Functional Behavioral Assessment (FBA) is a process that uses data to identify patterns in a student's behavior and the purpose or function of the behavior of the student.

When should a Functional Behavioral Assessment be completed?

FBAs are appropriate for use at all levels of support, but are often used for students requiring individualized behavior support. Case Conference Committees (CCCs) will determine when students with disabilities will participate in an FBA.

- FBAs are required components of emotional disability educational evaluations
  511 IAC 7-41-7(3)
- CCCs may conduct an FBA as part of a manifestation determination if the CCC determines that the student's conduct was a manifestation of the student's disability
  511 IAC 7-44-5(e)

Who should be on the evaluation team?

For students with Individualized Education Programs (IEPs), decisions of the CCC should be based upon the input of all members, including the parent or guardian. The number of team members will vary depending on the student behaviors and others impacted by the behavior, but should include all members of the CCC. Consider including these individuals: family, general and special education teachers, paraprofessionals, student, bus driver, school counselor, behavior analyst, school psychologist, and public agency representative.

Steps to Complete a Functional Behavioral Assessment	
1	The Case Conference Committee determines that an FBA is recommended. • The parent MUST provide written consent for the evaluation.
2	Identify the student's behavior(s) of concern and define in measurable terms.
3	FBA information gathering and review. • Conduct interviews, observations, collect data.
4	Analyze data from all assessments to note the antecedent, behavior, and consequences of the behavior of concern.
5	Hypothesize the function of the behavior of concern.

FUNCTIONAL BEHAVIORAL ASSESSMENTS CONT.

Functional Behavioral Assessments should provide the following information:

- A **definition of the challenging behavior** in observable and measurable terms; including where, when, and with whom the behavior occurs

- What the **antecedents** are (occuring before the behavior)

- What **consequences** reinforce or maintain the behavior (occuring after the behavior)

- What **interventions and strategies** have been tried previously, and their effects

- What (if any) the **setting events** are (that when occurring, make the problem behavior worse or more likely to occur)

Behavior is something that a person does that can be <u>observed</u>, <u>measured</u>, and <u>repeated</u>.
- ➤ Specifically describes **actions**
- ➤ DOES NOT refer to personal motivation, internal processes, or feelings

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Resources

- ➤ Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide
  from the Center on Positive Behavioral Interventions and Supports (PBIS)

- ➤ When to Use FBA? Best Practices vs. Legal Guidance
  from the Center on PBIS

- ➤ A Review of FBA-BIP Plans: Implications for Research and Practice
  from the Center on PBIS

- ➤ Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank
  from The National Center on Intensive Intervention

- ➤ Using Functional Behavioral Assessments to Create Supportive Learning Environments from the Office of Special Education Programs (OSEP)

- ➤ Questions and Answers Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions from the Office of Special Education and Rehabilitative Services (OSERS)