

# GUIDE TO BEHAVIOR TERMINOLOGY

*PENT Director, Diana Browning Wright & PENT Leaders, Kimble Morton & Joan Justice-Brown*

Term	Definition	Law/ Best Practice	When Required
<p><b>Functional Behavioral Assessment</b></p> <p><b>FBA</b></p>	<p>An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate and immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational and/or social/emotional success. FBA is necessary prior to identifying a functionally equivalent replacement behavior.</p> <p>The function of a behavior will be to either 1. get something or 2. reject or escape something.</p> <p><b>Remember:</b> Even if the behavior is determined to not be a manifestation of the disability, other sections of Federal law/Regs require consideration of whether this behavior impedes learning of the student or peers, with required positive behavioral intervention strategies and supports (possibly a BIP). If behavior results in multiple suspensions, this IS behavior impeding the learning of the student or peers and should trigger some intervention to address the behavior.</p>	<p><b>Law:</b> FBA is required in IDEA 2004 and Federal Regulations in a disciplinary context for students with IEPs, when the behavior has been determined to be a Manifestation of the Disability. This occurs under two conditions. See: 34 C.F.R Section 300.536 and right column. See forms that support this process: <a href="http://www.pent.ca.gov/frm/suspensionbeyond.doc">http://www.pent.ca.gov/frm/suspensionbeyond.doc</a> &amp; <a href="http://www.pent.ca.gov/frm/suspensionpast.doc">http://www.pent.ca.gov/frm/suspensionpast.doc</a> &amp; <a href="http://www.pent.ca.gov/frm/manifestationguide.doc">http://www.pent.ca.gov/frm/manifestationguide.doc</a>.</p> <p>Federal law requires the implementation of a behavioral intervention plan or other services to prevent recurrence of the behavior whenever it requires an FBA.</p> <p><b>Best Practice:</b> All behavior plans should be based on why the behavior occurs, i.e., the function it serves for the student. The degree of data necessary to support conclusions should increase with the severity of the problem.</p>	<p>Two instances trigger a Manifestation Determination and possible FBA (A signed assessment plan is required if FBA conducted):</p> <ol style="list-style-type: none"> <li><b>1. Consecutive suspensions past 10 days</b>, i.e., on the 11th day in a row, services must be provided AND a MD is required. (Often a student will exceed 10 days awaiting expulsion proceedings). IF this misbehavior is determined to be a MD a FBA is required, otherwise it is not required following the Manifestation Determination.</li> <li><b>2. Cumulative suspensions past 10 days in a school year:</b> Principal or other responsible person is required to determine if this series of removals constitutes a pattern resulting in a de facto <b>change in placement</b> because: 1. 10 days were exceeded 2.This misconduct is substantially similar to previous behaviors and 3. Other factors such as length of each removal, proximity of removals and total amount of time of cumulative removals suggests this suspension is subjecting the student to a change in placement.</li> </ol> <p>If it is concluded that this suspension DOES constitute a pattern, i.e., a de facto change in placement, then a MD must be conducted. If the behavior is a MD, then an FBA must be conducted. If a behavioral intervention plan (BIP) already has been developed, the team must then review the behavioral intervention plan, and modify it, as necessary, to address the behavior. See: <a href="#">34 C.F.R.section 300.530(f)(1)</a>.</p>

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<b>Function of Behavior</b>	After analyzing the antecedents, behavior and consequences in terms of what the student gets or rejects through a behavior, the determination of the behavior's "function" is established; e.g., he runs out of the room to escape difficult seatwork; e.g., she runs out of the room to initiate a staff/student tag game. This is the first step in deciding what is supporting the problem behavior and what changes will be made to address the problem.	<p><b>Law:</b> This approach is mandated in federal and state law (see FBA above).</p> <p><b>Best Practice:</b> All students who have not responded to typical positive school structure, appropriate curriculum and supportive relationships should receive interventions to remove behavioral barriers to academic success.</p>	<p>According to research in the field of applied behavior analysis, whenever a highly individualized approach to addressing a problem behavior is required, the function of the behavior must be determined in this process.</p> <p>Legally, this approach is <u>only</u> specifically required when a misbehavior is determined to be a manifestation of the disability. Practically, designing a behavior plan without this information is not likely to result in success.</p> <p>Recent "Behavioral Rtl" approaches increasingly focus on school-based interventions whenever behavior is interfering with learning, regardless of whether the student has or does not have special education eligibility.</p>
<b>Positive Behavioral Strategies, Interventions and Supports</b>	Non-punitive methods used by adults to alter behavior through shaping (progressive reinforcement), modeling and cueing of desired positive behaviors under specific conditions in specific locations. Whole school efforts are integrated with increasing individualization as need arises.	<p><b>Law:</b> IDEA/Regs require these in an IEP (e.g., BIP) when behavior has been determined to impede the learning of the student or peers.</p> <p><b>Best Practice:</b> This approach should be used by all educators to support positive environments and high academic achievement.</p>	<p>Under IEP "consideration of special factors": If misconduct is impeding learning, the IEP team must consider these strategies.</p> <p>(See <a href="http://www.pent.ca.gov">www.pent.ca.gov</a> for positive behavioral strategies, interventions and supports as well as the BIP Desk Reference accessible on this website.)</p>
<b>Reactive Strategies</b>	All behavior plans should focus on prevention of problems, but must also address how adults can safely manage a problem behavior if it occurs again. A reactive strategy specifies the team's best guidance on how to respond in a way that minimally disrupts the flow of instruction when correction is required.	<p><b>Law:</b> Ca. Ed. Code prohibits the use of specific aversives in response to problem behavior. (e.g., pepper spray, seclusion, restraint not required to maintain safety).</p> <p><b>Best Practice:</b> Reactive strategies should be embedded in a behavior plan that focuses on altering environments, teaching alternatives</p>	<p>All behavior plans should state the four reactive strategies:</p> <ol style="list-style-type: none"> <li>1. How to prompt the student to switch to the functionally equivalent replacement behavior</li> <li>2. How to handle the problem safely</li> <li>3. How to debrief/practice using a supportive stance</li> <li>4. School or legal consequences for infractions that may or may not be employed, depending on the severity of the misbehavior.</li> </ol>

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<p><b>Functionally Equivalent Replacement Behavior</b></p> <p><b>FERB</b></p>	<p>An acceptable, alternate behavior that allows the student to meet the same function, e.g., if the consequence is “She escapes through loud swearing” it might be replaced with “She escapes through using a work ‘pass’ card.” Ultimately we want to increase general positive behavior, such as completing all work with no complaints. However, a FERB also may be required in this process.</p>	<p><b>Law:</b> Not mentioned</p> <p><b>Best Practice:</b> The goal of FBA is to identify what supports problem behavior. Plans based on an FBA include both a FERB for conditional use (instead of the problem behavior) AND positive changes in the environment to support desired behaviors.</p>	<p>When interventions are not effective to prompt the positive desired behavior, e.g., completing work with no complaints, a FERB is allowed as an alternative. (See: <a href="http://www.pent.ca.gov">www.pent.ca.gov</a> Behavior Intervention Plan Desk Reference Manual, section three, page 36 for charting FERB vs. positive desired behavior.) A FERB is one of three components for successful behavior plans: 1. environmental supports to promote general positive behavior, 2. teaching and reinforcing FERBs that will be acceptable, and 3. specifying reactive strategies for staff use if the problem occurs again.</p>
<p><b>Behavior Intervention Plan</b></p> <p><b>BIP</b></p>	<p>A BIP is a behavior plan delineating what staff will do to change problem behavior. It is based on the analysis of the function of the behavior. It includes positive proactive components to support desired positive behaviors, how to teach FERBs and what reactive strategies to use if problem behavior occurs again. It provides for on-going progress monitoring of the student’s skill acquisition, decline in problem behavior and use of the FERB. For a student with an IEP, the BIP is a supplementary aid and support to maintain Least Restrictive Environment. LRE support is a legal requirement before more restrictive environments are considered.</p>	<p><b>Law:</b> IDEA and Federal Regulations require consideration of strategies, including positive behavioral interventions when behavior impedes the learning of the student or peers. A BIP is this consideration.</p> <p><b>Best Practice:</b> Use BIPs for any student whose behavior interferes with learning and Tier II interventions will not suffer. If the behavior is not yet impeding learning, but may if it continues, use other interventions, develop goals and monitor to determine if the behavior has risen to the level of interfering with learning.</p>	<p><b>For students with IEPs:</b> Under the federal and state mandated “consideration of special factors if behavior impedes learning”, the IEP team is <u>required</u> to consider and select strategies, including positive behavioral interventions (supports) and strategies when behavior impedes learning. (This is irrespective of whether the behavior is a manifestation of disability. Selection of individual strategies in this process should be based on why the student is using the problem behavior, i.e., the function.)</p> <p><b>Rtl for behavior interventions for all students:</b> If general classroom positive supports, e.g., increased reinforcement, mentoring, contracts, suspensions, daily report cards, etc. to support safe, respectful and responsible behavior are ineffective, individual behavior planning based on the function of the problem behavior (BIP) is the logical next step. (see <a href="http://www.pent.ca.gov/lq/behplansflowchart-notemergency.pdf">http://www.pent.ca.gov/lq/behplansflowchart-notemergency.pdf</a>)</p>

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<b>Board Certified Behavior Analyst</b>  <b>BCBA</b>	A BCBA has taken five or more courses in applied behavior analysis, fulfilled supervised field experience, and passed a comprehensive record review and written exam given by the national Behavior Analysis Certification Board. (see: <a href="http://www.bacb.com/">http://www.bacb.com/</a> )	<b>Ca Law:</b> California Special Education Directors <u>may</u> accept a BCBA certification but are not required to hire BCBA's to develop behavior plans.	BCBA is not a legal requirement to develop behavior plans in school settings. BCBA staff have demonstrated a high level of general understanding of Applied Behavior Analysis. The exam does <u>not</u> measure familiarity with common interventions for disabilities, nor requirements under federal or state law in addressing problem behavior. BCBA staff often work in hospital or residential settings and are sometimes found in Nonpublic schools, agencies, as well as district and SELPA programs.