

# The FBA and BIP Processes: *Quick Overview for Partner District Administrators*



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# Follow Along

<https://tinyurl.com/BIPFBA>



# Outcomes

At the end of this presentation you will be able to:

- Identify the steps to conduct a Functional Behavior Assessment (FBA)
- Understand the components of the Behavior Intervention Plan (BIP)
- Identify your role in the Functional Behavior Assessment process and Behavior Intervention Plan implementation
- Access resources to support your learning

# Agenda

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- Review the root and cycle of challenging behavior
- Overview of SSD's Functional Behavior Assessment Process
- Review the purpose and components of the Behavior Intervention Plan
- Questions

# Norms

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- Be present
- Ask questions as we go along or place on sticky note in parking lot
- Be open to new learning and ideas

# Vocabulary

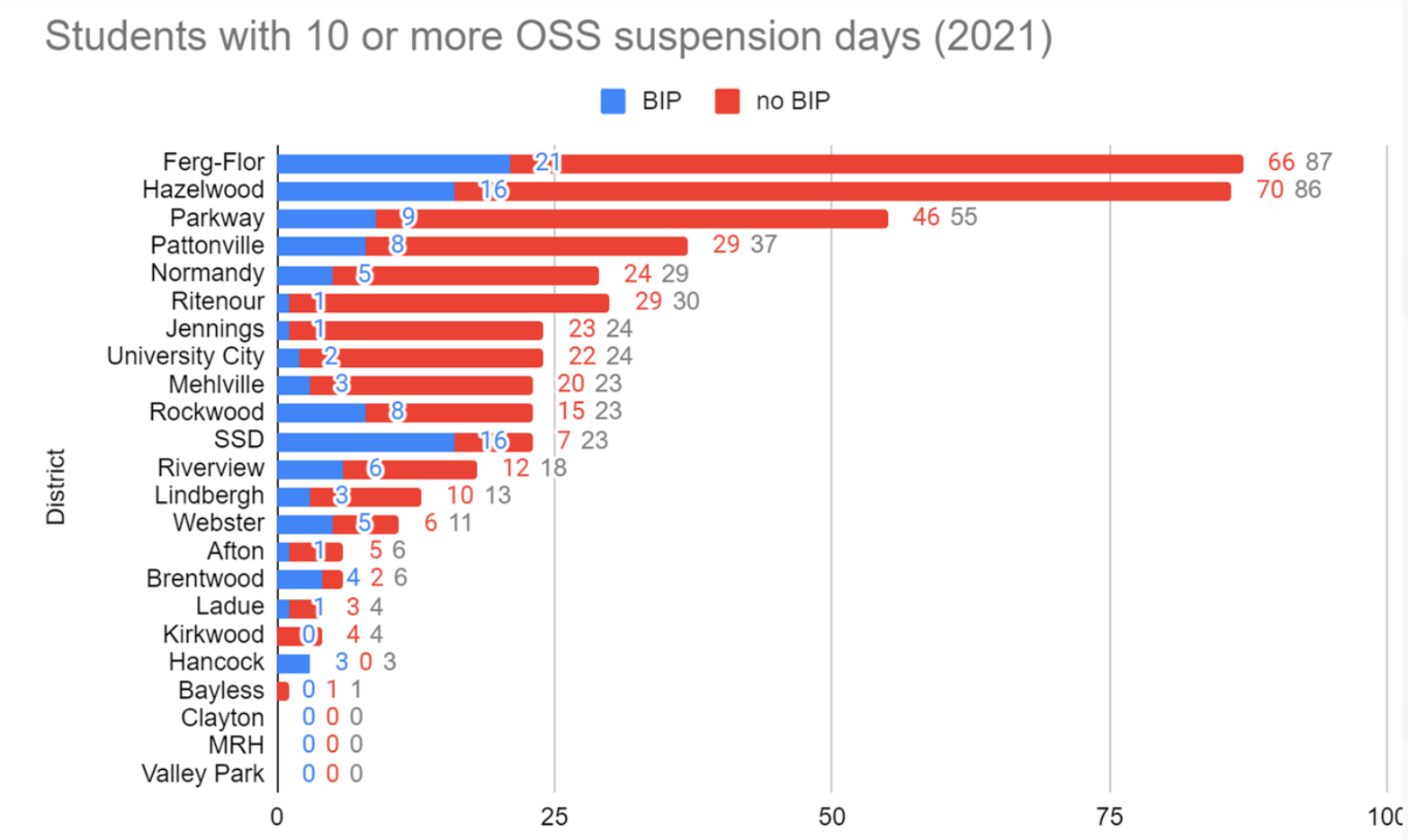
FBA (functional behavior assessment) : A **process** that studies the events that **cause** challenging behavior in students and discern the maintaining **consequence** of behavior. A FBA provides information that helps write an effective BIP

BIP (behavior intervention plan): A **plan** that uses information from the FBA to help the IEP team implement specific **strategies** to **prevent** the challenging behavior while **teaching** the skills the student needs to develop adaptive **replacement** behaviors

# DESE's FBA and BIP Guidance

- The Individual with Disabilities Education Act (IDEA 2004), Section 504 of the Rehabilitation Act, and Missouri law tell the school administrators what steps must be taken when disciplining a student with a disability.
- The [Compliance Section](#) of the DESE's Division of Special Education provides leadership in establishing **standards** which promote improved outcomes for students with disabilities as well as consistency in the procedures public agencies must implement to meet compliance with state and federal regulations.
  - Section 300 outlines disciplinary procedures that must be followed; specifically 300.6, 300.7, and 300.8 identify the legal requirements of an FBA and BIP.

# Data Indicates That BIPS Reduce Suspensions



SSD Suspension Data Report , Fall Semester, 2021-2022



**Keep in mind...  
a BIP is a  
latter  
intervention  
on the  
continuum**

### **Tier 3 interventions**

- All Tier 1 and 2 interventions are confirmed to be in place
- FBA is conducted** to provide specialized and specific interventions
- BIP is implemented**

### **Have Tier 2 interventions be tried?**

- Increased parent outreach
- Attendance, academic, and homework support provided
- Specialized supports/Student Support Plan in place that is progress monitored (e.g. Student support plan)

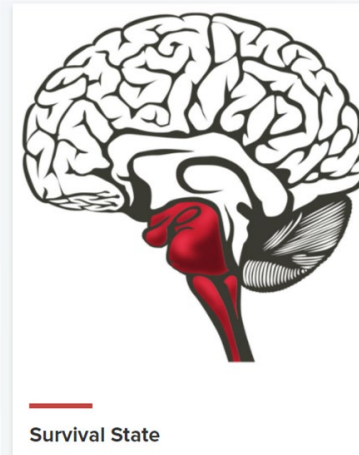
### **Are Tier 1 interventions in place?**

- Consistent classroom wide expectations in place and visually displayed and practiced
- Positive teacher-student relationship building practices in place
- Reinforcement system for desired behavior in place
- Outcomes/systems and are evaluated and decision made from data
- Positive family outreach

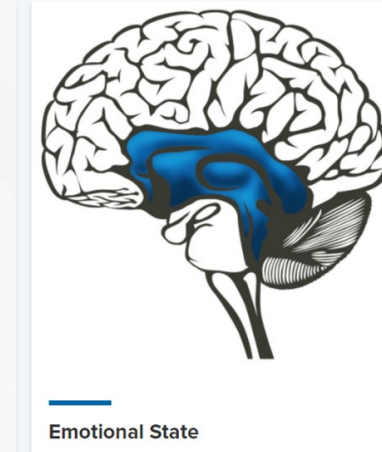
# Why Are Tier 1 and 2 Interventions So Important?

- The brain operates sequentially
- Tier 1 and 2 practices make all students feel emotionally safe and connected
- Safety and connection are the initial states to learning and using academic and SEB strategies

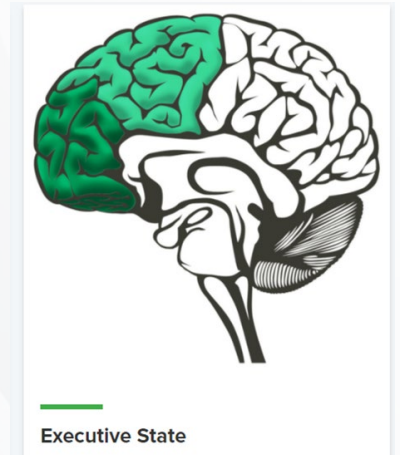
**I feel safe**



**I feel connected**



**NOW I can learn!**



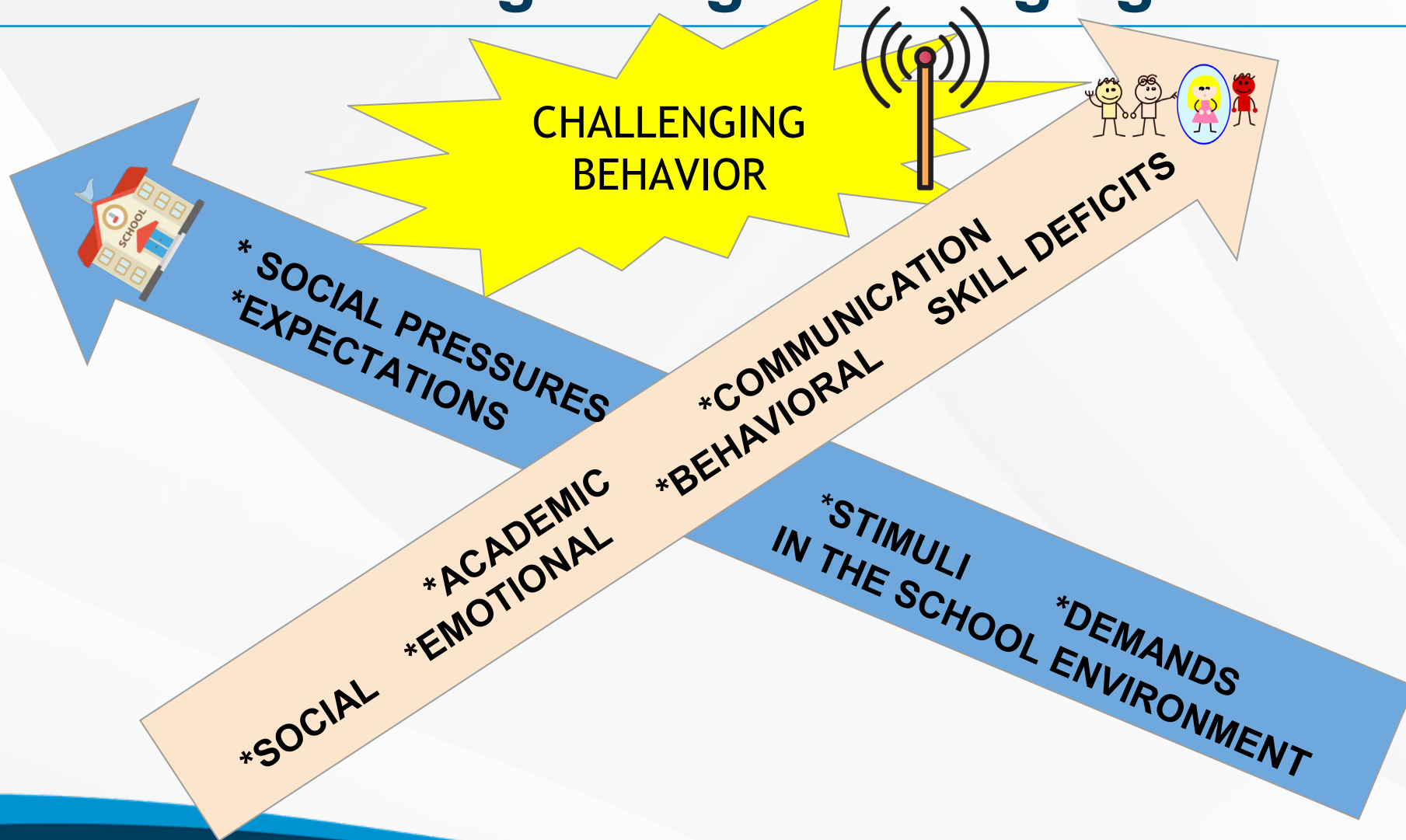
# Pre-Assessment



**SCAN**

# Understanding Challenging Behaviors

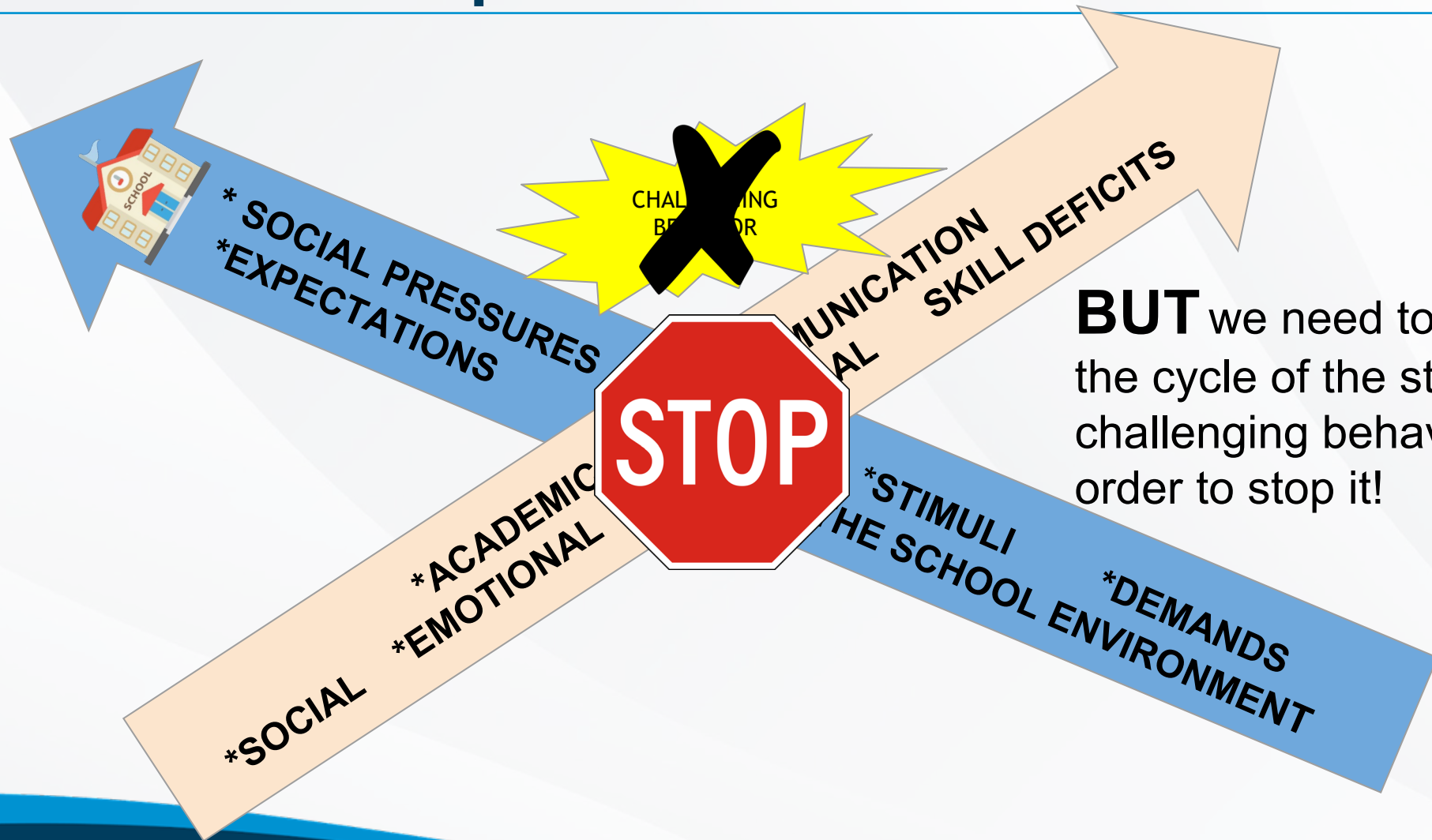
# Fundamental Truths Regarding Challenging Behavior



# What causes the SEB Skill Deficits?

- Lack of opportunity to learn appropriate behavior or poor models
- Biological/Genetic root (e.g. brain chemical balance, brain structures and pathway formation) that impedes a student's ability to learn and use these skills incidentally or intuitively
- Trauma Exposure

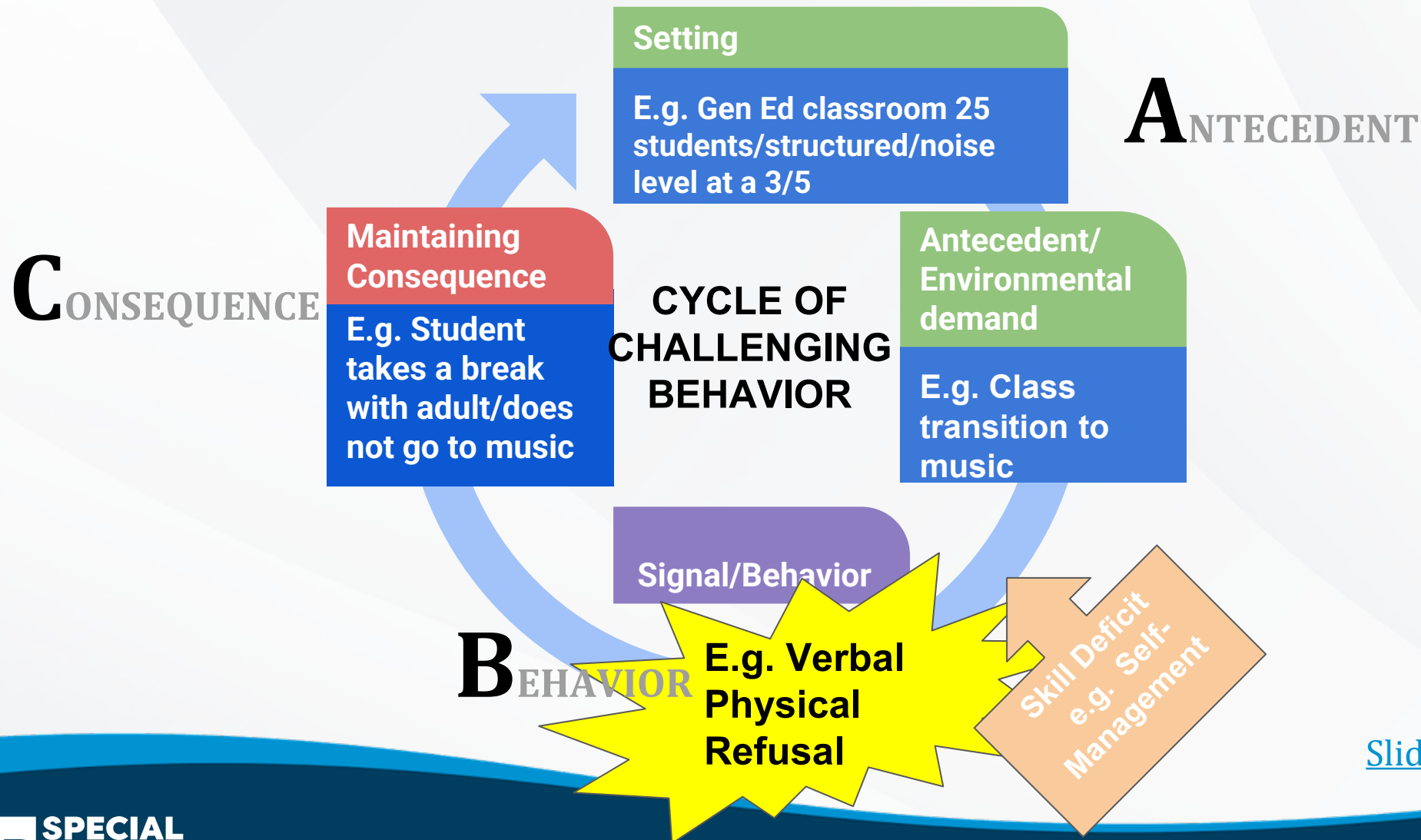
# The BIP is a Plan to Stop The Collision



**BUT** we need to study the cycle of the students challenging behavior in order to stop it!



# FBA Provides Details on The Cycle of Challenging Behavior



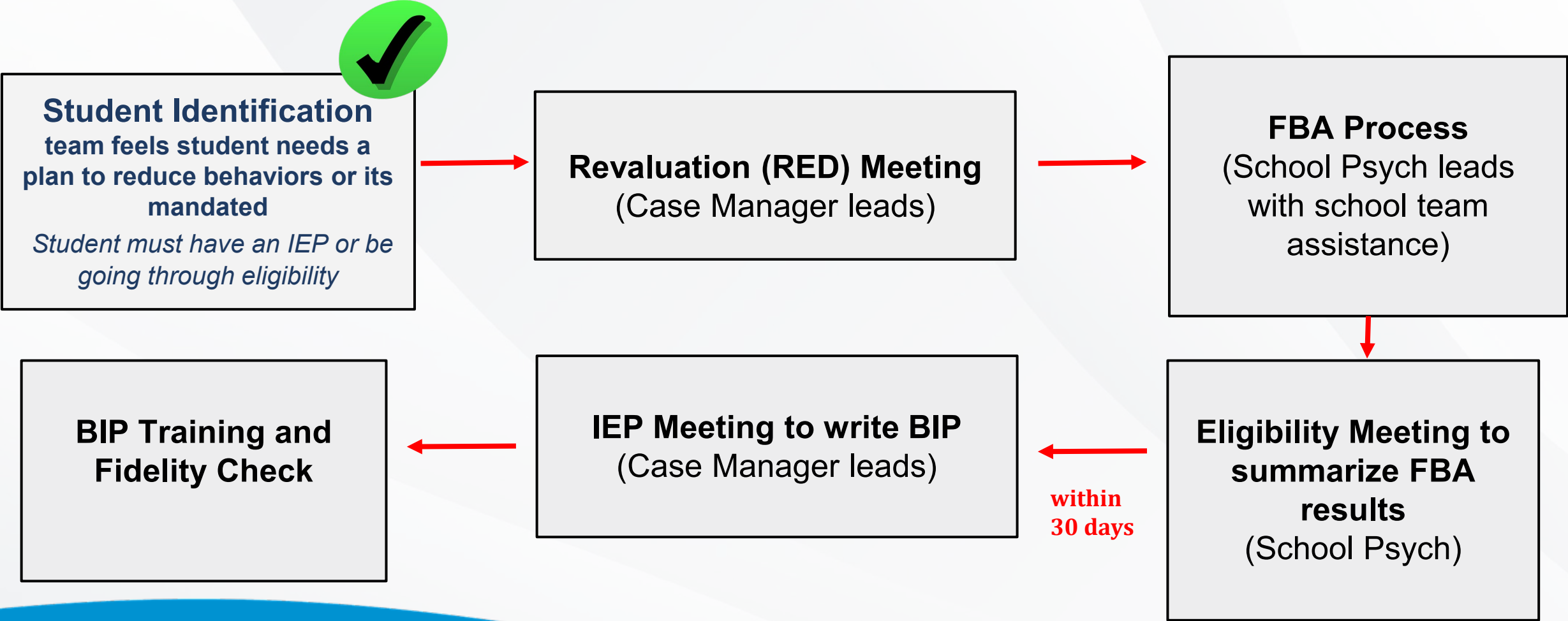
Slide 24

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# SSD's BIP Process

# Overview: SSD's BIP Process



# Student Identification

# Mandatory FBA and BIP

- The [Compliance Section](#) of the DESE's Division of Special Education in section 300 states that if states that a FBA and BIP is mandatory if:
  - A student has been placed in an alternative setting for behavior dangerous to him or herself or others
  - A student has been placed in an alternative setting for 45 days due to drug or weapons violations
  - A student has the student been suspended from school for more than 10 days or has that suspension resulted in a change in placement?

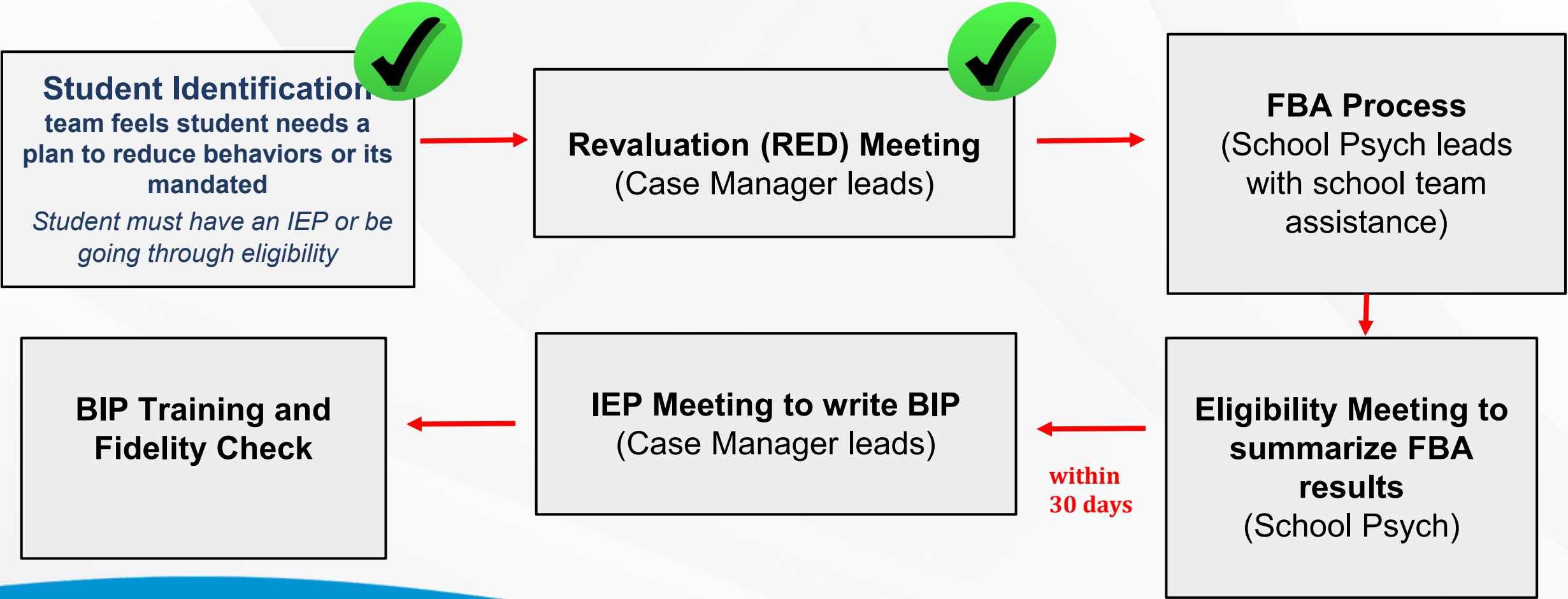
# Consider a FBA and BIP

- Student identification

Team will look at data to determine:

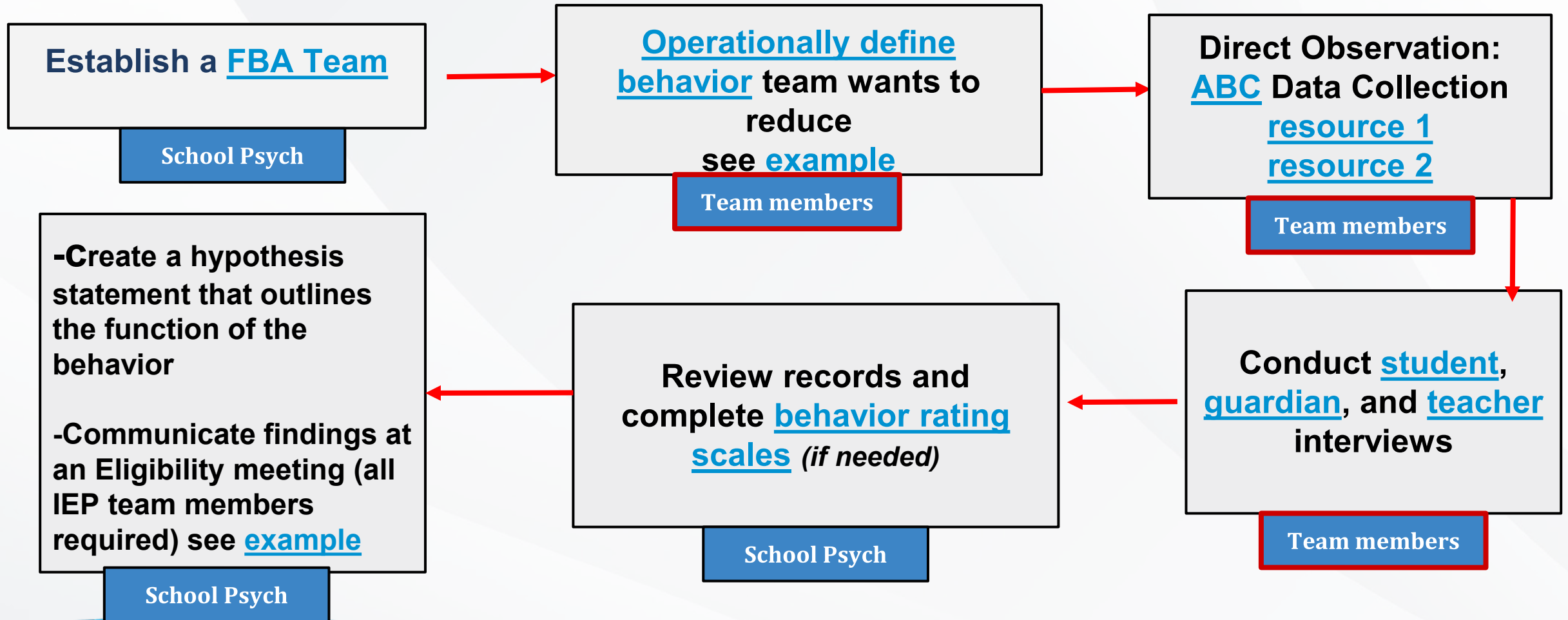
- Has the student been non-responsive to implemented tier 1 and 2 intervention efforts?
- Does the student's behavior impede his or her learning or the learning of others?
- Does the student pose a threat to him or herself or others?
- Does the student have multiple risk factors (e.g., harsh and inconsistent parenting or high mobility) making him or her more susceptible to school failure and/or dangerous behavior?

# Overview: SSD's BIP Process



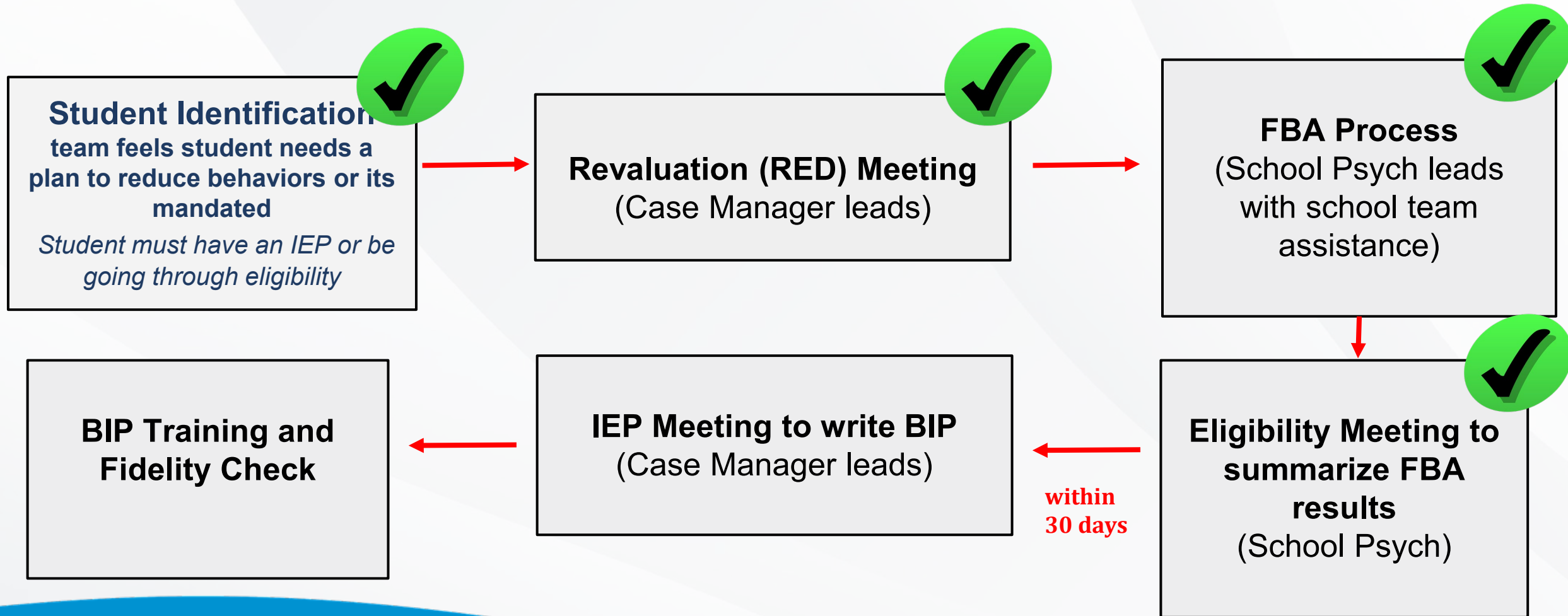
# FBA Process

# Overview: SSD's FBA Process





# Overview: SSD's BIP Process



The ultimate goal is to write an effective Behavior Intervention Plan based on solid data from the Functional Assessment

# BIP Components

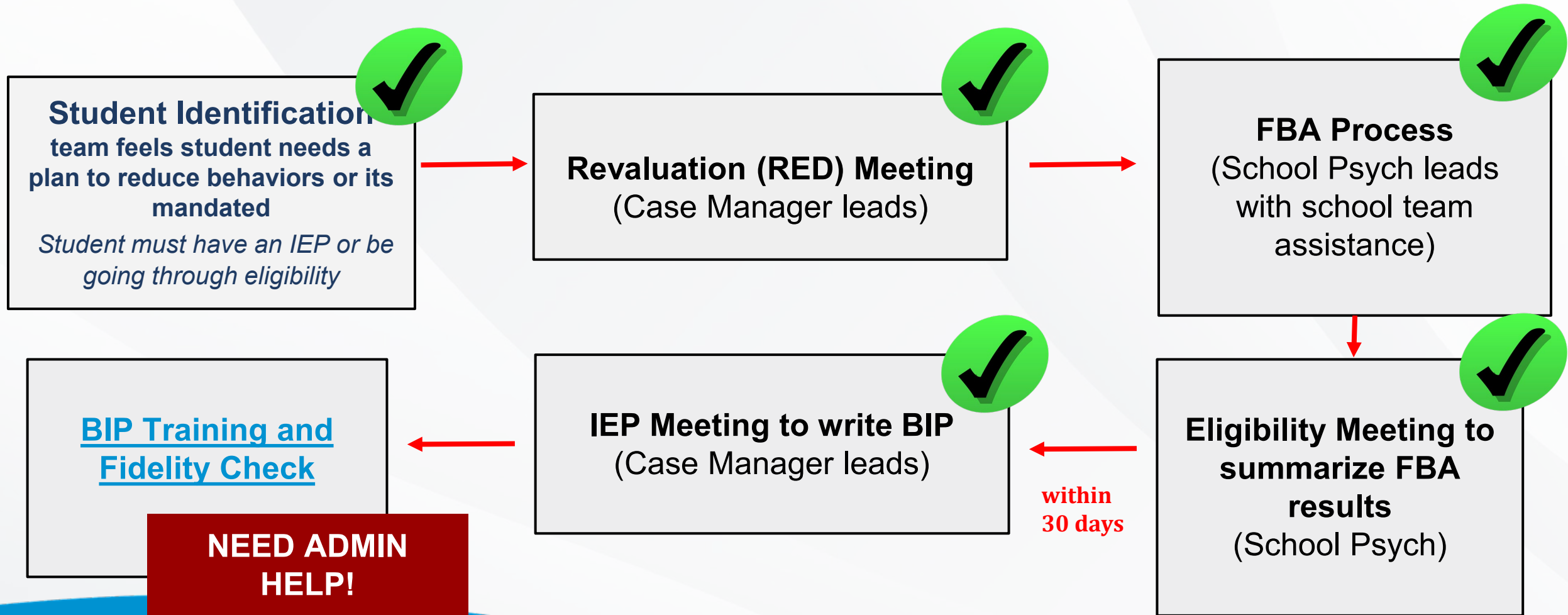
- Open [SSD's BIP components](#) document
- Read the document, discuss questions at your table, record on [jamboard](#)
- Dedicate a person to share table learnings or ask questions



# Share out!

- What content is new learning for you?
- What sections need clarification?
- What do you see as your role in the process?
- What are the barriers to creating and implementing BIPS (especially the prevention strategies)?

# Overview: SSD's BIP Process



# Questions?

# Post-Assessment



**SCAN**

Thank  
You



# Key Resources for Support

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[Functional Assessment Behavior Intervention Home Doc](#)

[A Function-Based Intervention to Increase a Second-Grade Students On-Task Behavior in a General Education Classroom](#)

[Using a Functional Assessment-Based Intervention to Increase Academic Engaged Time in an Inclusive Middle School Setting](#)

[Improving On-Task Behavior Using a Functional Assessment-Based Intervention in an Inclusive High School Setting](#)