

Howard County Public School System

GUIDELINES FOR CONDUCTING FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) AND DEVELOPING BEHAVIOR INTERVENTION PLANS (BIP)

Purpose

- To provide information regarding behavior assessments and intervention processes, including Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) procedures, across all schools and programs.
- To align with State guidelines, including COMAR 13A.08.04 Student Behavior Interventions (10/01/09) and disciplinary requirements of the Individuals with Disabilities Education Act (IDEA 2004).

Introduction

The practice of early intervention and the use of positive supports and strategies are critical for implementing appropriate interventions for all students. As noted in the *Positive Behavior Support Handbook*, approximately 80 percent of students will respond favorably to the positive school-wide discipline plan. The remaining 20 percent of students require additional supports beyond the school-wide plan. Of this 20 percent, approximately 5 percent of the students require a more personalized approach that includes an individualized plan of intervention. Whenever a pattern of student behavior interferes with a student's learning or the learning of others, and the behaviors are repetitive and resistant to behavior interventions, the appropriate grade level or school-based problem-solving team will convene to consider the need to conduct a FBA of the student's behavior and develop a BIP. School-based, problem-solving teams include:

- Instructional Intervention Team (IIT), Kid Talk, or Student Support Team (SST) for those students without an Individual Education Plan (IEP) or 504 Plan;
- 504 Team for those students with a 504 Plan; and
- IEP Team for those students eligible to receive special education services and who have an IEP.

Guidelines for Conducting Functional Behavior Assessments and Developing Behavior Intervention Plans

School-Based Problem-Solving Team, 504 Team, or IEP Team Reviews Student Response to the Instructional Program, Positive School-wide Discipline Plan, and Strategic Supports

When a student displays behaviors that impede his or her learning or that of others, the appropriate school team considers strategies including positive behavior interventions, strategies, and supports to address the behaviors. The school team reviews the student's response to his or her instructional program (including special education services and supports for students with IEPs and accommodations for students with a 504 Plan), the positive school-wide discipline plan, and strategic school-wide behavior strategies and support for all students. The processes described are followed for all students presenting with challenging behaviors. For those students with IEPs or 504 Plans, the following process needs to be conducted using formal IEP or 504 procedures. The *Checklist for Conducting Functional Behavior Assessments (FBA) and Developing Positive Behavior Interventions Plans (BIP)*, Appendix B, may be used to facilitate this process.

Student Continues to Display Challenging Behavior Despite Intervention

The school team meets to review all pertinent data when a student continues to display challenging behaviors that impede his or her learning or the learning of others despite school-wide or individualized interventions. The school team considers whether or not the student is suspected of having an educational disability. For those students who do not receive special education services, a referral is made to the IEP team to determine if the student is a student with a disability by considering if assessments are needed. For those students receiving special education services, the IEP team determines if assessments are needed to identify an additional educational disability. Throughout the referral process the behavior intervention planning continues.

The school team also considers the need to conduct a FBA. Any recommended assessments are completed at the same time that a FBA is conducted and BIP is developed. If the school team determines that a FBA is not currently needed, the team considers any adjustments to the student plan, 504 Plan, or IEP that are necessary to address the student's challenging behaviors. The school team schedules a date to review student progress in response to the additional interventions or changes made to the student plan, 504 Plan, or IEP. If the team determines that a FBA is necessary, the team, including the school psychologist, will be designated to conduct a FBA in collaboration with parents. For a student within the IEP process or who has an IEP, the *Parental Consent for Evaluation or Reevaluation* form is completed to document the parent's written consent for a FBA. For students who are not in the IEP process, the parent's written consent is not required, however, the team will collaborate with the parent regarding behavior intervention planning.

Completion of Functional Behavior Assessment

Completion of the FBA is a collaborative process between school team members and the parents. Target behaviors, antecedents/consequences, and the hypothesized function of the behavior are defined through: (1) interviews with parents, teachers, and other caregivers, (2) observations of the student in multiple settings, (3) a student interview, and (4) information gleaned from teacher and parent

checklists. The *Functional Behavior Assessment Teacher Input Form*, *Functional Behavior Assessment Parent Input Form*, and *Functional Behavior Assessment Student Interview Form* (Appendix C) may be used when conducting a FBA. The process of conducting a FBA involves a collaborative effort among all staff working with the student.

Once a hypothesis regarding the function of a behavior is identified, collecting additional information about the conditions under which the behavior does and does not occur as predicted validates the hypothesis. Observations of the student can be used to confirm or disconfirm patterns of predictable behavior. If the hypothesis is not validated, it should be reformulated and then retested.

Development of Behavior Intervention Plan

The results of the FBA are used to develop and implement a BIP. This plan also considers the student's strengths and the concerns of the school team and parents. The BIP focuses on positive supports and strategies to address the following elements:

- **Student Learning Behavior Goals** – Instructional goals designed to support behaviors that improve classroom performance. For students with IEPs, these goals are addressed in the IEP.
- **Replacement Behavior Goals** – Goals to increase “desired” behaviors that the student exhibits instead of the target behaviors. (Example: Student will gain adult attention appropriately by raising hand and asking for attention from or time with an adult.)
- **Educative Strategies** – Methods to teach replacement behaviors or skills that can achieve the same function as the target behavior. List examples of how the student will be taught the appropriate student learning behaviors (e.g., social stories, modeling and role playing, specific self-regulation strategies, specific problem-solving strategies). Educative strategies may include direct instruction, differentiated instruction, student support plans, ongoing review of classroom rules and expectations, social skills training, conflict resolution, and self-monitoring strategies.
- **Preventative Strategies** – Interventions that will address the antecedent(s) so that the event(s) will no longer trigger the target behavior(s). Preventative strategies include promoting an instructional match with the student's current academic skills, such as curriculum modifications and adaptations, and/or providing positive supports, visual supports, schedule changes, environmental modifications, and anticipating predictable, challenging behaviors and intercepting them before they occur.
- **Plan for positive Behavior Supports and Reinforcement for Display of Replacement Behavior(s)** – Strategies that are used to encourage positive behaviors.
- **Responsive Strategies** – Ways to manage the target behavior including how the target behaviors should be handled when they occur so as not to reinforce the behaviors and to prevent any potential injury that may occur. Responsive strategies include strengthening the desired behavior by increasing positive reinforcements and identifying meaningful consequences for students, as well as reduction-oriented strategies such as redirection, planned ignoring, planned breaks, and “time away” area within the classroom.
- **Who, What, Where, and When for Each Strategy** – Individuals who are responsible for implementing the specific components of the plan, including information regarding the strategy, when it will be taught/practiced/reviewed, and where this will occur.
- **Schedule to Review the Effectiveness of the Intervention Plan** – Date(s) of the meeting(s) when the team and parents formally review the plan.

- **Additional Supports** – Any supports and/or training that are needed by those who will implement the plan.
- **Data Collection** – Methods and frequency of data collection, person(s) responsible for collecting and analyzing data.

Approval of the BIP by the IEP Team, 504 Team, or School-Based Problem-Solving Team

The school staff that developed the BIP reviews it during a school team meeting with the parents. For students with IEPs, IEP goals are consistent with the goals for student learning behaviors that are included in the BIP. The BIP is attached to the existing plan (student plan, 504 Plan or IEP). If BIP strategies include the removal of a general education student or student with an IEP from the general education setting, the team revises the IEP or existing plan to reflect this removal. For students with an IEP, parental approval of the BIP is documented in the IEP, Section III, *Special Considerations and Accommodations*, in the discussion box under Behavioral Interventions. For other students, parental approval is reflected in meeting minutes, summary notes or within the 504 Plan.

For all students who have physical restraint or seclusion as a behavior intervention, parent/guardian’s and administrator’s signature are required to document parental approval, that the parent was informed of the interventions that may be used, and that the parent will be notified when physical restraint and/or seclusion are used.

Students Who Require Physical Restraint or Seclusion

Physical restraint and seclusion may only be used if there is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical intervention have failed or been determined inappropriate. When considering the need for physical restraint or seclusion, the team shall review and document previous emergency situations when it was necessary for the student to be physically restrained or secluded. For all students who have physical restraint and/or seclusion as defined by COMAR 13A.08.04, Student Behavior Interventions, as a behavior intervention, document the intervention used and identify specific behavior(s) and circumstances that require physical restraint and/or seclusion. Document if the parent will receive verbal notification or written notice within 24 hours of each time physical restraint or seclusion is used or if the parent agrees that verbal notification or written notice may be provided within a different time interval (e.g., weekly, bi-weekly). Parent/guardian and administrator signatures are required for students who have physical restraint and/or seclusion as a behavior intervention. The student’s BIP or IEP describes the specific behaviors and circumstances in which physical restraint and/or seclusion may be used. The parents of nondisabled students provide written consent for the use of physical restraint and/or seclusion while a BIP is being developed.

COMAR 13A.08.04, Student Behavior Interventions, defines physical restraint and seclusion as follows:

- *Physical restraint* means the use of physical force, without the use of any device or material, that restricts free movement of all or a portion of the student’s body. Physical restraint DOES NOT include:

- a. Briefly holding a student to calm or comfort the student;
 - b. Holding a student's hand or arm to escort the student safely from one area to another;
 - c. Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or
 - d. Intervening in a fight in accordance with Educational Article §7-307, Annotated Code of Maryland.
- *Seclusion* means the confinement of a student alone in a room from which the student is physically prevented from leaving.

Note: The documentation and reporting to parents when a student is restrained is necessary for any student who requires the physical interventions or “holds” as defined through the Nonviolent Crisis Intervention (CPI) including the *two-person transport*.

Implementation of the BIP

After the school team has approved the BIP, it is shared with all staff members who have or will have contact with the student. A team member is assigned to monitor implementation of the plan. Data regarding the effectiveness of the interventions/strategies is reviewed periodically and modifications are made when necessary. If the student is not making reasonable progress toward the goals on the BIP despite consistent and appropriate implementation, the hypotheses regarding the functions of the behavior may need to be reevaluated. For general education students, data from the BIP is reviewed as part of the existing plan. For students with an IEP or 504 Plan, the FBA/BIP is reviewed and revised, as needed, during annual review of the IEP or 504 Plan. This review by the school team determines if: (1) the strategies are effective, (2) whether additional supports are needed, and (3) if the development of a new FBA/BIP is necessary.

If the team determines the need to adjust, modify the BIP and the FBA continues to reflect the student's performance, the BIP is revised and the date of the revision is documented on the first page of the existing FBA/BIP. If the team determines the need to redefine the target behaviors, to hypothesize and validate the functions of behaviors, a *new* FBA (with parental consent) is conducted and a *new* BIP developed. This would constitute a *new* FBA/BIP document.

Referral for Support from the Department of Special Education for Students with IEPs

When a student with an IEP exhibits challenging behavior and the school-based personnel need additional assistance, the Department of Special Education (DSE) resource teacher is contacted. The DSE resource teacher can assist the team in designing academic interventions and behavioral supports. When necessary, the IEP team, including the school psychologist and the DSE resource teacher, may request services from a DSE behavior specialist. Students who display a pattern of behaviors that are considered dangerous to self or others, are frequently requiring removal from learning situations or suspension, or are noted to be significantly disruptive to their learning or the learning of others may warrant referral to the DSE behavior specialist.

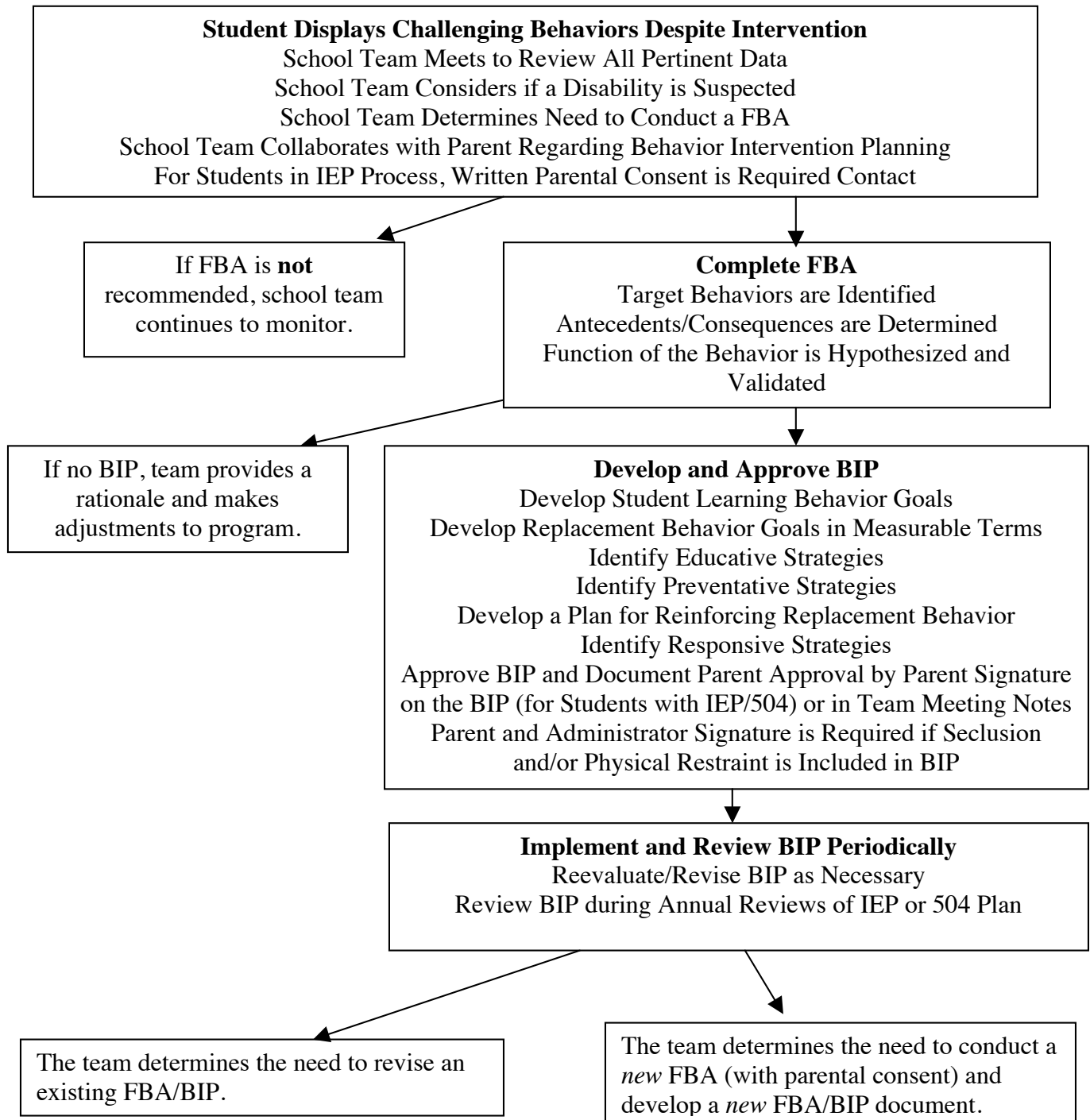
- **Referral to the DSE Behavior Specialist** – The DSE resource teacher shall consult with the school team when the recommendation is made to refer to the DSE behavior specialist. For school-age students, the DSE resource teacher completes the *Referral to Countywide Behavior Specialist* form (Appendix C) with the school team, including the school psychologist (administrator and school psychologist signatures are required).
- **Services Provided by the DSE Resource Teacher and Behavior Specialist** – Upon receipt of the referral form the following options will be considered.
 - The DSE resource teacher may accompany the behavior specialist to meet with the school staff, observe the student, and review the student’s progress. This option may be indicated when the student displays concurrent learning and behavior concerns.
 - The behavior specialist meets with the school staff, reviews records, and observes the student. A plan for support will be developed.
 - Following contact and observation by the behavior specialist, the DSE resource teacher may be asked to join the behavior specialist and school team to determine strategies needed. The resource teacher will assist the team in addressing instructional and learning concerns.

The behavior specialist, with the assistance of the DSE resource teacher, will work collaboratively with the school-based team to review previous interventions, assist with completing or reviewing a FBA or BIP, and, if needed, facilitate completion of revisions and modifications. When needed, the behavior specialist and resource teacher will model or demonstrate strategies and interventions identified to assist the student. Parental involvement will continue to be encouraged to further support the student. The behavior specialist will keep the student’s case manager, Special Education Instructional Team Leader, and/or school administrator(s) informed of the recommendations, implementation status, and student’s progress.

APPENDIX A

Flow Chart for Developing Functional Behavior Assessments (FBA) and Developing Behavior Intervention Plans (BIP) for Students with Challenging Behaviors

FLOW CHART FOR CONDUCTING FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) AND DEVELOPING BEHAVIOR INTERVENTION PLANS (BIP)



APPENDIX B

Checklist for Conducting Functional Behavior Assessments (FBA) and Developing Behavior Intervention Plans (BIP).

CHECKLIST FOR CONDUCTING FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) AND DEVELOPING POSITIVE BEHAVIOR INTERVENTION PLANS (BIP)

This checklist may be used as a tool to help the school team in using *Guidelines for Conducting Functional Behavior Assessments (FBA) and Developing Behavior Intervention Plans (BIP)*.

If student continues to display a pattern of challenging behavior, despite intervention, that impedes his or her learning or that of others, the school:

- Convenes a school team (IIT/SST, Kid Talk, 504 Team, IEP team) meeting with parents and appropriate school-based resources, including general educator
- Reviews all pertinent data and response to prior interventions
- Determines whether educational disability is suspected for general education student and if so, refer to the IEP team to determine if assessments are recommended
- Determines whether an additional educational disability is suspected for students with IEPs and if so, hold an IEP team meeting to recommend appropriate assessments
- Determines need to conduct a FBA (any recommended assessments are completely concurrently)
- Makes adjustments to the student plan, 504 Plan, or IEP that are necessary to address the challenging behaviors if FBA is not recommended at this time
- Schedules a date to review progress in response to the changes in the student plan, 504 Plan, or IEP
- Identifies school team members, including school psychologist, to complete FBA and develop BIP, if FBA is recommended
- Obtains parent consent for the FBA for students with an IEP or who are in the IEP process on the *Parental Consent for Evaluation or Reevaluation* form
- Collaborates with the parent regarding behavioral intervention planning for students without a disability.

Completion of FBA

- Collaborate with parents to conduct the FBA
- Define target behavior in observable terms
- Gather antecedent-behavior-consequence data
- Identify consequences that maintain the targeted behavior
- Hypothesize the function of the behavior
- Assess the validity of the hypothesis and reevaluate if necessary
- Determine need for development of BIP; provide rationale if one is not recommended

Development of BIP

- Identify target behaviors
- Develop:
 - Student learning behavior goals
 - Replacement behavior goals
 - Educative strategies
 - Preventative strategies
 - Reinforcement strategies
 - Responsive strategies
- Identify who, what, where, when for each strategy
- Establish schedule to review effectiveness of the intervention plan
- Identify any additional resources/training
- Identify methods of data collection

Team Approval of BIP

- Review, approve BIP, and attach to the student plan, 504 Plan, or IEP
- Document parent collaboration through team meeting notes for students with or without a disability
- Develop IEP goals related to the BIP and revise IEP goals and supplementary aids and services to reflect the inclusion of the BIP for a student with an IEP
- Revise student plan, 504 Plan, or IEP to reflect changes in the instructional program or delivery of special education services when strategies or interventions include removal of student from instruction

Students Who Require Physical Restraint or Seclusion

- ___ Document previous emergency situations when it was necessary for the student to be physically restrained or secluded
- ___ Document whether or not physical restraint and/or seclusion is recommended as part of the response hierarchy based on FBA data
- ___ Identify specific behavior(s) that require physical restraint and/or seclusion
- ___ Document if the parent will receive verbal notification or written notice within 24 hours of each time physical restraint and/or seclusion is used or if parent agrees that notification may be provided within a different time interval
- ___ Parent and administrator signature and approval are required if seclusion and/or physical restraint will be used as a behavioral intervention to document that the parent was informed of the use of the intervention(s) and how they will be notified
- ___ Describe the specific behaviors and circumstances in which physical restraint and/or seclusion may be used in the IEP or BIP for students with disabilities
- ___ Obtain written parental permission to use physical restraint and/or seclusion while the BIP is being developed for students without a disability
- ___ Document discussion with parent regarding the response hierarchy to be used when the parent does not consent to the use of physical restraint and/or seclusion. For students with an IEP, include documentation within the HC IEP, Section III – *Special Considerations and Accommodations* (Behavioral Intervention).

Implementation of BIP

- ___ Share BIP with all pertinent staff members in contact with the student for consistent implementation of the BIP
- ___ Assign a team member to monitor plan implementation
- ___ Review data to determine effectiveness of BIP during annual reviews of student plan, 504 Plan, or IEP
 - ___ The team determines the need to revise an existing FBA/BIP or
 - ___ The team determines the need to conduct a *new* FBA (with parental consent) and develop a *new* FBA/BIP document.

Referral for support from the DSE for students with IEPs

- ___ Consider referral to DSE resource teacher for support in meeting the needs of students exhibiting extremely challenging/dangerous behaviors through consultation with the school psychologist
- ___ Contact DSE resource teacher for review with the team of student's needs and determination of DSE support services required (i.e., instructional support/behavioral intervention support)
- ___ Complete referral form for Countywide Behavior Specialist, if behavior support is needed, through consultation with DSE resource teacher and school psychologist
- ___ Consult with Countywide Behavior Specialist to support the school team and school psychologist in conducting the FBA, developing and implementing the BIP
- ___ Arrange follow-up consultation for each student as needed

APPENDIX C

- Functional Behavior Assessment Teacher Input Form
- Functional Behavior Assessment Parent Input Form
- Functional Behavior Assessment Student Interview
- Directions for Completing the Functional Behavior Assessment and Behavior Intervention Plan
- Functional Behavior Assessment and Behavior Intervention Plan
- Referral to Countywide Behavior Specialist Form

HOWARD COUNTY PUBLIC SCHOOLS
FUNCTIONAL BEHAVIOR ASSESSMENT
Teacher Input Form

(Adapted from O'Keefe, Lewis-Palmer, and Sugai (7/01))

Student Name:	Date:	Teacher:
Grade:	School:	Return to:

1. What is the target behavior?

- Inappropriate Language
 Disruptive/Talks-out
 Upset/Crying
 Noncompliance
 No Work Completion
 Fighting/Aggression
 Runaway/Leave Area
 Withdrawn
 Other: _____

2. What seems to trigger the target behavior?

Time	Activity (Topic and Format) When (Activity, Setting)	With whom	How Likely			
			High	Low	High	Low
			4	3	2	1
			4	3	2	1
			4	3	2	1
			4	3	2	1
			4	3	2	1

3. What seems to maintain or follow the target behavior?

- | | |
|---|---|
| <input type="checkbox"/> Get/Obtain
___ Adult/peer attention
___ Preferred activity
___ Preferred object | <input type="checkbox"/> Escape/Avoid
___ Work
___ Adult/peer attention
___ Activity |
|---|---|

4. What sometimes makes the target behavior worse or more likely?

- Day of Week
 Lack of Sleep
 Illness/Health
 Peer Conflict
 Time of Day
 Hunger
 Home Conflict
 Medication
 Other: _____

5. Are there circumstances or predictable times when these behaviors do not occur?

6. Describe school-wide, whole class or individual behavior system in use.

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7. Given the above, what preventative strategies did you try?

Academic	Behavioral	Environmental
<input type="checkbox"/> Modify amount of work <input type="checkbox"/> Change work difficulty <input type="checkbox"/> Provide extra assistance <input type="checkbox"/> Increase opportunity to respond <input type="checkbox"/> Change response form <input type="checkbox"/> _____	<input type="checkbox"/> Provide pre-recorrection/reminders <input type="checkbox"/> Develop student contract <input type="checkbox"/> Increase praise/privileges <input type="checkbox"/> Set-up self-management/check-in <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Change seating <input type="checkbox"/> Modify schedule <input type="checkbox"/> Establish/teach routine <input type="checkbox"/> Use organizer <input type="checkbox"/> Keep homework at school <input type="checkbox"/> Modify noise/distractions <input type="checkbox"/> _____

8. How Did the Strategy Work?

1. _____

Date Started	Date Ended	Effectiveness			
		+	-		
		4	3	2	1

2. _____

Date Started	Date Ended	Effectiveness			
		+	-		
		4	3	2	1

3. _____

Date Started	Date Ended	Effectiveness			
		+	-		
		4	3	2	1

4. _____

Date Started	Date Ended	Effectiveness			
		+	-		
		4	3	2	1

Howard County Public School System

**Functional Behavior Assessment
Parent Input Form**

Student Name: _____ Date: _____
Parent/Guardian: _____ Return to: _____

The information shared through this form will be used to develop positive behavior strategies to help your child become more successful in the classroom. Please answer each question completely and then return to the staff person whose name is stated in the “Return to” section at the top of this form.

SCHOOL/HOME

What school related problem has your child been experiencing? (Please describe in detail, being as specific as necessary.)

Why do you think these problems are occurring?

Are there past family, individual, or school issues that may have contributed to the problems stated above? (Medical issues, family changes, etc.)

In what ways do you assist your child’s learning at home? (Regular routine for homework, a place to work, help with homework, limited T.V. time, etc.)

In what ways are you involved with school activities? (Keeping up on progress, attending conferences, volunteering at school, going on class trips, talking with teacher on phone about concerns, using home-school notebook, attending sports activities, etc.)

Describe your child’s strengths or “gifts.” (Academic or nonacademic)

How do think your child learns best? (Learning style, memorization of facts, active participation, hands-on activities, or working with a partner)

Are there any suggestions that you have to improve your child’s learning at school?

HOME

What types of behavior problems, if any, do you experience with your child at home? (Please describe in detail, being as specific as necessary.)

Have you noticed any specific things that trigger these behaviors?

How do you respond to these behaviors?

What rewards have you used when your child exhibits “good” behavior?

What other strategies have you found to be successful in managing these behaviors?

Does your child have many friends outside of your immediate family?

List all medications, if any, your child is currently taking, along with dosages.

List any community based therapeutic services you have accessed for assistance with your child's behavior (Counseling, support groups, respite care, evaluations, etc.)

Is there anything you would like to share that has not been asked in this questionnaire?

Thank you for taking the time to complete this form.

Please return to: _____

Howard County Public School System

**Functional Behavior Assessment
Student Interview**

Student Name: _____ Date: _____
Parent/Guardian: _____ Return to: _____

A staff person who has a good rapport with the student should complete this interview (age or disability of student may not make this possible).

How would you describe your strengths? (Academic and nonacademic)

What do you like most about school?

What is difficult for you at school?

Do you get into trouble at school? What do you do?

Why do you think these problems occur?

What things could be “roadblocks” for you when trying to improve your behavior at school?

What can teachers do to help you improve at school?

What would your day look like if your problems at school were gone? (What would change about school?)

DIRECTIONS FOR COMPLETING THE FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN

The purpose of the Directions for Completing the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) is to provide guidance to assist team members in addressing key elements of a functional behavior assessment and in developing a behavior intervention plan.

Dates:

Record meeting dates and identify participants who completed the FBA and developed the BIP. If revisions are needed to the plan, record the date and describe the changes within the table. The BIP is reviewed at least annually for students with disabilities.

Section I: Student Information

Record identifying information about the student.

Section II: Reason for Referral

Indicate the reason(s) for the referral. Record any additional information about the referral that will be helpful.

Section III: Background Information

Review information related to the student as well as behavior assessments and interventions from a variety of sources. Attach copies of the information if appropriate.

Section IV: Summary of Functional Behavior Assessment Results

The following activities provide examples of strategies for collecting information regarding the student's behavior:

- Conference with parents.
- Complete Functional Behavior Assessment Teacher Input Form, Functional Behavior Assessment Parent Input Form, and Functional Behavior Assessment Student Interview, if applicable. Refer to Appendix C.
- Review the student's records of previous academic and behavioral concerns and interventions.
- Observe the student in multiple settings, as appropriate.
- Ask other team members to provide anecdotal data or objective data they have gathered.
- Ask parents, teachers, and caregivers to complete appropriate checklists and behavior rating scales.

Indicate the techniques and date(s) that were used to analyze the behavior.

Complete the sections on the student's strengths and skills that the student lacks that might help his or her behavior. Examine the data that was collected for patterns, such as when the behavior occurs, locations, in particular classes, etc. Review the impact of the behavior and other factors that may be contributing to the student's behavior (e.g., family stressors, adjustment problems, and health issues).

Record the exact description of the specific behavior(s) in question ("Target Behaviors"), events that immediately preceding the behavior ("Antecedents"), and events occurring immediately following the

behavior (“Consequences”). Record any related information or considerations. The following questions serve as a guide in completing this section.

1. What happened?

Describe the student’s current interfering or target behavior(s) in specific, observable, and measurable terms. Stay focused on observable behaviors. (“Bobby ran out of the room without permission.” instead of “Bobby is defiant.”). Focus on one behavior at a time.

2. What happened before?

Describe the precipitating conditions, including the demands of the setting and situational variables, for the student. Also identify specific triggers related to the specific behavior being considered.

3. What has been happening?

Describe the problem behavior as it relates to patterns of behavior that the child has demonstrated in the recent past. If you have data regarding the frequency of the behavior and any patterns related to time of day, day of the week, subject, adults in the environment, and so forth, discuss those in specific terms.

4. What happened after?

Describe the responses and immediate consequences, both situational and personal, of the target behavior. For example, how did the teacher respond or how did peers respond? If similar behaviors have occurred, of what benefit is this behavior to the child? What is reinforcing or maintaining the target behavior?

5. What are the facts?

Present any data you may have regarding the relationship between antecedents, the behavior, and its consequences. Use all available data to develop hypotheses about why the student engaged in the behavior. Include in your consideration the background information in Section III as well as the information reported on the Functional Behavior Assessment page (gathered from specific assessment techniques and participants in the discussion).

6. What do you think?

Develop a hypothesis about the immediate function or purpose of the behavior. What are your current hypotheses and which ones have you eliminated by previous intervention or new data? As you hypothesize discuss why you think the child is engaging in the behavior, also discuss why you formed this opinion.

7. What does the student think?

What does the student report regarding the causes and purpose of the behavior, both now and on previous occasions? What do the parents say regarding the causes of the current target behavior?

8. If the student has an IEP or 504 Plan, what is the impact of the disability on the current target behavior(s)?

Keep in mind the relevance of any identified or perceived disability of the student related to the behavior.

Repeat procedure above for each target behavior.

After considering all relevant information and data collected, record a hypothesis statement related to the function of the behavior. Record a function for each separate target behavior. Functions of behavior include one or more of the following:

- Gain peer attention

- Gain teacher attention
- Escape from non-preferred classroom/situation/demands
- To obtain a preferred classroom/situation/activity
- Satisfying sensory needs (i.e., self-stimulating, hand flapping, chewing non-edible items)

Section V: Behavior Intervention Plan

Develop a “Student Learning Behavior Goal(s)” to support the student’s development of behaviors that improve classroom performance. For students with an IEP, these goals are addressed in the IEP.

Develop the “Replacement Behavior Goals” for each target behavior. Replacement behaviors or skills achieve the same function as the target behavior(s).

Identify the “Educative Strategies” for instructing the student to acquire skills required to learn appropriate behaviors to replace the target behaviors and to support improved performance.

Review antecedents for the target behaviors and identify strategies that will address the antecedent so that it will no longer trigger the behavior. Record those strategies in the “Preventative Strategies” section.

Identify strategies that can be used to encourage replacement behaviors and record them in the section, “Plan for positive behavior supports and reinforcement for display of replacement behavior(s).”

List “Responsive Strategies” to manage the target behavior. Change consequences that might be reinforcing the behavior. Specify how the target behaviors should be addressed when they occur so as not to reinforce the behaviors and to prevent any potential injury that may occur (e.g., throwing objects, leaving the school, and fighting).

Consider strategies that reduce the impact of contributing factors and record them in the section “Strategies to Limit the Impact of Contributing Factors.”

Section VI: Implementation and Documentation

Identify all individuals who will be implementing the BIP. Describe any supports or training that may be needed by those who will implement the BIP. Specify the date the BIP will be implemented. If the student has an IEP, 504 Plan, or action plan, state the date of the meeting when the BIP is reviewed and approved.

List the methods for data collection. Indicate how frequently the data is to be collected. Record the names of staff members who will collect data and who will analyze the data.

For students with an IEP, the parent’s approval of the BIP is documented within the IEP, Section III, *Special Considerations and Accommodations*, under Behavioral Intervention. For students with a 504 Plan and students without a disability, parental notification of the BIP is reflected in meeting notes.

For all students who have physical restraint and/or seclusion as defined by COMAR Regulations 13A.08.04, Student Behavior Interventions, as a behavior intervention, document the intervention used and identify specific behavior(s) that requires physical restraint and/or seclusion. Document if the

parent will receive verbal notification or written notice within 24 hours of each time physical restraint or seclusion is used or if the parent agrees that verbal notification or written notice may be provided within a different time interval (e.g., weekly, bi-weekly). Parent/guardian and administrator signatures are required for students who have physical restraint and/or seclusion as a behavior intervention. This signature documents that the parent was informed that physical restraint and/or seclusion may be used and how the parent will be notified. Physical restraint and/or seclusion are only used in an emergency situation to protect a student or others from imminent, serious, physical harm after other less intrusive strategies have been not been successful.

Note: The documentation and reporting to parents when a student is physically restrained is required for any student who receives physical restraint or “holds” as defined through the Nonviolent Crisis Intervention (CPI) including the *two-person transport*.

Howard County Public School System

**FUNCTIONAL BEHAVIOR ASSESSMENT AND
BEHAVIOR INTERVENTION PLAN**

Date of FBA/BIP Recommendation Meeting:
Participants Completing FBA/BIP (Name & Title):

Date Team Reviews/Approves BIP:
Date(s) Team Reviews/Approves Revisions to Existing BIP:

Date	Revision - Brief Summary of Changes or List Page(s)

I. Student Information

Name of Student: _____ Student ID Number: _____
Date of Birth: _____ Grade: _____
School: _____
Parent Name(s): _____
Home Phone No.: _____ Work Phone No.: _____
Current IEP? YES ___ NO ___ If YES, Date: _____
Case Manager: _____

II. Reason for Referral

The referral was initiated because the student:

III. Background Information (Complete all that apply.)

Parent Information Summary:

Observation and Classroom Data Summary:

Pertinent Assessment Information (e.g., Instructional/Academic/Behavioral/Psychological Data):

Prior Functional Behavior Assessment Summary:

Prior Behavior Intervention Plan Summary:

IV. Summary of Functional Behavior Assessment Results

Specific Assessment Techniques Used to Analyze This Behavior

Observation(s) Date(s):	Teacher Input Date(s):
Parent Input Date(s):	Student Interview Date(s):
Other. Please specify.	

What are the student's strengths (academic and nonacademic)?

What skills does the student lack that might help his or her behavior?

Summary of data trends and patterns:

Impact of the behaviors on the student's and/or others' learning:

Other contributing factors that may be impacting the student's behavior (e.g., family stressors, adjustment problems, health issues):

Target Behavior Defined - Behavior is written in observable and measurable terms.

Antecedents - Identify where and when target behaviors are most likely to occur.

Consequences – Identify what happens as a result of the behavior.

Target Behavior #1:

Definition:

Antecedents:

Consequences:

Target Behavior #2:

Definition:

Antecedents:

Consequences:

Target Behavior #3:

Definition:

Antecedents:

Consequences:

Hypothesis Statement for the Function of the Behavior

State the hypothesized function(s) for each target behavior.

Identify the Function(s) of Behavior from the following:

- Gain peer attention
- Gain teacher attention
- Escape from non-preferred classroom/situation/demands
- To obtain a preferred classroom/situation/activity
- Satisfying sensory needs (i.e., self-stimulating, hand flapping, chewing non-edible items)

Target Behavior #1: The function(s) of _____ appears to be _____ .
(Behavior) (Function)

Target Behavior #2: The function(s) of _____ appears to be _____ .
(Behavior) (Function)

Target Behavior #3: The function(s) of _____ appears to be _____ .
(Behavior) (Function)

V. Behavior Intervention Plan

Student Learning Behavior Goal(s) (Instructional goals designed to support behaviors that improve classroom performance. For students with IEPs, these goals are addressed in the IEP):

Replacement Behavior Goals (List a replacement behavior goal for each target behavior.)

Replacement Behavior Goal #1:

Replacement Behavior Goal #2:

Replacement Behavior Goal #3:

Educative Strategies (Teach other behaviors/skills to achieve the same function as the target behavior.)

Preventative Strategies (Strategies to prevent the target behavior from occurring.)

Plan for positive behavior supports and reinforcement for display of replacement behavior(s)

Responsive Strategies (Strategies to address the behaviors if they continue to occur.)

Strategies to limit the impact of contributing factors (List a strategy for each contributing factor identified in the FBA.)

VI. Implementation and Documentation

Person(s) Responsible (include Position/Title) for Implementation:

Supports/Training for Implementer(s):

Date Plan Is To Be Implemented:

Methods of Data Collection

Frequency of Data Collection:

Person(s) Responsible for Data Collection:

Person(s) Responsible for Data Analysis and Evaluation:

Complete this section for those students who have physical restraint¹ or seclusion² as a behavior intervention:

Indicate Yes/No, If Intervention Will Be Used:

Physical restraint: Yes ___ No ___

Seclusion: Yes ___ No ___

Identify specific behavior(s) and circumstances that require physical restraint and/or seclusion:

School personnel are required to provide verbal notification or send written notice to the parent within 24 hours of each time physical restraint or seclusion is used, unless parent agrees to a different time interval as noted below.

Parent agrees that verbal notification or written notice may be provided within a _____ (e.g., weekly, bi-weekly) time interval to report the frequency physical restraint or seclusion is used.

Signature is required to document that the parent and administrator have been informed that physical restraint and/or seclusion are interventions that may be used and that the parent will be notified.

Parent/Guardian Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

¹ Physical restraint means the use of physical force, without the use of any device or material, that restricts free movement of all or a portion of the student's body. Physical restraint DOES NOT include:

- a. Briefly holding a student to calm or comfort the student;
- b. Holding a student's hand or arm to escort the student safely from one area to another;
- c. Moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful;
- d. Intervening in a fight in accordance with Educational Article §7-307, Annotated Code of Maryland.

² Seclusion means the confinement of a student alone in a room from which the student is physically prevented from leaving.

(COMAR Regulations 13A.08.04, Student Behavior Interventions)

Insert: Referral to Countywide Behavior Specialist Form

APPENDIX D

References

Howard County Public Schools. *Framework of prevention and intervention for students with challenging behaviors*. Ellicott City, MD: Howard County Public School System, 1997.

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Maryland State Department of Education. *Behavioral assessment and interventions*. Baltimore: Maryland State Department of Education, Division of Special Education/Early Intervention Services, 2002.

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O'Keefe, L., & Sugai, G. (2001). *Guess and check sheet*.

Witt, J.C., Daly, E.M. & Noell, G. *Functional assessments: A step-by-step guide to solving academic and behavior problems*. Longmont, CO: Sopris West, 2000.