

# Part A: Functional Behavior Assessment

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_ Student # \_\_\_\_\_

**NOTE: When crisis procedures are immediately needed, go to Part B.**

## A-1. BEHAVIOR OF CONCERN & ASSESSMENT METHODS:

Define 1-3 **PRIORITY TARGET BEHAVIORS** that warrant this assessment.  
 Use observable and measurable terms.  Pages attached

**Mark all relevant assessment methods and tools below.  
 Attach relevant document copies.**

### Existing Data – Methods/tools:

	Person Responsible	Completion Date/Initials
IEP Review: <input type="checkbox"/> NA	_____	_____
Cumulative Record Review (including STAT plan)	_____	_____
Prior FBA <input type="checkbox"/> None <input type="checkbox"/> Dates: _____	_____	_____
Prior intervention(s) <input type="checkbox"/> None	_____	_____
Start End Date Summarize interventions		
_____		
_____		
Results (data) from prior intervention(s): _____	_____	_____
Baseline data from recent period (date) _____ to (date) _____		
Summary: average of _____ events per ___ day ___ wk. ___ mo.	_____	_____
Summary: average duration of _____ per ___ day ___ wk. ___ mo.	_____	_____
Above summary based on: <input type="checkbox"/> objective data, graphs attached <input type="checkbox"/> estimation	_____	_____

### New Data – Methods/tools:

**Get signed, informed written parent consent before gathering new data –**

Parent signature date: \_\_\_\_\_ Form used:  34500,  34501,  34507,  34504  
 Interviews - Indicate person interviewed and tool used:

_____	_____	_____
Other (specify): _____	_____	_____
_____	_____	_____
<input type="checkbox"/> ABC record or checklist observations	_____	_____
<input type="checkbox"/> Scatter Plot observations	_____	_____
<input type="checkbox"/> Frequency Chart/ Tally Sheet observations	_____	_____
<input type="checkbox"/> Reinforcer Survey / Assessment	_____	_____
<input type="checkbox"/> Other (specify): _____	_____	_____

## A-2. ANTECEDENTS:

Based on section A-1.

- Pages attached for target behaviors 2 and/or 3.

**What broad “setting events” (e.g., curriculum, fatigue, diet, medicines, discomfort) may increase the likelihood of the target behavior?**

### WHERE is the behavior most likely?

- General Ed. Classroom
- Special Ed. Classroom
- Hallways  Cafeteria
- \_\_\_\_\_
- Behavior not affected by location

### WHEN is the behavior most likely?

- Morning, approx. time(s) \_\_\_\_\_
- Afternoon, approx. time(s) \_\_\_\_\_
- Before/after school  Lunch
- \_\_\_\_\_

- Behavior not affected by time

### During what SUBJECT or ACTIVITY is the behavior most likely?

- Subject(s) \_\_\_\_\_
- Seatwork  Group activities
- Lesson presentation
- Task explanations
- Unstructured activities
- Transitions
- \_\_\_\_\_
- Behavior not affected by subject/activity

### WHO is present when the target behavior is most likely?

- Teacher(s)  Male  Female
- Staff  M  F  Peer(s)  M  F
- \_\_\_\_\_
- Behavior not affected by people

## A-2. ANTECEDENTS: What OTHER EVENTS or CONDITIONS immediately precede the target behavior?

- Demand or request
- Changes in schedule or routine
- Discipline/redirection
- Peer comments/teasing
- \_\_\_\_\_

**The behavior is least likely:**  
 When \_\_\_\_\_

Where \_\_\_\_\_

With whom \_\_\_\_\_

Other conditions \_\_\_\_\_

## A-3. CONSEQUENCES:

Based on section A-1.

- Pages attached for target behaviors 2 and/or 3.

**What does the student seem to obtain after she/he demonstrates the target behavior?**

### THE STUDENT

#### GAINS:

- Teacher/adult attention  M  F
- Peer attention  M  F
- Desired item(s) \_\_\_\_\_
- Desired activity(s) \_\_\_\_\_
- Sensory consequence(s) \_\_\_\_\_
- Other: \_\_\_\_\_

#### AVOIDS or ESCAPES:

- Teacher/adult attention  M  F
- Peer attention  M  F
- Non-preferred activity/task
- Non-preferred setting
- Difficult/frustrating task
- Difficult/frustrating situation
- Other \_\_\_\_\_

# Part A: Functional Behavior Assessment

**A-4. SUMMARY STATEMENT:** ○ Pages attached for target behaviors 2 and/or 3.  
**When** (*summarize section A-2, antecedents when behavior is most likely*):

**This student** (*briefly specify target behavior in section A-1*):

**In order to** (*summarize section A-3, consequences when behavior is most likely – also known as the “function” of the target behavior*):

## A-5. TEAM CONSENSUS AND PLAN:

**The FBA (sections 1 - 4) is complete - date:** \_\_\_\_\_

Signature	Title	Signature	Title
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

○ Conference summary notes attached

**This team will meet to review the FBA results and develop the PBIP on (date):** \_\_\_\_\_

# Part B: Crisis Management Plan

Describe methods to quickly de-escalate student behaviors, assure safety, and prevent or minimize access to reinforcers in emergency situations.

○ Custom plan attached   ○ Schoolwide plan attached   ○ Not applicable  
Note: This is not a substitute for the FBA or PBIP. Complete Parts A, C, and D.

# Part C: Positive Behavioral Intervention Plan (PBIP)

**C-1. IDENTIFYING REPLACEMENT BEHAVIOR(S):** Based on section A-4.

○ Pages attached for replacement behaviors for target behaviors 2 and/or 3.  
The best type of replacement behavior serves the same purpose (function) as the target behavior. When the target behavior is *yells “Hey teacher!”* with the identified function of *gets teacher attention*, the replacement behaviors of *raise hand and ask for attention* or *place “Please Help” card on desk* serve the same purpose and will be most effective in reducing the target behavior.

A less effective replacement behavior type is incompatible behavior that cannot occur at the same time as the target behavior, (but does not serve the same purpose).  
With the prior example, *work silently* is incompatible with *yells “Hey teacher!”* but it does NOT *get teacher attention*.

The least effective replacement behavior type is desired behavior that is acceptable (but does not serve the same purpose or is not incompatible with the target behavior).  
With the prior example, *work on assignment* is more desirable than *yells “Hey teacher!”*, but it is NOT incompatible with *yells “Hey teacher!”* and it does NOT *get teacher attention*.  
Replacement behavior is never described as the absence of the target behavior.

**To replace** (*briefly describe target behavior*):

**This student will be taught and reinforced for** (*define the replacement behavior(s)*):

The above definition is: ○ Observable   ○ Measurable

# Part C: Positive Behavioral Intervention Plan (PBIP)

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_ Student # \_\_\_\_\_

## C-2. TEACHING REPLACEMENT BEHAVIOR(S):

- Pages attached for replacement behaviors for target behaviors 2 and/or 3.

**Explicit, direct instruction is needed to help this student** ○ **Acquire,**

- **Increase Fluency, or** ○ **Generalize/Maintain replacement behavior(s).**

**Instructors:** \_\_\_\_\_

**Session Locations and Days/Times** (most effective in natural settings and prior to known Antecedent conditions.)

**Session Location(s):** \_\_\_\_\_

**Session Days:** (circle) M T W T F **Time(s):** \_\_\_\_\_

**Session Frequency:** ○ daily ○ weekly **Duration:** \_\_\_\_ minutes

**Session size:** ○ 1-to-1 ○ small group - # in group: \_\_\_\_

**Standard teaching method(s):** check all that apply: ○ Description attached

- Instructions and Modeling
- Role plays/rehearsals with feedback
- Incidental Learning – planned (contrived) teaching opportunities
- Written/pictorial step-by-step instructions for student self-monitoring
- Picture prompts or cues / Picture strip
- Other: \_\_\_\_\_

**Intensive teaching method(s):** check all that apply: ○ Description attached

- Multiple, Embedded Trials During Day
- Repeated (Mass) Trials
- Errorless Learning
- Forward Chain Task Analysis
- Backward Chain Task Analysis
- Total Task Presentation
- Time delay prompts
- Other: \_\_\_\_\_

**Additional opportunities for practice/rehearsal will be provided by:** \_\_\_\_\_

**Newly acquired skills will be generalized by (e.g., shifting to natural settings, cues and contingencies):** \_\_\_\_\_

**Special materials, visual or other supports:** \_\_\_\_\_

Measurement methods for replacement behaviors are described in section C-7.

## C-3. INCREASING REPLACEMENT BEHAVIOR(S):

- Pages attached for replacement behaviors for target behaviors 2 and/or 3.

**Increase Cues:** How will the student be reminded when and where to use replacement behaviors? \_\_\_\_\_

**Reduce Effort:** How can performing replacement behaviors become easier (versus more effort to perform target behaviors)? \_\_\_\_\_

## C-3. INCREASING REPLACEMENT BEHAVIOR(S):

**Identified Reinforcers:** Each replacement behavior should earn immediate reinforcement that is the same as, or similar to, the *function* of the target behavior (see section A-4; e.g., attention, item, activity, escape).

What *other* preferred items, activities or people might be used as extra incentives to motivate this student to use Replacement behaviors?

\_\_\_\_\_ ○ Reinforcer Survey/Menu attached

**Increase motivation:** How will the strength of the reward(s) for using replacement behaviors be maximized?

Visual supports: ○ Choice board ○ First..Then.. picture strip

○ Behavior Contract attached

○ Other: \_\_\_\_\_

### Criteria to Earn Reinforcement:

What exactly must the student do to earn the Reinforcers identified below? (how much? how long? level of quality?) ○ Behavior Contract attached

**Schedule:** How frequently are the above reinforcers delivered? (Should be more often than the target behavior occurs.)

○ After every replacement behavior occurrence (best for new behaviors)

○ After ○ 2 ○ 3 ○ 4 ○ 5 ○ \_\_\_\_ replacement behavior occurrences

○ After \_\_\_\_ minutes, reinforce the next replacement behavior

○ Other: \_\_\_\_\_

○ Behavior Contract attached

**Quantity:** How much of the reinforcer is earned for **meeting** the above criteria?

How much of the reinforcer is earned for **exceeding** the above criteria (e.g., for excellent or improved behavior)? \_\_\_\_\_

\_\_\_\_\_ ○ Behavior Contract attached

**Supplemental Delivery System(s):** What other methods will be used to monitor the student's behavior and/or to deliver reinforcers?

○ Behavior contract ○ Chart ○ Point system ○ Token economy

○ Self-monitoring, Reinforcement, and Correction

○ Group contingency ○ Lottery/raffle

○ Choice board – Reinforcer menu ○ First..Then.. picture strip ○ Timer

○ Other: \_\_\_\_\_

# Part C: Positive Behavioral Intervention Plan (PBIP)

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_ Student # \_\_\_\_\_

### **C-4. STRATEGIES TO PREVENT TARGET BEHAVIORS:**

Based on sections A-2 and A-4. ○ Pages attached for target behaviors 2 and/or 3.

**Modify setting events:** How will setting events (e.g., curriculum, fatigue, diet, medicines, discomfort) be changed to reduce the likelihood of target behaviors?

**Reduce Cues:** How will antecedents be modified, reduced or eliminated?

Modify **Where** the target behavior is most likely to occur:

Modify **When** the target behavior is most likely to occur:

Modify **Subject/Activity** that precedes the target behavior:

Modify **Who** is present when the target behavior is most likely to occur:

**Other events or conditions** preceding the target behavior?

○ Expectations/routines will be modified, clarified, and/or re-taught by:

○ Task(s), assignment(s), and/or the curriculum will be modified by:

○ Supervision (e.g., proximity, number) will be increased/decreased by:

○ Other adjustments will be made by: \_\_\_\_\_

**Increase Effort:** How can performing target behaviors become more difficult (versus less effort to perform replacement behaviors)?

**Reduce motivation (reinforcer strength) for behaviors maintained by social attention or access to items or activities:**

○ Give access to the reinforcer every \_\_\_ min.s (non-contingent reinforcement)

○ Give access to the reinforcer before high probability times for target behavior

○ Other: \_\_\_\_\_

**Reduce motivation (reinforcer strength) for behaviors maintained by escape/avoidance:**

○ Give access to break/escape every \_\_\_ min.s (non-contingent reinforcement)

○ Give access to break/escape before high probability times for target behavior

○ Reduce aversive level of antecedent(s) (e.g., noise, task difficulty/size; give choice in task sequence) \_\_\_\_\_

○ Precede non-preferred tasks with 2-5 easy, fun tasks (behavior momentum)

○ Other: \_\_\_\_\_

### **C-5. STRATEGIES TO REDUCE TARGET BEHAVIORS:**

Based on sections A-3 and A-4. ○ Pages attached for target behaviors 2 and/or 3.

**How will consequences be managed to decrease target behavior events? Reinforce the absence of the behavior.**

○ Present reinforcer when the target behavior does not occur for \_\_\_ min.s.

**SELECT METHODS BELOW CAREFULLY IF TARGET BEHAVIORS ARE POTENTIALLY DANGEROUS:** ○ Intervention description attached

**Consequences for behaviors maintained by social attention:**

○ Ignore, or minimize attention after, all target behavior occurrences.

○ Teach/reinforce peers for ignoring target behavior.

○ Attend to the appropriate behavior of other students.

○ Remove from the reinforcing situation. Describe: \_\_\_\_\_

○ Other: \_\_\_\_\_

**Consequences for behaviors maintained by access to items or activities:**

○ Withhold, stop access, or remove the reinforcer. Describe: \_\_\_\_\_

○ Remove from the reinforcing situation. Describe: \_\_\_\_\_

○ Other: \_\_\_\_\_

**Consequences for behaviors maintained by escape/avoidance:**

○ Prevent escape (e.g., require task completion). Describe: \_\_\_\_\_

○ Other: \_\_\_\_\_

**Stop – Redirect:** When the target behavior occurs:

○ Calmly say: ○ Stop, ○ No ○ Other: \_\_\_\_\_ (not applicable with Ignore)

○ Block from engaging in target behavior by: \_\_\_\_\_

○ Redirect – Positive practice of replacement behavior to earn reinforcer by: \_\_\_\_\_

○ Redirect - Restore disrupted environment by: \_\_\_\_\_

○ Other: \_\_\_\_\_

**Reductive consequence:** The following are **NOT** required. Use only when Sections 1-4 are fully effective and each team member supports the need.

When the target behavior occurs, apply:

○ Minimal penalty (e.g., fine) by: \_\_\_\_\_

○ Loss of incentive/privilege by: \_\_\_\_\_

○ Other: \_\_\_\_\_

# Part C: Positive Behavioral Intervention Plan (PBIP)

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_ Student # \_\_\_\_\_

**C-6. EXPECTED, MEASURABLE OUTCOMES OF PBIP:** Refer to Baseline data in Section A-1 of FBA.  Pages attached for target behaviors 2 and/or 3.

**Decreased target behavior(s)**-Short-term:

Long-term:

**Increased replacement behavior(s)**-Short-term:

Long-term:

For ESE-eligible students, are the above outcomes reflected in the IEP?  Yes  No - If No: IEP Team should review /revise IEP goals/objectives.

When the IEP contains a goal tied to the FBA/PBIP, then the relevant evaluation plan should correspond with FBA/PBIP data collection methods.

For all other students, are the above outcomes reflected in the PS/LT plan?  Yes  No - If No: PS/LT should review /revise expected outcomes.

**C-7. MEASURING STUDENT PROGRESS:**  Pages attached for target behaviors 2 and/or 3.

**How will target behaviors be measured?**  Form(s)/procedure(s) attached  Form(s)/tool(s): \_\_\_\_\_

Where? \_\_\_\_\_ By whom? \_\_\_\_\_

What days? (circle) M T W T F What times? \_\_\_\_\_ How often? \_\_\_ per  day  week How long? \_\_\_ min.s per  day  week

**How will replacement behaviors be measured?**  Form(s)/procedure(s) attached  Form(s)/tool(s): \_\_\_\_\_

Where? \_\_\_\_\_ By whom? \_\_\_\_\_

What days? (circle) M T W T F What times? \_\_\_\_\_ How often? \_\_\_ per  day  week How long? \_\_\_ min.s per  day  week

**C-8. TRAINING THOSE WHO IMPLEMENT THE PLAN:**  Pages attached for target behaviors 2 and/or 3.

Who will conduct the training? \_\_\_\_\_ Who will be trained to implement the PBIP and measure behaviors? \_\_\_\_\_

How will training be provided?  1-to-1 (trainer to staff)  trainer to small group - # in group: \_\_\_  
 Natural setting/interactions with student  Simulated setting/interactions  
 Instructions and Modeling  Role plays/rehearsals with feedback  
 Other: \_\_\_\_\_

What special supports are provided?  PBIP copy  Checklist (abbrev. PBIP)  Flow chart  Picture prompts  Other: \_\_\_\_\_  
 Plan attached describing how to determine proficiency of persons who will implement the plan and measure behaviors

**C-9. MONITORING INTERVENTION RELIABILITY:**

Who will monitor intervention reliability (integrity)? \_\_\_\_\_

How will monitoring be conducted?  PBIP copy  Checklist (abbrev. PBIP)  Other forms/tools: \_\_\_\_\_

Where? \_\_\_\_\_

What days? (circle) M T W T F What times? \_\_\_\_\_ How often? \_\_\_ per  day  week How long? \_\_\_ min.s per  day  week

Plan attached describing how to monitor and maintain proficiency of persons who implement the plan and measure behaviors

**C-10. TEAM CONSENSUS AND PLAN FOR REVIEW:** Reviews are recommended every 1-3 months.  Conference summary notes attached

**The FBA and PBIP (sections 1 - 10) are complete - date: \_\_\_\_\_ This team will meet to review the student's progress on (date): \_\_\_\_\_**

\_\_\_\_\_  
Signature FBA-PBIP Lead Facilitator Signature Title Signature Title Signature Title

\_\_\_\_\_  
Signature Title Signature Title Signature Title Signature Title

# Part D: Positive Behavioral Intervention Plan (PBIP) Review Meeting

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_ Student # \_\_\_\_\_

**Positive Behavioral Intervention Plan (PBIP) Review Meeting Date:** \_\_\_\_\_

**Guidelines for PBIP Review Meeting:**

Display and discuss:

- student target and replacement behavior progress measures   ○ Graph(s) attached
- intervention reliability measures   ○ Graph(s) attached
- summary of Response to Intervention (RtI) – (e.g., data trend changes, progress toward aim line, data stability-variability)

When applicable, describe:

- all minor procedural changes, (major changes warrant review and revision of the PBIP)
- plans for maintaining and/or generalizing behavior changes (e.g., shifting to natural settings, cues and contingencies)
- plans for fading and terminating this PBIP

○ Conference summary notes attached

**For future PBIP Review Meetings, please attach additional copies of this page or conference summary notes.**

<i>Signature</i>	<i>FBA-PBIP Lead Facilitator</i>	<i>Signature</i>	<i>Title</i>	<i>Signature</i>	<i>Title</i>	<i>Signature</i>	<i>Title</i>
<i>Signature</i>	<i>Title</i>	<i>Signature</i>	<i>Title</i>	<i>Signature</i>	<i>Title</i>	<i>Signature</i>	<i>Title</i>