

FBA and BIP Form

District/Building: _____

Student: _____ School Year: _____

1. Student Underlying Issues

(Use Guiding Questions document)

Learning Challenges & Uneven Skill Development

Environmental Mismatch & Change

Sensory/Biological/Medical Impact of Concerns

Difficult to Motivate

Social Challenges

Emotional Challenges

Communication Challenges

Summarize your students challenges in 6 sentences or less:

2. Impact of Actions and Reactions of Adults and Peers

What Others Do (Makes Behavior Worse)

How Does Student React? (How Does Behavior Change?)

Instead

What Other Do (Makes Behavior Better)

How Does Student React? (How Does Behavior Change?)

3. Antecedents

(Use Guiding Questions document)

Setting Events/Slow Triggers

Quick Triggers

Precursor Behavior(s)

4. Target Behavior

Target Behavior

5. Consequences

(Use Guiding Questions document)

Consequences/what happens after the behavior

6. Data

What specifically will you be tracking based on the target behavior?

Which method(s) would work best? (frequency, duration, interval, intensity)

Who is going to create the data sheet?

Who will be responsible to track the data? Who will train those responsible and check for fidelity?

Who will graph the data?

When/how often will the team meet to review the data?

7. Missing Skills

(Use Guiding Questions document)

Skills needed in academic/learning situations?

Skills needed in social situations?

Skills needed when overwhelmed with emotions, anxiety, or sensory overload?

Skills needed when attempting to communicate?

Skills needed when following directions, making a transition, or engaging independently with assigned work/task?

Skills needed when using coping/self-regulation skills?

Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?

8. Student Strengths, Interests, Preferences

Communication

Physical attributes, grooming, & hygiene

Coping strategies

Academics

Functional & daily living skills

Work habits

Self-regulation

Self-monitoring of sensory needs

Personality traits

Personal motivators/reinforcers

Self-determination skills

Social, manners

Attitude

Perseverance

Empathy

Creativity

Art, music

Electronics

Other

Summarize your students strengths in 6 sentences or less:

9. Baseline Data Results

What is the average of the baseline data on the target behavior?

10. Why? Function of the Target Behavior

Obtains a Desired Object, Person, Activity or Experience

What is obtained?

Why does s/he want this?

Gains Sensory Experience or Physiological Benefit

What is the sensory/physiological experience/benefit?

Why is s/he searching for this experience/benefit?

Escapes an Undesirable Task, Activity, Person or Experience

What is escaped?

Why does s/he wish to escape this?

Provides Communication

What is s/he communicating with the target behavior?

The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):

Because (Why is it the function? What is s/he communicating with the targeted behavior?):

11. Replacement Behavior

Target Behavior (See #4 above)

Function of Behavior (See #10 Hypothesis/Because above)

Replacement Behavior that Serves the Same Function

12. Behavior Intervention Plan

(Use Guiding Questions document)

Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)

Objective to Decrease Target Behavior (Based on baseline data)

Objective to Increase Replacement Behavior

Data Collection Procedures

Antecedent Procedures (Look back to Items 1, 3, 7, and 8)

Procedures in Response to Target Behavior (including reinforcement plan)

Procedures to Teach Replacement Behavior (including reinforcement plan)

Safety Procedures

Implementation and Monitoring of Plan