

Functional Behavior Assessment

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WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Wisconsin Department of Public Instruction

OUR VISION:

Every Child a Graduate, College and Career Ready

OUR MISSION:

Educational Equity—every student has what they need to learn when they need it.



WISCONSIN DEPARTMENT OF
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Outcomes for Today

Understanding of:

- What is a Functional Behavior Assessment (FBA)
- When and how an FBA is conducted
- How the results of an FBA are incorporated into a student's IEP
- The role of the parent in the FBA process



High Leverage Practices (HLPs) in Special Education

Today's presentation covers the following HLPs:

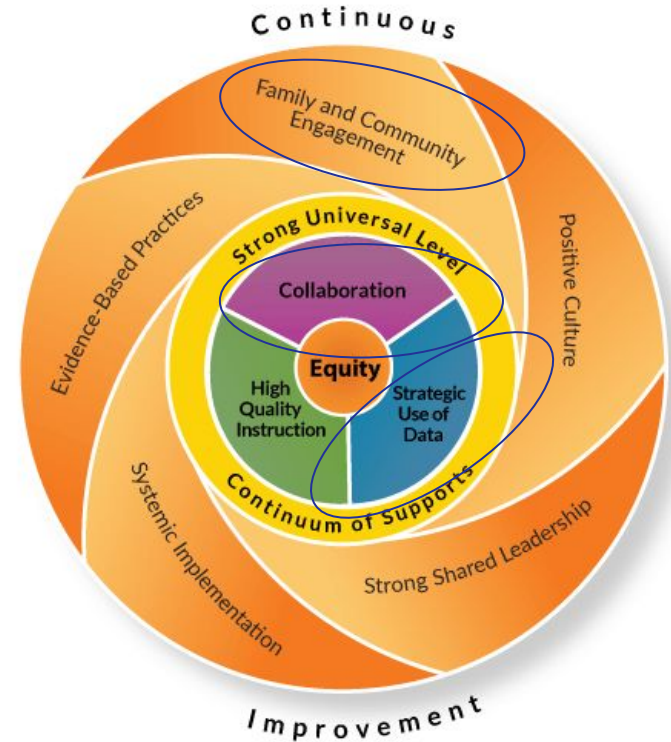
1. Collaborate with professionals to increase student success.
3. Collaborate with families to support student learning and secure needed services.
4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.



[High Leverage Practices in Special Education](#)

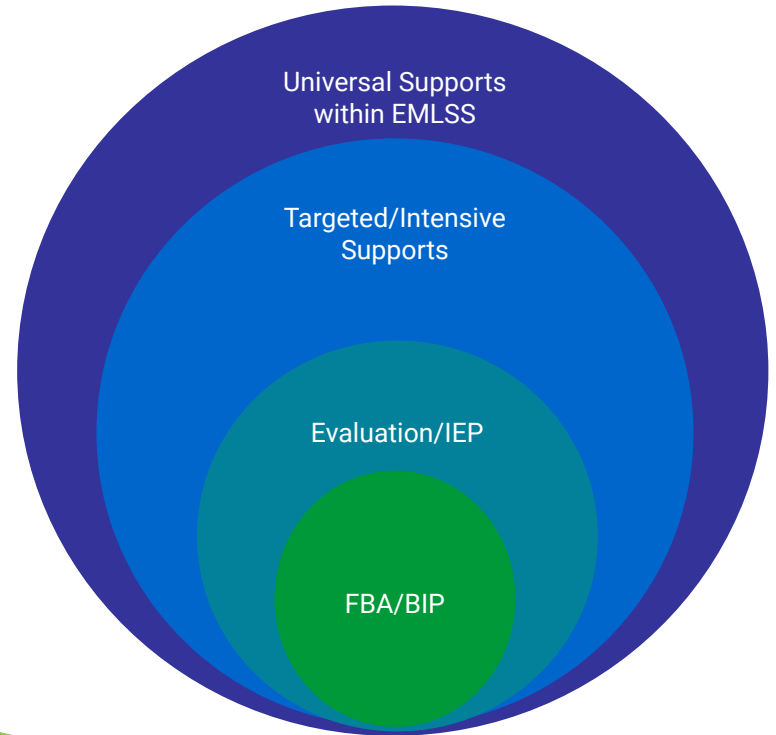
An Equitable Multi-Level System of Supports

- Provides **equitable** services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention
- Ensures that every student has access to the resources and educational rigor they need at the right moment in their education



An Equitable Multi-Level System of Supports

- A Behavior Intervention Plan...
- Is created using FBA data...
- Which is incorporated into an IEP...
- That is based on a Comprehensive Evaluation...
- That occurs during or after targeted/intensive supports...
- That are provided within and in addition to high quality universal practices



Positive Behavioral Interventions and Supports

IDEA requires IEP Teams consider the use of positive behavioral interventions and supports to address behaviors that interfere with a student's learning or the learning of others.

This requirement applies to all students, aged 3-21, regardless of the student's category of disability.

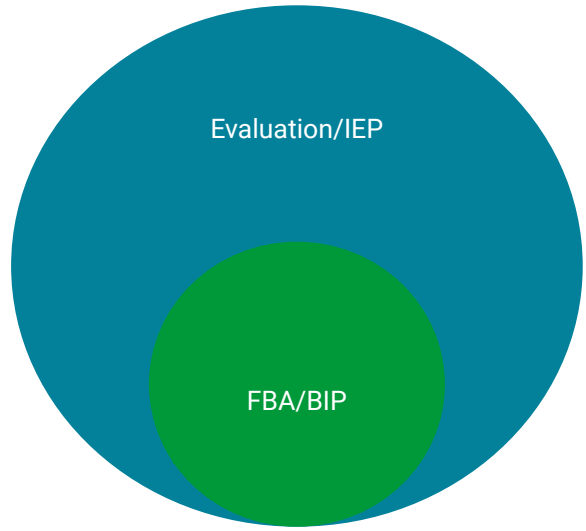


Positive Behavioral Interventions and Supports

The IEP team determines what is appropriate for the individual student and focus on:

- **modifying adult instructional strategies, curriculum demands, and environmental factors to decrease behaviors that interfere with the student's learning or the learning of others; and**
- **teaching, practicing, supporting, and reinforcing positive replacement behaviors and skills.**

eMLSS ↔ Targeted/Intensive Supports ↔ IEP

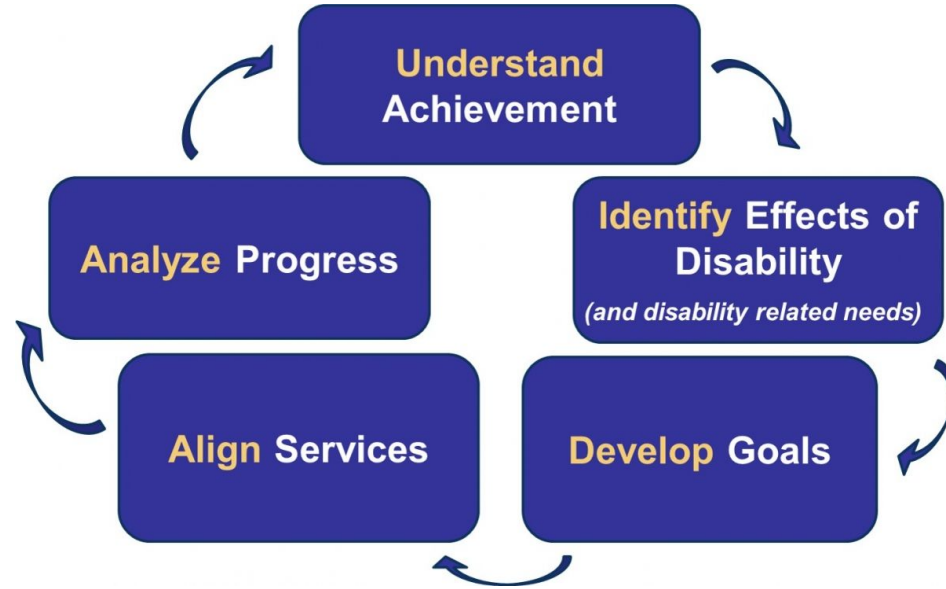


Individualized Education Program (IEP)

Under the IDEA, the primary vehicle for providing a Free Appropriate Public Education (FAPE) is through an appropriately developed IEP that is based on the individual needs of the child. The “Failure to address the behavioral needs of a student through the IEP process is likely to result in a student not receiving FAPE”.

(Wisconsin DPI [Bulletin 18.02](#))

College and Career Ready IEP 5 Step Process



<https://dpi.wi.gov/sped/college-and-career-ready-ieps/learning-resources/5-step-process>

Incorporated in the IEP

Positive behavior interventions and supports

- **Must be documented in Special Factors section of IEP**
- **Must be included as (at least one of the following):**
 - **Specially Designed Instruction aligned with IEP goal**
 - **Related Services,**
 - **Supplementary Aids and Services, and/or**
 - **Program Modifications and Supports for School Staff**



It's Not Working, Now What?

If the IEP team determines that the behavioral interventions and supports are not meeting the needs of the student:

- Reconsider the effects of disability and disability related needs
- Adjust instruction, supports and services
- If more information is needed to better determine effective behavioral interventions and supports, a reevaluation may be initiated which could include a functional behavioral assessment.



FBA/BIP

Why an FBA?

EDUCATIONAL EQUITY!

- [Civil Rights Data Collection Snapshot: School Discipline](#)
- Disproportionality in SE Placements: [Multilevel interventions to reduce disproportionality](#), Dr. Celeste Malone
- [Disproportionate use of Seclusion and Restraint with Students with Disabilities:](#)
 - 77% of Physical Restraints
 - 82% of Seclusions

What is an FBA?

The Process Of:

- Finding the root cause of
- Behaviors through
- Assessment of the factors that contribute to the occurrence and non-occurrence of the behaviors.

FBA is required under two specific circumstances:

1. **Manifestation Determination**

- If the behavior resulting in a disciplinary change of placement is found to be a manifestation of the student's disability

2. **2019 Wisconsin Act 118 (Seclusion and Restraint)**


- If seclusion or restraint is used with a student with an IEP twice in the same school year, the IEP team must...review the IEP. The IEP must include positive interventions and supports based on an FBA of the behavior(s) of concern

When else might an FBA Used?


- Remember: IEP Team must...address behaviors that interfere with the student's learning or the learning of others.
- One way to determine and match the positive behavioral interventions and supports to student need is through an FBA as part of an initial evaluation or re-evaluation.



What an FBA is not...

- Collaborative Problem Solving (various “teams”)
 - Strategies, interventions, assessments that address class/grade social, emotional or behavioral functioning
 - Subjective/open ended discussion and “hypothesis” testing.
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Reflect on Your Own Context

- Have you ever been involved in an FBA process?
 - What were the circumstances?
 - Have you been involved in a situation or incident in which an FBA may have been appropriate or needed?
- 


What are the Steps in Conducting an FBA?

- 1. Hypothesis statements that include:**
 - a. Operational definitions of the problem behaviors
 - b. Descriptions of the antecedent events that reliably predict occurrence and nonoccurrence of the problem behavior
 - c. Descriptions of the consequence events that maintain the problem behaviors
- 2. Direct observation data supporting the hypotheses**
- 3. Behavior Support Plan***


[OSEP Center on Positive Behavioral Interventions and Supports, "Applying Positive Behavioral Supports and Functional Behavioral Assessments in Schools"](#)

What are the Steps in Conducting an FBA?

Aligning the FBA process with Wisconsin's:

- Comprehensive Special Education Evaluation
 - College and Career Ready IEP Process
 - Culturally Relevant Practices and Problem Solving
 - Equitable Multi Level System of Supports
- 

What are the Steps in Conducting an FBA?

1. **Identify the target behavior**
 2. **Gather data related to the target behavior, including:**
 - a. Student strengths, interests, preferences
 - b. Ecological factors that may be contributing to the occurrence of the target behavior such as: Environments, Setting Events, Antecedents (behavior predictors)
 - c. Consequences, positive or negative (behavior maintainers)
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What are the Steps in Conducting an FBA?

3. **Identify likely root cause (function) of the target behavior**
4. **Determine the next steps:**
 - a. If eligible and in need of special education services: determine needs, goals and services and document in the IEP.
 - b. If a student is determined not eligible and in need of special education services, next steps will depend on the LEA's eMLSS:
 - i. BSP or BIP through PBIS system
 - ii. Section 504 plan

How is an FBA Conducted?

KEY CONCEPT:

FBA's should gather data related to **student strengths** as well as barriers, and place an emphasis on taking a **culturally competent approach** to address **changes that can be made to the environment and adult practices**.

How is an FBA Conducted?

THE RIOT / ICEL MATRIX

	REVIEW	INTERVIEW	OBSERVE	TEST
INSTRUCTION				
CURRICULUM				
ENVIRONMENT				
LEARNER				

How is an FBA Conducted?

There are plenty of “models,” but any FBA should:

- Be conducted by a team, that includes parents and child
- Avoid focusing on unfounded, untrue or unalterable functions of behavior
- Be narrow in focus (address a specific target behavior)

Reflect on Your Own Context

- Identify a target behavior your child struggles with.
- Estimate how often the target behavior occurs.
- Identify a potential root cause / function of behavior
- This is NOT an FBA, but let's pretend it was and we've identified the root cause. What's next? (IEP/BIP, Parent's role)

CCR IEP 5 Step Process



Incorporating the Results into the IEP

Using the data on the target behavior and likely root cause or function of the behavior, the IEP team can:

- **Include information as part of the Present Level of Academic Achievement and Functional Performance**
 - Describe situations or settings in which the student is most and least likely to demonstrate the behavior that interferes with learning.
 - Describe adult behavior and other factors identified in the FBA that positively or negatively influence the behavior.



Incorporating the Results into the IEP

Using the information collected, the IEP team would:

- **Include information on the Special Factors section**
 - To describe the student's behavioral needs
- **Determine Effects of Disability and Disability Related Needs**
 - The 'how' and 'why' the disability affects progress
 - Specify the skills or behaviors linked to the root cause



Incorporating the Results into the IEP

Using the data gathered through the FBA process, the IEP team can use the likely root cause or function of the target behavior to:

- Match the positive interventions and supports to the root cause and student need:
 - Teach a new skill that was identified as a learning barrier
 - Improve proficiency in a developing skill
 - Generalize a skill across learning environments
- An easy way to do this is to identify a positive behavior that meets the same need as the unwanted/target behavior (replacement behavior)

Incorporating the Results into the IEP

Using the data on the target behavior and likely root cause or function of the behavior, the IEP team can:

- Identify a skill or behavior matched to need that the student should learn or improve
- Develop IEP goals, with data collected as baseline and to determine level of attainment
- Determine procedures for measuring student's progress toward meeting the IEP goal



Incorporating the Results into the IEP

Using the the information collected and IEP discussion, the IEP team will:

- **Align services in the Program Summary**
 - **Supplementary Aids and Services**
 - **Specially Designed Instruction**
 - **Related Services**
 - **Program Modification and Supports**



Behavior Intervention Plan (BIP)

- If the IEP team determines that more details are needed than what is included in the IEP, a separate BIP can be created
 - to outline a specific process for implementing a supplemental aid and service
 - details on a safety response plan or crisis intervention strategies
- If created, it must be clearly documented in the IEP that there is a BIP attached

Reflect on Your Own Context

Based on the behavior and root cause that you identified earlier:

- What goal or goals match that need and address the root cause?
- How would the goals at school help support or align with your goals at home?
- What interventions and supports that match the student's needs?
- What works at home that may help determine the supports the student needs at school?

Wrap up the Role of the Parent

- Parents are, by law, equal partners on their child's IEP team
- Parents have a wealth of information about their child's strengths, needs, interests
- Parents and students have great insight into what works best based on those strengths and interests



Questions



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Resources

Wisconsin DPI Resources

- [College and Career Ready IEP](#)
- [Culturally Responsive Problem Solving](#)
- [FBA and BIP Toolkit](#)
- [Bulletin 21.01: Special Education Evaluation](#)
- [Bulletin 14.02: Manifestation Determination](#)
- [Bulletin 07.01: Behavioral Needs of Students with Disabilities](#)



High Leverage Practices

Additional information can be found at:

- CEEDAR Center [High Leverage Practices Resources](#)
 - [High Leverage Practices in Special Education](#)
 - [High Leverage Practices for Students with Disabilities](#)
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