NEW MEXICO
Public Education Department

FBA/BIP/Positive Behavioral Interventions: When Are They Required & How Do We Do Them Well?

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Fractal Geometry concept - at every level there are patterns of skills, knowledge and functional behaviors that can be addressed and improved!

- **Federal - U.S. Department of Education…**
- **State - NMPED**
- **Public Agencies - Districts, Charter Schools, State Supported Schools**
- **Schools within Districts**
- **Classrooms**
- **Teachers and other Educations Personnel**
- **Students & their Families**

WHEN DOES THE LAW REQUIRE AN FBA AND/OR BIP?

1. When behavior impedes learning of self/others, “if appropriate” – when would it be not appropriate?

6.2.31.11(F) NMAC Behavioral management and discipline.

Behavioral planning in the IEP. Pursuant to 34 CFR Sec. 324(a)(2)(i), the IEP team for a child with a disability whose behavior impedes his or her learning or that of others **shall consider, if appropriate,** strategies to address that behavior, including the development of behavioral goals and objectives and the use of positive behavioral interventions, strategies, and supports to be used in pursuit of those goals and objectives. Public agencies are strongly encouraged to conduct functional behavioral assessments (FBAs) and integrate behavioral intervention plans (BIPs) into the IEPs for students who exhibit problem behaviors well before the behaviors result in proposed disciplinary actions for which FBAs and BIPs are required under the federal rules.

6.2.31.11(B)(5) NMAC For students with autism spectrum disorders (ASD) eligible for special education services under 34 CFR Sec. 300.8(c)(1), …

(i) antecedent manipulation, **replacement behaviors, reinforcement strategies, and data-based decisions**; and

(ii) a behavioral intervention plan focusing on positive behavior supports and developed from a functional behavioral assessment that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings…

34 C.F.R. § 300.530(f) *Determination that behavior was a manifestation.*

If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—

(1) *Either*—

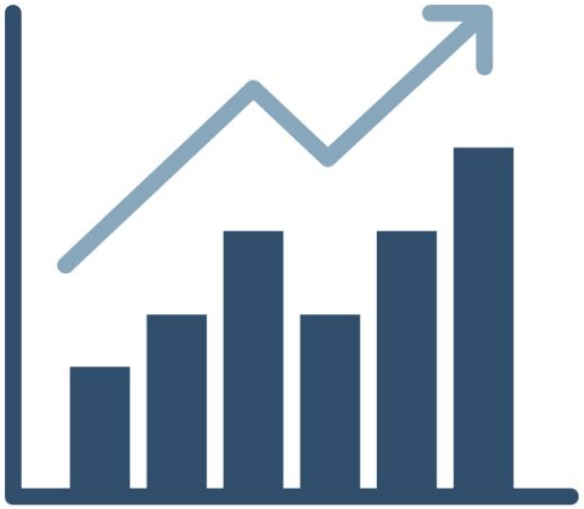
(i) Conduct a **functional behavioral assessment, unless** the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**

(ii) If a behavioral intervention plan already has been developed, **review the behavioral intervention plan, and modify it, as necessary, to address the behavior**; and…

If not adequately addressed, problem behavior can result in the denial of FAPE.

Student Behavior

- One third to one half of students with disabilities demonstrate challenging behaviors.
- Behavior incidents are on the rise.



Pastor, P. N., & Reuben, C. A. (2015). Trends in parent-reported emotional/behavioral problems among children using special education services. *Psychiatric Services*, 66(6), 656-659. doi:10.1176/appi.ps.201400254

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What are you seeing as it relates to **student behavior?**

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Positive Behavior Supports

Effective behavior supports improve both behavior and academic outcomes. Evidence-based approaches (function-based FBAs/BIPs, PBIS, tiered interventions, targeted academic interventions) can reduce challenging behaviors and increase access to instruction, producing measurable gains in academic performance when implemented with fidelity. Recent meta-analyses and reviews summarize positive effects of behavior interventions on both behavior and academics.

Gersib, J. A., & Mason, S. (2023). A Meta-Analysis of Behavior Interventions for Students With Emotional-Behavioral Disorders in Self-Contained Settings. *Behavioral Disorders*, *48*(4), 269-283. https://doi.org/10.1177/01987429231160285 (Original work published 2023)

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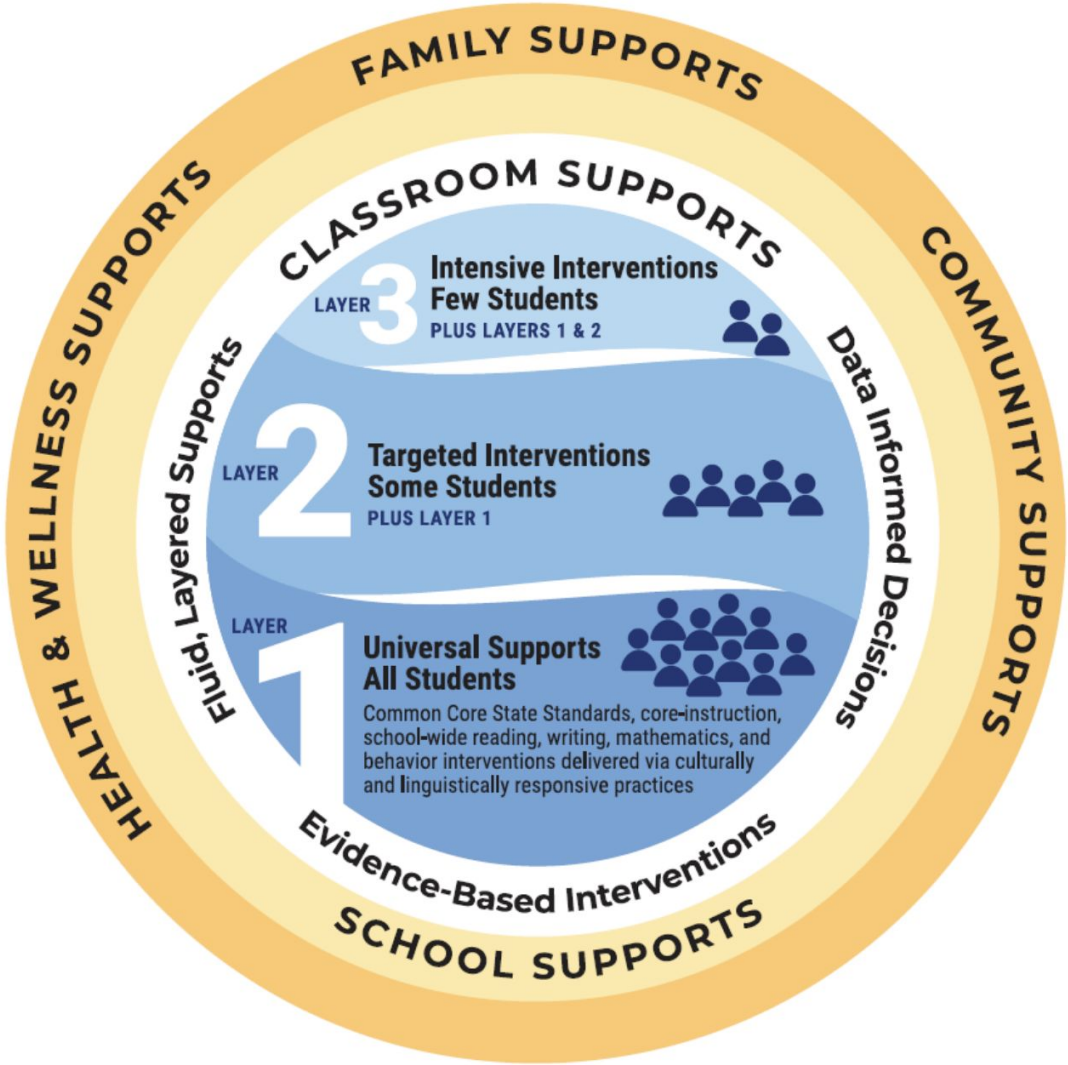
Positive Behavior Supports



New Mexico Multi-Layered System of Supports (MLSS) Manual
https://web.ped.nm.gov/wp-content/uploads/2025/01/MLSS_Manual_2021-1-1.pdf

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Functional Behavior Assessments (FBAs)

"An FBA is an approach that incorporates a variety of techniques and strategies to diagnose the causes and to identify likely interventions intended to address problem behaviors. In other words, the FBA looks beyond the demonstrated behavior and focuses, instead, upon identifying biological, social, affective, and environmental factors, or triggers, that initiate, sustain, or end the target behavior. This approach is important because it leads the observer beyond the 'symptom' (the behavior) to the underlying motivation for it."

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Functional Behavior Assessments (FBAs)

- Help understand what function the problem behavior serves for the student.
- Enables educators to determine interventions that reduce or eliminate problem behavior.
- Informs the replacement of acceptable behavior that serves the same purpose or function for the student.

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Functional Behavior Assessments (FBAs)

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Functional Behavior Assessments (FBAs)

- All behavior serves a purpose.
- Students behave in a way that satisfies a need or that results in a desired outcome.
- Identifying the purpose of problem behavior can provide essential information about strategies and supports to reduce or eliminate that behavior.

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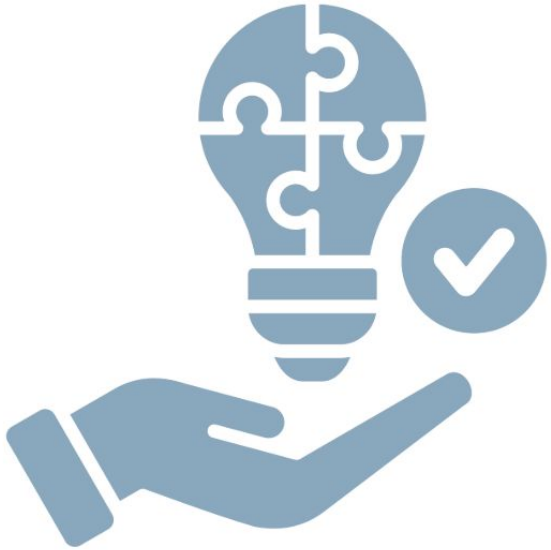
Functional Behavior Assessments (FBAs)

Conducting an FBA is considered to be a **problem solving process.**



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Functional Behavior Assessments (FBAs)

Functional Behavior Assessment

Behavior Intervention Plan

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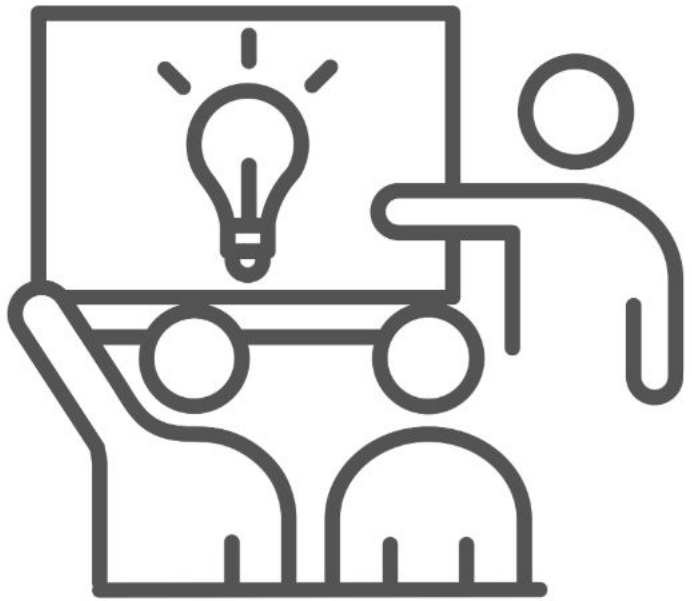
Behavior Intervention Plans (BIPs)

- Includes positive, proactive interventions.
- Teach new ways of behavior to address the source of the problem (i.e. the function).
- Emphasize the skills students need in order to behave more appropriately.



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Behavior Intervention Plans (BIPs)

- The BIP should include strategies to:
  - teach the student more acceptable ways to get what he/she wants (i.e. replacement behavior)
  - decrease future occurrences of problem behavior
  - address repeated episodes of problem behavior

A BIP should be designed to teach the student a more acceptable behavior that replaces the inappropriate behavior, yet serves the same function.

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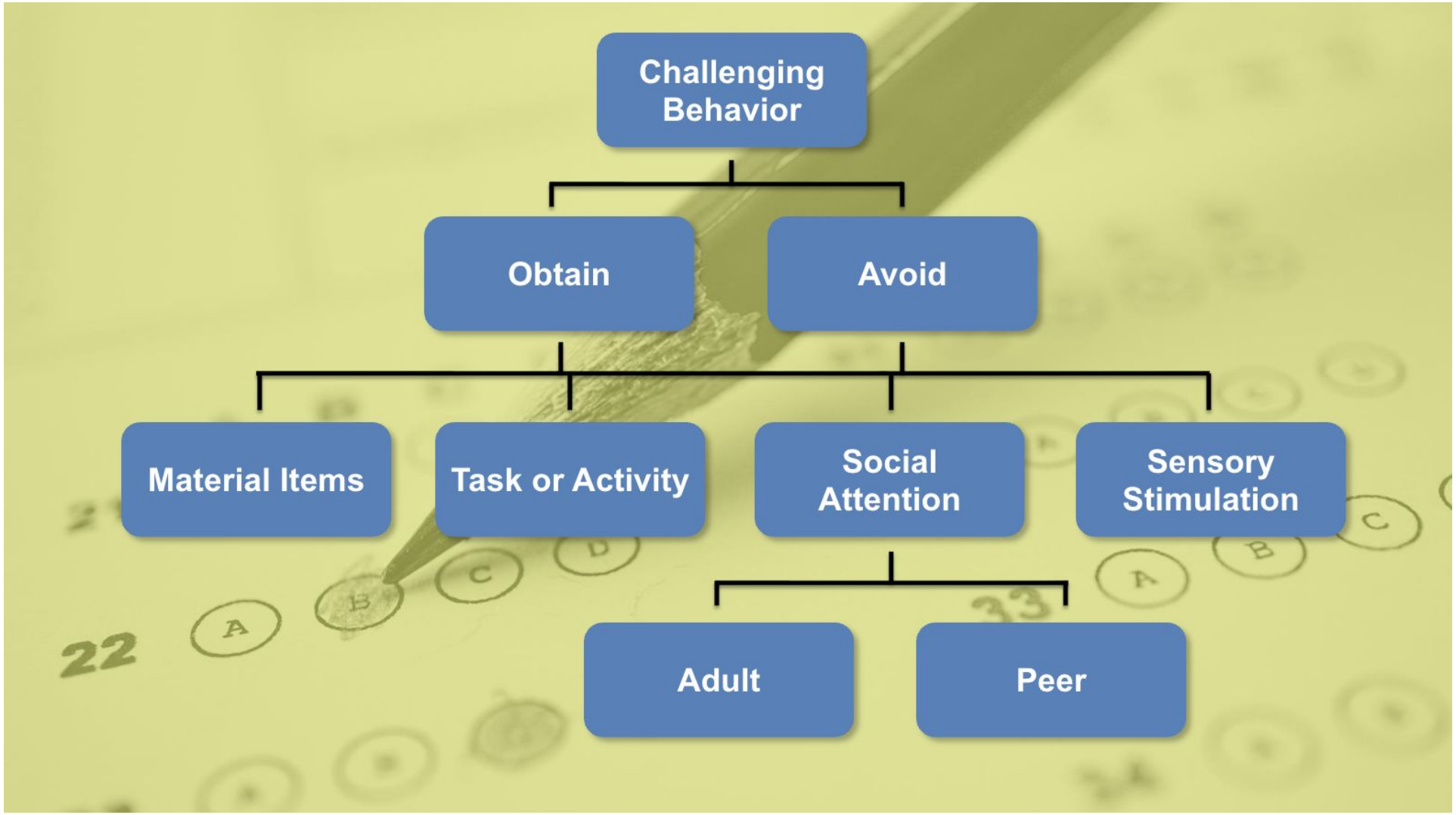
Function Matrix



Tennessee Tiered Supports Center (TSC) https://www.tennesseetsc.org/

Functions of Behavior

Identifying the function of behavior involves assessing the events that occur **before** and **after** problem behavior.

Antecedent

Behavior

Consequence

This data informs a hypothesis or “best guess”.

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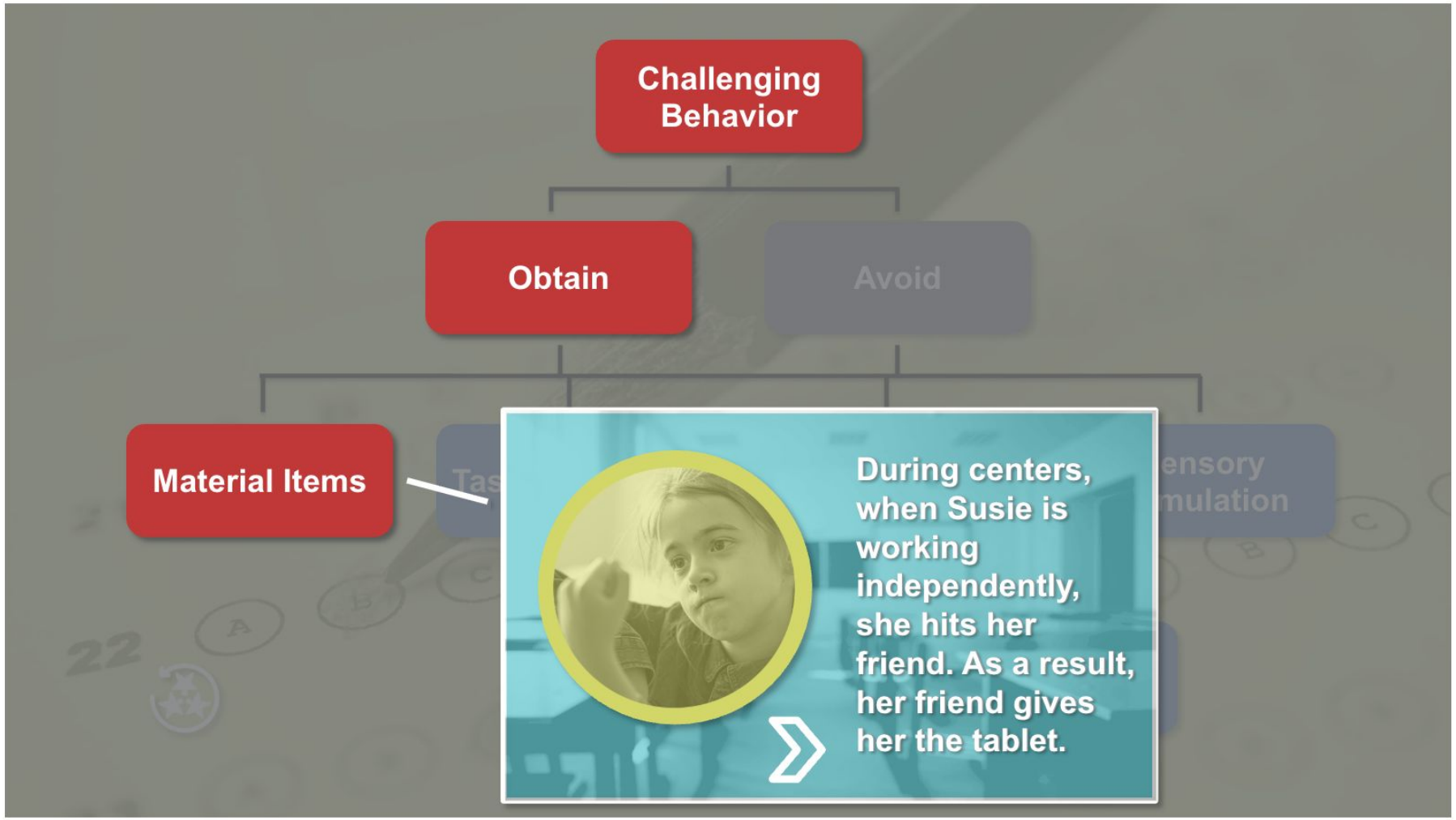
Example



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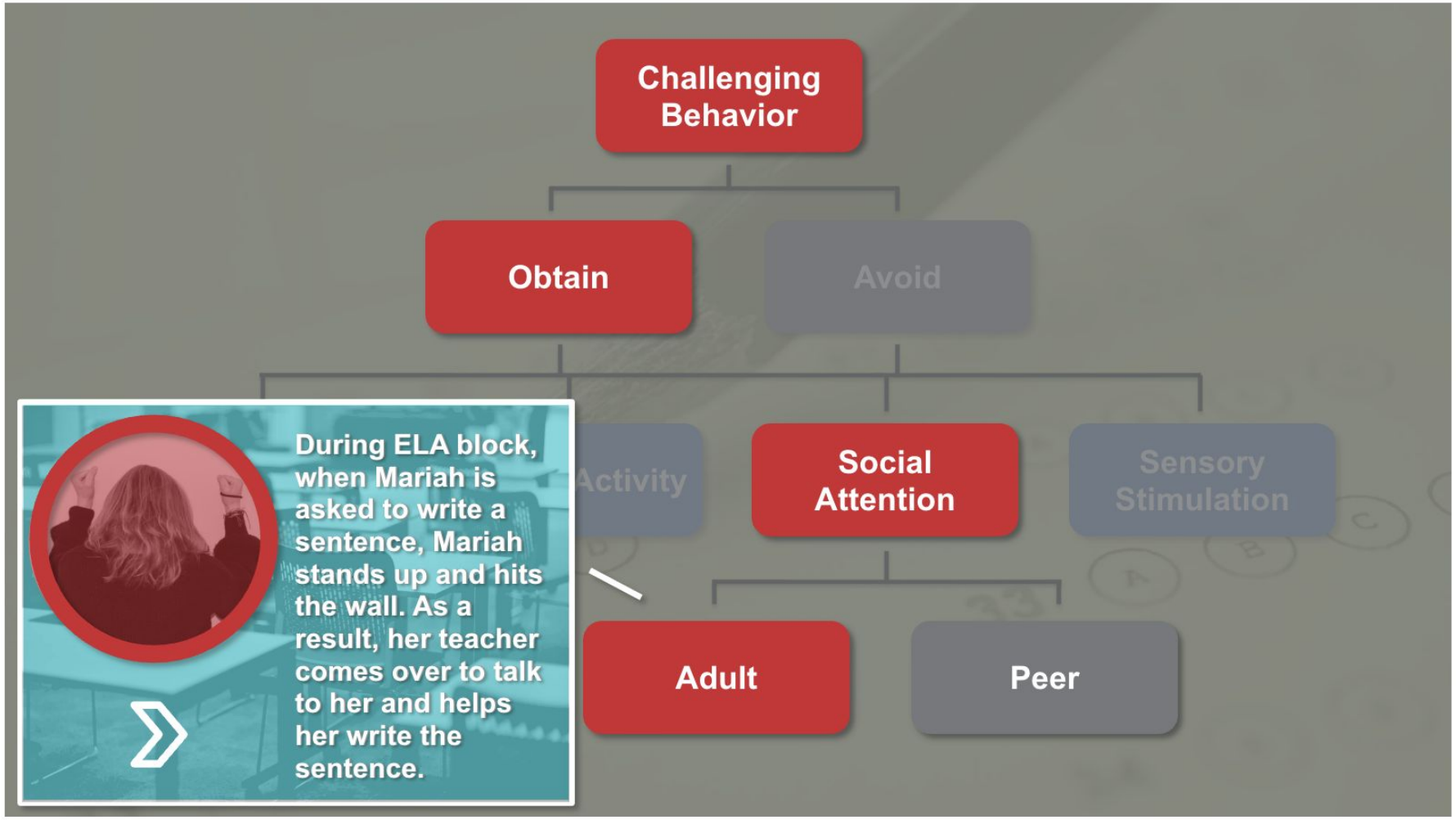
Example



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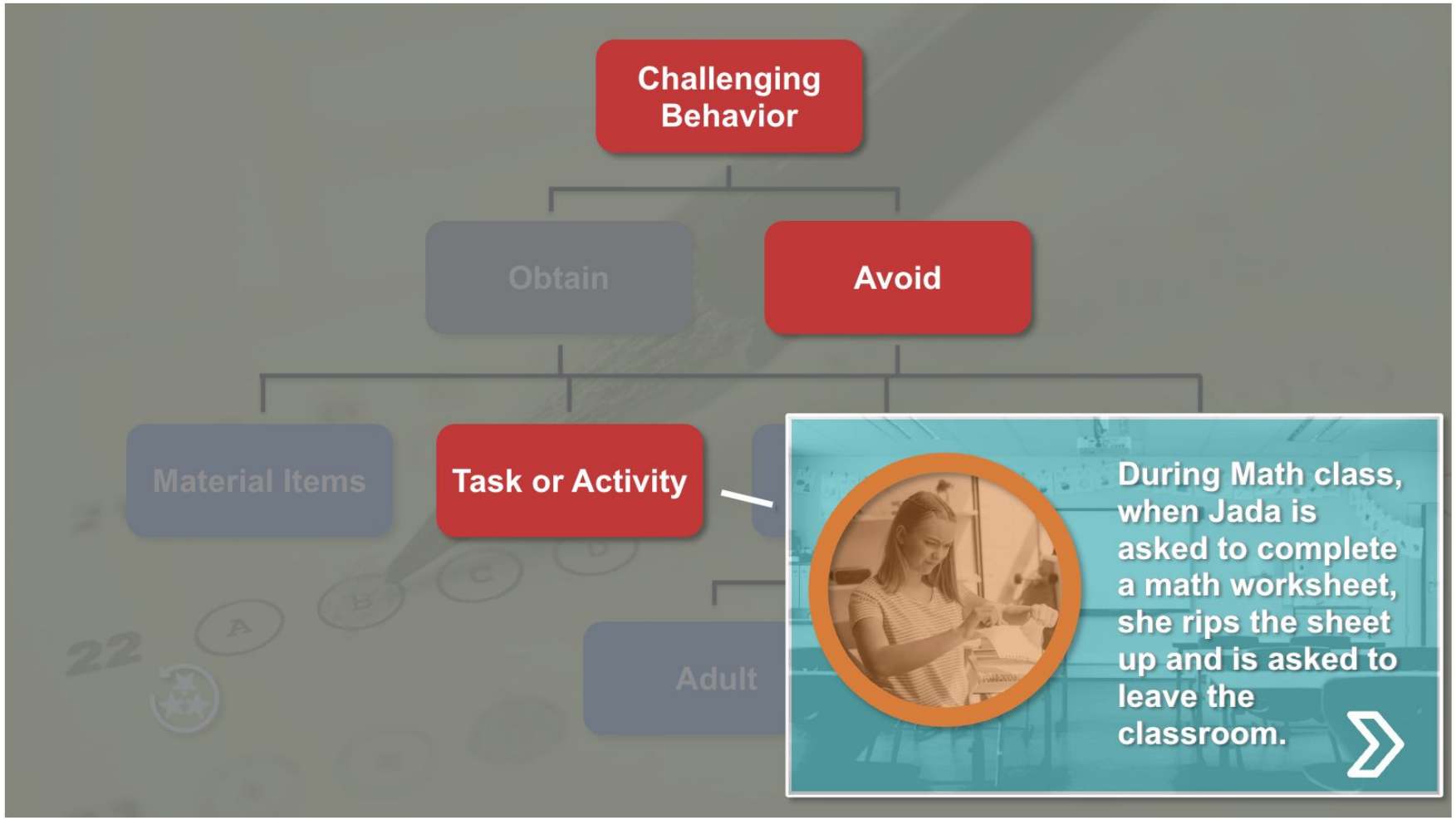
Example



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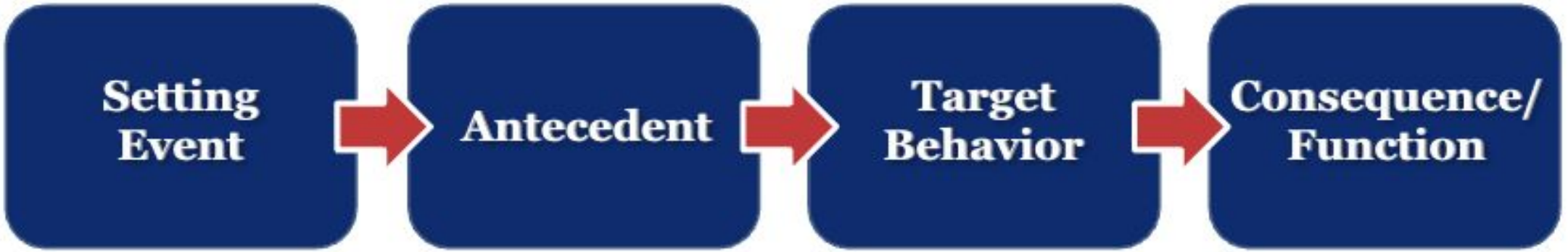
Identifying the Function



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Tennessee Tiered Supports Center (TSC) https://www.tennesseetsc.org/

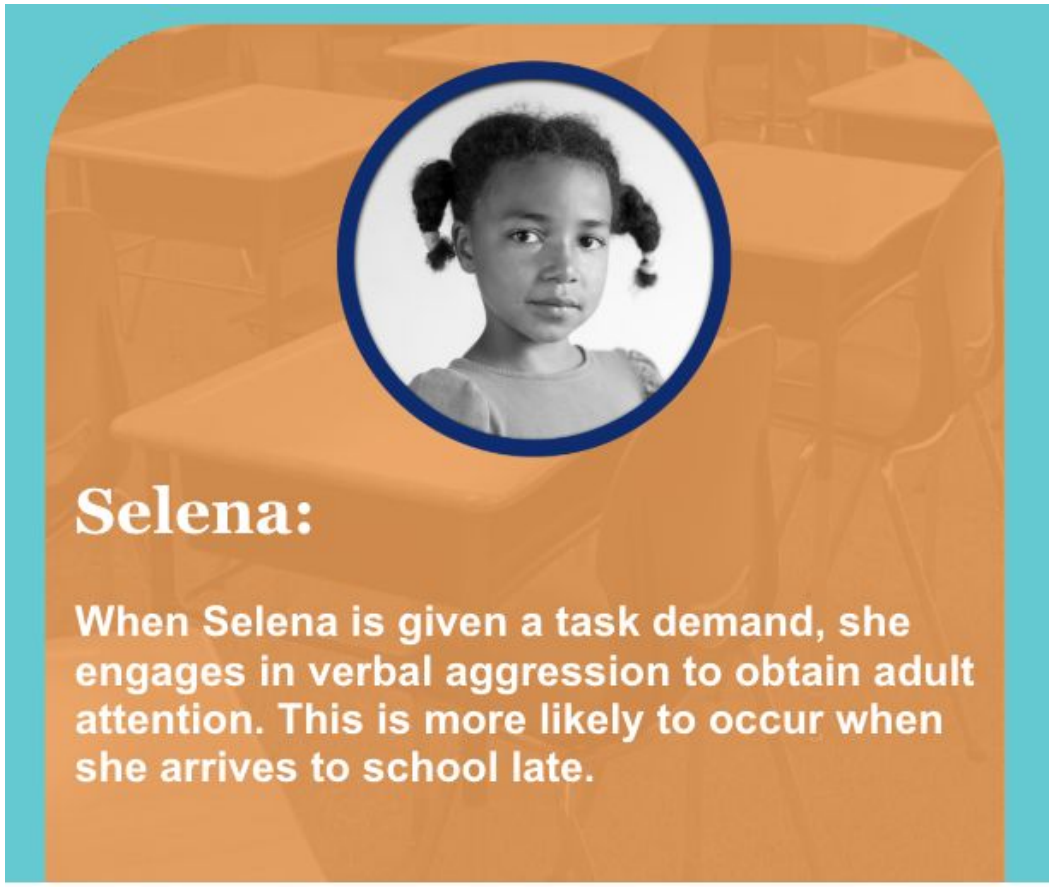
Let's Practice

What is the hypothesized setting event?

What is the hypothesized antecedent?

What is the target behavior?

What is the hypothesized consequence/function?



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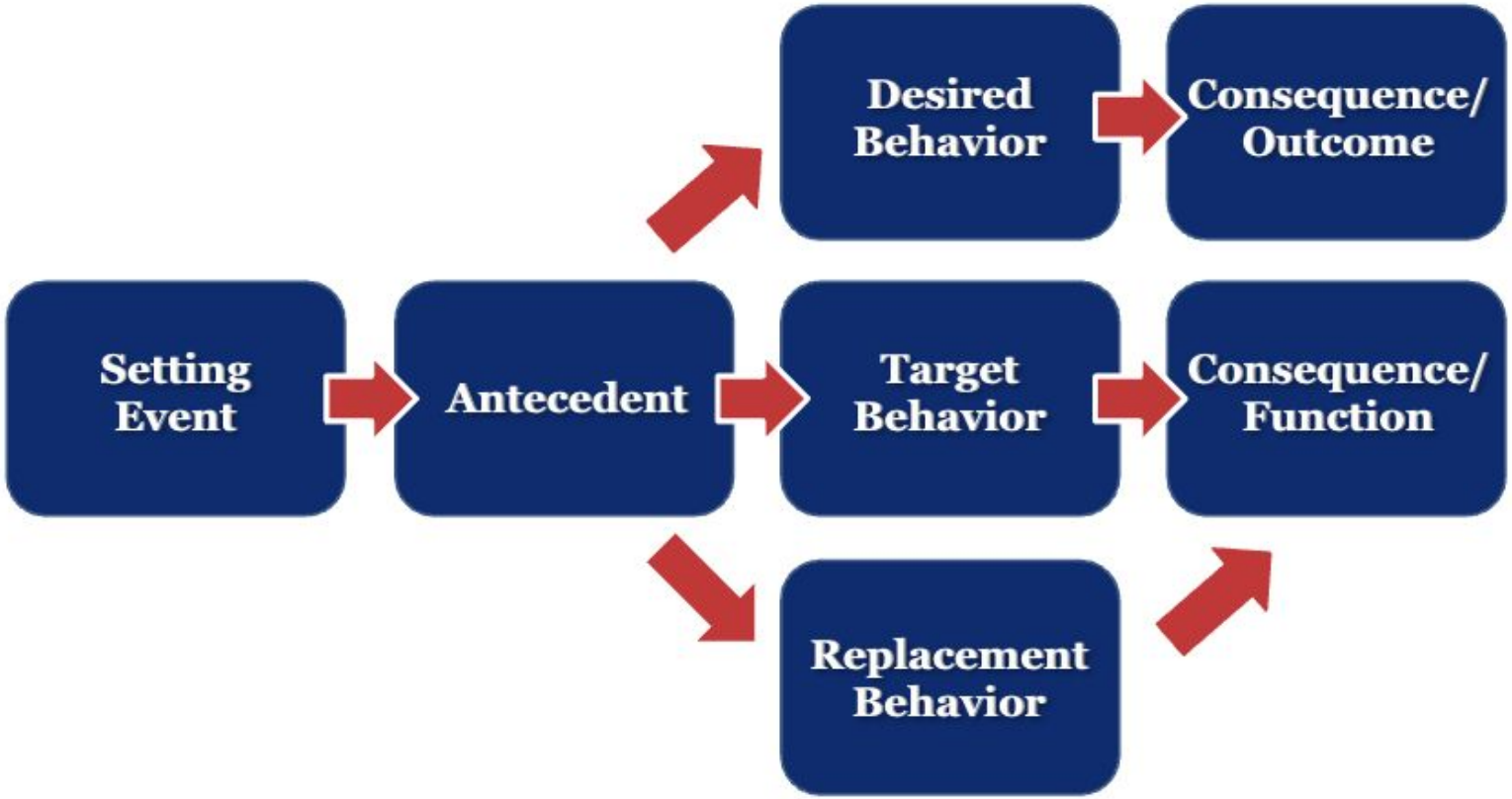
Replacement Behaviors



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Let's Practice

What might be an appropriate replacement behavior?

How might we teach the replacement behavior?

How might we reinforce the replacement behavior?

How might we prevent the target behavior?

How might we respond to the target behavior?

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Essential Components

Step One: Describe and define the target behavior

Step Two: Collect information on possible functions of target behavior (direct and indirect measures)

Step Three: Categorize behavior (i.e. skill deficit vs. performance deficit

Step Four: Analyze information to form a hypothesis

Step Five: Develop interventions and/or BIP

Step Six: Collect data, evaluate the BIP, and revise as needed

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Essential Components

Step	Essential Component	Look Fors
One	Describe and define the target behavior	• Objective and observable • Passes the stranger test

"Jordan demonstrates off task behavior."

VS

"When given a math task, Jordan demonstrates off task behavior as defined by talking to his peers, getting out of his seat, and/or playing with nearby objects."

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Essential Components

Step	Essential Component	Look Fors
One	Describe and define the target behavior	• Objective and observable • Passes the stranger test
Two	Collect information on possible functions of target behavior	• Include multiple direct and indirect measures • Multiple settings • Objective observer

The special education teacher fills out an “FBA form”

VS

General and special education teachers complete indirect observation forms;
Direct ABC observations are completed by a school psychologist in both structured and unstructured environments.

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Essential Components

Step	Essential Component	Look Fors
One	Describe and define the target behavior	• Objective and observable • Passes the stranger test
Two	Collect information on possible functions of target behavior	• Include multiple direct and indirect measures • Multiple settings • Objective observer
Three	Categorize behavior (i.e. skill deficit vs. performance deficit	• Based on what the student can and can't do • Can't do versus won't do

Assumptions are made about what the student *should* be able to do based on age/grade.

VS

Reviews/assessments are conducted of the student's strengths and challenges.

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Essential Components

Step	Essential Component	Look Fors
One	Describe and define the target behavior	• Objective and observable • Passes the stranger test
Two	Collect information on possible functions of target behavior	• Include multiple direct and indirect measures • Multiple settings • Objective observer
Three	Categorize behavior (i.e. skill deficit vs. performance deficit	• Based on what the student can and can't do • Can't do versus won't do
Four	Analyze information to form a hypothesis	• Reflects function matrix • Based on data collected

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Essential Components

Four	Analyze information to form a hypothesis	• Reflects function matrix • Based on data collected

"Jordan disrespects adults to manipulate the situation."

VS

"When given an independent math activity, Jordan engages in off task behavior to avoid negative social attention from his peers".

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Essential Components

Step	Essential Component	Look Fors
One	Describe and define the target behavior	• Objective and observable • Passes the stranger test
Two	Collect information on possible functions of target behavior	• Include multiple direct and indirect measures • Multiple settings • Objective observer
Three	Categorize behavior (i.e. skill deficit vs. performance deficit	• Based on what the student can and can't do • Can't do versus won't do
Four	Analyze information to form a hypothesis	• Reflects function matrix • Based on data collected
Five	Develop interventions and/or BIP	• Focus on teaching replacement behaviors

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Essential Components

Five	Develop interventions and/or BIP	• Focus on teaching replacement behaviors

"Jordan will ask for help when he has questions."

VS

"Jordan and his teacher will agree on a signal to use when Jordan needs help (e.g. water bottle on his desk, red post-it note, etc)"

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Essential Components

Step	Essential Component	Look Fors
One	Describe and define the target behavior	• Objective and observable • Passes the stranger test
Two	Collect information on possible functions of target behavior	• Include multiple direct and indirect measures • Multiple settings • Objective observer
Three	Categorize behavior (i.e. skill deficit vs. performance deficit	• Based on what the student can and can't do • Can't do versus won't do
Four	Analyze information to form a hypothesis	• Reflects function matrix • Based on data collected
Five	Develop interventions and/or BIP	• Focus on teaching replacement behaviors
Six	Collect data, evaluate the BIP, and revise as needed	• Regular team reviews • Use of data to inform effectiveness

For More Information

For Questions

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