

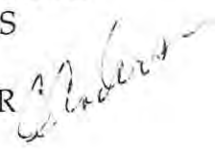
ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM

January 5, 2011

TO: SPECIAL EDUCATION AND RELATED SERVICES
ADMINISTRATORS, STAFF AND TEACHERS

FROM: CINDY ANDERSON, EXECUTIVE DIRECTOR
SPECIAL EDUCATION



SUBJECT: FBA Consents; General FBA and BIP Questions and Answers

When is Consent requested for an FBA?

Beginning January 5, 2011, the District will begin requesting parental consent to conduct FBAs in the following circumstances:

1. If an FBA is being utilized by the District to determine eligibility for special education either through initial evaluation or reevaluation process;
2. If an FBA is conducted for individual evaluative purposes to develop or modify a behavior intervention plan; or
3. If an FBA is being completed to determine the effectiveness of the teaching methods and positive behavior supports used for a student to make progress towards his or her IEP goals/objectives

When would consent be obtained?

If the FBA is part of the initial evaluation or reevaluation process, then the FBA would be noted on the consent for evaluation as part of the discussion at the evaluation planning meeting.

If an FBA is being conducted outside the initial evaluation or reevaluation process, then the parent consent would be sought prior to or at the beginning of the FBA meeting.

Reminder: Anytime the District seeks parent consent, District personnel should offer the parent an additional copy of the Alaska Notice of Procedural Safeguards and document such on the PWN associated with the meeting.

How is consent documented?

FBA would be noted as an "Other" option or identified under the "Behavioral, Social, Emotional" category on the consent form. Please see attached form for an example.
Is consent required when an FBA is proposed for a regular education student (e.g. one who has not been referred for special education services nor is currently receiving special education services)?

School psychologists should continue to utilize the current parent notification process or consult with Related Services, 742-6065.

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Question	Answer
<p>What is a functional behavior assessment (FBA)?</p>	<p>O'Neil, Horner, Albin, Sprague, Storey, Newton, (1997). <i>Functional Assessment and Program Development for Problem Behavior: A Practical Handbook</i>.</p> <ul style="list-style-type: none"> • Functional assessment is a general label used to describe a set of processes for defining the events in an environment that reliably predict and maintain problem behaviors. Functional assessment can include interviews, rating scales, direct observations, and systematic, experimental analysis of problem situations (functional analysis) (p. 1). • The information from a functional assessment does <i>not</i> allow a simple match of a problem behavior with a prepackaged clinical intervention. Functional assessment is a process for redesigning environments so they “work” for people with communication and behavioral disabilities (p. 2). • Components of a functional assessment: <ol style="list-style-type: none"> 1. Description of the problem behavior 2. Identification of events, times and situations that predict when behavior will and will not occur 3. Consequences that maintain the problem behavior. 4. FBA summary statement or hypotheses 5. Data that support the summary statements that have been developed <p>All of these components are covered in the Prevent-Teach-Reinforce (PTR) FBA process and forms</p>
<p>When is a FBA required?</p>	<p>FBA is required in the following situations for students who are receiving special education services:</p> <ol style="list-style-type: none"> 1. Interim alternate education setting administratively determined for drugs, weapons or infliction of serious bodily injury (IAES; 34CFR 300.530 (d)(ii)) 2. Manifestation with causality Conduct a functional behavioral assessment, unless the District had conducted a FBA before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child; or if a BIP has been developed, review the BIP and modify it, as necessary, to address the behavior (34 CFR 300.530 (f)(i) and (ii)) 3. Manifestation with no causality Receive <u>as appropriate</u> a FBA and behavior intervention services and modifications, that are

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	<p>designed to address the behavior violation so the behavior does not reoccur (34 CFR 300.530 (d)(ii))</p> <p>Congress specifically removed from the IDEA a requirement to conduct an FBA or review and modify an existing BIP for all children within 10 days of disciplinary removal regardless of whether behavior was a manifestation or not (Federal Register 34 CFR 300.536, p. 46721)</p> <p>Refer to the Behavior Problem Solving Guidance document to determine when to do a FBA.</p>
<p>What behavior should be targeted when a FBA is being conducted as a result of disciplinary procedures?</p>	<p>Receive, as appropriate, a FBA and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur (34 CFR 300.530 (d)(ii))</p>
<p>Are a FBA and a BIP required when behavior is checked as a concern on page 7 of the IEP?</p>	<p>No, but should be considered.</p> <p>In the case of a child whose behavior impedes the child's learning or that of others, <i>consider</i> the use of positive behavior interventions and supports, and other strategies, to address the behavior (34 CFR 300.324 (a)(2)(i) & 42 USC 614 (d)(3)(B)(i))</p>
<p>Is a FBA required to develop a BIP?</p>	<p>While FBAs typically precede the development of BIPs, it is not required (Discussion of Consideration of Special Factors (34 CFR 300.324 (a)(2))</p> <p>A problem solving process should occur for any behavior problem. This process can range from a 10-minute discussion with a team to a comprehensive FBA (Dr. Rose Iovannone, 2010).</p> <ul style="list-style-type: none"> • A FBA is required for the development of a BIP when considering severe, complex, problem behavior (i.e., behavior that do not respond to simple support strategies and require more than casual observation to understand). • Behavior Intervention Plan (BIP) may be developed without a comprehensive FBA for students in general education or students receiving special education <i>and</i> in need of simple behavioral support strategies. (34 CFR 300.324 (a)(2)(i)) <p>Refer to the Behavior Problem Solving Guidance document to determine when to do a FBA and BIP.</p>

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<p>Should a BIP always be developed after completing a FBA?</p>	<p>Yes</p> <p>The whole purpose of a functional assessment is to gain information that will improve the effectiveness and efficiency of behavioral interventions (O'Neil et al., 1997; p. 2).</p>
<p>What minimal components should be included in a FBA summary report?</p>	<p>Clear written description of the problem conduct (34 CFR 300.530 (d)(ii); 20 USC 1415 (k)(1)(D)(ii))</p> <p>Consideration of specific biological, physiological or environmental factors that may have a causal effect on the misconduct (34 CFR 300.530 (d)(ii); 20 USC 1415 (k)(1)(D)(ii))</p> <p>Information predicting when and in which situations the misconduct may occur (34 CFR 300.530 (d)(ii); 20 USC 1415 (k)(1)(D)(ii))</p> <p>Identifies the consequences that maintain the misconduct (34 CFR 300.530 (d)(ii); 20 USC 1415 (k)(1)(D)(ii))</p>
<p>When are a FBA & a BIP required to be reviewed?</p>	<p>FBA is to be reviewed at the following times:</p> <ul style="list-style-type: none"> • When data demonstrate that the child is not responding to interventions • Change of placement • Manifestation (34 CFR 300.530 (d)(ii) & 34 CFR 300.530 (f)(i) and (ii)) <p>BIP is to be reviewed and revised (if necessary) at the following times:</p> <ul style="list-style-type: none"> • When data demonstrate that the child is not responding to interventions • Whenever a child changes grade levels, teams, schools, or programs (e.g., new team reviews BIP at the beginning of the year when a student changes grade levels so everyone knows the plan or the plan can be revised if needed) • Reviewed annually as part of the IEP • Manifestation (34 CFR 300.530 (d)(ii) & 34 CFR 300.530 (f)(i) (ii))

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Is parental consent required for a FBA?	Yes See the Behavior Problem Solving Guidance to determine when consent is required.
When are participant signatures needed?	FBA and BIP each have a participants signature page
What paperwork is required for an FBA?	<ul style="list-style-type: none">• Meeting Invitation (FBA & BIP)• Consent to Evaluate (FBA)• Prior Written Notice (FBA & BIP)• FBA Summary Report• BIP
Who is in charge of the paperwork?	<ul style="list-style-type: none">▪ Meeting Invitation, Consent to Evaluate, and Prior Written Notice – case manager, secondary school counselor, or department chair• FBA report – school psychologist with support from team members (i.e., note taking during the meetings)• BIP – school psychologist <u>or</u> other team members as appropriate