VDOE Region 4
TTAC, Training and Technical Assistance Center at George Mason University
Banner and TTAC logo.


**HLP Highlight Tool**

**HLP 10: Conduct Functional Behavioral Assessments to Develop Individual Student Behavior Support Plans**

**Here’s What It Is:**

* A systematic process to identify student problem behaviors that are chronic, intense or impede learning
* The result of indirect and direct assessments
* Defining and collecting data related to targeted problem behaviors
* Data collected by multiple professionals

# **When Do I Use It?**

* When Tier 1 and Tier 2 behavior management practices are not intensive enough to correct behavioral problem
* When students struggle exhibiting acceptable behavior practices in the classroom and other environments
* When students need a more structured plan to correct problem behaviors
* When the function of the problem behavior is unknown

# **Here’s What It Looks Like:**

* [Iris Center Module on Functional Behavioral Assessment](https://iris.peabody.vanderbilt.edu/module/fba/)

# **Resources to Extend Learning**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [Behavior Support Resources- Western Care Association](https://www.bssresource.com/behaviour)
* [Center on PBIS](https://www.pbis.org)

# **Here Are My Work Plans:**

* [Behavioral Support Plan Description](https://ttaconline.org/Online-Training/MLbTE3FyBnEj-DeYNo4LcbEKJzlE8odC/XCkFN_6LI6oMc5AjhmhdQQ) (3:22) *Sign In to free* [*TTAC Online Account*](https://ttaconline.org/Account/Register) *Required*
* [Developing a Function-Based Intervention](https://ttaconline.org/Online-Training/MLbTE3FyBnEj-DeYNo4LceEv8ZMxNYOS/XCkFN_6LI6p2Y47sX5w93g) (3:22) *Sign In to free* [*TTAC Online Account*](https://ttaconline.org/Account/Register) *Required*
* [Systematic Data Collection for Intervention Planning](https://ttaconline.org/Online-Training/MLbTE3FyBnEj-DeYNo4LcSp-MOjfsgAx/bvUAj9Jjwm0pjkz2kc4toQ) (3:40) *Sign In to free* [*TTAC Online Account*](https://ttaconline.org/Account/Register) *Required*

**Suggested Activities:**

* [Understand the Antecedents, Behaviors and Consequences (ABCs) of collecting student behavior data](https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions)
* [Understand the components of a Functional Behavioral Assessment](https://iris.peabody.vanderbilt.edu/module/fba/cresource/q2/p04/#content) (FBA)
* [Understand the components of a Behavioral Support Plan](https://www.doe.virginia.gov/?navid=626) Review “HLP in Action” below.

**HLP 10 In Action!**

**Suggestions for Components of a Behavior Support Plan**

**Directions:**  Once the Functional Behavioral Assessment (FBA) has assisted the team in identifying the function of the behavior, the team is ready to develop a Behavior Intervention Plan (BIP). Refer to these guidelines when considering developing a positive behavioral intervention plan. A BIP usually contains one or more of the components listed below.

|  |  |
| --- | --- |
| **Component** | **Example** |
| **Hypothesis:**   * Foundation for the behavior support plan * Identifies the function of the behavior | Student becomes angry, verbally offensive when given an assignment to complete and is removed.    **Hypothesis:** Student wanted to avoid doing the assignment. |
| Teach the student acceptable behavior that replaces/serves/achieves the same function as the problem behavior | Short breaks, time out, asking for help |
| Modify classroom settings to decrease the probability of a problem behavior occurring and increase the replacement behavior | Change physical arrangement, small grouping, class management, seating preferences |
| Modify the **antecedent** events | Introduce graphic organizers, scaffolded lessons, flexible groupings |
| Modify the **consequent** event | Contingency contracts, verbal/non-verbal feedback, descriptive praise, tokens |
| Modify the curriculum/instruction | Scaffolded lessons, flexible groupings, matching student abilities and interests |
| Introduce a reinforcement-based intervention | Systematic, consistent reinforcement of an alternative/incompatible behavior |

Adapted from the Virginia Department of Education, “[Guidelines for Conducting Functional Behavioral Assessments and Developing Positive Behavior Intervention and Supports/Strategies](https://www.doe.virginia.gov/?navid=626)”.

**References**

Commonwealth of Virginia Department of Education. (2015). *Guidelines for conducting functional behavioral assessments and developing positive behavior intervention and supports/strategies*. <https://www.doe.virginia.gov/programs-services/special-education/iep-instruction/behavior-management-fba-bip>

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms.* New York: Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>.