Habitual behavior of concern is observed

Obtain parental consent for FBA

Conduct FBA—select from the following components

- Records Review
  - Attendance
  - Discipline Records
  - Behavior Summary
  - Grades
  - IEP Progress Reports

- Interviews
  - Student
  - Parent/Guardian
  - Teacher/Staff

- Observation
  - Direct Measure Data
  - Indirect Measure Data

Review and analyze data and complete the competing behavior pathways chart

Convene as IEP team to review FBA and develop BIP or make changes to current IEP (i.e., revise goals, add accommodations, change services)

Consult with teacher/administrator at the school level to discuss behavioral supports.

Review the functional and intermediate interventions to ensure that multiple behavioral strategies have been attempted with fidelity. (A summary of interventions that have been tried must be part of the FBA set-up.)

If the behavior of concern improves, continue progress monitoring. If the behavior of concern does not improve, obtain written parental consent for the FBA and send it to Lindsay Yoder Wilde in the PM office at PBIS.

An FBA should be conducted when...
- The student presents a pattern of behavior that significantly impairs his/her learning or the learning of others or...
- The student has been subject to disciplinary actions where the conduct was determined to be a manifestation of the CHP's disability.

Defining the problem behavior.

Collect info about the reason for the behavior.

Analyze info on reasons behind the problem behavior

Develop a hypothesis identifying the function of the target behavior(s)

- Hypothesis for function of behavior
- Verification for hypothesized function of behavior
- Replacement behavior

Teach replacement behavior (must serve the same function as target behavior)

Modify aspects of the curriculum and/or classroom

Manipulate environmental variables

Introduce a reinforcement-based intervention

Ballot the implementation status and effectiveness of the BIP, and modify the IEP as needed