



Functional Behavior Assessments and Intervention Plans

Competency

Educator understands the purpose and utilization of Functional Behavioral Assessments and Behavior Intervention Plans

Key Method

The educator uses their district process to develop a functional behavior assessment by identifying chronic or dangerous behavior, the possible function of the target behavior, and quality interventions to try.

Method Components

Identify Chronic or Dangerous Behaviors

By identifying chronic or dangerous behaviors, the educator can begin to support student learning, social-emotional development, and pro-social behaviors.

Despite this goal, when observing and analyzing student behavior educators should account for the development stage of children. Educators should also be aware of bias and overidentification of children displaying chronic or dangerous behaviors, particularly in marginalized communities.

Collect Information to Identify the Function of the behavior

Before considering appropriate high-quality student interventions, the educator must collect information through formal and/or informal assessment. The assessment may be one or both of the following:

- Direct assessment (observation of behavior and environment)



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- Indirect assessment (Interviews with parent, teachers, student, or others)

Hypothesis

A hypothesis is a statement that defines the reasons for the displayed behavior as well as the student's purpose for such manifestation of the behavior. Educators should analyze the assessment data and think about the following areas to develop this statement.

- Why is the student is demonstrating the chronic or disruptive behavior (what is the function of the behavior)?
- What is student's current academic level (is there a skill deficit)?
- What is the student's motivation level (is there a performance issue)?

Decide on Interventions to Try

After deciding on a few interventions to try, the educator should develop these into a Behavior Intervention Plan. A Behavior Intervention Plan provides clear instructions for implementation and monitoring of the effectiveness of the interventions.

Evaluate the Effectiveness of the Interventions

It is important to monitor and track the effectiveness of the Behavior Intervention Plan in order to know if and when adjustments need to be made or discontinued.

Supporting Rationale and Research

Lauren W. Collins, PhD, Perry A. Zirkel, PhD, JD, LLM Using Functional Behavior Assessment to Develop Behavior Interventions for Young Children – Journal of Positive Behavior Interventions, vol. 19, 3: pp. 180-190., first published December 1, 2016, retrieved from

<http://journals.sagepub.com/doi/pdf/10.1177/109830070000200202>.

OSEP Center on Positive Behavioral Interventions, Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., ... & Turnbull, A. P. (2000). Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. Journal of Positive Behavior Interventions, 2(3), 131-143. Retrieved from

<http://journals.sagepub.com/doi/10.1177/109830070000200302>.

Tami L. Galensky, Matthew Garlinghouse, Sherry A. Ellingson, Raymond G. Miltenberger, Jason Stricker – Functional Assessment and Intervention for Challenging Behaviors in the Classroom by General Classroom Teachers – Journal of Positive Behavior Interventions. First published April 1, 2000, volume 2, Issue 2, retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/109830070000200202>



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Resources

Identifying Target Behavior

[Steps for conducting an FBA – Overview](#)

[Checklist for identifying target behavior](#)

Collecting Data and Developing a Hypothesis

[Description and example of ABC form](#)

[Blank template of ABC form](#)

[Sample data collection form](#)

Analyzing Data and Developing an Intervention Plan

[Developing a hypothesis and choosing interventions](#)

[Information on functions of behavior](#)

[Behavior Strategies to Support Intensifying Interventions | National Center on Intensive Intervention](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score answer in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250- to 500-word limit)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Briefly describe your reason for choosing this micro-credential.
2. What knowledge or experience do you already have with the process?



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3. Describe the students you engage with daily. Include grade level, subject area, cultural backgrounds, and special considerations regarding student characteristics (English language learners, students with exceptionalities, etc.).
4. Describe how you anticipate having an understanding of the FBA-BIP process might impact your practice.

Passing: All questions were answered completely, using specific details to support responses. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **two artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Completed FBA form

Identify a student who is exhibiting chronic or dangerous behavior and complete your district's Functional Behavior Assessment (FBA) form. Collaborate with your school's special education teacher or your district special education coordinator if you don't know how to access this form.

Black out any identifying information (students and adults).

Artifact 2: Case Study

(4-6 pages single-spaced, including any tables or charts)

Use the completed FBA form to conduct a case study of this student. *If your FBA form does not include assessment data, you will need to do that step next.*

Your case study should include:

- Description of the student (demographic information, school, and family history)
- Reason for referral to tier 2 or 3 of RTI/MTSS
- 2-3 classroom observations of the target behavior over a period of time, sufficient to collect enough data to hypothesize about the function of the behavior. Explain your data collection process and include samples of the materials used to document the behavior (checklist available in Resources section).
- Hypothesis of the function of the behavior
- Notes from a meeting with at least one colleague who is involved with this student. In this meeting, you should discuss your findings and develop a list of possible interventions to try.



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Black out any identifying information (students and adults).
Combine all of the above components into one document to submit.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Completed FBA Form	<p>District form is completely filled out</p> <p>Language used to fill out the form is professional and constructive</p> <p>Student behaviors identified in the FBA are chronic and/or dangerous</p> <p>Behaviors are appropriate for a tier 2 or 3 RTI or MTSS referral</p>	<p>A few parts of the form are not filled out</p> <p>Language used may not be constructive or professional</p> <p>Student behaviors are not chronic or dangerous</p> <p>Student behaviors are not appropriate for a tier 2 or 3 MTSS/RTI referral</p>	<p>Form is missing most of the information</p> <p>Language is inappropriate</p> <p>Student behaviors are minor infractions or one-time incidents</p>
Artifact 2: Case Study	<p>Case study includes ALL of the following:</p> <ul style="list-style-type: none"> -Description of the student (demographic information, school, and family history) -Reason for referral to tier 2 or 3 of RTI/MTSS -2-3 classroom observations of the target behavior over a period of time with sufficient data to hypothesize about the function of the behavior 	<p>Case study includes most but not all of the following:</p> <ul style="list-style-type: none"> -Description of the student (demographic information, school, and family history) -Reason for referral to tier 2 or 3 of RTI/MTSS -2-3 classroom observations of the target behavior over a period of time with sufficient data to hypothesize about 	<p>Case study is missing most of the following:</p> <ul style="list-style-type: none"> -Description of the student (demographic information, school, and family history) -Reason for referral to tier 2 or 3 of RTI/MTSS -2-3 classroom observations of the target behavior over a period of time with sufficient data to hypothesize about the function of the behavior



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	<p>-Explanation of your data-collection process</p> <p>-Samples of the materials used to document the behavior</p> <p>-Hypothesis of the function of the behavior</p> <p>-Notes from a meeting with at least one colleague that include discussion of your findings and the development of a list of possible interventions to try</p>	<p>the function of the behavior</p> <p>-Explanation of your data-collection process</p> <p>-Samples of the materials used to document the behavior</p> <p>-Hypothesis of the function of the behavior</p> <p>-Notes from a meeting with at least one colleague that include discussion of your findings and the development of a list of possible interventions to try</p>	<p>-Explanation of your data-collection process</p> <p>-Includes samples of the materials used to document the behavior</p> <p>-Hypothesis of the function of the behavior</p> <p>-Notes from a meeting with at least one colleague that include discussion of your findings and the development of a list of possible interventions to try</p>
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Part 3 Reflection

(400-600 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Reflect on your experience creating the case study. Respond to the following questions:

- Describe how the development of the case study supported your understanding of the process of a Functional Behavior Assessment/Behavior Intervention Plan.



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- What was most difficult about using this process and what would you do differently in your own classroom (documenting target behavior and developing hypothesis of function of the behavior)?
- Analyze and explain the importance of fidelity in the collection of behavior data to be used to create a behavior intervention plan.
- Describe how collaboration with your colleagues helped you to choose interventions to try.
- How will the interventions in the FBA support the student as they progress through the school year?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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