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FBA and BIPs

Introduction

IDEA 1997 refocused attention, in a major way, on special education students who behave inappropriately. William Dussault (1998) described this new emphasis superbly:

“One of the major reasons the Reauthorization Bill ultimately known as IDEA 97 was so delayed was an intense lobbying [sic] effort and national discourse on the applicability of typical school discipline for students who qualify for services under IDEA. There seems to be an initial perception that the functional behavioral assessment and behavior plans arise under the Act solely in the context of the newly established disciplinary procedures. It would be a serious mistake for school districts to perceive that they only need to apply functional behavioral analysis and behavioral intervention plans to students who are currently subject to ongoing discipline systems. The law anticipates that the school district will have completed the functional the functional analysis and behavioral intervention plan before any behavior that results in a disciplinary action arises. Unless the district uses FBA and BIPs with every child for who behavior is a possible issue, the district may not be able to impose typical student discipline involving exclusion from a school program beyond the ten day period set forth in the Act. The is likely to include potentially all children who fall within the serious emotional disturbance category, the majority of children who are labeled autistic and brain injured, many children in the ADHD/LD categories and a significant number of children with other cognitive impairments. Beyond the preclusions contained in the Act on the manifestation relationship between the disciplinary changes in placement proposed for a child and the FBA/BIP there is the explicit expansion of the requirements of the content of the IEP requiring consideration of behavior as a special factor for all these children. The clear implication is that disability related behavior is not to be used as a means of excluding children from school. The behavior must be dealt with in an affirmative pro-active educational approach rather than through a reactive punitive approach.”¹

As Dussault said so well IDEA 1997 mandates that special educators deal with inappropriate behaviors of special education students programmatically, not just by

¹ Dussault, W. (1998). Functional Behavioral Assessments and Behavioral Intervention Plans. Fifteenth Annual Pacific Northwest Institute on Special Education and the Law (Yakima, WA. Sept. 28-30, 1998), p. 148-163.

punishment or exclusion. The exception to this is when there has been a ‘manifestation determination’ properly conducted by the mandated team. If the team has concluded that the misconduct was not a manifestation of the disability then the student may be disciplined as if he were non-disabled, except that FAPE must continue during the period of exclusion or other punishment.

Some behaviors are so easy to change that a formal functional behavioral analysis (FBA) isn’t necessary. Pages 15-17 illustrate one approach to a basic, but highly effective behavior intervention plan (BIP). Of course, if such a simple plan doesn’t work quickly and well, an FBA should be done to get a better understanding of the function the problem behavior serves and therefore of what needs to be changed.

The first step in an FBA is to objectively and specifically describe the behavior of concern. Next, the function that the behavior is serving for the student must be determined. Problem behaviors serve to obtain desired events, objects, people, attention, power, self-stimulation, etc. or to avoid or escape undesirables such as difficult tasks, certain people or events, anxiety, frustration, etc. This determination of function is done by careful examination of the circumstances under which the behavior occurs (the “befores”) and the consequences (the “afters”) which maintain it. Acceptable replacement behaviors must then be taught and reinforced, as outlined in the behavior support or intervention plan (BIP).

Perry Zirkel (see p.3), has examined the IDEA requirements as to when an FBA and its resulting BIP must be provided. In addition to those disciplinary situations that Zirkel addresses so clearly, a BIP must also be provided whenever the IEP team finds that the student’s behavior impedes his learning or that of others. (34 CFR 300.346 (a)(2)(i))

COMMENTARY

THE IDEA'S SUSPENSION/EXPULSION REQUIREMENTS: A PRACTICAL PICTURE*

by

PERRY A. ZIRKEL, PH.D., J.D., L.L.M.**

The discipline provisions of the 1997 Amendments to the Individuals with Disabilities Education Act have caused controversy and confusion. They were a major reason for the delay between the proposed final regulations in October 1997 and the final regulations in March 1999. In the immediate wake of the final regulations, school officials and parent representatives need an objective and workable interpretation, which is limited to what is legally required as compared with what is pedagogically preferred.

The discipline provisions focus on suspensions and expulsions.¹ The most common questions concern the new requirements for functional behavioral assessments (FBAs) and behavior intervention plans (BIPs), the expanded alternative of a 45-day interim placement,² and the codified requirements for a manifestation determination. Although the professional literature includes analyses of each of these features,³ it does not contain a practically workable and objectively defensible road map of their scope and intersections.

A careful review of the statute reveals two alternative road maps. The narrower routing, which is illustrated in Figure 1, starts with the core, or triggering, statutory circumstances.⁴ Although inartfully drafted, this subsection of IDEA '97 appears to authorize the combination of two exclusionary

* The views expressed are those of the author and do not necessarily reflect the views of the publisher. Cite as 134 Ed.Law Rep. [19] (June 24, 1999).

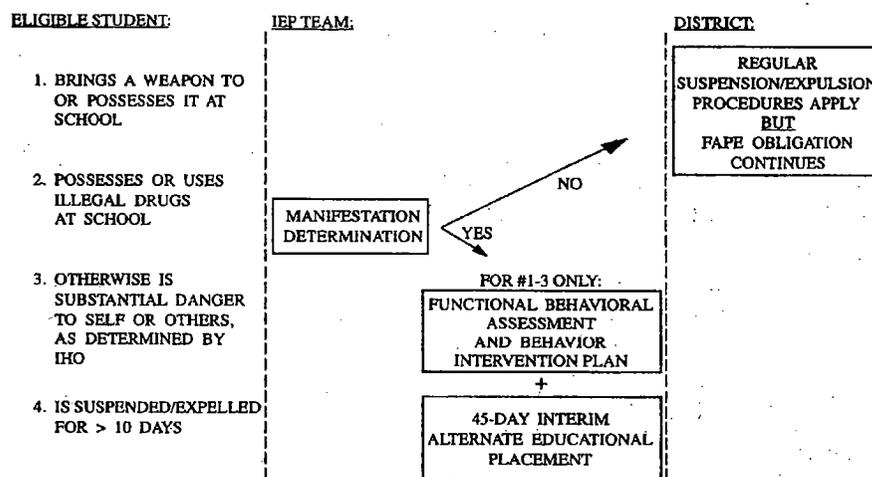
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1. 20 U.S.C. § 1415(k); 34 C.F.R. §§ 300.520-300.529. The only subjects covered in this statutory section and its parallel regulations not limited to suspensions and expulsions are 1) the provision concerning criminal prosecution of eligible students, which is an apparent reaction to *Morgan v. Chris L.*, 25 IDELR 226 (6th Cir. 1996), and 2) the provision concerning deemed-to-know unclassified students, which is an expansive codification of *Rodriguez v. Waukegan Sch. Dist.*, 90 F.3d 249 [111 Ed.Law Rep. [94]] (7th Cir. 1996) and *Hacienda LaPuenta Unified Sch. Dist. v. Honig*, 976 F.2d 487 [77 Ed.Law Rep. [1117]] (9th Cir. 1992). 20 U.S.C. §§ 1415(k)(8)-(9); 34 C.F.R. §§ 300.527 and 300.529.
2. This alternative first appeared in the IDEA's Jeffords Amendment, which allowed such interim placements in the event that an IDEA-eligible student brought a gun to school.
3. See, e.g., Perry Zirkel, *The "Dangerousness Exception" for Students with Disabilities*, NASSP BULL. (in press); Perry Zirkel & Sharon Lohrmann, *Making Sense of the Murky IDEA Provisions for "FBA's" and "BIP's,"* 27 COMMUNIQUE 26 (1999); Perry Zirkel, *IDEA Discipline Update*, 14 THE SPECIAL EDUCATOR 4 (Nov. 20, 1998); Perry Zirkel, *IDEA Discipline Provisions Have You Off Track?*, 14 THE SPECIAL EDUCATOR 1 (Oct. 9, 1998); Perry Zirkel, *Manifestation Determinations: An Update under the New IDEA*, 13 THE SPECIAL EDUCATOR 4 (Aug. 1, 1997).
4. 20 U.S.C. § 1415(k)(1)(A).

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responses, an in-or out-of-school-suspension for not more than 10 days “and” an interim placement for not more than 45 days, accompanied by the two proactive responses of an FBA and a BIP, only in the event of either of two circumscribed situations: 1) “if” an eligible child brings a weapon to school, or 2) “if” an eligible child possesses illegal drugs at school.⁵ The statute also specifies, in more clear terms, a third alternative for a 45-day interim placement, which is based on the *Honig* dangerousness exception⁶ but as determined by an impartial-hearing officer rather than a judge. However, this third alternative, as compared to the first two,⁷ only requires a FBA and a BIP to the extent that they are necessary for providing, in the 45-day placement, “services or modifications” designed to prevent the recurrence of the precipitating misbehavior.⁸ The fourth and pre-existing situation of exclusions for more than 10 consecutive days, where none of the three special circumstances apply, has no option of a 45-day placement unless the parents provide consent.

Figure 1: The Parsimonious Model



The related requirement of a manifestation determination, at least if accomplished within the ten days of the 10\$45 combination or within the expedited period of the dangerousness-exception hearing, arguably does not require the FBA-BIP process if the IEP team’s unchallenged determination

5. The specific language extends in both cases to school functions and, in the second case, to use of illegal drugs and sale or solicitation of sale of a controlled substance. *Id.*

6. *Honig v. Doe*, 484 U.S. 305, 108 S.Ct. 592, 98 L.Ed.2d 686 [43 Ed.Law Rep. [857]] (1988); see also *Light v. Parkway C-2 Sch. Dist.*, 41 F.3d 1223 [96 Ed.Law Rep. [98]] (8th Cir. 1994), *cert. denied*, 515 U.S. 1132, 115 S. Ct. 2557, 132 L.Ed.2d 811 (1995). A post-Amendments court decision concluded that this new route is an alternative rather

than prerequisite step to a *Honig* injunction. *Gadsden City Bd. of Educ. v. B.P.*, 3 F.Supp.2d 1299 [127 Ed.Law Rep. [234]] (N.D.Ala. 1998).

7. The statute expressly limits these requirements to the actions specified in 20 U.S.C. § 1415(k)(1)(A), which are the district, as contrasted with the hearing officer, 45-day placements and the connected district removal actions of less than 11 days.

8. 20 U.S.C. § 1415(k)(3)(B).

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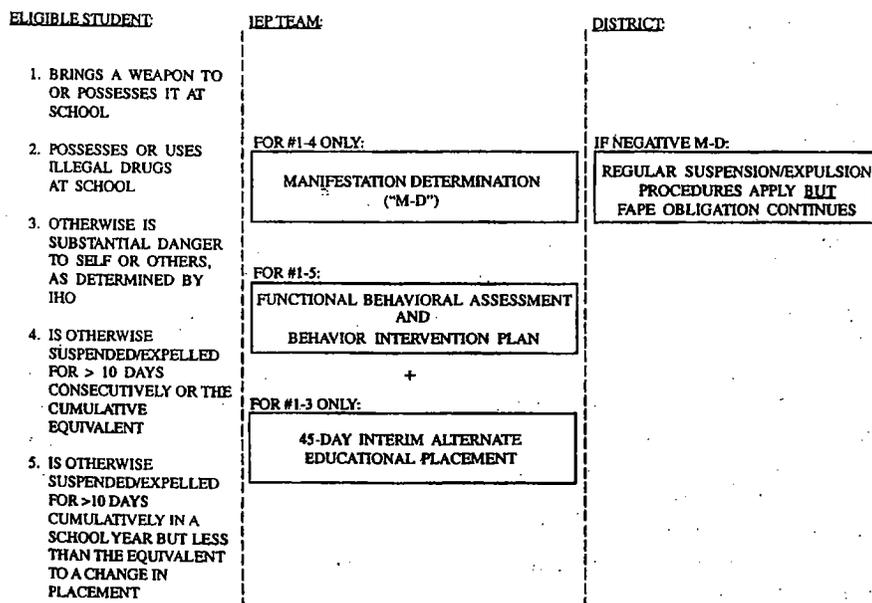
is that the precipitating misbehavior is not a manifestation of the child's disability; instead, the statute directly routes the child to the regular expulsion procedures.⁹

This parsimonious model is also supported based on the common-sense rationale that if the misbehavior has nothing to do with the child's disability, the district should treat the child like other, nondisabled children.¹⁰

However, the U.S. Department of Education's interpretation in the regulations, which presumably will be entitled to judicial deference, appears to adopt the alternate and much more expansive model illustrated in Figure 2. Although tracking the structure of the statutory language for the 10-45 day combination for weapons and illegal drugs,¹¹ the regulations seem to extend the FBA-BIP requirement to other "removals" of more than 10 cumulative days,¹² while limiting the manifestation-determination requirement to removals in a school year of more than 10 consecutive school days or the equivalent, in terms of a change in placement, in cumulative days.¹³ Except to the extent required to prevent recurrence of the precipitating behavior,¹⁴ the FBA-BIP requirement does not clearly apply to the remaining situation qualifying for a 45-day alternate education setting—where an eligible child fits the dangerousness exception, as determined by a due process hearing officer.¹⁵

9. *Id.* § 1415(k)(5). If, instead, the parents challenge this negative determination at a due process hearing, the hearing shall be expedited and the child's stay put shall be the 45-day placement, making the necessity of the FBA-BIP process more likely. *Id.* §§ 1415(k)(6)-(7). However, for the interpretation that the FBA process is a prerequisite for the manifestation determination, see *Hacienda La Puente Unified Sch. Dist.*, 30 IDELR 105 (Cal. SEA 1999). This decision preceded the issuance of the regulations and does not seem to recognize the difficulty of completing the FBA within the ten-day deadline for the manifestation determination.
10. See, e.g., *Doe v. Maher*, 793 F.2d 1470, 1492 [33 Ed.Law Rep. [124]] (9th Cir. 1986), *aff'd on other grounds sub nom. Honig v. Doe*, 484 U.S. 305, 108 S.Ct. 592, 98 L.Ed.2d 686 [43 Ed.Law Rep. [857]] (1988). The courts have not been consistent in terms of the extent of this logic. See, e.g., David Dagley, Michele McGuire & Charles Evans, *The Relationship Test in the Discipline of Disabled Students*, 88 Ed.Law Rep. [13] (1994).
11. 34 C.F.R. § 300.520(a).
12. *Id.* § 300.520(b). A BIP is arguably required more broadly for repetitive learning-impeding behavior. *Id.* § 300.346(a)(2)(i); 64 FED. REG. 12473 (Mar. 12, 1999).
13. 34 C.F.R. § 300.523(a). For this purpose, the regulations use a multi-factor test, which includes the total number of days and their proximity within the school year. *Id.* § 300.519(b). This interpretation is a continuation of the pre-existing position of the Department's Office of Special Education Programs for the IDEA, paralleling that of its Office for Civil Rights for Section 504, that the 10-day rule only applied automatically to consecutive days and that cumulative days could constitute the equivalent at some ad hoc point constituting a change in placement based on these multiple factors. See, e.g., Perry Zirkel & Max Mueller, *The "Ten-Day Rule": Only Consecutive Only or Also Cumulative?*, 4 THE SPECIAL EDUCATOR 5 (May 17, 1989). Of course, state law may specify a more stringent standard.
14. 34 C.F.R. § 300.522(b)(2). See *supra* note 8 and accompanying text for the statutory counterpart.
15. *Id.* § 300.520(b)(1). This regulation applies to district removals of more than 10 consecutive or cumulative days. However, for the danger-based 45-day removal, the hearing officer, not district personnel, orders the change. *Id.* § 300.521. Partially filling this and the wider gap, the regulations require IEP teams to consider, as appropriate, and incorporate, where repetitive, intervention strategies for behavior that impedes

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Figure 2: The Majority Model

The regulations further clarify the timing of the respective steps. For example, upon cumulative suspensions of more than 10 days, the regulations require the IEP team, within 10 business days¹⁶ of taking the disciplinary action, to develop a plan for an FBA and a BIP or, where the eligible child already has a BIP, to review and, if necessary, revise it.¹⁷ For changes in placement, they specify a deadline of 10 school days for completion of the manifestation determination.¹⁸

By broadening the triggering circumstances for the FBA-BIP to a low, inclusive threshold of 11 cumulative days, the regulations arguably preserve this obligation when the IEP team's determination is that the precipitating misbehavior is not a manifestation of the disability.¹⁹

In any event, the Amendments make clear that the FAPE obligation continues after expulsions in the wake of these negative (i.e., no relationship) manifestation determinations,²⁰ and the regulations specify for these and other removals of more than 10 consecutive or cumulative days who shall

the child's learning or that of others. See *supra* note 12.

16. The regulations define "business day" as a weekday (i.e., Monday thru Friday) minus state and federal holidays. *Id.* § 300.9.

17. *Id.* § 300.520(b)(1). Where the child does not already have a BIP, the IEP must develop and implement it "as soon as practicable" after completing the FBA. *Id.* § 300.520(b)(2).

18. *Id.* § 300.523(a)(2).

19. In any event, the broad scope of the criteria in general and the negative slant of the "consequences" and "control" criteria in particular would seem to suggest that in the majority of the cases, a defensible determination would be that the child's misconduct was a manifestation of his/her disability.

20. 20 U.S.C. § 1415(k)(5). The continuation of the FAPE obligation is an apparent reaction to *Virginia Dep't of Educ. v. Riley*, 106 F.3d 559 [116 Ed.Law Rep. [40]] (4th Cir. 1996).

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determine and what are the criteria for extent of the FAPE obligation.²¹

Finally, the regulations provide clarifying limits to the remaining two related provisions by 1) specifying that the transmission of records upon referring eligible students for criminal prosecution is subject to the limits of FERPA,²² and 2) adding to the most open-ended deemed-to-know situation, where the child's teacher or other district employee has expressed concern about the behavior or performance of the child to the special education director or other district personnel the narrowing phrase "in accordance with the [district's] established child find or special education referral system."²³

In the immediate wake of the regulations and pending judicial testing, school district officials are left to choose between these two alternative road maps. Although valid arguments remain for the parsimonious model, the prevailing perception, rooted partially in advocating best practice and partially in playing it safe, is that Figure 2 is the correct interpretation, thus yielding its label as the majority model.

21. 34 C.F.R § 300.121(a).

22. *Id.* § 300.527(d)(2)(ii).

23. *Id.* § 300.527(b)(4). The regulations also add limiting language to the remaining deemed-to-know situations. *Id.*

IDEA does not define the functional behavioral assessment that it requires. Therefore, we look to accepted professional practice to establish what constitutes an appropriate FBA. First, it is important to understand that “functional” means we must determine what function the target, undesirable behavior serves for the child. Typically, the child behaves inappropriately to get something she or he wants or to avoid something he or she doesn’t want. An FBA allows us to determine what the child is seeking or avoiding. Then we can plan the interventions that will teach the child more appropriate ways to obtain the desired results and/or to avoid the disagreeable. The entire point of the FBA is to seek and obtain the information needed to plan an effective behavioral intervention plan. This may be a simple, easy and quick analysis based on previous knowledge or records. On the other hand, it may require detailed observations and perhaps even experimentation with various consequences.

At the heart of both the FBA and the BIP is the ABC sequence – antecedent, behavior, consequence. Something precedes the behavior (antecedent) and something follows it (consequence). In order to change a behavior, we must change the antecedent or the consequence or both. The FBA allows us to learn what significant antecedents and/or consequences must be changed.

ABC Examples

<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>
1. Teacher asks C. to read aloud	C. hits another student	C. is sent to the office
2. Wednesday mornings	W. falls asleep before recess	W. is sent to nurse’s room
3. Unstructured free time	R. draws lewd pictures	Teacher takes R. into workroom and talks to him about appropriate/inappropriate drawings
4. Sixth grade teacher begins discussion in history	M. laughs, throws objects, whistles	M. stays in during recess



ONE FBA FORMAT

Things that are going on at home or before the student gets to school that may have an effect later in the day (e.g., home stress, fight with parents/peers, lack of sleep, medication) .

What typically makes the student act inappropriately (e.g., a direction, a task, a person)? _____

What does the student typically do that is inappropriate (e.g., talk back, whine, run away)? _____

After the incident, what typically happens (e.g., send to office, time-out, parent contact, scolding) _____

Why does he/she misbehave (e.g. to get attention, to have power/control and/or to get out of doing a task)? _____

Summary Statement

What might be happening at home or before school?	What sets him/her off?	What does he/she do that is not appropriate?	What happens right after the inappropriate behavior?	What does he/she want?
Setting Event	Predictor	Problem Behavior	Consequence	Maintaining Function

Summary Statement

<u>Setting Event</u>	<u>Predictor</u>	<u>Problem Behavior</u>	<u>Consequence</u>	<u>Maintaining Function</u>
What might be happening at home or before school?	What sets him off?	What does he do that is not appropriate?	What happens right after the inappropriate behavior?	What does he want?
<i>Louis</i> Lack of sleep	Playing with other children	Taking away toys, hitting, pushing, running around.	Teacher talks to him. When he starts running, the principal comes and physically removes him from the classroom	Adult attention
<i>Anlee</i> Single working mom, only child	Teacher request	She argues and/or has a temper tantrum	Teacher keeps argument going and when a tantrum follows, Anlee is removed from class to time-out.	Adult attention
<i>Jose</i> Mom easy going, stepdad strict. One baby sister. Taking Ritalin for hyperactivity.	Sitting on the bus	Inappropriate language, obscene gestures	Bus driver stops bus and scolds Jose. Other students laugh. After bus ride, the bus driver tells teacher or parents about problems.	Peer and adult attention
<i>Michael</i> Dad in jail, mom dysfunctional.	When teacher is not looking	Michael acts silly, makes obscene gestures and inappropriate noises.	When asked to stop, he ignores the teacher. He continues to be silly. Peers laugh at him and want him to continue.	Peer attention/adult attention
<i>Tess</i> Tess has arguments with stepdad every morning. She wants to go and live with her biological dad in another state.	Teacher request and independent work.	She refuses to do her work. She argues, is defiant and has severe talk outs using foul language, hurtful comments, and she sometimes destroys property (e.g., tears pages out of books, scratches graffiti on desk).		She wants to avoid going to this particular school. She wants to be sent back to California.
Upper middle class family. Two working, professional parents and three younger siblings.	Other students around.	Inappropriate language (e.g., cussing, put downs)	Peers push him away and cuss back. If teacher is around, Len is sent to the office.	Peer attention

- B. The manifestation determination must be done according to the law, not according to school personnel beliefs about “causation.”
- C. A behavior intervention plan (BIP) must be developed as part of the IEP when the IEP team believes the student’s behavior impedes his or her own learning or that of others. Some teams lack deep expertise in developing BIPs; more lack expertise in conducting the functional behavioral analysis (FA) on which the BIP should be based. Teri Lewis-Palmer, et al., presented the following material on FA at the Oregon Conference 2000, February 17 and 18 in Eugene, OR:

Functional Assessment Q & A

What is a functional assessment (FA)?

An FA is a process for developing statements that describe the conditions under which behavior is observed and not observed. These statements include (a) antecedents that trigger behavior, (b) descriptions of the problem behavior, (c) consequences that maintain occurrences of problem behavior, and (d) factors that make the problem behavior worse.

Why do an FA?

FAs are conducted to enhance the effectiveness, efficiency, and relevance of behavior support development and implementation. FAs are not conducted to determine eligibility, placement, or manifest determination.

What are the FA steps? (see flowchart)

1. Collect information.
 - a. Abbreviated FA (e.g., brief interview, archival review, FACTS)
 - b. Full FA (e.g., teacher/student guided interview, direct observation.)
2. Develop and confirm testable hypotheses.
3. Develop and implement behavior support plan.
4. Monitor and evaluate implementation of behavior support plan.

What is the difference between an abbreviated and full FA?

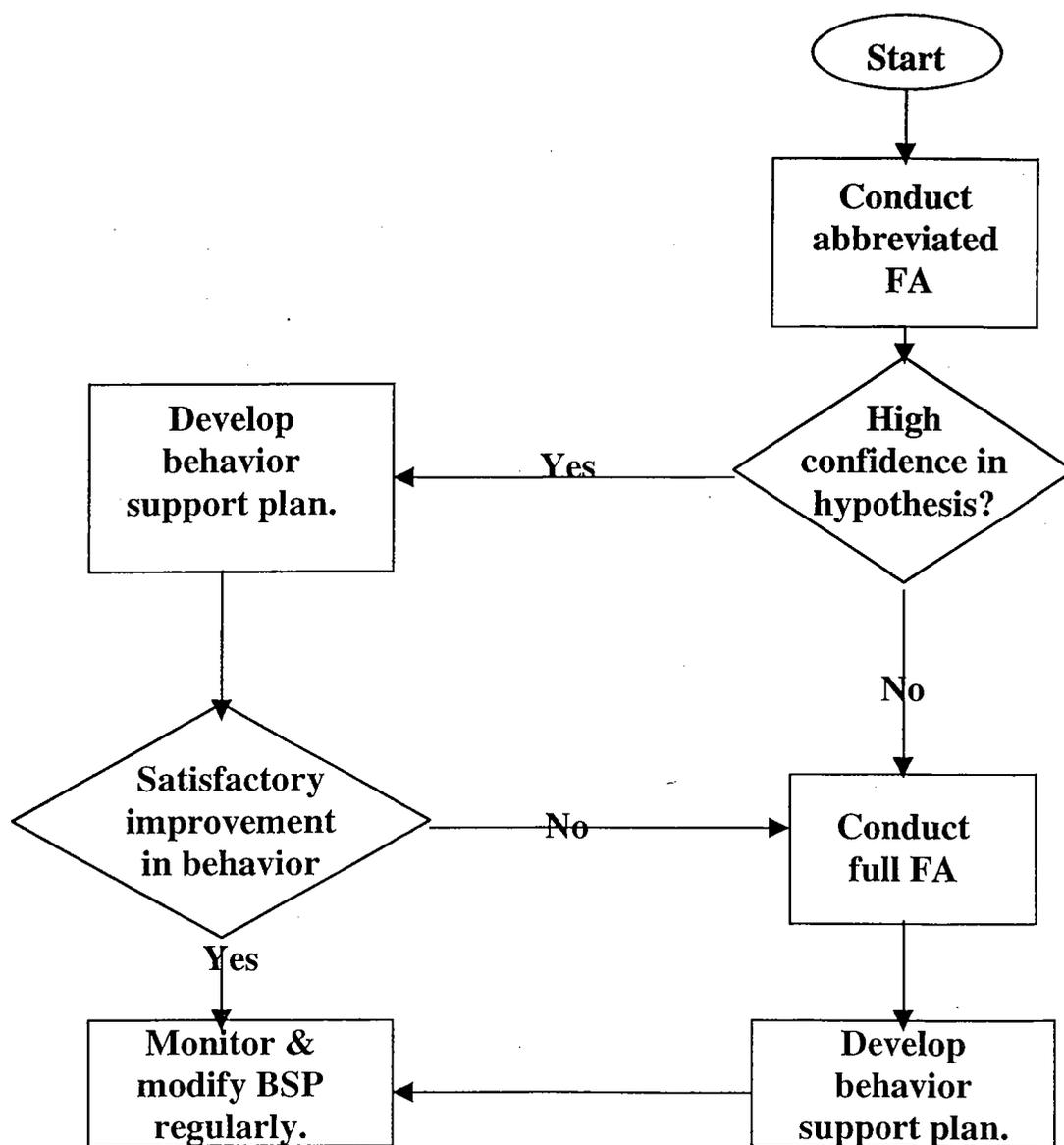
An Abbreviated FA is the first step in the FA process and consists of a brief structured interview and archival reviews with individuals who have direct and regular contact with a student and archival review. If there is high confidence in the resulting hypothesis statements, behavior support plans are developed. If these plans result in acceptable progress, monitoring and evaluation continues. If progress is unsatisfactory, full FAs are conducted.

A Full FA adds direct observation and additional interviews and archival reviews. More specialized behavior support plans are developed.

What are the components of a behavior support plan?

A complete behavior support plan includes descriptions of strategies for (a) teaching desired and acceptable behavior; (b) manipulating antecedents, consequence, and setting events; (c) crisis/emergency situations, (d) monitoring and evaluating the behavior support plan.

Overview of Functional Assessment-based Behavior Support Planning Process



FUNCTIONAL BEHAVIORAL ASSESSMENT linked to BEHAVIOR SUPPORT PLANS (FBA-BSP)

Problem Identification

Step 1: FBA Interview with teacher

Step 2: FBA Interview with student and/or parent

The purpose of these interviews is to define the problem behaviors in specific, measurable terms and to describe the circumstances that typically predict and maintain these problem behaviors. Several forms are available to use in gathering this information. These forms include the “Functional Assessment Checklist for Teachers and Staff (FACTS)”, the “Teacher Directed Functional Assessment Interview” the “Student Guided Functional Assessment Interview” and the “Routines Matrix”.

Hypothesis Development

Step 3: Develop a testable hypothesis statement about the context associated with problem behaviors.

A complete testable hypothesis includes observable descriptions of (a) problem behaviors; (b) setting events (c) triggering antecedent events, and; (d) maintaining consequences or functions of the behavior. Information for the initial testable hypothesis comes from the FBA interviews.

For example:

- Janet puts her head on her desk and does not respond to teacher directions when she doesn't know how to do a difficult math problem. Her teacher removes the work.

Setting Event	Triggering Antecedent	Problem Behavior	Maintaining Consequence
Math class	Difficult problem	Puts head down	Escapes work

Hypothesis Testing

Step 4: Confirm/modify the testable hypothesis through observation of student in his/her natural setting.

Observations are conducted during times that were identified as frequent predictors for problem behavior. The “Functional Assessment Observation” form or simple “ABC Charts” are examples of forms that can be used to guide this observation. Other observation forms that are more familiar to you can also be used. It is critical that the observation method used allows you to document the occurrence of problem behaviors, triggering antecedents, and consequences of the problem behavior. It is often helpful to also conduct an observation in a setting where the

child does not typically exhibit behavior problems. This observation can help identify features of the environment that could be incorporated into the problematic setting.

Behavior Support Plan Development

Step 5: Develop competing behavior summary

The purpose of this step is to generate strategies to replace problem behavior with desired behavior, or at least with a more acceptable alternative behavior. The strategies that are generated should compete with the problem behavior by making the problem behavior irrelevant, inefficient, or ineffective. The “Competing Behavior Form” can be used to generate these alternative and desired behaviors.

Step 6: Develop behavior support plan

The behavior support plan should come out of the intervention strategies that were generated using the Competing Behavior Form. The behavior support plan should describe the details and routines for the full implementation of the behavior support plan. Each school may have their own form for completing Behavior Support Plans. This plan should include:

1. Logistics – schedules, individual responsibilities, materials, and training
2. Scripts – for manipulation of the setting events, antecedents, behaviors, and consequences
3. Interim/emergency procedures

Implementation

Step 7: Implement the behavior support plan

The plan should be distributed to all individuals involved, including members of the Referral Team, teacher, and parent. The plan should be explained in detail to the student. It may be necessary to train either the student or the teacher to carry out parts of the Behavior Support Plan. For example, if a self-monitoring procedure is one part the plan, then the child would need to be trained to use the self-monitoring system. The Behavior Support Plan should specify who will conduct this training and when.

Evaluation and Modification

Step 8: Monitor the implementation of the BSP and to evaluate the effects of the BSP on student performance.

Step 9: Modify plan as necessary

A member of the Referral Team, or the teacher should collect data indicating if a change in behavior has occurred. Necessary modifications to the BSP should be made at a follow-up meeting. In terms of organization, all of the materials developed throughout the FA-BSP should be kept in a central, confidential location. Upcoming follow-up meetings should be marked on a calendar that is accessible to all involved individuals.

Example

Student's Name: Ann Age: 14 Grade: 8 Date: _____

_____ *What are her strengths?*

Ann designs outrageous outfits. She is very artistic.

_____ *What are the problem behaviors?*

Ann draws graffiti on her desks, the walls in the hallways and in restrooms.

_____ *What do we want her to do?*

Ann needs to draw only in appropriate places.

_____ *How will we teach the desired behaviors?*

Talk to Ann and problem solve ways she can be creative without destroying property.

With the help of the shop teacher, she can design graffiti boards for the classrooms and hallways. She can help plan ways that she and other students can earn opportunities to draw on the graffiti boards. Each day, Ann can check the boards, take off the paper and file preferred art or graffiti in a special notebook to be displayed publicly.

_____ *What can she earn?*

Ann can earn time, opportunities to draw, and the privilege of managing the graffiti boards.

_____ *What happens if she displays unacceptable behaviors?*

Ann will pay restitution and clean up graffiti, the cafeteria, and the school grounds.

_____ *How long will we try this plan?*

We will try this plan for two weeks.

Example :

Student's Name: TJ Age: 5 Grade: Kdg. Date: _____

_____ *What are his strengths?*

TJ likes to play on the computer and play videogames. He likes to tell stories about his dad who is a truck driver.

_____ *What are the problem behaviors?*

TJ often refuses to do work or follow directions. He hurts other children or himself.

_____ *What do we want him to do?*

TJ needs to follow directions, complete assigned tasks, and refrain from hurting others or himself.

_____ *How will we teach the desired behaviors?*

Explain to TJ that he can earn computer time if he follows directions, does his work, and uses his hands appropriately. Show him a chart with boxes for happy faces. Every 15 minutes he can earn a happy face. Teach TJ how to go to time-out if he doesn't follow directions.

_____ *What can he earn?*

He can earn happy faces, computer time, and when his dad is in town, he can earn the privilege to call him at lunch time.

_____ *What happens if he displays unacceptable behaviors?*

He will be asked to go to time-out.

_____ *How long will we try this plan?*

The teacher will keep data on TJ's behavior and try the plan for a week.

Example

Student's Name: Rosita Age: 15 Grade: 9 Date: _____

_____ *What are her strengths?*

Rosita is very attractive and popular. She is an excellent cook and loves to bake.

_____ *What are the problem behaviors?*

During class time, Rosita writes notes and passes them to her friends. She does not focus on the lesson but is trying to be social with her friends.

_____ *What do we want her to do?*

Follow directions and pay attention in class.

_____ *How will we teach the desired behaviors?*

Talk to her and emphasize the importance of paying attention in class. Ask how that can occur. Role-play if necessary.

_____ *What can she earn?*

Rosita can earn pluses or minuses for each period. After each period, the teacher will rate her with a plus or minus and record it. When Rosita has earned 10 pluses in a row, she may go to the home economics room and bake cookies for her class.

_____ *What happens if she displays unacceptable behaviors?*

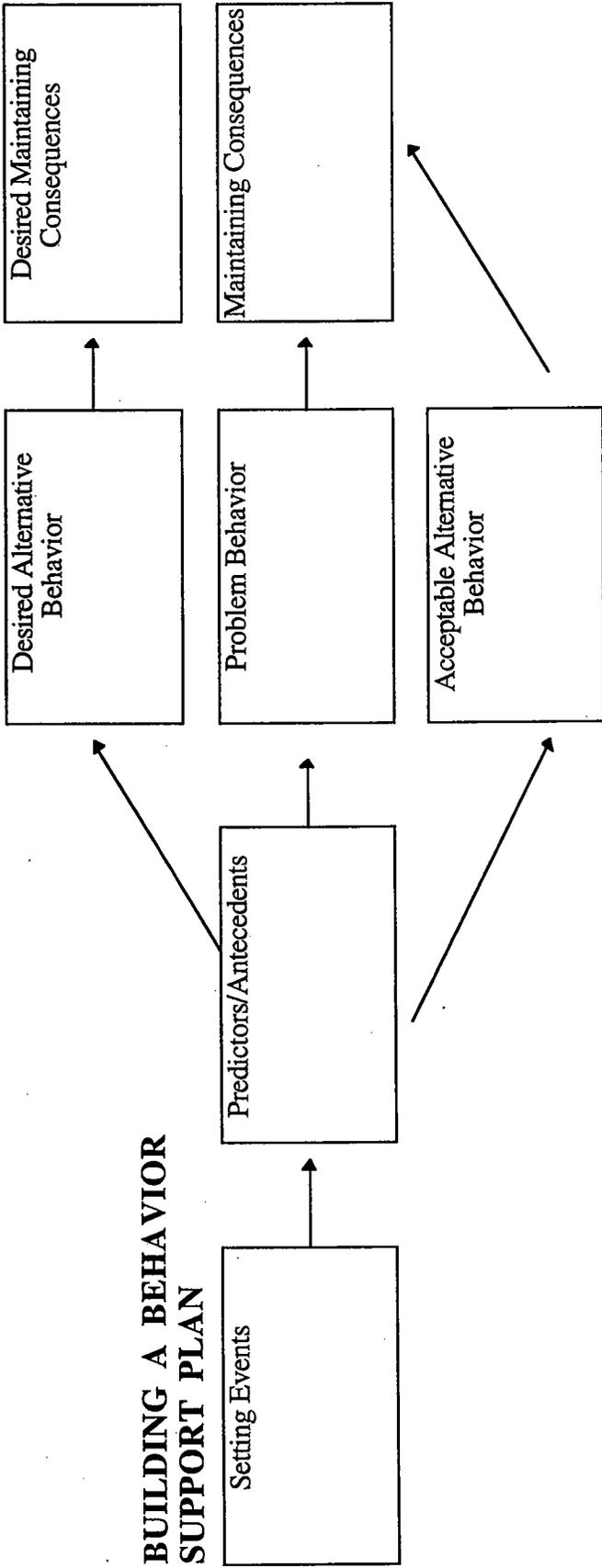
The teacher will confiscate the notes. During home economics, Rosita will make up wasted time in the teacher's room.

_____ *How long will we try this plan?*

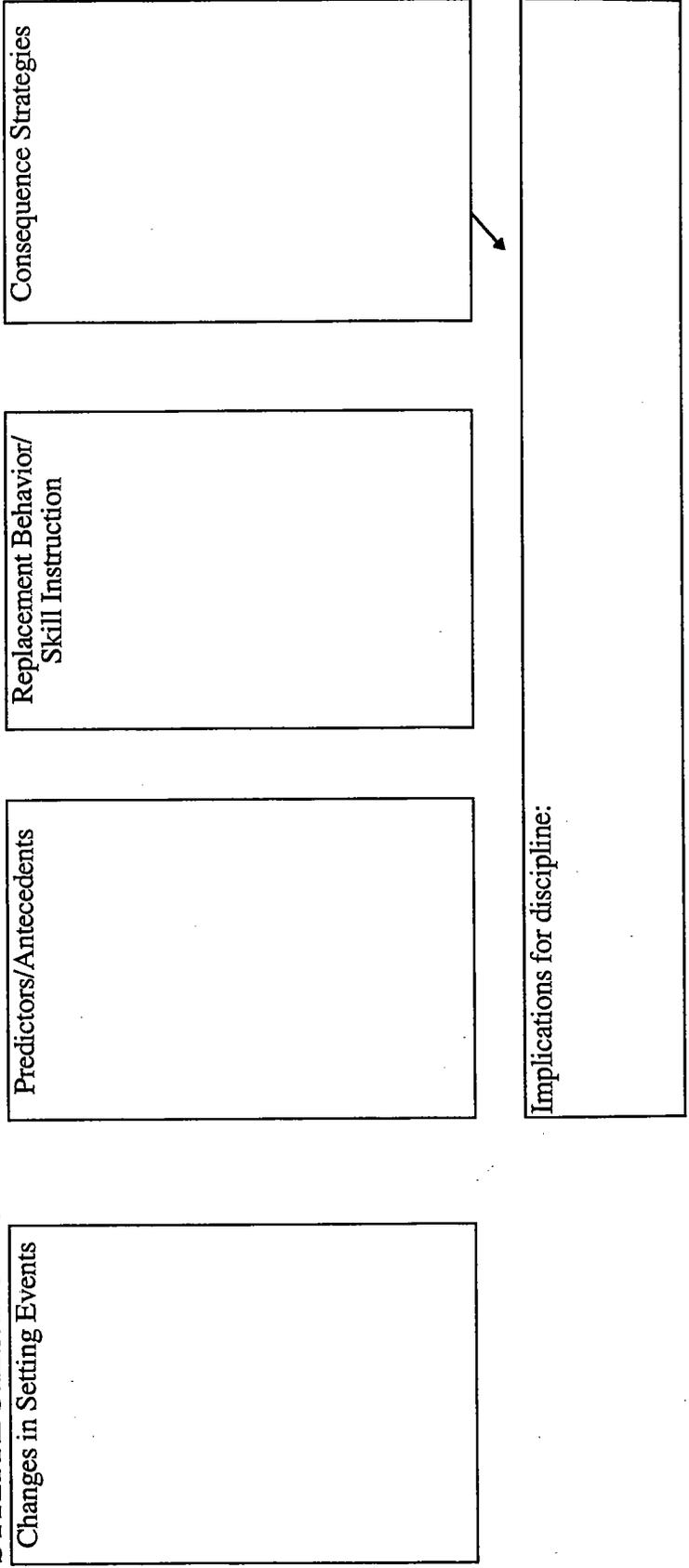
The plan will be tried for two weeks

Comments:

BUILDING A BEHAVIOR SUPPORT PLAN



STRATEGIES/ACTION PLAN



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FBA and BIPs

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