FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

FUBA/BIP developed for: Programming purposes IEP requirement Participants: In your own words, describe the behavior that ANTECEDENTS CONSEQUENCES	Student: Gra	Date:
	FUBA/BIP developed for: Programming purp	
Problem behavior?	PROBLEM BEHAVIOR f the above explanation addresses multiple behaviors, identify the ONE BEHAVIOR to be argeted for intervention: The behavior I have targeted for intervention is:	Ask yourself: What "payoff" does the student obtain when she/he demonstrates the problem behavior? The student GAINS: Teacher/adult 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? Conferenced with parents Dates: Sent to office Dates:

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	FUNCTION OF PROBLEM BEHAVIOR		REPLACEMENT BEHAVIOR
	arself: Why is the student behaving this way? What function/need is being met tudent's behavior?	Ask you student:	rrself: What alternative behavior would meet the same function/need for the
Comple	te the following preliminary analysis by summarizing information from the plumns on part one of the Functional Behavior Assessment.	Comple	te the following:
When _	(summarize antecedents)	Rather t	han (identify the problem behavior)
This stu	ident(identify problem behavior)	I want t	nis student to: (define replacement behavior)
			(define replacement centurier)
In order	sto(summarize "payoffs")		(Note: This replacement behavior should represent an IEP goal.)
		This de	inition is:
		o O	bservable
Exampl	les:	Examp	es:
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.	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.	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.	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.

BEHAVIOR INTERVENTION PLAN (BIP)

PRELIMINARY STRATEGIES INSTRUCTIONAL STRATEGIES Ask yourself: What skills will the student need to be taught in order to successfully Ask yourself: Can I figure out how to correct the problem – to change the context demonstrate the replacement behavior identified in column two of page two. somehow so the problem behavior doesn't occur in the first place? (Refer to the Antecedent column on page one.) □ Social skills: _____ ☐ I could make adjustments as to **WHEN** the problem behavior is likely to occur by: □ Communication skills: _____ ☐ I could make adjustments as to **WHERE** the problem behavior is likely to occur by: □ Study skills: _____ □ Academic Skills: _____ ☐ 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: Ask yourself: How will these skills be taught? ☐ Individual instruction ☐ Group instruction **Other adjustments** that might make the problem behavior less likely to occur include: ☐ Demonstration/modeling ☐ Role play ☐ Guided practice ☐ Independent practice ☐ Clarifying and /or reteaching expectations/routines. How? Who will provide the instruction? When will instruction take place? Where will instruction take place? ☐ Modifying task/assignment/curriculum. How?____ How often will instruction take place? How will opportunities for practice/rehearsal be provided? ☐ Increasing supervision. How? How will I prompt the student to utilize his/her newly acquired skills?_____ ☐ Utilizing specialized equipment. How? _____

BEHAVIOR INTERVENTION PLAN (BIP)

REINFORCEMENT PROCEDURES	CORRECTION PROCEDURES	IMPLEMENTATION DETAILS
Ask yourself: What will I do to increase the occurrence of the replacement behavior? IDENTIFY POTENTIAL REINFORCERS: What preferred items, activities or people might be used as incentives in an intervention for this student? ESTABLISH SPECIFIC BEHAVIOR CRITERIA: What exactly must the student do to earn the above reinforcers? DETERMINE SCHEDULE OF REINFORCEMENT: How frequently can the student earn the above reinforcers?	Ask yourself: What will I do to decrease the occurrence of the problem behavior? I will ignore any/all occurrences of the problem behavior, meanwhile attending to the appropriate behavior of other students. I will verbally stop, then redirect each occurrence of the behavior by: Utilizing Precision Requests Completing a Teaching Interaction Saying the following, " I will apply a minimal consequence/penalty for the problem behavior as follows: Loss of incentive/privilege. Describe Loss of minutes of Positive practice. Describe	Ask yourself: How will I keep track of how often the student actually receives the identified reinforcer(s) or correction procedure(s)? 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.)
IDENTIFY DELIVERY SYSTEM: What intervention components will I use to monitor the student's behavior and deliver reinforcement? □ Self-monitoring system □ Point system □ Behavioral contract □ Token economy □ Group contingency □ Beep tape □ Home note system □ Chart moves □ Lottery/raffle tickets □ Tracking system □	□ Phone call to parent(s) □ Complete behavior essay □ I will implement time away from opportunity for reinforcement. Describe □ I will implement a level system including a hierarchy of consequences for inappropriate behavior (attach description of level system). □ Other:	

Student	:																
Ask yours	elf: How can I monitor the student's behavior so cliable record of progress?	so DAILY DATA															
Method of	data collection:		= —														
	Frequency count across the day																
	Frequency count from to to																
	Interval recording every seconds or minutes across the day (circle one)	Jo Jimit of															
	Interval recording every to to (circle one) (time of day) (time of day)		Dates Demander Demander Dates														
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	exactly how data will be collected/recorded. pies of any forms utilized.				<u> </u>			Da	ys								
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		Action	to be take	en:		Continu	e		□ M	odify		I	□ Plaı	n for ge	neraliz	ation	
		Plan for a	action:														

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Action to be taken: ☐ Continue ☐ Modify ☐ Plan for generalization						Action to be taken: ☐ Continue ☐ Modify ☐ Plan for generalization																				
Plan for action:							Plar	n for ac	tion:						-											
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