

Functional
Behavioral
Assessments
and
Behavior
intervention
plans

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Why and When

- **WHY?**
 - Sometimes students struggle to learn in school because of challenges with behaviors. A Functional Behavioral Assessment and a Behavior Intervention Plan are created to understand problem behavior and to find methods to support a student.

- **WHEN?**
 - Each year before an IEP Meeting
 - Every 3 years during a re-evaluation
 - If a child is suspended for 10 or more days

- **It is best practice to review the current BIP when:**
 - there is a change in the location of where the student is receiving support
 - the student is placed in a different school outside of a district

What is an FBA?

A Functional Behavioral Assessment (FBA) is an assessment to understand why an identified behavior is occurring and the purpose and function of this behavior. An FBA helps the school to develop a Behavior Intervention Plan (BIP) that contains strategies and supports to decrease the challenging behavior and influence a child's actions or behaviors positively.

Why Functional Behavioral assessments are Helpful



Majority of student behavior is purposeful and can be changed



Functional Behavioral Assessments (FBA) provide a good, strong, guess as to why the behavior is happening

With parent
written
permission an
FBA is
conducted by
qualified staff.

The Functional Behavioral Assessment can include a record review of the student's file, observations, parent and teacher interviews and formal testing. The following questions are addressed:

- *When and where is the behavior occurring?*
- *Where is it not occurring?*
- *How often is the behavior happening and for how long?*
- *Who is involved when it occurs?*
- *What is happening before and after the behavior?*

- First, it identifies the purpose of the problematic behavior for the child, such as to get attention, to boost self-esteem, to escape, to become more popular with peers, desire for control, to avoid difficult work, etc.
- Second, it identifies the antecedents prior to the behavior so a Behavior Intervention Plan can be developed to teach replacement behaviors that meet the same need as the problematic behavior.

The FBA has two main functions

Example 1

Charlie is a 5-year-old boy who is exhibiting disruptive behavior at school; speaking out without being called on, getting out of his chair, tapping his pencil on the desk, running in the hallways, and screaming in the cafeteria. The school mental health provider did a functional behavior assessment for a couple of weeks and realized the behavior was attention seeking in nature.

Example 2

Arlene is a 12-year-old girl with a diagnosis of Autism and has behaviors such as screaming outside of normal reasons and throwing work materials when teachers work directly with her peers within the classroom. The result was that Arlene wanted her teacher's attention and was jealous when others were given it.

A Couple of examples

Teaching replacement behaviors



The school team was able to develop a plan where both Charlie and Arlene received positive attention, or praise, for appropriate desired behaviors rather than resorting to getting attention for behaviors that were less desired.



Teachers were also supported inside the classroom to ignore the inappropriate behaviors and guided through the Behavior Intervention Plan with the specialist

Behavior Intervention Plan (BIP)

A BIP is a designed intervention that specifically influences a child's actions or behaviors in a positive way

Behavior Intervention Plan

- Support desired alternatives that allow student to meet needs
- Focus on positive behavioral interventions, strategies and support
- Make the current undesired behavior less effective in meeting the student's need

Key components of a Behavior Intervention Plan (BIP)

- A variety of strategies are identified in the BIP such as setting events, antecedent (what is observed prior to the behavior), behavior (what the student does) and consequence (reinforcement). This is called ABC data.
- Data collection. The who, what, when, where of data collection is key to tracking progress.
- Amount of support and training a team needs to implement the behavior intervention plan
- A crisis intervention plan may be identified by the team. Additional supports and resources may be included. Key school personnel will be informed of the specific strategies in order to support the student across all environments.

Things you may hear during the IEP meeting....

ABC Data

A - Antecedent or what happens before the behavior

B - Behavior or what specifically does the child do

C - What does the child earn after displaying the behavior

Systematic Direct Observation

A way to gather specific behavior patterns to apply an amount to then. This may sound like "Every 5 seconds it was marked as an observed behavior or not."

Operational Definitions

These are what the team defines the behaviors as so that an outside person could observe and identify the behaviors listed.

Target Behaviors

The behaviors the team is observing. Starts out as several and later becomes less once the more frequent or severe behaviors are identified.

Function of the Behavior

What makes the child behave the way they do? Most likely it is either for attention or escape (get out of doing something) or both together.

Behavior intervention plans are working documents

- Data should be collected on how the new strategies are working and the plan should be revisited as needed.
- Furthermore, the family may be offered training so that they can implement the plan at home.

Your child's BIP should include:

- Results of their FBA or Functional Behavioral Assessment
- A list of their specific behaviors--and which ones are important to work on first.
- Things that trigger or lead to your child's negative behavior so that adults can avoid those things.
- The behaviors you and the school want to see more of—and the ways teachers and school staff will support those behaviors.
- What happens when there's a problem behavior.
- Who is responsible for helping with each part of your child's BIP.
- What will happen if your child's BIP isn't working.
- A plan for updating or ending the BIP when your child meets their behavior goals.



What should I do if I have questions?

- Communication and collaboration is key to a strong support system for your child.
- If you have any questions, please reach out to your child's special education case manager and/or the mental health professional at your child's school.

THANK YOU!

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