



FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS PROCEDURE (SPE-P017)

Clarksville-Montgomery County School System

1.0 SCOPE:

- 1.1 This procedure provides guidance regarding the use of functional behavior assessments and behavior intervention plans.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Director of Special Populations

3.0 APPROVAL AUTHORITY:

- 3.1 Chief Academic Officer

4.0 DEFINITIONS:

- 4.1 “Behavior Intervention Plan” or “BIP” means an individualized plan based on the results of a Functional Behavior Assessment that is designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
- 4.2 “Functional Behavior Assessment” or “FBA” means a process rooted in applied behavior analysis that focuses on determining why a student engages in behaviors that impede learning and how the student’s behavior relates to the environment.

5.0 PROCEDURE:

- 5.1 A Functional Behavior Assessment shall be conducted by a group of at least three (3) individuals knowledgeable about the student, which may include as appropriate:
- 5.1.1 The Parent of the child;
 - 5.1.2 At least one (1) special education teacher of the child;
 - 5.1.3 At least one (1) general education teacher of the child;
 - 5.1.4 Related Service provider(s);
 - 5.1.5 School psychologist;
 - 5.1.6 Other school personnel; and
 - 5.1.7 The student.
- 5.2 To the extent possible, the FBA process shall be led by a School Psychologist, Licensed Behavior Analyst, or other school personnel trained to conduct FBAs.



FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS PROCEDURE (SPE-P017)

Clarksville-Montgomery County School System

- 5.3 An FBA shall be conducted to inform the development or revision of a Behavior Intervention Plan in any of the following situations:
- 5.3.1 When a student receiving Special Education and Related Services engages in conduct, that results in a change of placement as defined by 34 CFR 300.536 and the LEA, the Parent, and relevant members of the IEO team determine that the student's conduct that gave rise to the change in placement was a manifestation of the child's disability. ;
 - 5.3.2 When an IEP provides for the use of restraint or isolation, as required by T.C.A 49-10-1304(b);
 - 5.3.3 When the student exhibits a pattern of behaviors that impede their learning or that of others;
 - 5.3.4 When the student exhibits a pattern of behavior that places the student or others at risk of harm or injury;
 - 5.3.5 When the student's IEP team is considering a more restrictive placement as a result of the student's behavior; or
 - 5.3.6 When determined appropriate by the student's IEP team.
- 5.4 An FBA shall be conducted, as appropriate, to inform the development or revision of a BIP in the following situations:
- 5.4.1 When a student receiving Special Education and Related Services is removed from their current placement for more than ten (10) consecutive school days for behavior not determined to be a manifestation of the student's disability; or
 - 5.4.2 When a student receiving Special Education and Related Services is removed to an interim alternative education setting for up to forty-five (45) school days for weapons, drugs, or serious bodily injury, irrespective of whether the student's behavior is a manifestation of the student's disability
- 5.5 An FBA shall include, at a minimum:
- 5.5.1 Description of the problem or targeted behavior(s);
 - 5.5.2 Systematic observation of the events that immediately precede each display of the targeted behavior(s) and are associated with the display of the behavior(s);
 - 5.5.3 Systematic observation and analysis of the consequences following the display of the targeted behavior(s);



FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS PROCEDURE (SPE-P017)

Clarksville-Montgomery County School System

- 5.5.4 Analysis of the antecedent/setting(s) or environment(s) in which the targeted behavior(s) occur and frequency of those behavior(s);
- 5.5.5 Review of the student's educational and disciplinary records;
- 5.5.6 Structured interviews with or surveys completed by the student's teachers, parents, or school personnel, as determined by the group of individuals conducting the FBA, who regularly interact with the student, and when applicable, a student interview;
- 5.5.7 Review of the history of the targeted behavior(s) to include the effectiveness of any intervention previously used; and
- 5.5.8 Determination of whether a skill deficit is a contributing factor to the behavior(s).
 - 5.5.8.1 If the results of the FBA determine that a skill deficit is contributing to the target behavior(s), the IEP must include a measurable annual goal(s) to address the skill deficit.
- 5.6 The group of individuals that conducts the FBA shall review the description of the problem or targeted behavior(s), the results of the assessment, and a hypothesis of the function of the behavior to develop a BIP.
- 5.7 The BIP shall include, at a minimum:
 - 5.7.1 A description of the behavior(s) and the frequency;
 - 5.7.2 A restatement of the hypothesized function of behavior(s)
 - 5.7.3 Measurable replacement behavior goals that align to the hypothesized function of behavior(s);
 - 5.7.4 Strategies for intervention, including but not limited to antecedent-based interventions, mitigating the consequences that reinforce the targeted behavior(s), and/or reinforcing identified replacement behavior(s) based on the results of the FBA;
 - 5.7.5 Identification of team members to teach appropriate replacement behaviors;
 - 5.7.6 A progress monitoring plan, including regular and frequent data collection and fidelity checks;
 - 5.7.7 A plan to train school personnel who interact regularly with the student on the intervention strategies identified in the student's BIP; and the challenging behavior occurs (responses or strategies may include, but are



FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS PROCEDURE (SPE-P017)

Clarksville-Montgomery County School System

not limited to extinction procedures, de-escalation, re-direction, or cost-response).

5.8 The BIP shall be based on the student's most recent FBA.

5.9 The student's IEP team shall review the BIP at least annually during the student's annual IEP team meetings and revise the BIP as needed.

5.9.1 Revising the BIP as needed is defined by the following:

5.9.1.1 The BIP is being monitored based on the requirements written in the BIP and/or IEP goals in relation to the BIP, i.e., in 7 out of 10 observed opportunities for four consecutive data weeks as measured by weekly data collection, would mean that data is being collected weekly and the BIP is being monitored at least every four weeks.

5.9.1.1.1 If the trend data indicates improvement after the implementation of the BIP, the IEP team would continue the BIP without changes; provide progress monitoring according to the appropriate timeline; and a meeting would not be required.

5.9.1.1.2 If the trend data indicates no improvement, the IEP team will convene to review the data and consider revisions to the BIP.

5.10 Nothing in this procedure shall prohibit an LEA from developing an informal behavior plan for a student when the IEP team determines an FBA is not warranted due to the student's lower intensity behaviors.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 [Rules of the State Board of Education 0520-01-09-.24](#)
- 6.2 T.C.A. §§ 49-10-1301
- 6.3 [34 C.F.R. § 300.301\(c\)](#)
- 6.4 [SPE-P005 Parent Request for Evaluation](#)
- 6.5 [CMCSS Special Education Manual](#)
- 6.6 [Special Education Framework](#)



**FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR
INTERVENTION PLANS PROCEDURE
(SPE-P017)**

Clarksville-Montgomery County School System

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
-----------------------	----------------	------------------	--------------------	-------------------

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
11/1/2022	IR	Initial Release
1/24/2024	A	Added guidance regarding BIP reviews under section 5.9; aligned to district template format.

*****End of Procedure*****