

Functional Behavioral Assessment

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Agenda



Information Update Bulletin 23.01

Providing Positive Behavioral Interventions and Supports to Students with Disabilities and Use of Functional Behavioral Assessments

- Positive Behavioral Interventions and Supports
- Behaviors that interfere with learning of self or others
- Functional Behavioral Assessment
- Documentation in the IEP

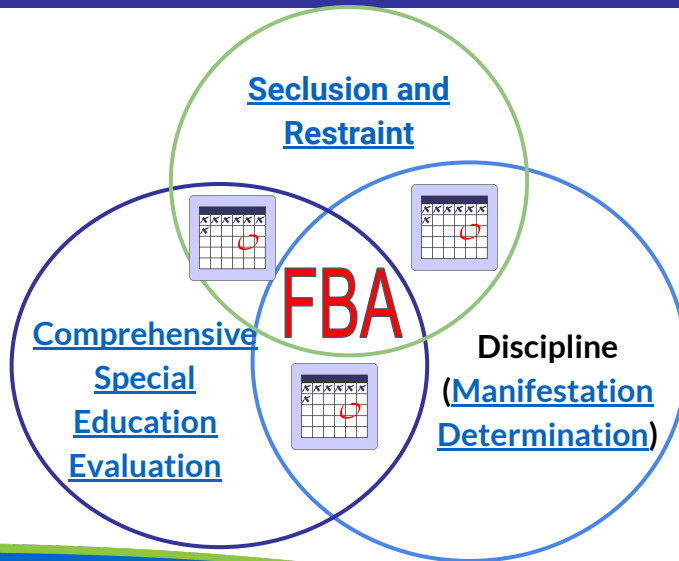


Why Is This So Complicated (Federally)?

- Legal information mainly limited to case law or federal legislative advocacy
- 31 states with legislation or regulations that exceeds IDEA
- “Minimal national requirements” (manifestation determination to consider disciplinary change of placement only)
- No definition of FBA or BIP

Zirkel, P. [State Laws for Functional Behavioral Assessments and Behavior Intervention Plans](#) (NASP Communique Volume 45, Issue 3. November 2016)

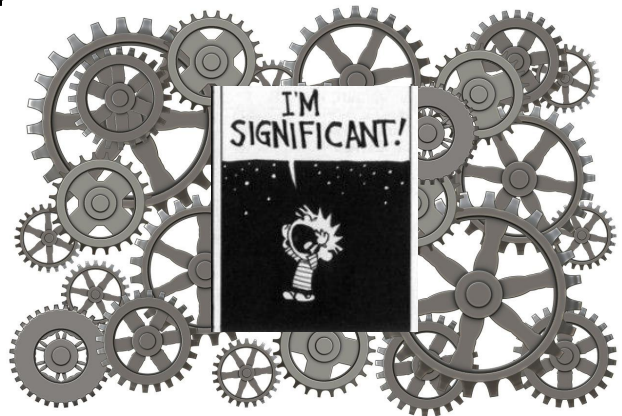
Why is this so Complicated (WI)?

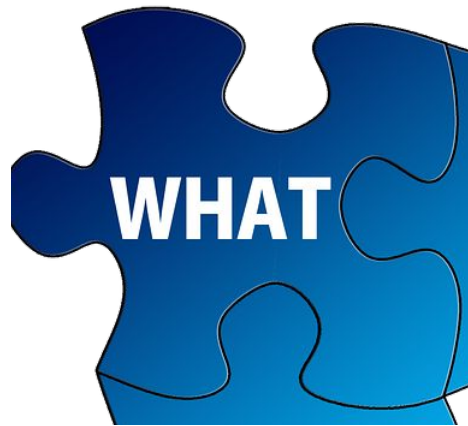


Why Is This So Complicated?

Not listed on previous 2 slides:

- Equity
- Disproportionality
- Trauma
- Mental Health
- Safety
- etc...



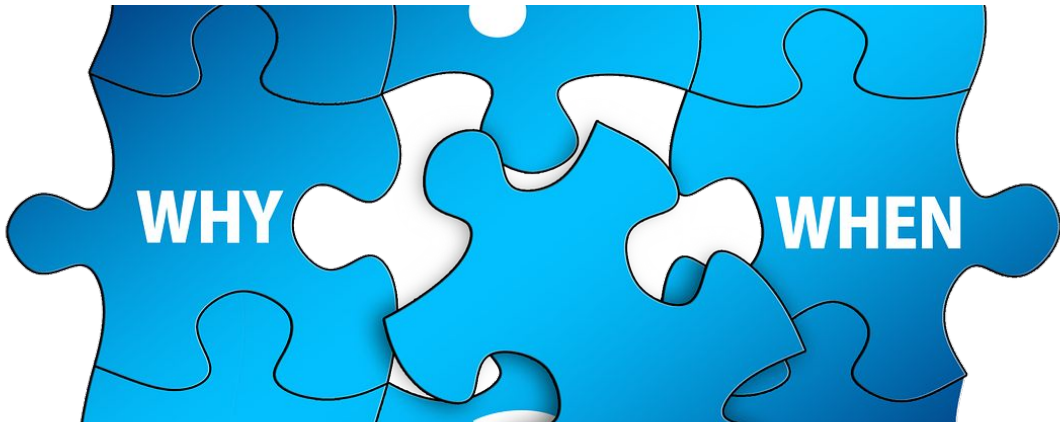


What is an FBA?

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

**1. What is
your
definition of
an FBA?**

A grey thought bubble with a white outline is positioned to the right of the main text. It contains the question "1. What is your definition of an FBA?" in bold black text. The bubble has a main large cloud-like shape and two smaller circles leading to it from the bottom left.



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

2. When is an FBA legally required?

Seclusion and Restraint

When a student with an IEP is secluded or restrained for a second time in a school year, the student's IEP team must reconvene within 10 school days after the incident. The IEP team must review the IEP to ensure it contains appropriate positive behavioral interventions and supports that must be based on a functional behavioral assessment of the behavior of concern. Does the IEP team need to conduct a reevaluation that includes an FBA within 10 school days?

[FAQ about the Use of Physical Restraint and Seclusion in Public Schools Under Section 118.305, Wis. Stats.](#)

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.



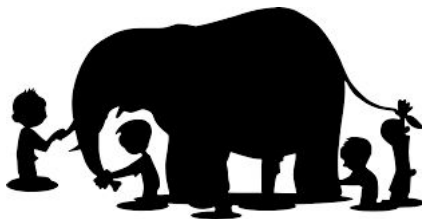
The Elephant in the Room



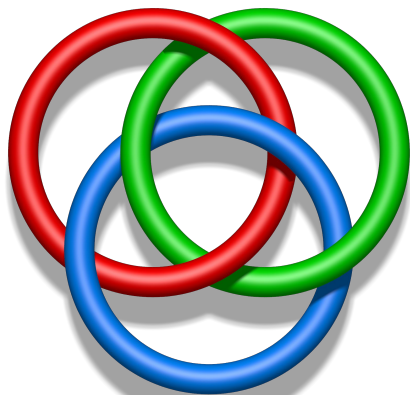
Does conducting a functional behavioral assessment (FBA) for a student already receiving special education services through an IEP require the same procedures as when conducting a special education initial evaluation or reevaluation?

As Part of an Evaluation

Yes. An FBA is considered part of an initial or reevaluation when the purpose of the FBA is to determine the nature and extent of a student's special education services or to determine initial or continued special education eligibility, even if it is determined that a new or updated FBA is the only assessment needed at that time.



What about as part of RTI/PBIS (and not IDEA)?



Three main things to consider:

1. Intent / likely outcome
2. Parent/Student Rights (Procedural Safeguards)
3. Child Find Obligations

Positive Behavioral Interventions and Supports

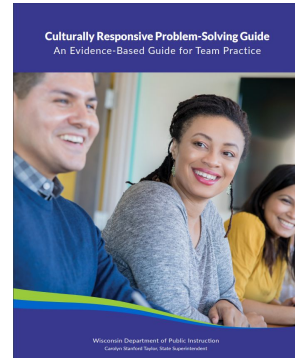
IDEA requires IEP Teams consider the use of positive behavioral interventions and supports to address *behaviors that interfere with a student's learning or the learning of others*.

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

4. Why else might an FBA be conducted?

Culturally Responsive Problem-Solving

- The [Culturally Responsive Problem-Solving Guide](#) helps educators honor cultural backgrounds and remain committed to supporting students through anti-bias frameworks.
- It provides strategies within culturally relevant decision-making processes to help adults examine their own implicit biases.



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.

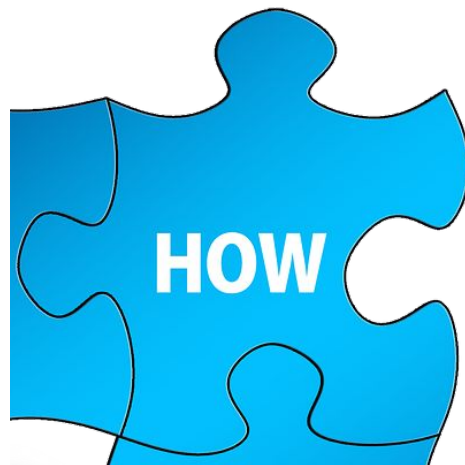
Inclusive Strategies to Address Behavioral Needs for Students with IEPs

Adults must:

- Examine biases and beliefs about student behavior
- Build and cultivate relationships with students
- Develop a positive and proactive approach
- Develop a hypothesis about the root cause(s) or function(s) of why



[Inclusive Strategies to Address Behavioral Needs for Students with IEPs](#)



How is an FBA Conducted?

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**.

Addressing Bias in a Comprehensive Special Education Evaluation

Disability identification, IEP development and provision of special education services is a problem when either or both of the following conditions are met:

Special education services are not what the student needs:

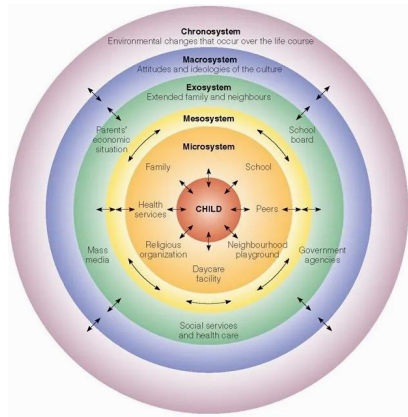
Incorrect identification → inappropriate/unnecessary SE services → unmet needs → poorer performance + disengagement from school

Special education services are ineffective:

Services that do not work = prolonged difficulties for students and further limit their access, engagement, and progress toward meeting age and grade level expectations

[Addressing Bias in a Comprehensive Special Education Evaluation](#)

How is an FBA Conducted?



Bronfenbrenner's Ecological Systems Theory

How is an FBA Conducted?

THE RIOT / ICEL MATRIX

	REVIEW	INTERVIEW	OBSERVE	TEST
INSTRUCTION				
CURRICULUM				
ENVIRONMENT				
LEARNER				

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?

- 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)

What are the Steps in Conducting an FBA?

3. **Identify likely 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?

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 attributions of behavior
- Be Trauma Sensitive



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
 - Supplementary Aids and Services
 - Related Services
 - Program Modifications and Supports for School Staff



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 or crisis intervention strategies
 - other, as determined by the IEP team
- A BIP is required when a manifestation determination is conducted and it was determined the conduct was a manifestation.
- If created, it must be clearly documented in the IEP that there is a BIP attached

Moving Forward

Functional Behavior Assessment Planning and Discussion Worksheet



Q & A



