

Tips for IEP meetings about FBA/BIP

FBA process

Questions you may want to ask at the first IEP meeting about FBA:

- What interventions has the team already tried to address this problem behavior?
- Can the team provide a graph of daily occurrence of problem behavior by X date or next meeting?
- Can the district provide a behavior analyst to support the team during the FBA/BIP process?
- Can we schedule a meeting to review the results of the FBA and design the BIP?

Make sure FBA:

- Includes objective data (numbers not words) that show occurrence of behavior before intervention
- Includes objective, clear definition of target behavior(s)
- Assessment outcome is linked to function of behavior
- Uses current (e.g., not last year's) assessment data

BIP process

Questions you may want to ask at IEP meeting about BIP development:

- How can I support this plan from home?
- What is a good time for me to come observe the intervention being implemented?
- Can we schedule a date to reconvene and review the data to determine the outcomes of the BIP?

Make sure BIP:

- Has objective replacement behavior goals – what will the student do instead of the problem behavior to meet the function identified in the FBA?
- Has a plan for decreasing the need for the problem behavior (prevention)
- Has a plan for increasing the replacement behavior (that meets function)
- Includes data to show whether it is effective or not compared to baseline (performance prior to intervention)