Great Public Schools for Every Student

Functional Behavior Assessments and Intervention Plans

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. These behaviors may include:

- Disrupting the education of self and/or others
- Interfering with social development of self and/or others
- Compromising safety at school of self and/or others

**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)
- 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 demonstrating chronic or disruptive behavior (what is the function of the behavior)?
- What is the 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 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


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

**Resources**

**Identifying Target Behavior**

Steps for conducting an FBA – Overview

https://sites.google.com/site/jacquelinediazfba/5-steps-in-conducting-an-fba

Checklist for identifying target behavior

https://theautismhelper.com/behavior-week-identifying-target-behaviors-function

**Collecting Data and Developing a Hypothesis**

Description and example of ABC form

https://www.iidc.indiana.edu/irca/articles/observing-behavior-using-a-b-c-data.html

Blank template of ABC form

www.specialconnections.ku.edu/~speconn/page/behavior/fba/pdf/blankabcchart.pdf

Sample data collection form


**Analyzing Data and Developing an Intervention Plan**

Developing a hypothesis and choosing interventions

https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/Tip-Sheet-Functional-Behavior-Assessment-
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 score or all components in Part 2.

Part 1. Overview Questions

250–350 words

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 current work situation and reason for choosing this micro-credential.
2. What knowledge or experience do you already have with the process?
3. 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

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. You may check 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.

Black out any identifying information (students and adults).

Combine all of the above components into one document to submit.
<table>
<thead>
<tr>
<th>Artifact 1: Completed FBA Form</th>
<th>Proficient</th>
<th>Developing</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>District form is completely filled out</td>
<td>Language used to fill out the form is professional and constructive</td>
<td>A few parts of the form are not filled out</td>
<td>Form is missing most of the information</td>
</tr>
<tr>
<td>Student behaviors identified in the FBA are chronic and/or dangerous</td>
<td>Behaviors are appropriate for a tier 2 or 3 RTI or MTSS referral</td>
<td>Language used may not be constructive or professional</td>
<td>Language is inappropriate</td>
</tr>
<tr>
<td>Artfact 2: Case Study</td>
<td>Case study includes ALL of the following:</td>
<td>Student behaviors are not chronic or dangerous</td>
<td>Student behaviors are minor infractions or one-time incidents</td>
</tr>
<tr>
<td>- Description of the student (demographic information, school, and family history)</td>
<td>- Reason for referral to tier 2 or 3 of RTI/MTSS</td>
<td>- Explanation of your data-collection process</td>
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</tr>
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<td>- Notes from a meeting with at least one colleague that includes discussion of your findings and the development of a list of possible interventions to try</td>
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<td>Reflection</td>
<td></td>
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</tbody>
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400–600 words

Please answer the following reflective questions. 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.

● 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.

- **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.