

Functional Behavioral Assessments & Behavior Plans for Students with IEPs

FACETS

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FBA Statewide Trainer

12-3-2025



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

Welcome! So nice to meet you...



Winton Woods City Schools



My Why...



What is your parenting superpower today?



Patience of a saint



Master of distraction



Bedtime whisperer




Chaos coordinator



Meal magician (even picky eaters approved!)

Learning Objectives

Understanding:

1. The basics of a Functional Behavioral Assessment (FBA)
 2. How the results of the FBA are applied for the student
 3. The importance of parent and family input during the FBA process
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Baseline knowledge Slide

One thing I already know about an FBA is....


One thing I hope to learn from today's FBA presentation is...



What is an FBA?

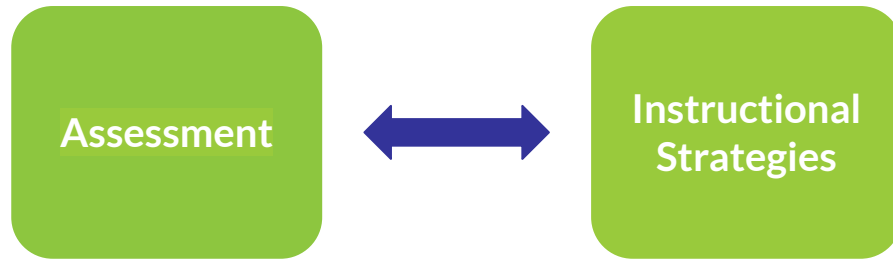


FBA Defined

- Multi-step process
 - Data collection from multiple sources
 - Helps clearly define and understand behavior that interferes with learning
 - Goal: to identify function and underlying root cause of the behavior to develop a plan of support
- 

Utility of an FBA

In special education, FBAs are used as both an assessment and to inform instructional strategies



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.**

What's strong with you?
-Byron McClure

In WI, 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?

- 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



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.
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Learning Objective #1

Basics of a Functional Behavioral Assessment



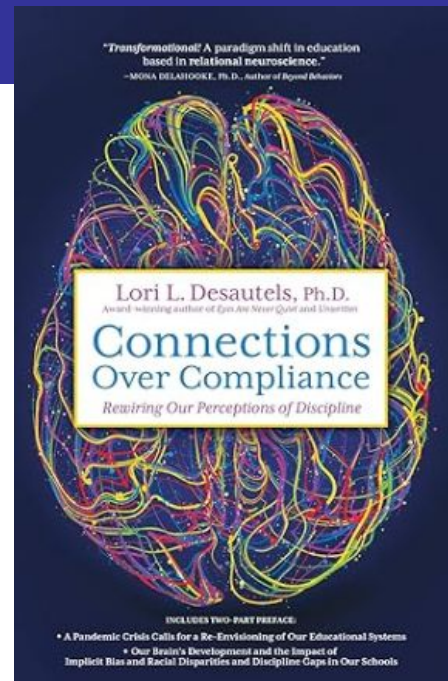
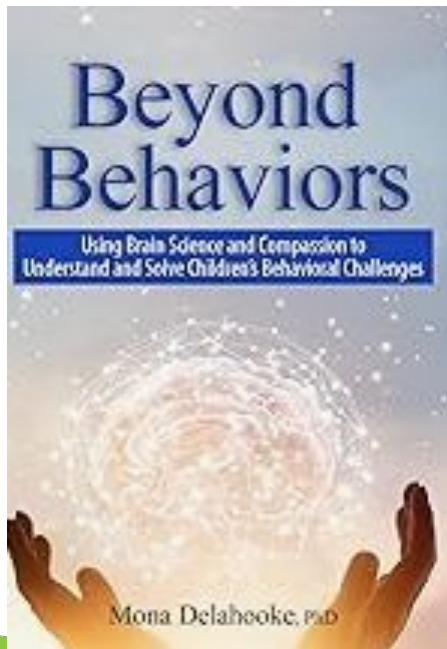
Federal Guidance & State Resources

Do them more!

Important benefits to
conducting FBAs for
students with and
without disabilities

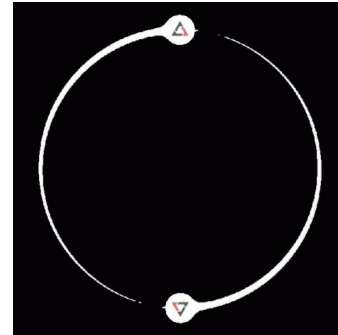
Discipline data
indicates a need for
proactive and more
effective
approaches

Evolving View of Behavior



Components* of an FBA

- Form Team and Establish Roles
- Establish Purpose, Determine Notice and Consent Obligations
- Identify and Define Behavior(s)
- Identify Developmentally and Educationally Relevant Questions
- Gather Data (Standard & Additional)
- Analyze Data
- Identify Function and Root Cause
- Use the Results



**Shouldn't that say "steps?"*

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)



Form Team and Establish Roles

- IEP Team plus...
- **Parent** and student voice
- Ecological factors- what knowledge and expertise do we need?
 - Academic skills
 - Positive relationship with student
 - Internal and external resources available
 - Evidence based interventions



Establish Purpose for FBA

- Legally required (parental notification and consent)?
 - Manifestation Determination
 - Seclusion and Restraint
 - Special Education Initial or Re-evaluation
- Will it help us help the student?
 - Behavior impedes learning
 - More information needed to develop interventions/supports
 - IEP services aren't working as well as we'd like
 - Student being subjected to exclusionary discipline



Identify and Define Behavior(s), cont.

Ask: “What is the problem we are trying to solve?”

clear

objective

measurable

concise

observable

Identify and Define Developmentally and Educationally Relevant Questions

How do target behaviors impact *access, engagement and progress* in the general education curriculum and progress toward IEP goals?

Revisit, “What is the problem we are trying to solve?” and refine by asking, “*What do we need to know in order to solve it?*”



Using instructionally-relevant questions to develop evaluations and IEPs

HOWARD MARGOLIS | APRIL 30, 2018



Recent Articles

Importance of mosquito control at outdoor events and recreational areas

Practical tips for success in the classroom

Embracing the summer Olympic games in the workplace: Office Olympics

Supporting sobriety and responsible drinking in the workplace

[VIEW ALL ARTICLES](#)

Many schools have traditionally limited their special education evaluations to brief observations, informal measures, rating forms, and norm-referenced tests. These are tests that compare the student to large groups of students but offer incomplete and superficial glimpses of what the student knows and can successfully do.

For students with mild-to-moderate difficulties, such as struggling learners with learning disabilities, they often

Six Areas of Academic and Functional Skill

- **Academic Achievement**
- **Cognitive**
- **Communication**
- **Independence/Self-determination**
- **Physical/Health**
- **Social and Emotional**

Attention!

Students are children. Thus they engage in a variety of behaviors that adults may find challenging. An FBA used to answer questions about these 6 areas can help identify behaviors that impede learning.

Gather Standard Data

At a minimum:

- Formal structured interviews
- Observations
- Objective Progress monitoring of response to positive behavioral interventions and supports



[DPI FBA Sample Data Collection Resources](#)

Gather Additional Data

- Records Review
- Standardized Rating Scales
- ABC Data Collection
- Dynamic Assessment
- ASUP- Other [CPS](#) Tools
- [Think:Kids](#) Tools

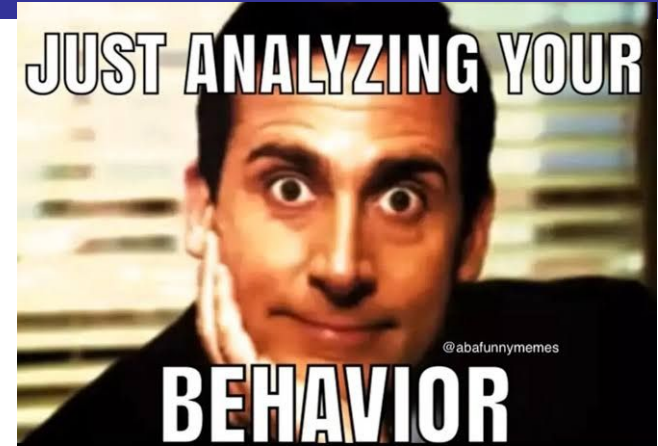


[DPI Additional Resources](#)

Synthesize the Data

Synthesize the information gathered through:

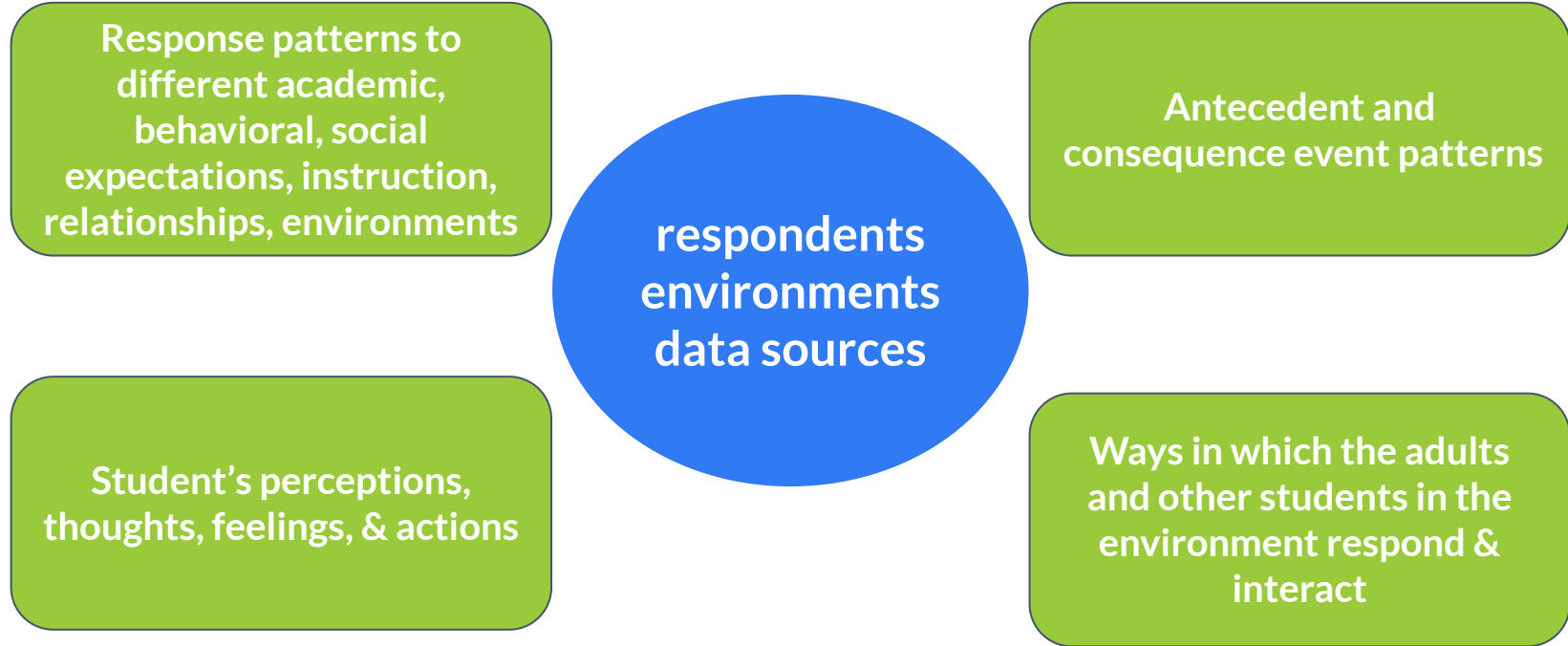
- direct data (observations),
- indirect data (interviews, rating scales) and
- existing data (records review)
- other



The Goal: put pieces of a puzzle together to identify patterns

The Importance: Everyone looking at a completed puzzle in the next component (identify function and root cause) is vital to avoid bias in Interpreting Data and Information

Identifying Patterns



Identify Function and Root Cause

- **Function:** What is the student getting out of the behavior?
- **Root Cause:** Why is the student engaging in the behavior(s)?
 - May be multiple root causes
 - More complex than function
 - Often points to unmet student needs



Function vs. Root Cause

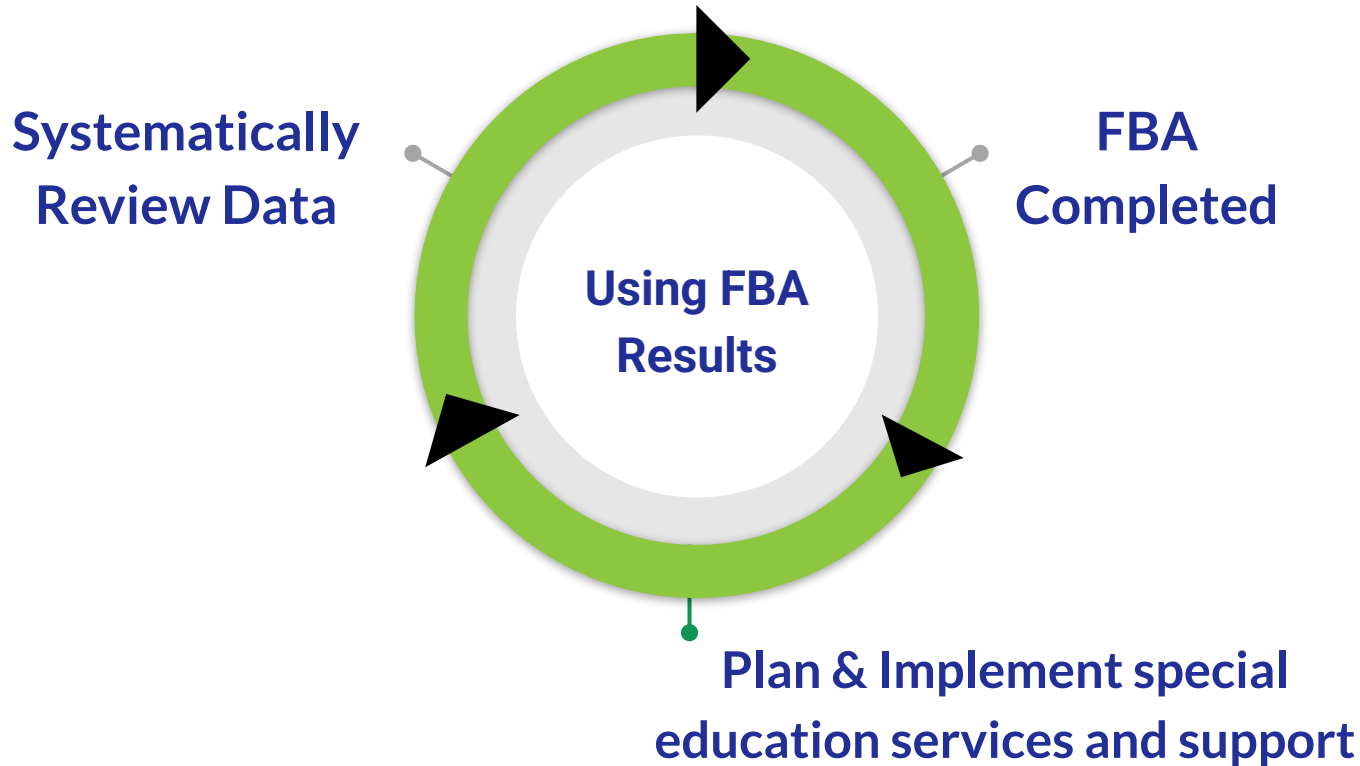
Function of Behavior	Root Cause of Behavior
attention, tangible reinforcement, escape, sensory stimulation	deeper understanding of “why” a behavior occurs that considers the wider context of systems and other external factors that influence behavior
Simple “on the surface” interpretation based on principles of behaviorism	Includes analysis of the complex social and ecological dynamics that influence behaviors
Closer in time to behavior	May be further away in time to behavior
Can be identified through discussion of surface level factors by team	Often takes a deeper and more sensitive discussion & requires self-reflection and vulnerability of team

Learning Objective #2

Using the results of the FBA



Using the FBA Results

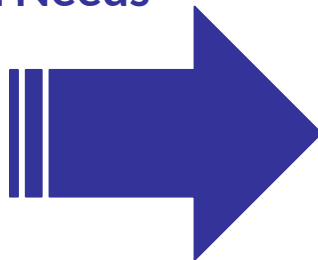


FBA Informing IEP Development

- FBA results used to plan effective interventions and support (IEP)
- Focus should remain on the role of adults who address and respond to student's behavior
 - how are we teaching and supporting the student?
 - how are we adapting our responses or approaches to the student?
 - personal biases and beliefs continually checked
- interventions developed should be tied directly to the function and root cause of the student's behavior

FBA to IEP Development

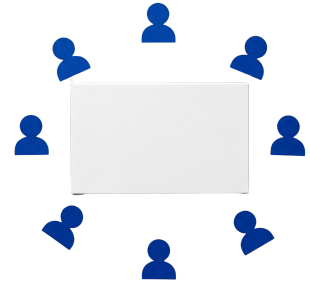
- Present Levels of Performance
- Student Strengths & Family Concerns
- Effects of Disability/Disability Related Needs
- Goals
- Program Summary
- Supplementary Aids & Services
- Specially Designed Instruction
- Related Services



**FBA
Function
and
Root Cause**

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:
 - to outline a specific process for implementing a supplementary aid and service or behavior support strategy
 - details on a staff safety response plan
 - other, as determined by the IEP team
- Identify adult proactive and positive response
- Identify adult responses to avoid
- ★ Include student voice and choice

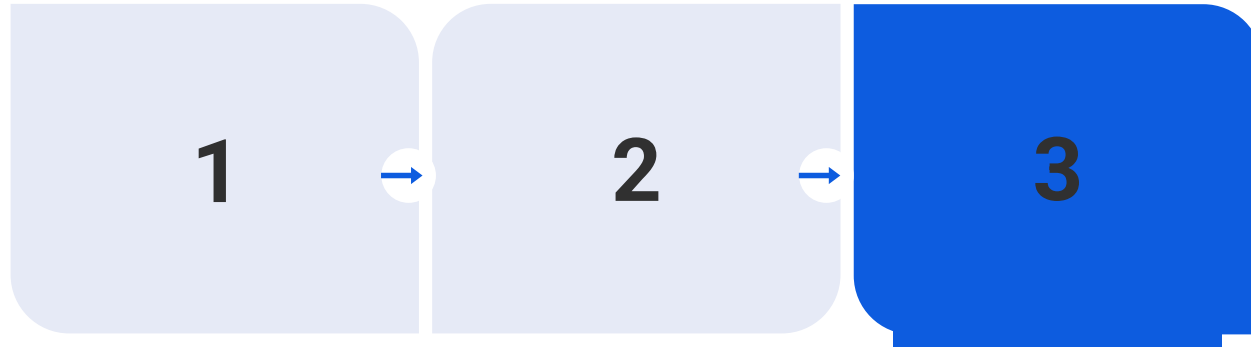


Adult Reaction - BIP

For each, be clear and specific:	Student: Looks like and sounds like	Adult: Response and positive, proactive support	Adult: Actions to avoid	Environmental supports and accommodations
Calm, engaged				
Agitation/Slight dysregulation				
Dysregulated				
Crisis/Behavior that is danger to self or others				
Recovery/Return to Calm				

Learning Objective #3

Parent and family input during the FBA process



Parent FBA Input

Family involvement is critical in the FBA process. It ensures that the FBA is comprehensive, culturally responsive, and contextually accurate.



Understanding the Behavior In Context

Parents and family members can provide:

- Descriptions of the behavior across settings (home, community)
- Patterns or triggers that may not be evident in school settings



Developmental and Medical History

Families can share:

- Relevant medical, psychological, or developmental information
- Past interventions and their outcomes
- Cultural factors that may influence behavior



Values and Priorities

Family input helps align the FBA and subsequent BIP with:

- Family goals and expectations
- Cultural beliefs and practices
- Preferred strategies for behavior support



Collaboration and Buy-In

When families are involved:

- They're more likely to support and reinforce strategies at home
- Trust and collaboration are fostered between school and home
- It increases the likelihood of successful implementation of the BIP



Wrap Up on 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



Q & A



Survey

Please take a few minutes
to respond to the follow
up survey!

[Survey Link](#)



Contact Information



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The Functional Behavioral Assessment Statewide Coordinator (CFDA# 84.027A) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this material and for the continued support of this federally funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

Resources!

Wisconsin DPI Resources

- [College and Career Ready IEP](#)
- [Culturally Responsive Problem Solving](#)
- [DPI FBA Webpage](#)
- [Bulletin 21.01: Special Education Evaluation](#)
- [Bulletin 14.02: Manifestation Determination](#)
- [Bulletin 23.01: Providing Positive Behavioral Intervention and Supports...](#)

