**Brief FBA-BIP**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | |  | | | | Meeting Date: | |  | | |
| Teacher(s): | |  | | | | Facilitator(s): | |  | | |
| Others: | |  | | | | | | | | |
| **Student Strengths: Identify at least three strengths or contributions the student brings to school.**   |  | | --- | | Academic Strengths: | | Social/recreational: | | Other: | | | | | | | | | | | |
| **STEP 1: What is the Problem?** | | | | | | | | | | |
| Problem behavior (what do we want to see decrease?) *If the student demonstrates multiple, chronic, intense and durable behaviors refer for a more complex FBA.* | | | | | | | | | | |
| |  |  |  | | --- | --- | --- | | Tardy | Self-Injury | Verbal Harassment | | Unresponsive | Inappropriate language | Disruptive | | Insubordination | Work not done | Other |   Define problem behavior in a clear and measurable way. What does the student say and/or do when he/she is performing the problem behavior?  Include any current data **related** to the behavior of concern (e.g. ODR’s, classroom data, progress with Tier I or II interventions, school wide screening)  **Is behavior immediate danger to self/others? Y**   **N**   **If yes, refer case for a more complex FBA** | | | | | | | | | | |
| **Step 2: What is the student getting out of it or avoiding?**  **analyze the problem: Where, When and with whom is the problem behavior most likely?** | | | | | | | | | |
| Prevent (antecedents) - (a) under what conditions is this behavior (\_\_\_\_\_\_) **most** likely to occur? What is happening around the student when the behavior problem occurs? Describe the specific features of the activity below (e.g., difficult academic tasks, peer making comments, transition from preferred to non-preferred; adult attending to other students) | | | | | | | | | |
| **Specific Activities:**  \_\_\_ Reading/LA  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Worksheets, seatwork  \_\_\_ Writing  \_\_\_ Small group work  \_\_\_ Computer  \_\_\_ Peer/cooperative work | | \_\_\_ Large group work  \_\_\_ Recess  \_\_\_ Centers  \_\_\_ Specials  \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/Q&A  \_\_\_ Transitions  \_\_\_ Math | | | | *Describe setting/activity/content in detail:* | | | |
| **Specific Circumstances:**  \_\_\_ Request to start task  \_\_\_ Being told work is wrong  \_\_\_ Reprimand or correction  \_\_\_ Told “no”  \_\_\_ Seated near specific peer  \_\_\_ Peer teasing or comments  \_\_\_ Change in schedule  \_\_\_ Task too difficult  \_\_\_ Task too long  \_\_\_ Task is boring  \_\_\_ Task is repetitive (bored with task) | | \_\_\_ ‘Down’ time (no  task specified)  \_\_\_ Teacher is attending  to other students  \_\_\_ Novel task \_\_\_ End of preferred  activity  \_\_\_ Removal of  preferred item  \_\_\_ Start of non-  preferred activity  \_\_\_ Student is alone | | | | *Describe task/demand/purpose of correction/activity etc. in detail:* | | | |
| |  |  |  | | --- | --- | --- | | Prevent - (b) under what conditions is this behavior **least** likely to occur? Example: when engaged in free time, a preferred activity. **(Provide Details)** | | | | Academic tasks | Peer proximity | Transitions | | Preferred activities | Adult proximity | Other | | | | | | | | | | |
| Setting Event(s): are there specific circumstances unrelated to the school setting (or happen outside of the immediate routine) that occur some days but not on other days that may make problem behavior more likely or worse?   |  |  |  |  | | --- | --- | --- | --- | | Hunger | conflict at school/bus | missed medication | *Explain*: | | Conflict at home | homework not done | failure in previous class | | lack of sleep | illness | change in routine | | Not sure | other | None | | *Does the student demonstrate conditions or behaviors that require additional expertise to understand the behavior(s) of concern?*  *Y*   *N*   *(if yes, refer for a more complex FBA)* | | | | | | | | | | | | | |
| Teach (function) - what is the student getting out of his or her behavior? What is the outcome? Example, escapes/avoids/delays something or someone; gets/obtains/accesses something or someone | | | | | | | | | |
| Get/Obtain:  Attention from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *How is the attention provided?* | | | | Get/obtain:  Activity/item *What specific items, activities or sensations are obtained?* | | | | | |
| Avoid/Delay:  Activity/Item  *What specific items, activities or sensations are avoided?*  *If avoiding academic work: can the student perform the task independently? Y*   *N*  *Is academic assessment needed to ID specific skill deficits? Y*   *N*   *(if yes, refer for a more complex FBA)* | | | | Avoid/Delay:  Attention from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Why avoiding the person?* | | | | | |
| Reinforcement (consequence) - What do others (adults, peers) most often do or say immediately after the behavior occurs (e.g. what interventions have been attempted)? **(Provide Details)** | | | | | | | | | |
| Verbal response (redirect/reprimand) (specify) | | | Peer reactions (specify) | | | | | Assistance provided (specify) | |
| Activity changed or removed (specify) | | | Personal space given (specify) | | | | | Sent to office, behavior specialist, or time out (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| **Step 3: Hypothesis of Behavior** | | | | | | | | | |
| (FUNCTION) Under what conditions does the behavior occur and what is the purpose of the behavior? *Example: When given a demand to do a non-preferred activity, Bart engages in disruptive behavior to delay/avoid starting the task.* | | | | | | | | |
| **When (routine, trigger):** | | | **The student will (problem behavior)** | | | | | **As a result, he/she (consequence/function)** |

Has the group reached consensus on the hypothesis? Y N (if no, consider collecting additional information such as observations of problem behavior)

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| **STEP 4: What do you want the student to do instead? And how can you help this happen more often?** | | | | | | | | | | | | | |
| Replacement Behavior = What behavior do you want to see the student do instead of the problem behavior? Make sure the behavior is either a functional equivalent replacement behavior or an incompatible, socially valid behavior. | | | | | | | | | | | | | |
| **Replacement Behavior** *(What appropriate behavior will be taught to use instead of problem behavior?)*  Reject an activity  Request a new item/activity  Request assistance  Request a break  Request a work check  Ask for help  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | **Incompatible, socially valid behavior** *(What appropriate behavior will be taught?)*  Specific Academic Skills  Problem-Solving Strategies  General Coping Strategies  Specific Social Skills  Self-Management (self-monitoring)  Independent Responding  Increased Engaged Time  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Define behavior in a clear and measurable way. What does the student say and/or do when he/she is performing the behavior? | | | | | | | | | | | | | |
| **Teach Intervention**: Can the student perform this behavior? How will it be taught to the student so that it is clear? How will the student be taught when to use the behavior, how to use the behavior, and why he/she should use the new behavior? | | | | | | | | | | | | | |
| Strategy description:  Steps: | | | | | | | | | | | | | |
| **Reinforce intervention**: How will you reinforce the new behavior so that the student gets the same outcome as the problem behavior (i.e., escape/avoid/delay or get)? Do you need to have additional reinforcement (e.g., artificial reinforcement) to motivate performance of the replacement behavior? | | | | | | | | | | | | | |
| Strategy description:  Steps: | | | | | | | | | | | | | |
| **Prevention intervention**: Facilitating Success = What are some strategies that enhance the likelihood that the replacement behavior will be performed by the student and modify the context under which behavior occurs? Examples: manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, scanning the room consistently, changing routines | | | | | | | | | | | | | |
| Strategy description:  Steps: | | | | | | | | | | | | | |
| **New way of responding to problem behavior (discontinuing reinforcement of problem behavior)**: How will we respond to the student when problem behavior occurs? How will we change the way we’re currently responding so that he/she no longer gets the same outcome (e.g., escape/avoid/delay or get? *(Avoiding failure of the plan)* | | | | | | | | | | | | | | | |
| Steps: | | | | | | | | | | | | | | | |
| **Step 4a: How will you know if it works?** | | | | | | | | | | | | | | | |
| **Progress Monitoring**: Behavior Rating Scale to evaluate impact of intervention on problem behavior and replacement behavior. | | | | | | | | | | | | | | | |
| What will be our criteria for success? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How often will we review the Behavior Rating Scale ratings? *1x a week in 2 weeks in 3 weeks*  *Use scale below or attach separate behavior rating scale* | | | | | | | | | | | | | | | |
| Behavior | Date | Date | | Date | Date | Date | | Date | Date | Date | | Date | Date | | |
| Problem | 5 4 3 2 1 | 5 4 3 2 1 | | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | | 5 4 3 2 1 | 5 4 3 2 1 | | |
| Replacement | 5 4 3 2 1 | 5 4 3 2 1 | | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | | 5 4 3 2 1 | 5 4 3 2 1 | 5 4 3 2 1 | | 5 4 3 2 1 | 5 4 3 2 1 | | |
| *Rate your perception of the behavior’s occurrence each day: 5 = Fantastic day; 4 = Good day; 3 = So-so day; 2 = Bad day; 1 = Terrible day.* | | | | | | | | | | | | | | | |
| **Teacher outcomes**: Fidelity = How will we know if the teacher is implementing the plan as intended? What fidelity measure will be used (observation, self-assessment, both) and how often will it be measured? How often will we review the fidelity data? What score will be acceptable? | | | | | | | | | | | | | | | |
| Fidelity measure method:  Observation  Self-Assessment  Combination  Measurement schedule:  Review Date:  Acceptable Fidelity Score:  (attach fidelity measure that will be used) | | | | | | | | | | | | | | | |
| **Teacher support**: how will the teacher be trained to do the intervention plan? Who will train and when will the training occur? Who will assist with making materials or locating resources required for the plan, if applicable? Who will train the student? | | | | | | | | | | | | | | | |
| Teacher training: Date and time\_\_\_\_\_\_\_\_\_\_\_\_  Trained by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Material preparation will be done by (Person)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by (date)  Student will be trained on: (date) by (person)  **Implementation support:** Who will be in the classroom to follow up with the teacher within the first week of implementation of the plan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| **STEP 4b: FOLLOW-UP/EVALUATE/MONITOR**  Set a date for follow-up meeting to discuss intervention outcomes (no more than 3 weeks) | | | | | | | | | | | | | | | |
| **Date and time** | | |  | | | | | | | | | | | | |
| Data-Based Decision Making Points: | | | | | | | | | | | | | | | |
| 1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below. | | | | | | | | | | | **YES NO** | | | | |
| 1. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If NO, jump to question 4 below. | | | | | | | | | | | **YES NO** | | | | |
| 1. NO, intervention not successful; YES, plan was implemented as intended. Determine next step: | | | | | | | | | | | | | | | |
| 1. Give the plan more time   Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_   1. Modify the plan   Date of meeting to develop modified plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date to train the teacher in the modified plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_   1. Conduct a more comprehensive FBA   Team/facilitator conducting FBA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date by when FBA will be completed: \_\_\_\_\_\_\_\_\_\_\_\_\_  Date of meeting to develop hypothesis and plan (no more than 3 weeks)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| 1. NO, intervention not successful: NO, plan was NOT implemented as intended. | | | | | | | | | | | | | | | |
| 1. Retrain the teacher (date of retraining: \_\_\_\_\_\_\_\_\_\_\_) 2. Modify the plan to make more feasible   Date of meeting to develop modified plan \_\_\_\_\_\_\_\_\_\_\_\_  Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Select new interventions that are more acceptable and match the hypothesis   Date of meeting to develop new plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| 1. YES, intervention effective and YES, plan implemented as intended. | | | | | | | | | | | | | | | |
| 1. Extend the plan by implementing in another problematic routine or with other people 2. Establish new goal/increase criteria 3. Teach a new skill 4. Fade out parts of the plan 5. Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| **Date and time 2nd follow-up meeting** | | |  | | | | | | | | | | | | |
| 1. Was the intervention successful – did behavior meet criterion levels? If yes, jump to question 5 below | | | | | | | | | | | **YES NO** | | | | |
| 1. NO, intervention not successful: Was the plan implemented as intended? What were the fidelity scores? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If NO, jump to question 4 below. | | | | | | | | | | | **YES NO** | | | | |
| 1. NO, intervention not successful; YES, plan was implemented as intended. Determine next step: | | | | | | | | | | | | | | | |
| 1. Give the plan more time   Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_   1. Modify the plan   Date of meeting to develop modified plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date to train the teacher in the modified plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_   1. Conduct a more comprehensive FBA   Team/facilitator conducting FBA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date by when FBA will be completed: \_\_\_\_\_\_\_\_\_\_\_\_\_  Date of meeting to develop hypothesis and plan (no more than 3 weeks)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| 1. NO, intervention not successful: NO, plan was NOT implemented as intended. Determine next step. | | | | | | | | | | | | | | | |
| 1. Retrain the teacher (date of retraining: \_\_\_\_\_\_\_\_\_\_\_) 2. Modify the plan to make more feasible   Date of meeting to develop modified plan \_\_\_\_\_\_\_\_\_\_\_\_  Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Select new interventions that are more acceptable and match the hypothesis   Date of meeting to develop new plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of next follow-up meeting (no more than 3 weeks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |
| 1. YES, intervention effective and YES, plan implemented as intended. Determine next step. | | | | | | | | | | | | | | | |
| 1. Extend the plan by implementing in another problematic routine or with other people 2. Establish new goal/increase criteria 3. Teach a new skill 4. Fade out parts of the plan 5. Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | |

**Behavior Support Plan Assessment: Fidelity and Impact**

*Data shall be reviewed after \_\_\_\_\_\_\_\_\_ weeks of intervention to determine whether or not modifications need to be made to the plan and/or further intervention is needed.*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

Fidelity measure method:

Observation (Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  Self-Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **To what level did we implement the plan we proposed?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |
| 1. **To what degree is the plan having a positive impact on the student’s behavior?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |
| 1. **To what degree is the plan having a positive impact on the student’s academic achievement?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |

Adapted from:

*Prevent-Teach-Reinforce*  
 Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C., 2010. Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support. Baltimore: Paul H. Brookes.

*Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part A*  
 Adapted by C. Anderson & C. Borgmeier (2007) from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)