



Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

Department of Exceptional Student Education

Functional Behavior Assessment and Positive Behavior Intervention Plans (FBA/PBIP)

Fast Facts #21 (8/2009)

FBA (Functional Behavioral Assessment) is a process for gathering information to gain an understanding of how a student's behavior relates to the environment. By learning the purpose that the behavior serves for the student, a Positive Behavior Intervention Plan can be designed to assist students in using appropriate behaviors to serve the same purpose. Similar behaviors should not routinely be treated with identical intervention since the purpose of the behaviors may be different.

1. When might an FBA be appropriate for a student?

An FBA would be appropriate as a proactive measure when school personnel are concerned about a student's behavior. An FBA/PBIP is recommended when a move to a more restrictive setting is being considered. The FBA process should not be used exclusively as a reaction to extreme or chronic behavior problems. An FBA would be appropriate when school personnel are concerned about the behaviors of a student. An FBA **may** be appropriate for a student marked as a level 4 or 5 in the Social/Emotional Domain on the Matrix of Services. Certain sections of the Matrix **require** an FBA in order to apply a check: "highly structured behavior management system...." in Level 4; and "Intensive, individualized behavior management plan...." in Level 5.

2. When must a Functional Behavior Assessment be conducted?

As stated in IDEA, Section 1415 (k)(1) (B) 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**:

- The IEP team **must** develop a plan for conducting an FBA **or**
- Review the student's PBIP and modify the plan as necessary to address the student's behavior.

Per State Board Rule 6A-6.03312(1)(a). for the purpose of removing a student with a disability from the student's current educational placement as specified in the student's individual educational plan (IEP), a ***change of placement** occurs when: (1) The removal is for more than 10 consecutive school days, **or** (2) A series of removals constitutes a pattern that is a change of placement because the removals cumulate to more than ten (10) school days in a school year, because the student's behavior is substantially similar to the removals in previous incidents that resulted in the series of removals, **and** because of additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

Per State Board Rule 6A-6.03312(3), a manifestation determination must be made within ten (10) days of any decision to consider the change of placement of a student with a disability due to a behavior infraction. **If the school district, parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the student's disability, the IEP Team must either: (1) Conduct an FBA (unless an FBA had been conducted previously, prior to the behavior that resulted in the change of placement consideration) and implement a PBIP for the student; or (2) If a PBIP already has been developed, review it and modify it, as necessary, to address the behavior.**

Additionally, per State Board Rule 6A-6.03312(5), after a student with a disability has been removed from school due to a series of removals (suspensions) that exceed (or will exceed) 10 school days in one school year, starting with the eleventh day of removal, educational services must be provided to enable the student to continue to participate in the general curriculum, and to progress toward meeting the goals in the student's IEP; **and the student must receive, as appropriate, an FBA and PBIP to address the behavioral violation so that it does not recur.**

3. Is parent consent required for the FBA for disciplinary or behavior intervention planning for a student with disabilities under IDEA?

Parental consent is required for the FBA of students with disabilities when new data will be collected. Parental consent is not required to review existing information.

4. What process/form is used for obtaining parental consent?

For students who are currently identified as ESE, the Notice/Consent for Reevaluation form (SB34504) is used and the reevaluation process* is followed. For other students, the Consent for Student Support Services form (SB34507) is used.

**NOTE: The next reevaluation due date is only recalculated when the total needs of the student have been addressed via the reevaluation process.*

5. What are the primary components of a Functional Behavior Assessment?

A. Identifying and describing the behavior in observable, measurable terms.

B. Gathering information. Typically team members will gather information about the student by reviewing student records, conducting structured interviews and directly observing the student in one or more settings and at various times. Documentation of all data collection is required.

C. Developing an understanding of student behavior. The team should look for a common pattern from the information gathered that indicates:

1. When the behavior is most and least likely to occur
2. What precedes that behavior of concern
3. If the behavior seems to be motivated by accessing, escaping and/or avoiding events or items
4. Environmental factors that may contribute to the behaviors
5. Strengths of the student
6. What reinforces the student

D. Developing the hypotheses. The team collaborates to develop a statement about what the student is gaining or avoiding through this behavior. This statement should also indicate the event that usually precedes the behavior of concern.

The district FBA/PBIP form (SB89040) developed as a tool for documenting the FBA/PBIP process is available to school personnel via the online Exceptional Student Education Conference Area.

6. What is involved in designing a Positive Behavior Intervention Plan (PBIP)?

The team designs a plan based on the information attained through the FBA. Components of the plan should include strategies for:

- preventing the problem behavior from occurring
- teaching replacement behavior and/or coping strategies
- managing consequences so reinforcement is maximized for appropriate behavior and Minimized for inappropriate behavior

The parents (and the student, as appropriate) must be included as part of the team in the development and implementation of the plan. The plan needs to be practical, workable and reasonable for implementation in the settings the team identifies. All team members must have a clear understanding of the plan and their responsibilities.

7. How is the plan implemented and evaluated?

- The team states when, where, and how the interventions are implemented within the design of the intervention plan.
- The intervention should be implemented consistently and for a reasonable duration in the relevant situations.

A procedure for objectively evaluating the effect of the intervention on the targeted behaviors should be developed by the IEP Team. It should include establishing short and long term goals, monitoring activities, and timelines for reviewing effectiveness.

References:

- *Individuals with Disabilities Education Act (IDEA 2004)*
- *34 CFR Part 300*
- *Florida Statutes and State Board of Education Rules*