

**Division of Specialized Instruction and Student Support
Regional Special Education-Technical Assistance Support Center**



*Corrine Rello-Anselmi
Deputy Chancellor*



FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBAs) AND BEHAVIORAL INTERVENTION PLANS (BIPs)

General Guidelines

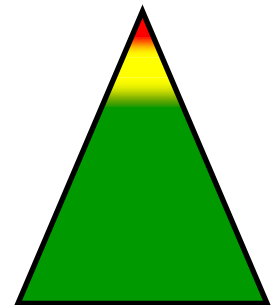
- Remember that the FBA-BIP is a TEAM process
- Think functionally about who participates in the FBA-BIP process:
 - Staff that have behavioral expertise
 - Staff that have clinical expertise
 - Staff that know the student

FBA-BIP in the Context of New York State Program Standards for Behavior Interventions

- “The CSE or CPSE shall consider the development of a behavioral intervention plan, as such term is defined in section 200.1(mmm) of this Part, for a student with a disability when the student exhibits persistent behaviors that impede his or her learning or that of others, **despite consistently implemented general school-wide or classroom-wide interventions.**” *NY State Regulations Part 200.22(b)(1)(i).*
- **Please note:** The FBA for a student with a disability is an evaluation, and as with other assessments in the IEP process, requires parent consent. *NY State Regulations Part 200.5(b)*

FBA-BIP in the Context of PBIS and Response to Intervention

- The BIP is an instructional intervention that is part of multi-tiered continuum of interventions from school-wide, classroom and individualized interventions (Behavioral Response to Intervention (RtI), or Positive Behavioral Interventions and Supports).



AGENDA

FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBAs) AND BEHAVIORAL INTERVENTION PLANS (BIPs)

- **Behavior Basics**
- **FBA-BIP Connection to NYS Regs**
- **Steps of FBA Process**
- **Steps of BIP Process**
- **Alignment of FBA-BIP and IEP**

***All Behaviors Communicate
Something – Children Engage in
Behaviors for a Reason.***

Behavior Basics

- There is a **function** to all behavior
– *All Behavior Has Meaning!!!*
- Behavior is **Learned** & is **Teachable**
– *It is influenced by culture, context experiences, and disability...*



Functional Thinking

Motivation

2 basic premises:



To “get” something

To “get out of”/avoid something



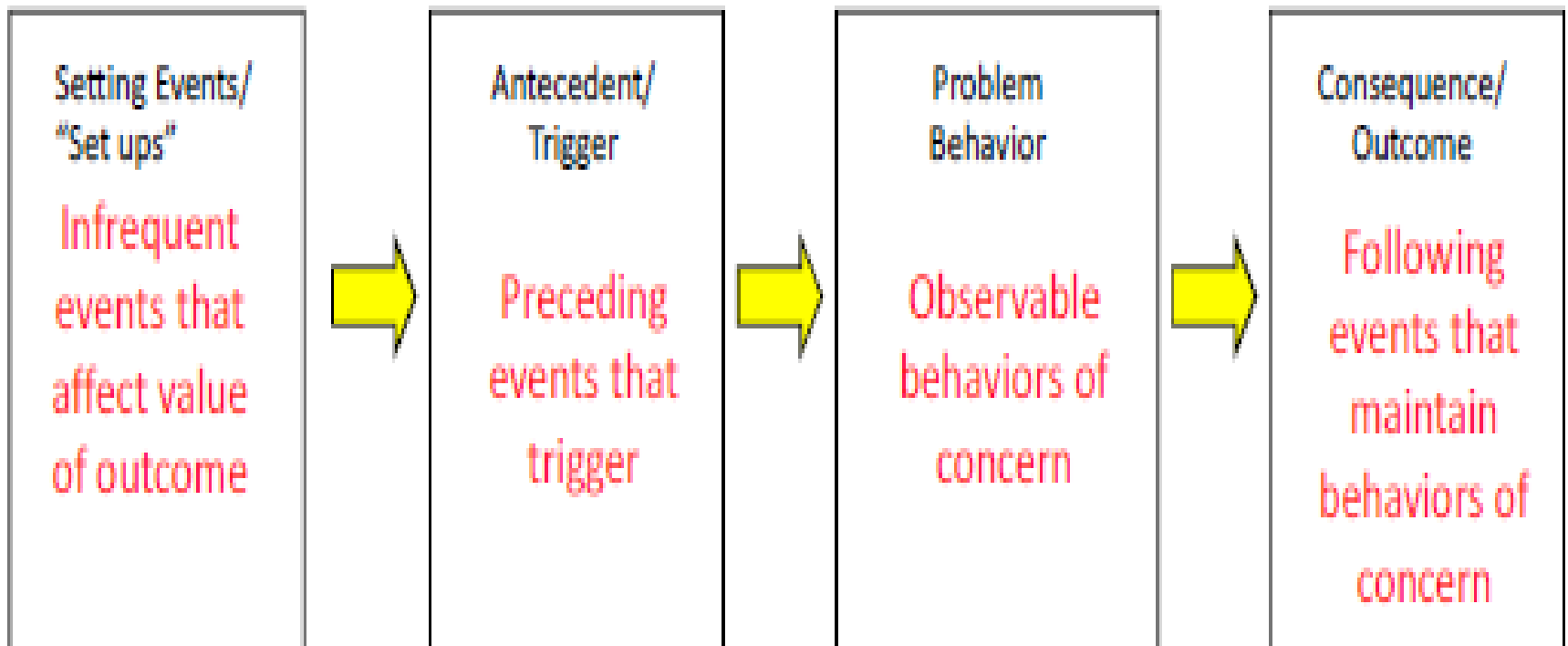
A-B-C of Behavioral Intervention

- A=Antecedent
 - What happened before?
- B=Behavior
 - What does the child do?
- C=Consequences
 - What happens after?

Knowing the Behavior Pathway process can be useful & effective for...

- **Teachers**
- **Parents**
- **Administrators**
- **Student**
- **Child Study teams**
- **IEP Team**

The ABC's and Beyond!



Setting Event

**Infrequent events that
affect the value of
outcome;**

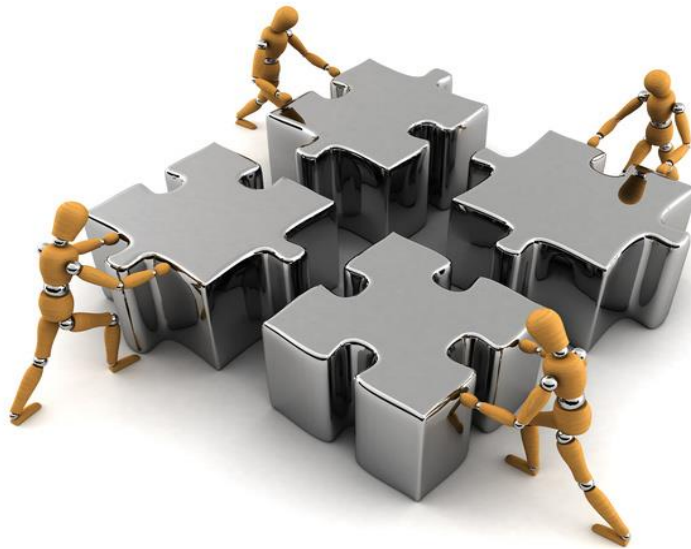
**conditions that alter the
probability of a behavior
occurring**





FBA-BIP Research-Based Best Practices begin with the understanding and agreement that ...

Functional Behavioral Assessment is a ...

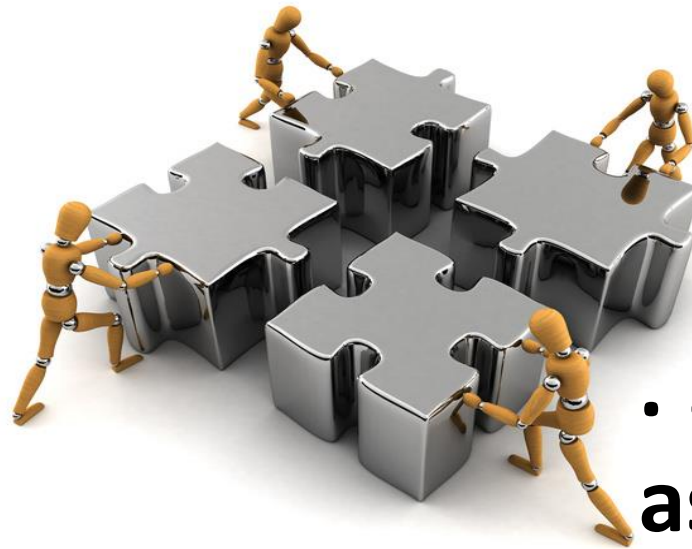


Team Process

FBA Team members . . .

Bring the
Positives . . .

KNOW the student



Use
Constructive
dialogue

. . .as well
as the
Problems

★ **EVERY Team member is involved in
developing the FBA.**

The Student's Team Members

- IEP Team
- Family Members & invitees
- Teachers (General and Special Education)
- Family Representatives
- Others that support the student
- Administration
- Student ? (consider capacity for meaningful contribution & involvement)

Member Roles

Regardless of title (parent, teacher, etc.), a team member could act as the:

- data collector
- interviewer
- observer
- behavior plan contributor/writer
- teacher of skills & expectations

Regulations and State Policy Relating to Behavioral Interventions



What is a Functional Behavioral Assessment (FBA)?

8NYCRR §200.1(r)

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment.

See Handout Section:

Functional Behavioral Assessment and Behavioral Intervention Plan Compliance Checklist --

<http://www.p12.nysed.gov/specialed/>

When must an FBA be conducted?

8 NYCRR §200.1(r)

- As part of an initial evaluation/reevaluation of student whose behavior impedes his or her learning or that of others. 200.4(b)(1)(v)
- The behavior of a student with a disability places the student or others at risk of harm or injury. 200.22(b)(ii)
- The school-based or central CSE is considering more restrictive programs or placements for a student with a disability. 200.22(b)(iii)
- When a suspension has been imposed that constitutes a disciplinary change in placement, if the student's conduct is found to be a manifestation of his/her disability (unless FBA had been conducted before the behavior that resulted in the change of placement occurred). 201.3(a); 201.4(d)(2)(i)

FBA must include, but is not limited to:

8NYCRR §200.1(r)

1. identification of the problem *behavior*;
2. definition of the behavior in *concrete terms*;
3. identification of *contextual factors* that contribute to the behavior (including cognitive and affective factors); and
4. formulation of *hypothesis* regarding general conditions under which the behavior usually occurs and probable consequences that serve to maintain it.

Concrete terms

- Frank is aggressive.
- Carlos is disruptive.
- Frank hits other students during lunch and recess when he does not get his way.
- Carlos makes irrelevant and inappropriate comments during class discussion.

Contextual Factors

- In **what settings** do you observe the behavior?
- Are there any settings where the behavior does not occur?
- **Who** is present when the behavior occurs?
- **What activities or interactions** take place just **prior to** the behavior?
- **What** usually **happens immediately after** the behavior?
- Can you think of a **more acceptable behavior** that might **replace this behavior**?

Hypothesis

- **What** are the general **conditions** under which a **behavior** usually **occurs** and **probable consequences** that serve to **maintain** it?
- Describe the **relationship between the behavior and the environment** (defendable by data)
- Two types:
 - **Global** – broad influences
 - **Specific** – events surrounding a behavior

Global hypothesis

- Broad influences
 - Student's skills
 - Health
 - Preferences
 - Daily routines
 - Relationships
 - General quality of life
- *Karen has limited means of formal communication.*
- *She has a history of colds and viral infections which, in turn, adversely affects her sleep patterns.*
- *Self-injury appears to signal her desire for social interaction, something to do, teacher assistance or comfort when she is tired and/or not feeling well.*

Specific hypothesis

- Pulls together the specific information gathered during the FBA
- Helps explain **why problem behavior occurs** by describing both fast and slow triggers (**antecedent and setting events**) and the **possible function of the behavior**
- ***When this occurs... the student does.... in order to....***

Examples....

- Charles disrupts reading class by swearing at the teacher when he is asked to read aloud. He is most likely to disrupt the class if he has not had breakfast or if there was a problem at the bus stop. Charles stops swearing when he is told to leave the group.
- When she does not get what she wants from her peers, Trish calls them names and hits them until they give in to her demands.
- Juan verbally threatens the teacher when he is given a math assignment that he sees as too lengthy and too difficult, but stops when he is told to find something else to do.

The FBA must:

200.22(a)(2)(3)

- be based on ***multiple sources of data***
- provide ***baseline*** of student's problem behaviors
- include ***sufficient detail*** to form basis for a behavioral intervention plan (BIP)
- ***not*** be ***based solely on student's history*** of presenting problem behaviors

Multiple Sources of Data 200.22(a)(2) ***(Methods of Assessment)***

- **Indirect assessment**
 - Structured interviews, review of existing evaluation information or rating scales
 - Information from the teacher(s), related service providers, parents
 - Review of available data and information from the student's record
- **Direct assessment**
 - Standardized assessments
 - Checklists
 - Observing and recording situational factors surrounding the behavior

(Note: Once data is collected then **Data analysis** occurs:
comparison and analysis of data to determine function and patterns of behavior)

Baseline Data

200.22(a)(3)

- ***Measures***

- Frequency
- Duration
- Intensity
- Latency

- ***Across***

- Activities
- Settings
- People
- Times

Information to inform the BIP

200.22(a)(3)

- **Antecedent** behaviors
- **Reinforcing consequences**
- **Function of the behavior** – recommendations for **teaching alternative** skills or behaviors
- **Assessment** of preferences for **reinforcement**

Based on the FBA, the Team decides .

..



Behavioral Intervention Plan (BIP)

- *Taking the observations made in an **FBA** and turning them into a concrete plan of action to address a student's behavior.*



When must a BIP be developed?

CSE must consider development of a BIP as indicated by the results of the FBA:

- when student exhibits persistent **behaviors that impede his/her learning or that of others**; 200.22(b)(i)
- when student's behavior places student or others **at risk of harm or injury**; 200.22(b)(ii)
- when CSE/CPSE is considering **more restrictive programs or placements** as a result of student's behavior; 200.22(b)(iii) and/or
- as required by sections 201.3(b); 201.4(d)(2)(i)
(see under *FBA relating to discipline*).

Behavioral Intervention Plan

8 NYCRR §200.1(mmm) & §200.22(b)

- **Based on the results of an FBA** and, at a minimum, includes:
 1. a description of the **problem behavior**;
 2. **global and specific hypotheses** as to why the problem behavior occurs; and
 3. intervention strategies that include positive behavioral supports and services to address the behavior.

BIP must identify:

200.22(b)(4)(i)

1. Baseline measure of problem behavior,
including:

- frequency,
- duration,
- intensity and/or
- latency of targeted behaviors

BIP must identify:

200.22(b)(4)(ii)

2. **Intervention strategies** for targeted inappropriate behavior to:

- **Alter antecedent events** to prevent the occurrence of the behavior
- **Teach individual alternative** and adaptive behaviors to the student
- **Provide consequences** to the targeted inappropriate behavior; and
- **Reinforce alternative acceptable** behaviors

BIP must identify:

200.22(b)(4)(iii)

3. **Schedule to measure effectiveness** of interventions, including:

- Frequency
- Duration
- Intensity

at scheduled intervals

Progress Monitoring

200.22(b)(5)

- Implementation of BIP must include progress monitoring of frequency, duration and intensity of behavior
 - Done at scheduled intervals as specified in BIP and on student's IEP
 - Results reported to student's parents and to CSE/CPSE
 - Considered in determination to revise a student's BIP or IEP

Connection to IEP

- **CSE** must consider strategies, including positive behavioral interventions and supports and other strategies to address student's behavior
- **IEP** goals and information must **align with FBA-BIP**
- **IEP** must **indicate**:
 - whether particular device or service is needed to address student's behavior
 - student's need for a BIP

4 Steps of the FBA Process

- **Step 1: Define Behavior of Concern**
- **Step 2: Identify Relationships with Environment**
- **Step 3: Hypothesize Function of the Behavior**
- **Step 4: Verify Hypothesis**

5 Steps of the BIP Process

- **Step 1: Develop Appropriate Replacement(Alternative) Behavior**
- **Step 2: Determine how to teach the Replacement**
- **Step 3: Create Routines/Arrangements to Facilitate Success**
- **Step 4: Determine Appropriate Consequences for Replacement and Problem Behaviors**
- **Step 5: Monitor and Evaluate the Plan**

PBIS Resources

NYS Regulations

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

NYSED memorandum “Requirements relating to the Use of Behavioral Interventions and Supports”

<http://www.p12.nysed.gov/specialed/publications/policy/BI-909.pdf>

NYS Quality Indicators related to FBA-BIP

www.p12.nysed.gov/specialed/techassist/behaviorQI-310

NYS PBIS Resources

www.nyspbis.org

National PBIS Resources

www.pbis.org

Guides for conducting FBA and BIP within SESIS

http://intranet.nycboe.net/NR/rdonlyres/66A6137B-6825-4FDB-BF8D-3BF5C1935539/0/FBA_Dec2011.pdf

http://intranet.nycboe.net/NR/rdonlyres/BF595D86-3A4A-4B35-A2ED-5F3D4455208D/0/BIP_Dec2011.pdf

Q & A

