

GUIDE TO BEHAVIOR TERMINOLOGY

PENT Director, Diana Browning Wright & PENT Leaders, Kimble Morton & Joan Justice-Brown

Term	Definition	Law/ Best Practice	When Required
<p>Functional Behavioral Assessment</p> <p>FBA</p>	<p>An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate and immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational success. FBA is necessary prior to identifying a functionally equivalent replacement behavior.</p> <p>The function of a behavior will be to either 1. get something or 2. reject something.</p> <p>Remember: Even if the behavior is determined to not be a manifestation of the disability, other sections of Federal law/Regs require consideration of whether this behavior impedes learning of the student or peers, with required positive behavioral intervention strategies and supports (likely to be a BSP). If behavior results in multiple suspensions, this IS behavior impeding the learning of the student or peers and should trigger addressing the behavior.</p>	<p>Law: FBA is required in IDEA 2004 and Federal Regulations in a disciplinary context for students with IEPs, when the behavior has been determined to be a Manifestation of the Disability. This occurs under two conditions. See: 34 C.F.R Section 300.536 and right column. See forms that support this process: www.pent.ca.gov/10Forms/suspensionbeyond.doc & http://www.pent.ca.gov/10Forms/suspensionpast.doc & http://www.pent.ca.gov/10Forms/manifestanalysis.doc</p> <p>Federal law requires the implementation of a behavioral intervention plan (in most cases this will be a BSP) whenever it requires an FBA. If the behavior is "serious" by Ca. Ed Code, i.e., assaultive, self injurious, serious property damage or other pervasive maladaptive behavior then a PBIP is required. The difference between plans is primarily the degree of required data analysis and monitoring. See: www.pent.ca.gov/forms</p> <p>Best Practice: All behavior plans should be based on why the behavior occurs, i.e., the function it serves for the student. The degree of data necessary to support conclusions should increase with the severity of the problem.</p>	<p>Two instances trigger a Manifestation Determination and possible FBA (A signed assessment plan is required if FBA conducted):</p> <ol style="list-style-type: none"> Consecutive suspensions past 10 days, i.e., on the 11th day in a row, services must be provided AND a MD is required. (Often a student will exceed 10 days awaiting expulsion proceedings). IF this misbehavior is determined to be a MD a FBA is required, otherwise it is not required following the manifestation determination. Cumulative suspensions past 10 days in a school year: Principal or other responsible person is required to determine if this series of removals constitutes a pattern resulting in a de facto change in placement because: 1. 10 days were exceeded 2.This misconduct is substantially similar to previous behaviors and 3. Other factors such as length of each removal, proximity of removals and total amount of time of cumulative removals suggests this suspension is subjecting the student to a change in placement. <p>If it is concluded that this suspension DOES constitute a pattern, i.e., a de facto change in placement, then a MD must be conducted. If the behavior is a MD, then an FBA must be conducted unless the school district had conducted a FBA before the behavior that resulted in the "change of placement" occurred. They must then implement a behavioral intervention plan (a BSP for non-serious behavior; PBIP for serious behavior) for the student. If a behavioral intervention plan (BSP or PBIP) already has been developed, the team must then review the behavioral intervention plan, and modify it, as necessary, to address the behavior. See: 34 C.F.R.section 300.530(f)(1).</p>