

Functional Behavioral Assessment Policy

A functional behavioral assessment (FBA) is the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. Parental consent *must* be obtained prior to evaluation.

An FBA must be considered whenever:

- the student's behavior places the student or others at risk of harm or injury; and/or
- the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability; and/or
- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions. If a student with a disability receives six office referrals within an academic year a FBA will be initiated; and/or
- the Child Study Team (CST) determines that student behaviors require a FBA

An FBA must include:

- identification of the problem behavior
- definition of the behavior in concrete terms
- identification of the contextual factors that contribute to the behavior (including cognitive and affective factors); and
- formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it

The FBA must:

- provide a baseline of the student's problem behaviors, across activities, settings, people and times of the day, with regard to:
 - frequency (how often a behavior occurs)
 - duration (the length of time the behavior lasts)
 - intensity (how severe the behavior is)
 - latency (how long it takes for a behavior to begin after a specific verbal demand or event has occurred)
- include the information on why the student engages in behaviors that impede learning and how the student's behavior relates to the environment in sufficient detail to form the basis for a behavioral intervention plan for the student that addresses:
 - antecedent behaviors;
 - reinforcing consequences of the behavior;
 - recommendations for teaching alternative skills or behaviors;
 - assessment of student preferences for reinforcement
- be based on multiple sources of data (such as structured interviews, behavior rating scales, standardized assessments, checklists) and must include, but is not limited to:
 - information obtained from direct observation of the student;
 - information from the student, the student's teacher(s) and/or related service provider(s); and
 - information provided by the student's parent/guardian through interviews and standardized assessments;
 - a review of available data and information from the student's record.
- not be based solely on the student's history of presenting problem behavior.