

**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:**IEP Review: ☐ NA

Cumulative Record Review (including STAT plan)

Prior FBA ☐ None ☐ Dates: \_\_\_\_\_Prior intervention(s) ☐ 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: ☐ objective data, graphs attached ☐ estimation

Person Responsible	Completion Date/Initials
_____	_____
_____	_____
_____	_____
_____	_____

**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): \_\_\_\_\_

- ☐
- ABC record or checklist observations
- 
- ☐
- Scatter Plot observations
- 
- ☐
- Frequency Chart/ Tally Sheet observations
- 
- ☐
- Reinforcer Survey / Assessment
- 
- ☐
- 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)? \_\_\_\_\_

Name and Title

Name and Title

Name and Title

Name and Title

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>