**FBA/BSP FAQ - Updated 3/2014**

**When is parent permission required?**

1. *Worksheet for Function-Based Behavior Support Planning*: Written parent permission to evaluate must be obtained when new information will be collected to inform the behavior support plan process. Parent permission is not required to complete the worksheet if only information already accessible to the team is used. It is best practice to get parent consent to gather assessment information to guide the development of the behavior plan.
2. *Comprehensive FBA/BSP*: Written parent permission to evaluate must always be obtained when using the comprehensive FBA/BSP process because it requires gathering new data/assessment information. (A new format for the comprehensive FBA/BSP is now available on the new FBA/BSP website: [www.ppsfba.weebly.com](http://www.ppsfba.weebly.com))

**When conducting an FBA what should we write as the evaluation procedures on the consent form when new information will be collected?**

You must specify all components of the FBA you will be conducting. For example, you may write “Functional Behavior Assessment, including parent interview, staff interviews, student interview, reinforcement survey, observations, file review, and behavior data tracking.”

**Does the “Worksheet for Function Based Behavior Support Planning” meet the legal requirements for an FBA?**

Oregon law requires that an FBA include a hypothesis statement about why the behaviors are happening. The competing pathway (S-A-B-C-F) portion of the worksheet is this hypothesis statement. In theory, completing this worksheet with a team using existing information may meet the basic legal requirements for an FBA. However, the resulting behavior plan may NOT be adequate. The literature describes the following as critical features of FBA/BSPs:

- FBA/BSPs must be conducted when student’s behaviors put him/her at risk for poor academic performance or discipline

- BSP must be based on assessment data (FBA)

- BSP must be individualized to unique needs and listed as an accommodation in the IEP

- BSP must include Positive Behavior Supports & Strategies

- Behaviors and Implementation must be documented and monitored

See the table below for more information regarding when to conduct a more comprehensive FBA.

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| The team may complete the ‘worksheet for FB-BSP” using only existing information when: | Parent permission to conduct a more comprehensive FBA should be obtained when: |
| * The team has enough existing information to form a strong hypothesis about the antecedents, consequences, and function of the behaviors (and placement change is not being considered). * The student needs a short term BSP while new information is gathered. * Parents are not in agreement with collecting new information. | * The team is unsure about the antecedents, consequences, or function of the behaviors so new information is necessary to better understand where, when, and why the behaviors are happening. * A ‘worksheet for FB-BSP” has been completed and implemented consistently for at least 4 weeks, but the behavior of concern has not been decreased to the specified criteria. * The student is engaging in a dangerous behavior in which the student, staff, or peers may be injured. * A placement change is being considered due to behaviors of concern. |

**If a parent refuses consent for a FBA, can we then proceed with the “Worksheet” without parent consent?**

When requesting consent for an FBA, it would be best to explain both options. For example:

“We have concerns about A’s behavior. We would like to develop a plan to provide positive supports for learning appropriate behavior. We have two options. We can look at existing information to identify what we think are reasons for the behavior and what reasonable supports would be. Or, with your consent, we can gather additional information through observations and structured interviews and use that new information to develop a plan. “