

## **FUNCTIONAL BEHAVIOR ASSESSMENT**

### ***What is a Functional Behavior Assessment?***

A Functional Behavior Assessment (FBA) is a type of special education evaluation conducted by a team of specialists to examine challenging student behaviors (or maladaptive behavior). A FBA serves the general purpose of providing the Individualized Education Program (IEP) team with additional information, analysis, and strategies for dealing with challenging behaviors, especially when the behavior is interfering with a child's education. The information gathered in the FBA may be used by the IEP team to develop a Behavior Intervention Plan (BIP) for the student.

### ***What Does a FBA Include?***

A FBA may include some variant of the following:

- Identifying the core or "target" behavior;
- Observing the student (perhaps in different environments);
- Collecting data on the target behavior, antecedents, and consequences; and
- Formulating a hypothesis about the purpose(s) of the behavior.

### ***When Should a FBA be Conducted?***

A FBA may be conducted when:

- the behavior interventions identified in the student's IEP or BIP have been ineffective and/or behavior problems interfere with the student's learning.
- a student's inappropriate behavior is repetitive, anticipated to reoccur, or may lead to disciplinary action, and before the special education student is suspended for ten (10) school days.

### ***When Must a FBA be Conducted?***

The Individuals with Disabilities Education Act (IDEA) requires that if the District, parent(s)/guardian, and relevant members of the IEP team determine that a student's conduct that gave rise to a change in placement (i.e., a removal for more than 10 consecutive school days or a series of removals that constituted a pattern for more than 10 school days) was a manifestation of the student's disability, the IEP team must:

- Conduct an FBA (provided the District had not conducted such assessment prior to the conduct at issue) and implement a BIP for the child.

When a BIP has already been developed, review the plan and modify it, as necessary, to address the behavior. And, except when the student is removed to an alternate interim educational setting, return the child to the placement from which he or she was removed, unless the parent(s)/guardian and the District agree to a change in placement as part of the modification of the BIP.

(34 C.F.R. § 300.530(f).)

A student with a disability who is removed from his or her current placement for more than ten (10) school days (consecutive school days or a pattern of removal) for behavior determined not to be a manifestation of his disability (or a student who is removed to an interim alternative educational setting (IAES) for up to 45 school days) must receive, as appropriate, a FBA, behavioral intervention services, and modifications that are designed to address the behavior violation so it does not recur. This would include students recommended for expulsion.

(34 C.F.R. § 300.530(d).)

### ***Who May Conduct a FBA?***

Behavioral interventions shall be designed or planned only by personnel who have a:

- Pupil Personnel Services (PPS) credential that authorizes school counseling or school psychology;
- Credential authorizing the holder to deliver special education instruction;
- License as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs;
- License as a Clinical Social Worker by the Board of Behavioral Sciences, within the Department of Consumer Affairs;
- Licensed Educational Psychologist (LEP) license issued by the licensing agency within the Department of Consumer Affairs;
- License in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- Master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis (e.g., Board Certified Behavior Analyst), behavior science, human development, social work, rehabilitation, or in a related field.

The District encourages the IEP team to make use of trained personnel on staff at their schools before considering contracting with an outside nonpublic agency to conduct FBAs or plan behavior interventions. School personnel provide an in-depth understanding of the school's unique culture and resources that allow them to design or plan comprehensive behavior interventions.

(Education Code §56320; 5 C.C.R. §3051.23.)

### ***What are the Steps Involved in Conducting the FBA?***

1. Obtain parent's/guardian's written consent (using the assessment plan located in the Special Education Information System (SEIS)) in order to conduct the FBA and develop the BIP.
2. Conduct record reviews to examine past records including: health, medical, attendance, academics, discipline, and school referrals.
3. Set an IEP team meeting date to align with the 60-day timeline for assessment.
4. Identify the targeted behavior that is impacting student learning.
5. Conduct systematic observation(s) of the student in various locations/multiple environments in order to collect data.
6. Use a formal data collection system to examine behavior and gather baseline data.
7. Conduct an environmental analysis to look at how the environment is impacting the student and what changes may need to occur.
8. Analyze antecedents and consequences of behavior.
9. Develop a hypothesis to address the function of the behavior.
10. Conduct interviews with staff, teachers, parent(s)/guardian(s), and students.
11. Conduct an interest inventory to determine what reinforces the student's behavior.
12. Compose a FBA Report.
13. Provide copies of the FBA report to the IEP team.
14. Upload the FBA report to SEIS.
15. The IEP team will use the FBA report to assist in the development of the BIP during the IEP meeting.

### ***What is Included in an FBA Report?***

The FBA findings must result in a written report which documents the information/data gathered and used to develop the BIP.