

Student Name:

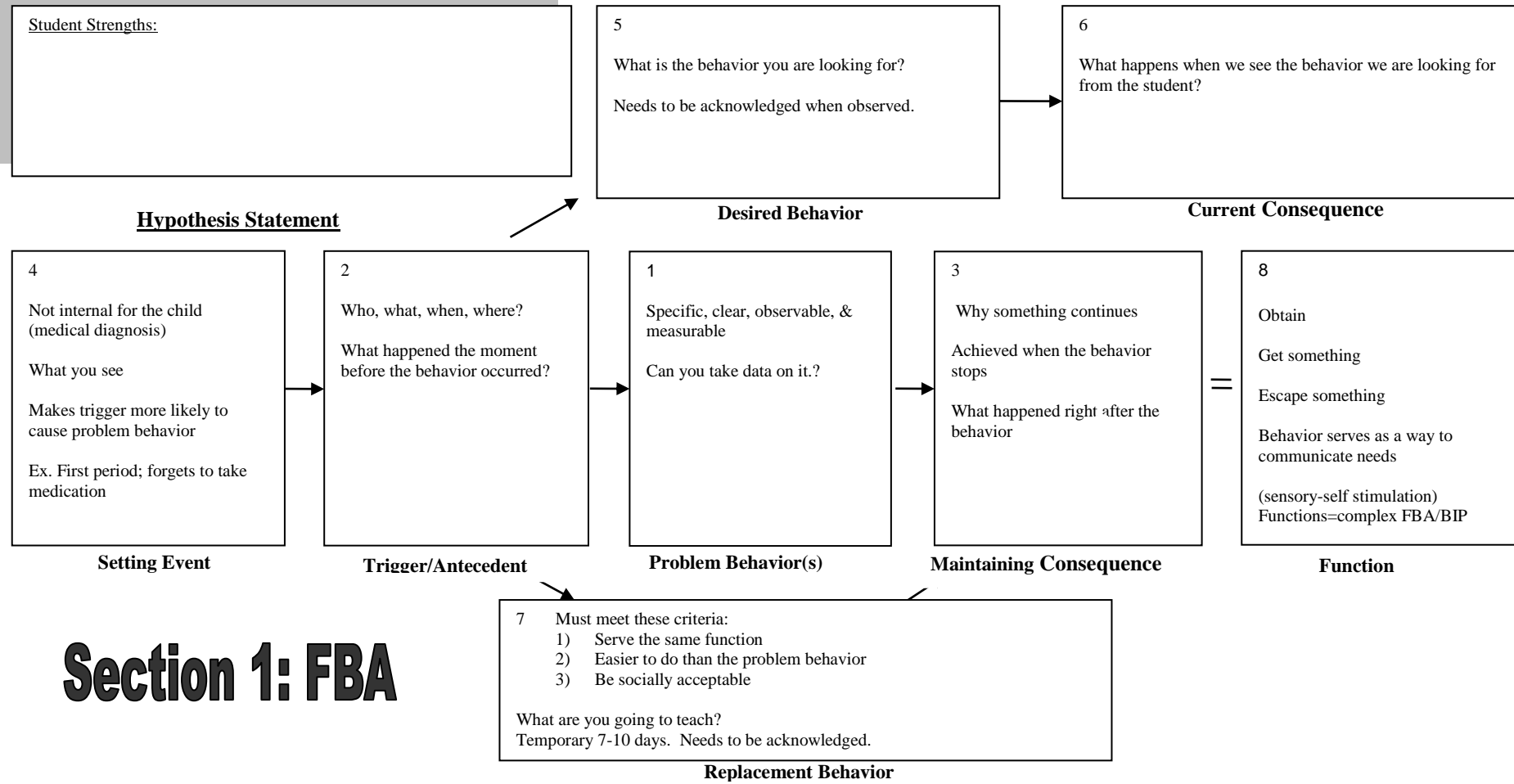
Date:

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

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

<input type="checkbox"/> Teacher Summary (Attach)	<input type="checkbox"/> Observation	<input type="checkbox"/> Records Review	<input type="checkbox"/> Behavior Data	<input type="checkbox"/> Student Interview	<input type="checkbox"/> Parent Interview	<input type="checkbox"/> Related Service Providers	<input type="checkbox"/> Other _____
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The Competing Behavior Pathway



Section 1: FBA

List all team members involved in building the intervention plan:

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.

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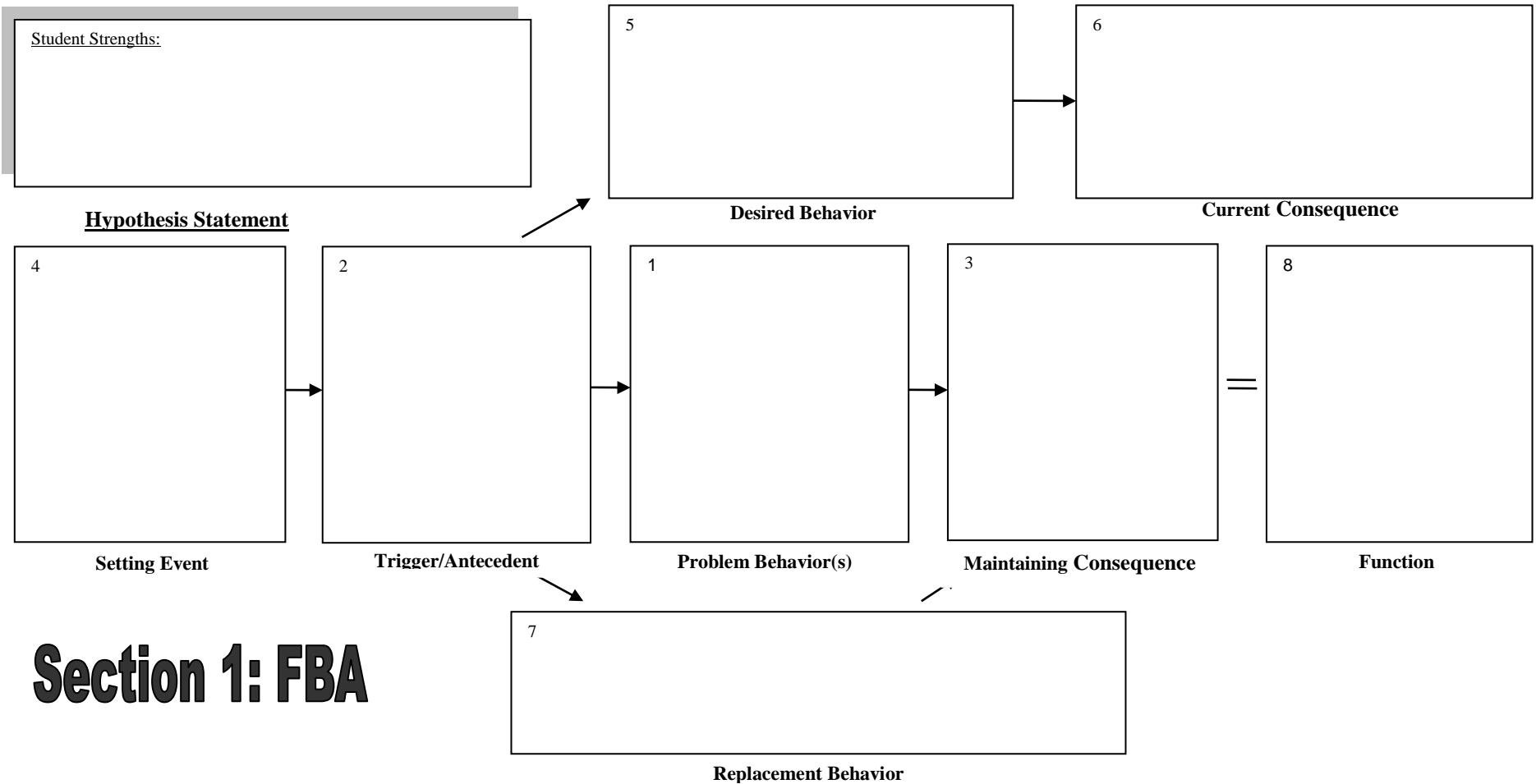
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Target date to begin implementation: ___/___/___

Section 2: BIP

1. 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 <u>Steps to:</u> Reward during initial instruction and skill building (what you will do now) Reward appropriate behavior over time-maintain new skills. Minimize rewards for problem behavior
Previous			1) Educational/ Curriculum Changes: 2) Skills taught:	
New Strategies			1) Educational/ Curriculum Changes: 2) Skills to be taught:	

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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

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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?)

<i><u>*Only report on relevant items below</u></i>	<i>Baseline data:</i>	<i>2nd reporting date: _____</i>	<i>3rd reporting date: _____</i>	<i>4th reporting date: _____</i>
% Daily Progress Report points (DPR) for period				
<u>Minor</u> Office Discipline Referrals (ODRs) (total # for period)				
<u>Major</u> Office Discipline Referrals (ODRs) (total # for period)				
<u>ISS</u> Suspensions (total # for period)				
<u>OSS</u> 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):