

**Rational for updates:** Other counties have transitioned to this newer format, which offers a more user-friendly and student-centered approach focused on student strengths and areas of skill need. In the previous format, although many data-flow features were incorporated to support teams in completing the FBA/PBSP, these features sometimes led to redundancy within the forms. Additionally, despite training and guidance provided on the use of the *Competing Pathways* chart, this section of the PBSP form has remained problematic for many teams and is often completed incorrectly. For this reason, the new form no longer includes that section. Below is a list of other identified key differences between versions.

### Functional Behavior Assessment (FBA)

This document has been consolidated into a single form rather than two separate sections in PowerSchool.

- **FBA to PBSP Link**  
A checkbox has been added at the end of the FBA: *“Does the student require a Positive Behavior Support Plan?”* If selected, the PBSP document will automatically populate.
- **Target Behaviors**  
This section includes prompts to guide users in writing observable and measurable definitions. It also provides space for baseline data and access to example statements.
- **Underdeveloped Skills**  
Teams must list underdeveloped skills that may contribute to the target behavior.
- **Data Collection Checklist**  
A checklist has been added. When items are selected, a summary box will populate to capture findings, patterns, and trends, with options to include visual aids (e.g., graphs, tables). If unchecked, the box will not appear.
- **Previous School-Based Interventions**  
Two new fields have been added:
  - *Student Response (include data)*
  - *Target Behavior(s) Addressed by Intervention/Strategy*

### Positive Behavior Support Plan (PBSP)

This document has been streamlined to one page, replacing the previous three-page version (Competing Pathways, Intervention and Implementation, Summary). The *Competing Pathways* section has been removed. In its place, teams are required to document interventions that directly address the function of behavior or identified target behaviors.

The updated sections are as follows:

- **Preventative Strategies: Neutralize Setting Events**  
Teams must identify setting events (e.g., lack of sleep, missed breakfast) that impact behavior beyond the immediate situation and develop a plan to proactively neutralize these factors when patterns are present.
- **Preventative Strategies: Modify the Environment**  
Teams must specify modifications to the physical environment, instructional setup, or staff

approach that will reduce the likelihood of target behaviors.

- **Teach Replacement Behaviors**

Teams must identify replacement behaviors that serve the same function as the target behavior and develop a plan for explicitly teaching these behaviors.

- **Teach Underdeveloped Skills**

Teams must outline a plan to teach missing or underdeveloped skills that contribute to the occurrence of problem behavior.

- **Reinforce Desired Behaviors**

Teams must define reinforcement procedures for desired behaviors, including replacement behaviors and emerging skills.

- **Minimize Target Behaviors**

Teams must describe how staff will respond to target behaviors to ensure reinforcement is minimized and inappropriate behaviors are not maintained.

- Progress monitoring/Implementation fidelity action plan

The new Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP) form will be available in PowerSchool Special Programs (PSSP) under the document menu labeled “**FBA/PBSP.**” In addition to the FBA/PBSP help document, this document provides guidance on the procedures for implementing and transitioning to the new FBA/PBSP form.

Scenario	Response
<p>The team is reviewing an FBA/PBSP that is in the old PSSP forms.</p>	<p>The old <b>Functional Behavior Assessment (FBA)</b> and <b>Positive Behavior Support Plan (PBSP)</b> forms will remain active. Our expectation is to transition over to the new form within the next 3 years.</p> <p>Teams may continue to use this format until the student is due for their triennial evaluation at which point the team should complete a REED and switch over to the new form. See note below about the transition timeline.</p>
<p>The team is reviewing an FBA/PBSP that is in the old PSSP format and wants to transition to the new PSSP form.</p> <p><b>Or</b></p> <p>The team needs to transition an old PSSP FBA/PBSP to the new PSSP form.</p>	<p>Because the forms are not directly comparable, teams will need to take the following steps:</p> <p>The team should open a REED to decide whether additional information is needed.</p> <ul style="list-style-type: none"> <li>● If the team already has sufficient information to complete the FBA/PBSP in the new form, they would note on the REED that no further data is required. In this case, parental consent is not needed.</li> <li>● If the team determines that additional information is necessary, they must complete the evaluation plan within the REED and obtain parental consent to proceed with the evaluation.</li> </ul> <p><b>Important:</b> Each time a REED is opened, a new IEP meeting must be held.</p> <p>Note: Precedent from case law indicates that untimely data may be seen as insufficient for the purpose of developing a high quality PBSP.</p>

**Transition Guidelines:**

As reevaluations become due, it is recommended that teams switch over to the new form. At a later date, access to create the old version will be turned off.

# Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP) Frequently Asked Questions (FAQ)

## 1. What is an FBA?

An FBA (Functional Behavior Assessment) is a process used to understand the purpose or function of a student's behavior by identifying what happens before and after the behavior.

## 2. What is a PBSP?

A PBSP (Positive Behavior Support Plan) is a plan developed based on the FBA that outlines proactive strategies, supports, and interventions to help a student replace challenging behavior with positive, appropriate alternatives.

## 3. When is an FBA required?

An FBA is typically required when a student's behavior interferes with their learning or the learning of others and more targeted interventions are needed.

## 4. Does every FBA lead to a PBSP?

Not always. An FBA may show that existing supports are effective, but if behaviors significantly impact the student's progress, a PBSP is often developed.

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## Consent & Process

### 5. Is parental consent needed for an FBA?

Yes, if new data is being collected through evaluation (e.g., observations, assessments). If the team uses only existing information, parental consent may not be necessary.

### 6. Who conducts the FBA?

Typically, a school psychologist, school social worker behavior specialist, or special education professional leads the process with input from teachers, parents, and other staff. An FBA should never be made in isolation, but rather is a team-based with input from various individuals who know the student best.

### 7. How long does an FBA take?

Timelines vary, but once consent is received, schools generally have the same evaluation timelines as other special education evaluations (e.g., 30–60 days, depending on state rules).

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## Implementation & Effectiveness

### 8. Who is responsible for implementing the PBSP?

All staff working with the student are responsible, with oversight from special education staff and administrators.

**9. How is progress monitored?**

Through ongoing data collection on the target behaviors and replacement skills, reviewed regularly by the team.

**10. What happens if the PBSP doesn't work?**

The team reconvenes to review data, adjust strategies, or update the FBA to ensure interventions match the student's needs.