



FBA and BIPS for Students with IEPs

Goals – You will have a better understanding of the following:

- School discipline policies and procedures for kids with disabilities
- IDEA: Change of placement due to behavior and behavior as a manifestation of disability
- Functional Behavior Assessments and Behavior Intervention Plans
- Positive Behavior Interventions and Supports under IDEA and in Arkansas

School Discipline Policies and Procedures

- ❖ Applies to children with/without disabilities and includes school, buses, social media, off campus activities, etc.
- ❖ Utilizes a tiered approach with increasing support and/or consequences
- ❖ Requires record keeping and forms should be sent home when behaviors occur

Behavior and IDEA (Individuals with Disabilities Education Act):

- IDEA doesn't limit school staff from using appropriate, fair, and equal discipline procedures on students with disabilities but they may need accommodations, modification, or support if the behavior is caused by a disability
- Students with disabilities who have behavioral issues still have a right to FAPE (Free Appropriate Public Education)

Placement Changes and Manifestation Determinations:

- ❖ Discipline actions such as suspensions, expulsions, or alternative learning environments over 10 days require a manifestation determination hearing.
- ❖ A manifestation determination will include the IEP team, who will bring together all relevant information, assessments, and data collection to determine if the child's behavior is caused by their disability and what actions should be taken.

Tip: Be Proactive! Don't wait until your child is suspended or expelled to address challenging behavior! You can schedule an IEP and work with the IEP team to determine if interventions are needed.

FBA (Functional Behavior Assessment)

- An FBA is a structured, data collection process an educational team uses to identify Positive Behavior Interventions and Supports (PBIS).
- It answers the questions:
 - What are the challenging behaviors and why do they keep happening?
 - What positive interventions will decrease the challenging behaviors and increase positive behaviors?
- Who may be included in the FBA? This is not an exhaustive list.
 - Parent
 - Special education teacher, regular ed teacher, paras
 - Speech, Occupational, Physical, Mental Health therapists
 - Administrative staff, Local Education Authority (LEA)
 - Behavior analysts, psychologists, or someone trained on behaviors
- What are the components of a good FBA?
 - Parent, teacher, student interviews (if applicable)
 - Direct observations using ABA data collection

- Review of student's private and public records
- Function of Behavior assessment
- Plan for lessening or replacing challenging behavior

RTI (Response to Intervention) is using data, targeted teaching, and interventions to support students before they fall behind. All students can benefit from RTI including students with challenging behaviors.

BIP (Behavior Intervention Plan)

- ❖ A BIP is a plan of action that comes from completing an FBA
- ❖ What are the components of a good BIP?
 - Strategies to help reduce challenging behaviors and increase positive behaviors
 - Instruction for student to learn new skills
 - Goals to monitor progress
 - Less reactive and more proactive steps for staff to take in dealing with challenging behavior
 - Training for IEP team members and other support staff

PBIS (Positive Behavior Intervention and Support)

- PBIS is an evidence-based program under RTI used to improve school safety, prevent challenging behaviors, and promote positive behavior in students
- It is typically used school wide but can be used in more specific terms for individual students
- According to IDEA, in the case of a child whose behavior impedes their learning or that of others, consider the use of positive behavior interventions and supports (PBIS), and other strategies to address behavior (IDEA Section 1414d3Bi).

Some examples of PBIS in a classroom setting:

- ❖ A classroom layout that promotes safety and supports students with different needs
- ❖ Classroom expectations and routines that are taught, modeled, and displayed
- ❖ A system that reinforces desirable behavior and supports struggling students
- ❖ Partnerships between families, community service providers, and schools to
- ❖ Evidence-based practices in addressing challenging behavior
- ❖ Collaboration with other therapy service providers if a student receives these services
- ❖ Accommodations such as allowing safe, appropriate, replacement behaviors if the desired behavior cannot be achieved

Links to more Resources:

- [Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions. July 19, 2022](#)
- [Sec. 300.530 Authority of school personnel - Individuals with Disabilities Education Act](#)
- [What is a Functional Behavioral Assessment and How is it Used? An Overview for Parents \(pacer.org\)](#)
- [Arkansas - Offices - Special Education - Technical Assistance Providers - Behavior Support Specialists](#)
- [CIRCUIT \(arksped.k12.ar.us\)](#)
- [Section 1414 \(d\) \(3\) \(B\) - Individuals with Disabilities Education Act](#)
- [Positive Behavior Support Resources \(apbs.org\)](#)
- [Arkansas - Offices - Learning Services - Curriculum Support - RTI Behavior Resources](#)
- [Arkansas - Offices - Learning Services - Curriculum Support - Supporting PBIS Implementation](#)



**PO Box 16125
Jonesboro, AR 72403**

**Website:
www.thecenterforexceptionalfamilies.org**

**Number:
1(888)360-9654**