

PWCS FBA/BIP Manual

Development of Functional Behavior Assessment/Behavior Intervention Plan



Prince William County
PUBLIC SCHOOLS
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SECTION I

INTRODUCTION: IMPORTANT POINTS ABOUT FBA/BIP

Functional Behavioral Assessment/Behavioral Intervention Plan Important Points to Know Concerning FBA/BIP:

1. **FBA/BIP is:** The Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP) is a team problem-solving process. The FBA process of collecting and analyzing data provides the “detective work” which will lay the foundation for the development of a Behavioral Intervention Plan (BIP). The primary goal of the BIP is to deliberately change factors under our control (such as educational practices, procedures and environmental factors) in order to bring about **measurable changes in student behavior.**

2. **Purpose:** The FBA/BIP process assists educators to:
 - ❖ Focus on identifying patterns of behavior (rather than describing individual occurrences)
 - ❖ Identify settings and antecedents that reliably predict Behavior of Concern
 - ❖ Discover outcomes/consequences that maintain the Behavior of Concern
 - ❖ Hypothesize the function (motivation) of the Behavior of Concern
 - ❖ Focus on skill-building and changing factors under our control (rather than punishment)
 - ❖ Develop positive interventions for reducing the Behavior of Concern while increasing the frequency of occurrence of constructive Replacement Behaviors

3. **FBA/BIP Best Practice:** The FBA/BIP process is part of **best practice strategies for early intervention and prevention** when behaviors interfere with the quality of student learning. The FBA/BIP process may be developed for the benefit of **any student** who demonstrates significant behavioral difficulties. A formal FBA/BIP should be **considered as best practice for any student** when any of the following occur:
 - Behavior which significantly interferes with the learning process and persists despite use of universal interventions
 - Behavior which poses a risk of injury or social rejection/isolation
 - High rates of discipline referrals, suspensions, absences or tardiness
 - Behavior which is so severe or chronic as to raise question about placement
 - A more restrictive placement is being considered due to behavioral concerns

4. **FBA/BIP is required** when:
 - An evaluation for Emotional Disturbance is initiated. **The FBA/BIP should be completed and implemented for a period of no less than 4-6 weeks prior to initiating an evaluation. However, the FBA/BIP can run concurrent with the evaluation cycle, if necessary.**
 - The school is considering a change of placement for disciplinary purposes, such as long term suspension or expulsion.

5. **FBA/BIP Team members:** Effective FBA/BIP Teams include persons who:
 - Are in a position to directly observe and collect behavior data
 - Will take primary responsibility for implementing BIP interventions
 - Experience the “worst” of the student’s behavior
 - Are able to engage the “best” of the student’s behavior
 - Have experience and expertise in analyzing behavior data, identifying patterns and functions, and generating intervention strategies

6. **Responsibilities:** The FBA/BIP process is a team effort.
 - Establish who will take responsibility for meeting timelines and making contact with relevant parties.
 - As the school team develops the BIP, record the names of the persons who will take primary responsibility for implementing each of the interventions.
 - Identify who will have responsibilities for monitoring progress and evaluating for success.
 - Ensure that BIP Follow-up takes place to monitor implementations and progress.
 - Arrange for additional BIP Team meetings if further interventions are needed.
 - Plan for ongoing communication with the student’s family.

7. **Parental Consent:** Parental Consent for FBA/BIP is not required, but it is best practice to arrange *communication with the parent/guardian* informing them of the school’s concerns about the student’s behavior and the need for a thorough review of information to develop a comprehensive support plan. Just as schools provide general information to parents about classroom supports for academic skills, it is best practice to provide general information about supports for student behaviors.

8. **Data Collection and Data-Driven Behavior Monitoring:** Anecdotal data may be collected using an ABC Chart. Direct Observation Data is also collected in order to establish a baseline. Behaviors which are measured in the baseline data must be relevant to the replacement behaviors which will be monitored to measure progress toward the desired outcomes. A variety of Direct Observation Assessment forms are available. Sample forms may be found in the FBA/BIP Manual and the disk titled “Data is not a Four Letter Word”. The school team selects a direct observation format that is suitable to establishment of a baseline for the behavior of concern and relevant to the measurement of desired outcomes. Indirect Assessments such as questionnaires, surveys, checklists, etc. are also available from these sources and may be duplicated for use. The collected data is then analyzed by the school team in order to form a functional hypothesis and establish desired replacement behaviors. The

functional hypothesis and desired outcomes drive the school team's development of interventions. Select data collection which will indicate progress by monitoring the student's demonstrated increases in the desired replacement behaviors.

9. File the Functional Behavioral Assessment/Behavioral Intervention Plan on the right side of the Student File #2 below the blue sheet. Do not attach the FBA/BIP to the IEP of students receiving special education services.
10. **REDII:** The REDII discipline-reporting program is available on all administrative school sites. REDII provides:
 - A monthly report for students receiving special education with discipline referrals which flag a Best Practice indicator for FBA/BIPs.
 - A "BIP Implementation Date" entry mechanism for your school to use to document the "BIP Implementation Date" of the most recent BIP your school Behavior Intervention Team has created for a student.

The Behavior Support Team provides **consultation and assistance** for FBA/BIP Teams:
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SECTION II

FBA/BIP PWCS FORM

- **Visit the PWCS Special Education Intranet**
- **Select the “Behavior Interventions” button**
- **Select the “FBA/BIP document”**
- **You may choose either the MS Word or the PDF template format**

SECTION III

DATA COLLECTION EXAMPLES of FORMS

- **For examples of Data Collection forms visit the PWCS Special Education Intranet.**
- **Select the “Behavior Interventions” button**
- **Select the “FBA/BIP Data Collection” tab**
- **Click on “Examples of Data Collection Forms”**

ABC Data Collection Chart

Date & Time Frame (Begin & End)	A Antecedent	B Behavior of Concern	C Consequences (Maintaining BOC)	FUNCTION Hypothesis
Date: Begin time: End time: # of minutes:				
Date: Begin time: End time: # of minutes:				
Date: Begin time: End time: # of minutes:				
Date: Begin time: End time: # of minutes:				

FBA Interview

1. **Frequency:** How often does the behavior occur?
Duration: How long does it last?
Intensity: How intense is the behavior?

2. **Antecedent activities:** What is happening when the behavior occurs or right before it occurs?

3. **Time /Location Antecedents:** When/Where is the behavior most/least likely to occur?

4. **People antecedents:** With whom is the behavior most/least likely to occur?

5. **Triggers:** What conditions are most likely to precipitate (“set off”) the behavior?

6. **Signs preceding onset:** How can you tell the behavior is about to start?

7. **Maintaining Consequences:** What usually happens after the behavior?
Describe what happens during and after the behavior according to adult(s), peers, and student responses.

Adults notice:

Other Students notice:

Student with behavior of concern notices:

8. **Positive Antecedents:** Describe conditions where the behavior does not occur.

9. **Function Hypothesis:** What is the likely function (purpose) of the behavior – that is, what is the “pay-off” that makes this behavior “work” for the student?
(*Important Note: Engaging in this behavior in order to produce this pay-off outcome is not necessarily performed with conscious awareness or deliberate intent on the part of the student)

10. **Replacement Behavior:** What behavior(s), which might be more appropriate and desirable within the social/environmental/educational context, might serve the same function (satisfy the same needs/wants) for the student?

11. **Engage Interest:** What does this student find appealing either in or out of school? What holds his interest? What activities, objects, persons, interests, etc. does this student prefer? What would he seek out if he had the opportunity? What engages or motivates the student?

12. **Other:** Describe any other information might help us understand underlying factors that may be contributing to these behavior(s) of concern:

13. **Team members:** What persons should be involved in the planning and implementation of the behavioral intervention plan?