



# Case Study #1- Guided Practice

## Introduction

This packet contains everything needed to walk through the process of completing a Functional Behavior Assessment and developing a Behavior Intervention Plan for this student. The student-level team is meeting to discuss the student’s recent behavior across the school day.

- Student: Tim Welton
- Grade: 6th
- English Learner: no
- Disabilities: no
- IEP: no
- 504: no

General behavior concerns: Tim’s teachers have expressed concern regarding defiance. The team is concerned that Tim’s behaviors are negatively impacting his learning, the learning of others, and his social relationships with adults and peers. Recently, Tim’s defiance has escalated to physical aggression (e.g. pushing, hitting, or throwing an item at a person).

## Operational Definition

Defiance: Refusal to follow an instruction or redirection (e.g., “This is stupid” “Why would I do this?”). It may escalate to include profanity directed at the teacher or a peer (any vocalizations consisting of expletives such as the F-word, S-word, etc.) leaving the room without permission and/or physical aggression (pushing, hitting, or throwing an object directed at a person).

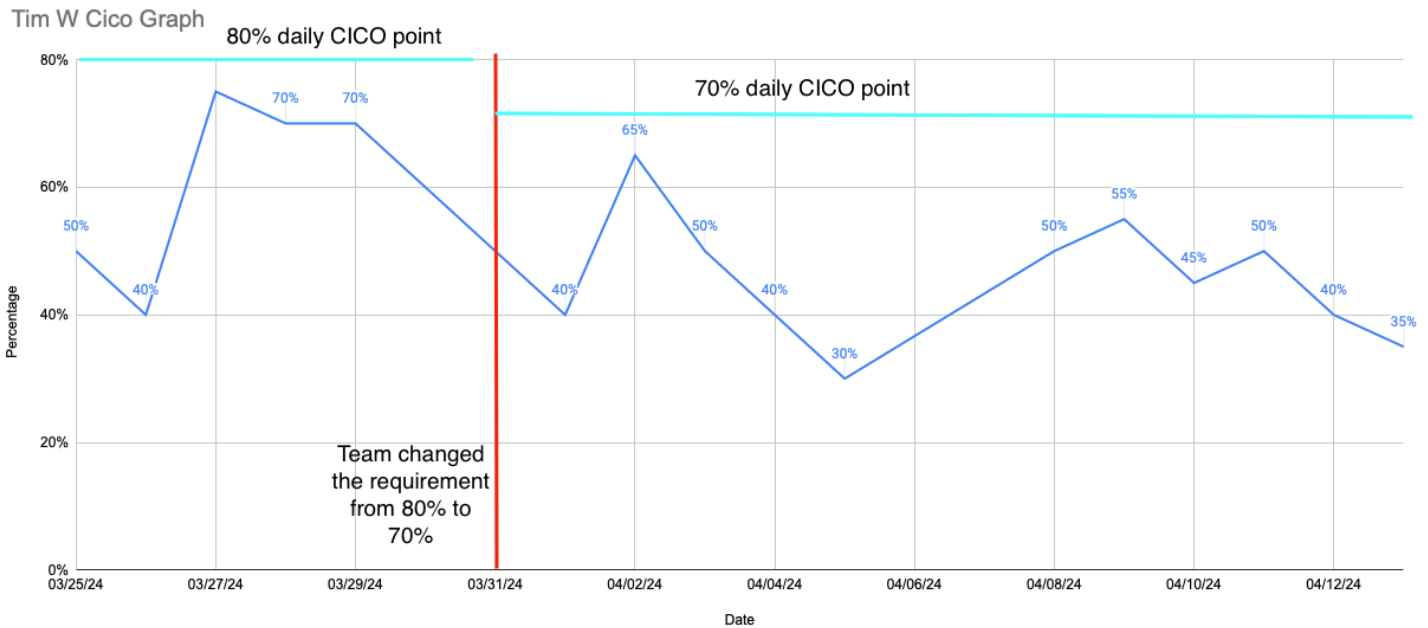
## Records Review

### Academic Achievement

Subject	Grades	ISAT Scores and Percentile Rank		Istation
Reading	C	2550	56%	Scaled Score: 1580 = Level 2 Approaching grade level
Math	C-	2513	45%	

### Tier 2 Intervention Tracking

Possible Function	Area of Need	Goal	CICO	SS Group	Self-Monitor	Behavior Contract	Check & Connect
<input type="checkbox"/> Sensory <input checked="" type="checkbox"/> <b>Escape</b> <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input checked="" type="checkbox"/> <b>Conduct</b>	Student will be safe (follow adult instructions and maintain appropriate person space with others,) on task (engage in given assignments or activities), and respectful (use appropriate spoken language) by earning 70% of daily CICO points	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: 3/25/24 Mod: 3/31/24 Fade: Grad:



### *Other Interventions or Supports Tried*

Tim has been provided with a daily planner and is given time to record assignments and due dates daily. This was a helpful tool for him at the beginning of the school year; however, recently it often becomes a power struggle to use the planner consistently. The teacher posts a schedule for the day and reviews the schedule at the start of class. It has been helpful for Tim to know ahead of time what is happening at the start of each period.

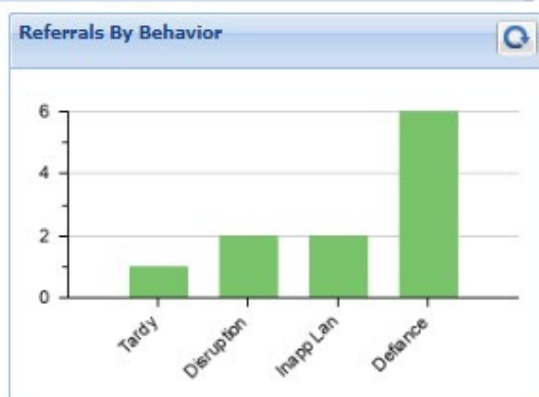
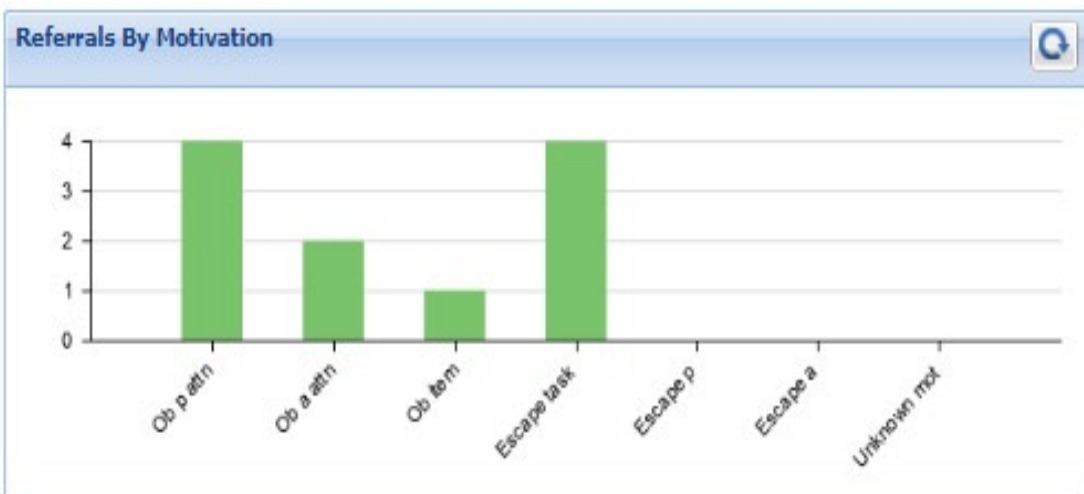
### *SWIS Data*

Major (Administrator-managed) Referrals this school year: 11

Minor (Staff-managed) Referrals this school year: 0

In-school suspension: 1 (half day)

Out-of-school suspension: 1 day



## Direct Data

## *ABC Data*

See Attached

## **Indirect Data**

### *Teacher Interview Summary*

Mr. Augusta was interviewed using the Open-Ended Functional Assessment Interview. Mr. Augusta reported that Tim is fluent in his speech and communication skills. He is approaching grade level on his reading abilities. He enjoys engaging in leisure activities with peers such as playing card games. His favorite activities at school are PE and Computers. Mr. Augusta reported that Tim exhibits several problem behaviors that include talking to peers during independent work, using inappropriate statements (often with profanity) when redirected, leaving the classroom when being redirected back to work, and recently displaying aggression towards a teacher and a peer. These behaviors occur when he is prevented from talking to peers. Mr. Augusta reports that he tries to redirect Tim by staying neutral and redirecting him back to his work.

### *Parent Interview Summary*

Mrs. Welton was interviewed using the Open-Ended Functional Assessment Interview. Mrs. Welton reported that Tim enjoys playing video games and computer games. He also prefers to play with friends. At home, Tim's problem behaviors may include yelling and arguing when he's told he can't play with certain friends. He has also hit his father when told he cannot play with friends. These behaviors are occurring when Tim is denied the opportunity to play with friends or when his gaming time is interrupted. The family responds by trying to calm him down or eventually giving in to his demands.

### *Questionnaire*

Mrs. Buddington, the Computers teacher, completed the Functional Analysis Screening Tool (FAST). Mrs. Buddington reports that she has known Tim for 3 years and interacts with him once a week when he comes to her classroom during Specials. She listed that the problem behavior is Aggression, Property destruction and other. It is occurring weekly and is severe. It is most likely to occur during independent time on the computers. It is least likely to occur if she lets him work with his peers. Right before the problem behavior occurs, Mrs. Buddington has asked him to stop talking to his peers and to do the task on the computer. What usually occurs after the problem behavior is Mrs. Buddington will continue to redirect. Sometimes Tim will leave the room. Currently his classroom teacher is doing check-in check-out with him.

The scoring summary for the FAST shows the function that was scored the highest is social (attention/preferred items) and the function that scored the next highest is social (escape from tasks/activities).

# ABC Data Sheet

Student: Tim Welton

Setting Events (Environmental changes that may increase the likelihood that behavior may occur.)				Antecedent (What occurred in the environment immediately before the behavior occurred.)	Behavior (Describe the behavior, ensure it is observable and measurable.)	Consequence (What changed in the environment immediately following the behavior.)	Comments
Date & Staff Initials	Start/End Time	Location	Activity/Other Relevant Information				
4/1	9:10 - 9:15	Math Class	Independent math work	Teacher asked Tim to work independently, "Be quiet while others finish."	"This is as dumb as you are B****!"	Peers giggle/gasp, cover mouths. Teacher ignores.	Class was distracted for 2 min, teacher upset.
4/1	12:30-12:40	Lunch Room	Class eating lunch	Tim took a snack from another student. Cafeteria aide prompted Tim to give the snack back	Refused to give it back stating that he was playing a game with the other student. He then left the cafeteria.	The aide tried to get him to come back into the cafeteria but had to leave to finish cleaning.	The principal saw Tim at the end of lunch period, hanging out in the hallway with a group of students.
4/1	1:15-1:19	Reading Class	Independent assignment	Teacher asked Tim to stop talking to peers while doing independent work.	Tim said "F***, this is so booooooring, why are you such a boring and old teacher?"	Peers laugh and watch. A peer close by gave Tim a high-5.	
4/1	1:20-1:25	Reading Class	Independent assignment	A peer threw an eraser at Tim and gave him a "look".	Tim got up and punched peer in the face (peer who threw eraser) and then walked out of the class.	The principal found Tim walking the halls with another student and had him serve in-school suspension for the rest of the day.	Tim quickly completed the independent assignments during in-school suspension. He sat playing solitaire and occasionally talking with other students in the room for the rest of the day.
4/2	9:00 – 9:30	Bathroom	Independent math work	Teacher prompted class to begin independent work time.	Tim left to go to the bathroom. Another student came back and said Tim was in the bathroom making a mess. The teacher went over to the bathroom and observed Tim and another student throwing toilet paper around the bathroom.	Teacher sent both student to principal's office.	The principal was busy with other things, the boys hung out together in the office for about an hour before the principal was able to meet with them and then both returned to class.
4/3	12:30 – 12:35	Lunch Room	Class eating lunch	Waiting in line at lunch.	To staff: "F*** this, it's so stupid. You don't know how to put food on a plate? How dumb are you?"	Peers laugh and look shocked; one student let Tim go in front of him.	
4/3	1:30-1:33	Reading	Independent assignment	Teacher gave instruction to start independent work.	Tim said "Why would we do this. It's so stupid"	Peer giggles and teacher sends Tim to office.	

# ABC Data Sheet

Student: Tim Welton

4/4	10:00 - 10:20	Science Class	Independent assignment	Teacher gave instruction to start independent work.	Tim starts talking to another student then leaves with the student without permission. Staff found them in the bathroom and Tim was writing on the wall.	Peer joined him in the bathroom and was laughing and commenting while Tim wrote on the wall	Peer didn't participate in writing on the walls but was encouraging him.
4/4	2:00 – 2:05	Specials	Independent computer time	Teacher gave instruction to start working on the computers independently.	Tim starts to talk to neighbor.	Teacher redirected him back to working independently.	
4/4	2:07 – 2:15	Specials	Independent computer time	After multiple attempts to redirect the teacher tells Tim he is done with computer time and he can go sit in a chair in the corner.	Tim refuses to sit in the corner and went to leave the classroom. The teacher tried to stop him by getting in front of him. Tim picked up a keyboard and threw it at the teacher, hitting her in face.	Tim was sent to the principal's office and suspended for one day.	

## Open-Ended Functional Assessment Interview

Developed by Gregory P. Hanley, Ph.D., BCBA-D  
(Developed August, 2002; Revised: August, 2009)

Date of Interview: 04/08/24

Child/Client: Tim Welton

Respondent's relation to child/client: 6<sup>th</sup> grade teacher

Respondent: Mr. Augusta

Interviewer: Mr. Donaldson

### RELEVANT BACKGROUND INFORMATION

1. **His/her date of birth and current age:** 10/20/2011                      12 years                      Male/Female
2. **Describe his/her language abilities:**  
Tim is able to fluently speak and communicate with others. He is approaching grade level for his reading abilities and is at about the 50<sup>th</sup> percentile for math.
3. **Describe his/her play skills and preferred toys or leisure activities.**  
In my class we have time to engage in earned preferred time and Tim likes to choose a peer or two to engage in that leisure activity with him (play card games, draw, computer games, etc.).
4. **What else does he/she prefer?**  
He likes video games and computer games. His favorite school-based activities are PE and Computers. His favorite thing to do is to hang out and talk with his peers.

### QUESTIONS TO INFORM THE DESIGN OF A FUNCTIONAL ANALYSIS

*To develop objective definitions of observable problem behaviors:*

**5. What are the problem behaviors? What do they look like?**

The behavior starts with Tim talking to his peers when he should be engaged in independent work. Next, I try to redirect him back to work instead of talking with his friends and he will engage in some type of verbal statement, usually with cussing. He will leave the room when he gets frustrated and tries to meet up with friends in different parts of the building. A couple of days ago he threw a keyboard at his \ computer teacher and hit a peer.

*To determine which problem behavior(s) will be targeted in the functional analysis:*

**6. What is the single-most concerning problem behavior?**

Obviously the aggression toward others.

**7. What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?**

Aggression, leaving class, and cussing.

*To determine the precautions required when conducting the functional analysis:*

**8. Describe the range of intensities of the problem behaviors and the extent to which he/she or others may be hurt or injured from the problem behavior.**

I feel like I explained that in question 5, but he can range from disruption and non-compliance to then cussing, leaving class, and recently engaging in aggression.

*To assist in identifying precursors to dangerous problem behaviors that may be targeted in the functional analysis instead of more dangerous problem behaviors:*

**9. Do the different types of problem behavior tend to occur in bursts or clusters and/or does any type of problem behavior typically precede another type of problem behavior (e.g., yells preceding hits)?**

They tend to follow each other, especially if he is still being told he cannot talk with his peers.

*To determine the antecedent conditions that may be incorporated into the functional analysis test conditions:*

**10. Under what conditions or situations are the problem behaviors most likely to occur?**

During work time when he is not supposed to talk to another student.

**11. Do the problem behaviors reliably occur during any particular activities?**

Sometimes I have seen him do it during lunch when he is having an issue with another peer.

**12. What seems to trigger the problem behavior?**

Not getting to talk to peers.

**13. Does problem behavior occur when you break routines or interrupt activities? If so, describe.**

Not really.

**14. Does the problem behavior occur when it appears that he/she won't get his/her way? If so, describe the things that the child often attempts to control.**

Yes. He wants to be able to talk with his peers all day.

*To determine the test condition(s) that should be conducted and the specific type(s) of consequences that may be incorporated into the test condition(s):*

**15. How do you and others react or respond to the problem behavior?**

I try to remain neutral and redirect him back to the work he is supposed to be doing. I remind him that he will have a chance to talk to his peers later in the day.

**16. What do you and others do to calm him/her down once he/she engaged in the problem behavior?**

I try to remain neutral and redirect again. Sometimes I will ignore him and move his peers to another table so he is alone.

**17. What do you and others do to distract him/her from engaging in the problem behavior?**

I remind him when the times are that he can talk to his peers.

*In addition to the above information, to assist in developing a hunch as to why problem behavior is occurring and to assist in determining the test condition(s) to be conducted:*

**18. What do you think he/she is trying to communicate with his/her problem behavior, if anything?**

That he wants to talk to his peers.

**19. Do you think this problem behavior is a form of self-stimulation? If so, what gives you that impression?**

No.

**20. Why do you think he/she is engaging in the problem behavior?**

He wants to talk to his peers, he likes the attention.



## Open-Ended Functional Assessment Interview

Developed by Gregory P. Hanley, Ph.D., BCBA-D  
(Developed August, 2002; Revised: August, 2009)

Date of Interview: 04/09/24

Child/Client: Tim Welton

Respondent's relation to child/client: Mother

Respondent: Donna Welton

Interviewer: Mr. Donaldson

### RELEVANT BACKGROUND INFORMATION

1. **His/her date of birth and current age:** 10/20/2011                      12 years                      Male/Female
2. **Describe his/her language abilities:**  
Tim is able to speak and read.
3. **Describe his/her play skills and preferred toys or leisure activities:**  
From a young age Tim has always enjoyed playing with others his age. Right now, he prefers to play video games or computer games.
4. **What else does he/she prefer?**  
He prefers to play with friends and he likes to play any type of video game.

### QUESTIONS TO INFORM THE DESIGN OF A FUNCTIONAL ANALYSIS

*To develop objective definitions of observable problem behaviors:*

**5. What are the problem behaviors? What do they look like?**

At home we typically don't see a lot of behavior. He comes home and eats food and then goes to his room to play video games. Sometimes he will yell at us and one time he hit my husband when we told him he couldn't play with a friend, but that is usually very minimal.

*To determine which problem behavior(s) will be targeted in the functional analysis:*

**6. What is the single-most concerning problem behavior?**

He will yell and argue with us if we tell him he can't play with a certain friend. Sometimes he will leave the room and he has hit my husband a couple of times.

**7. What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?**

Same answer as the last question.

*To determine the precautions required when conducting the functional analysis:*

**8. Describe the range of intensities of the problem behaviors and the extent to which he/she or others may be hurt or injured from the problem behavior.**

Most of the time we leave him alone and don't see behavior from him. He did hit my husband one time when we told him he couldn't play with a friend.

*To assist in identifying precursors to dangerous problem behaviors that may be targeted in the functional analysis instead of more dangerous problem behaviors:*

**9. Do the different types of problem behavior tend to occur in bursts or clusters and/or does any type of problem behavior typically precede another type of problem behavior (e.g., yells preceding hits)?**

He will usually yell first and occasionally hit someone or leaves the room.

*To determine the antecedent conditions that may be incorporated into the functional analysis test conditions:*

**10. Under what conditions or situations are the problem behaviors most likely to occur?**

If we try to get him to come and join us for an activity when he wants to play video games, or if we don't let him go hang out with his friends.

**11. Do the problem behaviors reliably occur during any particular activities?**

If we don't let him hang out with friends.

**12. What seems to trigger the problem behavior?**

Being told he can't play with friends.

**13. Does problem behavior occur when you break routines or interrupt activities? If so, describe.**

Sometimes, if we stop him from playing video games.

**14. Does the problem behavior occur when it appears that he/she won't get his/her way? If so, describe the things that the child often attempts to control.**

Yes. Specifically, when he wants to hang out with his friends.

*To determine the test condition(s) that should be conducted and the specific type(s) of consequences that may be incorporated into the test condition(s):*

**15. How do you and others react or respond to the problem behavior?**

We try to calm him down.

**16. What do you and others do to calm him/her down once he/she engaged in the problem behavior?**

We usually end up giving him what he wants which is to see his friends. We try to have him do a chore or something first, so he "earns" it, but we are trying our best to avoid him getting upset.

**17. What do you and others do to distract him/her from engaging in the problem behavior?**

We have tried to set up a friend schedule for him so he knows when he will see them.

*In addition to the above information, to assist in developing a hunch as to why problem behavior is occurring and to assist in determining the test condition(s) to be conducted:*

**18. What do you think he/she is trying to communicate with his/her problem behavior, if anything?**

That he wants to see his friends.

**19. Do you think this problem behavior is a form of self-stimulation? If so, what gives you that impression?**

No.

**20. Why do you think he/she is engaging in the problem behavior?**

To go spend time with his friends.

# FAST

## Functional Analysis Screening Tool

Client: Tim Welton.

Date: 04/09/24

Informant: Mrs. Buddington (Computers teacher)

Interviewer: Mrs. Cashton

**To the Interviewer:** The FAST identifies factors that may influence problem behaviors. Use it only for screening as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results to guide direct observation in several different situations to verify suspected behavioral functions and to identify other factors that may influence the problem behavior.

**To the Informant:** Complete the sections below. Then read each question carefully and answer it by circling "Yes" or "No." If you are uncertain about an answer, circle "N/A."

### Informant-Client Relationship

1. Indicate your relationship to the person: \_\_\_ Parent.  Instructor \_\_\_ Therapist/Residential Staff \_\_\_\_\_ (Other)
2. How long have you known the person? 3 Years \_\_\_ Months
3. Do you interact with the person daily? \_\_\_ Yes  No
4. In what situations do you usually interact with the person?  
 Meals  Academic training  
 Leisure  Work or vocational training  
 Self-care  He comes to my room for computers once a week for Specials. (Other)

### Problem Behavior Information

1. Problem behavior (check and describe):  
 Aggression  
 Self-Injury  
 Stereotypy  
 Property destruction  
 Other
2. Frequency: \_\_\_ Hourly \_\_\_ Daily  Weekly \_\_\_ Less often
3. Severity: \_\_\_ Mild: Disruptive but little risk to property or health  
 \_\_\_ Moderate: Property damage or minor injury  
 Severe: Significant threat to health or safety
4. Situations in which the problem behavior is most likely to occur:  
Days/Times: Thursdays at 2:00  
Settings/Activities: Independent time on the computers  
Persons present: Me and other students
5. Situations in which the problem behavior is least likely to occur:  
Days/Times: Don't know  
Settings/Activities: If I let him work with his peers  
Persons present: Other peers
6. What is usually happening to the person right before the problem behavior occurs: I have redirected him back to working on the computer alone instead of talking to his peers.
7. What usually happens to the person right after the problem behavior occurs? I continue to redirect him back to his work. Sometimes he will leave to room.
8. Current treatments: I know his teacher has started check in check out with him.

1. Does the problem behavior occur when the person is not receiving attention or when caregivers are paying attention to someone else?  Yes  No  N/A
2. Does the problem behavior occur when the person's requests for preferred items or activities are denied or when these are taken away?  Yes  No  N/A
3. When the problem behavior occurs, do caregivers usually try to calm the person down or involve the person in preferred activities?  Yes  No  N/A
4. Is the person usually well behaved when (s)he is getting lots of attention or when preferred activities are freely available?  Yes  No  N/A
5. Does the person usually fuss or resist when (s)he is asked to perform a task or to participate in activities? Yes  No  N/A
6. Does the problem behavior occur when the person is asked to perform a task or to participate in activities?  Yes  No  N/A
7. If the problem behavior occurs while tasks are being presented, is the person usually given a "break" from tasks? Yes  No  N/A
8. Is the person usually well behaved when (s)he is not required to do anything?  Yes  No  N/A
9. Does the problem behavior occur even when no one is nearby or watching? Yes  No  N/A
10. Does the person engage in the problem behavior even when leisure activities are available? Yes  No  N/A
11. Does the problem behavior appear to be a form of "self-stimulation?" Yes  No  N/A
12. Is the problem behavior less likely to occur when sensory stimulating activities are presented? Yes  No  N/A
13. Is the problem behavior cyclical, occurring for several days and then stopping? Yes  No  N/A
14. Does the person have recurring painful conditions such as ear infections or allergies? Yes  No  N/A  
If so, list: \_\_\_\_\_
15. Is the problem behavior more likely to occur when the person is ill? Yes  No  N/A
16. If the person is experiencing physical problems, and these are treated, does the problem behavior usually go away? Yes  No  N/A

### Scoring Summary

Circle the number of each question that was answered "Yes" and enter the number of items that were circled in the "Total" column.

Items Circled "Yes"	Total	Potential Source of Reinforcement
<input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 4	<u>4</u>	Social (attention/preferred items)
5 <input checked="" type="radio"/> 6 7 <input checked="" type="radio"/> 8	<u>2</u>	Social (escape from tasks/activities)
9 10 11 12	<u>0</u>	Automatic (sensory stimulation)
13 14 15 16	<u>0</u>	Automatic (pain attenuation)



# Functional Behavior Assessment (FBA)



Document Date: \_\_\_\_\_ Date *Consent for Assessment* received: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

District ID: \_\_\_\_\_ School ID: \_\_\_\_\_ Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Native Language: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parent Contact Information: \_\_\_\_\_

## TEAM INFORMATION

Team Member Name	Position or Title	Role in Assessment	Agreement with Report	
			Yes	No

**Position or title suggestions:** School Psychologist, BCBA, Behavior Specialist, Sped Teacher, General Education Teacher, Parent/Guardian, Admin, Para educator, OT, PT, SLP, Other

**Role in Assessment suggestions:** Assessor, Assessment Lead, Interviewee, Data Contributor, Other

## STUDENT SUMMARY

Include summary of student information and previous assessments relevant to this assessment. Include the circumstances that have prompted this assessment, current problem behavior, and at least 3 strengths-based contributions.



# Functional Behavior Assessment (FBA)



## STEP 1: IDENTIFY PROBLEM BEHAVIOR

### A. Behavioral Label

From summary above, select one (most interfering, impactful, or critical problem behavior) for assessment.

- Aggression
  - Disruption
  - Incomplete work
  - Property destruction
  - Theft
  - Withdrawn/Disengaged
  - Other (use box below)
- Disrespectful
  - Inappropriate verbalization
  - Non-compliance
  - Self-injury
  - Wandering/Exiting area

### B. Operational Definition

Must be active, measurable, and observable.

*is defined as*

## STEP 2: DATA COLLECTION AND SYNTHESIS

### A. Sources of Data for Assessment (check all that apply, must have at least two)

Observation Data <i>Rate, Duration, Latency, Scatterplot data</i>	Dates: _____ Location: _____
ABC Data <b>(required)</b>	Conducted by: _____

Parent/Guardian/ Educator Interview	Person Interviewed: _____ Interviewer: _____ Dates: _____
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Questionnaires/Rating Scales	Functional Analysis Screening Tool Questions About Behavioral Function Problem Behavior Questionnaire Motivation Assessment Scale Other _____
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Records Review	Date records reviewed: _____
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# Functional Behavior Assessment (FBA)



## B. Baseline Data of Problem Behavior

Summarize baseline data of problem behavior through numerical values and narrative summary or visual graph (1 of 2, must use one box, may use both).

Summary should represent a minimum of 3 data points of data gathered, unless assessing high intensity-low frequency behavior.

Visual Graph (2 of 2, must use one box, may use both).

Visual should represent a minimum of 3 data points of data gathered, unless assessing high intensity-low frequency behavior.

## C. Setting Events *Identify a minimum of 1 setting event and a maximum of 3.*

Based on data collected, what sets the stage for problem behavior or increases probability of occurrence?

a.

b.

c.

Most impactful setting event



# Functional Behavior Assessment (FBA)



## D. Antecedents to Problem Behavior

Identify a minimum of 1 antecedent and a maximum of 3. Be as specific as possible.

Based on data collected, what immediately triggers the problem behavior?

a.

b.

c.

Most commonly occurring antecedent

1.

## E. Consequences following Problem Behavior

Identify a minimum of 1 and a maximum of 3 consequences. Be as specific as possible.

Based on data collected, what most frequently occurs immediately after problem behavior?

a.

b.

c.

Most commonly occurring consequence

1.



# Functional Behavior Assessment (FBA)



## F. Antecedents to Desired Behavior

*Identify a minimum of 1 antecedent and a maximum of 3.*

Based on data collected, when is the problem behavior LEAST likely to happen?

a.

b.

c.

## G. Summary and Analysis

Provide a narrative summary and analysis of data collected and reported in Step 2.





# Functional Behavior Assessment (FBA)



## STEP 3: HYPOTHESIS STATEMENT *(Summary statement)*

Given

[Empty text box for 'Given' condition]

\_\_\_\_\_ will engage in

[Empty text box for behavior description]

which most frequently results in:

[Empty text box for consequences]

it is more likely when:

[Empty text box for situational factors]

This results in: *(must select one)*

- \_\_\_\_\_
- Sensory/Automatic reinforcement of problem behavior
- Escape/Avoidance of non-preferred/perceived aversive
- Attention/Social reinforcement
- Tangible/Access to preferred item or activity



# Functional Behavior Assessment (FBA)



**STEP 4: COMPETING BEHAVIOR PATHWAY**  
 Fill in boxes 1,2,3 and 4 from information above. Grayed out boxes can be left blank.  
 These will be addressed in the Behavior Intervention Plan (BIP).

**5. Desired Behavior**

**6. Consequence**

**3. Setting Event**  
It is more likely when

**2. Antecedent**  
Given

**1. Problem Behavior**  
Will engage in

**4. Reinforcing Consequence**

**7. Replacement Behavior**

**8. Reinforcing Consequence**



# Behavior Intervention Plan (BIP)



Document Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

District ID: \_\_\_\_\_ School ID: \_\_\_\_\_ Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Native Language: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parent Contact Information: \_\_\_\_\_

## TEAM INFORMATION

Team Member Name	Position or Title	Role in BIP Development

**Position or title suggestions:** School Psychologist, BCBA, Behavior Specialist, Sped Teacher, General Education Teacher, Parent/Guardian, Admin, Para educator, OT, PT, SLP, Other

**Role in Intervention Plan suggestions:** Data Collector, Implementer, Case Manager, Progress Monitor, Fidelity Checker

### This Behavior Intervention plan is based on the following (check all that apply)

Functional Behavior Assessment (FBA) from report dated \_\_\_\_\_

Data Collection (observations, records reviews, interviews) dated \_\_\_\_\_

Social/Emotional Assessment from report dated \_\_\_\_\_

Other (describe) \_\_\_\_\_



# Behavior Intervention Plan (BIP)



## RATIONALE FOR BEHAVIOR INTERVENTION PLAN

**Provide a summary of why this plan is being put in place**

*What does the team hope to achieve and teach the student?*

**Summarize data or results from the student's FBA or other assessment(s)**

*(e.g., hypothesis statement)*

**Provide a history of behavior interventions targeting behavior of concern**

*What interventions have been tried previously?*

*What was the outcome of the previously implemented interventions?*

## STEP 1: COMPLETE THE COMPETING BEHAVIOR PATHWAY MATRIX

*Fill in boxes 1, 2, 3 and 4 from your FBA and/or other sources of data*

### COMPETING BEHAVIOR PATHWAY (CBP)

				<b>5. Desired Behavior</b>	<b>6. Consequence</b>
<b>3. Setting Event</b>	<b>2. Antecedent</b>	<b>1. Problem Behavior</b>	<b>4. Reinforcing Consequence</b>		
				<b>7. Replacement Behavior</b>	<b>8. Reinforcing Consequence*</b>
					<i>*Input should match box 4 function</i>

## STEP 2: IDENTIFY PROBLEM BEHAVIOR

### A. Problem Behavior

*This is located on the Functional Behavior Assessment (FBA) and in box 1 of the CBP in Step 1.*

**Fill in with the problem behavior and include the operational definition of the problem behavior.**

### B. Replacement Behavior

*This is located in box 7 of the CBP in Step 1.*

**Fill in with behavior that can be taught in place of problem behavior and meets the same need/function.**

### C. Long Term Desired Behavior

*This is located in box 5 of the CBP in Step 1.*

**Fill in with behavior that is related to the replacement behavior but will require longer acquisition period or more advanced skills to be taught.**

## STEP 3: PREVENTATIVE STRATEGIES/ANTECEDENT INTERVENTIONS

### A. Setting Event Strategies

*Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the identified setting events. The setting event is located in box 3 of your Competing Behavior Pathway Matrix (CBP).*

What will the adults in the environment do to prevent the problem behavior?		
<b>Identified Setting Event</b> <i>Identified in box 3 of the CBP. What happens prior to the antecedent that makes problem behavior more likely?</i>	<b>Plan to remove or minimize/neutralize</b>	<b>Who is responsible?</b> <i>Who is in charge of making sure this happens?</i>

### B. Antecedent Interventions/Strategies

*Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the antecedent. The antecedent (trigger) is located in box 2 of your Competing Behavior Pathway Matrix.*

What will the adults in the environment do to prevent the problem behavior?		
<b>Identified Antecedent (trigger)</b> <i>Identified in box 2 of the CBP. What happens immediately before problem behavior?</i>	<b>Plan to remove or minimize/neutralize</b>	<b>Who is responsible?</b> <i>Who is in charge of making sure this happens?</i>



# Behavior Intervention Plan (BIP)



## STEP 4: REPLACEMENT BEHAVIOR - TEACHING

### Replacement Behavior *This is located in box 7 of your CBP and Step 2B.*

*What can the team teach immediately, that matches function of behavior?*

**Plan to Teach**  
*How will behavior be modeled? How will behavior be practiced?  
How will behavior be prompted (if needed) in the moment until mastery?*

**Plan to reinforce replacement behavior**  
*How will this behavior be reinforced? How will the student get their need met right away?*

**Responsible team member**  
*Who is responsible for teaching replacement behavior?*



## STEP 5: CONSEQUENCES/RESPONSE - HOW TO RESPOND TO BEHAVIOR

### Behavior

#### Replacement Behavior

--

#### Problem Behavior

--

### Response

#### Plan to reinforce replacement behavior.

*How will replacement behavior be immediately reinforced and match function of behavior?*

--

#### Plan to respond to problem behavior.

*How will adults respond to problem behavior? How will reinforcement for problem behavior be minimized?  
How will adults redirect to replacement behavior?*

--

**Additional reinforcement plans.** *What other reinforcement will help the student be successful?*

--

**Who is responsible for responding?** \_\_\_\_\_



# Behavior Intervention Plan (BIP)



## STEP 6: PLAN FOR PROGRESS MONITORING

### A. Annual IEP Goal

*Annual goal(s) that will be addressed through this Behavior Intervention Plan.  
 Annual goal should be created based on needs identified through the FBA and/or BIP process.  
 The IEP goal should address the identified Replacement Behavior.  
 The Annual goal should match the goal listed in the IEP. Amendment to the IEP may be necessary.*

Given

\_\_\_\_\_ will

in *(insert mastery criteria)*

Objective/Benchmark 1	Objective/Benchmark 2	Objective/Benchmark 3



# Behavior Intervention Plan (BIP)



## STEP 6: PLAN FOR PROGRESS MONITORING

### B. Data Collection

*Teams should consider collecting data on both reduction of the Problem Behavior and the increase in Replacement Behavior.*

**How will behavior be measured?** *Frequency, duration, rate, etc...*

**When will behavior be measured?** *Daily, weekly probe, 10 min intervals, etc...*

**Who will collect data and in what settings?** *Who is responsible for collecting?*

**What are mastery criteria?** *What does it look like when this goal is met?*

### C. Implementation Monitoring

*What is the team's plan for monitoring fidelity in implementation?*

## STEP 7: CRISIS PLAN CONSIDERATION

### A. Does this student's problem behavior require a Crisis Plan?

- *Yes (Attach Crisis Plan Form)*
- *No (Provide Rationale)*



# Behavior Intervention Plan (BIP)



## BIP AT A GLANCE

### Preventative Strategies

Blank area for Preventative Strategies.

### Replacement Behavior

Blank area for Replacement Behavior.

### Response to Problem Behavior and Other Reinforcement

Blank area for Response to Problem Behavior and Other Reinforcement.



# Crisis Plan



Document Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

District ID: \_\_\_\_\_ School ID: \_\_\_\_\_ Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Native Language: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parent Contact Information: \_\_\_\_\_

## TEAM INFORMATION

Team Member Name	Position or Title	Role in Crisis Plan Development

**Position or title suggestions:** School Psychologist, BCBA, Behavior Specialist, Sped Teacher, General Education Teacher, Parent/Guardian, Admin, Para educator, OT, PT, SLP, Other

**Role in Crisis Plan Development suggestions:** Documenter, Lead Developer, Escalation Supporter, Primary Student Supporter, Safety Monitor, Other

This Crisis Plan is an extension of a Behavior Plan dated: \_\_\_\_\_

## RATIONALE FOR CRISIS PLAN

*Why does the student need this plan?*

Large empty box for writing the rationale for the crisis plan.



# Crisis Plan | Escalation Cycle



Phase	What phase looks like in some individuals	What phase looks like in student	Recommended adult response	Team member reaction and response
<b>Trigger</b>	The team may not outwardly see the trigger as it is often a setting event/antecedent that may be internalized and accumulate.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: redirect student’s thoughts (distraction); remind student of what you have taught them previously.	<i>Identify the adult response to the trigger.</i>
<b>Agitation</b>	Agitation may include jerky movements, tightly held body, clenched fists, speech that cuts off conversation; difficulty focusing/ withdrawal.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: minimize situation by doing something different; distract.	<i>Identify the adult response to agitation.</i>

\* Crisis Escalation Cycle Adapted from: *Managing the Cycle of Acting-Out Behavior in the Classroom* by Dr. Geoff Colvin and Dr. Terrence Scott *Back off or Else!*



# Crisis Plan | Escalation Cycle



Phase	What phase looks like in some individuals	What phase looks like in student	Recommended adult response	Team member reaction and response
<b>Acceleration</b>	Acceleration may include the student exhibiting behaviors that elicit responses such as: arguing, swearing, threatening; intimidating or being defiant; leaving the room or environment; property destruction.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: remove triggers that perpetuate escalation; establish bottom line (safety for student and others); detach/disengage from student but remain neutrally supportive and available for safety.	<i>Identify the adult response to acceleration.</i>
<b>Peak</b>	Peak may include most severe and out of control behavior; physical aggression to self and others; severe property destruction; severe tantrums; hyperventilation; running away.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: minimize peak and continue steps from escalation; focus on student and staff safety; clear room if not already done.	<i>Identify the adult response to peak.</i>

\* Crisis Escalation Cycle Adapted from: *Managing the Cycle of Acting-Out Behavior in the Classroom* by Dr. Geoff Colvin and Dr. Terrence Scott *Back off or Else!*



# Crisis Plan | Escalation Cycle



Phase	What phase looks like in some individuals	What phase looks like in student	Recommended adult response	Team member reaction and response
<b>De-escalation</b>	De-escalation may include confusion; attempts to project blame or apologize; attempts to reconcile or ensure they are liked/safe; withdrawal; responsive to concrete directions.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: minimal attention for peak crisis; focus on removing excess confrontation; not a time for debrief or “consequences”; not a time to force a return to task/activity that caused the escalation; test calmness with requests for small motor movements.	<i>Identify the adult response to de-escalation.</i>

\* Crisis Escalation Cycle Adapted from: *Managing the Cycle of Acting-Out Behavior in the Classroom* by Dr. Geoff Colvin and Dr. Terrence Scott *Back off or Else!*





# Crisis Plan | Escalation Cycle



Phase	What phase looks like in some individuals	What phase looks like in student	Recommended adult response	Team member reaction and response
<b>Recovery</b>	Recovery may include willingness to engage in non-interactive ways; subdued; willing to resume work; reluctance to enter discussions about behavior.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: provide focus on routine activities; reinforce small displays of appropriate behavior; debrief later.	<i>Identify the adult response to recovery.</i>

\* Crisis Escalation Cycle Adapted from: *Managing the Cycle of Acting-Out Behavior in the Classroom* by Dr. Geoff Colvin and Dr. Terrence Scott *Back off or Else!*

## TEAM CONSIDERATIONS

### A. When a crisis arises, what is each team member's role?

*In case of room clear - who stays with student vs. removes other students? Who neutrally engages with student and sees crisis through? Who documents crisis and informs necessary team members and guardians? Who leads a staff debrief meeting?*

Team Member	Role in Crisis Plan