

## **FUNCTIONAL BEHAVIORAL ASSESSMENT**

A functional behavioral assessment is a process that uses data to identify patterns in the student's behavior and the purpose or function of the behavior for the student. A functional behavioral assessment is embedded in the ISTART7 IEP. A functional behavioral assessment must be completed prior to the development of a behavioral intervention plan.

A functional behavioral assessment requires written parental consent if it is part of an educational evaluation or reevaluation to consider whether or not the student meets the eligibility criteria for an emotional disability. Written parental consent is not required when a functional behavioral assessment reviews existing data regarding a student.

## **BEHAVIORAL INTERVENTION PLAN**

A behavioral intervention plan means a plan agreed upon by the case conference committee and incorporated into the student's IEP that describes the following:

1. The pattern of behavior that impedes the student's learning or the learning of others.
2. The purpose or function of the behavior as identified in a functional behavior assessment.
3. The positive interventions and supports, and other strategies, to:
  - A. Address the behavior; and
  - B. Maximize consistency of implementation across people and settings in which the student is involved.
4. If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student. The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

A behavioral intervention plan is embedded in the ISTART7 IEP

### **When to use a functional behavioral assessment and behavioral intervention plan:**

- If a student is exhibiting chronic, reoccurring, inappropriate behaviors which interfere with the student's learning or learning of others.
- When the total number of both in school and out of school suspension days reaches eight (8) days.
- If a case conference committee determines that a student's behavior is a manifestation of his/her disability, a plan must be developed or a plan that has already been developed must be reviewed and modified as necessary to address the behavior.