

Functional Behavior Assessments (FBA) Process/Procedure

General Education Students

- Any student exhibiting academic or behavioral difficulty is referred to the school-based FST.
- The FST will initially meet to identify the specific area/s of concern and will recommend and document intervention strategies.
- Regular follow-up meetings are scheduled based on recommended interventions.

Referrals with behavioral concerns, the FST may suggest an FBA.

- The completion of an FBA should be a TEAM (FST) process.
- An FBA has 6 components:
 1. Observation
 2. Teacher Interview
 3. Student Interview
 4. Competing Behavior Pathway
 5. Intervention Strategies/Behavior Intervention Plan
 6. Plan Evaluation.
- Components 1-3 must be completed before the next follow-up meeting.
- The “Teacher Interview” should be conducted by the team during the initial meeting.
- The “Student Observation” may be conducted by any member of the FST.
- The “Student Interview” may be conducted by a member of the FST, but should be completed by the school counselor.
- During the next follow-up meeting, the team will present its findings.
- The FST will complete the “Competing Behavior Pathway” flowchart and determine the actual “function” of the behavior.
- Based on the determined “function” of the behavior, the FST will develop “Intervention Strategies/Behavior Intervention Plan”.
- Based on the specific interventions, the time frame for specific data collection and evaluation will be determined by the FST.
- Data collection tasks will be determined by the FST and will be assigned based on availability and association with the actual plan.
- “Plan Evaluation” will formally occur during the successive follow-up meetings.
- The FST will evaluate the efficacy of the plan from multiple sources (discipline data, scatter plots, teacher feedback, behavior charts...)

- Most importantly the FST will determine if the plan was followed as written.
- The plan will be monitored, evaluated, documented, and a final determination will be made by the FST as to the next steps in the FST process.

- If the FST has developed an effective Behavior Intervention Plan; the plan will be documented, monitored, and placed in the cumulative folder.
- If the FST recommends further evaluation through the Special Education Office, forms associated with the FBA process, including the “Plan Evaluation”, must be included with all other forms associated with the FST process.

Special Education Students

- IEP students exhibiting significant behavioral difficulties will be referred to the designated Evaluation Team Facilitator (ETF) in order to start the process for a reconvening.