

## Functional Behavioral Assessment and Behavioral Intervention Plans

### RATIONALE

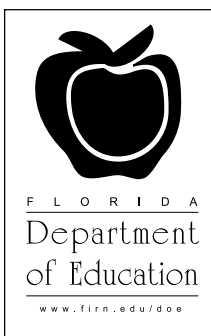
Since the implementation of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA '97) and the subsequent regulations, the Florida Department of Education's Bureau of Instructional Support and Community Services (BISCS) has received numerous requests for assistance from staff members in district exceptional education and student services programs. Specifically, these staff members have asked for help in determining their responsibilities for providing functional behavioral assessments (FBAs) and behavioral intervention plans (BIPs) for students with disabilities.

Functional assessment of behavior is not a new phenomenon but is based on longstanding principles of effective problem solving. Although the methods are relatively new to many educators, research supports the use of these strategies to provide a better understanding of student behavior in educational settings and to determine the factors leading to students' behavioral difficulties. Used largely with students identified for special education services, functional behavioral assessments and behavioral intervention plans can play a major role in explaining and redirecting the academic and social behaviors of all students and in preventing the escalation of problem behaviors.

The current concerns of district personnel are related to new wording in the law and regulations as it affects these assessments and interventions. Federal law now places greater emphasis than before on the role of functional behavioral assessments and behavioral intervention plans in serving the needs of students with disabilities. Therefore, it is important to clarify the meaning of these and related terms and to see the relationship of the activities they represent to other aspects of the law. Specifically, functional behavioral assessments offer valuable assistance in determining whether a specific behavior is a manifestation of the student's disability, a process referred to as manifestation determination. However, functional behavioral assessment and manifestation determination serve very different purposes and should not be considered equivalent or duplicative. Manifestation determination is required under IDEA '97 as well as Rule 6A-6.0331(6), Florida Administrative Code (FAC). This topic will be addressed more fully in a forthcoming technical assistance paper entitled *Determining Manifestation of Disability for ESE Students Being Considered for Disciplinary Action*.

The purpose of this technical assistance paper (TAP) is to answer recurring questions posed by school district staff since the implementation of the IDEA Amendments of 1997, to help school personnel understand the process of conducting a functional behavioral assessment, and to assist district staff in planning and implementing behavioral interventions.

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TECHNICAL ASSISTANCE PAPERS are produced periodically by the Bureau of Instructional Support and Community Services to present discussion of current topics. The TA Papers may be used for inservice sessions, technical assistance visits, parent organization meetings, or interdisciplinary discussion groups. Topics are identified by state steering committees, district personnel, and individuals, or from program compliance monitoring.

Additional resources for functional behavioral assessment, manifestation determination, and behavioral intervention plans are listed at the end of this TAP. BISCs also disseminated to school districts a memorandum dated September 19, 1997, from the Office of Special Education and Rehabilitative Services, United States Department of Education, entitled *Initial Disciplinary Guidance Related to Removal of Children with Disabilities from Their Current Educational Placement for Ten School Days or Less*. This document provides further guidance on the requirements of IDEA '97 as they relate to discipline provisions.

## QUESTIONS AND ANSWERS

### 1. **What is the legal authority for functional behavioral assessments and behavioral intervention plans?**

The IDEA Amendments (20 U.S.C. Chapter 33) reference functional behavioral assessment in Section 1414, "Evaluations," and in Section 1415, "Procedural Safeguards." Specifically, Section 1414(b)(2)(A) states that the local education agency (LEA) shall

"use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability."

Further, Section 1414(b)(2)(C) requires the use of

"technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors" and (3)(D) "assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child."

Section 1414(d)(3)(B)(i-v) addresses the role of the IEP team in considering special factors. Part (i) states that the practitioner should

"in the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior."

Procedural safeguards are delineated in Section 1415. Specifically, Sections 1415(k)(1)(A)(i-ii) and (B)(i-ii) outline the requirements for placements in alternative educational settings, another setting, or suspension as a result of disciplinary action. Part (B)(i) and Part (B)(ii) state,

"If the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension...the agency shall convene an IEP meeting to develop an assessment plan to address that behavior; or if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior."

### 2. **What is a functional behavioral assessment?**

A functional behavioral assessment is a process for developing a useful understanding of how behavior relates to the environment. By knowing the function (or purpose) that the behavior serves for the student, one is able to develop an intervention that also serves that purpose, but does so through positive student behaviors. Intervention strategies may include effective prevention, remediation, or development of alternative behaviors (replacement behaviors). Therefore, similar behaviors should not routinely be treated with identical interventions, as the functions of the behaviors may be very different. For example, one student may fight to stop teasing by a peer; another student may fight to gain approval from a peer group.

Functional assessment procedures typically include the following activities:

- review of records, including prior interventions and results
- interviews with individuals familiar with the student, such as family and teachers, as well as the student in question
- observations of the student's behavior in one or more settings and at various times
- formal and informal measurement procedures

Within the context of the disciplinary actions cited in the response to Question 1 above, the assessment procedures are selected by the individual educational plan (IEP) team based on the behaviors and the unique characteristics of the student (e.g., physical impairments, limited English proficiency, chronic health problems). In addition, the more severe the behavior and complex the circumstances, the greater will be the degree of precision and thoroughness that is required in the assessment process. FBAs vary in rigor. Specifically, there is a direct relationship between the degree of the behavioral problem and the behavioral assessment resources required to address the problem.

**3. When must a functional behavioral assessment be conducted?**

Based on Section 1415(k)(1)(B) of IDEA and on 34 C.F.R. 300.519, if a disciplinary action is being considered for a student with a disability that would result in a change of placement (defined as “(a) the removal is for more than 10 consecutive school days; or (b) the child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year...”), one of the following must have been completed by the IEP team either before or not later than 10 days after taking the disciplinary action:

- development of a plan for conducting an FBA and development of interim interventions
- review of the student's behavioral intervention plan that has already been developed and modification of the plan as necessary to address the student's behavior

**4. Are school districts required to obtain parental consent for the FBA for disciplinary or behavioral intervention planning with a student with disabilities under IDEA?**

Yes, parental consent is required for the FBA of students with disabilities under IDEA. If a change of placement (as defined in #3) will occur, the IEP team must develop a plan for the FBA if one has not already been conducted. This plan must include procedures for obtaining parental consent for the FBA. However, in technical assistance meetings held by the United States Department of Education, Office of Special Education Programs (OSEP), it was indicated that parental consent would not be required if the IEP team, in conducting the FBA, limited the assessment procedures to a review of existing data, including positive behavioral interventions, strategies, and supports that were included in the current or earlier IEP and other existing documents.

**5. Is parental consent for the FBA required for students protected under Section 504 of the Rehabilitation Act?**

Although Section 504 does not address this particular issue, it should be noted that there is general consensus that mirroring the IDEA assessment procedures and practices is recommended for students protected under this Act.

**6. If parents refuse to grant consent for the FBA in disciplinary response situations, what recourse do school districts have?**

School districts may request a due process hearing to determine whether or not the FBA should be conducted without parental consent. This step should be included in the plan for conducting the FBA when a student is being removed for more than 10 cumulative days in a school year or a pattern of removals accumulate to more than 10 days and the FBA has not already been completed. If parents refuse to consent to an FBA, the district may also invoke due process procedures.

**7. Are districts required to obtain parental consent for the FBA of a nondisabled student who may be at risk of disciplinary actions that may have a potential negative impact on his/her learning progress?**

There are no parental consent requirements for behavioral assessments of nondisabled students or students who are not suspected of having a disability. However, the FBA should include information from parents/caregivers, and a written consent form may be developed by districts to document parental involvement in the assessment and behavioral intervention process. Should any issues arise that might lead to an indication that the student may be a student with a disability, the protections of IDEA and Section 504, including parent consent/notice requirements, are invoked.

**8. What is the relationship between functional behavioral assessment and manifestation determinations?**

Functional behavioral assessment is a source of information for making manifestation determinations, as well as a process that should be implemented when patterns of behavior make a manifestation determination necessary. Although there is clearly a strong relationship between these two processes, they serve very different purposes.

“Functional behavioral assessments provide specific information to the team concerning the design and implementation of effective strategies. Manifestation determinations serve to determine if (a) the student’s disability impaired the student’s understanding of the consequences of his or her behavior, and (b) the student’s disability impaired his or her ability to control the behavior” (Tilly, et al., 1998, p. 16).

More extensive treatment of the topic of manifestation determination will also be available through a planned technical assistance paper entitled, *Determining Manifestation of Disability for ESE Students Being Considered for Disciplinary Action*.

**9. Are there other times when a functional behavioral assessment should be considered for use (a) with students with disabilities who are not being considered for a change in educational setting or (b) for students who are not disabled?**

Best practice suggests that a functional behavioral assessment be conducted for a student whenever behavior appears to be significantly interfering with the learning process and well before behaviors reach crisis proportions. Many school districts have developed multidisciplinary problem-solving teams (e.g., Intervention Assistance Teams, Child Study Teams, Pupil Assistance Teams) to facilitate functional assessment of student difficulties in both the behavioral and academic domains. Districts are also encouraged to adopt functional behavioral assessment as part of the evaluation and reevaluation process for students identified as emotionally handicapped or whenever behavior patterns indicate that emotionality may be a contributing factor.

**10. What qualifications are required for personnel to conduct functional behavioral assessments and develop behavioral intervention plans?**

Although the law is silent about the specific skills needed by persons performing behavioral assessments and developing intervention plans, the professional literature in the exceptional education and student services disciplines (see references at conclusion of this TAP) provide guidance in this area. Minimally, individuals should possess the following competencies:

- ◆ knowledge of and ability to use a collaborative problem-solving process
- ◆ ability to select and apply assessment strategies that guide the development of effective interventions
- ◆ knowledge about the potential causes of behavior problems and functions that specific behaviors may serve
- ◆ knowledge of curriculum and instruction at appropriate developmental levels
- ◆ ability to develop and implement effective interventions based on the identified functions of behavior
- ◆ knowledge of and skills in creating objective, measurable intervention-monitoring systems that employ direct measurement techniques

Personnel who may be able to fill this role at varying levels of expertise are school psychologists, behavior specialists, guidance counselors, school social workers, exceptional education teachers, program specialists, and other persons with specific training in behavior analysis and therapy.

**11. Is in-depth training available to school personnel who wish to develop these skills?**

Yes. University school psychology, psychology, master's level social work, and clinical mental health counseling programs routinely include coursework and field-based experiences in analyzing behaviors and developing interventions to resolve behavior problems. Programs in exceptional teacher education often include in-depth coursework in behavior analysis and behavior change strategies. The Florida Department of Children and Families, Developmental Services Program Office, offers certification in behavior analysis following an intensive training program.

Districts have numerous options to ensure the availability of skilled personnel. These include surveying exceptional education and student services staff to determine their knowledge, skills, and abilities to perform these tasks for students displaying varying levels of inappropriate behavior; providing training to selected staff members who have a working knowledge of behavioral assessment and interventions to expand their expertise; and modifying staff allocations and/or assignments to support the need for these services.

**12. What are the primary components of a functional behavioral assessment?**

To maintain the integrity of the functional behavioral assessment process, the following components should be included:

- Identification and description of target behavior in observable, measurable terms
- A review of events related to the onset, duration, and severity of the target behavior, asking questions such as these:
  - When is the behavior likely to occur?
  - Where is the behavior likely to occur?
  - With whom is the behavior likely to occur?

- What activities are most likely or least likely to cause the behavior to occur?
  - Are there situations in which the behavior never occurs?
  - What happens before and immediately after the behavior occurs?
- Identification of environmental factors that may contribute to the behaviors, such as these:
    - peer characteristics (e.g., peer group influences, bullying or taunting by peers)
    - curriculum and teacher characteristics or conditions (e.g., difficulty of curriculum, length of assignments, opportunity to practice skills, rate of teacher reinforcement, style of teaching)
    - school system or classroom environment characteristics (e.g., classroom seating, school rules and code of conduct, length of bus rides)
    - family characteristics (e.g., discipline practices, parent expectations, parent/child relationships)
    - community characteristics (cultural expectations, tolerance for violence, prevalence of gangs, drug and alcohol abuse)
  - Identification of the strengths of the student; review of all characteristics of the student that may indicate the need for professional evaluation, treatment, or therapy (diagnosed or suggested physical or mental conditions)
  - Determination of what is reinforcing to the student
  - Development of hypotheses about what the student is gaining or avoiding through this behavior (the function or purpose of the behavior)

These components are addressed through a collaborative, problem-solving team process involving individuals knowledgeable about the student, the behavior, and functional behavioral assessment. Parents should be included as an integral part of this assessment process.

A summary of these components, entitled “Functional Behavioral Assessment and Positive Interventions: Benchmarks of Effective Practice,” is included as an attachment to this TAP.

### **13. What are some important points to remember in developing a behavioral intervention plan?**

- The parent (and the student, as appropriate) should be included in the development and implementation of the plan.
- The plan needs to be practical, workable, and reasonable for implementation in the targeted settings.
- Individuals responsible for carrying out the intervention plan should have the appropriate training and possess the required skills for successful plan implementation.
- The specifics of the intervention strategies should be identified, including time and duration, setting, and individual roles and responsibilities.
- There should be support for and “buy-in” from the person(s) who will implement the plan and, where appropriate, acceptance of the plan by the student.
- Interventions that are considered should use the following approaches:
  - adjust environment to prevent problems and promote positive behaviors
  - teach skills to a high level of competency (often referred to as replacement behaviors) that allow the student to achieve the same results as the problem behavior
  - manage consequences so that reinforcement is maximized for positive behaviors and minimized for problem behaviors
- Well-designed classwide interventions may be very appropriate for some students; however, other children may require well-crafted, individualized interventions.

- Determine what is reinforcing to the individual student and create an appropriate reinforcement schedule for the situation. What is reinforcing to one may not be reinforcing to another. If at all possible, use the reinforcer that maintained the problem behaviors to reinforce the desired, replacement behaviors. For example, if a student sought attention through misbehavior, use attention to reinforce appropriate behavior.
- If consequences are used for problem behaviors, they must be immediate and consistent and not inadvertently reinforce the misbehavior. For instance, when a student seeks to escape an assignment by throwing workpapers on the floor, referrals to the office have a high probability of strengthening the misbehavior. It may be more effective for the teacher to offer the student the chance to complete part of the assignment followed by a short break.
- The application of highly restrictive behavior change procedures should be done only with caution and under the supervision of qualified behavior specialists.
- The intervention should be implemented consistently and for a reasonable duration in relevant school situations and in the home and community, as appropriate.
- In some instances (when using selected behavior reduction techniques), an initial escalation of the behaviors targeted for elimination may occur.
- A procedure for objectively evaluating the effect of the intervention on the targeted behaviors should be developed by the IEP team. It should include the establishment of short- and long-term goals, monitoring activities, and timelines for periodic review of intervention outcomes.

**14. If a student is placed in a Department of Juvenile Justice (DJJ) facility for more than 10 days for a nonschool-related offense, must a functional behavioral assessment be conducted and a behavioral intervention plan be written prior to the 10-day period?**

No. The federal regulations require a functional behavioral assessment and behavioral intervention plan only if the disciplinary action is taken by school personnel. Placements in DJJ facilities are under the authority of the juvenile justice and/or judicial system, not the local educational agency. However, the benefits of a functional behavioral assessment and implementation of a behavioral intervention plan should not be overlooked in such circumstances simply because they are not specifically required under law.

**15. What options do school officials have when they are notified that a student with a disability has been charged or associated with a nonschool-related crime as described in Section 232.26(2), Florida Statutes, and Rule 6A-1.0404(11), FAC, and a change in placement for more than 10 days is being considered by school officials?**

Section 232.26(2), Florida Statutes, provides the authority for the suspension of a student, who has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, for more than 10 days as determined by the superintendent. However, the statute also states, "Such a suspension shall not affect the delivery of educational services to the pupil and the pupil shall be immediately enrolled in a daytime alternative education program, or an evening alternative education program, where appropriate."

Given the above and the IDEA's requirements, the following three options are available:

- ◆ The school may, within the 10-day suspension period, conduct a manifestation determination and follow the behavioral assessment and behavioral intervention procedural requirements outlined in Questions 1 & 3 and recommend an alternative placement through the IEP process

- ◆ If the student is likely to injure himself or herself or others in the current placement and the parents do not agree to a proposed alternative placement recommended through the IEP process, then school personnel may seek a court order to move the student to an interim alternative educational setting
- ◆ The district may seek injunctive relief to exclude the student from any educational setting. This option should only be used for a temporary period of time when the situation warrants extreme measures.

**16. How can districts document functional behavioral assessment activities and demonstrate evidence of a behavioral intervention plan?**

Districts may develop their own accountability methods or forms or may use existing documents that specifically address the functional behavioral assessment process. If a functional behavioral assessment is included in a social/developmental history, initial eligibility evaluation, or reevaluation, the assessment methods and results should be a part of the psychological evaluation and/or the social history report.

IEPs may also be used to document the functional assessment activities and the behavioral intervention plan. Staffing forms may show that a behavioral assessment has taken place and should be considered in eligibility and placement decisions. Finally, districts may choose to document the functional behavioral assessment process more formally through the development of specific forms; these would address the procedures utilized in conducting the assessment and developing the behavior intervention plan. If separate forms are used for documenting the BIP (and not incorporated into the IEP document), it is recommended that the IEP reference the existence of the BIP and ensure that it is a part of the student's cumulative record.

A sample "Record of Functional Behavioral Assessment and Intervention" is included as an attachment to this TAP.

**17. What is the relationship between the IEP goals and objectives and the behavioral intervention plan (BIP)?**

The BIP should be designed to support the attainment of IEP goals and objectives, especially those addressing social/behavioral issues. The behavior plan should be considered an expansion of the strategies and methods that will be implemented to reduce and/or prevent the recurrence of targeted misbehaviors. The behavior plan should provide options in interventions when one of the following applies:

- The student is not capable of following the district's student code of conduct.
- The student's behavior interferes with his/her ability to learn.
- The student's behavior problems interfere with other students' opportunities to learn.
- The student's behavior results in repeated removals from class.



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## ATTACHMENT 1

### Functional Behavioral Assessment and Behavioral Intervention Plans

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### Benchmarks of Effective Practice

FEATURES	BENCHMARKS OF QUALITY	NOTES
<p><b>Goals of Intervention/ Team Process</b>                      IEP/intervention team                      Goals of intervention                      Target behaviors                      Baseline estimates                      Consensus decision-making</p>	<ul style="list-style-type: none"> <li>■ IEP/intervention team is involved in the assessment and intervention process; this team includes key stakeholders from all relevant settings (e.g., student, teachers, parents, others involved in direct support)</li> <li>■ broad goals of intervention are determined (e.g., improved peer relationships, greater participation in integrated activities)</li> <li>■ specific behaviors of concern are defined in observable terms (what the student says or does that is problematic)</li> <li>■ baseline estimates of behaviors of concern are established; these reflect objective measures (e.g., frequency, duration, intensity)</li> <li>■ team achieves consensus regarding the target behaviors and goals of intervention</li> </ul>	
<p><b>FBA: Gathering Information (data)</b>                      Records review                      Interviews                      Observations</p>	<ul style="list-style-type: none"> <li>■ pertinent records have been reviewed (e.g., academic records, discipline referrals, child study notes, anecdotes, evaluations, interventions)</li> <li>■ functional assessment interviews have been conducted with more than one person (e.g., student, parent, teacher, related service provider) who interact with the student within different settings and activities</li> <li>■ direct observations have been conducted across relevant circumstances (e.g., multiple settings, over time) and by more than one observer</li> <li>■ other assessments (curricular, ecological, etc.) are conducted, as needed, to determine broader variables affecting student behavior</li> <li>■ tools used produce objective information regarding events preceding and following behavior, as well as ecological and motivational variables that may be affecting student behavior</li> <li>■ information is collected until patterns are evident</li> </ul>	

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### Benchmarks of Effective Practice

FEATURES	BENCHMARKS OF QUALITY	NOTES
<p><b>FBA: Hypotheses (summary statements)</b>                      Pattern analysis                      Summary statements (hypotheses)</p>	<ul style="list-style-type: none"> <li>■ patterns are identified from the information collected that include: 1) circumstances in which the behaviors of concern are most and least likely (e.g., where, when, with whom) and 2) specific functions the behavior appears to serve for the student (i.e., what they get or avoid)</li> <li>■ broader variables (e.g., curriculum, activity patterns) that may be affecting student behavior are identified</li> <li>■ patterns are summarized into written summary statements or hypotheses; these statements are clear, concise, and accurate (i.e., based on data)</li> <li>■ team consensus is achieved regarding patterns addressed in the summary statements</li> </ul>	
<p><b>Behavioral Intervention Plans</b>                      Hypothesis-based intervention                      Intervention plan components:                          environmental modifications                          replacement skills                          managing consequences                      Crisis management IEP/                      other support</p>	<ul style="list-style-type: none"> <li>■ intervention strategies are clearly linked to the functional assessment information (hypotheses/summary statements)</li> <li>■ IEP/intervention team designs a behavioral intervention plan that includes:                             <ul style="list-style-type: none"> <li>— descriptions of the behaviors of concern, goals of intervention, and patterns identified through the functional assessment</li> <li>— modifications to the social or physical environment that may prevent problem behavior and /or increase the likelihood of alternative appropriate behaviors</li> <li>— specific behaviors (skills) to be taught and/or reinforced that will: a) achieve the same function as the problem behavior, and b) allow the student to cope more effectively with their circumstances</li> <li>— strategies for managing consequences so that reinforcement is: a) maximized for positive behavior, and b) minimized for problem behavior</li> </ul> </li> </ul> <p style="text-align: right;">(continues)</p>	

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Florida Department of Education • Division of Public Schools and Community Education • Bureau of Instructional Support and Community Services

**Benchmarks of Effective Practice**

FEATURES	BENCHMARKS OF QUALITY	NOTES
<p><b>Behavioral Intervention Plans</b>                      Hypothesis-based intervention                      Intervention plan components:                          environmental modifications                          replacement skills                          managing consequences                      Crisis management IEP/                      other support                      (continued)</p>	<ul style="list-style-type: none"> <li>■ goals of intervention and specific replacement skills are incorporated into the student’s overall educational plan (e.g., IEP)</li> <li>■ if necessary to insure safety and rapid de-escalation of student behavior, crisis management procedures and criteria for their use are determined</li> <li>■ behavioral intervention plan facilitates achievement of broad goals identified by the team, and promotes the durability of behavior change</li> <li>■ everyone working with the student on a regular basis is familiar with the behavioral intervention plan and agrees to implement its strategies</li> </ul>	
<p><b>Implementation, Monitoring, and Evaluation</b>                      Training &amp; resources                      Action planning                      Monitoring: implementation outcomes                      Team communication                      Plan modification</p>	<ul style="list-style-type: none"> <li>■ training and resources needed to insure implementation of the behavioral intervention plan are made available to the team</li> <li>■ an action plan for implementation is developed, including specific objectives/activities, persons responsible, and time lines</li> <li>■ plan implementation is monitored (e.g. through reports and observations) to insure that strategies are used consistently across intervention settings</li> <li>■ objective information is collected to evaluate the effective-ness of the behavioral intervention plan; this information includes:                             <ul style="list-style-type: none"> <li>— decreases in problem behavior</li> <li>— increases in replacement skills and/or alternative behaviors</li> <li>— achievement of broader goals</li> <li>— durability of behavior change</li> </ul> </li> <li>■ team communicates consistently (based on time lines determined by the team) to review student progress and make necessary adjustments to the behavioral intervention plan</li> </ul>	

## ATTACHMENT 2

### Sample Record of Functional Behavioral Assessment and Intervention

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#### Student Information

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Birthdate: \_\_\_\_\_

School: \_\_\_\_\_ Implementation Date: \_\_\_\_\_

Team Members: Who is involved in the assessment/intervention?

Intervention Settings: In what settings will the assessment/intervention be conducted?

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#### Rationale/Goals of Intervention

**Rationale:** For what reason(s) was the functional behavioral assessment initiated?

- Student is engaging in behavior that places the student or others at risk of harm and/or results in substantial property damage
  - Behavioral concerns are resulting in exclusion from participation in activities or settings with peers
  - Educational team is considering a more restrictive placement due to behavioral concerns
  - Current intervention involves excessively intrusive procedures (e.g., restraint, isolation)
  - Student's behavioral difficulties persist despite consistently implemented behavior management strategies based on a less comprehensive or systematic assessment
  - Other: \_\_\_\_\_
- 

**Target Behaviors:** What are the specific behaviors identified for increase or decrease?

Description of behavior  
(what student says or does)

Baseline Estimate  
(how often, how long)

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**Broad Goals:** What are the social and educational goals for the student  
(e.g., increased participation in inclusive settings, development of friendships, improved academic performance)?

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## ATTACHMENT 2

### Sample Record of Functional Behavioral Assessment and Intervention

Florida Department of Education • Division of Public Schools and Community Education • Bureau of Instructional Support and Community Services

#### Functional Assessment Methods

<p><b>Records:</b> What records were reviewed? Conducted by:</p>	<input type="checkbox"/> curriculum/IEP <input type="checkbox"/> disciplinary records <input type="checkbox"/> previous interventions <input type="checkbox"/> anecdotes/home notes <input type="checkbox"/> psychological evaluation <input type="checkbox"/> other:	<p>What relevant information was obtained?</p>
<p><b>Interviews:</b> What interviews were conducted? Tools used: Conducted by:</p>	<input type="checkbox"/> student <input type="checkbox"/> parent <input type="checkbox"/> ESE teacher <input type="checkbox"/> general education teacher <input type="checkbox"/> school administrator <input type="checkbox"/> related services provider <input type="checkbox"/> other:	<p>What relevant information was obtained?</p>
<p><b>Observations:</b> What direct observations occurred? Tools used: Conducted by:</p>	<p>Location</p> <p>Date/Time</p>	<p>What relevant information was obtained?</p>

**Other Assessments:** What, if any, other assessments were conducted (e.g., ecological or classroom management inventories, curricular assessments)?

#### Summary (Hypothesis) Statements

**Patterns:** What patterns were identified in the data collected (i.e., circumstances in which behavior is most likely/least likely; possible functions of the behavior)

<b>When this occurs...</b>	<b>the student does...</b>	<b>to get or avoid...</b>
(describe circumstances)	(describe behavior)	(describe consequences)

**Setting Events:** Are there other variables that appear to be affecting the student's behavior (e.g., medical problems, curricular issues)?

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### Behavioral Support Plan

**Intervention Components:** What strategies will be used (based on the hypotheses)?

**Proactive:**

What environmental adjustments will be used to make the student's problem behavior unnecessary?

**Educative:**

What skills will be taught to replace (meet the same function as) the student's problem behavior and improve his/her ability to function more effectively?

**Functional:**

How will consequences be managed to insure the student receives reinforcers for positive, and not problem, behavior? When the student does.... Adults will do...

\_\_\_ goals integrated with IEP

**Crisis Management:** Are crisis management procedures needed to insure safety and de-escalation of the student's behavior in emergency situations? \_\_\_yes \_\_\_no If so, describe strategies:

**Generalization and Maintenance:** What strategies will be used to insure that behavior changes transfer across environments (e.g., natural cues and contingencies)?

### Implementation, Monitoring, and Evaluation

**Training/Resources:** What training and/or resources are needed to implement the plan?

**Monitoring:** Who will be responsible for monitoring progress?

How frequently will monitoring take place? \_\_\_ daily \_\_\_ weekly \_\_\_ monthly \_\_\_ other

How will implementation and outcomes be evaluated?

Names of Team Members:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_