Report Template for FBA/BIP with Embedded PTR Tools

**Functional Behavior Assessment and Behavior Intervention Plan**

|  |  |
| --- | --- |
| Student Name:  | Date of Birth: |
| School/District: | Age: |
| Date(s) of Evaluation: | Evaluators: |
| Date of Report: |  |
|  |  |

**Referral Question:**

**Functional Behavior Assessment Methods**

|  |  |
| --- | --- |
| Method | Date |
| Interview (who) |  |
| Record Review |  |
| Problem-Solving Meeting (Brief FBA) |  |
| Direct Observations |  |
| Rating Scale |  |
| Other |  |

**Team Members:**

(name and role)

**Broad Goals Identified for (student name) by Team:**

**Specific Target Behaviors:**

*Behaviors to be decreased: (list each behavior in order of priority and the operational definition)*

*Behaviors to be increased: (list each potential replacement behavior in order of priority and the operational definition)*

**Baseline Data on Target Behaviors:**

*(Sources, summary—can have graph. If we set up a Behavior Rating Scale, we would attach it to the report)*

**Functional Behavior Assessment Summary:** *(each target problem behavior would have a row in which the FBA information is summarized. If there are more than 2 problem behaviors, rows would need to be added).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target Behavior(s)** | **Prevent/Most likely (Antecedent) Data** | **Teach (Function) Data****Purpose of Behavior** | **Reinforce (Consequence) Data: What do others do after the behavior?** |
| Problem behavior |  | When:Who:Activities/routines:Specific Circumstances:Setting Events (if applicable) |  |  |
| Problem behavior |  | When:Who:Activities/routines:Specific Circumstances:Setting Events (if applicable) |  |  |
| Absence of problem behavior |  | **Least Likely**When:Who:Activities/routines:Specific Circumstances:Setting Events (if applicable) |  |  |

Other comments/patterns:

**Hypothesis Statements:** *(A hypothesis statement should be listed for each target behavior unless they have the same antecedents and functions. Some target behaviors may need 2 or more hypotheses if there are different functions aligned with different contexts/antecedent events)*

|  |
| --- |
| **Possible Hypotheses** |
|  | **When….** | **He/she will…..** | **As a result, he/she ……** |
| Problem Behavior |  |  |  |
| Replacement Behavior |  |  |  |

Additional Comments:

**Function-Based Behavior Support Plan** *(for each hypothesis, a complete intervention plan may be developed)*

**Hypothesis:**

|  |
| --- |
| **PREVENT Interventions (modifies the WHEN in the hypothesis)** |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
|  |  |  |

|  |
| --- |
| **TEACH** **Interventions (teaches a new skill (communicative replacement and/or physically incompatible) to replace the problem behavior.** |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| Replacement Behavior to be taught: |  |  |

|  |
| --- |
| **REINFORCE** **Interventions (provides the same outcome as did the problem behavior).** |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| Reinforce replacement behaviorDiscontinue reinforcement of problem behavior |  |  |

**Consideration of Safety Plan**

Is/Are the behavior(s) dangerous and has/have, or is likely to cause harm to the student and to others? No [ ]  Yes [ ]  *(If multiple behaviors were the focus of the FBA, list the behavior(s) that is/are harmful.*

*If yes, describe the safety plan in detail.*

**Implementation Plan:**

Progress Monitoring Data *(how will behavior be monitored? Who will take the data and how often? On what date will we meet to follow up? If we set up an IBRST, it can be attached).*

Teacher Support

Coaching *(When will the teacher be coached? Who will do the coaching?)*

**Behavior Plan Assessment/Fidelity**

(*How will fidelity be measured? Self-Assessment, Observation; Combination? How often will fidelity be measured?)*

|  |  |  |
| --- | --- | --- |
| **PREVENT** | **Implemented** | **Impact** |
| (name of strategy) | Y / N / NA | 1 2 3 4 5 |
| **TEACH** |  |  |
| Replacement behavior | Y / N / NA | 1 2 3 4 5 |
| **REINFORCE** |  |  |
| Reinforce replacement behavior | Y / N / NA | 1 2 3 4 5 |
|  |  |  |
| **Behavior Plan Assessment: Y/Y + N total** |  |  |