

Functional Behavioral Assessment and Behavior Plan Guide

Questions parents can use when behavior interferes with learning

Functional behavioral assessment

An FBA seeks to understand the relationship between behavior and the events or conditions around it. The goal is to identify patterns and likely function so the team can design effective, instruction-focused support.

Ask about

- A clear observable definition of the behavior.
- Where, when, how often, and with whom it occurs.
- Events that typically happen before and after it.
- Academic, communication, sensory, medical, environmental, or skill factors.
- The student's strengths and successful settings.
- Direct observation and multiple data sources.

A useful behavior intervention plan should identify

- Prevention and environmental strategies.
- Replacement skills to teach and reinforce.
- How adults will respond consistently.
- Who is responsible for each action.
- How fidelity and student outcomes will be measured.
- When the team will review and revise the plan.

Questions

What is the likely function	
What skill will be taught	
How will progress be measured	

Important: This educational resource provides general information and is not legal advice or legal representation. Special education procedures and timelines may vary by state. Review your state safeguards and consult a qualified professional about your circumstances.

Primary reference: Individuals with Disabilities Education Act regulations, 34 CFR Part 300, and U.S. Department of Education IDEA resources at sites.ed.gov/idea.