

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 challenging behavior (or maladaptive behavior). An FBA serves the general purpose of providing the Individualized Education Program (IEP) team with additional information, analysis, and strategies for dealing with behavior that impedes the learning of self or others. 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 an FBA Include?

An FBA involves some variant of the following:

- Identifying the "target" behavior(s) that impedes the learning of self or others
- Multiple observations of the student across various settings
- Interviews with the student, parent/guardian(s), and school staff
- Collecting data on the target behavior, antecedents, and consequences
- Formulating a hypothesis about the cause(s)/function(s) of the behavior(s)

When Should an FBA be Conducted?

- An FBA may be conducted when behavior challenges interfere with the student's learning or the learning of others as reflected by the IEP team's determination within the Special Factors section of the IEP, or when the behavior interventions identified in the student's IEP have been ineffective.
- An FBA and BIP may be developed when a student's interfering behavior is repetitive, anticipated to re-occur, and/or may lead to disciplinary action(s) or removals prior to accumulating ten (10) days of suspension during one school year.
- An FBA and BIP must be developed when a student with a disability is removed from his/her current placement for more than ten (10) school days during the same school year for behavior not determined to be a manifestation of his disability 34 CFR § 300.530 (f).
- A student who is removed and placed at an interim alternative educational setting (IAES) for up to 45 school days for weapons, drugs, or serious bodily injury, irrespective of whether his behavior is a manifestation of his disability 34 CFR § 300.530 (d)(1)(ii).
- Note: The student's parent/guardian is required to provide their consent prior to conducting an FBA. The LEA/district shall use the "Assessment Plan" form located in SEIS to obtain parent/guardian consent.

Who May Conduct an FBA?

Pursuant to EDC §5620 (5CCR §3051.23), behavioral interventions shall be designed or planned only by personnel who have a:

- Pupil Personnel Services (PPS) 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 by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or



- Licensed Educational Psychologist (LEP) license 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 of Affairs; or
- Master’s degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis (e.g., Board Certified Behavior Analyst), behavior science, human development, social work, rehabilitation, or in a related field.

LEAs/districts are encouraged to make use of trained personnel who are employed on-site before considering contracting with an outside NPA to design or plan behavior interventions (such as FBAs/BIPs). School personnel provides an in-depth understanding of the school’s unique culture and resources that allow them to design or plan comprehensive behavior interventions.

What is Included in an FBA Report?

The results of the Functional Behavior Assessment must result in a written report. The information included in the written report is crucial for developing a data-informed BIP. For specific guidance on the contents of an FBA report, please refer to the FBA Template located in the SEIS document library.

What if a Parent Requests a Functional Analysis Assessment?

Functional Analysis Assessments (FAA) are not required to be conducted in the school setting following the repeal of the Hughes Bill (July 1, 2013) and implementation of AB 86. An 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 by an FBA, or, if the FBA/BIP have 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 an FAA.

