

What is a Functional Behavior Assessment?

This tip sheet is designed to help families understand the purpose and process of functional behavior assessment (FBA).

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| What is the purpose of an FBA? | An FBA is a process that identifies behaviors that interfere with a student's safety and/or learning. Data is taken on behaviors to identify how often the behavior is occurring, common environmental factors and why the behavior is occurring. |
| What are the components of an FBA? | <p>At minimum, the FBA will include:</p> <ul style="list-style-type: none">» description of the problem or targeted behavior(s);» systematic observation and analysis of the consequence following the display of the targeted behavior(s);» analysis of the antecedent (i.e., what occurs before) setting(s) or environment(s) in which the targeted behavior(s) occurs and the frequency (i.e., how often) of those behaviors;» review of the student's educational and disciplinary records;» structured interviews with or surveys completed by the student's teacher or other school personnel (e.g., educational assistants, speech pathologist, etc.), who regularly interact with the student, as determined by the group of individuals conducting the FBA;» a student interview if applicable;» a review of the history of the targeted behavior(s) to include the effectiveness of any intervention previously used; and» determination (i.e., statement) of whether a skill deficit is a contributing factor to the behavior(s). <p><i>Important Note: If the results of the FBA determine that a skill deficit is contributing to the target behavior(s), the Individual Education Program (IEP) must include measurable annual goals to address the skill deficit.</i></p> |
| When would an IEP team discuss the need for an FBA? | <p>An FBA will be conducted to create or revise a behavior intervention plan (BIP):</p> <ul style="list-style-type: none">» when a student receiving Special Education and Related Services engages in conduct (i.e., behavior) that results in a change of placement and the local education agency (LEA), the parent, and relevant members of the IEP team determine that the student's conduct (i.e., behavior) that gave rise to the change in placement was a manifestation (i.e., result) of the child's disability;» when an IEP provides for the use of restraint or isolation;» when a student exhibits a pattern of behaviors that impedes their learning or that of others;» when a student exhibits a pattern of behavior that places the student or others at risk of harm or injury;» when the student's IEP team is considering a more restrictive placement (e.g., increased time in a special education setting, home bound, etc.) as a result of the student's behavior; or» when determined to be appropriate by the student's IEP team. |
| Resources | State Board of Education Rule 0520-01-09.24 |