**Comprehensive Functional Behavior Assessment and Behavior Intervention Plan**

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| --- | --- |
| Student Name: | Date of Birth: |
| School/District: | Age: |
| Date of Report: | FBA/BIP Facilitator: |
|  |  |
|  |  |

**Reason for Referral:**

**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)

**Goal Setting:**

**Student Strengths and Needs:**

*Include assessment data (including FBA parent, teacher and student interview information) where relevant for: academic (e.g. assessments and response to interventions in reading, writing and math), behavioral (e.g. attendance, discipline data, rating scales, response to interventions), health, socio-emotional (e.g. response to interventions, rating scales) across settings (e.g. home, school, community*

**Broad Goals (3-5 years) Identified for (student name) by Team:**

*(Consideration of behavioral, social and academic goals)*

**Short Term Goals Identified for (student name) by Team:**

*(Consideration of behavioral, social and academic goals)*

**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)*

**Data Collection:**

**Baseline Data on Target Behaviors:**

*Include:* ***target behavior*** *for which data was collected,* ***method/format*** *(e.g. frequency, rating scale/IBRST, ABC, direct behavior observation, duration etc.-graphs or IBRST can be attached), the* ***time period*** *the data was collected and an* ***analysis*** *of outcomes. Data collected should be within 30 days of the FBA.*

**FBA SUMMARY:**

**Functional Behavior Assessment Summary:** *(to complete use FBA interviews, record review and baseline data collection. 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:**  **What triggers predict the occurrence of the problem behavior?**  *Include enough detail to generate an intervention* | **Teach (Function) Data**  **Purpose of Behavior**  *Include specifics (who, what, where)* | **Reinforce (Consequence) Data: What do others do after the behavior?**  *Include enough detail to generate an intervention* |
| **Problem behavior** |  | When:  Who:  Activities/routines:  Specific Circumstances:  Setting Events (if applicable- describe relation to problem behavior) | Gain attention from peers:  Gain attention from adults:  Obtain items or preferred activities:  Avoid or delay a transitions:  Get away from non-preferred peer or adult: |  |
| **Problem behavior** |  | When:  Who:  Activities/routines:  Specific Circumstances:  Setting Events (if applicable- describe relation to problem behavior) | Gain attention from peers:  Gain attention from adults:  Obtain items or preferred activities:  Avoid or delay a transitions:  Get away from non-preferred peer or adult: |  |
| **Absence of problem behavior**  *When is there an absence of problem behavior or pro-social behavior more likely to occur* |  | **Least Likely**  When:  Who:  Activities/routines:  Specific Circumstances:  Setting Events (if applicable- describe relation to problem behavior) | What behaviors could be taught to enable the student to participate and meet academic goals? | What school related items or activities are most enjoyable for the student? |

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:

**SUPPORT PLAN:**

**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 behavior  Discontinue 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:**

Next Review Date(team should meet at least monthly to review outcome and fidelity data):

Progress Monitoring Data:

* **Describe specific data that will be taken (***Data tools such as IBRST can be attached)*
* **Who will collect data?**

Teacher Support:

* **When will the teacher be coached? Who will do the coaching?**
* **How and when will Fidelity data be collected** *(observations, self-report*)**?**
* **Who should staff report to with concerns about practicality, effectiveness or safety?**

|  |  |  |
| --- | --- | --- |
| *Briefly write the steps to each intervention component* | | |
| **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** |  |  |