

## FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

FUBA/BIP developed for:  Programming purposes     IEP requirement    Participants: \_\_\_\_\_

In your own words, describe the behavior that prompted this FUBA.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### PROBLEM BEHAVIOR

If the above explanation addresses multiple behaviors, identify the **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? \_\_\_\_\_
- Conferenced with parents
- Dates: \_\_\_\_\_
- Sent to office
- Dates: \_\_\_\_\_
- \_\_\_\_\_

## FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

### 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.

### BEHAVIOR INTERVENTION PLAN (BIP)

#### 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?

- |   |   |
|---|---|
| <input type="checkbox"/> Individual instruction | <input type="checkbox"/> Group instruction    |
| <input type="checkbox"/> Demonstration/modeling | <input type="checkbox"/> Role play            |
| <input type="checkbox"/> Guided practice        | <input type="checkbox"/> 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? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





