

Functional Behavioral Assessment

Individual Student FBA

Student Name:

I.D.#:

**Date
Completed:**

Information based on multiple sources as appropriate:

- ☐ Observation of Student
- ☐ Student interview
- ☐ Parent/Guardian interview
- ☐ Student's record review
- ☐ Teacher/Related Services Provider:
- ☐ Other relevant Information

Hypothesis Statement

(Competing Behavior Pathway)

(6) Desired Behavior <i>(Describe in concrete/measurable terms what the student should be doing- what is typically expected of same aged peers)</i>	(7) Reinforcing Consequence(s) for Desired Behavior <i>(What happens in the environment immediately following the desired behavior)</i>
--	--

(5) Setting Event <i>(Condition(s) under which behavior usually occurs- makes it more likely that trigger will bring about the problem behavior)</i>	(3) Trigger/Antecedent <i>(What happens immediately prior to the problem behavior)</i>	(2) Problem Behavior w Baseline Data <i>(Concrete/observable/measurable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)</i>	(4) Maintaining Consequence / Function <i>(What happens in the environment immediately following the problem behavior)</i>
---	---	---	---

(1) Student Strengths and Preferences for Reinforcement: <i>(Consider interests and hobbies in addition to strengths)</i>
--

(8) Replacement/Alternative Acceptable Behavior <i>(What can we teach the student to do instead of what he/she is currently doing)</i>

Behavioral Intervention Plan Required

Safety Plan Required

☐ Yes ☐ No

☐ Yes ☐ No

FBA/BIP Facilitator: _____

Team Members: _____

Name/signature: _____

Names/roles: _____

BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: _____

Date: _____

Hypothesis statement:

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
--------------------------	-----------------------	---------------------	------------------------

Consider strategies to eliminate or neutralize identified setting event(s)	Consider strategies to prevent/modify identified “triggers”- (prevent problem behavior)	Consider strategies for teaching the replacement/alternative behavior	Consider strategies for reinforcing the use the of replacement behavior
	Consider strategies for prompting for the replacement/alternative behavior	Consider strategies for teaching the desired behavior	Consider strategies for responding to the problem behavior
			Consider including a Safety Plan if needed