Functional Behavioral Assessment

Student Name: *Samuel Tester*   **Grade:** *8th*   **Date:** *09/08/2023*   **DOB:** *12/13/2010*

Target Behavior: *Directions Document (2025)*

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. If used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment <u>must be reviewed at an IEP meeting</u> and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

STUDENT STRENGTHS - Include a description of behavioral strengths (e.g., ignores inappropriate behaviors of peers, positive interactions with staff, accepts responsibility, etc.).
There is a summary of:
-At least one social behavior strength
-At least one academic strength
-One example of other desirable behaviors the student demonstrates

-Recognize their successes, accomplishments and positive relationships with others.

-Reference supporting sources of information (According to staff interview, Peer interview, informal conversations with ___, IEP meeting notes dated ___, etc.)
-Supporting sources are dated no earlier than 60days before the FBA document date.

OPERATIONAL DEFINITION OF TARGET BEHAVIOR - Include a description of the frequency, duration and intensity of the behavior.
-The target behavior is clearly named, if there is more than one behavior, there is no overlap between the problem behaviors identified.

-If more than one behavior, each behavior is addressed and numbered throughout each section

-Operational definitions are distinct (Pass the Dead Man's test)

-Includes hard data: frequency, duration, or intensity data is summarized

-Refers to supporting sources of information, sources are not older than 60 days before the document date.

SETTING - Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).
-Locations where the behavior is MOST and LEAST likely to occur are summarized
-Times of day when the behavior is demonstrated (Most and Least)
-The persons with whom the behavior is most and least likely to occur
-The activities that are most often occurring when the target behavior happens and those least frequently occurring.
-Refers to summarizing sources of information, Supporting sources are dated no earlier than 60days before the FBA document date

ANTECEDENTS - Include a description of the relevant events that preceded the target behavior.
-One or more antecedents that predictably occur IMMEDIATELY BEFORE each defined target behavior have been summarized (make a list)
-Summaries refer to sources of information. Supporting sources are dated no earlier than 60days before the FBA document date
-Supporting sources include: ABC data, Direct Observations, Parent/Staff Interview, Student Interview, Indirect Assessment (FAST, QABF)

CONSEQUENCES - Include a description of the result of the target behavior (e.g. removed from the classroom and did not complete assignment. What is the payoff for the student?).

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-One or more antecedents that predictably occur IMMEDIATELY AFTER each defined target behavior have been summarized (make a list)
-Summaries refer to sources of information. Supporting sources are dated no earlier than 60days before the FBA document date
-Supporting sources include: ABC data, Direct Observations, Parent/Staff Interview, Student Interview, Indirect Assessment (FAST, QABF)

ENVIRONMENTAL VARIABLES - Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, sleep, diet, social factors).
-One or more setting event that occur prior to the instructional session which predictably impact the likelihood of the target behavior are summarized (Precipitating factors)
OR
There is a statement that says "environmental variables were investigated but none were identified".
-Summaries refer to sources of information. Supporting sources are dated no earlier than 60days before the FBA document date (Interviews, record review, informal conversations, IEP meeting notes, etc.)

HYPOTHESIS OF BEHAVIORAL FUNCTION - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.
-There is a hypothesis of behavioral function statement for each target behavior or class of behaviors in the operational definition.(See Options below)
-A desired change of condition has been identified (escape/delay/avoid OR obtain/maintain)
-A desired outcome has been identified (attention, tangibles, activity/task, automatic)

Positive Reinforcement- Gain access to (attention/tangible)
Negative Reinforcement- Escape/avoid/delay
Positive Automatic Reinforcement- Gain access to sensory stimulation
Negative Automatic Reinforcement- Escape/avoid pain sensations

Is this behavior a ☐ **Skill Deficit** or a ☐ **Performance Deficit**

Skill Deficit: The student does not know how to perform the desired behavior.
Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Behavioral Intervention Plan

Student Name: *Samuel Tester*   **Grade:** *8th*   **Date:** *09/08/2023*   **DOB:** *12/13/2010*

Target Behavior: *Directions Document (2025)*

Operational Definition (frequency, duration, intensity, setting, antecedents, consequences):

-The target behavior is clearly named, if there is more than one behavior, there is no overlap between the problem behaviors identified.

-If more than one behavior, each behavior is addressed and numbered throughout each section

-Operational definitions are distinct (Pass the Dead Man's test)

-Includes hard data: frequency, duration, or intensity data is summarized

-Refers to supporting sources of information, sources are not older than 60 days before the document date.

Is this behavior a: ☑ Skill deficit: The student does not know *how* to perform the desired behavior.
                              ☐ Performance deficit: The student knows how to perform the desired behavior, but does not *consistently* do so.

Behavioral Strengths:

There is a summary of:
-At least one social behavior strength
-At least one academic strength
-One example of other desirable behaviors the student demonstrates

-Recognize their successes, accomplishments and positive relationships with others.

-Reference supporting sources of information (According to staff interview, Peer interview, informal conversations with ___, IEP meeting notes dated ___, etc.)
-Supporting sources are dated no earlier than 60days before the FBA document date.

Function:

☑ Accessing positive reinforcement - Attention

Check the one that corresponds with the FBA. Write in: (If more than one, check the box of the primary function)*

The student attempts to gain access to attention from _____.

☐ Accessing positive reinforcement - Tangibles

The student attempt to gain access to _____(items or activities).

☐ Accessing negative reinforcement - Escape

The student attempts to escape or avoid aversive stimuli such as _____.

☐ Accessing automatic reinforcement - Sensory or Avoid Pain

The student attempts to contact sensory stimulation by engaging in _____
-OR-

Behavioral Intervention Plan

The student attempt to escape aversive and painful sensations such as _____

Positive Supports/ Prevention:	Crises/Action Plan:	Replacement Behavior:

Environment:
  -*What changes are needed to reduce the likelihood of behavior in the future?*
  -*Link changes to the function.*
 	
  Ideas:
  -*Seating changes or physical room rearrangement*
  -*Minimize sensory distractions (lights, sound)*
  -*Do desired items need to be put out of reach?*
  -*Do transitions need to be established or adjusted?*
  -*Do certain materials or information need to be posted in the classroom?*
  -*Class size, teacher proximity, schedule needs (consistency, etc.)*
  -*Furniture types*
  -*Visuals posted and/or within student reach*
 	
Instruction/ Curriculum:
  -*What changes/modifications are needed to reduce the likelihood of the target behavior?*
  -*Link directly to behavioral function*
 	
  Ideas:
  -*List the skills you will teach, order of instruction*
  -*Adjusting task difficulty, determining whether modification of the curriculum is necessary*
  -*Adjusting pacing, presentation of instruction, time to respond, etc.*
  -*Adjusting the way the student shows their knowledge of standards*
  -*Use of timers, work breaks,*
	Describe steps to be taken during behavior crises
	  Steps to take in order to PEVENT the target behavior:
	  1.
	  2.
	  3.
	  ...
	
	-*Describe the methods used in order to implement any new environmental, instructional, reinforcement, or additional positive support listed on the left hand side.(What staff should say or do)*
	-*Describe any prompting or modeling steps staff need to use in order to teach and encourage the replacement behavior skill.*
	-*If aide support or proximity support is used during initial instruction, describe how it might be faded over time.*
	
	Steps to take in RESPONSE to the target behavior:
	  1.
	  2.
	  3.
	  ...
	
	-*Describe the methods used to respond to mild to moderate occurrences of the target behavior (What staff should say or do)*
	-*Action plan steps includes methods that are consistent with the hypothesis statement and do not result in the same outcome unintentionally reinforcing the problem behavior.*
	(Ex: Arguing with a student who is seeking attention would reinforce the target behavior)
	-*Describe when staff should*
		Describe the new behavior and how it will be taught
		  -*Include a replacement behavior (What the student will do or say) for each target behavior defined.*
		
		  -*Each replacement behavior serves the same function as the target behavior. (Ex: If the function is escape, what can they do to escape in socially appropriate way?)*
		
		  -*Each replacement behavior is written as a goal statement in the BIP (Done specifically at the bottom of this page*
		
		  -*The goals are also copied to a goal page in the IEP with a plan for monitoring progress*
		
		  -*A description of how the replacement behavior will be taught, by whom, and when it will take place is included.*
		  Sample statement:
		  ("_____ *will be taught during both structured (planned) and natural occurring circumstances, using modeling and repeated practice, during (time of day/activity). Initial instruction will occur with the special education teacher during _____. Once the replacement skill is established, it will be generalized to additional settings and locations such as* _____."*

Behavioral Intervention Plan

chunking, simplify language, etc.
-Including interests/preferences in instruction/curriculum
-Choice/options of order or type of assignment (where, with what, with whom, etc.)
-adding any new curriculums (Zones of regulation, 5 Point Scale, Second Step, etc.)

Other Supports:
-Any additional Positive supports that will reduce the likelihood the target behavior will occur
-Linked directly to behavioral function

Ideas:
-Visuals (be specific about what they are and what they're for, list all type of visuals needed)
-Necessary schedules, routines Outline use of breaks (scheduled, contingent, non-contingent)
-Alerts, reminders, review expectations before transitions
-Ability to engage in sensory experiences that soothe the student
-Devices needed (AAC)
-List any consult services the team will receive
-You can list the accommodations in their IEP (and put some of these on your accommodations list if it makes sense to do so)

Motivator/ Reinforcement System:
-A list of possible motivators and rewards are incorporated into the intervention to increase the likelihood the replacement behavior skills and other desired behaviors will occur in the future.
-Also linked directly to behavioral function

consider using the additional restrictive measures listed below. (i.e. students are progressing from trigger and agitation stages of escalation to acceleration or peak)
-Include Recovery conversation steps
1. Reflect on the facts
2. Understand the needs of the student
3. Repair staff /student relationships or student/student relationships
4. Problem solve future events
5. Check for understanding
6. Encourage growth and highlight progress

Behavioral Intervention Plan

-Describe any: 1. Student specific systems of reinforcement 2. Classroom systems of reinforcement that can be utilized to target the replacement behavior 3. How the student will participate in PBIS programs and any modifications to criteria that need to be made.		

Restrictive Measures:
-Describe the methods used to respond to ESCALATED occurrences of the target behavior (Steps staff should follow)
-Restrictive methods are consistent with the hypothesis statement and do not result in the same outcome unintentionally reinforcing the problem behavior.
(Ex: Arguing with a student who is seeking attention would reinforce the target behavior)
-The plan includes procedures for documenting restrictive discipline measures and timelines for evaluations.

Method/Procedure Ideas:
-Loss of privileges
-Removal from class or group
-CPI Holds or Transport Procedures (Discuss documentation and notification in your steps)
-Conference with teacher and/or principal
-Social probation (temporary individualized student schedule in order to avoid triggers or limit preferred activities)
-Alternative to suspension plans/programs
-Detention, Suspension, Expulsion

*If the last 3 are utilized, describe evaluations timelines and when the student would return to regularly scheduled activities.

Sample CPI Framework:
[student] will learn about their crisis plan (and what a crisis is) with _____ during _____ by _____.

[student] is in crisis when [describe what it looks like when your student is in crisis mode]. Triggers to this escalation might include [include behaviors or scenarios that could push the student into a crisis situation].

Step 1: The classroom staff will…
Step 2:
Step 3:
Step [optional]: Describe restraint procedures (imminent danger, note taking, timing, etc.) only if there is a history of this need or the behavior is severe enough to warrant this. If not, do not include this.
Step 4: The crisis has ended when…
Step 5: The crisis will be documented by the student's caseworker outlining the date, time, severity of incident, and how it was resolved. If restraint was used it will be documented and processed according to ISBE and RCS requirements.

If the student re-escalates, these steps will be repeated. All incidents of physical contact and aggression towards staff/students and incidents of restraint need to be reported to building administration immediately after the event or by the end of the teacher work day, if administration was not involved with the incident. Select staff in [student]'s building will be trained in Crisis Prevention Intervention strategies and de-escalation techniques. Trained staff must

Behavioral Intervention Plan

revisit the course each year and be recertified yearly.

Outcomes/goal:
Restate the replacement behavior as a goal. Include behavior reduction within that goal.

Example: "When (antecedent trigger), (student) will (replacement behavior) in order to reduce the rate of the target behavior from baseline rates of ___ per ___ to ___ or fewer per ___, by (end date)."

Data Collection:

☑ Charting ☐ Work Samples ☐ Grade book ☐ Attendance ☐ Other *Select how you will be monitoring*

Timeframe: *(Date 4-6 weeks out)*

Coord w/Caregivers:

☑ Prog Rep ☐ Email/phone ☐ Data sheets ***Frequency:*** *Quarterly*

Progress Updates

Date: *04/11/2025* **Evaluated By:** *Emma Reichert Campbell*

Progress:
Use this feature to report progress updates and attach ongoing graphic representation.

-Progress monitoring needs to occur within the first 4-6 weeks of any new plan in order to be sure we are seeing desired results (confirms function)
-Provide additional updates at least 2x per annual review cycle, best practice would be quarterly when goal progress is reported.
-Additional updates can be provided as often as the IEP team meets
-Helpful to document use of ATS, Suspensions, etc. and when students will return to regularly scheduled activities.