

# **Functional Behavior Assessment/Behavior Support Plan Procedural Guidelines**

SEVIER COUNTY SCHOOLS/DEPARTMENT OF SPECIAL EDUCATION

## **WHAT IS A FUNCTIONAL BEHAVIOR ASSESSMENT?**

Functional Behavior Assessment is an assessment process for gathering information that can be used to build effective behavioral support plans. A functional assessment is complete when you can accomplish the following:

- (1) Describe the undesirable behavior(s) operationally;
- (2) Predict the times and situations when the undesirable behavior(s) will and will not be performed across the full range of typical daily routines;
- (3) Define the function(s) that the undesirable behavior(s) produces for the individual.

The assessment team should gather information from three sources:

- (1) Direct observation of the student
- (2) Interview with others involved with the student (including the student)
- (3) Review of available records (psychological reports, IEP, medical records, cumulative records, etc.)

## **WHAT IS A BEHAVIOR SUPPORT PLAN?**

A Behavior Support Plan is a document that results from a functional behavior assessment and describes:

- (1) what skills (behaviors) will be taught to a student which serve the same purpose/function as the undesirable behavior but in a more socially acceptable manner;
- (2) how those skills will be taught;
- (3) what changes will be made in the environment/curriculum, if any, to decrease the likelihood the undesirable behavior will occur;
- (4) responses which will be made when the desirable and the undesirable behavior occurs;
- (5) a crisis management plan to provide safety (if needed);
- (6) a method to evaluate the behavior support plan

## WHEN TO DO A FUNCTIONAL BEHAVIOR ASSESSMENT?

- when S-Team is considering **prereferral** intervention strategies with a student whose behavior is a primary concern
- when a SpEd student has committed a “suspendable offense” (suspension to exceed 10 cumulative days per school year) or has committed an offense which triggers a 45-day alternative placement (In such cases, do FBA before determination of whether offense is a manifestation of handicapping condition.)

*Either before or not later than 10 days after taking a disciplinary action... 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 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. Section 615 (k)(1)(B)*

Note: Final IDEA Regulations state, *If other subsequent removals occur, the IEP team members review the child’s behavioral intervention plan and its implementation to determine if modifications are necessary, and only meet if one or more team members believe that modifications are necessary. An additional behavioral assessment is not required.*

- when the IEP Team is considering a more restrictive placement because of the student’s behavior
- when the student’s current educational placement is ineffective behaviorally
- when conducting an initial evaluation or re-evaluation, **if behavior is an issue**
- as part of a comprehensive evaluation for autism, emotional disturbance, traumatic brain injury, or ADHD
- when a student’s behavior impedes his or her learning or that of others  
*In developing each child’s IEP, the IEP Team....shall ...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, and supports to address that behavior. Section 614 (d)(3)(B)(i)*

## HOW DO I CONDUCT A FUNCTIONAL BEHAVIOR ASSESSMENT?

When a student’s behavior becomes a primary concern, invite parents for a conference to discuss problem behaviors. Use the *Referral to School Support Team for Behavioral Assessment* form to document meeting. (If parents do not participate, conduct a conference by telephone.) If indicated, obtain parent permission to do a *Functional Behavioral Assessment*. Upon completion of assessment, develop a *Behavior Support Plan*.

### COMPONENTS:

- **Referral** The decision whether or not to perform a FBA should be made by the S-Team if student is not identified as SpEd, or by the IEP team if students is already SpEd. If an FBA is NOT to be done, explanations/reasons should be documented.
- **Teacher Interview** Behaviors need to be very specific. Make sure what you list as a behavior is something that you can *see* and *count*. Don’t forget to list student

strengths as well as weaknesses. Question 7 (the student's favorite things to do) deals with desired reinforcers, not misbehavior. This form can be completed independently by the teacher or through interview.

- **Parent Interview** This can be done by phone or in person.
- **Student-Assisted Interview** There are two different forms for this interview -- one is designed for use when behaviors are chronic and one is designed for use when a crisis or serious isolated event occurs. An adult having good rapport with the student should read the questions and write the answers. Record student comments, affect, and disposition as anecdotal information.
- **Classroom Observation** Observations should vary in time and settings.
- **Problem Behavior Questionnaire** The classroom teacher is to complete the information. The assessment team designee is to chart the resulting profile.
- **Functional Behavior Assessment Report** This report is to be completed by the assessment team after student observations have been made, interviews conducted, and all information gathered and interpreted. Be sure to list strengths as well as weaknesses. List all team members.
- **Behavior Support Plan** This plan is to be developed with student and parent/guardian present. (If parent cannot attend, review the plan with them by phone.)