

# Guidance for Training Standards for Conducting Functional Behavior Assessments (FBA) and Developing Behavior Intervention Plans (BIP)



The Oklahoma State Department of Education, Special Education Services (OSDE-SES) 2022 Policies and Procedures state on page 56:

*“Due to the complex nature of variables associated with behavior assessments, individuals who conduct a Functional Behavioral Assessment (FBA), or for those who conduct a Functional Analysis (FA) should have training on data collection and behavior assessment.”*

The process of completing a Functional Behavior Assessment requires specialized training and knowledge in the collection and analysis of behavioral data. Professionals conducting Functional Behavior Assessments (FBA) and using the FBA to develop Behavior Intervention Plans must have participated in formal education and/or professional development that includes the required content below and which resulted in you achieving competency as defined below.

*\*\*Please note, there are ethical considerations that all professionals who conduct FBAs should adhere to, including communication with stakeholders, maintaining professional boundaries, and operating within your individual scope of competence.*

## Required Content to Achieve Competency in Conducting an FBA

Professionals who should meet these competencies: any personnel conducting data collection and/or analysis for the purposes of a Functional Behavior Assessment (FBA) within the school-setting.

*Professionals providing this training should have specialized training, supervision, and practice in behavioral programming. Such qualifications are often found in doctorate-level psychologists (including school psychologists), licensed professional counselors (LPC), and Board-Certified Behavior Analysts (BCBA).*

### Training should, at minimum, include how to:

1. Identify and operationally define target behaviors, including topography of the behavior(s), using observable and measurable terms with language easily understood by the entire team.
2. Collect indirect and direct data (including frequency, rate, intensity, duration, and latency) on target behaviors to identify a hypothesized function of the behavior.
3. Identify direct data measurement to collect on target behaviors to demonstrate current magnitude of behavior (baseline).
4. Graph and visually analyze data to:
  - a) Prioritize target behaviors,
  - b) Determine baseline,
  - c) Identify patterns in antecedents and consequences.
5. Identify patterns in antecedents and consequences to behavior.
6. Understand the four functions of behavior (Escape/Avoidance, Attention, Tangible, Automatic) and develop a hypothesized function for target behavior(s), based on data analysis.
7. Understand the ethics involved in completing FBAs, especially as it relates to the individual's scope of competence.

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## Required Content to Achieve Competency in Developing a BIP

Professionals who should meet these competencies: all team members who are contributing to the development of a Behavior Intervention Plan for the school-setting, based on the FBA, and any professional who will be implementing the BIP.

*Professionals providing this training should have specialized training, supervision, and practice in behavioral programming. Such qualifications are often found in doctorate-level psychologists (including school psychologists), licensed professional counselors (LPC), and Board-Certified Behavior Analysts (BCBA).*

### Training should, at minimum, include how to:

1. Identify appropriate and functionally equivalent replacement behavior(s) for target behavior(s) to be used within the school-setting.
2. Identify evidence-based practices for behavioral instruction and intervention relative to prioritized target behavior and identified replacement behavior.
  - a) Understand and explicitly describe teaching procedures to be used for skill development/ acquisition.
  - b) Understand and explicitly plan for reinforcement procedures.
  - c) Understand and explicitly plan for correction/response procedures and punishment procedures.
3. Develop SMART goals (Specific, Measurable, Attainable, Relevant, and Time-bound) for reduction of target behavior(s) and increase of replacement behavior(s), using baseline data.
4. Conduct ongoing data collection procedures, graph data, and conduct visual analysis to monitor student progress and make informed decisions for ongoing behavioral programming.
5. Plan for generalization and maintenance of student behavior(s).
6. Train others for implementation of procedures and monitor for fidelity/integrity of implementation and provision.
7. Understand and develop necessary addendums to maintain staff and student safety, including crisis plans and procedures.
8. Plan for review of intervention effect.

Any outside training or professional development must meet these minimum competencies and be completed prior to completing an FBA or BIP. Prior to completing a training not endorsed by OSDE, participants should ensure the minimum competencies are met.

## Qualifying Professional Development Opportunities

Professionals who provide training on conducting Functional Behavior Assessments (FBA) and developing Behavior Intervention Plans (BIP) are required to cover each of the established competencies within their training. It is the responsibility of the district and/or site administration to ensure the selected professional development meets these requirements.

The OSDE-SES has partnered with qualifying professionals to develop and provide professional development opportunities that meet these requirements. Please refer to the chart below to review these opportunities.

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Title	Provider	Format	Cost	Contact
<a href="#">Applied Behavior Analysis in Schools</a>	OSDE-SES & Dr. Mary Ann Shepherd	Asynchronous OS-DEConnect Module	Free	<a href="mailto:Madison.Pollock@sde.ok.gov">Madison.Pollock@sde.ok.gov</a>
Behavioral Science for Teachers (BeST) Training	OSDE-SES & Dr. Scott Singleton	Synchronous, in-person 3 times per year	Free*	<a href="mailto:Nancy.Goosen@sde.ok.gov">Nancy.Goosen@sde.ok.gov</a>
Reducing Challenging Behavior for Students with Autism Spectrum Disorder and Conducting Functional Behavior Assessments & Writing Behavior Intervention Plans	<a href="#">Oklahoma Autism Center</a>	Synchronous, in-person or virtual two-days	\$175/Each*	<a href="mailto:Marisa-Singleton@ouhsc.edu">Marisa-Singleton@ouhsc.edu</a>
<a href="#">FBAs: Best Practices for Direct and Indirect Functional Behavior Assessments</a>	BRIDGE Center, OSU	Synchronous, in-person or virtual	By Quote	<a href="mailto:britny.stein@ok-state.edu">britny.stein@ok-state.edu</a>