



Beyond a Checkbox: Practical FBA & BIPs for Schools

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2025 TASP Fall Convention

Sugar Land, TX

November 8, 2025

8:30 AM – 11:45 AM





Who is in the room?



What is your role?



**Tell me about your relationship
status with FBAs and BIPs?**

Learning Objectives



1

Explain the theoretical foundations and legal mandates guiding the use of Functional Behavioral Assessments (FBA) in schools.



2

Demonstrate the ability to design a descriptive FBA that uses practical tools and strategies that can be applied throughout the process of conducting a FBA.



3

Evaluate FBA data to inform the development of function-based Behavior Intervention Plans (BIPs) that are evidence-based and feasible in school settings.



FBA Tools Google Drive

[FBA Tools](#)

What is a Functional Behavior Assessment (FBA)?

- It is a process for understanding the variables that contribute to the occurrence of interfering behavior.
- Answers two questions:
 - WHY does the student display the interfering behavior?
 - What can we do to reduce the interfering behavior and increase appropriate behaviors?

Interfering Behavior = problem behavior/challenging behavior/inappropriate behavior

When is an FBA required

- **(f) *Determination that behavior was a manifestation.*** If the LEA, the [parent](#), and relevant members of the IEP Team make the [determination](#) that the conduct was a manifestation of the child's disability, the IEP Team must -
 - **(1)** Either -
 - **(i)** Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - **(ii)** If a behavioral intervention plan already has been developed, [review](#) the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - **(2)** Except as provided in [paragraph \(g\)](#) of this section, return the child to the placement from which the child was removed, unless the [parent](#) and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

What is a change of placement?

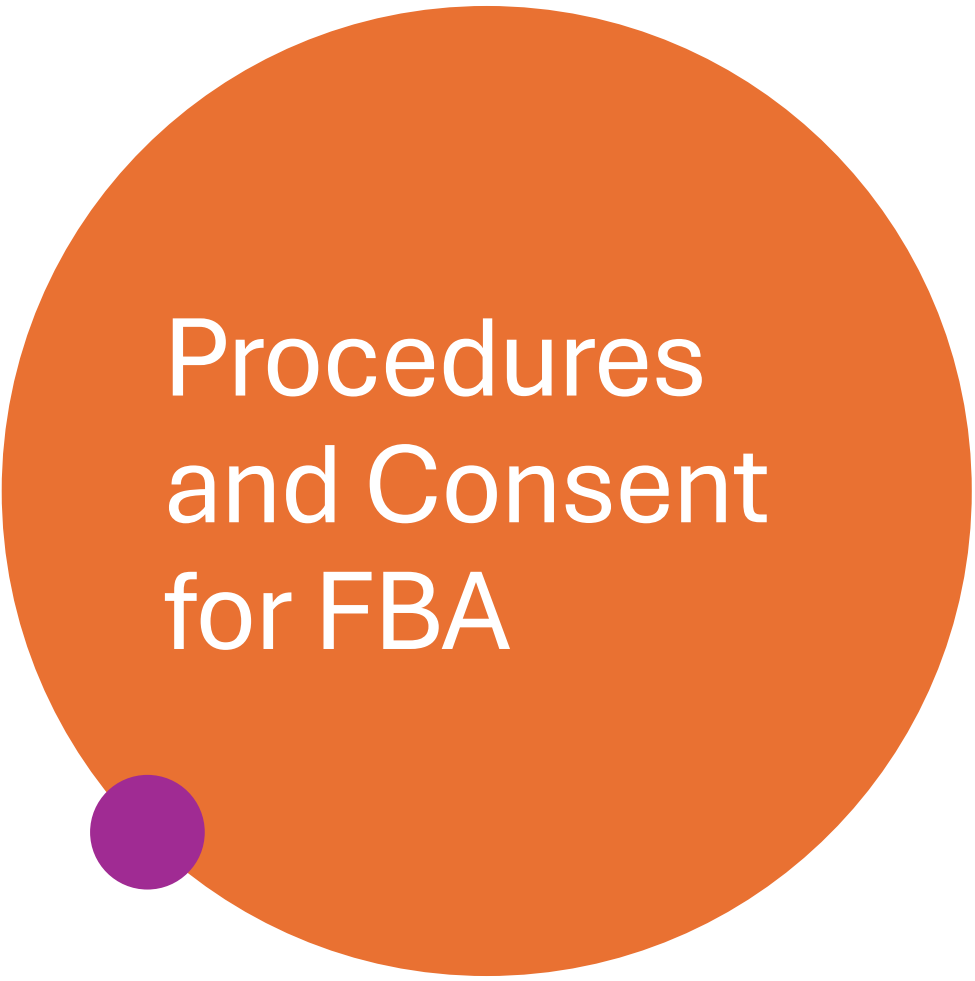
- **§ 300.536 Change of placement because of disciplinary removals.**
- **(a)** For purposes of removals of a child with a disability from the child's current educational placement under §§ 300.530 through 300.535, a change of placement occurs if -
 - **(1)** The removal is for more than 10 consecutive school days; or
 - **(2)** The child has been subjected to a series of removals that constitute a pattern -
 - **(i)** Because the series of removals total more than 10 school days in a school year;
 - **(ii)** Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - **(iii)** Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
- **(b)**
 - **(1)** The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
 - **(2)** This determination is subject to review through due process and judicial proceedings.

Manifestation Determination Review

- **(e) *Manifestation determination.***
- **(1)** Within 10 school [days](#) of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the [parent](#), and relevant members of the child's IEP Team (as determined by the [parent](#) and the LEA) must [review](#) all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the [parents](#) to determine -
 - **(i)** If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - **(ii)** If the conduct in question was the direct result of the LEA's failure to implement the IEP.
- **(2)** The conduct must be determined to be a manifestation of the child's disability if the LEA, the [parent](#), and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.
- **(3)** If the LEA, the [parent](#), and relevant members of the child's IEP Team determine the condition described in [paragraph \(e\)\(1\)\(ii\)](#) of this section was met, the LEA must take immediate steps to remedy those deficiencies.

When is a BIP required?

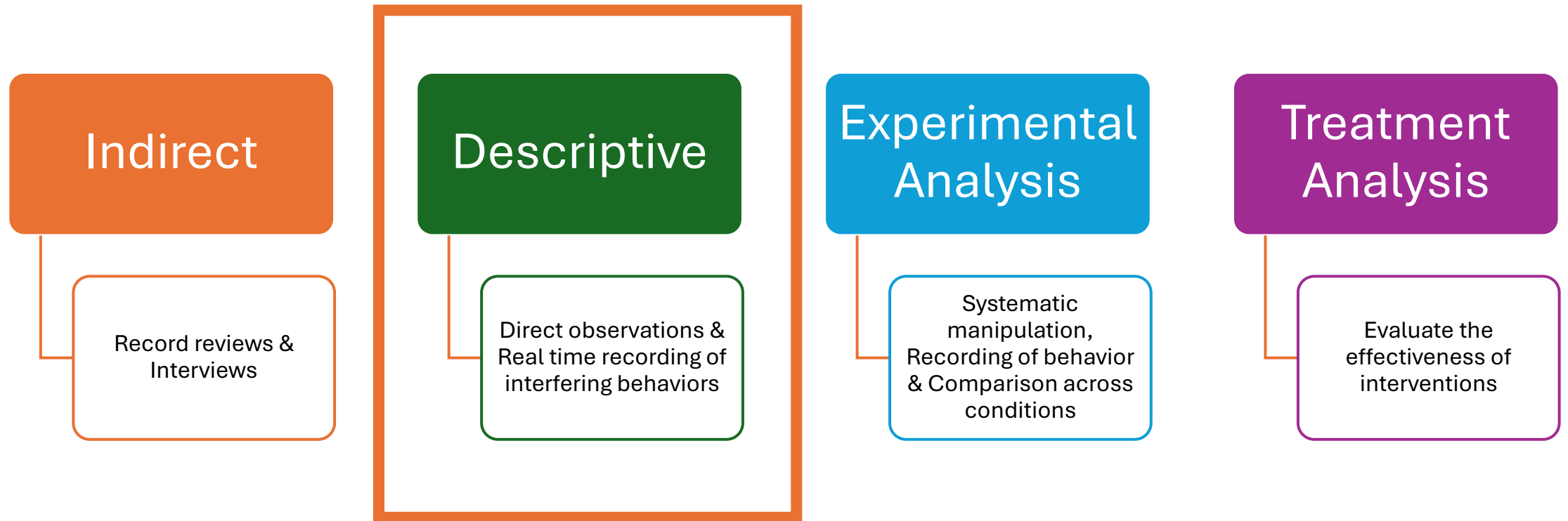
- When developing the IEP, the “IEP team must in the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies that address that behavior.”
 - 34 C.F.R. § 300.324.
- If conduct is a manifestation of the child’s disability, the IEP team must “implement a behavior intervention plan for the child.”
 - 34 C.F.R. § 300.530.



Procedures and Consent for FBA

- [FBA Consent Form](#)
- NASP Professional Standards
 - Data-Based Decision Making & Accountability
 - Use systematic decision making to consider the antecedents, consequences, functions and potential causes of interfering behavior.
 - Systematically collect data from multiple sources and consider ecological variables to inform the selection of interventions
 - Interventions & Mental Health Services to Develop Social & Life Skills
 - Develop and implement behavior change interventions that apply appropriate ecological and behavioral approaches such as positive reinforcement and social skills training
- NASP Ethical Guidelines
 - Obtain parental consent prior to conducting and FBA (Standard I.1.2)
 - Develop interventions that are consistent with assessment results (Standard II.3.9)

Types of FBAs



The Problem-Solving Process

Problem Identification

- Identify the behaviors that interfere with learning
- Determine need for assessment
- OPERATIONAL DEFINITION = major goal

Record Current Levels of Interfering Behavior

- BASELINE - Estimate present levels and severity of interfering behavior
- Methods: frequency, duration, intensity, latency, permanent product, performance-based, partial interval, whole interval, momentary time sampling

Identify Contextual Variables

- Any combination of indirect assessment, descriptive assessment and/or experimental analysis
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Develop Hypothesis about Function

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BIP Implementation

- Staff training on BIP implementation
- Ensure treatment integrity

Monitor Progress

- Gather data
- Is it effective? Modify BIP based on data gathered

Problem Identification: Assessment Methods

Record
Review

Information
From Outside
Agencies

Disciplinary
Records

General
Observation

Teacher Input

Parent Input

Getting Started



Build rapport with key players

Communicate ahead of time, don't just show up



Clearly establish role and expectation when observing

Business as usual
Provide an explanation for observer
There to observe not intervene
Don't let em know I'm watching



Communicate when the consultation will end

It depends

Quick Tips: Teacher & Staff Input

Magic Questions

- IF I could wave a magic wand and one behavior would stop, what would it be?
- If I could wave a magic wand and the kiddo would start doing one behavior, what would it be?

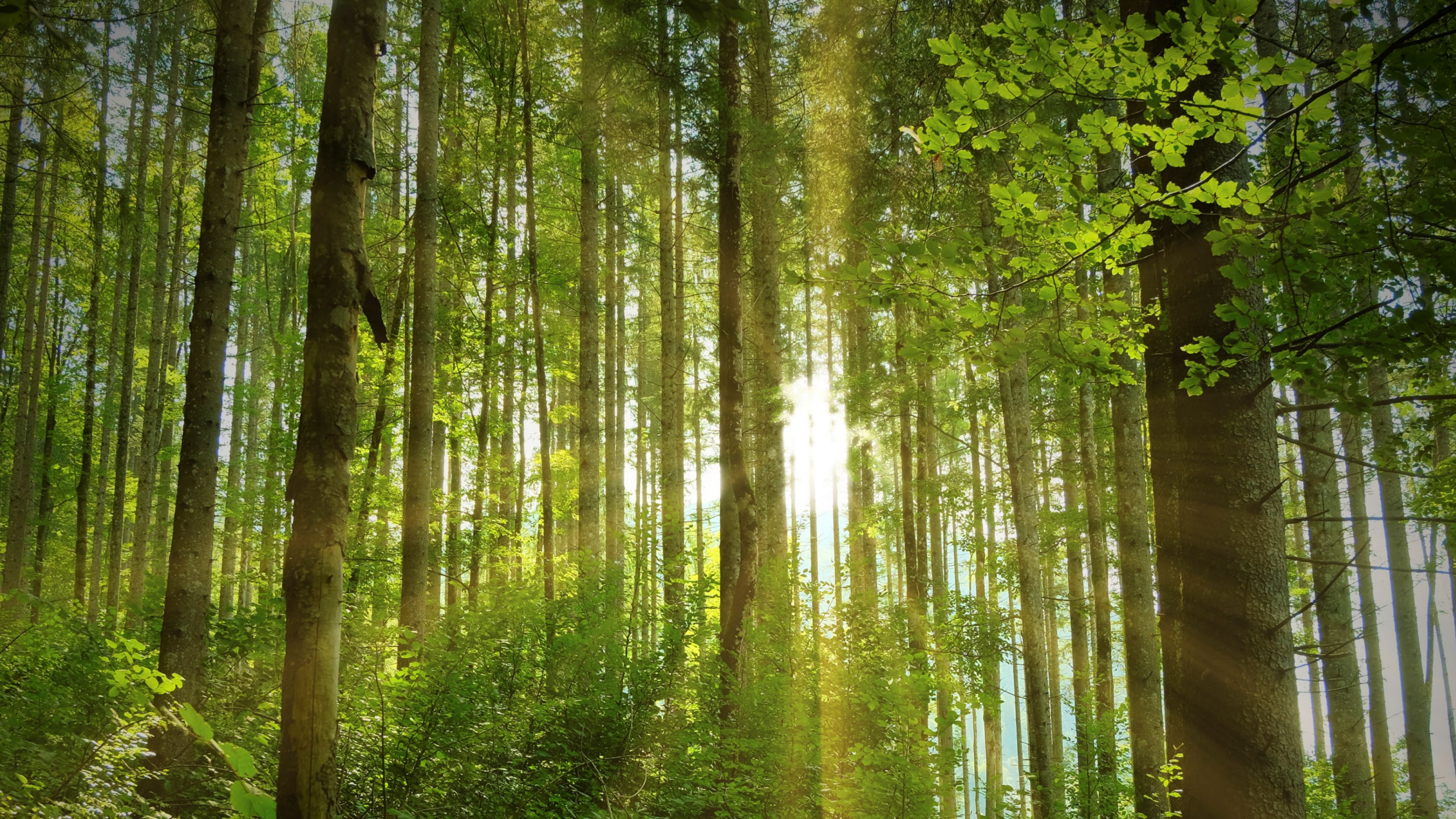




Parent Input: Magic Questions

What behaviors are you parenting at home?

What happened at school that prompted this assessment?

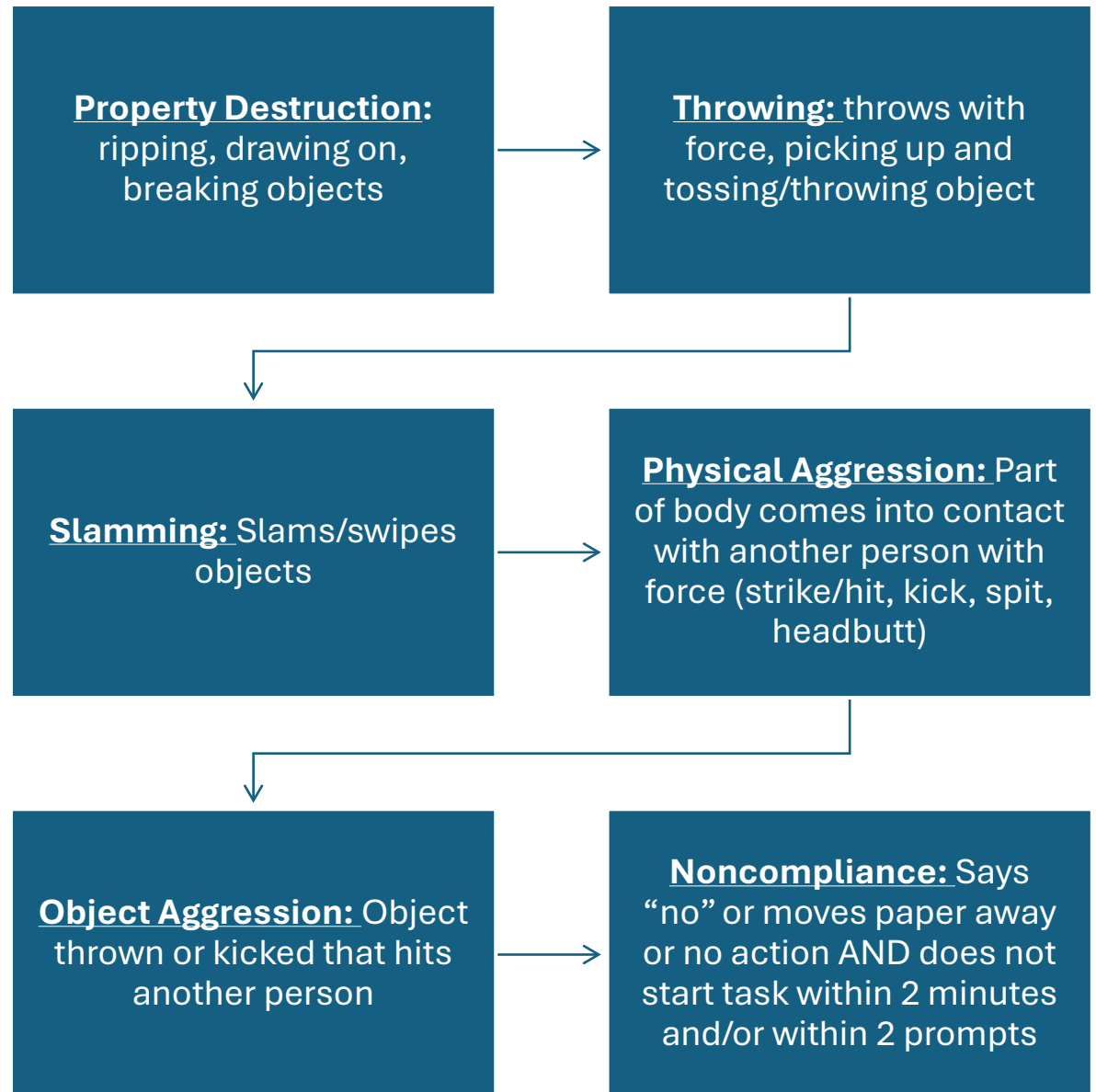


Operational Definition of Interfering Behavior

Observable &
Measurable

“He’s
aggressive”

“He’s Aggressive”



**Let's
Operationally
Define it!**

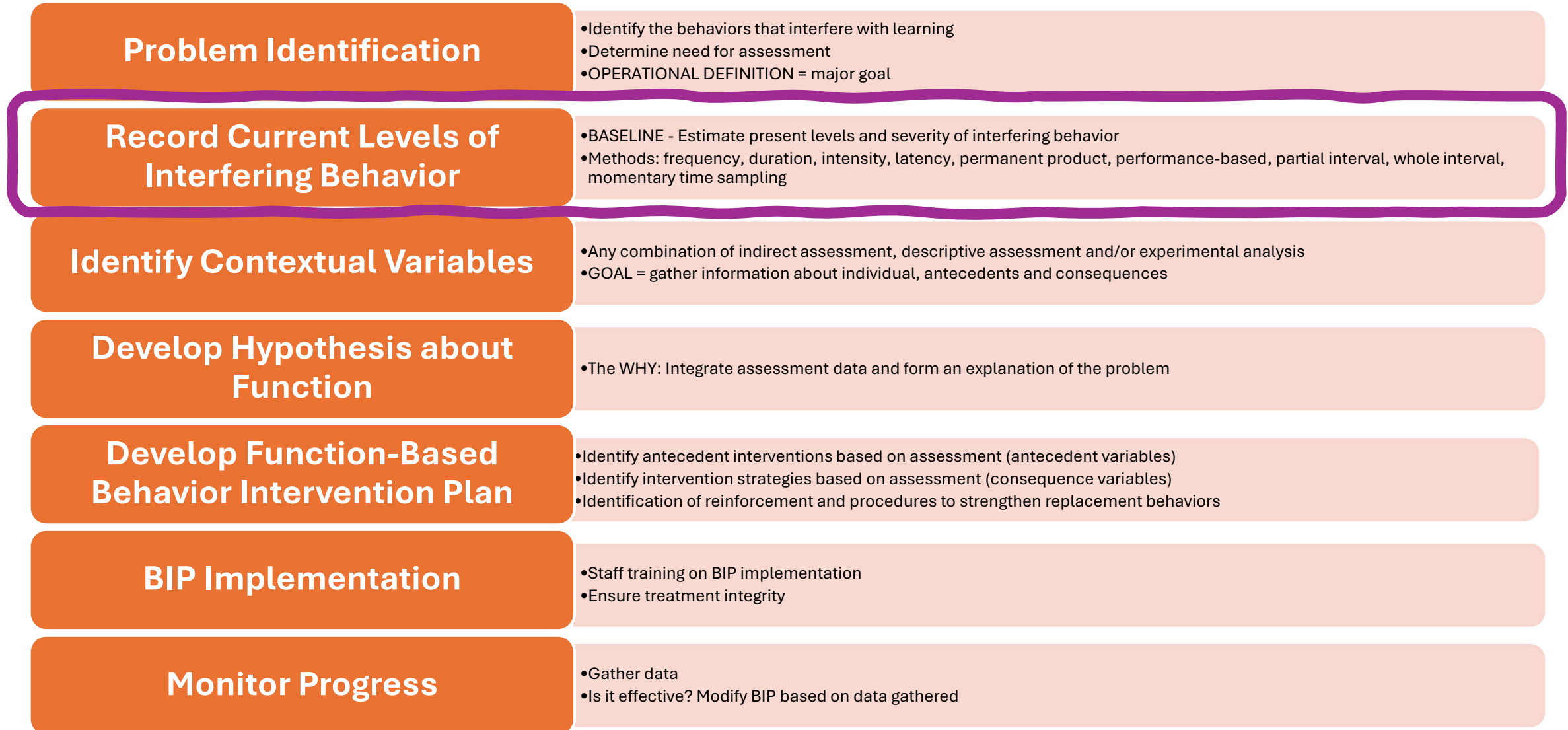
On-task

**Pencil or face oriented toward task
or teacher**

Out of seat

**Student body has no physical
contact with seat or desk**

The Problem-Solving Process





Recording Current Levels of Behavior

Strategy	Description	Expression	Considerations
Frequency/Event Recording	Record the number of times a behavior occurs Ex. Number of times a student leaves their seat.	# of occurrences/ unit of time	• Good for behaviors that have a clear beginning and end • Good for behaviors that occur for approximately the same amount of time each time they occur • Consider the length of observation/unit of time • Not useful for behaviors that occur frequently
Duration Recording	Record the time that elapses between the start and end of a behavioral episode Ex. How long a student is out of their seat	% of time or average duration	• Behavioral episodes that vary widely • Goal is to change duration of behavior • Difficult for behaviors without a clear beginning or end
Latency Recording	Measure the time that elapses between the presentation of antecedent and the onset of a target behavior Ex. How long a student is out of seat after the teacher tells them to return to seat.	Average latency per occurrence	• Goal is to alter the amount of time it takes student to engage in a particular behavior
Interval Recording	Record the occurrence/nonoccurrence of behaviors at predetermined intervals of time ranging from seconds to hours. Whole, Partial Ex. Number of intervals in which a student is out of seat.	Percentage of intervals during which target behaviors were observed	• Behavior is constant • Behavior occurs at high frequency • Duration of behavior is short • Need to record multiple behaviors at once • Whole: Behaviors are continuous and intervals are short to medium (underestimates bx) • Partial: behavior occurs rapidly/frequently and no clear beginning or end (overestimates bx)
Time-Sampling	Record the occurrence/nonoccurrence of behaviors at predetermined intervals of time ranging from seconds to hours. Ex. Number of intervals in which a student is out of seat.	Percentage of intervals in which a specific behavior occurs momentarily at interval	• Momentary: continuous observation is not feasible (this won't catch infrequent bx) • May miss some low-frequency behaviors • The longer the interval, the less accurate the data

Recording Current Levels of Behaviors: Tools & Logistics

Time-Sampling Form

Weekly Partial Interval Recording Form

Completed Weekly Interval Form

Custom Interval Recording

Insight Timer Meditation App



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Contextual Variables: Indirect Assessment Methods

- Teacher & Staff Input
- Parent Input
- Record Review
- Information from Outside Agencies
- Behavior Streaming Interviewing
- Rating Scales

Sociological History

Medical History

Attendance History

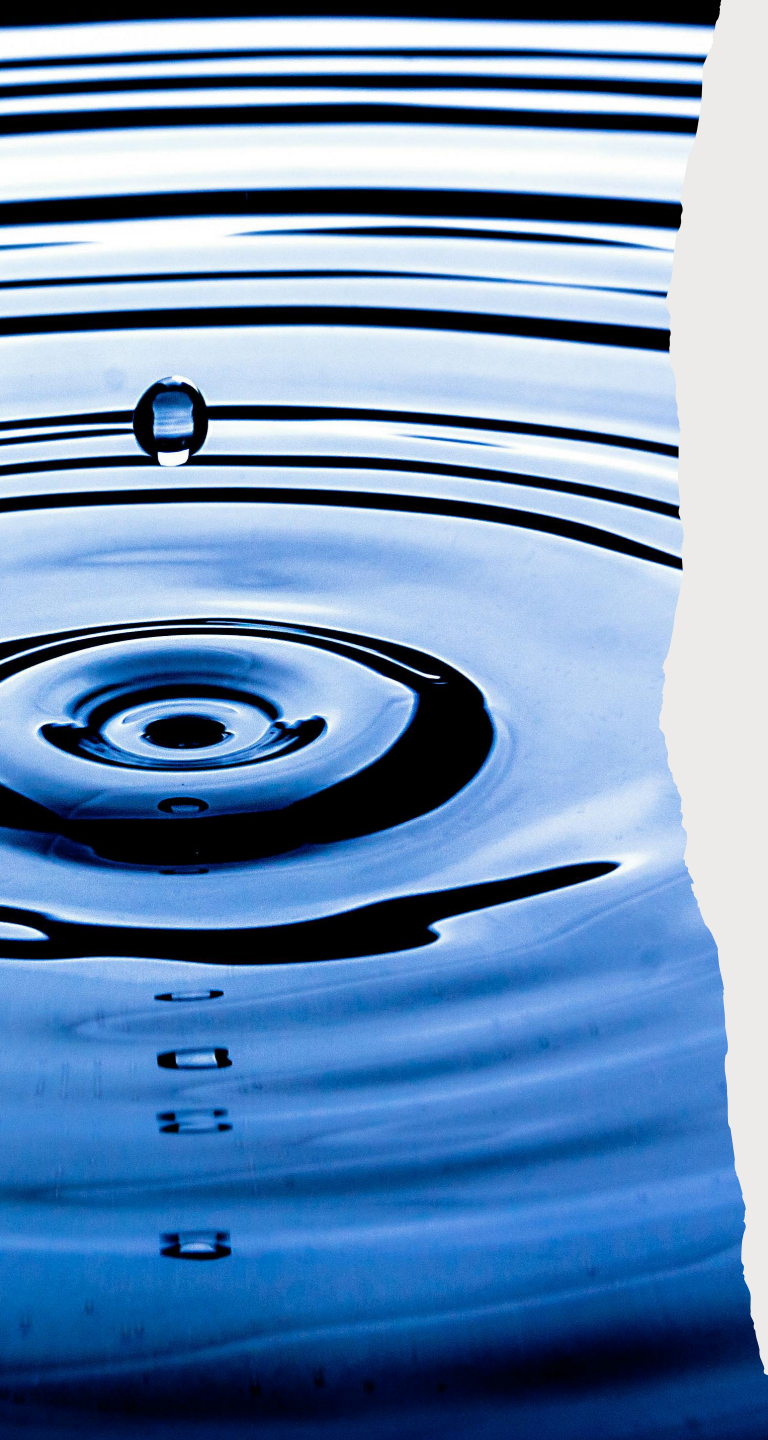
Discipline History

Academic History

Previous Evaluations (FBAs, psychoeducational, speech/language, OT, etc.)

Previous Intervention Reports (progress monitoring data)

IEP (supports, goals, services, etc.)

A close-up photograph of a water droplet hitting a surface, creating concentric ripples that spread outwards. The water is a deep blue color, and the ripples are captured in a way that shows their movement and the reflection of light.

Contextual Variables: Interviews

- Teacher Input
 - If I was with the student, what would I need to do or what would need to happen in order for me to see the behavior?
 - When am I least likely to see the behavior?
- Parent Input
 - Why do you think your child is doing this behavior? What do you think is going on? What do you think is causing the behavior?
- Follow all the Ripples



Contextual Variables: Direct Assessment



Start with 3 ABC data collection sessions.

Ensure duration is the same for each session.

Observe when behaviors are most and least likely to occur.

Structured ABC Form

Freehand ABC Form

Customized ABC Form

Data Collection – Working Smarter



Train a para or teacher



Send reminders to collect data

Behavioral Frequency Chart

STUDENT NAME: [Redacted] GRADE: [Redacted] DOB: [Redacted]

Target Behavior 1: [Redacted] Target Behavior 2: [Redacted] Target Behavior 3: [Redacted]

Time

Time	Behavior 1	Behavior 2	Behavior 3
08:00 - 08:15			
08:15 - 08:30			
08:30 - 08:45			
08:45 - 09:00			
09:00 - 09:15			
09:15 - 09:30			
09:30 - 09:45			
09:45 - 10:00			
10:00 - 10:15			
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22:45 - 23:00			
23:00 - 23:15			
23:15 - 23:30			
23:30 - 23:45			
23:45 - 24:00			

Teacher's Signature: [Redacted] Date: [Redacted]

Para's Signature: [Redacted] Date: [Redacted]

Notes: [Redacted]

Reinforcement Assessment

Hint: What are they seeking to do while they should be on task?

Indirect Assessment

- Interviews
- Structured Questionnaires

Descriptive Assessment

- Observation of students in natural environment and documenting engagement with preferred activities and items

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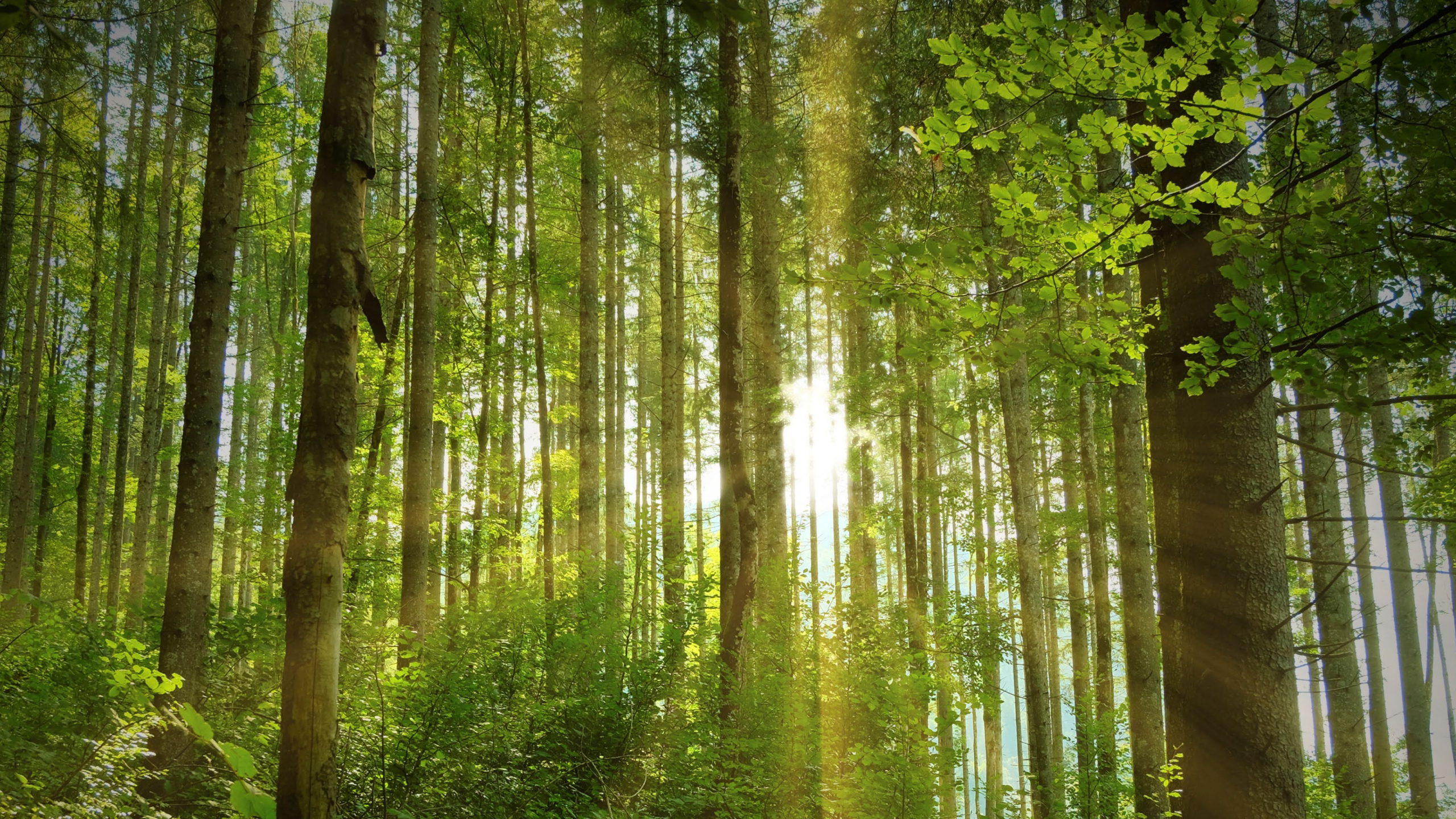
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Antecedent	Behavior	Consequence
Waiting – picked up pencil and sat down to begin to work; Para said no, we aren't doing that yet	Put pencil in his mouth	Para "Don't put that in your mouth"
	Spit out pencil on the floor. Student said "Oh yea, prove it" and went to sharpen pencil	Para "Don't sharpen pencil" and took all pencils away
	Threw pencil at para from across the room	Para "Ahhh don't throw pencils"
	Picked up scissors, began motioning/threatening to cut top of chair, lips, and hair (did not actually cut)	Para called for assistance and said "please put the scissors down"
	Tipped over chair	Principal entered room and teacher
Principal redirected to task "what are we supposed to be working on" while para stated all the behaviors he had done	Student walked over to his desk, touched the W/S, walked near para, hit para (open hand on her arm) as he walked by	Para "no sir you may not hit", para sat at desk and began working on another task, AP prompted back to task
	Student walked around room, put his head on his desk and spun his body around	Principal redirected back to task "I'm ready to get this done when you are"
	Student finished W/S with principal assistance	AP read book with student on beanbag



Develop Hypothesis About Function

- Hypothesis includes three elements:
 - Antecedent events
 - Behavior
 - Function
- Function is one identified in research/literature
 - Positive Reinforcement (access/obtain)
 - Negative Reinforcement (escape/avoid)
- Linked to FBA data
- Identify strategies that are effective

Example (From Steege et al., 2016)

In the context of one-one-one instruction and self-care routines, when presented with challenging tasks and verbal prompts, Lisa engages in property destruction to escape from instruction and task expectations (negative reinforcement)

- Function-based interventions to include:
 - Antecedent strategies to reduce verbal prompting
 - Reinforcement strategies to increase task engagement
 - Responsive strategies to minimize reinforcement of property destruction
 - Skill instruction in communication, self-care, and academics

Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool (TATE)

Input is from multiple sources

Problem behaviors are operationally defined

Baseline data are collected and summarized

Setting events are considered and identified

Antecedent events are identified

Antecedent events in which behavior is least likely to occur is identified

Consequences are identified

Identifiable hypothesis or summary statement is present and includes 1) antecedent events; 2) behavior; 3) function that are linked to Antecedents and Consequences listed in FBA

Function of behavior is one identified in research and linked to FBA data

(Iovannone, Kincaide, & Christiansen, 2015)

Functional Behavior Assessment Report

FBA annotated
template with
TATE guidelines

FBA Sample

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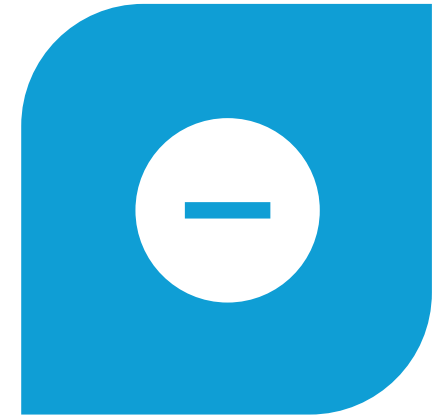
Develop a Function-Based Behavior Intervention Plan



ANTECEDENT INTERVENTIONS



TEACHING REPLACEMENT BEHAVIORS &
REINFORCEMENT STRATEGIES TO
INCREASE REPLACEMENT BEHAVIORS



CONSEQUENCE-BASED STRATEGIES TO
REDUCE OCCURRENCES OF
INTERFERING BEHAVIORS

BIP Strategies: Antecedent Intervention

Context

- Modify the setting: decrease presence of stimuli that are aversive to student
- Modify the student's participation in settings that have more interfering behavior (i.e., transition time, wait time, etc.)

Motivational Triggers – keep them from experiencing deprivation & make the environment more reinforcing

- For behaviors maintained by positive reinforcement
 - NCR – give free access to attention or tangible
 - Stimulus control – remove or make new signals (i.e., stickers on food)
- For behaviors maintained by negative reinforcement
 - NCR – give free breaks
 - Stimulus pairing – pair teacher with reinforcement
 - Stimulus Fading – gradually expose to task that trigger behaviors
 - Interspersion – intersperse easy tasks with hard task
 - Instructional modification – errorless teaching, eliminate physical prompting, present instruction in format of game, modify pace of instruction

Sources of Reinforcement

- Stimulus Pairing + Extinction: Teacher increases giving positive reinforcement and doesn't permit escape maintained behavior
- Remove the presence of items that signal that reinforcement is available: seating arrangements, put IPAD away
- Introduce visual cues that signal availability to reinforcement: tokens, visuals of expected behavior, visual schedule

NCR: Throw Positive Reinforcement around like confetti



BIP Strategies: Teaching & Reinforcement Based Strategies

Strengthen Skills/Replacement Behaviors:

- Functional Communication Training
- Direct instruction in academic skills
- Social-Emotional skills curriculum
- Model, rehearse and reinforce strategies to teach specific social, executive, or self-management skills
- Self-monitoring
- Task analysis, prompting, chaining, & reinforcement procedures to teach adaptive living skills

Partner with their
counseling provider

Reinforcement-based Strategies

- DRA, DRI, DRC, DRO
- Contingency contracting
- Token reinforcement plans

Turn & Talk: Strategies for our pencil thrower?

- Antecedent Intervention
- Strengthen Skills
- Reinforcement Based Strategy

Antecedents = presentation of academic work in unpreferred setting or by unpreferred adults, “stop” demands

Behavior = object aggression and physical aggression

Function = Access preferred adults to complete academics

TATE: BIP Standards

Behavior Plan is developed in a timely manner

Hypothesis developed from the FBA is referenced on the BIP

At least one strategy that directly addresses and modifies antecedent events listed in the “when” component of the FBA is identified.

A minimum of one socially valid replacement behavior that will be taught to the student is identified, linked to FBA hypothesis, and described in enough detail for implementation.

A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function as did the problem behavior is identified.

A minimum of one strategy that eliminates the maintaining consequence is identified.

A need for a crisis plan is considered and described.

A specific plan for collecting monitoring data on the problem behavior and replacement behavior is included.

A specific plan for collecting fidelity data on BIP implementation is included.

Sample BIP

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BIP Implementation: Training



Don't waive the 5 days,
so you can train the
agreed upon plan.



Train ALL staff
members that interact
with child.

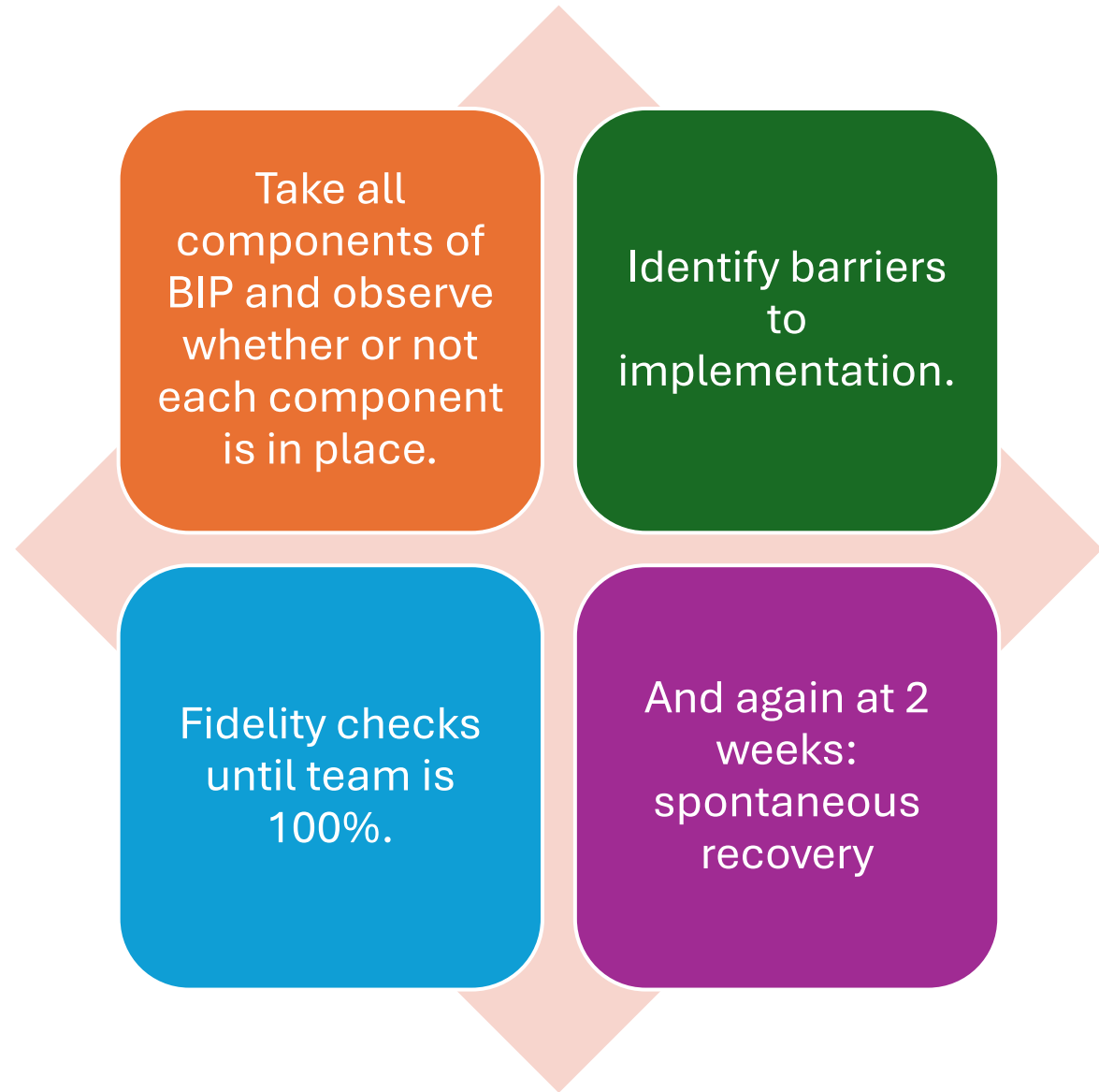


Document staff's
participation in training
and training content.



Support the team by
making visuals, logs,
etc.

BIP Implementation: Fidelity Check



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Monitor Progress

Match Behavior Goals in BIP to Behavior Goals in IEP.

- Progress Monitoring sent home every 3 weeks
- Ensure same metric as baseline measure

Develop a system with the teacher to collect ongoing data on replacement behavior and interfering behavior.

- Electronic/Paper Forms with rating scale items
- Daily Behavior Report Cards



When are you DONE?

Thank you!



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