



## Behavior Intervention at School: FBAs & BIPs

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Functional behavior assessment is the foundation of positive behavior support; it is not a discipline plan. A functional behavior assessment should assist in the creation of a behavior intervention plan.

### Behavior management should be:

- Gentle: Show care and concern, should not cause pain or distress
- Preventative: Manage behavior by helping people be successful first
- Normal: Highlight the similarities in people
- Educational: Focus on teaching communication and social skills

*(Janney, Black, & Ferlo 1989)*

### A FBA will:

- Define the behavior using clear language and observable actions: hits, bites, yells, rocks, etc.
- Determine the degree of seriousness of the behavior
- Gather information across settings: who, what when, where
- Develop a statement or hypothesis that describes the behaviors and the probable function/purpose of the behavior
- Create a Behavior Intervention Plan
- Use and Evaluate the Plan by collecting directly observed data and making changes as needed

Adapted from source: [www.education.ky.gov/nr/rdonlyres/6f3d9659-4748-4000.../ilssapbs.ppt](http://www.education.ky.gov/nr/rdonlyres/6f3d9659-4748-4000.../ilssapbs.ppt)

### Finding the purposes of challenging behavior: *All behaviors communicate.*

Sometimes the student is seeking attention. At other times the behavior may be to avoid/escape a situation or activity. Some behaviors are to help the individual gain something such as food, or to gain access to a favorite activity such as listening to music. The behaviors can also be associated with play or may be repeated behaviors like rocking or hand flapping, etc.

A FBA allows teachers, caregivers, and other professionals to predict when, where, and why challenging behaviors occur so that strategies can be planned to decrease the frequency and/or severity of the identified behaviors. Failing to plan positive strategies often makes behaviors worse. The use of FBA is mandated by the Individuals with Disabilities Education Act and its subsequent reauthorization in 2004.

A FBA is only the first step toward the goal of addressing behavior. The FBA will drive the creation of the Behavior Intervention Plan (BIP). The Kentucky Department of Education offers forms for creating Behavior Intervention Plans and for completing Functional Behavioral Assessment for school district guidance at the following web address:

<http://www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Forms+and+Documents/Special+Education+Forms+-+Due+Process.htm>

### **A Good Behavior Intervention Plan should include the following:**

- ✓ Identification of the purpose of behavior
- ✓ Strategies to reduce effects of behavior triggers
- ✓ Appropriate Replacement Behaviors taught to serve the same purpose as the behavior
- ✓ Strategies for *appropriate* behavior
- ✓ Strategies for *inappropriate* behavior
- ✓ A way to measure success or failure of the plan

Adapted from [http://downloads.k12.hi.us/sbbh/forms/programsupports and forms/05FBA%20and%20BSP.doc](http://downloads.k12.hi.us/sbbh/forms/programsupports%20and%20BSP.doc)

### **FBA, BIP, and Manifestation Determination**

When a child with an IEP or suspected disability (in some cases) gets in trouble at school and there is a resulting change of placement/removal for more than 10 consecutive school days, or a series of removals totaling more than 10 days in a school year, then the ARC must conduct a manifestation determination. The manifestation determination decides two questions: whether a student's behavior is a manifestation (the disability directly causes the behavior) of his or her disability or if it was the result of the school's failure to implement the IEP. If the answer to either question is "yes", then the student's placement may not be changed. In addition, an FBA needs to be done if one was not previously done. The ARC must also write a BIP for this child. If a BIP already exists, then they will need to review the plan and modify it to address the behavior. If the ARC team cannot agree on the two questions, the district makes the determination and provides the parent with notice of its decision. The parent has the right to request mediation and/or file a due process hearing request or State complaint.

There are certain circumstances where it does not matter whether the behavior was a manifestation. They are called "Special Circumstances." They include carrying a weapon at school, or possessing, or selling illegal drugs, or inflicting a serious bodily injury at school.