**Brief FBA-BIP**

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| Student name:  |  | Meeting Date: |  |
| Teacher(s): |  | Facilitator(s): |  |
| Others: |  |
| **STEP 1: What is the Problem?** |
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| Problem behavior (what do we want to see decrease?) *If the student demonstrates multiple, chronic, intense and durable behaviors refer for an FBA.*  |
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| [ ]  defiance/insubordination/non-compliance | [ ]  dress code violation | [ ]  property misuse |
| [ ]  disrespect | [ ]  inappropriate language | [ ]  tardy |
| [ ]  disruption | [ ]  physical contact/aggression | [ ]  technology violation |
| [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | [ ]  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? **Is behavior immediate danger to self/others? Y** [ ]   **N** [ ]   **If yes, refer case for an FBA** |

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| **Step 2: Review Existing Data: *What information do you already collect that will help you begin to form a picture of the student?*** |
| **a. Student Strengths: Identify at least three strengths or contributions the student brings to school.**

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| Academic Strengths: |
| Social/recreational: |
| Other:  |
| **b. Current data that may be related to the behavior of concern (e.g. ODR’s, classroom data, progress with Tier I or II interventions, school wide screening)** |
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| **Step 3: Collect Baseline Data**  |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Behavior | Date | Date | Date | Date | Date | Date | Date | Date | Date | Date |
|  | 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 |
|  | 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.* |

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| **Step 4: Interview relevant stakeholders (e.g. student, family, teachers)** **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:* |
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| 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 |

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| 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?

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| [ ]  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)* |

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| 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 5: Develop a summary statement with possible function** |
| (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 6: ABC Observation of Target Behavior** |
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| **Time****(Begin-End)** | **Specific Activities (from step 4)** | **Specific Circumstances/Setting Events (from step 4)** | **Identified Target Behaviors (from step 1)** | **Consequence/****Outcomes (from step 4)** | **Staff Notes** |
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| **KEY** |
|  | A. | A.  | A. | A. Verbal response (redirect/reprimand) |  |
|  | B. | B.  | B. | B. Activity changed/removed |  |
|  | C. | C.  | C. | C. Peer reaction  |  |
|  | D. | D.  |  | D. Personal Space Given  |  |
|  | E. | E.  |  | E. Assistance provided |  |
|  | F. | F.  |  | F. Sent out of classroom |  |
|  | G. | G.  |  | G. |  |
|  | H. | H. |  | H. |  |

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| **STEP 7: Identify and Define the Replacement Behavior** (what do we want to see increase?) |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Alternative Skill** *(What appropriate behavior will be taught?)*[ ]  Specific Academic Skills[ ]  Problem-Solving Strategies[ ]  General Coping Strategies[ ]  Specific Social Skills[ ]  Active Engagement[ ]  Learning Skills[ ]  Self-Management[ ]  Independent Responding[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Define behavior in a clear and measurable way. What does the student say and/or do when he/she is performing the behavior? |
| (Rewrite the summary statement for the replacement behavior) |
| **When (routine, trigger):** *copy from step 5* | **The student will:***replacement behavior from above* | **And as a result:***new staff behavior* |
| **Therefore the function is:***copy from step 5* |

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| Step 8: Develop the Behavior Intervention Plan*Describe the Core Adult Behaviors for Each Component of the Plan*  |
| **a. PREVENT Component**How will you enhance the likelihood that the replacement behavior will be performed by the student and modify the context under which behavior occurs? |
| Name of Prevent Intervention: | Notes: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| **b. TEACH Component** How will we teach the student when to use the behavior, how to use the behavior, and why he/she should use the new behavior? When and how will we prompt the new behavior? |
| Name of Replacement Behavior (from step 7): | Notes: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| **c. REINFORCE Component**What will happen after the student demonstrates the new behavior? |
| 1. | Notes |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| **d. Discontinue REINFORCE Component**What will happen after the student demonstrates the problem behavior? 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)* |
| 1. | Notes: |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

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| **Step 9a: How will you know if it works?** |
| **Progress Monitoring**: Impact of intervention plan on student behavior |
| What will be our criteria for success? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*(e.g. After four weeks, youth has no new office discipline referrals and a 50% reduction in the identified problem behavior)* 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**: How will we know if the teacher is implementing the plan as intended?  |
| Fidelity measure method: [ ]  Observation [ ]  Self-Assessment [ ]  CombinationMeasurement schedule:Review Date:Acceptable Fidelity Score:(attach fidelity measure that will be used) |
| **Teacher support**: How will the teacher be coached to do the plan?  |
| 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 9b: 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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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