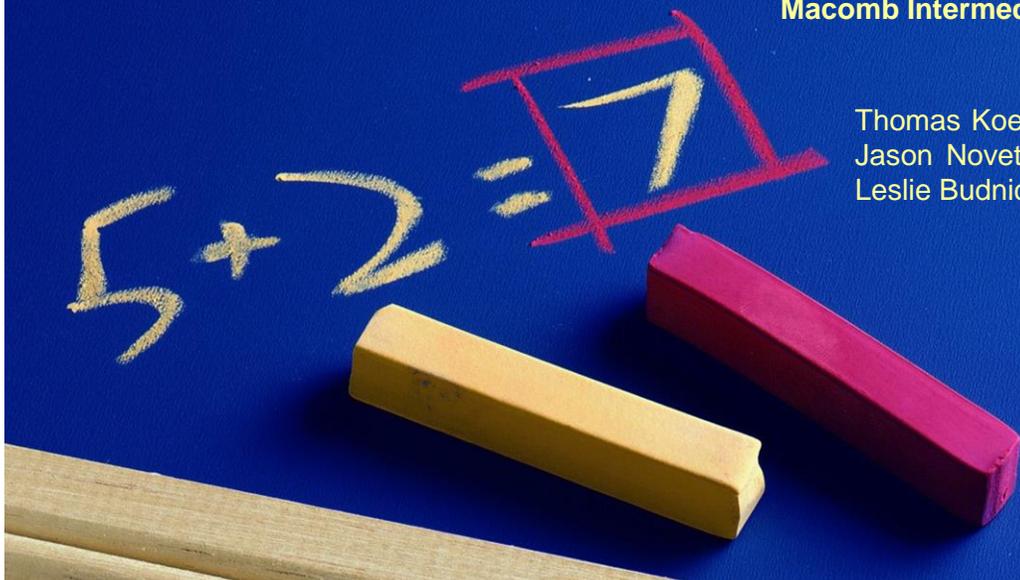


Conducting Functional Behavioral Assessments and Developing Positive Behavioral Support Plans in TIEnet

Macomb Intermediate School District
Fall 2015

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Conducting Functional Behavioral Assessments and Developing Positive Behavioral Support Plans

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Conducting Functional Behavioral Assessments and Developing Positive Behavioral Support Plans

Introduction.

The purpose of this document is to provide IEP teams and school staff working with students with behavioral challenges, guidance on the utilization or employment of the Functional Behavioral Assessment (FBA) and the Positive Behavioral Support Plan (PBSP) included in this document and TIEnet. The Macomb Intermediate School District identified a group of professionals which included social workers, psychologists, teachers, and administrators to form an ad hoc work group to review our procedures and documents. The scope of this project is limited to providing guidance on the mechanics of conducting an FBA and the PBSP. There are many excellent books detailing theory, behavioral analysis, methods to monitor and reinforce student behavior and applications of behavioral science. It is not the intent nor the scope of this project to conduct an extensive review of the behavioral science literature for there are many excellent references to review (Sailor, W.; Dunlap, G.; Sugai, G.; and Horner, R. 2009).

The term “Functional Behavioral Assessment” emerged through work and writings by early applied behavioral analytic practitioners in the 1980’s and 1990’s. In 1987, the U.S Department of Education provided funding for a national research and training center on the topic of nonaversive behavioral management. The science of Positive Behavioral Supports (PBS) as a distinctive approach or model also emerged throughout the past three decades. PBS is inextricably linked to the functional behavioral assessment (FBA). In 2009, Scott, Anderson, Mancil and Alter (2009) wrote that: “Even if a school has access to individuals with expertise in advanced methods of FBA, it is unlikely that teachers will be able or willing to participate in *extensive and complex FBAs.*” The writers are very aware that teachers with classrooms of 20 or more students would be unable to collect the incremental and microanalytic data that most FBAs require. Therefore, more recent writers suggest for the development and validation of tools that are team-based strategies for collecting information such as interviews, questionnaires, and checklists. Classroom observations are still very important in the process, but may not be the sole source of information for the purpose of evaluating strategies and progress monitoring.

IDEA stipulates ...

Section 615(k)(1)(F) of the IDEA and § 300.530(f) provide that if the LEA, the parent, and relevant members of the **IEP Team make the determination that the behavior resulting in the removal was a manifestation of the child’s disability**, the following actions must be implemented:

- (1) the IEP Team must conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan for the child;
- (2) or if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- (3) return the child to the placement from which the child was removed (other than a 45-day placement under § 300.530(g)), unless the parent and the LEA agree to a change in placement as part of the modification of the behavioral intervention plan.

Team-Based FBA Process.

Districts will need to establish and train staff who will function as a team-based support for teachers and students. The team-based structure will:

- (1) Include staff who know, have interacted with, and can describe behaviors and issues related to the student in question (Scott, T., Anderson. C., Mancil, R. and Alter, P., 2009);
- (2) require schools to identify and train this group of two to five staff to facilitate a team-based FBA and behavioral support plan;
- (3) provide districts structured protocols to follow in order to direct and guide the process effectively and keeping the team focused.

Scott, et al., (2009) further describes team-based planning as assisting the student to develop replacement behavior, working with the instructional staff to design instructional processes, facilitating success through daily routines in school, establishing appropriate positive and negative consequences, and planning for progress monitoring and evaluation of the various methods and strategies.

Team-Based Process

From the IDEA - § 300.324 (2) - Consideration of special factors.

The IEP Team must--

(i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

Furthermore, § 300.530 (ii) in the Authority of school personnel section of the Act provides, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

Best Practice FBA in a School-based Application.

Working in a school setting requires a practical approach and rigorous data collection methodologies used in typical ABA-type research designs are too time consuming, intrusive, and unlikely to be utilized as a result. Methods for assessing behavioral patterns include both *indirect* and *direct* depending upon the need and situation. Indirect methods of collecting information to assess behavioral patterns are more practical and have some supporting evidence of their validity. However, there are some direct observation formats that may lend assistance in the educational setting.

Data Collection Methods	
Indirect Methods	Direct Methods
<ul style="list-style-type: none">• Structured Interviews	<ul style="list-style-type: none">• Scatterplot
<ul style="list-style-type: none">• Rating Scales, Checklists, Questionnaires	<ul style="list-style-type: none">• ABC Observation Form
<ul style="list-style-type: none">• Review of School Records	<ul style="list-style-type: none">• Tally sheet, wrist or golf counter, etc.

Six Steps to a Function-based Intervention Approach

Sprick (2009) outlines six steps using the function-based intervention planning approach:

1. Identify target behavior and collect data.
2. Develop a hypothesis about the function of the misbehavior.
3. Identify any specific contexts and conditions when the target behavior typically occurs or does not occur.
4. Identify a preliminary behavior change or intervention plan.
5. Discuss proposed plan with the student and the student's parents.
6. Implement the plan for at least two weeks. Collect data on target behavior to evaluate the plan's effectiveness.

Behavior Serves the Student in one of Four Ways:

Using a function-based intervention planning process (Sprick, R., 2009), the team analyzes the misbehavior and develops a hypothesis about the function of the target behavior. There are four basic functions:

1. Student is not aware of the behavior,
2. Student misbehaves for attention,
3. Student lacks the ability or skill (avoidance),
4. The behavior is habitual and purposeful.

When the analysis is completed, the team will develop an "educated" guess about the function of the misbehavior. Misbehaviors may result from the student's lack of awareness and may need more feedback about how his or her misbehavior affects others. The intervention plan would include strategies to help the student be more aware by making expectations clear and provide incentives and feedback. These types of misbehaviors are responsive to interventions. When a student lacks a certain skill set or the ability, the team may find positive behavior change more challenging to effect.

What skills are required for a team to function efficiently?

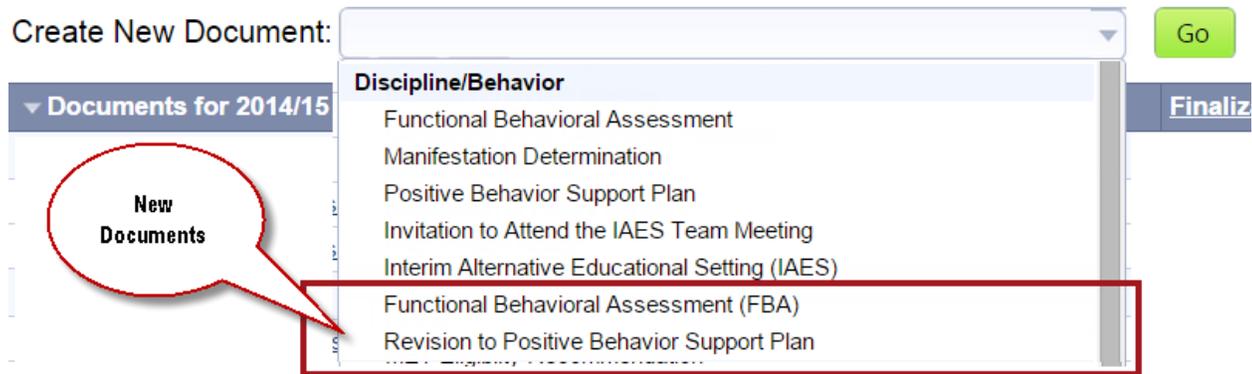
Essential skills each team needs to be able to efficiently and effectively conduct a functional behavioral assessment and develop a positive behavioral support plan.

1. "Meeting mechanics" has been used quite effectively to ensure that the team is focused, capturing the discussion, and developing a plan to proceed.
2. Data collection and analysis requires that teams have members who are knowledgeable about data collection, tools to gather data, and experience in data analysis.
3. Communication between team members, administration, parents, and student is critically important to the ongoing process.
4. Able to generate positive strategies and maintain a positive overall demeanor.
5. Focus on the student's needs. Students would do well if they can! Dr. Ross Greene, a psychologist who has studied and written about behaviorally challenging students, recommends that adults change their focus and consider the skills that students lack and work collaboratively and proactively to problem solve.

Using the Functional Behavioral Assessment (FBA) and Positive Behavioral Support Plan (PBSP) documents in TIEnet.

The following three documents are available in TIEnet:

- Functional Behavior Assessment (FBA)
- Positive Behavior Support Plan
- Revision to Positive Behavior Support Plan



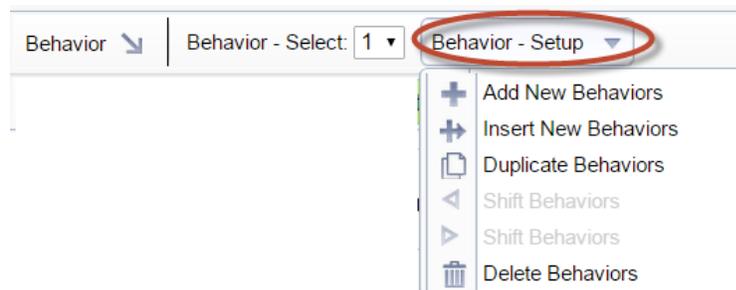
Note: Only the Revision to Positive Behavior Support Plan can be created from the “Create New Document” dropdown list. If you want to create a Positive Behavior Support Plan, you must first create the Functional Behavioral Assessment (FBA), then from within that finalized document, a Positive Behavior Support Plan can be created.

The purpose of this requirement allows the FBA to prepopulate the Positive Behavioral Support Plan (PBSP) with essential information collected and entered into the FBA which in turn flows to the PBSP.

Detailed directions on how to create each document.

Functional Behavior Assessment (FBA)

1. After creating the Functional Behavior Assessment (FBA) document, you will notice that there are 2 sections:
 - Cover Sheet
 - Behavior
2. If multiple behaviors need to be documented, you will have the ability to add new behaviors:



- At the bottom of each Behavior section, you will find the Summary/Hypothesis. The following describes how to enter data into the "Model Statement Structure":

Summary/Hypothesis:	
The available information suggests that when Dino is	Insert Statements (antecedent/trigger)
in conjunction with	Insert Statements (concurrent/simultaneous condition)
target behavior	Insert Statements
reason/function	Insert Statements

a. Enter information within the required text boxes.

b. Click on [Save, Continue Editing](#)

c. Highlight and copy the model statement, and paste it into the appropriate text box.

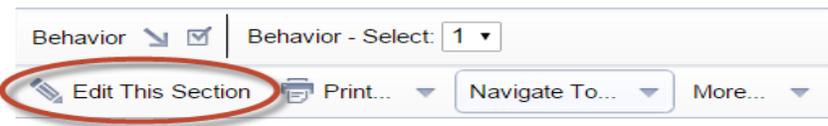
Model Statement structure:

The available information suggests that when Dino is **tired**, in conjunction with **being anxious**, Dino **hits other students** in order to **be sent to the office**.
 copy model statement and paste in text box below

- Finalize the Functional Behavior Assessment (FBA) upon completion of the document.

Positive Behavior Support Plan

If you are creating the Positive Behavior Support Plan immediately after finalizing the Functional Behavior Assessment (FBA), do the following:

- 
 - Click here to go to the Behavior section. Edit that section, then Click on the link to "Create the Positive Behavior Support Plan"
- 
- 

- You will now find the Positive Behavior Support Plan from within the student's documents:

▼ Discipline/Behavior	
 Positive Behavior Support Plan (PBSP)	Draft
 Functional Behavioral Assessment (FBA)	Final

Positive Behavior Support Plan

If the Positive Behavior Support Plan was not created immediately after finalization of the Functional Behavior Assessment (FBA), do the following:

1. Open the previously created Functional Behavior Assessment (FBA)
2. Open the Behavior Section



3.  Edit This Section

4. Click on: 

5. You will now find the Positive Behavior Support Plan from within the student's documents:

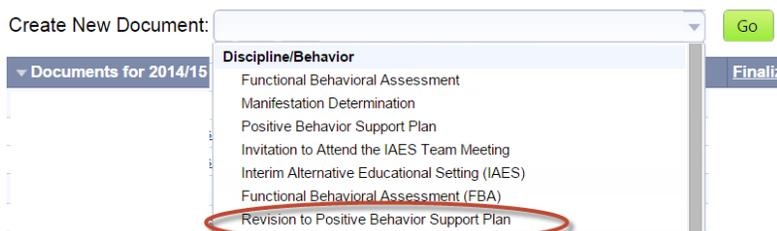


▼ Discipline/Behavior	
 Positive Behavior Support Plan (PBSP)	Draft
 Functional Behavioral Assessment (FBA)	Final

Revision to Positive Behavior Support Plan

Note: A revision to the Positive Behavior Support Plan can only be created if a Positive Behavior Support Plan has been created and finalized within the student's documents.

1. Create the "Revision to Positive Behavior Support Plan" document



2. Click on the checkbox allowing you to copy information from the previous Positive Behavior Support Plan,

Then click on **New**

New Revision to Positive Behavior Support Plan Setup

Document **Draft: Revision to Positive Behavior Support Plan**

For Year: 2014-15

Label/Comment:

Include which sections? Cover Sheet

Additional Setup Options Copy information from another (previous) document

New **Cancel**

3. Click on the checkbox identifying the Positive Behavior Support Plan (PBSP) you want to copy information from, then click on **Accept**

Copy Information From Other Document

Document to copy to: Revision to Positive Behavior Support Plan (Draft) for Dino Flintstone (45678FLINTSTONE)

Document to copy from:

Document Type	Status	Creation Date	Modification Date
<input checked="" type="checkbox"/> Positive Behavior Support Plan (PBSP)	Final	06/01/2015 Mon, 03:24 PM	06/02/2015 Tue, 07:59 AM

4. Click on the checkbox next to "Cover Sheet", then click on **Accept**

Copy information from which source document sections?

Cover Sheet

Accept **Cancel**

5. Click on the checkbox indicating no changes will be made to the Functional Behavior Assessment.

The Functional Behavior Assessment (FBA) has been reviewed, and it has been determined that no changes need to be made to the FBA.

Sample Functional Behavioral Assessment Document

Memphis Community Schools 34110 Bordman Rd Memphis, MI 48041-4622 Phone: 8103922151		
Functional Behavioral Assessment (FBA) - Intervention Plan		
Student Name: Memphis Koepke	Date of Birth: 04/19/2000	Plan Date: 07/02/2015
UIC: 500003	Grade: Ninth grade	Primary Disability: Autism Spectrum Disorder
Attending School: Memphis High School	Completed by: Dr. Thomas Koepke	
Sources of Data:	<input type="checkbox"/> Record Review <input checked="" type="checkbox"/> Scatter Plot <input checked="" type="checkbox"/> ABC Logs <input checked="" type="checkbox"/> Other Student Interviews by social worker	
Interview Information Reported by:	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Parent <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Other Parent Interview via phone call	
Brief Summary of Relevant Student Strengths, Education, Family and Medical History Student strengths include the following: Memphis is a good student overall. He loves rocks and states that he wants to be a geologist or a sculptor. Memphis has another high interest that of trains and railroads. He also has an uncanny knowledge of the peoples of the past (i.e., prehistoric tribes). Education: Besides being a good student, Memphis appears to enjoy most of his classes or courses, is found reading in class frequently, and typically is prepared. He receives As and Bs in his school work. Social/Extracurricular: Memphis is not part of any group and tends to remain alone or aloof from the other students. He does not participate in sports or clubs at this time. Family: He is the eldest of two children. His sister is in the 6th grade at the elementary school. Both parents have college degrees and are employed. Memphis's parents did not report any medical problems for him.		
Behavior(s) of Concern Describe in specific and observable terms. Prioritize if more than one. What does the behavior look like? Does it begin at a low intensity and escalate? (1) Five to seven times per day, Memphis makes inappropriate remarks towards other students in class and in the hallway. These remarks range from calling someone a name such as "retard" or other sometimes racially loaded names. (2) Memphis also annoys the other students with his knowledge about prehistoric peoples and related matters. He does not pick up on social cues easily.		
FBA Team Member Signatures		
	Name and Position/Title	Signature
	Thomas Koepke, Director of Special Education	
	Kelle Shelton, Teacher Consultant (AI)	
	Deanna Jury, School Social Work	

Targeted Behavior	
Behavior	Estimated Frequency
Calls students names.	5-7 time(s) per Day
Triggers/Antecedent	
What typically occurs before or during behavior? Specific Demands or situations? Memphis is engaged in a discussion in a group of students either in class or in the hallway. The situation requires cooperation in class discussion. The group may have a disagreement about something being discussed. Memphis may become frustrated that the others in the group don't agree with him or ignore him. Then he calls them names.	
Where is the behavior most likely to occur? What locations? Typically in class, but could also happen in the hallway while passing from class to class.	
With whom? Peers	
What time of day is this behavior most likely to occur? Typically, during Science or History class and sometimes in the hallway.	
Setting or situational events? Home difficulties, peer influence, transitions, etc.? While in class, the group of students may be discussing some important issue in science or history. If the group does not allow Memphis to expound and show his knowledge, he gets even more frustrated and calls them names.	

Do any of the above educational or medical concerns influence this targeted behavior? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																						
Consequences																						
<p>What typically happens immediately after the problem behavior? Think about the last couple of times it happened. (staff reactions, peer reactions, student reactions, etc.). After calling his peers inappropriate names, the class concedes and allows Memphis to talk, express his ideas, and everyone in the class looks at him because of the episode or disruption.</p>																						
<p>What does the student obtain or what function do you think the behavior serves?</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Peer Attention</td> <td>Memphis is able to get the attention of the class.</td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Adult Attention</td> <td>The teachers and peers allows Memphis to talk until he explains the details of the topic being discussed.</td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Avoid Peer</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Avoid Adults</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Avoid Task/Activity</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Obtain Items</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</td> <td>Other</td> <td>He seems to be more relaxed after he is able to say what is on his mind.</td> </tr> </table>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Peer Attention	Memphis is able to get the attention of the class.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Adult Attention	The teachers and peers allows Memphis to talk until he explains the details of the topic being discussed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Avoid Peer		<input type="checkbox"/> Yes <input type="checkbox"/> No	Avoid Adults		<input type="checkbox"/> Yes <input type="checkbox"/> No	Avoid Task/Activity		<input type="checkbox"/> Yes <input type="checkbox"/> No	Obtain Items		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Other	He seems to be more relaxed after he is able to say what is on his mind.
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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Other	He seems to be more relaxed after he is able to say what is on his mind.																				
Current Plan/Strategies																						
<p>Briefly describe (if any) current strategies/interventions that are in place:</p> <ol style="list-style-type: none"> 1. Allowing the student to say what is important to him. 2. Asking the student to leave until he is calm. 3. Sending the student to the office. 4. Calling the parents to report the student's outburst(s). 																						
Student Input (if available and feasible)																						
<p>What is Memphis's perception of their current behaviors? During the interviews with the social worker, Memphis explains that his opinions are not valued and he feels that no one wants to hear what he has to say and offer to the topic being discussed. He also stated that two of the students have told him to shut up and not monopolize the conversation. He also reports that he gets pushed from behind in the hallway and has been slammed up against the lockers as a result. He feels very defensive.</p>																						
<p>Possible motivators/reinforcers: Memphis explained that he has a right to talk like everyone else and that he knows the information and why should they discuss it any further when he knows it already. Telling the students what he knows is very important. He also likes to show his classmates that he is pretty smart.</p>																						
Parent/Family Input																						
<p>What is their perception of Memphis's current behaviors? Parents report that he has been obsessed with certain events, places and things to the point that he must talk about them. He can't let things go and perseverates.</p>																						
<p>Possible motivators/reinforcers: Parents find that if they let him talk through the issue or event, then he will become more calm and relaxed. Not allowing Memphis to talk makes things worse.</p>																						
Staff Input																						
<p>What is their perception of Memphis's current behaviors? (1) that he compulsively needs to be heard, (2) that he has poor social skills and (3) lack impulse control when he gets frustrated.</p>																						
<p>Possible motivators/reinforcers: Some possible motivators for calling peers names are: (1) Attention by using "shocking" language. (2) Recognition by his peers for being knowledgeable once he is able to speak.</p>																						
Summary/Hypothesis:																						
<p>The available information suggests that when Memphis is frustrated that he is unable to share information and talk with his peers, in conjunction with or during class discussions, Memphis gets upset and calls others names in order to be able to get their attention and say what is on his mind.</p>																						

Sample Positive Behavioral Support Plan

Memphis Community Schools 34110 Bordman Rd Memphis, MI 48041-4622 Phone: 8103922151		
Positive Behavior Support Plan		
Student Name: Memphis Koepke	Date of Birth: 04/19/2000	Plan Date: 08/06/2015
UIC: 500003	Grade: Ninth grade	Primary Disability: Autism Spectrum Disorder
Attending School: Memphis High School		
Team Member(s): Thomas Koepke, Director of Special Education Jennifer Kowal, Teacher Consultant (EI) Kellie Shelton, Teacher Consultant (AI) Paul Bernstein, School Social Work Tom and Deb Koepke, Student's Parents		
Description of Student Student strengths include the following: Memphis is a good student overall. He loves rocks and states that he wants to be a geologist or a sculptor. Memphis has another high interest that of trains and railroads. He also has an uncanny knowledge of the peoples of the past (i.e., prehistoric tribes). Education: Besides being a good student, Memphis appears to enjoy most of his classes or courses, is found reading in class frequently, and typically is prepared. He receives As and Bs in his school work. Social/Extracurricular: Memphis is not part of any group and tends to remain alone or aloof from the other students. He does not participate in sports or clubs at this time. Family: He is the eldest of two children. His sister is in the 6th grade at the elementary school. Both parents have college degrees and are employed. Memphis's parents did not report any medical problems for him.		
Operational Description of Problem Behavior & Goals		
Behavior	Estimated Frequency	Summary of Functional Assessment of Problem Behavior
Calls students names.	5-7 time(s) per Day	The available information suggests that when Memphis is frustrated that he is unable to share information and talk with his peers, in conjunction with or during class discussions, Memphis gets upset and calls others names in order to be able to get their attention and say what is on his mind.
Preventative Strategies		
Teaching Skills		
Reinforcement System		
Intervention System		
Safety & Emergency Procedures		
Evaluation & Monitoring		
Dates for Review		
By signing below, I agree to implement and/or support this positive behavior support plan:		
Name and Position/Title	Signature	

FREQUENTLY ASKED QUESTIONS

1. How often should the IEP team or building-based PBS team conduct a new functional behavioral assessment (FBA) after one has already been conducted or completed?

OSEP (The Office of Special Education Programs), which is part of the U.S. Department of Education, explained when asked to require a new FBA annually,

“We believe it would be inappropriate to specify through regulation what constitutes a “current” or “valid” functional behavioral assessment as such decisions are best left to the LEA, the parent, and relevant members of the IEP Team (as determined by the LEA and the parent) who, pursuant to section 615(k)(1)(E) of the Act, are responsible for making the manifestation determination. As a policy matter, a previously conducted functional behavioral assessment that is valid and relevant should be included in the information reviewed by the LEA, the parent, and relevant members of the IEP Team when making a manifestation determination.”

Federal Register /Vol. 71, No. 156 /Monday, August 14, 2006 /Rules and Regulations. Page **46721**

A logical response to this question would also include that the team must review the FBA, the current behavior intervention plan and determine and all relevant data collected. Then, if more information is necessary, the team may need to conduct a new FBA or simply add to the previous FBA.

2. Should the district develop a functional behavioral assessment and follow-up with a positive behavioral support plan whenever a student is experiencing behavioral challenges and issues?

Clearly, the district through the Manifestation Determination Review (MDR), must determine whether a child’s behavior was a manifestation of the child’s disability based on two inquiries: (1) was the conduct caused by, or did it have a direct and substantial relationship to the child’s disability; or (2) was the conduct the direct result of the LEA’s failure to implement the child’s IEP? Should the team answer either question in the affirmative, the decision of the MDR is that the behavior was indeed a manifestation of the disability. Conducting a FBA, if one has not been completed, and following with a PBSP are both required at this point.

The district may conduct additional FBAs and develop PBSPs for other students who have accumulated less than 10 suspension days in order to avert further suspensions. The district may determine the when a student has a string of problem behaviors that interfere with school performance, it may be time to conduct the FBA and develop a plan.

3. Sometimes the parents are unable to attend MDRs or any meetings involving the FBA or developing the PBSP. What should the district do then?

Due to the need to conduct the MDR within 10 school days of any decision to change the placement of a child with a disability, the district must proceed. Also, the parents are a required member of the team. However, parents sometimes are unable to attend, so participation may take several forms including participating by conference call and/or providing input prior to the meeting via phone interview.

4. **When the Positive Behavior Support Plan (PBSP) is reviewed and only a few changes are made, does the team need to develop an entire new PBSP or is there some way to simply edit the existing plan in TIEnet?**

TIEnet has a process whereby the Positive Behavioral Support team or IEP team are able to “revise” and then edit or add to an existing plan.

REFERENCES

Federal Register /Vol. 71, No. 156 /Monday, August 14, 2006 /Rules and Regulations.