

# FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY AND BEHAVIOR INTERVENTION PLAN

Student:

Birthdate:

Date of Report:

Person(s) Coordinating Development of FBA/BIP

Persons Involved in FBA/BIP:

I. FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY: (based upon results of FBA)

A. Define Behavior(s) In Observable/Measurable Terms. Include How Often Each Behavior Occurs, How Long It Lasts , And Its Intensity \*(low, medium, high):

Behavior	Frequency	Duration	Intensity

B. Identify When Behavior(s) Was First Observed And Significant Events At That Time

C. Identify Any Signs/Cues From Student That Help Predict That The Behavior Will Occur

D. Identify What Happens Just Before Behavior Which May Trigger The Behavior-Antecedent(s)

E. Identify Settings, Situations, And Other Variables Which Influence Behavior To Occur (Check and specify any of the following that apply)

a. Daily Schedule

Time	Activity	Behavior Present
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		

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Weekly Schedule

Day	Activity	Behavior Present
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

- b. \_\_\_ Specific days or time of day:
- c. \_\_\_ Settings (school, home, class, hallway, bus,)
- d. \_\_\_ Particular subject areas (math, P.E.):
- e. \_\_\_ Type or length of task (written, corrections, transitions, independent, unstructured):
- f. \_\_\_ Manner of presenting instruction, feedback, correction (language used, pacing, tone, facial expression, individual vs. group, lecture):\_
- g. \_\_\_ Particular persons (relationship factors):\_
- h. \_\_\_ Environmental characteristics (sensory stimuli, seating):
- i. \_\_\_ Medical/physical factors:\_
- j. \_\_\_ Home/family factors:
- k. \_\_\_ Other

F. Identify When, Where, And With Whom The Behavior Is LEAST Likely To Occur

G. Identify Those Skill Deficits Which Interfere With Student's Ability To Behave As Expected

1. Is student aware of expected behavior and understand the consequences of his/her behavior?
2. Does student have the ability/skills necessary to behave as expected? Yes No. If no, what skills does student need?

H. What Occurs Immediately Following The Behavior - Consequences:

I. Identify Function Of Undesirable Behavior(s)

Behavior	What student gets, avoids, and/or escapes

J. Identify Student Strengths, Interests, And Possible Reinforcers

1. Identify student's strengths:

2. Identify student's areas of interest:

3. Identify potential reinforcers for student:

K. Review Of Previous Strategies and Disciplinary Measures Attempted

1. Identify previous strategies/disciplinary measures that have not worked:

2. Identify previous strategies that have been effective:

II. BEHAVIOR INTERVENTION PLAN

(Using the information from the FBA summary, complete the following to develop interventions.)

A. INTERVENTION(S) TO REDUCE/ELIMINATE PROBLEM BEHAVIOR(S):

(How will the school respond when the student exhibits the target behaviors?):

Target behavior(s) to be reduced/eliminated:	Function of behavior:

2. Given the function of the student's behavior, identify intervention to be implemented after target behavior occurs. It is important that the selected consequence does not reinforce the student's inappropriate behavior (check those that apply):

- provide corrective feedback/verbal reprimand
- time-out
- planned ignoring
- loss of privilege/something desirable
- redirection
- in school isolation
- after school detention
- self monitoring/management of behavior
- physical prompt/escort/restraint
- other \_\_\_\_\_

3. Describe procedure (step by step, if applicable) for what will be done and said when behavior occurs -

B. INTERVENTIONS TO TEACH SKILLS/BEHAVIORS TO REPLACE PROBLEM BEHAVIORS

1. Behaviors to be taught to student to replace problem behavior and help student get his/her needs met more appropriately:

2. Identify reinforcers to be used:

3. Describe procedure(s) (step by step, if applicable) for teaching and reinforcing these behaviors. Include how often and when reinforcers will be given:

C. INTERVENTIONS TO PREVENT BEHAVIOR(S) FROM OCCURRING (changes in settings, situations, and other variables to be made to reduce the likelihood that the targeted problem behavior will occur)

1. Check any of the following settings, situations, and other variables to be changed to help prevent the behavior from occurring:

- Modification in school day/schedule
- Changes in the manner of presenting instruction/feedback
- Changes in classes/subject areas
- Modification of physical environment
- Changes in instructional setting(s)
- Relationships (peers, teachers)
- Changes in instructor
- Modification of expectations/ requirements
- Modification of curriculum/academic programs
- Medical/physical factors
- Modifications of learning activities/tasks
- Home/Family issues to be addressed
- Other \_\_\_\_\_

2. Describe specific changes in the settings, situations, and other variables checked above to be made to prevent the behavior from occurring:

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D. EVALUATION OF STUDENT'S BEHAVIORAL PROGRESS

1. Identify specific/observable behavior(s) to be measured to determine behavioral progress:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Describe how and who will measure whether the student's behavior has improved? (Develop and attach data recording sheet to be used to measure behavioral progress.).

3. Identify a schedule to meet to review the student's behavioral progress and make necessary plan modifications including future meetings to address skill generalization, maintenance, and fading of BIP.

E. SIGNATURE AND TITLE OF THOSE INVOLVED WITH DEVELOPMENT OF THIS PLAN:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Special Education Teacher

\_\_\_\_\_  
School Psychologist

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Principal