

CHECKLIST OF COMPONENTS FOR FAA/PBIP FOR SERIOUS BEHAVIOR

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The four section Positive Behavioral Intervention Plan (see www.pent.ca.gov/forms) contains all necessary legal components of a Functional Analysis Assessment Report (prepared by the BICM) and a Positive Behavioral Intervention Plan (prepared by the IEP team, which includes the BICM). Some families, advocates, and attorneys familiar with the law may wish to use the following guide to determine all components have been addressed.

- **BICM responsibility:** Supervise or conduct a FAA and prepare sections 1, 2 and some lines in section 3 and section 4 as described below.
- **IEP team responsibility:** Complete section 3 and provide input for section 4 as described below.

BICM Responsibility FAA Components: 15 items

- 1. **Statement on age, handicapping condition(s) and current class placement(s)**
 - See section one, I. Demographics
- 2. **Reason for referral**
 - See section one, II Step one and section two, II four conditions
- 3. **Developmental/cognitive and communication abilities specified**
 - See section two, I. Demographics
- 4. **Problem behavior is described in observable terms based on systematic observation**
 - See section three, line 1 behavior impeding learning is...
- 5. **The severity of the problem behavior is stated in terms of frequency, duration and intensity (based on systematic observation)**
 - See section three, line 4 frequency or intensity or duration of behavior
- 6. **History of problem behavior, including the effectiveness of previously used behavior interventions**
 - See section two, IX Additional Requirement: Analysis of History of the Behavior
- 7. **Summary of review of all educational records**
 - See section two, IV. c.
- 8. **Evidence of review of records for health and medical factors which may influence behaviors (medication, sleep cycles, health, diet)**
 - See section two, X Additional Requirement: Review of records for health and medical factors
- 9. **Summary of data collection, methods and outcomes**
 - See section 2, V. Documentation and Additional Baseline Data
- 10. **Ecological analysis of the settings in which behavior occurs most frequently. (Physical setting, social setting, activities, nature of instruction, scheduling, quality of communication, degree of independence, degree of participation, amount and quality or social interaction degree of choice and the variety of activities)**
 - See section three, line 5: What are the predictors of behavior?
- 11. **Statement as to what appears to be prompting, maintaining or reinforcing problem behavior based on an analysis of antecedents and consequences (analyzing environments in which behavior occurs or does not occur)**
 - See section three, line 6: What supports the student using the problem behavior?
- 12. **Evidence that information used to develop the plan was gathered from a variety of sources, including the parent/caregiver**
 - See section two, VI. Additional Baseline Data Analysis

- 13. **Hypothesized function of behavior is identified. (1. GET something, 2. REJECT or avoid, protest or escape something)**
 - See section three, line 8: *Team believes the behavior occurs because...*
- 14. **Alternative replacement behaviors are identified that produce the same consequences as the inappropriate behavior**
 - See section three, line 9: *What team believes student should do instead of the problem behavior (i.e., functionally equivalent replacement behavior)*
- 15. **Information is provided regarding alternative replacement behaviors including rate, antecedents and consequences**
 - See section two, VIII *Alternative Behavior*

IEP Team Responsibility, review all FAA Components described above, then proceed to develop the interventions, with BICM participation at IEP team meeting:

- 16. **Positive programming for behavioral intervention is specified and may include: altering antecedents to prevent behavior; teaching alternative replacement behaviors that produce the same consequences; teaching the student adaptive behaviors which ameliorate negative conditions; manipulate the consequences so the alternative behaviors more effectively produce desired outcomes for the student**
 - See section three, line 7, 10, 11: *Environmental Changes, Teaching Strategies, Reinforcement Procedures*
- 17. **Reinforcers specific to this student identified**
 - See section three, line 11: *Reinforcement Procedures*
- 18. **Acceptable responses for managing problem behavior when it occurs are specified (reactive strategies)**
 - See section three, line 12 numbers 1, 2, 3, and optional 4: *Reactive Strategies*
- 19. **Emergency intervention strategies are identified, are specific to the student, and are not inconsistent with legal mandate (i.e., no locked seclusion, noxious sprays, restraint for purposes other than safety of student or peers, etc.)**
 - See section three, line 12, numbers 2, and optional 4: *Reactive Strategies*

Any final plan adopted by an IEP team with BICM participation must also include data collection during plan implementation:

- 20. **If appropriate, schedules for altering procedures which can be made without reconvening an IEP**
 - See section four, III. *Modifications without IEP Team*
- 21. **Precise criteria for discontinuing the plan and reconvening an IEP for major revision**
 - See section four, I. D.: *Criteria for discontinuing the use of the interventions*
- 22. **On-going communication system is specified for monitoring effectiveness of this plan once implemented (frequency, method, between what parties)**
 - See section four, II, A, B, C and D: *Evaluation of program effectiveness; and Section three, line 14: Communication provisions*
- 23. **Recommendations are included for on-going documentation on effectiveness of plan**
 - See section four, II. B, C, D: *Evaluation of program effectiveness*