

## **Flow Chart for FBA Process**

Student (regular ed OR special ed) has behavior issues or staff is concerned about a significant change in behavior.

Team gets together to have informal network discussion – parent phone call is made to get input and make them aware of concerns at school.

Staff, student and parent fill out FBA questionnaire, if special ed, usually headed up by case monitor.

Team members do data collection to get baseline information on behavior.

Regular ed, special ed (if so identified), social worker, parent, etc get together to fill out Functional Behavioral Assessment (FBA).

If special ed, FBA drives a Behavior Intervention Plan (BIP) or revises a current BIP to reflect current concerns with behavior.

Interventions are put in place to see if they support the student to make better choices to modify behavior.

The team carries out interventions to see how they work over the next 3-5 weeks.

Revisit FBA and BIP to make any necessary changes to help student continue to be successful. Delete unsuccessful interventions.

Once good strategies and interventions are in place and student is successful, revisit the FBA AT LEAST annually to see if behaviors have changed or if anything new behavior is interfering with their learning.