



5J - Using Collaborative Partnerships, Family Involvement, & Student Voice to Develop Function-based Supports

Presenters:

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Shanna Hirsch, University of Maryland

- **Topic:** Family
- **Keywords:** Tier 3, FBA/BIP/BSP, Policy



Getting to Know Us

Tobey Duple Moore



- Doctoral Candidate at University of Connecticut
- Former teacher and BCBA
- Worked at OSEP
- Interests: Tier 3 Systems, SpEd Policy

Shanna Hirsch



- Associate Professor at University of Maryland
- Former Teacher
- Board Certified Behavior Analyst
- Interests: Classroom level, Tier 3 Systems



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Getting to Know You

Who's here?

- Parents
- Students
- Teacher
- Administrator
- Related Service Provider
- Behavior Specialist/BCBA
- Higher Ed/Researcher
- Other



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Learning Objectives

1. Identify key laws and policy related to family and student involvement and collaboration in Tier 3 processes
2. Understand the research-base for best practices related to family and student involvement and collaboration in Tier 3 processes
3. Identify resources to support collaborative partnerships in Tier 3 processes and action plan



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FBA's in the Law

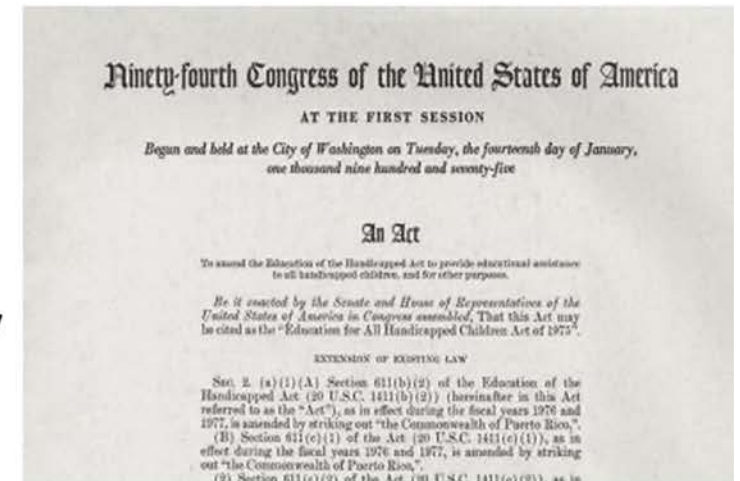
Special thanks to Dr. Mitchell Yell for his support with these slides



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Policy Related to FBA/BIPs

- Federal Law
 - Statutes
 - Regulations
 - Judicial Court Cases (federal level)
 - Highest court (Supreme Court)
 - Lowest “court” (due process hearings)
- Federal Policy (not legally binding but very helpful)
 - Guidance
 - Q&A
 - Letters from Education Department
- State (same as above)



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Legal Standards vs. Professional Best Practices

- What is the “required” of the law according to statutes, regulations, guidance, and judicial rulings?
 - How do I stay compliant with the law ?
 - What are the simplest things I can do to stay compliant with the law?
- What is the evidence-based “why and how” that SEAs and LEAs should strive for
 - How do I do best by my staff, students, and families?



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FBA in the IDEA

When a student's IEP team has determined that the behavior that led to a **change in placement** was a **manifestation** of the student's disability, the team must conduct an FBA and write or revise the student's **behavior intervention plan (BIP)** (34 C.F.R. 300.530[e-f]).



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FBA's are also appropriate when:

- In the context of discipline, when the student's disability is **not** determined to be a **manifestation** of his/her disability,
- When a student's placement is changed to an interim alternative educational setting (IAES),
- The IDEA requires that the student's IEP team, **as appropriate**, to conduct an **FBA** and write or revise the student's **BIP** designed to address the behavior so it does not recur (34 C.F.R. 300.530[d][1][ii]).



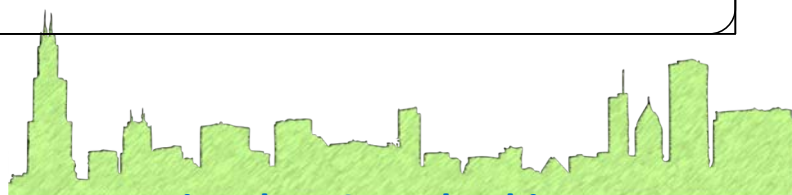
Who Should be Involved in the FBA-BIP process?



IDEA requires states to **establish & maintain qualifications** to ensure that personnel are **adequately prepared and trained** to carry out the provisions of the IDEA (34 C.F.R § 300.156[a]).



School districts must also ensure that all **assessment materials** are administered by **trained and knowledgeable** personnel (34 C.F.R § 300.304[[1][iv]]).



FBA in Policy (Should Do)

- Policies are developed by the **U.S. Department of Education** (ED) in the executive branch of government. Departments within ED include OSERS, OESE, OSEP, OCR etc.
- ED was designated by the **Congress** to write regulations implementing the law
- The various offices within ED develop policies **to assist** school districts in educating students with disabilities

How are Policies Issued?

- Dear Colleagues Letters (DCLs)
- Question & Answer Documents
- Significant Guidance



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Legal Disclaimer on Policy Documents

“The U.S. Department of Education has determined that this guidance is significant guidance...Significant guidance is **non-binding and does not create or impose new legal requirements**. The Department is issuing this guidance to provide SEAs and LEAs to assist them in meeting their obligations under the (IDEA and implementing regulations). This guidance also provides members of the public about their rights under the law and regulations.”



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Parental Consent

Consent means that—

- (a) The parent has been **fully informed of all information relevant to the activity** for which consent is sought, in his or her native language, or through another mode of communication;
- (b) The parent **understands and agrees in writing** to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (c)(1) The parent understands that the **granting of consent is voluntary** on the part of the parent and may be revoked at any time.
- (2) If a parent revokes consent, **that revocation is not retroactive** (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Parental Involvement

Parental involvement refers to **actions or activities** that parents do to support their child's learning, such as attending parent-teacher conferences or volunteering at school events. It is often seen as a **more passive role**, where parents are involved in their child's education but may not be actively seeking to improve it beyond these traditional activities.

Parental Engagement

Parental engagement, on the other hand, goes **beyond involvement** to include activities that are **more proactive and collaborative with educators**. This could include participating in school decision-making committees, advocating for school improvement initiatives, or co-planning curriculum and instruction with teachers. Parent engagement is seen as a more **active and ongoing partnership** between parents and educators to promote student success.

Turn and Talk

02:00

- What might parental consent look like at Tier 3?
- What about parental involvement?
- What about parental engagement?



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Families in Federal Guidance

“In cases where the IEP Team seeks to conduct an FBA to determine if a child’s conduct was a **manifestation** of his or her disability, the **LEA must obtain parental consent** because -

“[a]n FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §§300.301 through 300.311 to assist in determining whether the child is, or continues to be, a child with a disability”

“if the FBA is intended to assess the effectiveness of **behavioral interventions in the school as a whole**, the parental consent requirements in 34 CFR §300.300(a) and (c) generally would not be applicable to such an FBA because it would not be focused on the educational and behavioral needs of an individual child.”

“Parental consent is not required for [an **assessment given to all students** as part of a daily classroom management routine] because the FBA would not be focused on the educational and behavioral needs of an individual child.”

Families in Federal Case Law

- An evaluation or a reevaluation must consist of a comprehensive assessment of all potential areas of disability and all program needs. **Any assessment targeting a single issue or problem area, such as an FBA, is not a comprehensive assessment and therefore is not a complete evaluation or reevaluation.** Since it is not a complete evaluation or reevaluation, the parent is not able to demand an independent educational evaluation.
- This also means that **consent would not necessarily be required** for an FBA
- Parental involvement or engagement in FBAs *specifically* has not been decided, though **parental participation is a top priority** under federal law

Case Law Analysis

In a review of recent case law where judicial rulings between school districts and parents focused on FBA-BIPs, only 20% were found in favor of the parent.

Kern & Zirkel, 2025



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Preliminary Results: State FBA Laws

ADD TDM/LK DATA HERE WHEN COMPLETE

Kern & Duple Moore, n.d.

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A green silhouette of a city skyline, featuring several tall buildings of varying heights, is positioned on the right side of the slide, partially overlapping the footer area.



Using FBAs to Create Supportive Learning Environments

Joint Guidance from OSERS and OESE



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USING FUNCTIONAL
BEHAVIORAL ASSESSMENTS TO
CREATE SUPPORTIVE LEARNING
ENVIRONMENTS.



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U.S. DEPARTMENT OF EDUCATION

NOVEMBER 2024

Using FBAs to Create Supportive Learning Environments

Authors: Office of Special Education
Rehabilitative Services
Office of Elementary and Secondary
Education

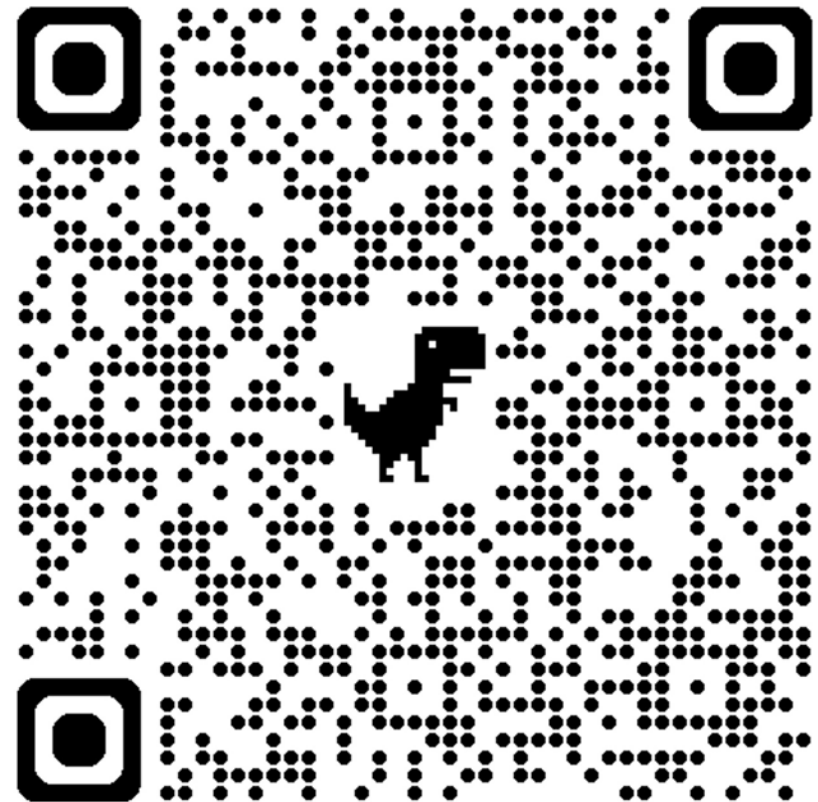
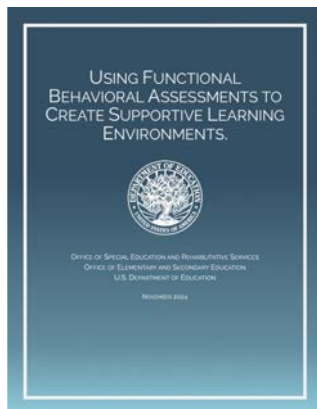
U.S. Department of Education

Date: November 2024



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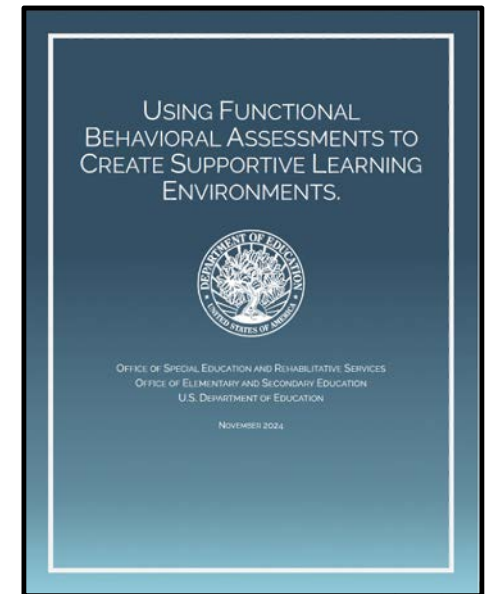
Access the Using FBAs to Create Supportive Learning Environments Guide



<https://tinyurl.com/FBAGuidelines2024>

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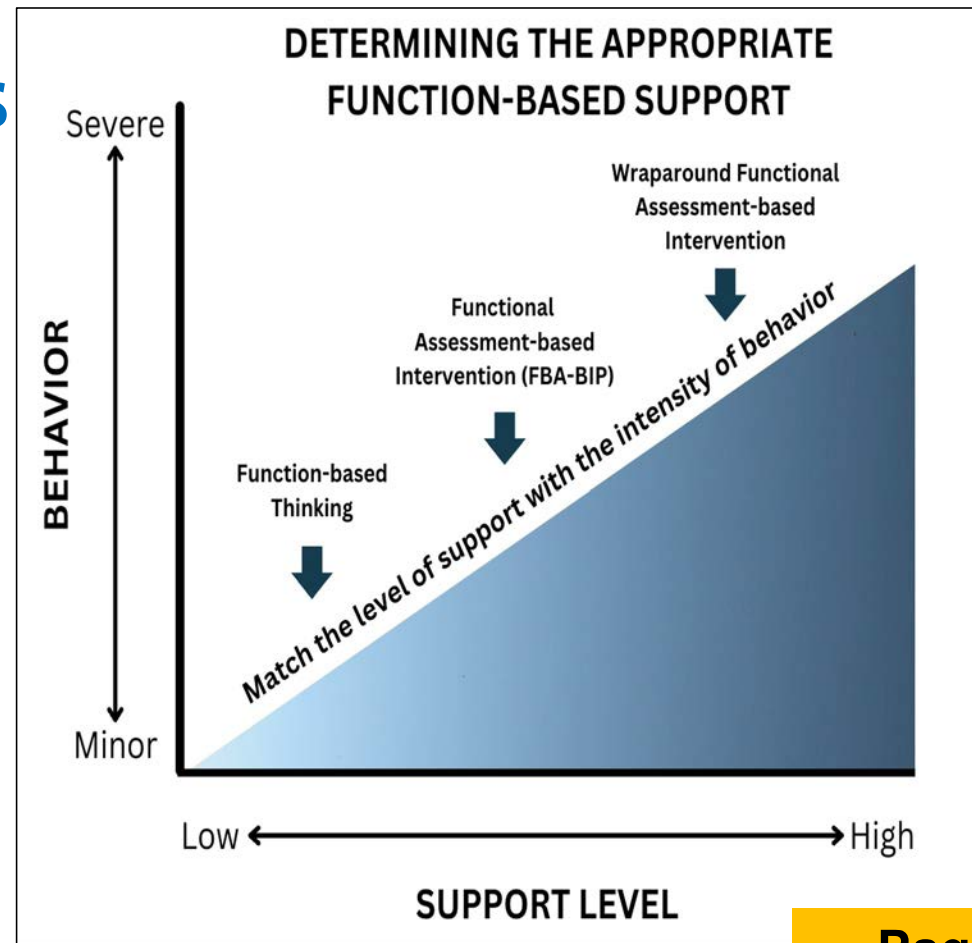
What are some interesting elements or parts of the 2024 Guidance?



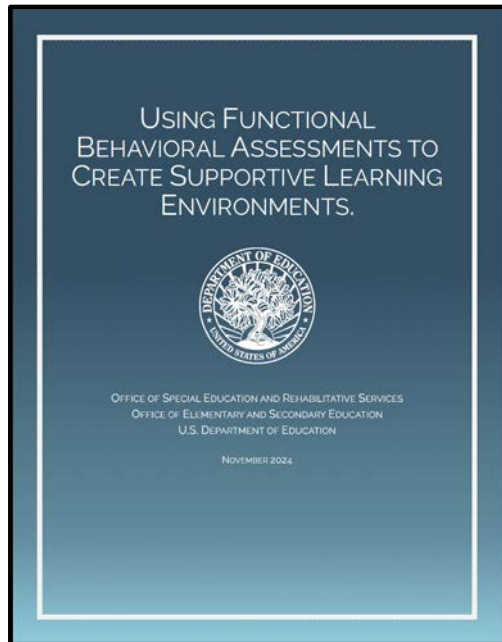
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Guiding Principles

By incorporating the FBA and BIP into an MTSS/PBIS framework, educators can **proactively address interfering behaviors** in a prevention through a tiered prevention framework



FBAs in the Guidance

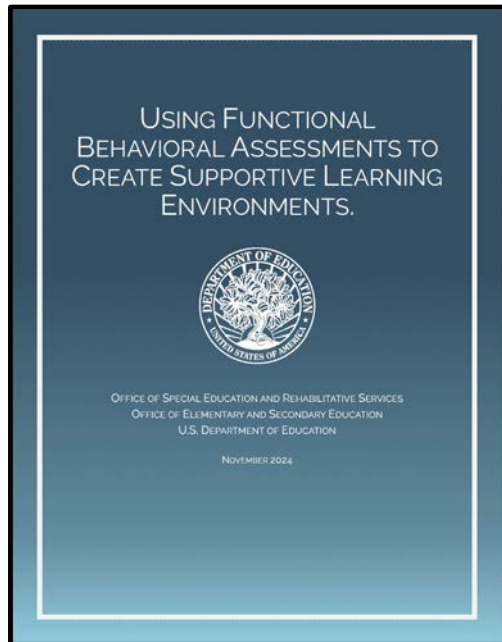


Page 5

Functional behavioral assessment (FBA) is used to understand the function and purpose of a child's specific, interfering behavior and **factors** that contribute to the behavior's **occurrence** and **non-occurrence** for the purpose of developing effective positive **behavioral interventions, supports, and other strategies to mitigate or eliminating the interfering behavior.**

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FBA's in the Guidance



Page 6

Data collection for an FBA should be conducted by professionals who have the necessary skills, training, and knowledge to identify, analyze, and address the interfering behaviors of students and **collaborate and actively engage parents and students in the process.**

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**Collaborate and actively
engage parents and students...**

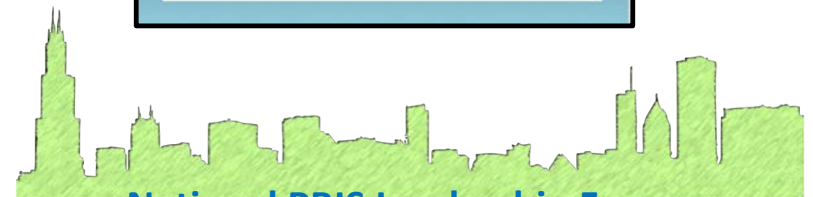
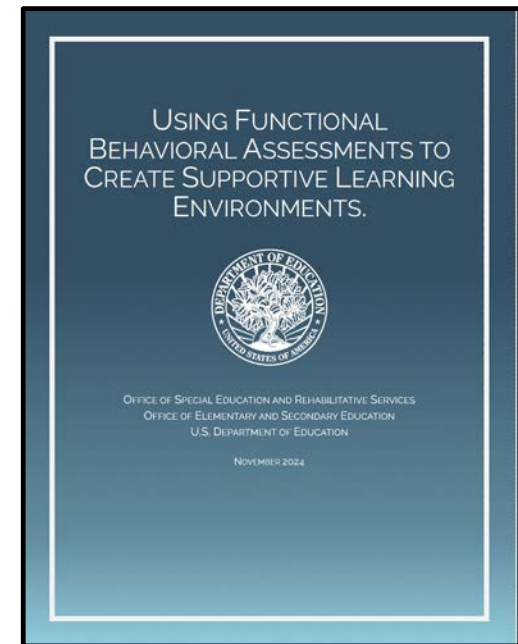


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?

Number of Times - “Parent” appears

1. 13
2. 20
3. 35
4. 43



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Number of Times - “Parent” appears

1. 13

2. 20

3. 35

4. 43

- Collaborative partnerships between educators, parents, and students during the planning, implementation, and review of an FBA and BSP/BIP are important. Developing collaborative partnerships between school or early childhood program-based personnel and parents can contribute to the successful creation, implementation, and review of an FBA and subsequent development of strategies and supports. An effective FBA is developed by a team that includes professionals with technical expertise, school staff who are knowledgeable about the curriculum and the environment, and parents who know their student's unique learning history to ensure strategies are contextually and culturally relevant. Parents can provide valuable insight and feedback about the student's behavior to help inform the FBA process. Additionally, including the student (as appropriate) in an FBA process can improve the likelihood of success in implementing the BSP or BIP and provide additional insight and information. Together, educators and parents can ensure that behaviors are addressed consistently at home and in school.
- An FBA and BSP/BIP are strategies that should support a student's access, participation, and engagement in their learning environment. An FBA should be approached from a problem-solving perspective that focuses on identifying factors that contribute to the student's behavior. This approach should emphasize the notion that through a better understanding of factors influencing the student's behavior, changes can be made to the student's current environment to support greater access, participation, and engagement. Accordingly, an FBA and BSP/BIP should be used to better support a student in their current learning environment, support inclusive educational practices, and provide data that can contribute to a larger body of informal and formal assessments that can guide educational decision-making.⁴⁰

An FBA and BSP/BIP should be used to better support a student in their current learning environment, support inclusive educational practices, and provide data that can contribute to a larger body of informal and formal assessments that can guide educational decision-making.

? What are the results of collaborating with families and students?



? Call out or raise your hand

1. Improved behavior
2. Higher academic outcomes
3. Positive social-emotional development
4. All of the above



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? What are the results of collaborating with families?

1. Improved behavior
2. Higher academic outcomes
3. Positive social-emotional development
4. All of the above

Dearing et al., 2006; Delgado-Gaitan, 2004; Dotterer & Wehrspann, 2016; Fernandez-Alonso et al., 2017; Hill & Craft, 2003; Hill & Tyson, 2009; Sheldon & Epstein, 2002



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Collaborate and actively engage parents and students... to support student learning and secure needed services



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Think about a colleague who is really skilled and successful at collaborating with families - How do they do it?



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Collaborate with families to support student learning and secure needed services



Communication



**Professional
Competence**



Respect



Commitment



Trust



Advocacy



Equality

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**Seven principles of
effective partnerships
have been identified
in the literature**

(A. P. Turnbull et al., 2015)

Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success: Strategies for Schools to Enhance Relationships with Families



This fact sheet is one of four developed by a collaboration of U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Supportive Schools technical assistance centers to enhance state and district implementation of the *Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates* to ensure that all students have the opportunity to learn in environments that are safe, inclusive, supportive, and fair. Please view the supporting fact sheets here: <https://t4pacenter.ed.gov/SupportiveSchools>.

Framing the Topic and Needs

Students deserve inclusive, safe, and supportive learning environments where all children can thrive. To achieve this goal, it is critical for educators and families¹ to have opportunities to form relationships built on mutual trust and respect. These relationships are linked to learning and development strategies that focus on the strengths of students from diverse backgrounds and are culturally responsive², respectful, and collaborative³. Relationships that benefit both educators and families can set the stage for robust, meaningful two-way communication between school and home. This type of

communication helps families understand what is expected of their students in school and provides significant opportunities for collaboration to help students meet or exceed those expectations.

Educators and families are important partners in addressing students' social, emotional, behavioral, and academic well-being. When students need additional supports, effective educator and family engagement is critical for student success. An effective partnership can lead to decreased student disciplinary issues, improved parent-teacher and teacher-student relationships, and an improved school environment.⁴



Positive Behavioral Interventions & Supports



National Center on Safe Supportive Learning Environments
Engagement • Safety • Environment



Readiness and Emergency Management for Schools
REMS
Ensuring Safe Schools



Center to Enhance Social and Emotional Learning and School Safety
WestEd



Strategies for Schools to Enhance Relationships with Families

<https://t4pacenter.ed.gov/SupportiveSchools>

The Title IV, Part A Technical Assistance Center (T4PA Center) operates on behalf of the U.S. Department of Education (ED)



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Regular Communication: Proactively Connecting with Families

Intention Student Check-ins

- Conferences
- 1:1

Intentional Communication Home

- Phone Call
- Handwritten note
- Email
- Postcard
- Conferences

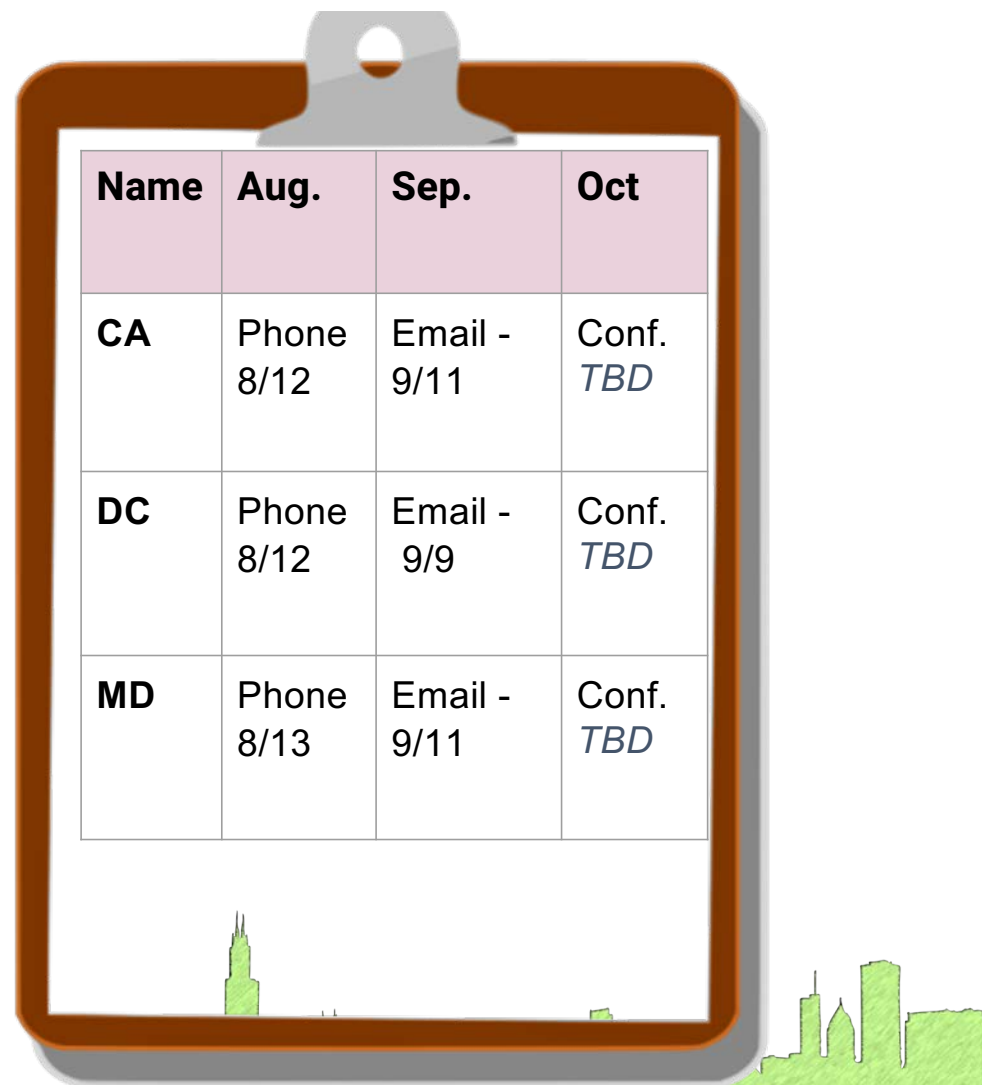
Provide Student & Family Choice



Proactive Regular Communication: Self-Management

Proactive Communication Log

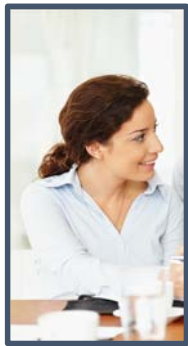
- Phone Call
- Handwritten note
- Email
- Postcard
- Conferences



Name	Aug.	Sep.	Oct
CA	Phone 8/12	Email - 9/11	Conf. <i>TBD</i>
DC	Phone 8/12	Email - 9/9	Conf. <i>TBD</i>
MD	Phone 8/13	Email - 9/11	Conf. <i>TBD</i>

Proactive communication builds a connections & trust

Hi Mr. and Dr. Jones, I would like to help “Sam” and better understand their behavior.



Thanks so much for checking in with us and letting us know that you wanted to talk about Sam’s behavior.



Here’s some information about the FBA process.



Why involve and engage families & students in the process?



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More Information

You need more information about the student to inform your understanding of the behavior



Culturally & Contextually Appropriate Behaviors

Functional behavior interventions should lead to interventions that produce culturally and contextually appropriate behaviors.



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Consistency

Families/caregivers are students' most consistent and committed resource

- Across settings
- Across developmental stages



Comprehensive Understanding

To obtain info necessary to provide a rich, comprehensive understanding of the student(s)

- history of interventions
- strengths/preferences
- communication skills
- medical concerns
- daily routines

Turn and Talk - FBA Process

02:00

Can you think of other reasons
or benefits to involving
families and students in the
FBA process?



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Sample Step-by-Step Approach

Develop a Team

- People who have daily interactions with the student
- Invite family
- Involve student (as appropriate)
- At least one person familiar with the FBA-BIP process

Identify the Behavior

- Collaborate to define the contextually inappropriate behavior
- Create an observable and measurable definition
- Define the contexts under which the behavior occurs

Collect Direct and Indirect Data

- Interviews
 - Teacher
 - Student
 - Family Member
- Observations
- Rating Scales
- Summarize existing data (e.g., attendance, grades, testing, referrals)

Analyze the Data & Develop a Hypothesis

- Consider how the environment predicts the behavior
- Identify likely antecedents and consequences
- Develop a hypothesis statement
- Identify a replacement behavior

Result
Collaborate in Design or Revision of a BIP with a focus on the function.

Collaboration from the Start

Develop a Team

- People who have daily interactions with the student
- Invite family
- Involve student (as appropriate)
- At least one person familiar with the FBA-BIP process

Special
Educator

General
Educator

Principal

Parent

Student

School
Psychologist

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Solicit Input

Identify the Behavior

- Collaborate to define the contextually inappropriate behavior
- Create an observable and measurable definition
- Define the contexts under which the behavior occurs

Definition: Describe the contextually inappropriate behavior using observable, measurable and repeatable terms.

Examples: What does the contextually inappropriate behavior look and sound like?:

Non-Examples: What does it not look and sound like?

Frequency and Duration: How often does it happen and/or how long does it last?

	<u>Most likely to occur?</u>	<u>Least likely to occur?</u>
When is the contextually inappropriate behavior...		
Where is the contextually inappropriate behavior...		
With whom is the contextually inappropriate behavior...		



Collecting Multiple Sources of Indirect Data

Collect
Direct and
Indirect
Data

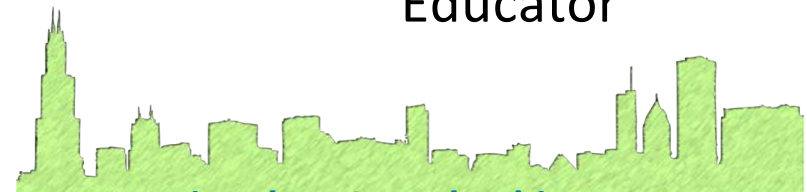
- Interviews
 - Teacher
 - Student
 - Family Member
- Observations
- Rating Scales
- Summarize existing data (e.g., attendance, grades, testing, referrals)

Indirect Data

- Easy to implement
- Minimal team and training required
- Structured methods
- May use for initial assessment
- Information can be subjective
- Non-specific functions identified (e.g., escape from work)



General
Educator



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Collecting Multiple Sources of Direct Data

Collect Direct and Indirect Data

- Interviews
 - Teacher
 - Student
 - Family Member
- Observations
- Rating Scales
- Summarize existing data (e.g., attendance, grades, testing, referrals)

Direct Data

- Antecedent-Behavior Consequence (ABC) Data
- Provides information about the consequences that tend to occur for both replacement behaviors and contextually inappropriate behavior.
- Consider other environmental factors



Special
Educator

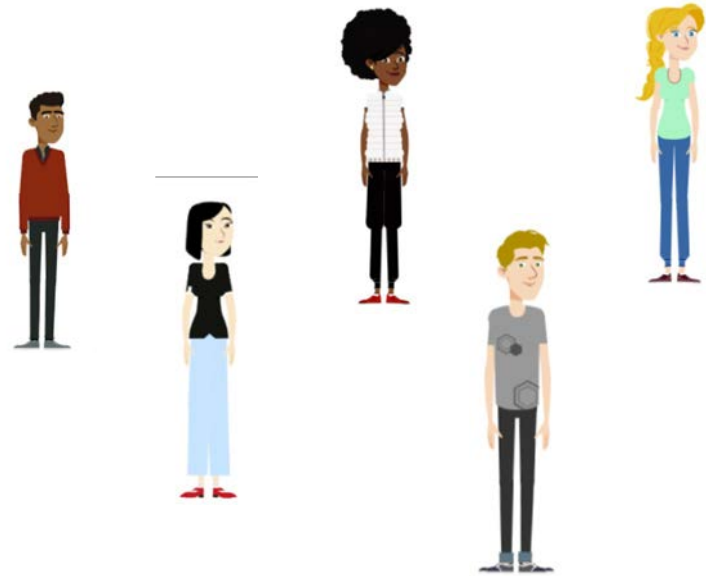
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Review the Data

Analyze the Data & Develop a Hypothesis

- Consider how the environment predicts the behavior
- Identify likely antecedents and consequences
- Develop a hypothesis statement
- Identify a replacement behavior

Based on the evidence you collect from the team, develop a functional hypothesis about the source of the student's contextually inappropriate behavior" (Scott et al., 2003, p. 19).



Turn and Talk - Involving Parents

02:00

What strategies do you
recommend/use to involve
parents in the FBA process?



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BEHAVIORAL ASSESSMENTS TO
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ENVIRONMENTS.



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U.S. DEPARTMENT OF EDUCATION

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Following the completion of an FBA, often a BIP is created to support the student and assist educators in developing a learning environment that addresses the student's behavior.

Typically the BIP is a **collaborative** effort which may include the student's teachers, specialized instructional support personnel, **...parents**, and if appropriate the **student**

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Turn and Talk - BIP Process

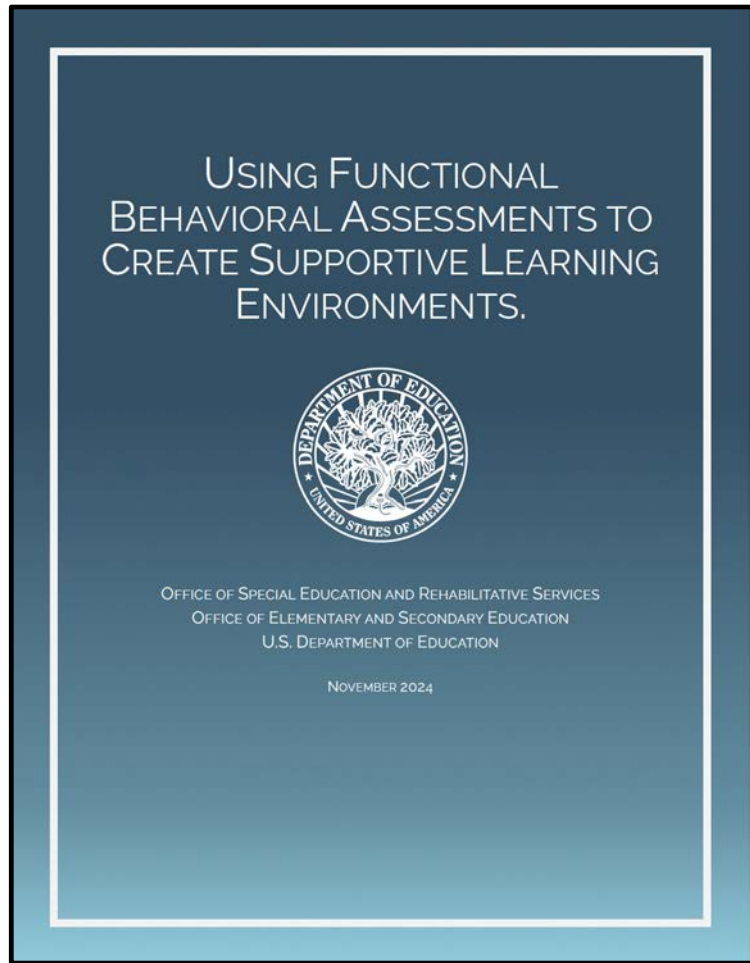
02:00

What strategies do you
recommend/use to involve
parents in the BIP process?



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A Note about Parental Consent



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What do the Guidelines say about Consent?

If the FBA is conducted as a **screening** for **instructional purposes or as a review** of existing data, including classroom observations, the IDEA and the ESEA **do not require parental consent**, but collaborative **partnerships** between educators, parents, and students during the planning, implementation, and review of an FBA are important.

Parental Consent is Required *Certain Circumstances*

The IDEA requires IEP Teams to conduct an FBA in certain circumstances related to discipline procedures.

- When the LEA, parent, and relevant members of the IEP team determine the student's conduct that led to the disciplinary change of placement was a manifestation of the student's disability.
- If the IEP Team determines that the student's conduct is NOT a manifestation of the student's disability and the student is removed from their current placement for more than 10 days; or
- If the student's placement is changed to an interim alternative education setting based on "special circumstances"

Consent would be required if, for a particular child

(a.) an FBA is one of the assessment tools and strategies conducted as part of an **initial evaluation or reevaluation** under 34 CFR §§ 300.304 through 300.311; or

(b.) the FBA, along with a review of additional data, is used as an **initial evaluation or reevaluation** under 34 CFR §§ 300.304 through 300.311.

Pages 12-13



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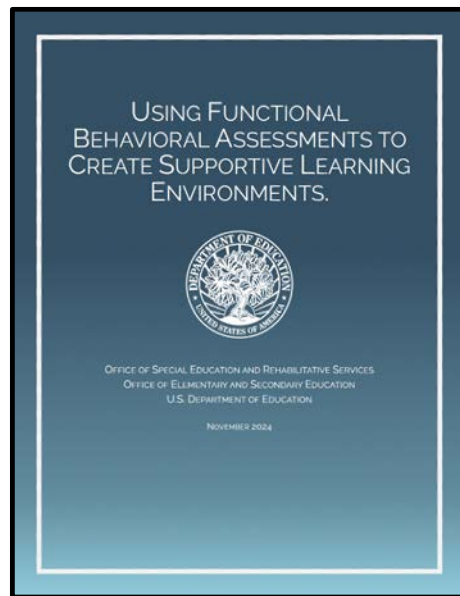
How Can FBAs Support Students with Disabilities?

- How can an FBA be used as part of the evaluation process of the IDEA?
 - Identifying academic and functional needs
 - If an FBA is used as part of a tier 3 framework, and everyone gets in tier 3 gets an FBA, parent permission is not required
 - Parent permission for an FBA if it used for special education identification or eligibility
- How can an FBA be incorporated into the IEP process?
 - An FBA can be used to identify appropriate behavioral interventions and supports, and other strategies

How can an FBA be incorporated into the IEP process?

- “The IEP team must, in the case of a child whose behaviors impede the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and strategies, to address that behavior (34 C.F.R. § 300.324[a][2], 2006).
- An FBA can be used to identify appropriate behavioral interventions and supports, and other strategies

What do you want to learn more about?





Student Voice & Person-Centered Planning



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What is Student Voice?

Student voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to **instructional approaches and techniques that are based on student** choices, interests, passions, and ambitions.



What Is Person-Centered Planning?

Person-centered planning is a discovery process used to search out what is truly important to and about a person and what **capacities and skills** that person possesses. It is values-based with the knowledge that each and every individual has **unique capacities and skills**. It focuses on a positive vision for the future of the person based on his or her **strengths, preferences, and capacities** for acquiring **new skills, abilities, and personality**.

It focuses on what a person **can do** versus what a person **cannot do**.

Why PCP?

- Focus on student's needs, wants, and goals
- Team-based approach with student at the center
- Wide level of support
- Results in better supports that fit person's life and plans



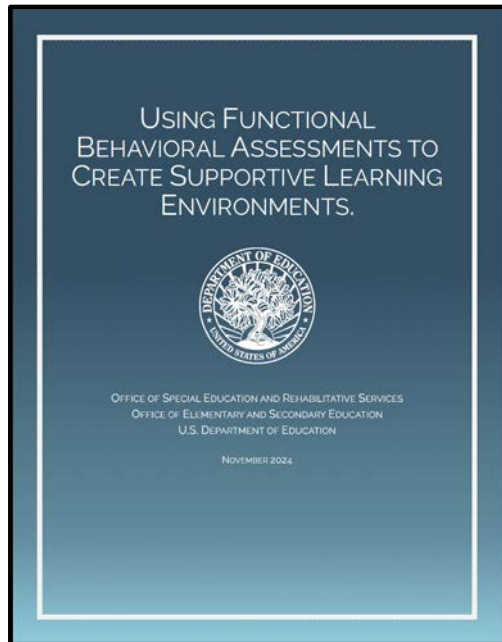
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The 5 Goals of PCP

- Being present and participating in community life
- Gaining and maintaining satisfying relationships
- Expressing preferences and making choices in everyday life
- Having opportunities to fulfill respected roles and live with dignity
- Continuing to develop personal competencies.



Skill Development in the Guidance



Page 7

Components of a behavioral plan (BSP/BIP) generally include...
Teaching the student skills that will address the function of the interfering behavior through instructional strategies and interventions and recognizing when they use these skills;



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Turn and Talk - PCP

02:00

Think about 2-3 of these goals and imagine how they might translate into a student-centered replacement or desired skill and corresponding IEP goal

- Being present and participating in community life
- Gaining and maintaining satisfying relationships
- Expressing preferences and making choices in everyday life
- Having opportunities to fulfill respected roles and live with dignity
- Continuing to develop personal competencies.

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Prior to the FBA Process

Student Involvement

- FBA interviews and observations conducted by staff who has a relationship with the student
- Staff completes preference assessments, school climate surveys etc. with student

Student Engagement

- Student team is led by an individual who has a relationship with the student
- Student preferences, goals, and dreams have been shared and are known by all team members
- Setting events and antecedents have been informally discussed with the student

During the FBA Process

Student Involvement

- FBA interviews and observations conducted by one person include interviewing the student about the target behaviors
- Record review includes student's learning history
- Data collected is mostly current ABC data on student behaviors

Student Engagement

- FBA interviews and observations conducted by staff who has a relationship with the student
- Interview includes asking student about their previous learning history, their goals and dreams
- Record review includes student's comprehensive history
- Data collected is from comprehensive and includes community or home data if relevant

During the FBA-BIP Meetings

Student Involvement

- Team is comprised of individuals who work with the student
- Student strengths are shared
- Student may attend FBA-BIP meeting if appropriate

Student Engagement

- Team is comprised of individuals who know the student and who have built relationships with the student
- Student strengths, goals, and dreams are the focus of the meeting
- Student attends actively participates in the meeting



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During the BIP Process

Student Involvement

- Goals and replacement behaviors are aligned with student-shared strengths and interests
- Progress is shared with the student

Student Engagement

- Goals and replacement behaviors are co-created by the team and the student
- Student helps track progress using self-management techniques
- Student is involved in discussions about adaptations or fading



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Turn and Talk – Student Engagement

02:00

How can you move from student involvement to student engagement in your FBA-BIP processes?



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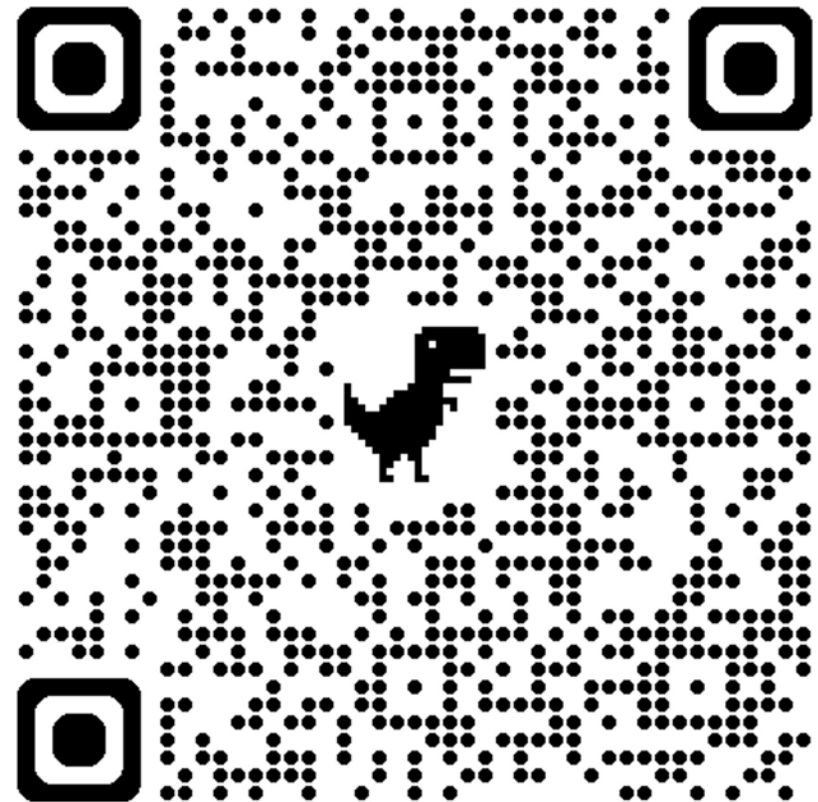
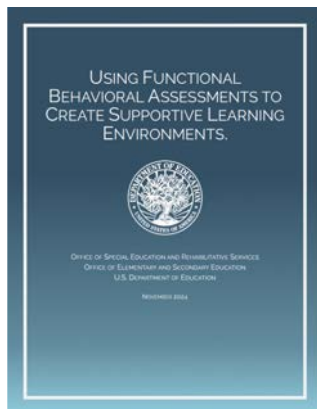


Resources



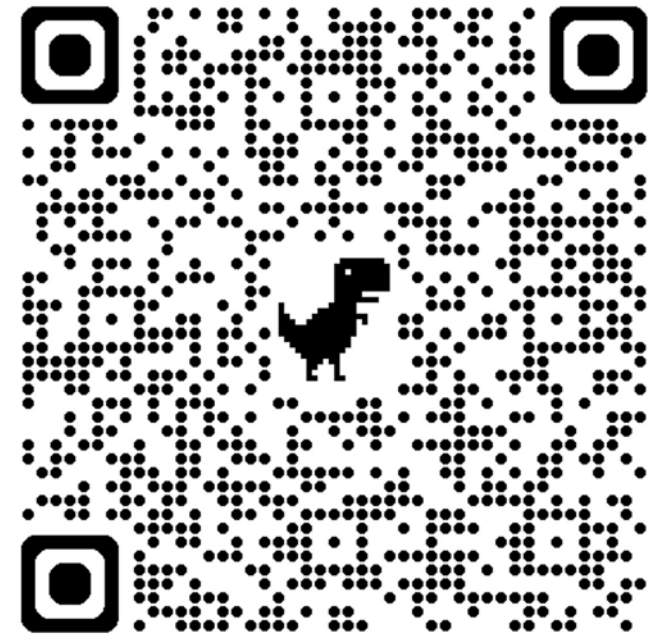
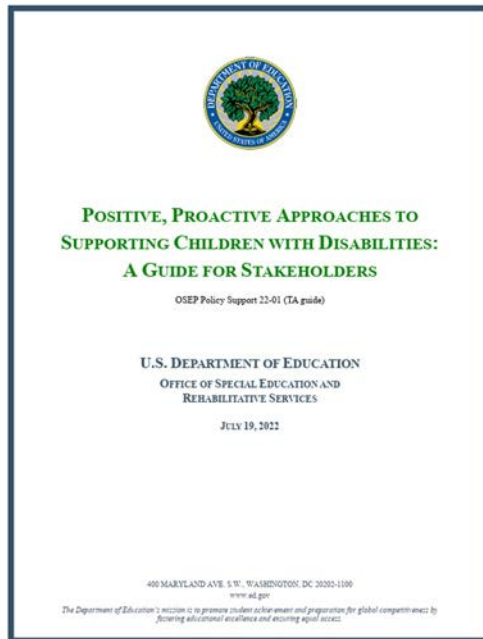
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Access the Using FBAs to Create Supportive Learning Environments Guide



<https://tinyurl.com/FBAGuidelines2024>

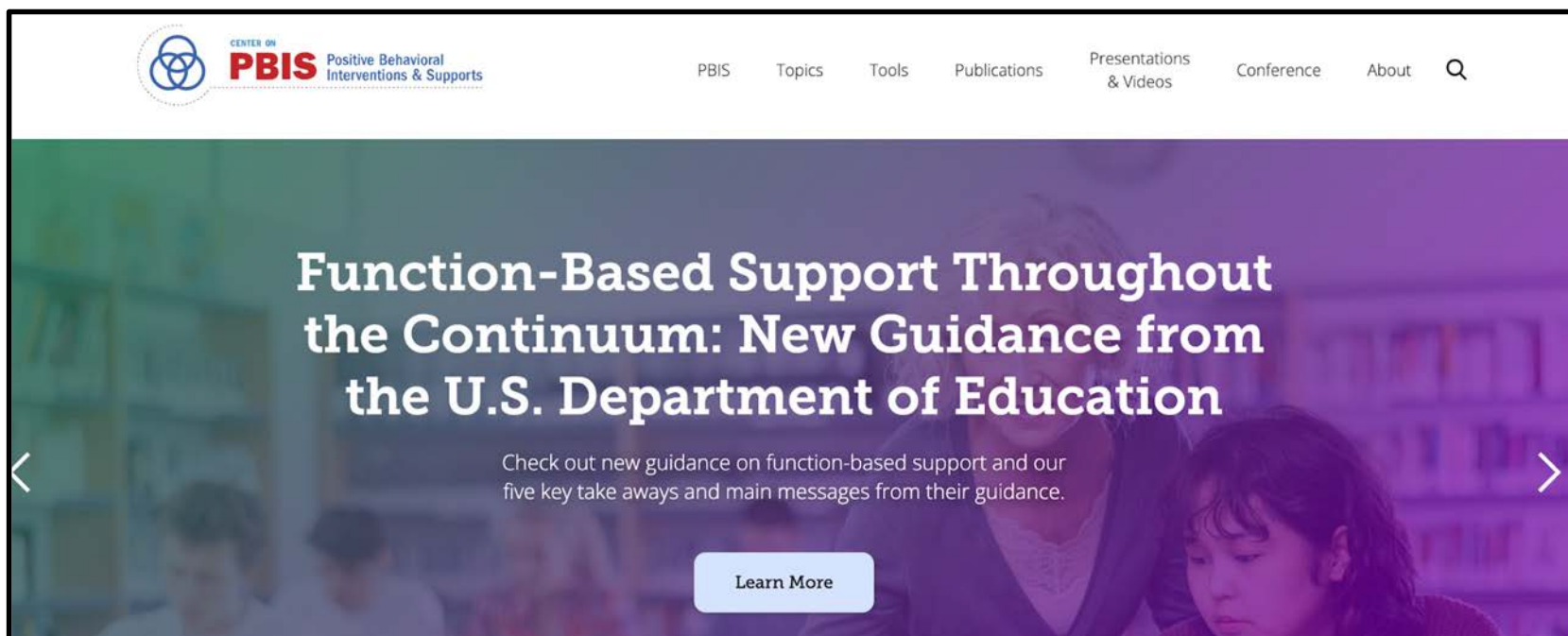
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<https://tinyurl.com/PositiveProactiveApproaches>

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Center of Positive Behavioral Supports and Supports (PBIS.org)



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How Should FBA/BIPs be Considered within Schools and the MTSS Framework: **Systems?**

Systems

Effective, comprehensive teaming

Behavioral PD/Capacity Building

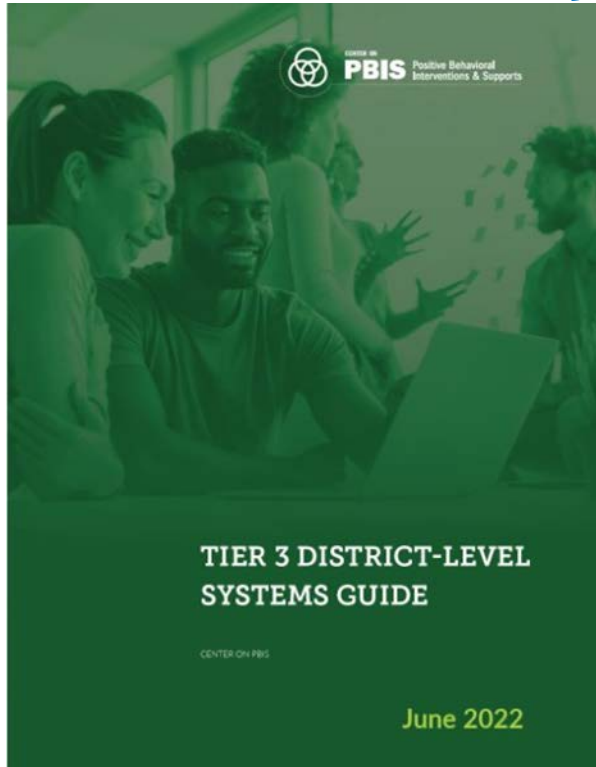
Alignment across Tiers and within school

Tier 3 forms and processes

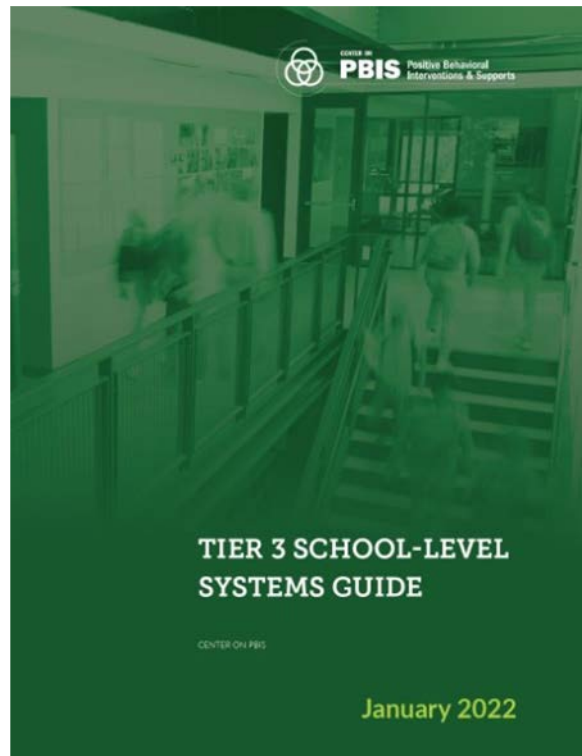


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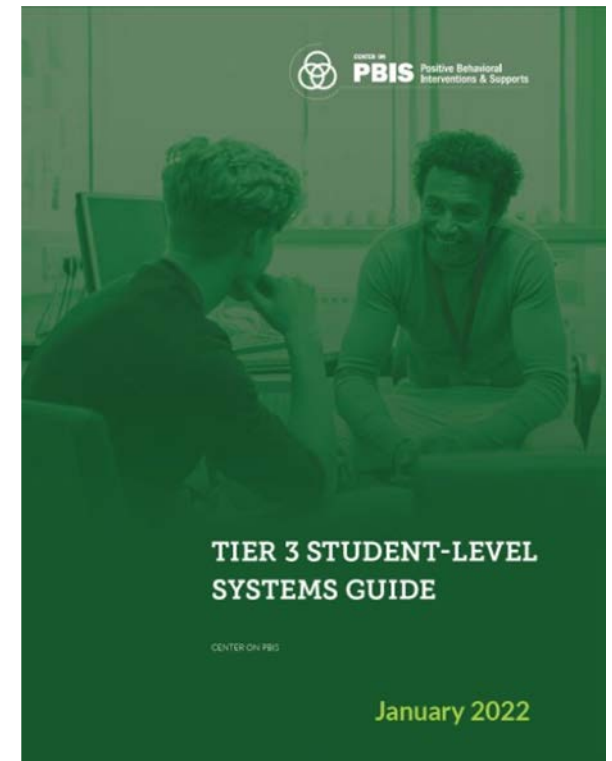
Resources: Systems



[Tier 3 District-Level Systems Guide](#)



[Tier 3 School-Level Systems Guide](#)



[Tier 3 Student-Level Systems Guide](#)
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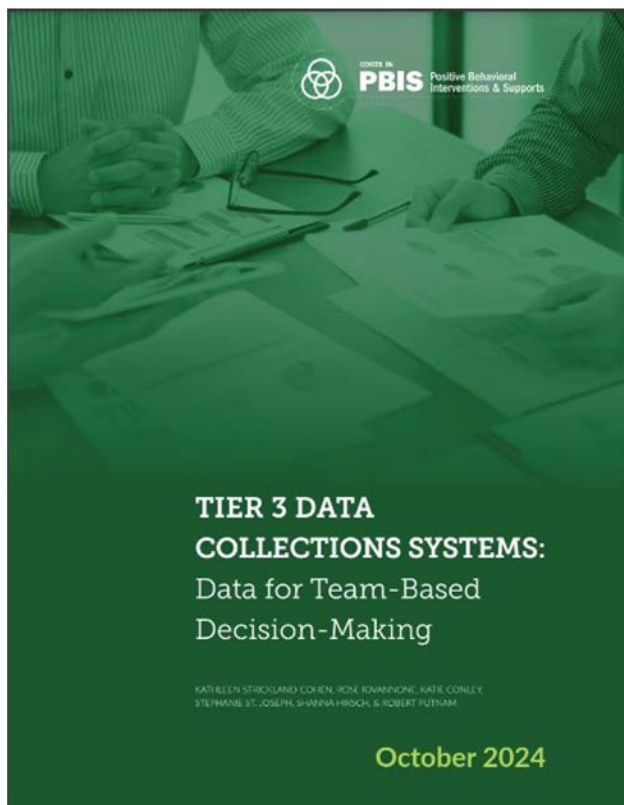
How Should FBA/BIPs be Considered within Schools and the MTSS Framework: **Data?**

Systems	Data
Effective, comprehensive teaming	Screening
Behavioral PD/Capacity Building	Individual outcome data
Alignment across Tiers and within school	School and district wide outcome data
Tier 3 forms and processes	Fidelity of implementation data



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Resources: Data



Tier 3 Data Collection Systems Brief

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

District/State _____ Evaluator _____ Date of Review _____ IRR ☐ Yes ☐ No IRR Score: _____
 ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>Check all that apply.</i> ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Team members participating listed ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	0 = unable to determine 1 = 1 source/person or list of names with no detail 2 = two or more sources with supporting details	
	2. Problem behaviors are identified and operationally defined . (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	0 = no problem behavior identified; 1 = behaviors are identified but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐ Target Behavior ☐ Method ☐ Time Frame ☐ Analysis	0 = unable to determine 1 = data collected, but omits at least one of the essential details 2 = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage")	0 = unable to determine, OR no indication setting	

Technical Adequacy Tool for Evaluation (TATE)



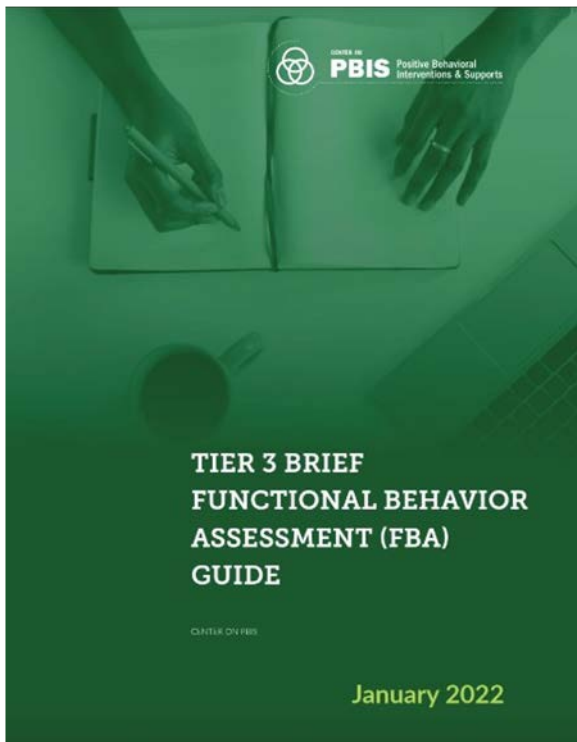
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How Should FBA/BIPs be Considered within Schools and the MTSS Framework: **Practices?**

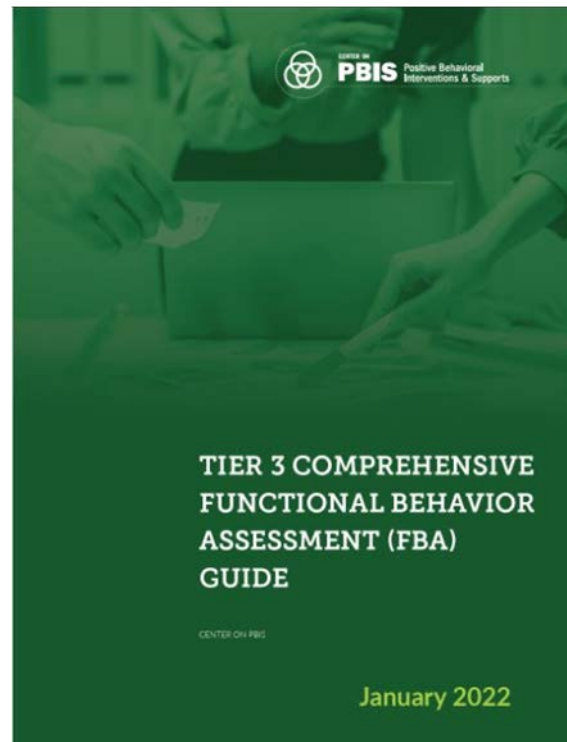
Systems	Data	Practices
Effective, comprehensive teaming	Screening	Evidence-based FBA/BIPs
Behavioral PD/Capacity Building	Individual outcome data	Wraparound, mental health, and community supports
Alignment across Tiers and within school	School and district wide outcome data	
Tier 3 forms and processes	Fidelity of implementation data	



Resources: Practices



Tier 3 Brief FBA Guide



Tier 3 Comprehensive FBA Guide

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Resources: Early Childhood



https://challengingbehavior.org/wp-content/uploads/2024/11/pbs_collection.pdf



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Parent/Student Interviews for FBAs

Functional Assessment Checklist for Students (FACTS-Student)

Student: _____ Grade: _____
Interviewer: _____ Date: _____

STRENGTHS: Identify your strengths and interests in each category below:

Academic strengths - _____

Social/Recreational - _____

Other - _____

ROUTINES ANALYSIS: Where, When & with Whom do you have the most challenges with your Behavior

Time	Class/Activity & Staff Involved	Likelihood of Getting in Trouble					If 1 or 2, what helps you to be successful in this class?	If 5 or 6, what behaviors get you in trouble?
		Low				High		
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Functional Assessment Checklist for Parents (FACTS – Part A)

Student: _____ Grade: _____ Date: _____

Parent: _____ Interviewer: _____

- Describe your child. What is he/she like at home?
- How often does the behavior occur at home?
- Describe your student's strengths in:
 - Academic s--
 - Social/Recreational --
 - Other --
- What positive or preventative strategies have you used with this student and how effective were they?
- What consequence strategies have you used with this student and how effective were they?
- What other insight can you offer about this student or the behavior that might assist us in developing appropriate, effective interventions (e.g., student preferences, situations when the student is successful, etc.)

ROUTINES ANALYSIS: Where, When and with Who are Problem Behaviors Most Likely:

Time	Activity & Staff Involved	Likelihood of Problem Behavior					Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low				High		
		1	2	3	4	5	6	
		Low				High		

<https://basicfba.com/wp-content/uploads/sites/16/2021/04/HS-FACTS-Student-FBA-Interview-Participatory-Planning-Guide-FBA.pdf>



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Family Involvement in Functional Assessment



<http://fifa.fmhi.usf.edu/FIFAManual.pdf>

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Resources for Parents



Home About ▾ Resources ▾ CPIR Webinars Parent Centers ▾

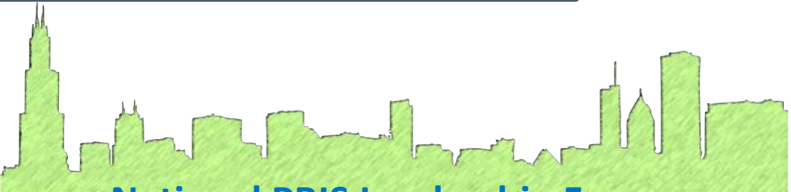
A Resource Collection | Functional Behavioral Assessment and Behavior Intervention Plans

November 2017A resource collection compiled by and for Parent Centers.
Coordinated by the NE Parent Center Assistance & Collaboration Team/
Region 1 Parent Technical Assistance Center @ SPAN
in collaboration with NH Parent Information Center
Many, many thanks go out to the [Development and Review Team!](#)



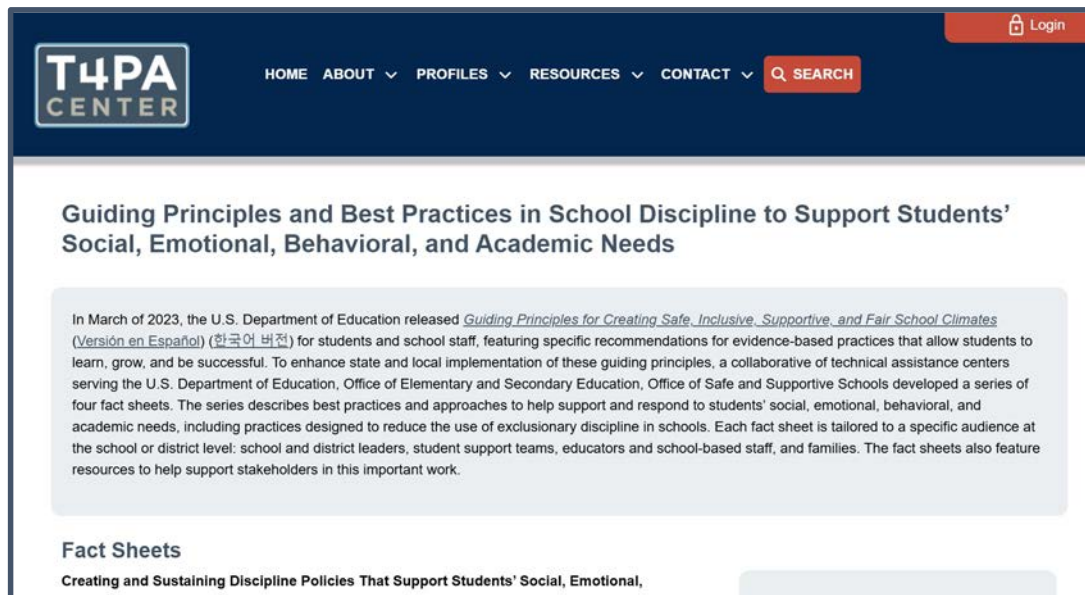
Are you looking for training materials, videos, Powerpoint slideshows, or webinars on **how to conduct a functional behavioral assessment (FBA)** of a student with disabilities or how to use the results of the FBA to write a **behavior intervention plan (BIP)** for the student? You can connect with many such resources here! The collection of materials listed below has been [reviewed and recommended by a working team of Parent Center staff](#) from different regions of the country, coordinated by NE-PACT, the Region 1 Parent Technical Assistance Center, in collaboration with NH Parent Information Center.

<https://www.parentcenterhub.org/fba-bip-resources/>



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Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success



<https://t4pacenter.ed.gov/SupportiveSchools>

The Title IV, Part A Technical Assistance Center (T4PA Center) operates on behalf of the U.S. Department of Education (ED)



Questions



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Please Complete this Session's Evaluation

10/23

5J – Using Collaborative Partnerships, Family Involvement, & Student Voice to develop Function-based Supports

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

Evaluations are **anonymous!** We send reminder emails to all participants.

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