

Functional Behavioral Assessments (FBA)
And Behavioral Intervention Plans (BIP)**Definitions****Functional Behavioral Assessments (FBA) /
Functional Analysis Assessments (FAA) :**

A functional analysis assessment is an analysis of a student's maladaptive behavior. The assessment must include extensive observation of the student and an in-depth analysis of the student's environment and past history. The goal is to determine what triggers the maladaptive behavior and to learn how to best control the behavior through the use of positive intervention strategies. Prior to conducting a functional analysis assessment, the school district must obtain consent from the person who holds educational rights (see fact sheet on educational rights).

**Who Conducts the Functional Analysis
Assessment?**

State law requires that a functional analysis assessment be "conducted by or under the supervision of a person who has documented training in behavior analysis with an emphasis on positive behavioral interventions." 5 CCR §3052(b)

Behavior Intervention Plan (BIP):

A written document that is developed when the individual exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the individual's Individualized Education Program (IEP). 5 CCR §3001(f)

Positive Interventions

Interventions are to be positive in nature. Behavioral interventions do not include procedures which cause pain or trauma. Behavioral interventions respect the individual's human dignity and personal privacy. Such interventions shall assure the individual's physical freedom, social interaction, and individual choice. 5 CCR §3001(d); 5 CCR §3052 (d)

FBA and BIP Procedures

When must the school district conduct an FBA and develop a Behavioral Intervention Plan?

- When an IEP Team finds that instructional/behavioral approaches specified in the student's IEP have been ineffective [5 CCR § 3052(b)], and/or
- Student exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the student's IEP. 5 CCR §3001(f)
- Behavior that violates a "code of student conduct" (i.e. school rule) is determined

by the IEP to be a manifestation of the child's disability pursuant to 20 USC §1415(k)(1)(E) & (F).

- When a student is removed from his/her current placement as a result of (1) weapon possession; (2) illegal drug possession/use; (3) infliction of serious bodily injury, regardless of whether the behavior was a manifestation of the child's disability, as appropriate so that the behavior does not recur.

20 USC §1415(k)(1)(G)

- When the child is removed from his/her placement for more than 10 school days (i.e. suspension or expulsion) and the behavior is determined not to be related to his/her disability.

20 USC §1415(k)(1)(D)(ii)

If the IEP Team determines that behavior that violates a code of student conduct is a manifestation of the child's disability, and that the child already has a BIP, the IEP Team must review the BIP and modify it, as necessary, to address the behavior.

20 USC §1415(k)(1)(F)

**What Shall a Functional Analysis
Assessment Include?**

California Law requires that those conducting FBA/FAA gather information from three sources:

- Direct observation
- Interviews with significant others
- Review of available data such as other assessments and individual records. 5 CCR §3052

These sources/observations *must* include:

- Systematic observation of the targeted behavior in order to determine frequency, duration, and intensity;
- Observation of events which trigger the behavior, analysis of the consequences of the behavior;
- Ecological analysis of the settings in which the behavior occurs;
- Review of records for medical and health factors which may influence behavior; and a
- Review of the history of the behavior, including the effectiveness of previously used behavioral interventions.

5 CCR §3052(b)(1)

**What Happens if there is a "Behavioral
Emergency?"**

A behavioral emergency is "the demonstration of a serious behavior problem (1) which has not previously been observed

and for which a behavioral plan has not been developed; or (2) for which a previously designed behavior intervention is not effective." 5 CCR §3001(c)

Emergency interventions may only be used to control unpredictable, spontaneous behavior which poses clear and present danger of serious harm to others which cannot be prevented by a less restrictive response. 5 CCR §3052(h)(i). Emergency interventions may not include (1) locked seclusion (unless it is in a facility otherwise licensed or permitted by state law to use locked room); (2) employment of a device or material or objects which simultaneously immobilize all four extremities (except that prone containment may be used as an emergency intervention by staff trained in such procedures), and (3) force that exceeds that which is necessary under the circumstances.

Whenever an emergency intervention is used, the school district *must* (1) notify the parent (and residential care provider if appropriate); (2) forward a Behavioral Emergency Report to the student's file and designated administrator; (3) schedule an IEP meeting within 2 days for any student without a current behavioral intervention plan to determine the necessity for a functional analysis assessment and to determine the necessity for an interim behavioral intervention plan. 5 CCR §3052 (h) (i)

Federal law refers to "Functional Behavioral Assessment"; State law refers to "Functional Analysis Assessment."

See also Cal. Ed Code §48915.5.

The California Foster Youth Education Task Force is a coalition of more than 35 organizations dedicated to improving educational outcomes for foster youth. For more information, please contact Erin Saberi, Casey Family Programs, at 916.503.2950 or esaberi@casey.org.

Fact sheets produced April 2005. Third edition - October 2008.