



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Parent and Family Engagement within the Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP) Process

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Produced by the Technical Assistance Partnership for Behavior

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# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



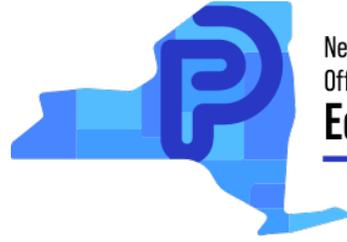
## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

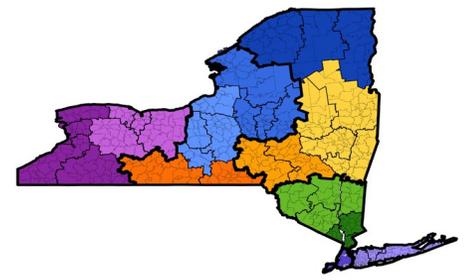


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Purpose

The purpose of this professional development session is to:

- **Understand** the definition of an FBA/BIP, when it is needed, and how it is conducted/developed
- **Understand** the role of parents/families/caregivers as part of the various teams
- **Understand** how the FBA/BIP process is part of the Committee for Preschool Special Education(CPSE)/Committee for Special Education (CSE) process
- **Provide guidance** regarding the New York State Regulations of the Commissioner of Education, Part 200

# Agenda

- Where FBA/BIP lies within tiers of behavioral support
- What Parents need to know about the FBA Process
- What Parents need to know about the BIP Development and Implementation Process
- Questions and Closure

# Handouts

1. New York State FBA Policy Brief May 2011
2. What is a Functional Behavioral Assessment and How is it Used?  
An Overview for Parents
3. Examples of Positive Behavioral Intervention Strategies
4. New York State BIP Policy Brief May 2011

# Slide Marker Icons

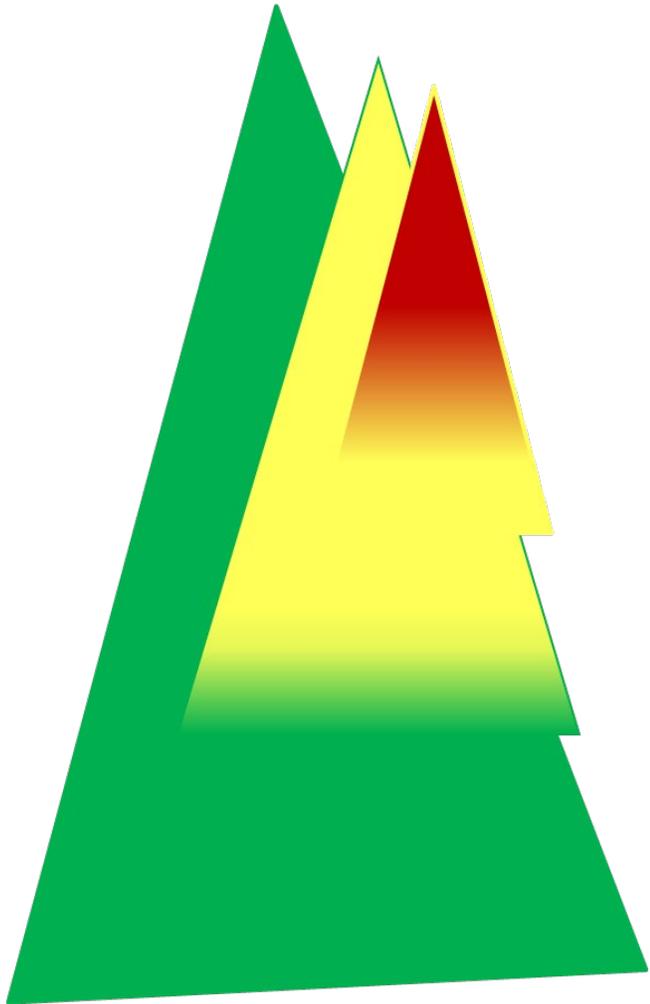
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# Fist-to-Five



# FBA & BIP: Tier 3 Intervention



**Tier 1:** Consistent school- and class-wide supports for all students that are specifically taught and systematically reinforced

**Tier 2:** Small group, standard protocol interventions for targeted students not sufficiently supported by Tier 1.

**Tier 3:** Highly intensive and individualized supports for students with the most significant needs (e.g., FBA/BIP)

# Conducting an FBA

## *What Parents Need to Know*

- What IS an FBA?
- Why do we do it?
- What triggers an FBA?
- Who completes an FBA?



# What Do Regulations Say About FBA?

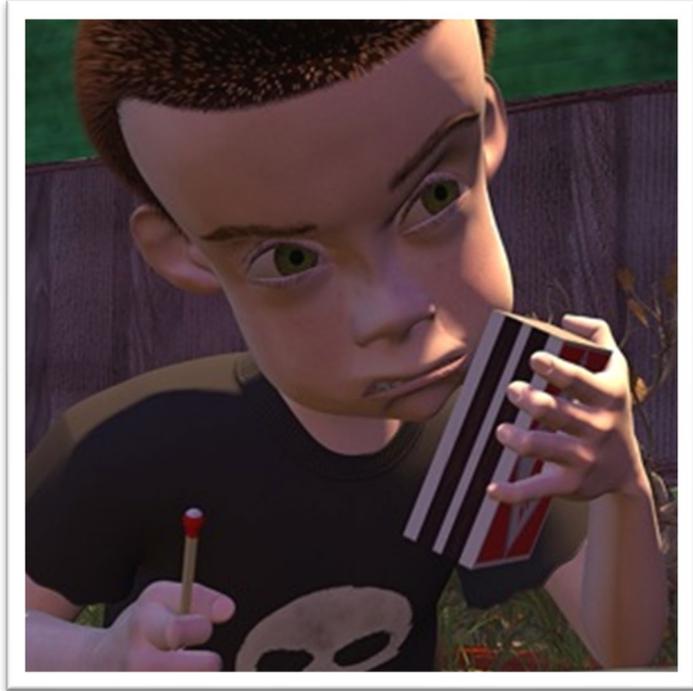


Section 200.1(r) of the Regulations of the Commissioner of Education: Functional Behavioral Assessment means the **process** of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

# What is an FBA?

- FBA is a **process** for identifying the environmental events that reliably predict and maintain a well-defined problem behavior
- FBA provides a basis for developing theoretically–sound BIPs

# No “Bad” Kids



An FBA is not done to figure out  
“What’s wrong with Sid?!” or  
“How do we fix Sid?!”

Rather, an FBA is done to learn how  
to support Sid in developing more  
productive and appropriate means  
of communication, so he can  
experience success

# Why an FBA?

- The FBA is used when students are engaging in problem behaviors that are *impacting their ability* to access their education
- The FBA helps school staff to understand *why* students are engaging in problem behaviors so they can support them

# Does the student need an FBA?

## School Considerations

Classroom management for all students

It is helpful for parents to know that ALL students need classroom management strategies implemented by the teachers in the classroom. Students with disabilities may require more extensive, intense or individualized strategies developed by classroom teachers. If applicable, introduce parents to your district's or school's Positive Behavior Intervention Supports (PBIS) program as a general education support for all.

- Adopt successful strategies used at home
- Is teacher support sufficient?
- What is philosophy on compliance and discipline?

# Does the student need an FBA?

## Parent Considerations

Classroom management for all students

All students need classroom management strategies that are implemented by the teacher. Students with disabilities may need more extensive, intense, or individualized strategies developed by classroom teachers.

- You may share what strategies are used and effective at home
- Sometimes teacher support may or may not be sufficient to support the student's individual needs

# When is an FBA Conducted?



A student's need for an FBA must be considered whenever:

- persistent behaviors impede learning despite *consistently implemented* school-wide and classroom-wide interventions
- behavior places student or others at risk of harm or injury
- CPSE/CSE is considering more restrictive placements
- Student is subject to disciplinary action and the behavior has been determined to be related to their disability

# The FBA Process

- School staff will *gather* information from parents/caregivers
- Data will be gathered from the *observations* and *interviews* with parents, students, and school staff
- School staff will *observe* the student in the environment where the behavior is occurring
- The CPSE/CSE will *meet to discuss* the data and any *recommendations* of the professionals conducting the observations – parents will be notified of time and date
- A parent may *contact* a member of the FBA team at any time to check on the status of the FBA

# Gathering Information

## Global Hypothesis



The regulations require the FBA team to conduct a review of available information from the students record and other relevant sources including any information provided by the student's parents/families, which we call a Global Hypothesis.

# Student Example: Global Hypothesis

## 1. Curtis: 7-year-old male

- Learning Disability: Reading
- Most IEP services are received in a general education setting with itinerant services for reading
- Curtis is engaging in increasingly problematic behavior
- His greatest challenges are environments with less structure
- These behaviors seem to be related to his ability to gain attention.
- Resolving difficult situations, disputes or conflict in a socially acceptable manner is another challenge

## 2. Curtis enjoys soccer and baseball as physical activities

- He also enjoys playing video games
- He performs best in structured classroom environments

## 3. Curtis has difficulty establishing relationships since arriving 7 months ago.

- Parents are in the process of a divorce
- Lives with his mother and younger brother (David)
- Contact with father is limited to weekends and some weekdays as per father's schedule

# Parent Contributions to Inform the Global Hypothesis Statement

- Academic Assessments & Supports
- Behavior Checklists & Supports
- Strengths Inventory
- Social Histories
- Office Discipline Referrals
- Health Records
- Rapport with Staff
- Ways Culture May Mediate Teacher/Student Interactions
- Home/School Relationship and the Ways Culture May Mediate It



# Examples of Interview Instruments

- **School Personnel**

- Adapted Functional Assessment Checklist for Teachers & Staff (Adapted FACTS)
- Functional Assessment Interview (O'Neil, et al, 1997)
- Functional Analysis Screening Tool (FAST) Florida Center for Self-Injury

- **Student**

- Student-Directed Functional Assessment Interview (Illinois PBIS Network, August 2008)\*
- Functional Assessment Checklist for Students (Adapted FACS)

- **Family**

- Functional Assessment Interview Tool: Parent/Guardian Form

# When must FBAs be conducted?

- A student with a disability is exhibiting persistent problem behaviors that impede his or her learning or that of others, *despite* consistently implemented school-wide or classroom-wide interventions;
- The student's behavior places the student or others at risk of harm or injury;
- The CPSE or CSE is considering more restrictive programs or placements as a result of the student's behavior; and/or
- The student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

# Problem Behaviors

**When conducting an FBA, identified problem behaviors must be:**

- Observable: The problem behavior must be an action that can be **seen**
- Measurable: The problem behavior can be **counted or timed**
- Defined: The problem behavior must be stated so clearly that it can be **identified** by a person who is unfamiliar with the student

# Who Completes an FBA and BIP?



# FBA Evaluation Team Members



- People who have knowledge about the ***student***, his or her behavior, and have a vested interest in positive outcomes
- People who have knowledge about the ***context*** in which support will be provided
- People who have knowledge of behavioral ***supports and interventions***
- People able to ***allocate personnel and fiscal resources***

# Welcoming Parents as Team Members

- Tell them they are team partners and that they are needed!
- Share with them the “FBA/BIP” language they need to participate
- Inform them of issues you encounter with the student right away
- Welcome them to share pertinent information about their child
- Share with them the availability of an FBA as an option if appropriate
- Keep lines of communication open

# What Parents Need to Know as Team Members

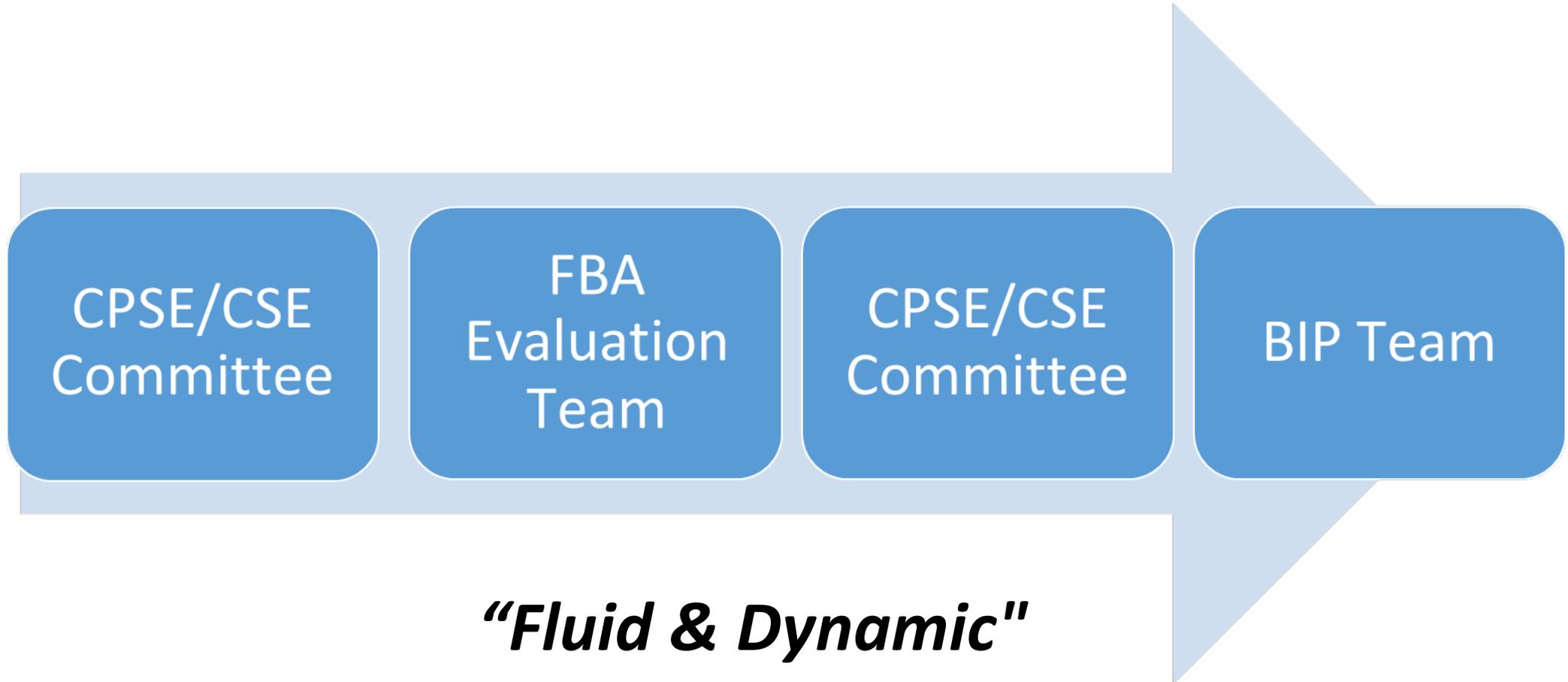
Remind parents that the FBA is:

- To understand why the student is engaging in the behavior in the current educational setting
- ***TO SUPPORT STUDENT SUCCESS!***

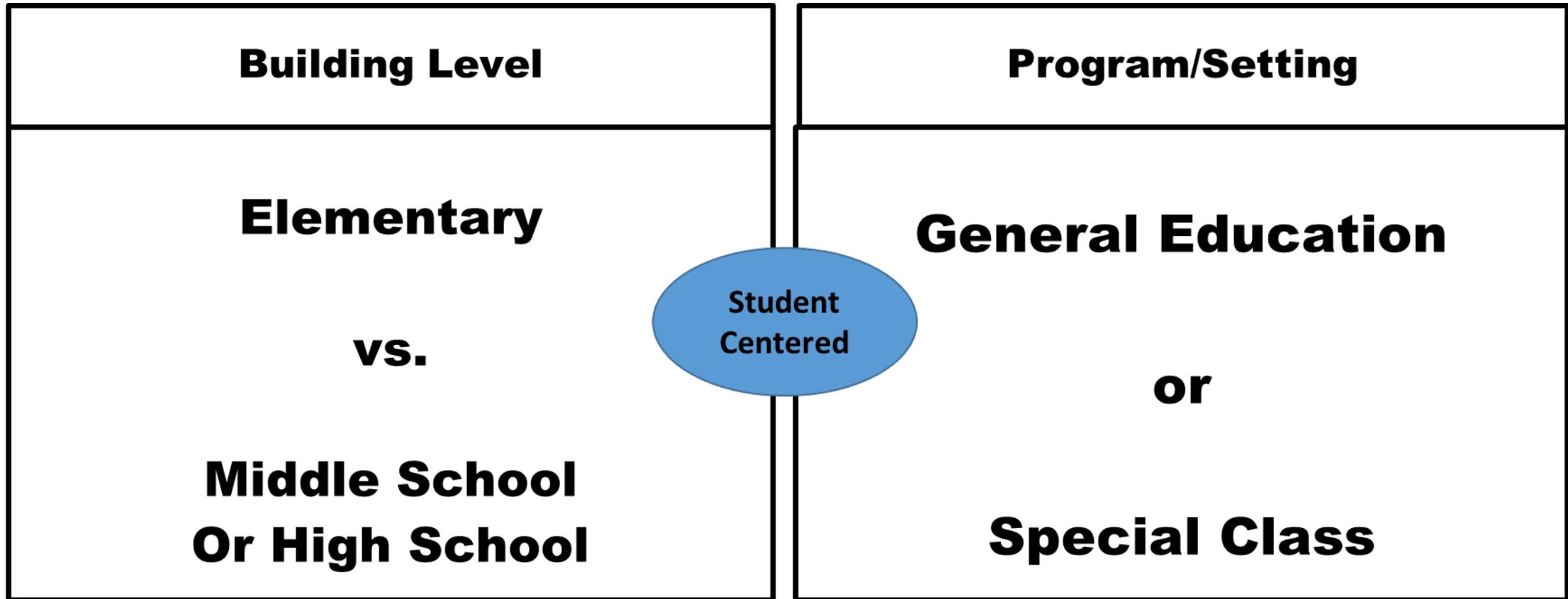
Remind parents that the FBA is not:

- Proving the student is the problem
- Removing the student from the classroom

# Using a Team Approach



# Who is on the Team?



What does each person bring to the team?

*Perspective Attitude Mindset*

# Parents want to be HEARD. So...

1. Listen
2. Explain
3. Respect their priorities in your explanation
4. Demonstrate command of your discipline, ...while being respectful

# Parental Consent



200.5(b): The school district must make responsible efforts to obtain written informed consent of the parent.

# Some Common Misunderstandings

- This student needs a smaller class where they can focus on and manage his behaviors better. Let's conduct an FBA, and then the CPSE/CSE can discuss the best placement for him
- This student's behavior has gotten progressively worse, because the work in this class is too hard for him. Let's conduct an FBA to see what is causing this behavior
- These behaviors are too aggressive. We are not set up to handle this here. We know of several great schools that deal with this all the time. Let's do an FBA, so we can try to get him into one of those schools

**Reminder:**

**Least Restrictive Environment – NYS Regulations, Section 200.1(cc)**

# FBA Overview for Parents



## What is a Functional Behavioral Assessment and How Is It Used? An Overview for Parents

When a child with an Individualized Education Program (IEP) has challenging behaviors in school that are not improving, parents may request a re-evaluation to more closely examine the behaviors of concern.

As part of that re-evaluation, a district may conduct a Functional Behavioral Assessment (FBA) to identify special education and related services and develop or modify a behavioral intervention plan.

### What is an FBA?

The FBA is a structured data gathering process an IEP team uses to help identify positive behavior interventions and supports to be used in the school. An FBA is used to determine the answers to the following three questions:

- Why does the student have challenging behavior?
- What reinforces the challenging behavior?
- What positive interventions help decrease the challenging behavior and increase the desired behavior.

# YOUR TURN: FBA



Take a moment of I-time and write down your answers to the questions below on a post-it or in your notes. Be ready to share one or more of your responses regarding the content we just learned:

1. What is one new piece of information that you **learned** about FBAs?
2. What is one piece of information that **confirmed what you already know** regarding FBAs?
3. What is one new piece of information that **surprised you** regarding FBAs?

# Consider...



# Developing a Behavioral Intervention Plan

## *What Parents Need To Know*

- What IS a BIP?
- Why do we do it?
- What interventions will be implemented?
- What is involved in progress monitoring the BIP?
- How will parents be notified of any changes to the plan and the progress of their child?



# Why a BIP?

- A BIP will provide teachers and school staff with a specific plan for supporting the student's behavioral needs in school based on the findings from the FBA
- Having a BIP will ensure consistent implementation of strategies across all settings within the school
- By having a plan, we can ensure that the student is making progress and the interventions are effective

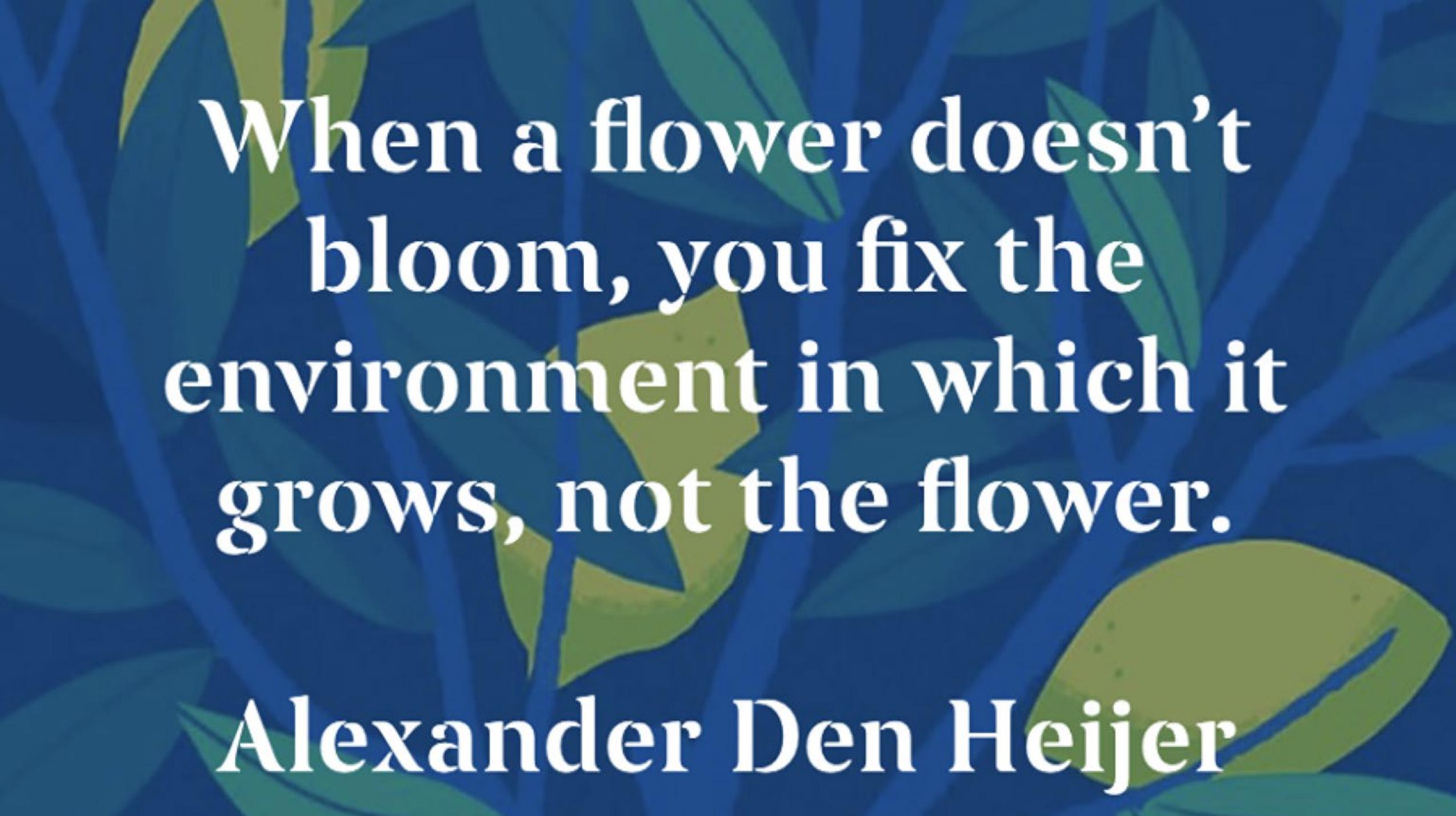
# The BIP Process

1. The CPSE/CSE (remember parents are team members) will meet to review and discuss the findings of the FBA - the team of teachers and providers who conducted the FBA will share data and any conclusions or recommendations
2. If the CPSE/CSE determines that a BIP is necessary, that decision will be reflected in the IEP
3. The student's BIP team (in coordination with the CPSE/CSE) will develop the Behavioral Intervention Plan
4. The student's BIP team will develop a schedule by which to measure effectiveness of interventions

# Intervention Strategies



- Alter antecedent events (trigger)
- Teach replacement behaviors (what to do differently/instead)
- Responses for when the problem behavior occurs
- Responses for when student uses the replacement behavior



**When a flower doesn't  
bloom, you fix the  
environment in which it  
grows, not the flower.**

**Alexander Den Heijer**

# NYSED on BIPs



- NYS Regulation Part 200.22(b)(5) states:
  - The implementation of a student's BIP must include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the BIP and on the student's IEP.
  - The results of the progress monitoring must be documented and reported to the student's parents and to the CPSE/CSE and must be considered in any determination to revise a student's behavioral intervention plan or IEP

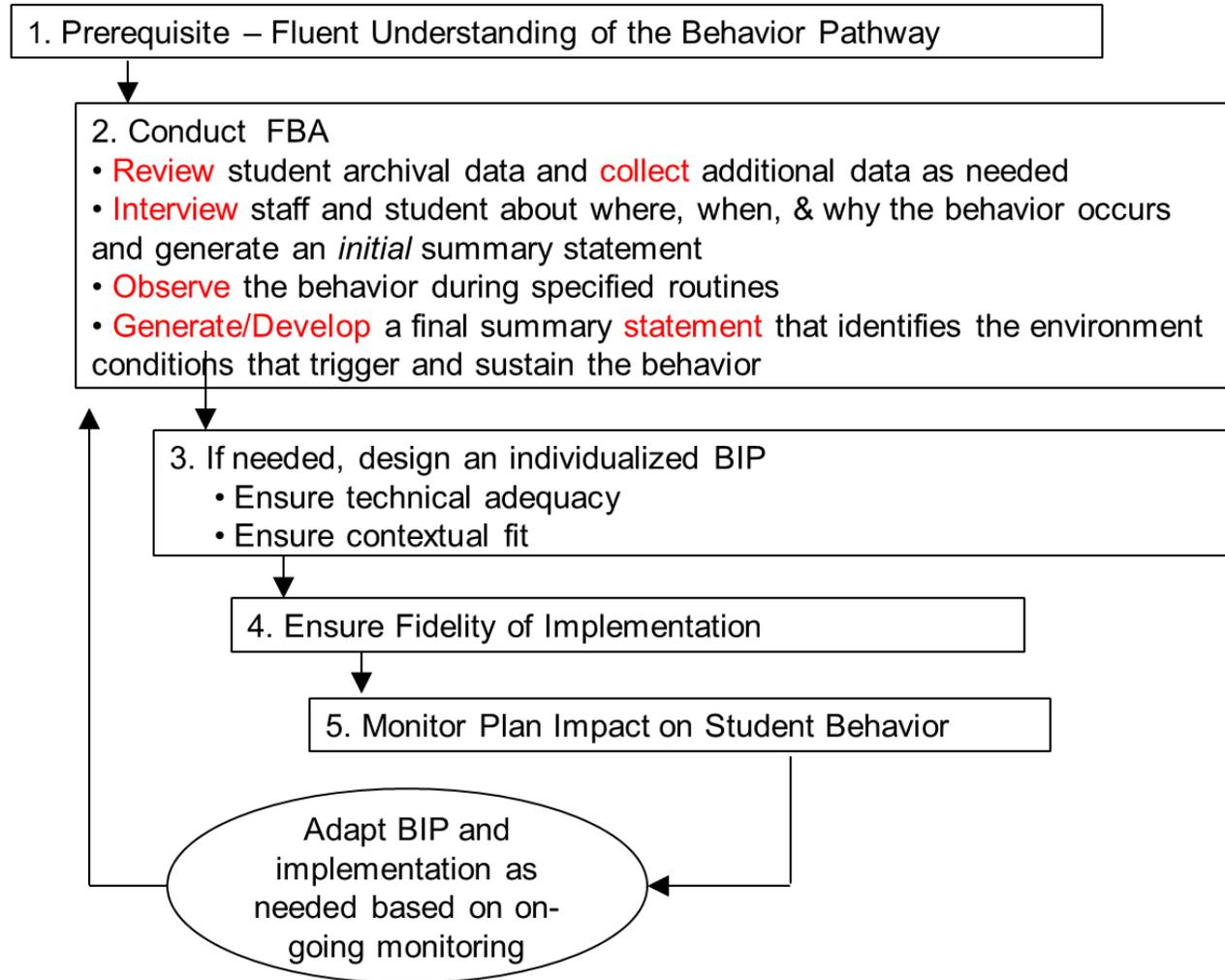
# YOUR TURN: BIP



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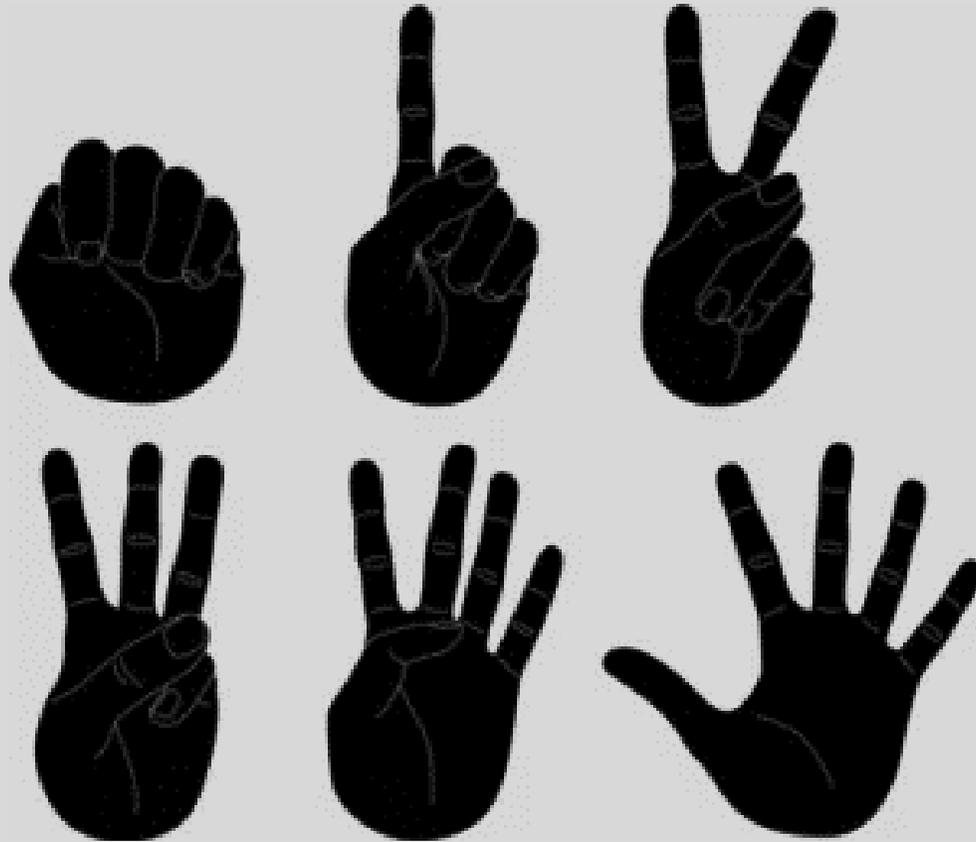
1. What is one new piece of information that you **learned** about BIPs?
2. What is one piece of information that **confirmed what you already know** regarding BIPs?
3. What is one new piece of information that **surprised you** regarding BIPs?

# The FBA to BIP Process



# Wrap Up/Closure

# Fist-to-Five Follow Up



# Additional Resources

- FBA Pre-Questions for Activity
- Behavior Support Plan document
- FBA/BIP Home Observation Chart
- Understanding the ABCs of Behavior document

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# Training Evaluation Survey

[Link here](#)