

Special Considerations & Behavioral Concerns


Before the team proceeds with this process, consider:

- Is the IEP being implemented as written?
- Does the plan align with the findings within the psych report?
- Are the accommodations being followed?
- Are evidenced based tier one and two classroom management interventions in place?

Is there a behavior(s) of concern for the Case Conference Committee to discuss?

Yes: Provide a description of the behavior of concern.
Ask: Does the student behavior impede his or her learning or that of others?

No: You are Done

 This is meant to be an interactive document. For guidance and examples click on the box within the flowchart and it will take you to the corresponding section in the document below.

Pattern of Behavior

Yes: Describe how the student's behavior(s) of concern impedes his or her learning or that of others.

No: Document the reasons for determining the behaviors of concern are not impeding the student's learning or that of others.
You are Done

No: Document why the behavior intervention plan was discontinued.
You are Done

CCC Determination

FBA not recommended
Important: Read guidance before considering this option!

FBA with new data is recommended:
Collection of new data requires parental consent.
Document why the CCC decided to complete an FBA. List or describe the new student data to be collected to reevaluate this student.

FBA recommended based on review of existing data: Agree on date to reconvene the case conference following completion of the FBA. Document why the CCC decided to complete a Functional Behavior Assessment.
Describe the existing data to be reviewed to reevaluate this student.

*** A DRAFT FBA has been completed: Data is ready to be analyzed.**
Identify if the FBA was completed using the IIEP system. If not, upload and attach the FBA document in IIEP.

A review of the existing FBA is needed:

Supports to Be Implemented, CCC Analysis Functional Behavior Assessment Data & Behavior Plan Development

Select at least one support to be implemented: **Environmental Supports, Accommodations, SDI.**

Select at least one support to be implemented: Environmental supports, accommodations, SDI.
Begin collecting data. When the team reconvenes to review the FBA, click "FBA has already been completed" *

Select at least one support to be implemented: **Environmental Supports, Accommodations, SDI.**
Begin collecting data. When the team reconvenes to review the FBA, click "FBA has already been completed" *

Complete the Analysis of the FBA data, including: **Interfering Behaviors, Precipitating Factors, Setting Events, Antecedents, Maintaining Consequences, Related Deficits and Hypothesis**

Develop Behavior Intervention Plan, including: **Hypothesis, Replacement Behaviors, Instructional Strategies, Antecedent Strategies, Positive consequences, negative consequences, behavior goals, and available resources for the family.**

Review/Update the FBA, including: **Interfering Behaviors, Precipitating Factors, Setting Events, Antecedents, Maintaining Consequences, Related Deficits and Hypothesis**

Review/Update the Behavior Intervention Plan, including: **Hypothesis, Replacement Behaviors, Instructional Strategies, Antecedent Strategies, Positive consequences, negative consequences, behavior goals, and available resources for the family.**



This document is intended to support school staff in navigating the Special Considerations section in IIEP. Please note any *italicized* wording offers guidance only; this is for the purpose of prompting discussion and consideration. The team and local director should confer if there is a mismatch between this guidance and local expectations. If other FBA/BIP support documents are needed, please refer to HBM's [online library](#) of behavioral documents.

During transition to this Special Considerations Section: For any student who previously had "Yes" selected for Behavior Impedes learning, the OLD version of the FBA/BIP will show. That information will be unmodifiable, so scroll past the old boxes to the new section below and enter the information.

Much of the structure and organization of this document was derived with permission from a [guidance document](#) created by Earlywood Educational Services. The following resources were cited in the creation of that document:

- Article 7
- Green, R., (2008). *Lost in School*. New York, NY: Simon & Schuster, INC.
- IIEP RC [Behavior Intervention Plan \(BIP\) Components Walkthrough](#) YouTube
- Indiana IEP, [Learning Connections](#)
- Input from Alisa Stovall, and Matt Johnson, Indiana IEP Resource Center Consultant
- Input from Indiana School Mental Health Initiative: Behavior Consultants group behaviorconsltirca-1@list.indiana.edu
- Sprick, R., (2009). *Safe & Civil Schools: CHAMPS A Proactive & Positive Approach to Classroom Management* (2nd ed). Eugene, Oregon: Pacific Northwest Publishing, INC
- Wright, D. B., Mayer, G., (2013). *THE BIP Desk Reference* PENT, California Department of Education
- This document has been adapted from the Indiana [IEP Walkthrough for Teachers of Record](#).

Before the team proceeds with this process, consider:

- Is the IEP being implemented as written?
- Does the plan align with the findings within the psych report?
- Are the accommodations being followed?
- Are evidenced based tier one and two classroom management interventions in place?

The TOR first reviews the student's current IEP and makes sure that it is being implemented as written.

- If it is not, the TOR should disseminate the IEP or IEP at-a-glance to staff and provide training/guidance to the team to ensure implementation as intended. It is the responsibility of the TOR to collaborate with administration to ensure that the IEP is being implemented as written. The TOR continues to monitor and document the student's progress and determine if the behavior improves with proper implementation of the IEP. (IEPRC)
- Review student need for additional support in his/her identified disability area or academic level.

SPECIAL CONSIDERATIONS AND BEHAVIOR CONCERNS

Behavioral Concerns

There is a behavior of concern for the Case Conference Committee to discuss.

The team will need to consider if the behavior prevents the student or other students from accessing instruction or prevents the teacher from providing instruction.

NO, there is not a behavior of concern: this section is complete

Before selecting no, consider, has the student missed instruction due to behavior? Has he/she been suspended?

Behavioral Concerns	
There is a behavior(s) of concern for the Case Conference Committee to discuss.	No ▾
Conference Notes	
<div style="border: 1px solid #ccc; height: 50px; width: 100%;"></div>	
<small>abc ✓</small>	
View as a PDF << Back Save Save & Continue >>	

YES, there is a behavior concern: Provide a description of the behavior of concern.

The description should be clear, observable, and free from value statements. For example, it should not say, "The student is being defiant. He knows the rules and chooses not to follow them." It could say, "The student becomes physically aggressive, hitting, kicking, throwing objects, when presented with a two-step direction."

Behavioral Concerns	
There is a behavior(s) of concern for the Case Conference Committee to discuss.	Yes ▾
Provide a description of the behavior of concern. Describe what an observer would see when the behavior occurs. What does it look like? Where does the behavior happen? Where does the behavior not happen?	<div style="border: 1px solid #ccc; padding: 5px;">During math class, while the teacher is providing direct instruction whole group, Sally falls asleep at her desk. When the students are working in groups Sally stays awake. </div>
<small>abc ✓</small>	

Does the pattern of student behavior impede his or her learning or that of others?

- (1) **YES, the pattern of behavior impedes learning:** describe how the behavior impedes his or her learning or that of others and the impact of the behavior.

Does the pattern of student behavior impede his or her learning or that of others?	
<input checked="" type="radio"/> Yes - Describe how the student's behavior(s) of concern impedes his or her learning or that of others. What is the impact of the behavior?	
<div style="border: 1px solid #ccc; padding: 5px;">While Sally is asleep she is not able to hear the teacher's instruction and is lost when the students are working in groups or individually </div>	<small>abc ✓</small>
<input type="radio"/> No - Document the reasons for determining the behaviors of concern are not impeding the student's learning or that of others.	
<input type="radio"/> No - The behavior intervention plan was discontinued based upon the following data and team discussion:	
Save	

(2) **NO, the pattern of behavior does not impede learning:** Document the reasons for determining the behavior(s) of concern are not impeding the student's learning or that of others.

Does the pattern of student behavior impede his or her learning or that of others?

- Yes - Describe how the student's behavior(s) of concern impedes his or her learning or that of others. What is the impact of the behavior?
- No - Document the reasons for determining the behaviors of concern are not impeding the student's learning or that of others.

Sally appears to sleep during instruction but she seems to understand all of the concepts and is able to do the work independently during individual or group assignments| She is currently getting an A in math class.



- No - The behavior intervention plan was discontinued based upon the following data and team discussion:

Save

(3) **NO, plan will be discontinued:** The Behavior Intervention Plan was discontinued based upon the data and team discussion.

Be cautious with this option. If the student still needs supports to be successful, a BIP can be maintained but necessary updates should be made.

Does the pattern of student behavior impede his or her learning or that of others?

- Yes - Describe how the student's behavior(s) of concern impedes his or her learning or that of others. What is the impact of the behavior?
- No - Document the reasons for determining the behaviors of concern are not impeding the student's learning or that of others.
- No - The behavior intervention plan was discontinued based upon the following data and team discussion:

The team feels that Sally's behavior of sleeping is due to her advanced skills in the area of math. The behavior plan is being discontinued and Sally is being placed in an advanced math course. |



Save

Click *Save*

CCC Determination

A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated.

If the team is considering selecting this option, you must consult with your local SPED director/coordinator first. This is only for documenting single incident behaviors. If there is a pattern of behavior, this cannot be used as an option. This would be appropriate if the behavior has only occurred once and the team wants to develop a plan to prevent it from occurring again. If a behavior has occurred more than once, then consider conducting an FBA.

CCC Determination	
A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated.	<input type="radio"/>
A Functional Behavior Assessment is recommended. The FBA will include new data.	<input checked="" type="radio"/>
A Functional Behavior Assessment (FBA) is recommended. The FBA will be solely based on the review of existing data.	<input type="radio"/>
A Functional Behavior Assessment (FBA) has been completed.	<input type="radio"/>
A review of the Existing Functional Behavior Assessment (FBA) is needed.	<input type="radio"/>

Select at least one support to be implemented:

[Environmental Supports*](#)

[Accommodations*](#)


[Specially Designed Instruction*](#)

**Note: For more information on these options click on the link. Or go to the "Supports to be Implemented" section of this document for additional guidance.*

A Functional Behavior Assessment (FBA) is recommended: The FBA will include new data.

The team must have parent informed consent at this point. If needed, consult with the school psychologist about generating the request for consent. Once signed consent is received, a 50-day timeline will be in place. Ensure that the team meets on or before 50 days from the consent date. Note: Ideally several pieces of data should be collected and reported as part of an FBA; An FBA should not be completed by one person in isolation. When the team reconvenes to review the FBA, click "FBA has already been completed"

A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated.	<input type="radio"/>
A Functional Behavior Assessment is recommended. The FBA will include new data.	<input checked="" type="radio"/>

 **Collection of New Student Data**
Collection of new data requires parental consent. Generate a request for consent to reevaluate this student after the IEP is completed.

a) Provide the CCC's rationale used to recommend a functional behavior assessment

It would be a good idea to document here all other lower level attempts to support the student.

Why did the CCC decide to complete a Functional Behavior Assessment? Provide the CCC's rationale for the decision to recommend a functional behavior assessment.	The student has not responded to tier one and tier two classroom management interventions. (GIVE EXAMPLES HERE) The team has already considered the existing data and cannot determine a strong function. We feel that the new data will help us identify the function of behavior and the lagging skills to be addressed.
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b) List or describe the new student data to be collected to reevaluate this student

List or describe the new student data to be collected to reevaluate this student.	We will collect ABC data in several environments and interacting with several staff. We will also conduct an ALSUP and begin tracking latency data for task initiation.
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c) Select at least one support to be implemented while student data is reviewed or collected:

[Environmental Supports*](#)

[Accommodations*](#)

[Specially Designed Instruction*](#)


**Note: For more information on these options click on the link. Or go to the "Supports to be Implemented" section of this document for additional guidance.*

A Functional Behavior Assessment (FBA) is recommended: The FBA will be solely based on the review of existing data

*Unless there is a special circumstance, this will be the option typically chosen. It is a good way of documenting that the team reviewed the behavioral data and made an informed plan. It is considered the first step before needing to do a FBA with new data. **Begin collecting data. When the team reconvenes to review the FBA, click "FBA has already been completed"***

For more information on when you do NOT need parent consent see 511 IAC 7-40-4 (i).

A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated.	<input type="radio"/>
A Functional Behavior Assessment is recommended. The FBA will include new data.	<input type="radio"/>
A Functional Behavior Assessment (FBA) is recommended. The FBA will be solely based on the review of existing data.	<input checked="" type="radio"/>

 A Review of Existing Student Data A review of student data may include, but is not limited to the following: education and behavior records, attendance records, progress reports, medical history, current academic assessments, etc.

- a) Record the date to reconvene the Case Conference following the completion of the FBA *Because this option does not require informed consent, or generate a 50-day timeline, ensure that the team picks a date to follow up; that will help move the process and ensure the team follows up to review findings.*

The school and the parent/guardian agree to meet on the following date to reconvene the case conference following completion of the FBA.



- b) Provide the CCC's rationale used to recommend a functional behavior assessment. *In some situations, it may be advisable to explain why an FBA with new data was not considered at this point. Review the special circumstances to help with this discussion.*

Why did the CCC decide to complete a Functional Behavior Assessment? Provide the CCC's rationale for the decision to recommend a functional behavior assessment.

The team needs to systematically review the student's data to determine the function of the behavior of concern. We feel that we have enough existing data to consider at this time. |



- c) List or describe the existing data to be reviewed to reevaluate this student

Describe the existing data to be reviewed to reevaluate this student.

We are going to examine education and behavior records, attendance records, progress reports, medical history, current academic assessments and student self charting. We will also talk to staff about their general observations |



- d) Select at least one support to be implemented while student data is reviewed or collected:

[Environmental Supports*](#)

[Accommodations*](#)

[Specially Designed Instruction*](#)

**Note: For more information on these options click on the link. Or go to the "Supports to be Implemented" section of this document for additional guidance.*

The team will need to continue monitoring student data. If the student is making desired progress continue the intervention or begin fading. Continue to monitor student progress.

If student is not making progress the team will need to reconvene to consider whether behavior is significant and needs 1. an FBA with new data, 2. a revision to the existing FBA, and/or 3. a revision to the existing BIP.


A Functional Behavior Assessment (FBA) has been completed

If using this option, it means an FBA has been created and now should be documented within IIEP. The team would have **already** completed either “FBA with New Data is Recommended” OR “FBA Recommended on Review of Existing Data” (STEPS 2 or 3 above)

CCC Determination	
A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated.	<input type="radio"/>
A Functional Behavior Assessment is recommended. The FBA will include new data.	<input type="radio"/>
A Functional Behavior Assessment (FBA) is recommended. The FBA will be solely based on the review of existing data.	<input type="radio"/>
A Functional Behavior Assessment (FBA) has been completed.	<input checked="" type="radio"/>
A review of the Existing Functional Behavior Assessment (FBA) is needed.	<input type="radio"/>

Continue to: [CCC Analysis of FBA Data](#) then [Behavior Intervention Plan Development](#) section.

At this point, proceed with uploading the FBA document. *Note: It is recommended that teams work from the standard FBA form provided online with HBM’s [behavior documents](#).*

Behavior Intervention Plan Development	
Functional Behavior Assessment was completed using the IIEP System.	<input type="radio"/>
Functional Behavior Assessment was completed without using the IIEP System.	<input type="radio"/>
 Permitted file extensions are: PDF, DOC, DOCX, XLS, XLSX, PPT, PPTX, TXT, RTF, TIF, JPG, and PNG No file may be greater than 25.00 MB in size.	
File	Name (if not provided the file name will be used)
Upload File: <input type="button" value="Choose File"/> No file chosen	<input type="text"/> <input type="button" value="Save"/>

A Review of the Existing Functional Behavior Assessment (FBA) is needed

This option is if an FBA was **already** completed and entered into IIEP at a previous CC (Steps 2, 3 and 4 above). Now the team should make updates or consider if the hypothesis is correct. If further updates are made at this point, refer to those changes in the conference notes.

CCC Determination	
A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated.	<input type="radio"/>
A Functional Behavior Assessment is recommended. The FBA will include new data.	<input type="radio"/>
A Functional Behavior Assessment (FBA) is recommended. The FBA will be solely based on the review of existing data.	<input type="radio"/>
A Functional Behavior Assessment (FBA) has been completed.	<input type="radio"/>
A review of the Existing Functional Behavior Assessment (FBA) is needed.	<input checked="" type="radio"/>

Continue to: [CCC Analysis of FBA Data](#) then [Behavior Intervention Plan Development](#) section.

Supports to be Implemented

Note: When a is visible instead of an , more than one option can be selected.

Supports To Be Implemented	
Select at least one to be implemented while student data is reviewed or collected.	
Environmental Supports Enter a description of added supports, changes to the student's environment, staff actions and responses to behavior, needed staff training, etc., required to meet the current needs of the student. Environment can include classrooms, hallways, cafeterias, play areas, bus, structured and less structured settings.	<input type="checkbox"/>
Accommodations Enter a description of accommodations and/or behavioral supports to be provided and their purpose for this student.	<input type="checkbox"/>
Specially Designed Instruction Selection of this option indicates the CCC's decision to include an annual goal to address this student's behavioral needs.	<input type="checkbox"/>



Environmental Supports:

Specify what the team is going to change in the environment to help the student be successful. Consider the actual space the student is in and the people who interact with the student on a daily basis.

Select at least one to be implemented while student data is reviewed or collected.

Environmental Supports Enter a description of added supports, changes to the student's environment, staff actions and responses to behavior, needed staff training, etc., required to meet the current needs of the student. Environment can include classrooms, hallways, cafeterias, play areas, bus, structured and less structured settings.	<input checked="" type="checkbox"/>
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Staff will post a visual schedule in the classroom for Tiffany to cross off as she complete each assignment. When the schedule will change, staff will give her the option of taking a break with a "flex pass" while her schedule is changed. When using her "flex pass" she will be given a quiet space to process the upcoming change. She can use headphones.

Indicate the CCC's plan to monitor the effects/impacts on these environmental supports.

Click on each drop down menu to select options that define the following:

- a. type of progress monitoring,
- b. where the monitoring will occur,
- c. how often the monitoring will be done,
- d. and who is responsible.

Note: If there is isn't a choice that fits, click "other" and type in a different response in the space below.

Indicate the CCC's plan to monitor the effects/impact of these behavior supports.

Delete	Type	Location	Frequency	By Whom
<input type="checkbox"/>	<div style="border: 1px solid #ccc; padding: 2px;"> ▼ Rubric/Rating Scale Frequency/Duration Chart Scatterplot Task Analysis/Checklist Trial Data Tally Sheet Other: </div>	<div style="border: 1px solid #ccc; padding: 2px;"> ▼ Specific Class or Period Hallways Lunchroom Playground Bus Other: </div>	<div style="border: 1px solid #ccc; padding: 2px;"> ▼ Each Work Period or Class Specific Period or Class Morning Afternoon Daily Weekly Other: </div>	<div style="border: 1px solid #ccc; padding: 2px;"> ▼ Teacher of Record Teacher of Service Instructional Assistant School Counselor Mental Health/Social Worker School Psychologist Administrator Student Other </div>
<div style="background-color: #92d050; color: white; padding: 5px 15px; border: 1px solid #ccc; display: inline-block;">Save</div>				

Accommodations:

How will the student's behavioral support needs be accommodated? Focus here on what staff is going to do or provide, rather than what the student will do.

Accommodations	<input checked="" type="checkbox"/>
Enter a description of accommodations and/or behavioral supports to be provided and their purpose for this student.	
Visual Schedule to help decrease anxiety. Tiffany let us know she does better when she can sit near the teacher because students tend to talk less and she can focus better. Use of headphones to decrease sounds.	
<input type="checkbox"/> abc <input checked="" type="checkbox"/>	

Indicate the CCC's plan to monitor the effects/impacts on these accommodations.

Click on each drop down menu to select options that define the following:

- type of progress monitoring,
- where the monitoring will occur,
- how often the monitoring will be done,
- and who is responsible.

Note: If there is isn't a choice that fits, click "other" and type in a different response in the space below.

Indicate the CCC's plan to monitor the effects/impact of these behavior supports.				
Delete	Type	Location	Frequency	By Whom
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<ul style="list-style-type: none">Rubric/Rating ScaleFrequency/Duration ChartScatterplotTask Analysis/ChecklistTrial DataTally SheetOther:	<ul style="list-style-type: none">Specific Class or PeriodHallwaysLunchroomPlaygroundBusOther:	<ul style="list-style-type: none">Each Work Period or ClassSpecific Period or ClassMorningAfternoonDailyWeeklyOther:	<ul style="list-style-type: none">Rubric/Rating ScaleFrequency/Duration ChartScatterplotTask Analysis/ChecklistTrial DataTally SheetOther:
<input type="button" value="Save"/>				

Specialty Designed Instruction

Click this option if there should be a goal for skill acquisition. When this has been clicked, another option will be created among the IEP goals. The team should identify the goal that addresses behavior/skill to be taught and select "Behavior Need."

On Special Considerations it will look like this-

Specialty Designed Instruction	<input checked="" type="checkbox"/>
Selection of this option indicates the CCC's decision to include an annual goal to address this student's behavioral needs.	

On the Goals Page it will look like this-

Indicate if Goal is to Support:	<input type="checkbox"/> Independent Living Skills
	<input checked="" type="checkbox"/> Behavioral Need
	<input type="checkbox"/> Descriptive Documentation

The team will discuss and consider the findings. The prompts are to help guide and document that conversation. Each topic has a set of considerations/questions. **Note:** Every question posed to the left of the text box does not have to be answered. Those are there to help frame the response.

1) Record **Interfering Behavior(s)**

The team defines the behavior of focus. Be specific and descriptive while avoiding judgmental statements. Choose either the major behavior of concern, the behavior that is the most dangerous, or the behavior that triggers others. It is difficult to implement change if multiple types of behaviors are being addressed, so pare it down to the essential target behavior(s).

CCC Analysis Functional Behavior Assessment Data

Interfering Behavior(s):

Consider: What does the behavior look like? How often does it occur? How long does it last? In what ways does the behavior impede the student's learning or learning of others? (Define behavior; Address Frequency/Level of Intensity/Duration.)



2) Record **Precipitating Factors**

Strive to input known facts or information supported by data rather than suspicions or conjecture. Instead of “The parents lack structure in the home, never get him dinner at the same time, and don’t have consistent bedtime routines” one might state: “The student reports feeling sleepy in the morning and states he does not sleep well.” Instead of “The parents do not administer medication consistently,” one might state: “The parents report the student is given XXX medication daily.” In this section consider things outside of the setting which could contribute to the challenging behavior but do not necessarily consistently cause the behavior. Such as, a long bus ride, bad weather, missing a meal...

Precipitating Factors:

Consider: Medical Concerns; Sensory Issues; Communication Needs; Recent Stressful Events.



3) Record **Setting Events**

Consider the actual setting the student is in, the environment, and the conditions within that setting. It is important to consider when the challenging behavior does not present itself, because in those conditions the student does not need to exhibit the challenging behavior. Sometimes this is the most beneficial information. (**Note:** This section refers to the environment/setting. The phrase “setting events” in Applied Behavior Analysis has an alternative meaning.)


Setting Events:

Consider: Under what conditions does the behavior occur? When and where would the behavior be most and least likely to take place? (Presence or Absence of Specific People; Time of Day or Week, Structured vs. Unstructured Settings; Subject Area; Change in Routine.)




4) Record **Antecedents**

“Antecedent” may be interchangeable with “trigger.” This stimulus gives rise to a behavior regardless of precipitating factors. An antecedent may take the form of actions, environmental conditions, peers, teachers, etc. It is rarely an internal event. Be cautious determining if it is an internal event because it is difficult to prove. One might state: “The student rips up her paper every time it is returned with any grade other than an A” or “The student appears to fall asleep whenever the teacher has been providing whole group instruction for more than five minutes.”

Antecedents: Consider: Under the conditions described above what action/event makes that behavior likely? Describe what happens right before the behavior occurs. What do staff, student, and peers do? (Teacher direction, questions, or corrections; Peer Attention; Transitions to New Activity.)	<input type="text"/> 
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5) Record **Maintaining Consequences**

This can be referred to as the “Function.” What is the student getting or avoiding? Consider the words used. Some sources recommend avoiding “contaminators” – notions such as revenge, vengeance, power and control are not functions that can be used to develop a functionally equivalent replacement behavior (FERB) for conditional use in a plan. The function should be observable, and not an internal construct or reference to feelings of the student. Instead, would consider wording such as “protest past actions, gain choice of activities or gain sustained peer attention.” (Diana Browning Wright, G. Roy Mayer, THE BIP Desk Reference, Section 15, Page 11 of 39). Remember that the student engages in the problem behavior because it gets something he/she needs. What observers see as a problem, the child may demonstrate as a solution.

Maintaining Consequences: Consider: Why does the student continue to do the behavior? What’s the payoff for the student? What changes in the environment after the behavior that makes the student likely to do it again? (Access to or Escape from Student or Teacher Attention; Access to or Escape from Tasks/Demands)	<input type="text"/> 
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6) Record **Related Deficits**

Focus on why the student has been using the challenging behavior to get what is needed. What skill has not been learned? This is where “lagging skills” might be considered; where are the holes in skill development? As a reminder, this is not a space for personal opinion or value statements. Instead of “I believe he is deviant and has not learned how to respect his elders,” one might state: “He has not been taught the skills to wait and consider his response before he tells someone how he feels.”

Related Deficits: Consider: What skill(s) is the student missing or needing to practice that may contribute to the occurrence of the behavior? (Academic, Social, or Communication Deficits)	<input type="text"/> 
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Functional Behavior Assessment Summary & Hypothesis

*It does not help to rush this process. Take time to consider the factors and what variables contribute to the behavior. Consider when the behavior does not occur and what conditions might be working well for the student during such times. If the team feels the behavior “is always happening” take a moment to make sure adults are not too emotionally invested in the situation. Few behaviors occur nonstop throughout the day. Having solid data will help keep things on track at this point. All behavior **communicates** something.*

1) Briefly summarize the FBA

Keep it simple at this point and cover the main points of what has been entered in the boxes above. Cutting and pasting should not be necessary.

2) Determine the hypotheses for the function of the student’s behavior

Consider all of the information entered previously and make the best educated guess as to what the function of the student’s behavior is. Think about the function in terms of a statement, “The student is engaging in x behavior to gain y.” because later, when considering a replacement behavior, there needs to be an equivalence in what the student gains. If the function is missed, then the plan likely will not be effective. Example, “Stephanie eats cake (x) to manage her stress (y).” The replacement behavior statement should read, “Stephanie will exercise (z) to manage her stress (y).” Note, the behavior (x/z) changed while the function (y) remained the same. x=challenging behavior, z=replacement behavior and y=function.

Functional Behavior Assessment Summary & Hypothesis

Briefly summarize the following information from above:

Consider: Under what conditions does the behavior occur? What is the behavior we are most worried about? What is the student trying to communicate or accomplish through this behavior?

abc ✓

Develop Behavior Intervention Plan

During this process remember the purpose of the BIP is to **teach** the student skills needed to be successful in schools and society. The student has not figured out the expectations, and staff need to ensure he/she has been properly taught.

- 1) **Hypothesis** of the function of the behavior- Record the hypothesis of the function of the student's behavior.


The hypothesis is the function statement; it is the function as determined by the FBA. Consider copying and pasting the information from above.

Develop Behavior Intervention Plan	
Hypothesis of the Function of the Behavior	
<p>The Behavior Intervention Plan is based on the following hypotheses of the function of the behavior. If multiple hypotheses exist for the student's behavior, what behavior is considered a priority?</p> <p>Consider: Under what conditions does the behavior occur? What is the behavior we are most worried about? What is the student trying to communicate or accomplish through this behavior? (Under X conditions the student is likely to do Y for Z reasons.)</p>	<input type="text"/>

- 2) **Proactive Strategies**- Replacement behaviors and skills to be taught and learned

This can be referred to as the FERB (functionally equivalent replacement behavior). This has to end in the same function identified for the target (i.e. problem) behavior that was analyzed. All FERBS should be acceptable to the student, family, and school team. Consider talking to the student to see if he/she believes this was identified correctly. One might determine that the replacement behavior is to have the student go for a run but find out later the student hates running.

Proactive Strategies	
<p>Replacement behaviors and skills to be taught and learned:</p> <p>Consider: How can the student get the same need met in a more appropriate manner? Identify skills to be taught by staff and learned by student. What do typical students do to meet the same needs? (Raise Hand, Ask Questions for Understanding, Use Conflict Resolution Strategies.)</p>	<input type="text"/>

 Skill Deficit = "The student cannot perform the skill. Teach how to do it."
Performance Deficit = "The student can perform the skill, but does not use it in the appropriate context. Teach when and why."

- 3) Record **Instructional Strategies**

Like Specially Designed Instruction (SDI), this is what staff will do to teach the student. Consider researched based strategies and consider what fits the student's needs. Do not paste a list of all strategies here. Identify what skills the instructor will teach the student and why this individual student needs to develop that skill. Specify an approach rather than a curriculum. For example, it could say, "the team will provide direct instruction on resiliency building strategies once a week in a small group setting with other students who also need support building resiliency." It should not say, "We will use Why Try? Curriculum with him."

Instructional Strategies:	
<p>Consider: Is this a skill or performance deficit? How do we plan to teach this skill/behavior? How will we model the skill/behavior? How will we practice the skill/behavior? How will we engage the student?</p>	<input type="text"/>

4) Record Antecedent Strategies

Consider the variables in the environment that staff can change to be proactive in supporting the student's acquisition of new skills. Make it easy for the student to use. Practice the FERB. The student needs to be given the opportunity to practice and develop the new skill. For example, if the FERB was for the student to ask for help by displaying a help card, the TOR might then ensure all staff in the student's environment know to provide the student with assistance when he/she sees the card. If staff are not aware, the student will simply go back to what works - the undesired behavior. Another example could be where a student avoids undesired sensory input by hiding under a desk holding her ears and rocking. An environmental change could include decreasing the noise level in the classroom by teaching a voice level system and implementing an incentive for peers to maintain a voice level of 1 or 2 within the classroom, providing head phones for the student to wear. Define what the adults are going to do to support the student.

Antecedent Strategies:

Consider: What things can we do in the environment to support learning? What things in the environment would make it more likely for the positive/replacement behavior to occur?



5) Record Positive Consequence Strategies

This is what the team does to entice the student to practice the new behavior. Consider carefully what the student actually likes, a Forced-Choice Reinforcement Survey is a good place to start. There is a continuum of reinforcement that is helpful in determining alternatives to stickers and candy. Make sure to know how often to reinforce the behavior. Typically, when a behavior is difficult or new it requires immediate 1:1 reinforcement to continue. After the student begins to demonstrate acquisition of the skills start to fade reinforcement. There are several ways to fade and provide reinforcement. There is nothing wrong with providing external reinforcement, it is necessary to create change, "Bribery is the inducement to do something illegal, unethical, or immoral. Providing intermittent rewards for students who have exhibited desired behavior more accurately reflects an attempt by school personnel to recognize and celebrate students' progress and success." (Sprick, R., 2009, p. 293)

Positive Consequence Strategies:

Consider: When the student is using the newly learned skill, how can we make sure he or she receives the desired function? (If the function is attention, make sure the student gets attention for appropriate behaviors.)



6) Record Negative Consequence Strategies

The team needs to be prepared when the undesired behavior occurs. Preplan a response that will not reinforce the undesired behavior. Preplanning will allow teams to respond productively, rather than reacting. Consider using a tool such as the Personalized De-Escalation Plan to give staff a fast, easy reminder of what they should do at each stage of interaction with the student. By doing this, staff can become aware of how interactions with the student impact progress.

Negative Consequence Strategies:

Consider: When the student is not using the newly learned skill, how can we make sure he or she does not receive the desired function? (If the function is attention, make sure the student does not get attention for inappropriate behaviors.)



7) Record **Behavioral Goals/Skills to be taught and learned**

Identify a goal to track progress. The purpose of the goal is to teach new skills that support the FERB - functionally equivalent replacement behavior. Pay special consideration to the prompts within this section. A section here could read, "Every time Stephanie begins to express anxiety, as defined as biting her nails, the staff in the classroom will make eye contact, prompt her to use her fidget to release her anxiety, and sit with her to conduct a 'size of my problem' worksheet. The team will track the number of times she is prompted and if she follows the prompt or not. The team will also conduct check ins and check outs with her to establish norm levels of self-reporting for anxiety. A goal will be created and documented on the goals section of this IEP."

Behavioral Goal(s)/Skills to be Taught and Learned: Consider: Under what conditions will the replacement behavior occur? What replacement behavior is being taught? How frequently must we observe, collect, and review data to inform our decision? (Consider both legal as well as best practice timelines for data collection.) Goals should focus on identified Replacement Behaviors (Under X conditions the student will do Y at Z to this level of performance)	<input type="text"/> <input type="checkbox"/> A goal has been/will be written to support the identified replacement behaviors
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8) Record **Available local and state resources**

A note of caution on this section. Be careful not to identify a need that the school cannot meet. Document providing available resources to parents, such as [In*Source](#), [About Special Kids](#) and [LookUpIndiana.org](#).

Available Local and State Resources for Families	
Document any information on local and regional resources that families may unilaterally choose to pursue beyond the student's IEP/ISP services.	<input type="text"/>

9) Indicate BIP review by CCC and decision to implement as written or to implement with revisions

This behavior intervention plan was reviewed by the CCC	
The CCC determined to implement the BIP as written.	<input checked="" type="radio"/>
The CCC determined to implement the BIP with revisions.	<input type="radio"/>

When is a FBA with Informed Consent Required?

Article 7 specifically **requires** an FBA with informed consent and new data to be completed under the following circumstances:

- As part of an educational evaluation to determine eligibility for an Emotional Disability;
- When the student requires a manifestation determination, and the CCC determines that the student's conduct was a manifestation of the student's disability (unless an FBA has already been completed);
- When the student requires a manifestation determination, and the CCC determines that the student's conduct was not a manifestation of the student's disability (as deemed appropriate, along with behavior intervention services and modifications to address the behavior violation so that it does not recur);
- When the student has been removed to an interim alternative setting for weapons, drugs, or serious bodily injury (as deemed appropriate by the CCC, along with behavior intervention services and modifications to address the behavior violation so that it does not recur). The school psychologist generates the Notice of Re-evaluation from the Pre-Conference Planning section.