NEBRASKA
TECHNICAL ASSISTANCE PROJECT

PART B

SPED
SPECIAL EDUCATION

NDE GUIDANCE DOCUMENT

Supporting the Behavioral Needs of Children with Disabilities

Sept **2022**

NDE Guidance Document

This document is intended be guidance to support children with disabilities who exhibit behaviors impacting learning. It includes federal and state requirements and best practices for supporting students. While there is an emphasis on the needs of children with disabilities, the best practices are applicable to all children whose behavior interferes with the learning of self or others.

Topics Covered:

Behaviors Occurring Prior to Referral to Special Education

Interventions are important prior to making a referral to special education services as a student's needs often can be in the regular education program. All schools should have positive behavioral intervention and supports (PBIS) as part of the multi-tier system of supports (MTSS) available for all students to help create a positive school climate, provide consistent and clear behavioral expectations to students and parent, and to help prevent behaviors from escalating.

This is punctuated by Rule 92 NAC 51-006.01B, which indicates a general education student assistance team (SAT) or comparable problem-solving team will meet to determine how to address a student's needs through intervention strategies prior to referral. Whenever all viable alternatives are explored, a referral will then be made for a multidisciplinary evaluation for special education. Guidance on developing and implementing PBIS can be found (here).

In cases where a team has reason to suspect a child has a disability and requires special education services, they must refer the student for an evaluation. If behavioral interventions have not been provided prior to referral, interventions should be attempted during the evaluation process to help the team determine the level of supports needed (e.g., general education, special education, related services, etc.).

Children with Disabilities and MTSS Interventions

Children who receive special education services are general education students first and foremost. If a child with special education services demonstrates a need for behavioral supports, the IEP team should consider the least restrictive environment needed for the child to make progress in the general education setting. This means decisions regarding interventions and strategies utilized are individualized.

Teams should consider whether the universal strategies (i.e., tier I) for all students are sufficient or need to be addressed. If the Tier I strategies are in place and do not need to be addressed, the team should consider the level of intervention and the provider needed for the student to make progress. The student may be successful with tier II or tier III interventions provided by general education staff and not need special services to address behavioral concerns. In such cases, this should be documented on the student's present levels of performance related to social-emotional or behavior functioning.

As with all interventions, intervention providers should collect progress monitoring data. It is important that intervention providers communicate regarding the student's progress monitoring data and collaborate with the student's special education team, not only for consistency in how the team supports the student, but also to help the team determine if more intensive interventions/ services are needed to ensure student progress. If a student needs special education services or related services to address behaviors, those services must be documented on the IEP and goals should be reasonably calculated to see meaningful progress.

When must behaviors be addressed in an IEP?

Per 34 CFR 300.324, In the case of a child whose behavior impedes the child's learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Federal guidance also indicates where necessary to provide free and appropriate public education (FAPE), IEPs must include consideration of behavioral needs in the development, review, and revision of IEPs. IEP Teams must consider and, if necessary to provide FAPE, include appropriate behavioral goals and objectives and other appropriate services and supports in the IEPs of children whose behavior impedes their own learning or the learning of their peers.

See the following resources related to FAPE:

- Questions and Answers (Q&A): IDEA Funding & U.S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1. -- December 2017 (PDF)

- Center on PBIS | Resource: An Overview of Endrew F.: Implications for Student Behavior

IEP teams should always document options considered when addressing behaviors on the prior written notice. This helps provide notice to parents, clarity to team members, and evidence of team discussions.

What is a functional behavior assessment (FBA)?

An FBA is an evaluation process that searches for a reason for a child's behavior. It is a systematic approach that involves information gathering and data collection to help analyze the relationships between antecedents, behaviors, and consequences to determine when a behavior is more likely to occur and to keep occurring.

Nebraska's Rule 51-003.26 provides a definition of FBA. "Functional behavioral assessment means the process of gathering information that may be used to maximize the effectiveness and efficiency of behavior support (direct observation must be included). It involves a description of the problem behavior, the identification of antecedents which occasion the behavior and consequences which maintain it, the function the behavior serves (e.g., attention, communication, task avoidance), and the selection of alternative behaviors which will provide the same function."

When should an IEP team consider an FBA?

An FBA is often completed before a behavior intervention plan is developed to make sure interventions and strategies will have a higher likelihood of success. Teams should consider an FBA when simple strategies, accommodations, or interventions are not successful in remediating behaviors that interrupt learning or if a student is demonstrating dangerous behaviors, pervasive and complex behaviors, and behaviors significantly impacting learning.

An FBA should be considered when behavior is impeding the learning of the student or the learning of others. However, an FBA is required to be completed or an existing FBA must be reviewed in order to determine if an update is needed when behaviors leading to disciplinary removal/change of placement are determined to be a manifestation of the child's disability (34 CFR 300.530(e)-(f); 92 NAC 51-016.02F). In such cases, if an FBA was recently completed, ensure that the functional behavior assessment addressed the behavior(s) that lead to discipline action. If the behavior was not addressed or there have been changes that may impact the reliability of the previous FBA, it is recommended the FBA be updated to investigate the behaviors in question.

Team should consider an FBA when:	Teams are required to complete an FBA (or review an existing FBA) **when:**
• Behavior leads to removal from the educational setting through in-school suspension (ISS), out-of-school suspension (OSS), or expulsion • Chronic behaviors are impeding the child's learning, impacting LRE and FAPE • The child exhibits dangerous behaviors (e.g., self-injurious, risky, elopement, etc.), or behaviors are pervasive and complex.	• Behaviors leading to disciplinary removal/ change of placement are determined to be a manifestation of the child's disability.

Is a parent consent required before completing an FBA?

An FBA is considered an evaluation. Therefore, written informed parent consent is required prior to beginning an FBA.

Who can complete an FBA?

There are no regulations that indicate what professional role can complete this evaluation process. However, an FBA should be completed by a school team and led by someone trained in the functional behavior assessment evaluation process and in understanding behavior (e.g., board certified behavior analyst (BCBA), school psychologist, behavior specialist, or school counselor).

What does an FBA include and how is it completed?

While there is no one set way that an FBA must be completed, per Rule 51 sect. 003.24, it involves a description of the problem behavior, the identification of antecedents which occasion the behavior and consequences which maintain it, the function the behavior serves (e.g., attention, communication, task avoidance), and the selection of alternative behaviors which will provide the same function.

Terms	Description of terms	Example
Description of the problem behavior	It should be clear enough that an observer would be able to clearly identify the behavior, what it includes, and what it does not include.	Physical aggression- gestures or potential harmful actions towards others that includes hitting, pinching, kicking, biting, throwing objects, hair pulling, and spitting. It does not include verbal threats.
Antecedents which occasion the behavior	The things that happen before the student displays or is likely to display the problem behavior. It includes activities, setting events (e.g., physical characteristics, social-emotional state, environment, routines, etc.) and interactions.	Antecedents occurring before child's physical aggression: • Math independent work • Reading class assignment work Setting events: • Student arriving late to school • Lack of breakfast; hunger
Consequences which maintain the behavior	The actions, events, and interactions that happen after the behavior.	Consequences likely to maintain physical aggression: • Ms. Teacher approaches student and is in close proximity • Prompts to keep working on non-preferred activities • Loud talking and high verbal response from teacher

Terms	Description of terms	Example
Function the behavior serves	The reason for the student's behavior. The reason is categorized as either trying to obtain/access or avoid/escape • Attention • Task • Item • Sensory	The child becomes physically aggressive to escape work and access teacher attention when child is asked to complete work that is perceived as too difficult.
Alternate behaviors which serve the same function	Appropriate behaviors that "replace" the problem behaviors and addresses the reason why the student was behaving before.	Child completes abbreviated work then takes a 2-minute break. Student may use card to ask for teacher attention three times during the assignment.

The IEP team should determine if a simple brief FBA will be sufficient to determine the function of the child's problem behavior or if a comprehensive FBA that includes direct assessment is needed. A brief version is more appropriate for simple, high frequency behaviors that are not dangerous. It includes a gathering of existing information (e.g., review of records, any past data collected), interviews (i.e., parent, teacher, and if appropriate, a student interview), and indirect observations (e.g., rating forms, checklists).

A comprehensive FBA includes all those components and direct data collection through observations and data recording methods. This is a more in-depth evaluation and is appropriate when a student has complex behaviors that occur in multiple settings or throughout the day, if the behaviors are significantly disrupting learning (e.g., leading to class removals, loss of instructional time, change of placement or LRE), and/or if the behaviors are a danger to self or others. In both cases all the gathered information is analyzed to identify the antecedents that make it more likely for the behavior to occur, the consequences that are most likely to keep the behavior occurring, and the reason for the behavior (i.e., the function).

Type of FBA:	Appropriate When:	What is included:
Brief (indirect)	• High-frequency behaviors that are not dangerous	• Informed consent for evaluation • Problem behavior identification and definition • Data collection: 　» Review of records 　» Informal or formal interviews 　» Indirect observations • Analysis of gathered information • A hypothesis regarding the function of the behavior
Comprehensive (direct)	• Dangerous behaviors, • Pervasive and complex behaviors, • Behaviors significantly impacting learning	• Informed consent for evaluation • Problem behavior identification and definition • Data collection 　» Review of records 　» Informal or formal interviews 　» Observations 　» Data recording sheets • Data analysis • A hypothesis regarding the function of the behavior

FBA Process

While there are no set required steps for an FBA, the following can be used as guidance as a process to complete FBAs:

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Determine the need for an FBA and obtain consent	Plan out how the FBA will be completed	Collect information and data	Analyze collected information and data	Hypothesize function	Write Summary	Develop behavior intervention plan (BIP) if needed

Step 1: Determine the need for an FBA and obtain consent

➤ Multidisciplinary team (for students with disabilities, this is typically the IEP team) meets to determine if an FBA is needed to address the student's challenging behavior

- Propose a plan for the FBA (what information will be collected)
  » Brief FBA/ Indirect plan
    › Record review
    › Interviews
    › Indirect observations/ checklists/ rating scales

- Comprehensive FBA/ Direct Assessment plan
  » Record review
  » Interviews
  » Indirect observations/ checklists/rating scales
  » Direct observations
  » Data collection

➤ An FBA is considered an evaluation; therefore, informed written parent consent is required before one can be initiated.

- Districts should identify to staff how parent consent for an FBA will be documented
- Informed parent consent includes:
  » Reason for the evaluation
  » Description of FBA process that will be completed

Step 2: Plan out how the FBA will be completed

➤ Define the behavior
➤ Determine data collection/ information gathering plan

- Interviews
  » Who will be interviewed
  » Who will conduct interviews
  » Structured versus unstructured interview format

- Record review plan
  » Who will complete
  » What will be reviewed

- Determine data collection plan (who and how)
  » Type of data collection
  » Number of observations or data points needed
  » How long the data will be collected
  » Who will collect the data
  » Where (what settings) will the data be collected

Step 3: Collect information and data

➤ Review of records provides a summary of the student's history, patterns, response to previous interventions, etc. Records that may be included are:

- Attendance
- Academic information
- Medical history
- Education history
- Past evaluation data
- Past behavior strategies/ plans
- Disciplinary history

➤ Interviews can be structured (with questions determined prior to meeting), semi-structured (e.g., questions prompt discussions but with more flexibility than structured interviews), or unstructured (information gathering with no set questions). Below are some resources for semi-structured and structured interviews.

- Parent: IRIS | Page 6: Collect Data: Interviews and Rating Scales (vanderbilt.edu)
- Teacher- Resource: Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff (includes questions related to setting events)
- Student- interviews should include a reinforcement inventory
  » IRIS | Page 6: Collect Data: Interviews and Rating Scales (vanderbilt.edu)s
  » PBISworld: Forced-Choice-Reinforcement-Menu (pbisworld.com)

➤ Interviews and record reviews should determine the best way to document observed behaviors and the best time of day to complete the observations. Use information collected through interviews to help determine observation and data collection methods.

➤ Indirect observations: information gathered from others about the child's behaviors, including:

- Informal checklist or ratings regarding behavior, social-emotional functioning, or academic skills
- Normed behavior or social emotional rating scales (e.g., BASC-2, BESS, anxiety scales, social skills)
- Narrative summaries describing what the teacher observes in particular settings

➤ Direct observation: in-person observation of the student to record the frequency of behaviors (how often behaviors occur), duration (the length of time behavior occurs), and intensity of behaviors (how severe the behaviors are).

- Where:
  - » Observations should take place in settings where behaviors are likely to occur and when they are not occurring.

- How many observations:
  - » At least two 15–20-minute direct observations
  - » Need to have data for at least 5-10 incidents of problem behaviors

- Examples of direct observation methods:
  - » ABC data chart documents observed relationships of antecedents, behaviors, and consequences.
    - › Video: IRIS | Behavior: Conduct an A-B-C Analysis – Video (vanderbilt.edu)
    - › Form: IRIS ABCform (vanderbilt.edu)
  - » Environmental observation: observation that documents factors within an environment when the behaviors occur (e.g., noise level, activity, proximity to others, routines, lighting, etc.).
  - » Time sampling: observer has a pre-determined behavior description and records when the behavior occurs within the specific time intervals (e.g., records whether the behavior occurs every 15 seconds within a 10- 20-minute observation)

- Resources:
  - » Video resource from IRIS center: IRIS | Page 7: Collect Data: Direct Observations (vanderbilt.edu); includes pdf and Word documents to download for data recording
    - › ABC analysis
    - › Duration
    - › Latency
    - › Event recording
    - › Interval
  - » Behavior Progress Monitoring Tools Chart (intensiveintervention.org)
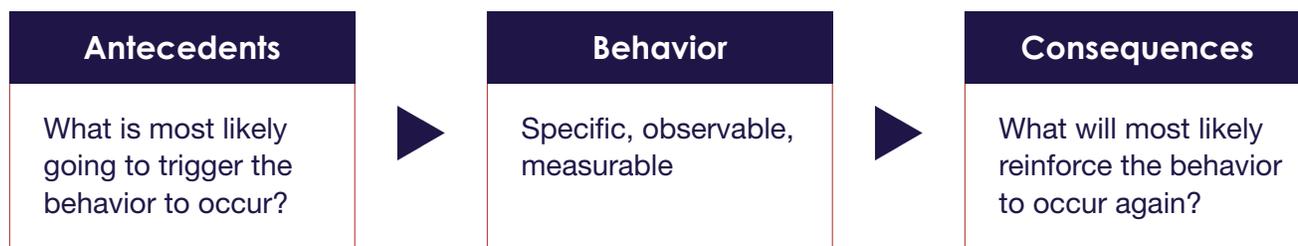
Step 3: Collect information and data (continued)

➤ Data recording sheets (to record frequency, duration, and intensity of behaviors)

- Event sampling – observe target behaviors and record the count (frequency) of the behavior within a specific setting or timeframe
- Duration sampling— record length of time behaviors occurs (start time to end time), this will help identify the range behavior durations (e.g., one to five minutes) and average behavior durations
- Direct behavior rating- observe behavior for a specific amount of time and then rate behaviors on a pre-determined scale
  - » Direct Behavior Rating Overview | National Center on Intensive Intervention
  - » University of Connecticut Home | Direct Behavior Ratings (uconn.edu)
    - › Information for Parents and Professionals | Direct Behavior Ratings (uconn.edu) – includes forms to use
    - › Example form: Microsoft Word - V 1.4 DBR Standard Form with 3 Standard Behaviors.doc (uconn.edu)
    - › Blank version: Microsoft Word - V 1.3 DBR Standard Form - Fill-in Behaviors.doc (uconn.edu)

Step 4: Analyze collected information and data

➤ Identify key findings from interviews, record reviews, and rating scales. Include:

- Patterns
- Significant concerns
- Potential triggers
- Variables that influence behavior (e.g., sleep patterns, medication, health, etc.)

➤ Identify settings (locations) where the behavior is likely to occur and least likely to occur

- Who was present
- What was occurring

➤ Identify activities or actions (class subject, tasks, events) that most often preceded behaviors and least often proceeded behaviors

- Who was present
  - » Adult(s)
  - » Other students (large group, small group, particular student)
- What was occurring most often before the behavior occurred?
  - » Activity (type of activity, structured or unstructured, task demands)
  - » Environmental conditions (lighting, noise level, spacing)
  - » Preceding behaviors (what other behaviors occurred before the target behavior)
  - » Proximity to others (adults and peers)

Step 4: Analyze collected information and data (continued)

➤ Identify what occurred that prevented the target behavior (e.g., antecedents and consequences that made it unlikely for the behavior to occur).

- Adult reactions
- Peer reactions
- What happened with the child in question

Antecedents	Behavior	Consequences
What is most likely going to trigger the behavior to occur?	Specific, observable, measurable	What will most likely reinforce the behavior to occur again?

➤ Where and when is the behavior the most intense, frequent, or prolonged?

➤ Where and when is the behavior least likely to occur?

Step 5: Hypothesize function

➤ Based on the analysis determine whether the student is attempting to get/obtain something or escaping/avoiding something:

- Tangibles
- Activities
- Attention/ specific people
- Environmental condition (sensory)

Obtain
- Item
- Attention
  - Adult
  - Peer

Avoid
- Task or Activity
- Sensory
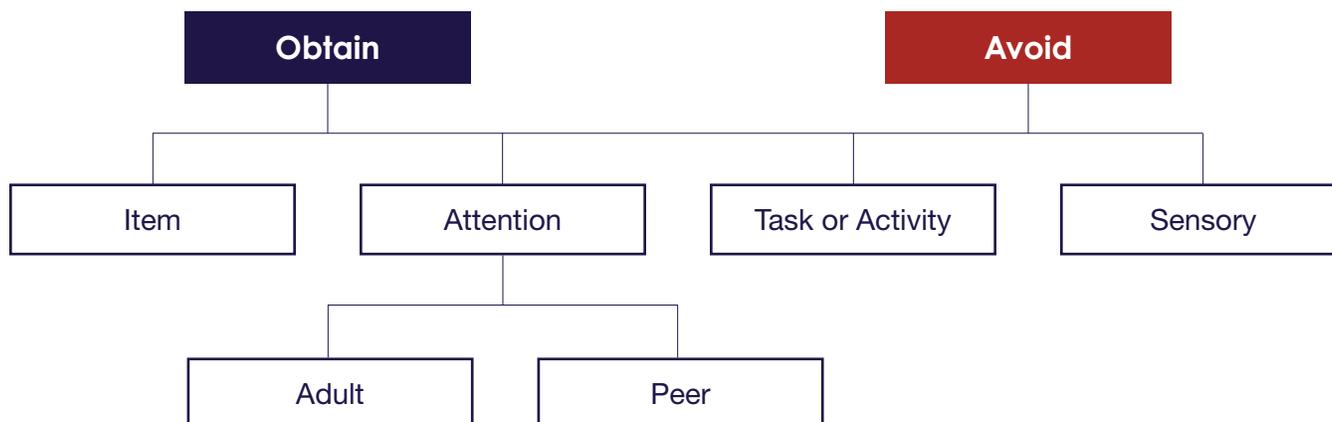
Step 6: Write Summary

➤ Provide a written summary of the evaluation components and the findings.

➤ Include:

- Definition of the problem behavior
- Summary of each type of data collected.
- Summary of identified patterns that indicate when the behavior is likely to occur and what was found to maintain/ decrease behaviors
- What was done by who and when
- Summary of each completed element (e.g., records review, interview, observations, and data recording sheets)
- Graphic representation of observed problem behavior (if applicable)
- Summary of identified patterns that indicate when the behavior is likely to occur and what was found to maintain/ decrease behaviors
- Final hypothesis of the function of the behavior
- Suggested replacement behaviors (i.e., behaviors you want the student to display instead of the problem behavior)

➤ Resource: NDE Model FBA Report (Appendix A)

Step 7: Develop behavior intervention plan (BIP) (if it is determined to be needed)

➤ Develop a BIP based on the findings of the FBA (see section on BIP below)

➤ Implement the BIP

➤ Progress monitor behaviors (the data collected through the FBA provides baseline data of problem behaviors)

➤ Monitor fidelity of implementation (create fidelity form)

➤ Review plan on a regular basis

➤ Revise plan based on progress/lack of progress

What are some additional resources for FBAs?

Parent resources

- What is a Functional Behavioral Assessment and How is it Used? An Overview for Parents (pacer.org)

Self-learning

- IRIS | Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan (vanderbilt.edu)

- IRIS | Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (vanderbilt.edu)

- IRIS | Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions (vanderbilt.edu)

- Course: Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP): 4 Part Series (cestap.org)

- Center on PBIS | Video: [Session J2] PBIS Forum 2020: Comprehensive FBA/BIP Practices for Tier 3 (includes Direct Behavior Rating data collection)

- Center on PBIS: Considerations for Conducting Virtual Functional Behavior Assessments & Behavior Intervention Plans (FBAs & BIPs)

- Center on PBIS: Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide

- Center on PBIS: Practical Functional Behavioral Assessment Training Manual for School-Based Personnel

- Behavior Support for Intensive Intervention | National Center on Intensive Intervention : NCII, through a collaboration with the University of Connecticut and the National Center on Leadership in Intensive Intervention and with support from the CEEDAR Center and PBIS Center, Training modules

  » **Module 1:** Behavior Theory 1
  » **Module 2:** Behavior Theory II
  » **Module 3:** Antecedent and Instructional Strategies
  » **Module 4:** Consequence Strategies to Increase Behaviors
  » **Module 5:** Consequence Strategies to Decrease Behaviors
  » **Module 6:** Defining, Measuring and Monitoring Behaviors
  » **Module 7:** Data-Based Decision Making
  » **Module 8:** Intensifying Behavioral Interventions

When should an IEP team consider a behavior intervention plan (BIP)?

IEP teams must consider Information obtained through the student's evaluation and ongoing present levels of performance (i.e., social-emotional functioning, behavior) to help determine what special factors the team needs to address. Behavior is identified by state and federal regulations as one of the required special factors teams must consider for each child with a disability. As mentioned previously, per IDEA (§300.324 (a)(2)(i)), "In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior." The decision on whether a BIP is needed to address the behaviors impeding learning should be made on a case-by-case basis.

Examples of times when a BIP may be appropriate include when a behavior leads to disciplinary removal from the educational setting or chronic behavior impacts the student's least restrictive environment (LRE).

A BIP may be required:

- Federal and state procedural safeguards for discipline of students with disabilities requires IEP teams to conduct an FBA (or reviewing an existing one) and implement a behavior intervention plan when a student's conduct leading to a change of placement is determined to be a manifestation of the student's disability. For further information regarding this requirement see NDE's Manifestation Determination Q&A.

IEP teams should always document options considered when addressing behaviors on the prior written notice. This helps provide notice to parents, clarity to team members, and evidence of team discussions.

What is a behavior intervention plan (BIP) and what should it include?

A behavior intervention plan (BIP) is a **formal** action plan which defines how an educational setting/ strategy will be changed to improve the behavioral success of the student.

If an FBA was completed prior to the BIP, the data obtained in the FBA should help shape each component of the BIP. Interventions and strategies should address the function (i.e., motivating cause) of problem behaviors.

Components	Description of terms
Defined problem behavior	One to three behaviors to extinguish or reduce. Description of behaviors that would make it possible for anyone to observe and clearly identify if the student is displaying the behaviors of concern. **Descriptions include:** 1. Actions seen and/or heard 2. Actions that could be replicated by a stranger 3. Duration 4. Frequency 5. Intensity/ degree 6. Examples and non-examples
Replacement behaviors	Acceptable behaviors the intervention plan teaches the child. The replacement behavior should be clearly defined, meet the need or the function of the problem behavior, and are age-appropriate behavior with age-appropriate level of success as the target
Setting event interventions	Setting events are the things that happen outside of the immediate routine that commonly make the problem behaviors more likely or worse (e.g., lack of sleep, hunger, etc.). Setting event interventions decrease the effect of the setting events and therefore decrease the likelihood of the problem behavior.
Antecedent interventions	Strategies and interventions that prevent problem behavior and prompt desired behavior. These should respond to the identified function of the student's behavior
Teaching/ behavior interventions	Interventions and strategies to teach the replacement behavior

Components	Description of terms
Consequence strategies	Strategies to make problem behaviors ineffective (to meet the function of the behavior) and the plan to reinforce replacement/desired behaviors
Crisis plan	A crisis plan is only included for children who demonstrate a risk of harm to self or others. It is an action plan of how staff should respond when a child demonstrates unsafe behavior, and any child specific information that staff should be aware of to help de-escalate the situation.
Fidelity review plan	A plan that identifies who and how the BIP will be monitored to ensure it is being implemented as designed.
Progress monitoring/ data collection plan	Regularly scheduled data collection plan to monitor the frequency, intensity, and duration of identified problem behaviors and replacement behaviors.

Progress monitoring: A BIP should define the progress monitoring tools, frequency, and the person who will collect the data.

Do	Don't
Have a plan to continue to collect data (who, when, how often, how).	Collect data for the sake of collecting data.
Review the data on a routine basis to identify any trends that need to be addressed.	Wait until someone requests a meeting to review it.
Provide parents with progress reports.	React too quickly without giving time for the intervention to work.
Use the data to make decisions for revisions.	

Even with strong data collection, collaboration, and thoughtful planning the BIP may not be entirely effective the first time.

Give it some time (3-4 weeks unless at a crisis level during that time). It is a plan for improvement, not a magic wand.	Fidelity and consistency are key.	The progress monitoring data enables the team to make revisions based on what is and is not working.

How often should a BIP be reviewed?

BIPs can be considered to be a part of a student's IEP. Therefore, they should be reviewed at least annually to determine if any revisions are needed or if the student is ready to exit the plan.

A team may determine more frequent reviews are needed to monitor plan implementation, need for revisions, and effectiveness. For example, if a student's behavior leads to an emergency situation (risk of harm to self or others) the team may want to meet to proactively plan out how to prevent future emergencies from occurring. Or, after the team gives adequate time for an intervention to be implemented (e.g., 3-4 weeks), a student continues to demonstrate problematic behaviors, the team should meet to discuss why this may be occurring and make revisions to address implementation needs.

What should the team review when determining if a BIP is effective?

To prepare for this review, teachers should have a summary of collected data on the child's progress (i.e., if they have decreased in frequency, intensity, or duration of the problem behavior and increased replacement behaviors); plan implementation fidelity data (e.g., checklist data focusing on observed intervention implementation); data on any new behaviors that impede progress in the educational setting. Consider how to present the data in a way that is easy for team members to understand (e.g., graphs, charts, visual displays).

Prepare

- Problem behavior data
- Replacement behavior data
- BIP implementation fidelity data
- Data on any new problem behaviors

What should the team do if the student is not making progress?

The IEP team should use collected and prepared data to help determine reasons why the student is not making progress. If the team lacks data, collect information as soon as possible to help make informed decisions. There are many reasons why the child may not be making progress.

- Possible BIP implementation fidelity issues:
  » The team needs more training and/ or coaching
  » It is not realistic for the teacher or staff to implement it consistently

- Possible intervention issues:
  » The intervention doesn't address the reason (i.e., function) of the behavior
  » The intervention is not age or developmentally appropriate for the child
  » The child needs more explicit teaching to learn replacement behaviors
  » The reinforcement strategies or schedules are not motivating to the child
  » There are other motivating reasons the child continues to demonstrate the problem behavior

After determining possible reasons for the lack of progress, make appropriate next steps (e.g., staff BIP training, intervention adjustments, plan revisions). Document changes in the plan along with the reasons for the change in the plan and when appropriate, on the prior written notice to parents.

Appendix A: Model Functional Behavior Assessment Report

THE FOLLOWING PAGES ARE REQUIRED FOR EACH STUDENT

Student:

School:

Grade:

Date of Meeting:

DOB:

Age:

Check if applicable:

☐ special education services

☐ 504 plan

If special education services or 504 plan, list disabilities:

Provide a summary of the results from the completed Functional Behavioral Assessment (FBA) below and any relevant documents.

Target Behavior(s) and Definition (i.e., the behavior which is impeding learning in observable and measurable terms)

Click or tap here to enter text.

Sources of Information

☐ Records review

☐ Interviews-school staff

☐ Interviews-parents

☐ Interviews-student

☐ Direct observations

☐ Data Collection

☐ Other: Click or tap here to enter text.

Type of data collected on the behavior

- [ ] Frequency (total #)
- [ ] Duration
- [ ] Time sampling

- [ ] Intensity (direct behavior ratings)
- [ ] Rate (frequency/time)
- [ ] ABC chart

Record Review Summary

Click or tap here to enter text.

Interview(s)

Person Interviewed/ Role:	Completed by:	Date:
Person Interviewed/ Role:	Completed by:	Date:
Person Interviewed/ Role:	Completed by:	Date:

Summary of Interviews:

Model Functional Behavior Assessment Report

Indirect Observations (provide a summary of information collected and findings)

Click or tap here to enter text.

Direct Observations

Observation 1	Date:	Duration:	Setting:	Completed by:
Observation 2	Date:	Duration:	Setting:	Completed by:
Observation 3	Date:	Duration:	Setting:	Completed by:

Summary of observations:

Data Collection Results

Date:	Type of data collected:	Setting:	Time frame:	Summary of data:
Date:	Type of data collected:	Setting:	Time frame:	Summary of data:
Date:	Type of data collected:	Setting:	Time frame:	Summary of data:
Date:	Type of data collected:	Setting:	Time frame:	Summary of data:
Date:	Type of data collected:	Setting:	Time frame:	Summary of data:
Date:	Type of data collected:	Setting:	Time frame:	Summary of data:

Model Functional Behavior Assessment Report

Average Duration	Average Intensity	Average Frequency	Other

Settings/ antecedents in which behavior is likely to occur:

Consequences of the behavior that may reinforce behavior (make it more likely to maintain):

Summary of data analysis:

Other Information Collected (provide a summary of any other information collected and description of findings)

Click or tap here to enter text.

Hypothesized Functional of the Behavior

☐ Obtain/ Access
☐ Item:
☐ Task/activity:
☐ Attention:
☐ Sensory/communication:
☐ Other (e.g., mental health, health, etc.)

☐ Escape/ avoid
☐ Item:
☐ Task/activity:
☐ Attention:
☐ Sensory/communication:
☐ Other (e.g., mental health, health, etc.)

Recommended Replacement Behavior(s)

Click or tap here to enter text.

Appendix B: Model Behavior Intervention Plan

Last name:

First name:

Gender: **Age:**

Birth day:

Date:

Grade:

Check if applicable:

☐ special education services

☐ 504 plan

If special education services or 504 plan, list disabilities:

Problem Behavior(s) to Address
(The description should include frequency, location, intensity, and duration of behaviors)

Behavior	Description	Function (if FBA completed)

Describe any circumstances in which this problem behavior is likely to occur

Antecedents:

Setting Events:

Reactions to behaviors:

Problem Behavior(s) to Address
(The description should include frequency, location, intensity, and duration of behaviors)

Behavior	Description	Function (if FBA completed)

Prevention Strategies and Interventions
(e.g., visual boundaries, materials available, organization systems, written/picture schedule, one-step directions, copies from notes instead of board, pre-requisite skills are being targeted, reinforcement systems)

Antecedents (environment, curriculum/ instruction, activity,):

Setting events (physical state):

Teaching of replacement behavior:

Response Strategies
(i.e., focus on what staff will do in response to the behavior to decrease/ de-escalate the problem behaviors)

Behavior	Response Procedure

Behavior	Response Procedure

Response Strategies
(i.e., focus on what staff will do in response to the behavior to decrease/ de-escalate the problem behaviors)

Those who need to be notified of crisis:

Safety plan strategies:

Student will:

Staff will:

Behavior	Response Procedure

Progress Monitoring Plan			
Data to be collected	**Source of Data**	**By Whom**	**When**
☐ Frequency data			
☐ Duration data			
☐ Intensity data			
☐ Fidelity review data			

Parent communication plan
(e.g., method for regularly communicating progress to parent, such as sending home/emailing some kind of weekly report or summary):

Review Plan
(e.g., frequency staff will meet to review the progress monitoring and fidelity; frequency team may come back to together to review data and make decisions):