Student Name:

Date:

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

FBA Checklist (**Bolded** items should be completed prior to BIP) ☐ Teacher Summary (Attach) ☐ Observation ☐ Records Review ☐ **Behavior Data** ☐ Student Interview ☐ Parent Interview ☐ Related Service Providers ☐ Other **The Competing Behavior Pathway** Student Strengths: What is the behavior you are looking for? What happens when we see the behavior we are looking for from the student? Needs to be acknowledged when observed. **Current Consequence Desired Behavior Hypothesis Statement** 3 8 Not internal for the child Who, what, when, where? Specific, clear, observable, & Why something continues Obtain (medical diagnosis) measurable What happened the moment Achieved when the behavior Get something What you see before the behavior occurred? Can you take data on it.? Escape something Makes trigger more likely to What happened right after the cause problem behavior behavior Behavior serves as a way to communicate needs Ex. First period; forgets to take medication (sensory-self stimulation) Functions=complex FBA/BIP **Setting Event** Problem Behavior(s) **Maintaining Consequence** Trigger/Antecedent **Function** Must meet these criteria: Serve the same function **Section 1: FBA** Easier to do than the problem behavior Be socially acceptable What are you going to teach? Temporary 7-10 days. Needs to be acknowledged.

List all team members involved in building the intervention plan:

Replacement Behavior

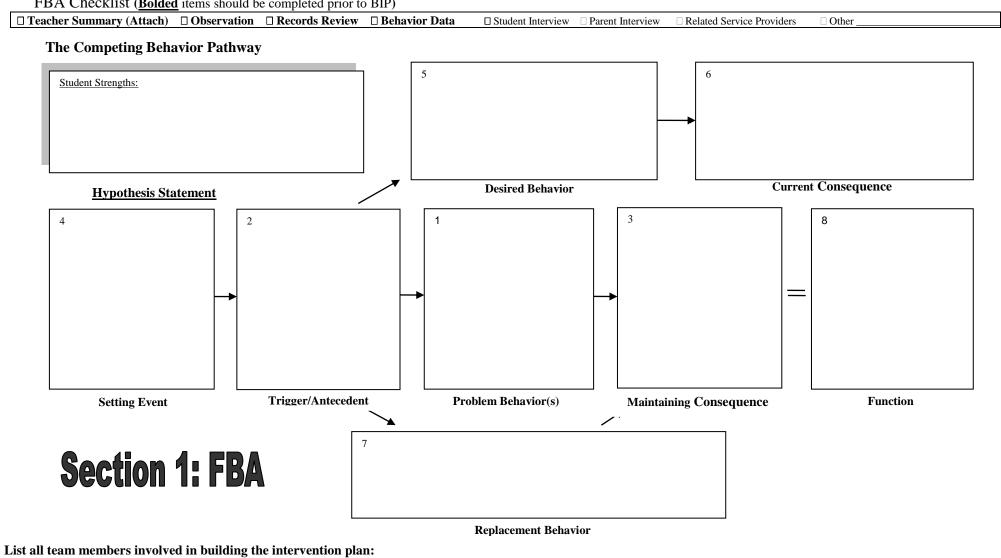
Is this behavior a [] Skill Deficit or [] Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior. Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Date:

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

FBA Checklist (**Bolded** items should be completed prior to BIP)



Is this behavior a [] Skill Deficit or [] Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior. Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Student Name:	Date:			Target date to begin implementation: / /
		_	 	

- **Section 2: BIP**
- $1. \quad List \ all \ known \ intervention \ strategies \ that \ have \ been \ used \ in \ the \ past.$
- 2. Indicate effectiveness for each intervention.
- 3. In lower half of chart, please provide details about new intervention strategies for implementation.

	Setting Event Strategies Modifications to the setting event	Antecedent Strategies Behavior Modifications to the trigger/antecedent	Teaching Strategies	Positive Supports/Motivators Steps to: Reward during initial instruction and skill building (what you will do now) Reward appropriate behavior over timemaintain new skills. Minimize rewards for problem behavior
Previous			 Educational/ Curriculum Changes: Skills taught: 	
New Strategies			Educational/ Curriculum Changes: Skills to be taught:	

Student Name: Date:

Section 2: BIP

Restrictive Disciplinary Measures Describe any restrictive discipline measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation)	Safety/Crisis Plan Describe how an emergency situation or behavior crisis will be handled. Include: most concerning behavior, warning signs, what you will do, who will respond, materials needed for nonverbal communication.	Data Collection Procedures and Methods Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.	Provisions for Coordination with Caregivers Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often this communication will take place.
Getting the intervention started: What materials/resources or trainings are needed?	Process for communicating/ partnering with other school stakeholders/team members: Who, What, When?	Others who need to be informed: Who else might this intervention impact?	Plan for notifying substitutes of the intervention: Note in Substitute Folder

Section 2: BIP

Evaluation, Review and Adaptation

- 1. How will we know if the plan is being implemented? (What information will be collected, by whom, how summarized, and when reviewed?)
- 2. How will we know if the plan is being successful? (What student outcomes will be monitored, by whom, how summarized, and when reviewed?)

*Only report on relevant items below	Baseline data:	2nd reporting date:	3rd reporting date:	4 th reporting date:
% Daily Progress Report points (DPR) for period				
Minor Office Discipline Referrals (ODRs) (total # for period)				
Major Office Discipline Referrals (ODRs) (total # for period)				
ISS Suspensions (total # for period)				
OSS Suspensions (total # for period)				
% Attendance for period				
Tardies (total # for period)				
Grades/literacy scores				
Other:				

a) Target goal for use of replacement behavior (i.e. 70% DPR points & no further ODRs):