

N

Functional Behavioral Assessment and Behavioral Intervention Plan (FBA and BIP)

Section N Forms

Standard FBA Checklist

AWSSC Behavior Supports Page – [AWSSC website](#)

Definitions

Behavioral Intervention Plan: A plan agreed upon by the case conference committee (CCC) and incorporated into a student's IEP that describes the following:

- 1) The pattern of behavior that impedes the student's learning or the learning of others.
- 2) The purpose or function of the behavior as identified in a functional behavioral assessment.
- 3) The positive interventions and supports, and other strategies, to:
 - A) address the behavior; and
 - B) maximize consistency of implementation across people and settings in which the student is involved.
- 4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student. The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

Functional Behavioral Assessment: A process that uses data to identify patterns in the student's behavior and the purpose or function of the behavior for the student.

Systematic Observation: An observation that is conducted to measure specific, well-defined behaviors using structured recording procedures.

Functional Behavioral Assessment and Behavioral Intervention Plan Guidelines

It is the policy of Adams Wells Special Services Cooperative that any student identified as disabled under Article 7 who demonstrates behaviors that may interfere with their educational program or the educational learning of others, will have a Functional Behavioral Assessment (FBA) completed and, if necessary, a Behavioral Intervention Plan (BIP) developed to address those behaviors. The BIP shall address the behaviors in all settings where the student is engaged in the educational process on the school campus. A BIP is considered a part of the student's individual education program (IEP). The IEP will be reviewed and revised during the annual case review, as well as during the school year, as appropriate.



Functional Behavioral Assessment and Behavioral Intervention Plan Procedures

1. A student who is being evaluated for an emotional disability must have a FBA and BIP as part of the evaluation and eligibility processes.
2. A FBA shall be considered for students evaluated under Autism Spectrum Disorder and Other Health Impairment, or other eligibility areas, as supported by student data. However, a BIP may not be deemed necessary when the evaluation has been completed.
3. At every case conference, the case conference committee (CCC) will review the student's behavior.
 - a. If the student's behavior is in an acceptable range when compared to typical peers, the CCC would determine that there is no behavior of concern for the CCC to discuss. Therefore, no FBA or BIP needs to be developed. A summary of the discussion will be included in the case conference notes and reflected in present levels of academic and functional performance.
 - b. If there are behaviors of concern for the CCC to discuss, that may be impeding the student's learning or the learning of others, a FBA shall be initiated. A summary of the discussion will be included in the case conference notes and reflected in present levels of academic and functional performance. Additionally, the Special Considerations and Behavioral Concerns tab will be completed in IIEP.
4. If the CCC recommends a FBA that includes the collection of new data, the teacher of record (TOR) will finalize the IEP, indicating one of the following:
 - a. When eligibility is being considered or reconsidered, select "Information is needed to reestablish eligibility for special education and related services"
 - b. When eligibility is not in question, select "Information is needed to inform the student's CCC of the student's service needs"
5. The teacher of record (TOR) will generate the Notice of Reevaluation; obtain parent signed consent; and **email the document to testing@awssc.k12.in.us on the day that it was received from the parent.** The reevaluation will be completed on a 50-instructional day timeline, once parental consent is received by certified personnel.
6. When team members receive a M-team, they can begin the FBA process. All needed forms and support documents are located on [AWSSC Behavior Supports Page – AWSSC website](#). The **Standard FBA Checklist** follows.
7. If the student suddenly behaves in a way that school personnel believe the student is a danger to self or others, immediate steps shall be implemented in the interest of safety that may not have been stated in the BIP.



8. In order to discontinue a BIP from a student's IEP, a FBA will be completed to inform the CCC of the student's service needs. The FBA may be completed by either the collection of new data (which requires parental written consent) or the review of existing data.

9. At a Manifestation Determination conference, if the conduct is determined to be a manifestation of the student's disability, the student's CCC must:

- a. Conduct a FBA, unless the public agency had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the student;
- b. Or, if a BIP already has been developed, review the BIP and modify it, as necessary, to address the behavior.

Standard FBA Checklist

Student:

25 – Day Date:

30 - Day Date:

TO BE COMPLETED BY THE TEACHER OF RECORD		
	Date Assigned	Date Completed
Get Parent Permission - CC Hold a conference to get parent permission for the Functional Behavioral Assessment (FBA) and BIP to be added to the IEP.		
After M-Team is received-- Start the FBA process after receiving the M-Team.		
Obtain copies of Behavior/Referral Logs from PowerSchool <i>Print copies of behavior/referral logs for the student and bring them to meetings with the team to help determine target behaviors</i>		
Define Target Behavior Form <i>Hold a Target Behavior Meeting within 10 days of receiving the M-Team</i> Have a meeting with general education teacher(s) to determine and define target behavior(s), student strengths, student areas of weakness.		
Contact Behavior team member <i>Contact the behavior team to review target behaviors and review the forms, before the paperwork is distributed.</i>		
2 Systematic Observations During two different periods of time/settings. For example, one during math and one during reading or one in the classroom and one during intervention time.	Observation 1: Observation 2:	
Interest Inventory - choose one Forced Choice, Student Interest Inventory, or RASID Form used depends on the age/ability level of the student.		
Student Interview Form Sit down with the student and work through the appropriate level of student interview form. Document the student's answers.		
School RTI Documentation and/or 504 Plans Gather and review previous RTI documentation if available. Any general education behavior plans, safety plans, teacher behavior data, etc.... <i>If no information can be found, move on.</i>		
PREPARED BY THE TEACHER OF RECORD AND COMPLETED BY THE CLASSROOM TEACHER		
ABC Data Collection Form - Choose one ABC data collection is for the purpose of looking for behavioral patterns. Data collection should be taken over 10 school days. Collect data on the specific target behavior(s) that were selected. ABC data collection needs to start by day 12 or sooner.		
QABF – Questions About Behavioral Function Create a copy of this form for each target behavior to be filled out by the teacher. List the target behavior on the form before giving it to the teacher.		
<i>Functions of Behavior Cheat Sheet - Use for your reference as needed</i>		
Executive Function Checklist Provide a copy to the teacher to be completed and returned to you. Only one copy of the form needs to be completed per teacher, no matter how many target behaviors are being addressed.		
Functional Behavioral Analysis (FBA) Template Copy and paste the template into the FBA Section of the Evaluation Process in IIEP, and then complete each section.		