



FUNCTIONAL BEHAVIOR ASSESSMENT

What is a Functional Behavior Assessment?

A Functional Behavior Assessment (FBA) is a type of special education evaluation conducted by a team of specialists to examine a student's problem behavior (or maladaptive behavior). A FBA serves the general purpose of providing the Individualized Education Program (IEP) team with additional information, analysis, and strategies for dealing with undesirable behavior, especially when the behavior is interfering with a child's education. The information gathered in the FBA may be used by the IEP team to develop a Behavior Intervention Plan (BIP) for the student.

What Does a FBA Include?

A FBA involves some variant of the following:

- Identifying the core or "target" behavior
- Observing the pupil (perhaps in different environments)
- Collecting data on the target behavior, antecedents, and consequences
- Formulating a hypothesis about the cause(s) of the behavior

When Should a FBA be Conducted?

- A FBA may be conducted when the behavior interventions identified in the student's IEP have been ineffective and/or behavior problems interfere with the student's learning. The student's parent/guardian is required to provide their consent prior to conducting a FBA. The LEA/district shall use the "Assessment Plan" form located in SEIS to obtain parent/guardian consent.
- A FBA and BIP should be developed when a student's inappropriate behavior is repetitive, anticipated to re-occur, or may lead to disciplinary action, and before a special education student is suspended ten (10) days.
- A student with a disability who is removed from his/her current placement for more than 10 consecutive school days for behavior not determined to be a manifestation of his disability.
- A student who is removed and placed at an interim alternative educational setting for up to 45 school days for weapons, drugs or serious bodily injury, irrespective of whether his behavior is a manifestation of his disability.

Who May Conduct a FBA?

According to 5 CCR §3065 (d), behavior intervention shall be designed or planned only by personnel who have:

- Pupil personnel services credential that authorizes school counseling or school psychology; or
- Credential authorizing the holder to deliver special education instruction; or
- License as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as a Clinical Social Worker certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or

- License as an Educational Psychologist issued by the licensing agency within the Department of Consumer Affairs; or
- License in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- Master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

LEAs/districts are encouraged to make use of trained personnel on staff at their schools before considering contracting with an outside NPA to design or plan behavior interventions (such as FBAs/BIPs). School personnel provide an in depth understanding of the school's unique culture and resources that allow them to design or plan comprehensive behavior interventions.

What are the Steps Involved in Conducting the FBA?

1. Obtain parent's written consent (using the assessment plan located in SEIS) in order to conduct FBA and develop BIP. *Letter to Christiansen, 48 IDELR 161 (OSEP 2007)*
2. Conduct record reviews to examine past records including: health, medical, attendance, academics, discipline, and school referrals.
3. Set an IEP Meeting date to align with 60 day timeline for assessment.
4. Identify the targeted behavior that is impacting student learning.
5. Conduct systematic observation(s) of student in order to collect data.
6. Use a formal data collection system to examine behavior and gather baseline data.
7. Conduct environmental analysis to look at how the environment is impacting the student and what changes may need to occur.
8. Analyze antecedents and consequences of behavior.
9. Develop a hypothesis to address the function of the behavior.
10. Conduct interviews with staff, parents, and student.
11. Conduct an interest inventory to determine what reinforces student's behavior.
12. Compose FBA Report.
13. Provide copies of FBA report to IEP team.
14. Upload FBA report to SEIS.
15. IEP team will use FBA to assist in the development of the BIP during the IEP meeting.

What is Included in an FBA Report?

The results of the Functional Behavior Assessment must result in a written report which documents the information/data gathered and used to develop the BIP. A FBA Template can be found at Positive Environments Network of Trainers (PENT) website.

What if a Parent Requests a Functional Analysis Assessment?

Functional Analysis Assessment's (FAA) will no longer be required to be conducted as the term has been dropped following the repeal of the Hughes Bill (July 1, 2013) and implementation of AB 86. A FAA may still be conducted at the discretion of the IEP team. If the IEP team determines that there is an intensive behavioral need that cannot be addressed via a FBA or if the FBA/BIP has been conducted and more intensive data is needed, then the IEP team may wish to consider working with a Board Certified Behavior Analyst (BCBA) or other specialist certified to conduct a FAA.