Over the last two years we have been reviewing Article 7 and state requirements around the process of completing Functional Behavior Assessments (FBA) as it relates to creating Behavior Intervention Plans (BIP). Given our findings we have been revising the procedures. The following four pages outlines the steps of a FBA/BIP for students identified with an IEP. To summarize the process:

1. TOR, with help from site educational team, identifies the student needs behavior support, “behavior is interfering with the student’s learning or the learning of others”.
   - Team meets to determine if there is a need for an informal or formal FBA using the Special Education FBA/BIP Process.
2. If the case is appropriate for an informal FBA case conference committee reviews existing data to determine the function of the behavior and identify a functionally equivalent replacement behavior (FERB).
   - Team can decide if a Behavior Intervention Plan is required to address the team’s findings. If so, it is documented in IIEP under “Special Factors” check “Yes, behaviors impede learning…” The findings and strategies are documented in the three boxes that follow.
3. If the case is appropriate for a formal FBA the TOR will notify the School Psychologist. The School Psychologist will have the guardian sign an informed consent for new data to be collected and reviewed. This triggers a 50 day timeline.
   - Within 50 instructional days, the Case Conference Committee will review the findings from the review of new and existing data to create a Behavior Intervention Plan which will be documented in IIEP under “Special Factors” check “Yes, behaviors impede learning…” The findings and strategies are documented in the three boxes that follow.

If you would like additional training or information on the process please feel free to reach out to your local School Psychologist, your Local Special Education Director, or Earlywood administration, Angie Balsley or Stephanie Lawless.