Kent ISD
Special Education

High-Quality Functional Behavior Assessment & Positive Behavior Support Plan Process

It is recommended that evaluation teams follow this process in sequential order to develop the strongest hypothesis of functions and to design the most supportive plan for addressing patterns of behavior that may be interfering with learning or well-being. Consider reviewing the FBA Quality Checklist and PBSP Quality Checklist to assess for evidence of quality elements and promising practice.

Student name:		Evaluation due date:		
	Procedural Steps	**Who**	**When**	**Done**
1	**Obtain Parent Consent** *This starts the 30-day evaluation timeline. 1. If the student has Special Education Services, a REED is used to collect parental consent. 2. If the student does not have Special Education Services, the Generic FBA Consent located in MiPSE can be used.			☐
2	**Complete the Open-Ended Interviews for School-Based Personnel, Open-Ended Interview for Family Members & Community Partners, and Open-Ended Interview for Students.** 1. Consider which interview, or both, would be the most appropriate for the student: the Open-Ended Interview for Students with Reciprocal Communication Repertoires or the Open-Ended Interview for Students with Limited Reciprocal Communication Repertoires. 2. A School Social Worker, School Psychologist, or other professional interviews at least 1 General Education and/or Special Education Teacher to gain information about antecedents and consequences. 3. A School Social Worker, School Psychologist, or other professional interviews a family member or community partner to gain information about antecedents and consequences. 4. A School Social Worker, School Psychologist, or other professional with whom the student trusts interviews the student to gather information about their preferences for instructional design, student sense of belonging, and information used to support the student being Happy, Relaxed, and Engaged.			☐
3	**Define Behaviors of Concern** *This may be ongoing throughout the Functional Behavior Assessment process. 1. Develop a measurable and observable definition for each behavior of concern. 2. Use terms that describe what the student *is* doing in the definition. 3. If concerning behaviors reliably occur within a sequence of one another, include these behaviors within one behavioral category.			☐
4	**Select Target Behaviors for Assessment** 1. Determine which behaviors of concern, or behavioral categories, the team will prioritize for intervention. 2. Attempt to establish a chain of target behaviors in an effort to identify which behaviors are			☐

	low-intensity and precursor target behaviors (R2s) or high-intensity and severe target behaviors (R1s).			
5	**Collect Baseline Data** *This may be ongoing throughout the Functional Behavior Assessment process. 1. Collect baseline data on target behaviors. 2. The data collection system should capture the relevant factors of the behavior which may include: frequency, intensity, and/or duration. 3. The data collection method must be sustainable throughout the lifetime of the PBSP.			☐
6	**Analyze information from interviews and data collection to develop plan for ABC Data Collection. Develop hypotheses for the following:** 1. What Turns "On" target behavior(s) or what causes them to occur. 2. What Turns "Off" target behavior(s) or what causes them to stop.			☐
7	**Design and engage in ABC Data Collection** 1. Based upon information collected as a part of interviews, collect ABC Data on common antecedents and consequences. a. Antecedents: What Turns "On" target behavior(s) or what triggers them to occur. b. Consequences: What Turns "Off" target behavior(s) or what causes them to stop. c. Precursor behaviors that serve as a warning sign for potentially severe target behaviors.			☐
8	**Summarize & graph data collected throughout the Functional Behavior Assessment.** 1. Through information shared during interviews, summarize the following: a. Activities, interactions, and items that promote the student being involved, content, and at ease across the school setting b. What was noted to turn "on" target behavior(s), or what triggers them to occur c. What was noted to turn "off" target behavior(s), or what causes them to stop d. Precursor behaviors and signals that serve as warning signs for potentially severe target behaviors 2. Analyze ABC data to identify the following: a. Warning Sign or precursor behaviors that typically precede severe target behavior(s). b. Antecedents that typically occur before for target behavior(s) c. Consequences, or the synthesized reinforcers, that occur after target behavior(s) and typically minimize or stop the further escalation of target behavior(s). 3. Assess the presence or absence of elements of a quality FBA through the use of the FBA Quality Checklist.			☐
9	**Document the FBA through an FBA in MiPSE/Conduct FBA Meeting** 1. The FBA must be completed within 30 days of parent consent, unless an extension is			☐

	obtained. 2. Complete and finalize the FBA document in MiPSE. Review the Kent ISD FBA/PBSP Guidance Manual for assistance inputting information into the FBA document on MiPSE. 3. Finalize the FBA, being sure to asses for evidence of promising practice through use of the FBA Quality Checklist. 4. Send home and/or review a copy of the FBA with the family.			
10	**Develop Initial PBSP** 1. The PBSP can be developed during the same meeting as the FBA, if time allows. 2. Review the Kent ISD FBA/PBSP Guidance Manual for assistance inputting information into the PBSP document on MiPSE. 3. The Team creates a competing pathway for each target behavior or behavioral category identified in the FBA. 4. The Team develops interventions that match the function(s) of the identified behaviors. 5. The Team outlines detailed guidance for each "active" intervention. a. Consider the use of the Progressive Skill-Building Worksheet to map how skills in the behaviors to teach section will be designed and taught. 6. The team develops a data collection plan that monitors student progress and measures implementation fidelity. 7. Schedule a PBSP Review Meeting prior to finalizing the PBSP. 8. Finalize the PBSP, being sure to assess for evidence of promising practice through use of the PBSP Quality Checklist. 9. Send home and/or review a copy of the PBSP with the family and student, as appropriate. 10. Provide a copy of the PBSP Intervention Summary Page to pertinent Team members and all adults involved with the student (e.g. Paraeducators, Specials Teachers, ELL Teachers, Title Staff, Recess Staff, etc.). a. Utilize a Behavior Skills Training model to role play implementation of each intervention with all adults involved.			☐

11	**Amend IEP or Schedule a new IEP Meeting** 1. Develop a PLAAFP statement that includes the data and description of need identified through the FBA process and the adverse impact on student progress. a. If developing an IEP goal that aligns with findings from the FBA, include baseline data and starting point for instruction. 2. Indicate the need for positive behavioral interventions and supports by checking the appropriate box on the Special Factors, Supplementary Aids and Assessment page. 3. Include the Positive Behavior Support Plan within the Supplementary Aides & Services Table on the Special Factors, Supplementary Aids and Assessments page. 4. Review the Kent ISD IEP Guidance & Compliance Manual for assistance developing or amending the IEP.			☐
12	**Collect Student Progress Monitoring and Implementation Fidelity Data** 1. Identified Team members (e.g., General Education Teacher, Special Education Teacher, Paraeducator, etc.) collect progress monitoring data as outlined in the PBSP Data Collection Plan. 2. PBSP implementers collect implementation fidelity data at the frequency outlined in the Plan. Consider use of the Fidelity Tool found within the PBSP on MiPSE.			☐
13	**Conduct PBSP Review Meeting** 1. Team members attend PBSP Review Meeting to review student progress data, implementation fidelity data, and modify the plan as needed. a. Create a Review of the current PBSP document. i. Open existing, finalized PBSP. ii. Under the *More* tab, select *Create PBSP Review of This Document*. iii. Select *Edit This Section* to begin reviewing the PBSP document. iv. The date should be updated to reflect the date of the PBSP Review. b. Review implementation fidelity data. i. Best practice indicates all implementers must implement the plan with at least 85% fidelity for maximum impact. 1. If all implementers have implemented with at least 85% fidelity, move forward to assess student progress. 2. If all implementers have not implemented with at least 85% fidelity, discuss additional training and resources needed to implement the plan with greater fidelity. In this situation, details about implementation may change, however, actual interventions listed in the plan may not. c. Review progress monitoring data. i. Best practice indicates that student progress data will be graphed prior to			☐

	the meeting for ease of analysis. 1. Review the Data Entry & Graphing Tutorial for assistance creating a graph using Google Sheets. 2. Revise the PBSP as needed to support student progress. a. Utilize the Data-Based Decision Table for assistance determining how to modify the plan based on progress monitoring data. i. Schedule the next PBSP Review Meeting prior to finalizing the PBSP Review document. ii. Review the Kent ISD FBA/PBSP Guidance Manual for assistance completing the PBSP Review.			