

**Columbia County School District**  
**FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) and BEHAVIOR INTERVENTION PLAN (BIP)**

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

What type of baseline data will be analyzed for this FBA?  
 \_\_\_\_\_  
 \_\_\_\_\_

Date range of baseline data collection.  
 \_\_\_\_\_ to \_\_\_\_\_

**\*A minimum of two weeks of baseline data collection MUST occur prior to the completion of this FBA**

**PROBLEM BEHAVIOR**

Identify **ONE BEHAVIOR** to be targeted for intervention:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The behavior I have targeted for intervention is:

- Observable       Measurable

**ANTECEDENTS**

Ask yourself: What is likely to "set off" (precede) the problem behavior?

**WHEN** is the problem behavior most likely to occur?

- Morning      Approximate times(s) \_\_\_\_\_  
 Afternoon      Approximate times(s) \_\_\_\_\_  
 Before/after school       Lunch/recess

**WHERE** is the problem behavior most likely to occur?

- Reg. ed. classroom       Hallway  
 Spec. ed. classroom       Cafeteria

During what **SUBJECT/ACTIVITY** is the problem behavior most likely to occur?

- Subject(s) \_\_\_\_\_  
 Seatwork       Transitions  
 Group activities       Unstructured activities  
 Lesson presentation       Task explanations  
 \_\_\_\_\_

The **PEOPLE** that are present when the problem behavior is most likely to occur include:

- Teacher       Classmates  
 Other staff       Other peers  
 \_\_\_\_\_

Are there **OTHER EVENTS** or **CONDITIONS** that immediately precede the problem behavior?

- A demand or request  
 Unexpected changes in schedule or routine  
 Consequences imposed for behavior  
 Comments/teasing from other students  
 \_\_\_\_\_

When is the student most successful? When **DOESN'T** the problem behavior occur?  
 \_\_\_\_\_

**CONSEQUENCES**

Ask yourself: What "payoff" does the student obtain when she/he demonstrates the problem behavior?

The student **GAINS**:

- Teacher/adult attention  
 Peer attention  
 Desired item or activity  
 Control over others or the situation  
 \_\_\_\_\_

What student **AVOIDS** or **ESCAPES**:

- Teacher/adult interaction  
 Peer interaction  
 Non-preferred activity, task, or setting  
 A difficult task or frustrating situation  
 \_\_\_\_\_

What has been tried thus far to change the problem behavior?

- Implemented rules and consequences for behavior as posted  
 Implemented behavior or academic contract  
 Implemented home/school communication system  
 Adapted curriculum      How? \_\_\_\_\_  
 \_\_\_\_\_  
 Modified instruction      How? \_\_\_\_\_  
 \_\_\_\_\_  
 Adjusted schedule      How? \_\_\_\_\_  
 \_\_\_\_\_  
 Conferences with parents  
     Dates: \_\_\_\_\_  
 Referrals  
     Dates: \_\_\_\_\_  
 \_\_\_\_\_

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Student: \_\_\_\_\_

**FUNCTION OF PROBLEM BEHAVIOR**

Ask yourself: Why is the student behaving this way? What function/need is being met by the student's behavior?

Complete the following preliminary analysis by **summarizing information from the three columns on part one of the Functional Behavior Assessment.**

When \_\_\_\_\_  
(summarize antecedents)

This student \_\_\_\_\_  
(identify problem behavior)

In order to \_\_\_\_\_  
(summarize "payoffs")

**Examples:**

1. When in the halls before school, after school, and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.
2. When working on independent seatwork during his regular education math class, this student puts his head on his desk in order to escape work that is too difficult/frustrating.

**REPLACEMENT BEHAVIOR**

Ask yourself: What alternative behavior would meet the same function/need for the student?

Complete the following:

Rather than \_\_\_\_\_  
(identify the problem behavior)

I want this student to:  
\_\_\_\_\_  
(define replacement behavior)

(Note: This replacement behavior should represent an IEP goal.)

This definition is:

- Observable                       Measurable

**Examples:**

1. Rather than pushing students and threatening to beat them up, I want this student to walk in the halls with his hands to his side and say "hello" to those with whom he wishes to interact.
2. Rather than putting his head on his desk because he doesn't know how to do the problem, I want this student to raise his hand for help and move on to the next problem while waiting for my assistance.

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**School:** \_\_\_\_\_

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**PRELIMINARY STRATEGIES**

Ask yourself: Can I figure out how to correct the problem – to change the context somehow so the problem behavior doesn't occur in the first place? **(Refer to the Antecedent column on page one.)**

I could make adjustments as to **WHEN** the problem behavior is likely to occur by:

\_\_\_\_\_

\_\_\_\_\_

I could make adjustments as to **WHERE** the problem behavior is likely to occur by:

\_\_\_\_\_

\_\_\_\_\_

I could make adjustments as to the **SUBJECT/ACTIVITY** during which the problem behavior is likely to occur by: \_\_\_\_\_

\_\_\_\_\_

I could make adjustments as to the **PEOPLE** present when the problem behavior is likely to occur by: \_\_\_\_\_

\_\_\_\_\_

**Other adjustments** that might make the problem behavior less likely to occur include:

Clarifying and /or reteaching expectations/routines. How? \_\_\_\_\_

\_\_\_\_\_

Modifying task/assignment/curriculum. How? \_\_\_\_\_

\_\_\_\_\_

Increasing supervision. How? \_\_\_\_\_

\_\_\_\_\_

Utilizing specialized equipment. How? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INSTRUCTIONAL STRATEGIES**

Ask yourself: What skills will the student need to be taught in order to successfully demonstrate the replacement behavior identified in column two of page two.

Social skills: \_\_\_\_\_

\_\_\_\_\_

Communication skills: \_\_\_\_\_

\_\_\_\_\_

Study skills: \_\_\_\_\_

\_\_\_\_\_

Academic Skills: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ask yourself: How will these skills be taught?

Individual instruction

Demonstration/modeling

Guided practice

Group instruction

Role play

Independent practice

Who will provide the instruction? \_\_\_\_\_

When will instruction take place? \_\_\_\_\_

Where will instruction take place? \_\_\_\_\_

How often will instruction take place? \_\_\_\_\_

How will opportunities for practice/rehearsal be provided? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How will I prompt the student to utilize his/her newly acquired skills? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Student: \_\_\_\_\_

<b>REINFORCEMENT PROCEDURES</b>	<b>CORRECTION PROCEDURES</b>	<b>IMPLEMENTATION DETAILS</b>												
<p>Ask yourself: What will I do to <b>increase</b> the occurrence of the replacement behavior?</p> <p><b>IDENTIFY POTENTIAL REINFORCERS:</b> What preferred items, activities or people might be used as incentives in an intervention for this student?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>ESTABLISH SPECIFIC BEHAVIOR CRITERIA:</b> What exactly must the student do to earn the above reinforcers?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>DETERMINE SCHEDULE OF REINFORCEMENT:</b> How frequently can the student earn the above reinforcers?</p> <p>_____</p> <p>_____</p> <p><b>IDENTIFY DELIVERY SYSTEM:</b> What intervention components will I use to monitor the student's behavior and deliver reinforcement?</p> <table style="width:100%; border: none;"> <tr> <td><input type="checkbox"/> Self-monitoring system</td> <td><input type="checkbox"/> Point system</td> </tr> <tr> <td><input type="checkbox"/> Behavioral contract</td> <td><input type="checkbox"/> Token economy</td> </tr> <tr> <td><input type="checkbox"/> Group contingency</td> <td><input type="checkbox"/> Timer</td> </tr> <tr> <td><input type="checkbox"/> Home note system</td> <td><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> Lottery/raffle tickets</td> <td><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td></td> </tr> </table> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Self-monitoring system	<input type="checkbox"/> Point system	<input type="checkbox"/> Behavioral contract	<input type="checkbox"/> Token economy	<input type="checkbox"/> Group contingency	<input type="checkbox"/> Timer	<input type="checkbox"/> Home note system	<input type="checkbox"/> _____	<input type="checkbox"/> Lottery/raffle tickets	<input type="checkbox"/> _____	<input type="checkbox"/> _____		<p>Ask yourself: What will I do to <b>decrease</b> the occurrence of the problem behavior?</p> <p><input type="checkbox"/> I will <b>ignore</b> any/all occurrences of the problem behavior, meanwhile attending to the appropriate behavior of other students.</p> <p><input type="checkbox"/> I will verbally <b>stop, then redirect</b> each occurrence of the behavior by:</p> <p style="margin-left: 20px;"><input type="checkbox"/> Utilizing Precision Requests</p> <p style="margin-left: 20px;"><input type="checkbox"/> Completing a Teaching Interaction</p> <p style="margin-left: 20px;"><input type="checkbox"/> Saying the following, “ _____ ”</p> <p style="margin-left: 20px;"><input type="checkbox"/> _____</p> <p><input type="checkbox"/> I will <b>apply a minimal consequence/penalty</b> for the problem behavior as follows:</p> <p style="margin-left: 20px;"><input type="checkbox"/> Loss of incentive/privilege. Describe _____</p> <p style="margin-left: 20px;"><input type="checkbox"/> Loss of _____ minutes of _____</p> <p style="margin-left: 20px;"><input type="checkbox"/> Positive practice. Describe _____</p> <p style="margin-left: 20px;"><input type="checkbox"/> Phone call to parent(s)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Complete behavior essay</p> <p><input type="checkbox"/> I will implement <b>time away from opportunity for reinforcement</b>. Describe _____</p> <p><input type="checkbox"/> I will implement a <b>level system</b> including a hierarchy of consequences for inappropriate behavior (attach description of level system).</p> <p><input type="checkbox"/> Other: _____</p> <p>_____</p> <p>_____</p>	<p>Ask yourself: How will I keep track of how often the student actually receives the identified reinforcer(s) or correction procedure(s)?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Ask yourself: Are the reinforcement and correction procedures I've outlined self-explanatory? If not, what details/explanations would help another person implement this plan accurately and consistently? (Continue on back if necessary.)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Ask yourself: How can I monitor the student's behavior so I have a reliable record of progress?

**Method of data collection:**

Frequency count across the day

Frequency count from \_\_\_\_\_ to \_\_\_\_\_  
(time of day) (time of day)

Interval recording every \_\_\_\_\_  
seconds or minutes across the day  
(circle one)

Interval recording every \_\_\_\_\_  
seconds or minutes from \_\_\_\_\_ to \_\_\_\_\_  
(circle one) (time of day) (time of day)

\_\_\_\_\_  
\_\_\_\_\_

**Describe exactly how data will be collected/recorded.**  
**Attach copies of any forms to be utilized.**

\_\_\_\_\_

\_\_\_\_\_

**Person(s) responsible for collecting data**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date for first review/analysis of data:**

\_\_\_\_\_

**SIGNATURES AND TITLES OF THOSE INVOLVED WITH THE DEVELOPMENT OF THIS PLAN**

_____	_____
ESE Teacher	General Education Teacher
_____	_____
Administrator	Guidance Counselor
_____	_____
Behavioral Consultant	Staffing Specialist
_____	_____
Parent	Parent
_____	_____
Other	Other
_____	_____
Other	Other

**REVIEW / ANALYSIS OF DATA** (Date: \_\_\_\_\_)

<input type="checkbox"/> Desired decrease in problem behavior	<input type="checkbox"/> Desired increase in replacement behavior
<input type="checkbox"/> Undesired increase in problem behavior	<input type="checkbox"/> Undesired decrease in replacement behavior

**Action to be taken:**       Continue       Modify       Plan for generalization

Plan for action: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date for next review / analysis of data: \_\_\_\_\_

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Student: \_\_\_\_\_

<p align="center"><b>REVIEW / ANALYSIS OF DATA</b> (Date: _____)</p> <p><input type="checkbox"/> Desired decrease in problem behavior      <input type="checkbox"/> Desired increase in replacement behavior</p> <p><input type="checkbox"/> Undesired increase in problem behavior      <input type="checkbox"/> Undesired decrease in replacement behavior</p> <p><b>Action to be taken:</b>      <input type="checkbox"/> Continue      <input type="checkbox"/> Modify      <input type="checkbox"/> Plan for generalization</p> <p>Plan for action:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date of next review / analysis of data:</p>	<p align="center"><b>REVIEW / ANALYSIS OF DATA</b> (Date: _____)</p> <p><input type="checkbox"/> Desired decrease in problem behavior      <input type="checkbox"/> Desired increase in replacement behavior</p> <p><input type="checkbox"/> Undesired increase in problem behavior      <input type="checkbox"/> Undesired decrease in replacement behavior</p> <p><b>Action to be taken:</b>      <input type="checkbox"/> Continue      <input type="checkbox"/> Modify      <input type="checkbox"/> Plan for generalization</p> <p>Plan for action:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date of next review / analysis of data:</p>
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<b>MEETING DATE</b>	<b>ADDITIONAL COMMENTS / NOTES</b>