Before the team proceeds with this process, consider:
- Is the IEP being implemented as written?
- Does the plan align with the findings within the psych report?
- Are the accommodations being followed?
- Are evidenced based tier one and two classroom management interventions in place?

Is there a behavior(s) of concern for the Case Conference Committee to discuss?

Yes: Provide a description of the behavior of concern. Ask: Does the student behavior impede his or her learning or that of others?

No: Document the reasons for determining the behaviors of concern are not impeding the student’s learning or that of others. You are Done

Yes: Describe how the student’s behavior(s) of concern impede(s) his or her learning or that of others.

No: Document why the behavior intervention plan was discontinued. You are Done

A review of the existing FBA is needed:

FBA with new data is recommended: Collection of new data requires parental consent. Document why did the CCC decided to complete an FBA? List or describe the new student data to be collected to reevaluate this student.

FBA recommended based on review of existing data: Agree on date to reconvene the case conference following completion of the FBA. Document why the CCC decided to complete a Functional Behavior Assessment. Describe the existing data to be reviewed to reevaluate this student.

FBA not recommended Important: Read guidance before considering this option!

A DRAFT FBA has been completed: Data is ready to be analyzed. Identify if the FBA was completed using the IIEP system. If not, upload and attach the FBA document in IIEP.

A review of the existing FBA is needed:

Supports to Be Implemented, CCC Analysis Functional Behavior Assessment Data & Behavior Plan Development

Select at least one support to be implemented: Environmental supports, accommodations, SDI.
Begin collecting data. When the team reconvenes to review the FBA, click "FBA has already been completed" *

Select at least one support to be implemented: Environmental supports, accommodations, SDI.
Begin collecting data. When the team reconvenes to review the FBA, click "FBA has already been completed" *

Complete the Analysis of the FBA data, including: Interfering Behaviors, Precipitating Factors, Setting Events, Antecedents, Maintaining Consequences, Related Deficits and Hypothesis

Develop Behavior Intervention Plan, Including: Hypothesis, Replacement Behaviors, Instructional Strategies, Antecedent Strategies, Positive consequences, negative consequences, behavior goals, and available resources for the family.

Review/Update the FBA, including: Interfering Behaviors, Precipitating Factors, Setting Events, Antecedents, Maintaining Consequences, Related Deficits and Hypothesis

Review/Update the Behavior Intervention Plan, Including: Hypothesis, Replacement Behaviors, Instructional Strategies, Antecedent Strategies, Positive consequences, negative consequences, behavior goals, and available resources for the family.

Earlywood Educational Services 2018, Adapted from IIEPR, IIEP, and Article 7

This is meant to be an interactive document. For guidance and examples click on the box within the flowchart and it will take you to the corresponding section in the document below.
We hope this document serves as a useful guide in supporting TORs and CC Teams in navigating the Special Considerations section of IIEP. Please note, anything provided italicized is guidance only and is intended to prompt discussion and consideration. Confer with your team and local director for further clarification or regarding concerns that this guidance does not match the expectations for local practice. If you have suggestions or recommendations on how we can help clarify this process, please let us know. We look forward to future collaboration and encourage you to attend one of our many professional development opportunities found at Earlywood.org.

**During the transition to this Special Considerations Section:** If you have a student who previously had “Yes” selected for Behavior Impedes learning, the OLD version of the FBA/BIP will show. Scroll past the old boxes to the new section below and enter the information.

Resources utilized in the creation of this document:
- Article 7
- IIEP RC Behavior Intervention Plan (BIP) Components Walkthrough YouTube
- Indiana IEP, Learning Connections
- Input from Alisa Stovall, and Matt Johnson, Indiana IEP Resource Center Consultant
- Input from Indiana School Mental Health Initiative: Behavior Consultants group behaviorconsltirca-l@list.indiana.edu
- This document has been adapted from the Indiana IEP Walkthrough for Teachers of Record.

**Before the team proceeds with this process, consider:**
- Is the IEP being implemented as written?
- Does the plan align with the findings within the psych report?
- Are the accommodations being followed?
- Are evidenced based tier one and two classroom management interventions in place?

The TOR first reviews the student’s current IEP and makes sure that it is being implemented as written.
- If it is not, the TOR should disseminate the IEP or IEP at-a-glance to staff and provide training/guidance to the team to ensure implementation as intended. It is the responsibility of the TOR to collaborate with administration to ensure that the IEP is being implemented as written. The TOR continues to monitor and document the student’s progress and determine if the behavior improves with proper implementation of the IEP. (IEPRC)
- Review student need for additional support in the area of their identified disability or academic level.
SPECIAL CONSIDERATIONS AND BEHAVIOR CONCERNS

Behavioral Concerns

There is a behavior of concern for the Case Conference Committee to discuss.
The team will need to consider if the behavior prevents the student or other students from accessing instruction or prevents the teacher from providing instruction.

NO, there is not a behavior of concern: this section is complete
Before selecting no, consider, has the student missed instruction due to behavior? Have they been suspended?

![Behavioral Concerns](image1)

YES, there is a behavior concern: Provide a description of the behavior of concern.
The description should be clear, observable, and free from value statements. For example, it should not say, “The student is being defiant. He knows the rules and chooses not to follow them.” It could say, “The student becomes physically aggressive, hitting, kicking, throwing objects, when presented with a two-step direction.”

![Behavioral Concerns](image2)

Does the pattern of student behavior impede his or her learning or that of others?
(1) YES, the pattern of behavior impedes learning: describe how the behavior impedes his or her learning or that of others and the impact of the behavior.

![Does the pattern of student behavior impede his or her learning or that of others?](image3)

Click here to return to Flowchart
(2) **NO, the pattern of behavior does not impede learning:** Document the reasons for determining the behavior(s) of concern are not impeding the student’s learning or that of others.

![Image](image1)

(3) **NO, plan will be discontinued:** The Behavior Intervention Plan was discontinued based upon the data and team discussion.  
*Be cautious with this option. If the student still needs supports to be successful we can keep a BIP but make necessary changes.*

![Image](image2)

Click Save
A Functional Behavior Assessment (FBA) is not recommended at this time. Supports will be implemented as indicated. If your team is considering selecting this option, you must consult with your local SPED director/coordinator first. This is only for documenting single incident behaviors. If you have a pattern of behavior this cannot be used as an option. This would be appropriate if the behavior has only occurred once and the team wants to develop a plan to prevent it from occurring again. If a behavior has occurred more than once you need to conduct a FBA.

Select at least one support to be implemented:

- **Environmental Supports**
- **Accommodations**
- **Specially Designed Instruction**

*Note: For more information on these options click on the link. Or go to the “Supports to be Implemented” section of this document for additional guidance.

A Functional Behavior Assessment (FBA) is recommended: The FBA will include new data. The team must have parent informed consent at this point. The school psychologist will generate the request for consent. This action initiates a 50-day timeline. TOR is responsible to make sure the team is ready to meet on or before 50 days from the time the consent is received. YOU ARE NOT DONE AT THIS POINT. Know who is tracking the data and make sure each team member is prepared to follow through. A FBA is not something that can be done by just one person. Begin collecting data. When the team reconvenes to review the FBA, click “FBA has already been completed”

Collection of New Student Data
Collection of new data requires parental consent. Generate a request for consent to reevaluate this student after the IEP is completed.
a) Provide the CCC’s rationale used to recommend a functional behavior assessment

*It would be a good idea to document here all other lower level attempts to support the student.*

b) List or describe the new student data to be collected to reevaluate this student

c) Select at least one support to be implemented while student data is reviewed or collected:

- Environmental Supports*
- Accommodations*
- Specially Designed Instruction*

*Note: For more information on these options click on the link. Or go to the “Supports to be Implemented” section of this document for additional guidance.

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**A Functional Behavior Assessment (FBA) is recommended:** The FBA will be solely based on the review of existing data

Unless there is a special circumstance, this will be the option you will typically choose. It is a good way of documenting that the team reviewed the behavioral data and made an informed plan. It is considered the first step before needing to do a FBA with new data. Begin collecting data. When the team reconvenes to review the FBA, click "FBA has already been completed"

For more information on when you do NOT need parent consent see 511 IAC 7-40-4 (i).
a) Record the date to reconvene the Case Conference following the completion of the FBA

Because this option does not require informed consent, or generate a 50-day timeline, you want to make sure that the team picks a date to follow up, this will help move the process and ensure the team follows up with meeting to review findings.

The school and the parent/guardian agree to meet on the following date to reconvene the case conference following completion of the FBA.

b) Provide the CCC’s rationale used to recommend a functional behavior assessment.

In some situations, you might want to explain why you did not consider a FBA with new data at this point. Review the special circumstances to help with this discussion.

Why did the CCC decide to complete a Functional Behavior Assessment? Provide the CCC’s rationale for the decision to recommend a functional behavior assessment.

The team needs to systematically review the student’s data to determine the function of the behavior of concern. We feel that we have enough existing data to consider at this time.

c) List or describe the existing data to be reviewed to reevaluate this student

Describe the existing data to be reviewed to reevaluate this student.

We are going to examine education and behavior records, attendance records, progress reports, medical history, current academic assessments and student self-charting. We will also talk to staff about their general observations.

d) Select at least one support to be implemented while student data is reviewed or collected:

- Environmental Supports*
- Accommodations*
- Specially Designed Instruction*

*Note: For more information on these options click on the link. Or go to the “Supports to be Implemented” section of this document for additional guidance.

The team will need to continue monitoring student data. If the student is making desired progress continue the intervention or begin fading. Continue to monitor student progress.

If student is not making progress the team will need to reconvene. Consider if behavior is significant and needs to have a FBA with new data, the current FBA needs to be revised or if BIP needs to be revised.
A Functional Behavior Assessment (FBA) has been completed

If you use this option, it means you have created a FBA and now need to document it within IIEP. The team would have ALREADY completed either “FBA with New Data is Recommended” OR “FBA Recommended on Review of Existing Data” (STEPS 2 or 3 above)

Continue to: CCC Analysis of FBA Data then Behavior Intervention Plan Development section.

At this point you will proceed with entering in the information from the FBA/BIP, if you have documentation to attach, for example, an ALUSP, Functional Communication FBA, PENT FBA, Pathways, data summary sheets… you would attach them here. For examples of forms you can use go to Earlywood.org

A Review of the Existing Functional Behavior Assessment (FBA) is needed

This option is if you have ALREADY completed the FBA and entered it into IIEP at a previous CC (Steps 2, 3 and 4 above). Now the team wants to make updates or consider if the hypothesis is correct. If you make updates at this point include changes within the conference notes.

Continue to: CCC Analysis of FBA Data then Behavior Intervention Plan Development section.
Supports to be Implemented

Note regarding this section, when you see a ☐ instead of a ☑ it means you can select more than one option

Environmental Supports:
Specify what the team is going to change in the environment to help the student be successful. Consider the actual space the student is in and the people who interact with the student on a daily basis.

Indicate the CCC’s plan to monitor the effects/impacts on these environmental supports. By clicking on each drop down menu you will select options to define how progress will be monitored, where, how often and by whom. If you don’t have an option, there that works you can click “other” and type in a different response in the space below.
Accommodations:
How are we going to accommodate for the student’s behavioral support needs? Focus on what staff is going to do or provide, rather than what the student will do.

Indicate the CCC’s plan to monitor the effects/impacts on these accommodations.
By clicking on each drop down menu you will select options to define how progress will be monitored, where, how often and by whom. If you don’t have an option, there that works you can click “other” and type in a different response in the space below.

Specially Designed Instruction
By clicking on this you are indicating that you are going to have a goal for skill acquisition. Once you click this it will create another option on your goals. The team will identify the goal that addresses behavior/skill to be taught and select “Behavior Need”

On Special Considerations it will look like this-

On the Goals Page it will look like this-
The team will discuss and consider the findings. The prompts are to help guide and document your conversation. Each topic has a set of considerations/questions; you do not need to answer each question but you do need to consider them in your documented response.

1) Record **Interfering Behavior(s)**

The team defines the behavior of focus. Remember, be specific and descriptive, not judgmental. It is helpful to keep this simple. Either choose the major behavior of concern, the behavior that is the most dangerous, or the behavior that triggers others. It is difficult to implement change if you are addressing multiple types of behaviors.

2) Record **Precipitating Factors**

Use caution here. Be sure we are stating necessary facts and not inputting judgments or beliefs. For example, it should NOT say, “The parents lack structure in the home and never get him dinner at the same time and don’t have consistent bedtime.” It could say, “The student reports feeling sleepy in the morning and states he does not sleep well.” It should NOT say, “The parents do not administer medication consistently.” It could say, “The parents report the student is given XXX medication daily.” In this section you will want to consider things outside of the setting which could contribute to the challenging behavior but do not necessarily consistently cause the behavior. Such as, a long bus ride, bad weather, missing a meal…

3) Record **Setting Events**

Consider the actual setting the student is in, the environment and the conditions within that setting. It is important to consider when the challenging behavior does not present itself because in those conditions the student does not need to exhibit the challenging behavior. Sometimes this is the most beneficial information. (Note, this section is referring to the environment/setting. The phrase “setting events” in Applied Behavior Analysis has an alternative meaning.)
4) **Record Antecedents**

This can be referred to as the “Trigger”. This event will trigger a behavior incident regardless of the precipitating factors. It can be triggered by the environment, peers, teachers. It is rarely an internal event. Be cautious determining if it is an internal event because it is difficult to prove. Here it might say, “The student rips up her paper every time it is returned with any grade other than an A.” “The student appears to fall asleep whenever the teacher has been providing whole group instruction for more than five minutes.” “The student hits peers with a closed fist when they enter his personal space of less than one foot.”

5) **Record Maintaining Consequences**

This can be referred to as the “Function.” What is the student getting or avoiding? Consider the words we use. PENT recommends avoid using “contaminators”. Revenge, Vengeance, Power and Control are not functions that can be used to develop a functionally equivalent replacement behavior (FERB) for conditional use in a plan. The function should be observable, and not a construct on internal feelings of the student. Instead we would consider wording such as “protest past actions, gain choice of activities or gain sustained peer attention.” (Diana Browning Wright, G. Roy Mayer, THE BIP Desk Reference, Section 15, Page 11 of 39) Remember, the student is engaging in the behavior because it is helping them get something they need. What we see as the problem, they see as the solution.

6) **Record Related Deficits**

Focus on why the student has been using the challenging behavior to get what they need. What skill have they not learned? This is where we consider “lagging skills”, where are the holes in their skill development? Again, this is not our personal opinion or value statement, like it should NOT say, “I believe he is deviant and has not learned how to respect his elders.” It might say, “He has not been taught the skills to wait and consider his response before he tells someone how he feels.” Dr. Green prompts us to consider the “demands being placed on the student” and challenges us not to fall back on simple options such as “he just has a bad attitude” but rather consider the skill the student needs to learn.
It does not help to rush this process, take time to consider the factors and what variables contribute to the behavior. Consider when the behavior does not occur, something is working for that student during those times. If the team feels like the behavior “is always happening” take a moment to make sure adults are not overly, emotionally invested in the situation. There are few behaviors that occur nonstop throughout the day. This is another place where having solid data will help keep things on track. All behavior COMMUNICATES something to us, we need to look at this process like figuring out a puzzle or word problem. If we can find the function, we can unlock the solution.

1) Briefly summarize the FBA
   Keep it simple at this point, you have all the information in the boxes above, just hit the main points. It is not necessary to cut and paste everything here.

2) Determine the hypotheses for the function of the student’s behavior
   Consider all of the information entered above and make the best, educated guess as to what is the function of the student’s behavior. Think about the function in terms of a statement, “The student is engaging in x behavior to gain y,” because later, when looking at the FERB (functionally equivalent replacement behavior) we need to make sure what the student is gaining remains the same. If we miss the function the plan will likely not be effective. Example, “Stephanie eats cake (x) to manage her stress (y).” The FERB statement should read, “Stephanie will exercise (z) to manage her stress (y).” Note, the behavior (x/z) changed while the function (y) remained the same. x=challenging behavior, z=replacement behavior and y=function
Develop Behavior Intervention Plan

During this process remember the purpose of the BIP is to **TEACH** the student the skills they need to be successful in our schools, society and with other people. The student has not figured out our expectations and we want to make sure we equip them to navigate their world. This should not be about enforcing compliance, changing their personality, devaluing their interests or forcing our will on them.

1) **Hypothesis** of the function of the behavior- Record the hypothesis of the function of the student’s behavior.

   *The hypothesis is the function statement; it is the function as determined by the FBA. Consider copying and pasting the information from above.*

2) **Proactive Strategies**- Replacement behaviors and skills to be taught and learned

   *This can be referred to as the FERB, functionally equivalent replacement behavior. Remember, this has to end in the same function. All FERBS should be acceptable to the student, family, and school team. Consider talking to the student to see if they think you go it right. For example, we might determine that the replacement behavior is to have the student go for a run then find out later the student hates running.*

3) **Record Instructional Strategies**

   *Like SDI, this is what WE are going to teach the student. Consider researched based strategies and consider what fits the student’s needs. Do not paste a list of all strategies here. Identify what skills the instructor will teach the student and why this individual student needs to develop that skill. Specify an approach rather than a curriculum. For example, it could say, “the team will provide direct instruction on resiliency building strategies once a week in a small group setting with other students who also need support building resiliency.” It should not say, “We will use Why Try? Curriculum with him.”*
4) **Record Antecedent Strategies**

Consider the variables in the environment that staff can change to be proactive in supporting the student’s acquisition of new skills. Make it easy for the student to use. Practice the FERB. The student needs to be given the opportunity to practice and develop the new skill. For example, if the FERB was for the student to ask for help by displaying a help card, we would then need to ensure all staff in the student’s environment knows to provide the student with assistance when they see the card. If they do not, the student will simply go back to what she knows works, the undesired behavior. Another example, if the student is avoiding undesired sensory input, she hides under her desk holding her ears and rocking, our environmental changes could include decreasing the noise level in the classroom by teaching a voice level system and implementing an incentive for peers to maintain a voice level of 1 or 2 within the classroom, providing head phones for the student to wear. Define what the adults are going to do to support the student.

5) **Record Positive Consequence Strategies**

This is what the team does to entice the student to practice the new behavior. Consider carefully what the student actually likes, the Forced-Choice Reinforcement Survey is a good place to start. There is a continuum of reinforcement that is helpful in determining alternatives to stickers and candy. Make sure to know how often to reinforce the behavior. Typically, when a behavior is difficult or new it requires immediate 1:1 reinforcement to continue. After the student begins to demonstrate acquisition of the skills start to fade reinforcement. There are several ways to fade and provide reinforcement. There is nothing wrong with providing external reinforcement, it is necessary to create change, “Bribery is the inducement to do something illegal, unethical, or immoral. Providing intermittent rewards for students who have exhibited desired behavior more accurately reflects an attempt by school personnel to recognize and celebrate students’ progress and success.” (Sprick, R., 2009, p. 293)

6) **Record Negative Consequence Strategies**

The team needs to be prepared when the undesired behavior occurs. Preplan a response that will not reinforce the undesired behavior. Preplanning will allow teams to respond productively, rather than reacting. Consider using a tool such as the Personalized De-Escalation Plan to give staff a fast, easy reminder of what they should do at each stage of interaction with the student. By doing this, we will be aware of how our interactions with the student impacts their progress.
7) Record **Behavioral Goals/Skills to be taught and learned**

Identify a goal to track progress. The purpose of the goal is to teach new skills that support the FERB, functionally equivalent replacement behavior. Pay special consideration to the prompts within this section. A section here could read, “Every time Stephanie begins to express anxiety, as defined as biting her nails, the staff in the classroom will make eye contact, prompt her to use her fidget to release her anxiety, and sit with her to conduct a ‘size of my problem’ worksheet. The team will track the number of times she is prompted and if she follows the prompt or not. The team will also conduct check ins and check outs with her to establish norm levels of self-reporting for anxiety. A goal will be created and documented on the goals section of this IEP.”

8) Record **Available local and state resources**

A note of caution on this section. Be careful not to identify a need that the school cannot meet. Document providing available resources to parents, such as In*Source, About Special Kids and LookUpIndiana.org.

9) Indicate BIP review by CCC and decision to implement as written or to implement with revisions
When is a FBA with Informed Consent Required?

Article 7 specifically requires an FBA with informed consent and new data to be completed under the following circumstances:

- As part of an educational evaluation to determine eligibility for an Emotional Disability;
- When the student requires a manifestation determination, and the CCC determines that the student’s conduct was a manifestation of the student’s disability (unless an FBA has already been completed);
- When the student requires a manifestation determination, and the CCC determines that the student’s conduct was not a manifestation of the student’s disability (as deemed appropriate, along with behavior intervention services and modifications to address the behavior violation so that it does not recur);
- When the student has been removed to an interim alternative setting for weapons, drugs, or serious bodily injury (as deemed appropriate by the CCC, along with behavior intervention services and modifications to address the behavior violation so that it does not recur). The school psychologist generates the Notice of Re-evaluation from the Pre-Conference Planning section.