

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

DAY 1

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Do NOW

- ❖ Think of a student who you have observed that engages in off-task behavior
- ❖ Write in the chat box what behavior/s does the student engage in
- ❖ Be as descriptive as possible

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Why conduct a FBA?



1997 Amendments to the Individuals with Disabilities Education Act (IDEA).

To develop or revise positive behavioral intervention plans and supports to ensure access to the “**least restrictive environment**” while promoting positive educational results for students with disabilities.

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Exclusionary Discipline

is Associated with Negative Outcomes for Young People

- Reduced academic achievement
- Lower levels of school engagement
- Increased probability of dropping out
- Increased likelihood of contact with the criminal justice system
- Higher levels of school violence and antisocial behavior



Center for Promise, 2018

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Outcomes for Students with Behavior Problems

Short-term

- Peer conflict and rejection
- Teacher conflict and rejection
- Office referrals and suspensions (lost instructional time)
- Lower academic achievement
- Restrictive academic placements

Long-term

- Drop-out
- Unemployment
- Arrest
- Incarceration
- Mental Health Issues

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An Alternative to Exclusion: Functional Behavior Assessment (FBA)

FBA is a **process** for identifying the environmental events that reliably *predict* and *maintain* a well defined problem behavior.

FBA provides a basis for developing theoretically-sound Behavioral Intervention Plans (BIP).

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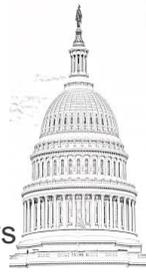
Functional Behavioral Assessment

Founded in the Behavioral Sciences (Applied Behavior Analysis – ABA)

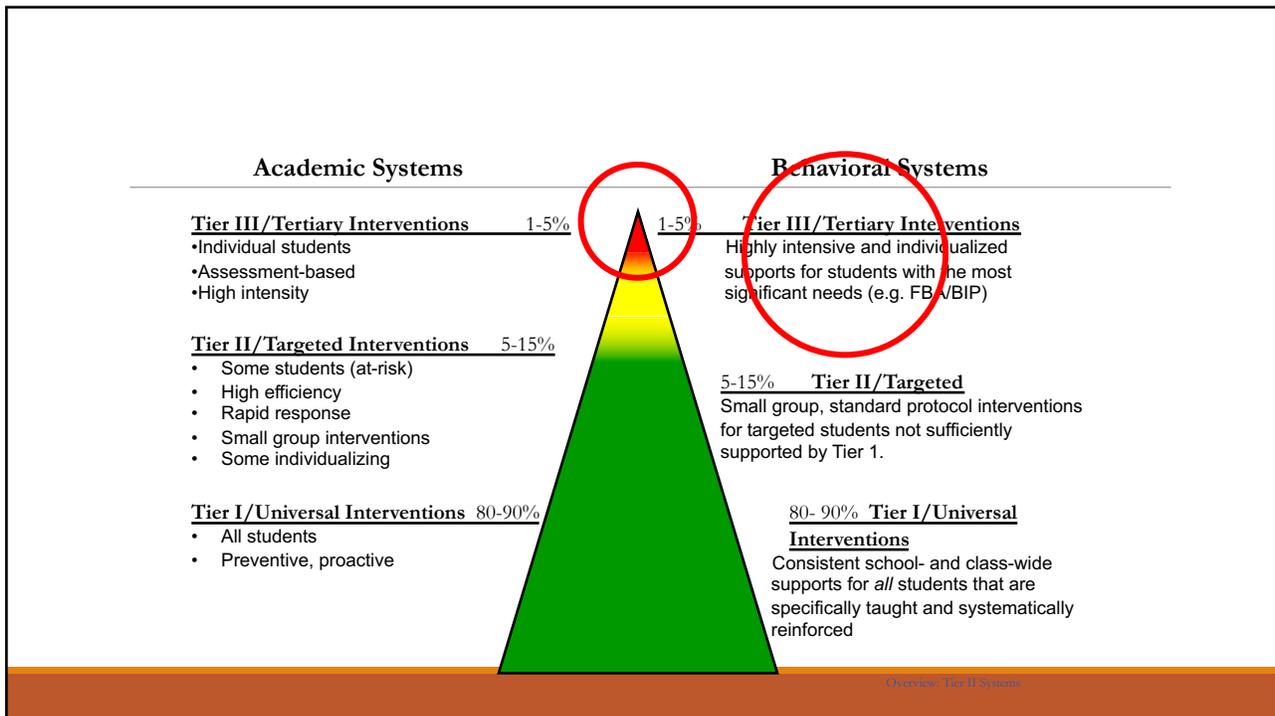
An Evidence-Based Practice

Required by IDEA (2004) for Students with IEPs (34 CFR §300.530) when

- Proactively appropriate
- Behavior impedes learning of self or others
- Violation of code of conduct and behavior is a manifestation of disability
- Disciplinary change of placement exceeds 10 days



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Current Practices

What are current practices in your school regarding discipline?

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**New York State
Education Department
(NYSED)**

Part 200 and 201 of the Regulations
of the Commissioner of Education
for the FBA and BIP processes.

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What is a Functional Behavioral Assessment?



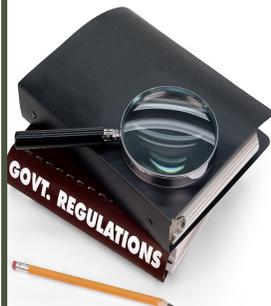
Section 200.1(r) of the Regulations of the Commissioner of Education: Functional Behavioral Assessment means the **process** of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

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Due Process Procedures...

Prior written notice



200.5(b) The school district must make reasonable efforts to obtain written informed consent of the parent.



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When to conduct a FBA?



Section 200.4(b)(v) of the Regulations of the Commissioner of Education: During individual evaluations or reevaluations for a student whose behavior **impedes** his or her learning or that of others.

Section 201.3(a) of the Regulations of the Commissioner of Education: If manifestation team makes the determination that the **conduct subject to disciplinary action** was a **manifestation** of the student's disability.

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FBA's must be conducted

When:

a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, **despite** consistently implemented school-wide or classroom-wide interventions;

the student's behavior places the student or others at risk of harm or injury;

the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or

the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

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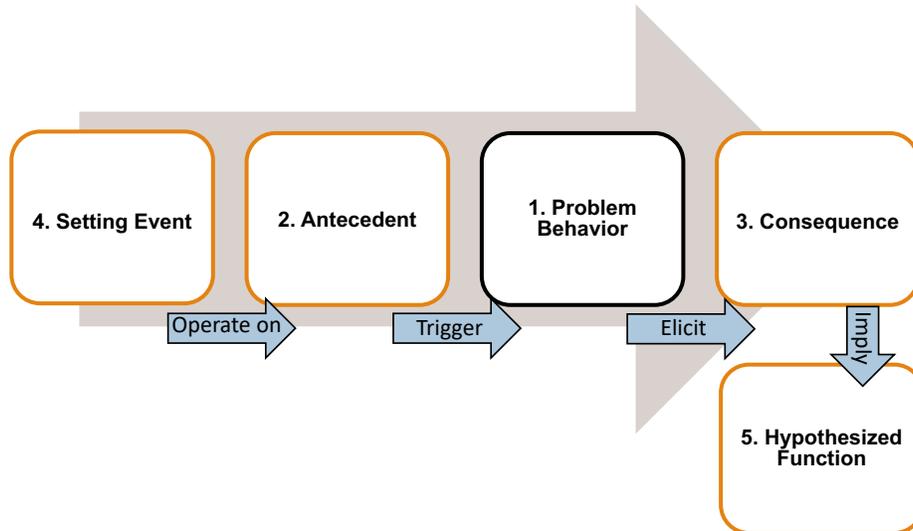


The Behavior Pathway:

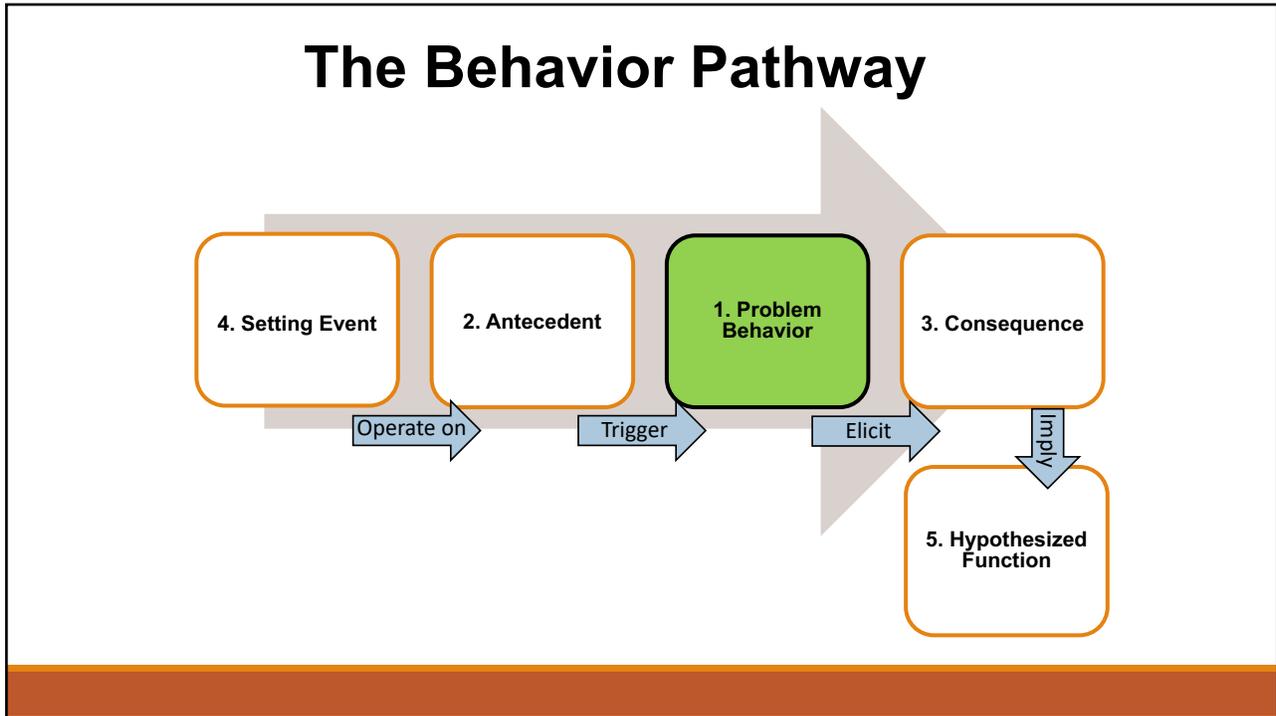
1. PROBLEM BEHAVIOR

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The Behavior Pathway



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Defining behavior



200.1(r) The FBA shall include the definition of the behavior in concrete terms.

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Problem Behaviors

Identified problem behaviors must be:

- Observable: The problem behavior must be an overt action that can be **seen**
- Measurable: The problem behavior can be **counted, timed, or otherwise quantified**
- Defined: The problem behavior must be stated so clearly that it passes the “stranger test” – that is, it can be **accurately documented** by a person who is unfamiliar with the student

When descriptions of problem behavior meet these criteria, we say that the problem behavior has been operationally defined.

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Which term is *observable* and *measurable*?

Aggressive -OR- hits with his fist

Bullies -OR- takes objects from peers

Arrives at class 10 minutes late -OR- irresponsible

Out of seat 55% of time -OR- hyperactive

Inappropriate language -OR- curses

Off task -OR- not oriented to teacher or task

Does it pass the stranger test?

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Example: Defining the Behavior

Flopping: Having any part of the body (other than feet) on the floor, without permission.

Examples: Falling out of chair; dropping to floor in hallway; sitting on floor

Non-examples: sitting on floor with permission; stomping feet; running away

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Example: Defining the Behavior

Talking Out: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

Examples: Answering a question directed to another student by the teacher; saying a swear word; talking when the teacher is giving directions

Non-examples: Answering a question that the teacher directed to the child; yelling to another student during recess; talking with a peer during group work

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Are these observable and measurable or not?

Hempstead Examples

Outburst: Any sudden strong expression of anger that may include physical violence such as biting, hitting, kicking, throwing items, spitting with the intention to hurt another.

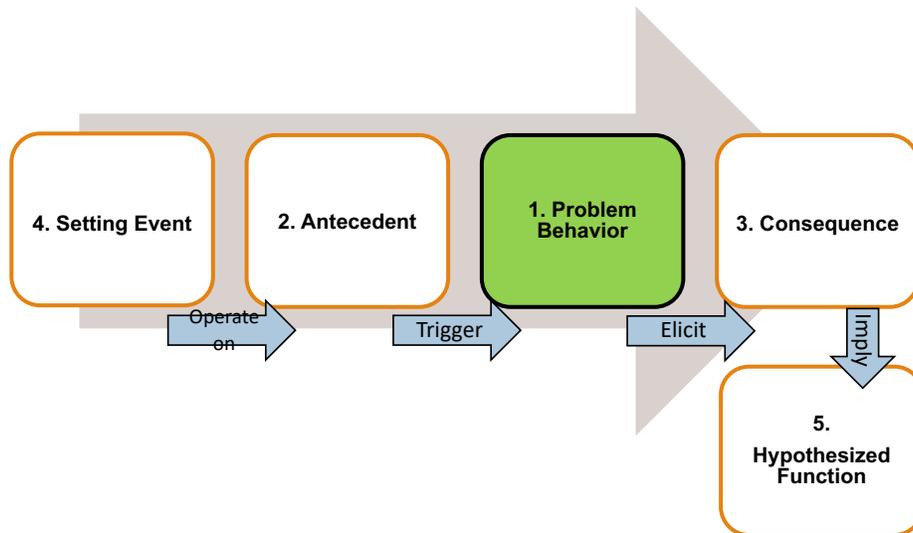
Non compliance: Any instance where student refuses to follow a presented directive or instruction. Student may say “no,” turn his body away from the teacher, walk away from the teacher, or refuse to stop engaging in an off-task activity. Examples include: refusal to complete work, refusal to transition between classes, refusal to follow class routine

Refusal to comply: Any behavior which refuses to follow the directions after 2 requests are made.

Student does not attend all of his classes

Student avoids participating in gym and physical education class

The Behavior Pathway



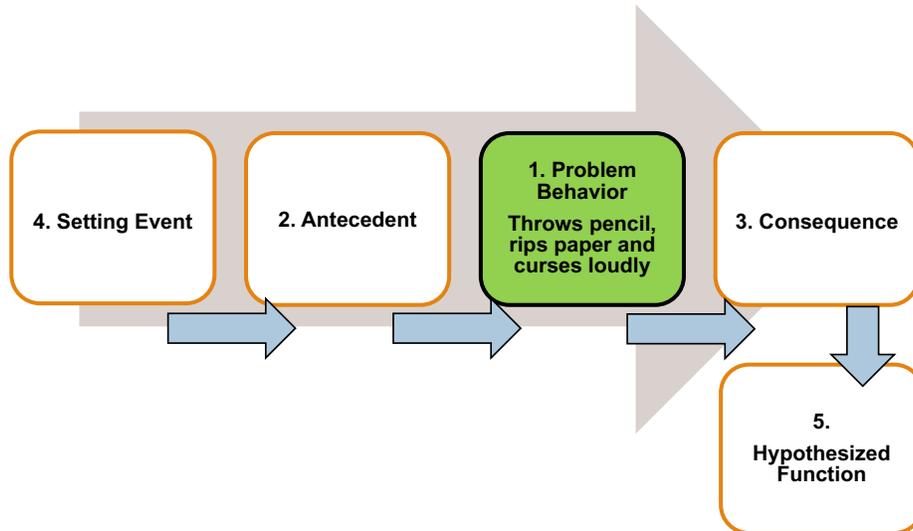
Joe's Behavioral Pathway...

Joe throws his pencil, rips his paper and curses loudly



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Joe's Behavior Pathway



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Important Notes and Recap

When defining a behavior, it must be:

- Measurable
- Observable
- Pass Stranger Test
 - Use example and non-example
 - Be specific to the student

You may put behaviors together within a category; however, you should also strongly consider defining behaviors individually

Prioritize and select behavior/s based on how it impedes students' learning and those of others

- How many behaviors do you select?
- Are behaviors part of the same response class?
- Are the behaviors all connected (part of an escalation pattern)?