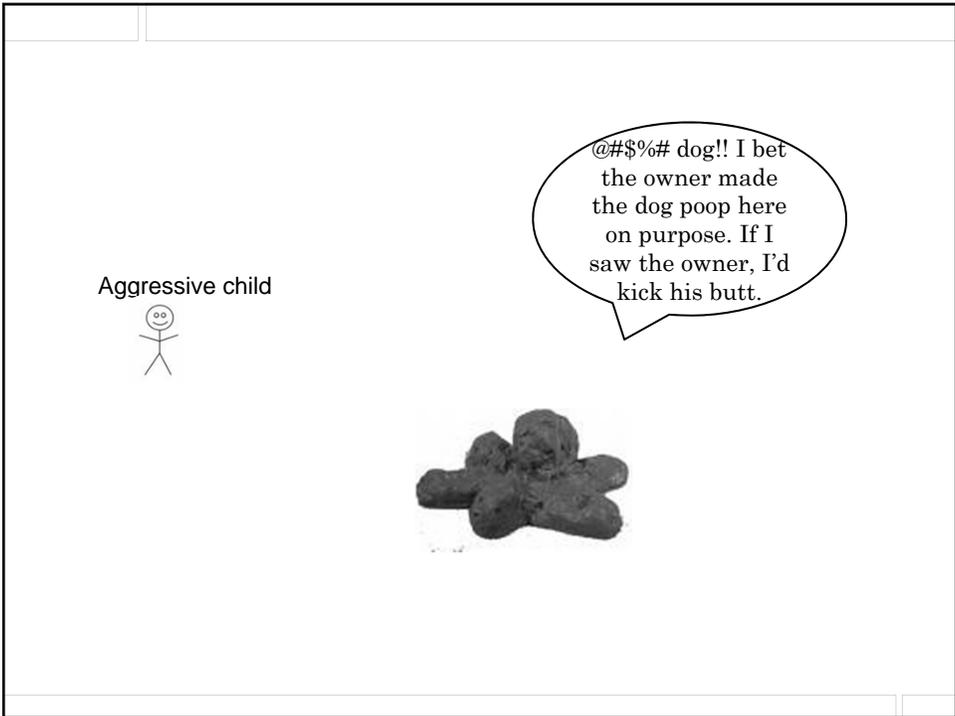
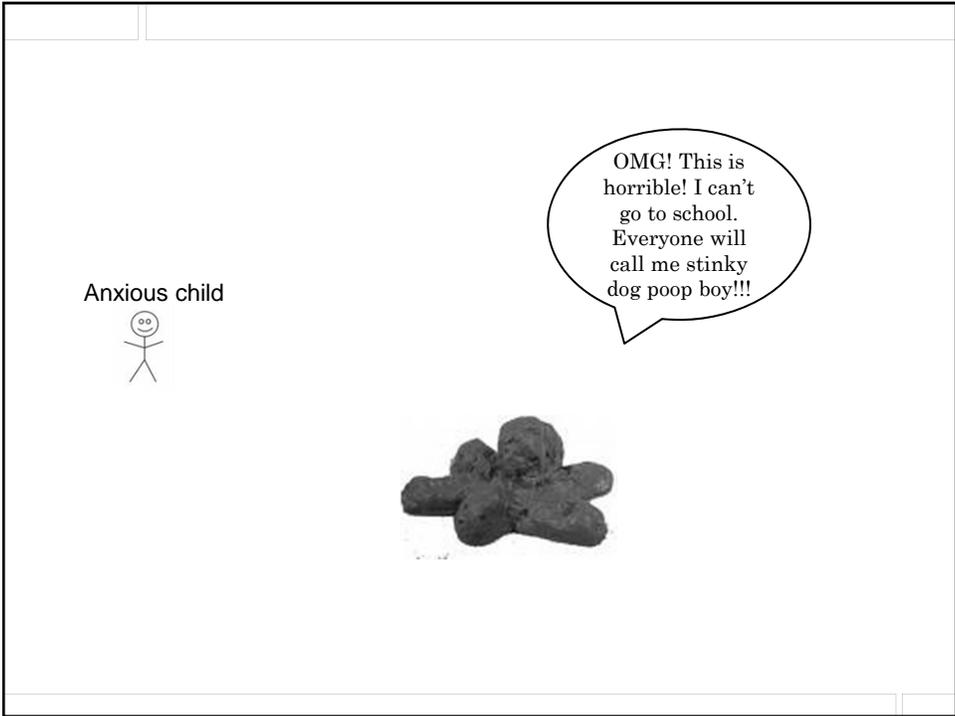
Does the emotional reaction fit the situation??????

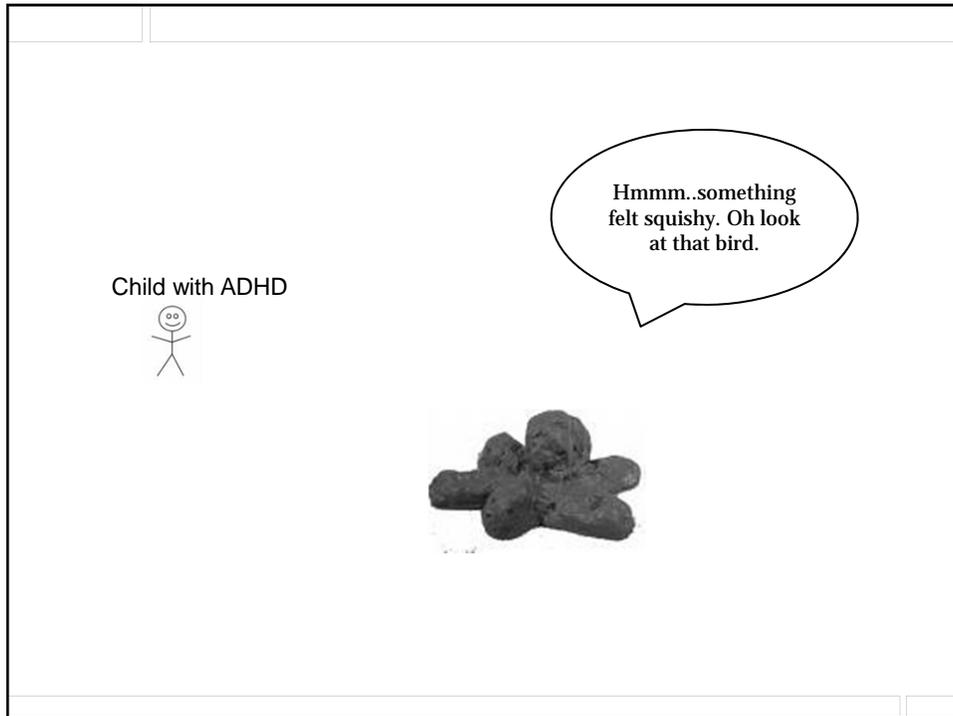


## The Cognitive Behavioral Model









*Key Concept: CBT Is About Teaching Students Skills to Better Manage Thoughts, Feelings, and Behaviors*

- ▣ Thoughts, Feelings, & Behaviors Associated with Anxiety
  - ▣ **Thought:** this is scary
  - ▣ **Feeling:** anxiety
  - ▣ **Behavior:** Escape
  - ▣ Teach the student:
    - ways of detecting cognitive and emotional reactions to situations,
    - emotional regulation/coping skills
    - more helpful ways of thinking

## Address Through a Tier 3 Intervention?

- ❑ BIP for function based behavior
  - ❑ For IEPs this is a supplementary aid and support to maintain LRE
  - ❑ For 504 plans this is accommodations in general education
- ❑ CBT for emotionally driven behavior
  - ❑ For IEPs this is a related service to benefit from special education
  - ❑ For 504 plans OCR and hearing officers are increasingly supporting CBT

## Case 1: Egbert

- ❑ Athletically-talented, 6th Grade student identified with an SLD
  - ❑ Popular with peers
  - ❑ Near grade-level in reading and math with difficulty in writing
  - ❑ Area of concern:
    - ❑ Repeated incidents of teasing, putting down, and bullying weaker, less popular students
    - ❑ Demeanor during incidents is cool, calm, and collected with no distress on the face
- YOU DECIDE THE APPROACH...**

## Case 2: Jamal

- ❑ 9th Grader with a history of trauma
- ❑ On grade level across subjects but attendance and motivational (learned helplessness) issues
- ❑ Child find provisions occurred and it was determined that he is not a student with a disability under IDEA
- ❑ Area of concern
  - ❑ Student makes negative statements about self, others, and future
  - ❑ Gives up easily and withdrawals from school activities

**YOU DECIDE THE APPROACH...**

## Case 3: Lisa

- ❑ 4th Grade student with autism and ID eligibility
- ❑ Language skills approximate a 2-year old
- ❑ Educated 70% in a self-contained program
- ❑ Specialized needs are in the areas of communication and functional skills
- ❑ Area of concern:
  - ❑ Head banging and hand biting when frustrated

**YOU DECIDE THE APPROACH...**

## Case 4: Becca

- ❑ 7th Grader receiving IEP services under the EBD category
- ❑ Below grade level in reading but on grade level in math
- ❑ She has multiple suspensions for a range of aggressive problem behaviors that have exceeded 10 days of removal
- ❑ Area of concern:
  - ❑ Explosive anger in response to adult directives and transitions from preferred to non-preferred
  - ❑ Once upset takes 30 minutes to calm down

**YOU DECIDE THE APPROACH...**

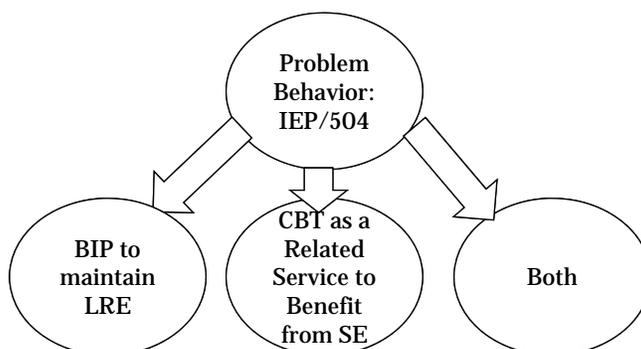
## Case 5: Alex

- ❑ 2nd grade student
- ❑ Uncertain whether on grade level
- ❑ Currently attending school less than 3 days per week
- ❑ Area of concern:
  - ❑ Intensive school refusal due to separation anxiety and school phobia

**YOU DECIDE THE APPROACH...**

## Take Away Messages

- ❑ Some students require a BIP to maintain LRE
- ❑ Some students require CBT as a related service
- ❑ Some students require both



Requires organization and building of capacity to address all needs

