

Steps for Conducting a Functional Behavioral Assessment (FBA) and Developing a Behavioral Intervention Plan (BIP)

- 1. Obtain parental consent** - The FBA process is used to determine the nature and extent of the special education and related services that the child needs, including the need for a BIP, so it would be deemed an evaluation requiring all evaluation procedures and safeguards. Therefore, parental consent would be required as if it is determined to be part of an initial evaluation, reevaluation and/or a reevaluation to determine if changes need to be made to the IEP.
- 2. Identify the target behavior** - Operationally define the interfering behavior in concrete and observable terms and determine the data instruments to assist in this process.
- 3. Collect baseline data** - Focus on collecting data from multiple sources to better understand the interfering behavior prior to designing and implementing an intervention strategy. When collecting data, consider times, specific locations, conditions, individuals, and when behavior does and does not occur. Because problem behavior stems from a variety of causes, it is best to examine the behavior from as many different angles as possible. Examine existing data, along with direct and indirect assessments.
- 4. Analyze data** - Summarize the behavior noting the level of intensity, frequency, duration, and any specific patterns. Identify antecedents or factors noted prior to the behavior. Correspondingly, identify consequences or events that follow the behavior.
- 5. Identify the function of the behavior** - Behaviors normally fall into one of two categories of function: to get or obtain something desired, or to escape or avoid something undesired.
- 6. Develop a hypothesis statement** - The hypothesis is the statement describing the team's conclusions about the probable cause(s) for the child's manifestation of the behavior. The hypothesis statement is based upon the assessment results and describes the behavior in observable and measurable terms.
- 7. Identify an appropriate replacement behavior** - When working to eliminate an interfering behavior, simultaneously reinforce a more acceptable alternative. A replacement behavior is a behavior you want to replace an unwanted target behavior. Focusing on the problem behavior may just reinforce the behavior, especially if the consequence (reinforcer) is attention.
- 8. Develop the behavioral intervention plan** - The BIP is a plan generated by a team based on the information gathered from the FBA. This tool is a "lesson plan" for teaching replacement behaviors. Begin by identifying appropriate evidence-based practices that address the function of a child's interfering behavior. Individualize the BIP to meet the child's unique needs, implement realistic interventions, and include positive behavioral strategies and support. The BIP must be clearly written so that all persons responsible are knowledgeable about their roles and responsibilities.
- 9. Implement with fidelity and monitor effectiveness** - Develop a system to monitor the effectiveness of the intervention that outlines when, where, by whom, and how data are collected.
- 10. Review and revise if necessary** - Review the BIP to ensure the interventions are appropriate for the individual child and revise timely if shown ineffective by a lack of reasonable progress.



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