

Indiana IEP Behavioral Components: Documenting the Functional Behavior Assessment and Behavior Intervention Plan

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BACKGROUND: THE TASK

To provide a recommendation to the Office of Special Education, Indiana Department of Education for a process to document development of the Behavior Intervention Plan for statewide use in the Indiana IEP System.



2015 Behavior Work Group Members

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Behavior Work Group-Work

- Gathered input from all representatives of the CCC on the strengths and challenges of their current processes for developing a behavior intervention plan
- Completed a review of Indiana Complaints and Case Law regarding Functional Behavior Assessments and Behavior Intervention Plans to determine types of issues and concerns
- Researched Evidence-based practices and Discipline-specific practices (Autism, Emotional Behavior Disorders, Clinical Psychology, School-based)
- Reviewed Article 7 and IDEA and consulted with national experts in special education law and behavioral intervention
- Reached consensus on Priority Practices; components essential to the process of developing an effective behavior intervention plan
- Designed a potential format incorporating priorities practices in to IIEP System
- Presented our Recommendation to Office of Special Education, IDOE



PRIORITY PRACTICES

The development of a behavior intervention plan is a two-part process, completion of a functional behavior assessment and development of the behavior intervention plan.

PP #1 Use of data-based hypotheses to inform plan development

PP #2 Plan focus is on skill-based instruction and teaching of replacement behaviors

PP #3 Ensuring the fidelity of implementing the teaching and learning parts of the plan

PRIORITY PRACTICES

Development of a behavior intervention plan is completed by a team with knowledge of the student and/or areas of behavioral expertise.

PP #4 Use of a collaborative and transparent team process

PP #5 Parents are an integral part of team in collecting data, developing the plan, and identifying how practices can be embedded in home and school

PRIORITY PRACTICES

Evidence based practices are essential elements of a Behavior Intervention Plan.

- PP #6** Use of Evidence Based Practices (EBP's) individualized for a specific student
- PP #7** The Behavior Intervention Plan includes proactive and reactive strategies and includes environmental/setting considerations
- PP #8** Collecting and using data (initial and progress monitoring) with appropriate methods

PRIORITY PRACTICES

The Behavior Intervention Plan is part of IEP alignment of a student's educational needs, goals, supports and services.

PP #9 Align information and strategies from functional behavior assessment and behavior Intervention with IEP goals, specially designed instruction, accommodations, and services

PRIORITY PRACTICES

The availability of resources throughout all aspects of Behavior Intervention Plan development is essential.

PP #10 Providing access to resources and materials

PRIORITY PRACTICES

Building local capacity for managing the FBA/BIP process is essential to the development of effective Behavior Intervention Plans.

PP #11 Training, buy-in, and support from administrators to support staff

PP #12 Shared language and understanding among administrators, staff, and families

Working Rubric

(for proposed components)

- Compliant with Article 7
- Evidence –based
- User Friendly
- Outcome-based
- Student focused
- Can be used statewide; allows for a range of needs and disability areas
- Aligns to the IEP Process
- Provides guidance for all involved
- Team-based shared ownership
- Proactive more than consequence-based
- Leads to a plan for teaching and learning in a changed environment

Functional Behavior Assessment Enhancements

Big Ideas

CCC Teams will document

- Decisions to begin a reevaluation or intervene using other strategies
- If a reevaluation will include new data or is based solely on existing data.
- Behavioral supports to be in place and documented while a reevaluation is being completed
- A decision to review the existing Functional Behavior Assessment
- Team Analysis (discussion) of the Functional Behavior Assessment Data

The Behavior Intervention Plan

Big Ideas

- Educator Friendly language
- Prompts and Definitions embedded
- Proactive Strategies (Replacement Behaviors and Instruction)
- Positive and Negative consequence strategies
- Behavioral Goals are aligned to the IEP
- Available Local and State Resources for Families
- BIP plan is reviewed and revised by CCC as a part of any IEP Revisions

*A Crisis Plan is **NOT** embedded in the behavior intervention plan*



Additional information

- Access the Behavioral Concerns Section in IEP or ISP Process
- The Pre-conference Planning and Evaluation Process are used to document the reevaluation request and subsequent testing.
- Accommodations entered during the BIP development feed into the Additional Accommodations section of the IEP.
- The Behavior Goal is progress monitored in the Progress Monitoring Section will all other annual goals

Additional information

The Behavior Intervention Plan prints in *IEP At a Glance* and includes:

- Behavior(s) of concern
- Reasons for decisions regarding the pattern of behavior and impeding learning
- Reasons for decision to discontinue the behavior intervention plan
- All Behavior Intervention Plan components
- Behavior goal(s)

Behavioral Concerns Section Walkthrough

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