



Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) Guidelines

Functional behavioral assessment (FBA)

- Systematic collection and analysis of behavioral data.
- Identifies patterns of behavior and the underlying function or purpose.
- Used to develop a positive behavior intervention plan (PBIP) based on acquired information.

Positive behavior intervention plan (PBIP)

- Plan based on an FBA that is designed to modify a student's behavior.
- Identifies how the environment will be modified.
- Identifies positive behavior intervention strategies.
- Specifies skills to be taught enabling the student to change a negative pattern of behavior.

Persons Responsible for Completion of FBA / PBIP

- FBA and PBIP are a group consultation process involving teachers, the student, the parents, and other support persons.
- On an initial evaluation of a student being considered for emotional disability (ED), the school psychologist is responsible for completing the *multidisciplinary team evaluation plan* and the school behavior consultant is responsible for coordinating the FBA process and assisting the teacher of record/teacher of service (TOR/TOS) in the development of the PBIP.
- On initial evaluation of other identified special education students or for reevaluations, the student's TOR/TOS will be responsible for coordinating the FBA / PBIP process with support from the school behavior consultant.

FBA's are required:

(See *FBA/PBIP flowchart* (doc. 16.3) and accompanying documents)

For all students with an emotional disability

When a student is being considered for placement as emotionally disabled (ED)

A minimum of every three (3) years for a pattern of behavior that impedes the student's learning or the learning of others

When a student has accumulated five (5) instructional days of suspension *

When a student has been placed in an interim alternative setting *

When a student has been expelled *

FBA's and PBIP's are reviewed and modified whenever needed, and at a minimum reviewed with the annual review individualized education plan (IEP) conference. After the annual case conference committee (CCC) meeting, changes to the PBIP may be made by the CCC at a CCC meeting or without a CCC meeting if the parent and public agency agree not to convene a CCC meeting and collaboratively develop a written document to amend or modify the current PBIP.

FBA / PBIP

(See *FBA/PBIP flowchart* (doc.16.3) and accompanying documents)

Required when:

- A student has an emotional disability
- A student is being considered for placement as emotionally disabled (ED).
- A student has accumulated five (5) instructional days of suspension.*
- The student has been placed in an interim alternative setting.*
- The student has been expelled.*

*This must be completed within ten (10) instructional days and a case conference shall be held (refer to the manifestation determination Section 15)

Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) Guidelines - continued

FBA / PBIP required components:

- Record review (doc.16.4)
- Teacher/staff interview (doc. 16.5)
- Problem behavior questionnaire (doc. 16.6)
- Teacher/Staff FACTS - to be used when a more in-depth behavioral analysis is needed (doc. 16.7)
- Student interview (doc. 16.8)
- Reinforcement survey (16.9a) or (16.9b)
- Student FACTS - to be used when a more in-depth behavioral analysis is needed (doc. 16.10)
- Parent interview (doc. 16.11)
- Systematic observations (docs. 16.12a - 16.12f) - minimum of two (2)
 - Multiple environments
 - Multiple observers
- FBA data triangulation form (doc. 16.13)
- FBA competing behavior pathway form (doc.16.15)
- PBIP (doc. 16.16)
- Individual crisis management plan (doc. 16.17) - to be used when safety concern exists. Be sure to comply with Physical restraint (doc. 17.1), Seclusion time-out (doc. 17.3), and Wandering/Running behavior (doc 17.5) procedures and guidelines.

FBA/PBIP paperwork filing:

- For initial evaluations, FBA documents are to be sent to Student Services and copies retained in TOR/TOS file and school confidential file
- All modified/updated FBA documents are to be sent to Student Services and copies retained in TOR/TOS file and school confidential file
- All PBIP (initial and modified) are to be attached to the IIEP and sent to Student Services and copies retained in TOR/TOS file and school confidential file

FBA/PBIP additional resources:

- Environmental inventory (doc. 16.18a)
- Classroom environment checklist (doc. 16.18b)
- Possible ABC strategies by function (doc. 16.18c)
- Classroom interventions (doc. 16.18d)
- ABC intervention ideas (doc. 16.18e)