SUPPLEMENTAL RESOURCES

These resources are examples of materials which may be utilized, but are not a mandatory part of the LRBI Rule. Web sites and publications are also included for information purposes only. This is not an exhaustive list of the resources available.
FUNCTIONAL BEHAVIOR ASSESSMENT
BEHAVIOR INTERVENTION PLANS

Functional Behavior Assessment

When an IEP team determines that a behavioral intervention is needed, the process generally begins with an assessment of the problem behavior's function. This information is gathered during a functional behavior assessment.

Functional Behavior Assessment (FBA) is a systematic process for describing problem behavior and identifying the environmental factors and surrounding events associated with problem behavior. This information is used to develop an effective plan for reducing the frequency or severity of problem behavior, and to identify and teach more appropriate replacement behavior.

Observation and interview procedures are usually part of a FBA. Observation is conducted to determine the antecedents and consequences of the identified problem behavior. The demands of the environment(s) in which the behavior occurs may be setting events and/or predictors of the behavior.

Behavior Intervention Plans

The behavior intervention plan is a detailed plan for implementation of the changes in antecedents, consequences, and replacement behaviors which have been identified to help the student learn more appropriate behavior. The plan usually includes baseline data on the frequency and/or severity of the target behavior. The target behavior is defined, the behavioral goal for the student, and specific steps to be implemented leading to an improved result are outlined. The plan also includes a method of collecting data on the student's progress, and dates for follow-up and review of the plan.

Sample Forms for District Use

Sample forms for the FBA process and for BIPs are included in this Resources section. The forms provided are samples which districts may choose to use. Many districts have created or selected their own process and forms for their teachers to use. Each blank form in this section is followed by a completed copy of the same form as an example of its application to a specific student's behavior.

ABC Observation Form ............................................................ R-2
Functional Assessment Checklist .............................................. R-4
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Assessing Environmental Demands .......................................... R-8
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Behavior Intervention Plan ...................................................... R-12
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Web Sites and Publications .................................................... R-29
<table>
<thead>
<tr>
<th>Student: ____________________________</th>
<th>Observer: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ________________</td>
<td>Time: ____________</td>
</tr>
<tr>
<td><strong>Context of Incident:</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Antecedent:</strong></td>
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<tr>
<td><strong>Behavior:</strong></td>
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<tr>
<td><strong>Consequence:</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments/Other Observations:</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ABC Observation Form

**Antecedent-Behavior-Consequence**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan</td>
<td>John Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16</td>
<td>10:30 - 11:00</td>
<td>Reading Group</td>
</tr>
</tbody>
</table>

**Context of Incident:**
In the 5th grade general education classroom; the teacher is working with groups of 5-8 students at a time in a corner for direct reading instruction. Susan is in her seat in the middle row, near the front of the room.

**Antecedent:**
The teacher asks the next group of students including Susan to come to the reading corner.

**Behavior:**
Susan gets up, begins walking towards the reading corner, hits two boys on the head on the way; turns around saying loudly, “I forgot my book,” returns to desk; teacher verbally prompts her to come to group, Susan pulls papers and book out of her desk onto the chair and floor. Teacher raises voice and tells her to hurry.

**Consequence:**
Teacher says Susan go to the hall and wait there until I come and talk to you. Susan leaves room, having avoided the reading lesson.

**Comments/Other Observations:**
Ask teacher what happen when Susan is in the reading group. Instructional level? What about assignments after group?
Functional Assessment Checklist for Teachers and Staff

Student ___________________________ Date ___________________ Grade ___________________
Teacher/Staff Completing Checklist ______________________________________________________

Student Profile: Please identify the student's strengths, including any academic interests, social skills, hobbies, sports, etc._____________________________________________________________________
____________________________________________________________________________________

Directions: To gain a better understanding of the nature and scope of the problem behavior(s) please check the most relevant item(s). Use the CONSIDERATIONS space at the bottom of each section to provide a brief description.

**Problem Behavior(s): Behavior(s) of concern that are occurring.**

- Tardy
- Inappropriate language
- Disrupts class activities
- Theft
- Inattentive
- Fighting/Physical Aggression
- Insubordination/Disrespectful
- Sleeping
- Work Incomplete
- Verbally Harasses Others
- Vandalism
- Other (describe)

CONSIDERATIONS: What behavior typically occurs first and how does it escalate? What does behavior look like?
__________________________________________________________________________________
__________________________________________________________________________________

**Predictor(s) & Setting Events: Persons, place, or time where behavior of concern is most likely to occur.**

<table>
<thead>
<tr>
<th>Location</th>
<th>Person(s)</th>
<th>Time</th>
<th>Academic Concerns</th>
<th>Setting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class</td>
<td>Peer(s)</td>
<td>Before School</td>
<td>All Classes</td>
<td>Use of Medication</td>
</tr>
<tr>
<td>Hall</td>
<td>Teacher(s)</td>
<td>Morning</td>
<td>Reading</td>
<td>Physical Health</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Staff</td>
<td>Lunch</td>
<td>Math</td>
<td>Illegal Drug Use</td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td>Homeroom</td>
<td>Special Ed. Eligible</td>
<td>Conflict at Home</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Afternoon</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

CONSIDERATIONS: A specific activity that is difficult for student? Does the behavior occur alone or with peers?
__________________________________________________________________________________

**Consequence(s): What typically happens after behavior of concern occurs?**

<table>
<thead>
<tr>
<th>Obtains Attention</th>
<th>Escapes or Avoids Demand or Situation</th>
<th>Current Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Attention</td>
<td>Escape difficult activity</td>
<td>Change Seating</td>
</tr>
<tr>
<td>Adult Attention</td>
<td>Ignore/Decrease Adult Attention</td>
<td>Contact Parent</td>
</tr>
<tr>
<td>Activity</td>
<td>Negative Peer Attention</td>
<td>Send to Office</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

CONSIDERATIONS: What strategies have been effective? After an incident what does the student obtain (e.g. attention) or avoid (e.g. a difficult task)?
__________________________________________________________________________________

**Summary of Behavior**

Use the items selected above and information written in the CONSIDERATIONS to complete section below.

<table>
<thead>
<tr>
<th>Predictor(s) &amp; Setting Event</th>
<th>Behavior(s) of Concern</th>
<th>Consequences</th>
</tr>
</thead>
</table>


R- 4
Student Profile: Please identify the student's strengths, including any academic interests, social skills, hobbies, sports, etc. Susan is good at math. She has many friends and really likes PE. She usually plays basketball at recess.

Directions: To gain a better understanding of the nature and scope of the problem behavior(s) please check the most relevant item(s). Use the CONSIDERATIONS space at the bottom of each section to provide a brief description.

Problem Behavior(s): Behavior(s) of concern that are occurring.

- Tardy
- Inattentive
- Work Incomplete
- Other (describe)

CONSIDERATIONS: What behavior typically occurs first and how does it escalate? What does behavior look like? Walks slowly, may say "oh no" when called to reading group. Hits kids or their desks. Returns to desk to look for book. Empties desk on the floor.

Predictor(s) & Setting Events: Persons, place, or time where behavior of concern is most likely to occur.

<table>
<thead>
<tr>
<th>Location</th>
<th>Person(s)</th>
<th>Time</th>
<th>Academic Concerns</th>
<th>Setting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>X In class</td>
<td>X Peer(s)</td>
<td>Before School</td>
<td>All Classes</td>
<td>Use of Medication</td>
</tr>
<tr>
<td>_Hall</td>
<td>X Teacher(s)</td>
<td>X Morning</td>
<td>X Reading</td>
<td>Physical Health</td>
</tr>
<tr>
<td>_Cafeteria</td>
<td>_Staff</td>
<td>Lunch</td>
<td>Math</td>
<td>Illegal Drug Use</td>
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<tr>
<td>_Bus</td>
<td>_Staff</td>
<td>Homeroom</td>
<td>_Special Ed. Eligible</td>
<td>Conflict at Home</td>
</tr>
<tr>
<td>_Other</td>
<td>_Staff</td>
<td>Afternoon</td>
<td>_Other</td>
<td>_Other</td>
</tr>
</tbody>
</table>

CONSIDERATIONS: A specific activity that is difficult for student? Does the behavior occur alone or with peers? Reading is a challenge for Susan.

Consequence(s): What typically happens after behavior of concern occurs?

<table>
<thead>
<tr>
<th>Obtains Attention</th>
<th>Escapes or Avoids Demand or Situation</th>
<th>Current Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>_X Peer Attention</td>
<td>_X Escape difficult activity</td>
<td>_Change Seating</td>
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<tr>
<td>_X Adult Attention</td>
<td>_Ignore/Decrease Adult Attention</td>
<td>_Contact Parent</td>
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<tr>
<td>_Activity</td>
<td>_Negative Peer Attention</td>
<td>_Send to Office</td>
</tr>
<tr>
<td>_Other</td>
<td>_Other</td>
<td>_X Other Send to hall, scolds</td>
</tr>
</tbody>
</table>

CONSIDERATIONS: What strategies have been effective? After an incident what does the student obtain (e.g. attention) or avoid (e.g. a difficult task)? Mainly she is successful in avoiding the reading group lesson.

Summary of Behavior

Use the items selected above and information written in the CONSIDERATIONS to complete section below.

<table>
<thead>
<tr>
<th>Predictor(s) &amp; Setting Event</th>
<th>Behavior(s) of Concern</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher request to come to reading, Susan is anxious</td>
<td>Delays, hits, talks loud on way to reading</td>
<td>Avoids reading group lessons.</td>
</tr>
</tbody>
</table>

SCATTER PLOT ASSESSMENT

Student: ___________________________ Observer: ___________________________
Starting Date: _____________________ Target Behavior: _______________________

☐ high rate of the behavior  ☐ low rate of the behavior  ☐ none of the behavior

<table>
<thead>
<tr>
<th>Time in 5-minute intervals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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</tbody>
</table>

Center for Effective Collaboration and Practice, Washington, D.C. 20007
SCATTER PLOT ASSESSMENT

Student: Susan Observer: John Smith
Starting Date: Sept. 18 Target Behavior: Delaying giving to reading groups by hitting other students or by going through desk.

- high rate of the behavior - low rate of the behavior G none of the behavior

<table>
<thead>
<tr>
<th>Time in 5-minute intervals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<tbody>
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<td>1030</td>
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<td>1040</td>
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<td>1045</td>
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<tr>
<td>1050</td>
<td>Sent to hall</td>
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<tr>
<td>1055</td>
<td>Sent out</td>
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</tbody>
</table>

Center for Effective Collaboration and Practice, Washington, D.C. 20007
Name:________________________________ Class:___________________ Date:___________

Teacher: Please complete this questionnaire to help us support students receiving instruction in your classroom.

**Teaching Strategies**

About how much of the class time is spent in cooperative learning groups? _______%
About how much of the class time is spent in lecture? _______%
About how much of the class time is spent in independent work? _______%
About how much of the class time is spent in large group discussion? _______%

**Grading**

What are the grading criteria in the class? _____________________________________________
Is extra credit work encouraged? Yes No
Can students re-do assignments, correcting errors? Yes No

**Tests**

What is the frequency of tests/quizzes in your class? Daily Weekly Monthly Quarterly
What kind of tests are used? (Circle all that apply.)
Multiple Choice Essay Open Book Take Home Group Matching/True-False

**Teaching Materials and Assignments**

Do you use a textbook in your class? Yes No
Handouts or other written materials? Yes No
Are students expected to read materials in class independently? Yes No
What materials must students bring to class daily? ______________________________________
Are assignments to be completed through word processing? Yes No
What is the typical length of a writing assignment? Sentence Paragraph Page
Is a research paper required? Yes No
Are oral presentations required? Yes No
What, if any, other major projects or assignments are required? ______________________________________
How often do students reply to questions in writing? ______________________________________
Which of the following are factored into the student=s grade?
Attendance Tardiness Participation Work Completion
What other student behaviors are considered in grading? ______________________________________
Must students take notes in class? Yes No

**Classroom Management**

Are your classroom rules and guidelines posted? Yes No
What kinds of reinforcements are used in your class? ______________________________________
What kinds of other consequences are used? ______________________________________

H:Kkowalski/LRBI/Appendix/Assessing Environmental Demands
Teacher: Please complete this questionnaire to help us support students receiving instruction in your classroom.

**Teaching Strategies**

About how much of the class time is spent in cooperative learning groups? 10 %
About how much of the class time is spent in lecture? 50 %
About how much of the class time is spent in independent work? 30 %
About how much of the class time is spent in large group discussion? 10 %

**Grading**

What are the grading criteria in the class? __________________________________________
Is extra credit work encouraged? □ Yes No
Can students re-do assignments, correcting errors? Yes □ No

**Tests**

What is the frequency of tests/quizzes in your class? Daily □ Weekly Monthly Quarterly
What kind of tests are used? (Circle all that apply.)
- □ Multiple Choice □ Essay Open Book Take Home Group □ Matching/True-False

**Teaching Materials and Assignments**

Do you use a textbook in your class? □ Yes No
Handouts or other written materials? □ Yes No
Are students expected to read materials in class independently? □ Yes No
What materials must students bring to class daily? Book, pencil
Are assignments to be completed through word processing? Yes □ No
What is the typical length of a writing assignment?
- Sentence □ Paragraph □ Page
Is a research paper required? □ Yes No
Are oral presentations required? □ Yes No
What, if any, other major projects or assignments are required? Book and story reports
How often do students reply to questions in writing? Daily
Which of the following are factored into the student=s grade?
- Attendance Tardiness □ Participation □ Work Completion
What other student behaviors are considered in grading? Cooperation
Must students take notes in class? Yes □ No

**Classroom Management**

Are your classroom rules and guidelines posted? □ Yes No
What kinds of reinforcements are used in your class? Early recess and extra PE time
What kinds of other consequences are used? Loss of recess; scolding
Designing Functional Interventions

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Predictors</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Setting Event Strategies | Predictor Strategies | Teaching Strategies | Consequence Strategies

### Designing Functional Interventions

**Susan feels anxious about reading out loud**

#### Setting Events
- Time for small group reading lessons.

#### Predictors
- Teacher asks her to come to reading group

#### Behavior
- Susan uses delay tactics such as hitting, returning to her desk, and rummaging around for materials.

#### Consequences
- Gets teacher and students attention. Avoids reading group when sent to the hall.

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Predictors</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan worries about how hard the reading will be.</td>
<td>Teacher asks her to come to reading group</td>
<td>Susan uses delay tactics such as hitting, returning to her desk, and rummaging around for materials.</td>
<td>Gets teacher and students attention. Avoids reading group when sent to the hall.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Predictor Strategies</th>
<th>Teaching Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan has daily schedule with reading group, time highlighted. Teacher reminds Susan that she can ask for help on any words she doesn’t know.</td>
<td>Teacher walks to Susan’s desk then asks Susan to come to group.</td>
<td>Help all students including Susan to organize materials and move quickly to and from reading groups.</td>
<td>Verbal praise for students when getting ready for reading groups promptly and appropriately. Susan can make a tally for each day she gets to group appropriately and earn extra recess for class.</td>
</tr>
</tbody>
</table>

---

Behavior Intervention Plan

Student: ____________________________ Grade: ____  School: ________________________
Date Developed: _____________________  Date of Implementation: _____________________

Base Line Data Results:

Hypothesis Statement:

Person(s) Responsible for Implementing Plan:

<table>
<thead>
<tr>
<th>Behavior of Concern</th>
<th>Behavior Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Intervention Goal:

(c)McConnell, Hilvits, & Cox, 1997 developed for Turner Unified School District #202, Kansas City, KS.
Intervention Plan

1. 

2. 

3. 

4. 

When and where the plan will be implemented:

Intervention Data Collection Summary

Follow-Up and Review Date(s):

Team Meeting Participants

Name  
_____________________________________  _________________________
_____________________________________  _________________________
_____________________________________  _________________________
_____________________________________  _________________________

(c)McConnell, Hilvits, & Cox, 1997 developed for Turner Unified School District #202, Kansas City, KS.
Behavior Intervention Plan

Student: Susan  Grade: 5th  School: Whittier Elementary
Date Developed: Sept. 20  Date of Implementation: Sept 22

Base Line Data Results:
Susan was sent out of classroom 5/10 days, she demonstrated problem behaviors at high rates on 5 days, low rates on 4 days. She was absent on 1 day.

Hypothesis Statement:
Susan uses problem behaviors to avoid participating in the reading group where she is anxious about her poor reading ability.

Person(s) Responsible for Implementing Plan: Classroom teacher, Mrs. Jones

Behavior of Concern
Refusing to come to reading group, hitting students, returning to desk, rummaging through desk, putting materials on floor.

Behavior Defined
Delay of 2 minutes or more in getting to reading group, from time asked to come there.

Intervention Goal:
Susan will come to reading group and participate successfully 9 of 10 consecutive days.

(c) McConnell, Hilvits, & Cox, 1997 developed for Turner Unified School District #202, Kansas City, KS.
Behavior Intervention Plan

Intervention Plan

1. Susan will have schedule on desk to cue her about reading group time.

2. Mrs. Jones will go to Susan’s desk and remind her that she can ask for help during the reading group, and prompt her to come to group.

3. Mrs. Jones will give verbal praise to each student for coming to reading group promptly.

4. Susan will make a tally mark each time she gets to the group within 2 minutes of being asked to come.

When and where the plan will be implemented:
Regular classroom, at time for Susan’s reading group.

Intervention Data Collection Summary

Follow-Up and Review Date(s):

Team Meeting Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

(c) McConnell, Hilvits, & Cox, 1997 developed for Turner Unified School District #202, Kansas City, KS.
<table>
<thead>
<tr>
<th>In your own words, describe the behavior that prompted this FUBA.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>PROBLEM BEHAVIOR</td>
</tr>
<tr>
<td>If the above explanation addresses multiple behaviors, identify the ONE BEHAVIOR to be targeted for intervention:</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask yourself: What is likely to “set off” (precede) the problem behavior?</td>
<td>Ask yourself: What “payoff” does the student obtain when she/he demonstrates the problem behavior?</td>
</tr>
<tr>
<td>WHEN is the problem behavior most likely to occur?</td>
<td></td>
</tr>
<tr>
<td>☐ Morning     Approximate times(s)</td>
<td>☐ Teacher/adult attention</td>
</tr>
<tr>
<td>☐ Afternoon   Approximate times(s)</td>
<td>☐ Peer attention</td>
</tr>
<tr>
<td>☐ Before/after school ☐ Lunch/recess</td>
<td>☐ Desired item or activity</td>
</tr>
<tr>
<td>WHERE is the problem behavior most likely to occur?</td>
<td>☐ Control over others or the situation</td>
</tr>
<tr>
<td>☐ Reg. ed. classroom ☐ Hallway</td>
<td></td>
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<tr>
<td>☐ Spec. ed. classroom ☐ Cafeteria</td>
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</tr>
<tr>
<td>During what SUBJECT/ACTIVITY is the problem behavior most likely to occur?</td>
<td></td>
</tr>
<tr>
<td>☐ Subject(s)</td>
<td>☐ Teacher/adult interaction</td>
</tr>
<tr>
<td>☐ Seatwork ☐ Transitions</td>
<td>☐ Peer interaction</td>
</tr>
<tr>
<td>☐ Group activities ☐ Unstructured activities</td>
<td>☐ Non-preferred activity, task, or setting</td>
</tr>
<tr>
<td>☐ Lesson presentation ☐ Task explanations</td>
<td>☐ A difficult task or frustrating situation</td>
</tr>
<tr>
<td>The PEOPLE that are present when the problem behavior is most likely to occur include:</td>
<td></td>
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<tr>
<td>☐ Teacher ☐ Classmates</td>
<td></td>
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<tr>
<td>☐ Other staff ☐ Other peers</td>
<td></td>
</tr>
<tr>
<td>Are there OTHER EVENTS or CONDITIONS that immediately precede the problem behavior?</td>
<td></td>
</tr>
<tr>
<td>☐ A demand or request</td>
<td>☐ Implemented rules and consequences for behavior as posted</td>
</tr>
<tr>
<td>☐ Unexpected changes in schedule or routine</td>
<td>☐ Implemented behavior or academic contract</td>
</tr>
<tr>
<td>☐ Consequences imposed for behavior</td>
<td>☐ Implemented home/school communication system</td>
</tr>
<tr>
<td>☐ Comments/teasing from other students</td>
<td>☐ Adapted curriculum How?</td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>When is the student most successful? When DOESN’T the problem behavior occur?</td>
<td></td>
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</tbody>
</table>

| Observable | ☐ Measurable |

FUBA/BIP page 1 of 6
**FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)**

### FUNCTION OF PROBLEM BEHAVIOR

Ask yourself: Why is the student behaving this way? What function/need is being met by the student’s behavior?

Complete the following preliminary analysis by **summarizing information from the three columns on part one of the Functional Behavior Assessment.**

<table>
<thead>
<tr>
<th>When</th>
<th>(summarize antecedents)</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

This student | (identify problem behavior) |
<table>
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<tr>
<td></td>
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</table>

In order to | (summarize “payoffs”) |
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</tbody>
</table>

**Examples:**

1. When in the halls before school, after school, and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.
2. When working on independent seatwork during his regular education math class, this student puts his head on his desk in order to escape work that is too difficult/frustrating.

### REPLACEMENT BEHAVIOR

Ask yourself: What alternative behavior would meet the same function/need for the student?

Complete the following:

<table>
<thead>
<tr>
<th>Rather than</th>
<th>(identify the problem behavior)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

I want this student to: | (define replacement behavior) |
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</tbody>
</table>

(Note: This replacement behavior should represent an IEP goal.)

This definition is:

- [ ] Observable
- [ ] Measurable

**Examples:**

1. Rather than pushing students and threatening to beat them up, I want this student to walk in the halls with his hands to his side and say “hello” to those with whom he wishes to interact.
2. Rather than putting his head on his desk because he doesn’t know how to do the problem, I want this student to raise his hand for help and move on to the next problem while waiting for my assistance.

R-18
### PRELIMINARY STRATEGIES

Ask yourself: Can I figure out how to correct the problem – to change the context somehow so the problem behavior doesn’t occur in the first place? *(Refer to the Antecedent column on page one.)*

- [ ] I could make adjustments as to **WHEN** the problem behavior is likely to occur by:
  - _____________________________________________________________________

- [ ] I could make adjustments as to **WHERE** the problem behavior is likely to occur by:
  - _____________________________________________________________________

- [ ] I could make adjustments as to the **SUBJECT/ACTIVITY** during which the problem behavior is likely to occur by:
  - _____________________________________________________________________

- [ ] I could make adjustments as to the **PEOPLE** present when the problem behavior is likely to occur by:
  - _____________________________________________________________________

**Other adjustments** that might make the problem behavior less likely to occur include:

- [ ] Clarifying and/or reteaching expectations/routines. How? _____________________________________________________________________

- [ ] Modifying task/assignment/curriculum. How? _____________________________________________________________________

- [ ] Increasing supervision. How? _____________________________________________________________________

- [ ] Utilizing specialized equipment. How? _____________________________________________________________________

### INSTRUCTIONAL STRATEGIES

Ask yourself: What skills will the student need to be taught in order to successfully demonstrate the replacement behavior identified in column two of page two.

- [ ] Social skills: _____________________________________________________________________

- [ ] Communication skills: _____________________________________________________________________

- [ ] Study skills: _____________________________________________________________________

- [ ] Academic Skills: _____________________________________________________________________

- [ ] _____________________________________________________________________

- [ ] _____________________________________________________________________

Ask yourself: How will these skills be taught?

- [ ] Individual instruction
- [ ] Demonstration/modeling
- [ ] Guided practice
- [ ] Group instruction
- [ ] Role play
- [ ] Independent practice

Who will provide the instruction?

When will instruction take place?

Where will instruction take place?

How often will instruction take place?

How will opportunities for practice/rehearsal be provided?

How will I prompt the student to utilize his/her newly acquired skills?

How will I prompt the student to utilize his/her newly acquired skills?
### REINFORCEMENT PROCEDURES

Ask yourself: What will I do to increase the occurrence of the replacement behavior?

**IDENTIFY POTENTIAL REINFORCERS:**
What preferred items, activities or people might be used as incentives in an intervention for this student?
- 
- 
- 
- 

**ESTABLISH SPECIFIC BEHAVIOR CRITERIA:**
What exactly must the student do to earn the above reinforcers?

**DETERMINE SCHEDULE OF REINFORCEMENT:**
How frequently can the student earn the above reinforcers?

**IDENTIFY DELIVERY SYSTEM:**
What intervention components will I use to monitor the student’s behavior and deliver reinforcement?
- Self-monitoring system
- Behavioral contract
- Group contingency
- Home note system
- Lottery/raffle tickets

- Point system
- Token economy
- Beep tape
- Chart moves
- Tracking system

### CORRECTION PROCEDURES

Ask yourself: What will I do to decrease the occurrence of the problem behavior?

- I will **ignore** any/all occurrences of the problem behavior, meanwhile attending to the appropriate behavior of other students.

- I will verbally **stop, then redirect** each occurrence of the behavior by:
  - Utilizing Precision Requests
  - Completing a Teaching Interaction
  - Saying the following, “____________”

- I will **apply a minimal consequence/penalty** for the problem behavior as follows:
  - Loss of incentive/privilege. Describe ________________
  - Loss of ______ minutes of _________
  - Positive practice. Describe ________________
  - Phone call to parent(s)
  - Complete behavior essay

- I will implement **time away from opportunity for reinforcement**. Describe ________________

- I will implement a **level system** including a hierarchy of consequences for inappropriate behavior (attach description of level system).

- Other: ________________

### IMPLEMENTATION DETAILS

Ask yourself: How will I keep track of how often the student actually receives the identified reinforcer(s) or correction procedure(s)?

- 
- 
- 
- 
- 
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- 
- 
- 

Ask yourself: Are the reinforcement and correction procedures I’ve outlined self-explanatory? If not, what details/explanations would help another person implement this plan accurately and consistently?

(Continue on back if necessary.)
Ask yourself: How can I monitor the student’s behavior so I have a reliable record of progress?

Method of data collection:

- Frequency count across the day
- Frequency count from ___ to ___ (time of day) (time of day)
- Interval recording every ___ seconds or minutes across the day (circle one)
- Interval recording every ___ seconds or minutes from ___ to ___ (circle one) (time of day) (time of day)
- ________________________________

Describe exactly how data will be collected/recorded. Attach copies of any forms utilized.

FUBA/BIP page 5 of 6

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**DAILY DATA**

Behavior being measured/Unit of measurement

<table>
<thead>
<tr>
<th>Days</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**ANALYSIS**

(Date: ____________)

- Desired decrease in problem behavior
- Desired increase in replacement behavior
- Undesired increase in problem behavior
- Undesired decrease in replacement behavior

**Action to be taken:**
- Continue
- Modify
- Plan for generalization

Plan for action: ____________________________

R-21
<table>
<thead>
<tr>
<th>Behavior being measured/Unit of measurement</th>
<th>Dates</th>
<th>DAYS</th>
</tr>
</thead>
</table>

**Analyzing (Date: ________________)**

- Desired decrease in problem behavior
- Undesired increase in problem behavior
- Desired increase in replacement behavior
- Undesired decrease in replacement behavior

**Action to be taken:**
- Continue
- Modify
- Plan for generalization

**Plan for action:**
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

---

**Analyzing (Date: ________________)**

- Desired decrease in problem behavior
- Undesired increase in problem behavior
- Desired increase in replacement behavior
- Undesired decrease in replacement behavior

**Action to be taken:**
- Continue
- Modify
- Plan for generalization

**Plan for action:**
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

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FUBA/BIP page 6 of 6
**FUNCTIONAL BEHAVIOR ASSESSMENT (FUBA)**

<table>
<thead>
<tr>
<th>Student: Richard</th>
<th>Grade: 10th</th>
<th>School: North High School</th>
<th>Date: 1/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUBA/BIP developed for: ☑ Programming purposes</td>
<td>☐ IEP requirement</td>
<td>Participants: Mrs. White, Mr. Black, and Ms. Ogalah</td>
<td></td>
</tr>
</tbody>
</table>

In your own words, describe the behavior that prompted this **FUBA**.

Richard wines, stomps his feet, hits his teacher, or other students and runs out of the classroom.

**ANTECEDENTS**

Ask yourself: What is likely to “set off” (precede) the problem behavior?

<table>
<thead>
<tr>
<th>WHEN is the problem behavior most likely to occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Morning Approximate times(s)</td>
</tr>
<tr>
<td>☑ Afternoon Approximate times(s) 1-2 pm</td>
</tr>
<tr>
<td>☑ Before/after school</td>
</tr>
<tr>
<td>☑ Lunch/recess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHERE is the problem behavior most likely to occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Reg. ed. classroom</td>
</tr>
<tr>
<td>☑ Hallway</td>
</tr>
<tr>
<td>☑ Spec. ed. classroom</td>
</tr>
<tr>
<td>☑ Cafeteria</td>
</tr>
</tbody>
</table>

During what **SUBJECT/ACTIVITY** is the problem behavior most likely to occur?

- Subject(s): math
- Seatwork
- Group activities
- Lesson presentation
- Transitions
- Unstructured activities
- Task explanations
- Other

The **PEOPLE** that are present when the problem behavior is most likely to occur include:

- Teacher
- Classmates
- Other staff
- Other peers

Are there **OTHER EVENTS** or **CONDITIONS** that immediately precede the problem behavior?

- A demand or request
- Unexpected changes in schedule or routine
- Consequences imposed for behavior
- Comments/teasing from other students

**CONSEQUENCES**

Ask yourself: What “payoff” does the student obtain when she/he demonstrates the problem behavior?

The student **GAINS**:

- Teacher/adult attention
- Peer attention
- Desired item or activity
- Control over others or the situation

What student **AVOIDS** or **ESCAPES**:

- Teacher/adult interaction
- Peer interaction
- Non-preferred activity, task, or setting
- A difficult task or frustrating situation

What has been tried thus far to change the problem behavior?

- Implemented rules and consequences for behavior as posted
- Implemented behavior or academic contract
- Implemented home/school communication system
- Adapted curriculum  How?__________________
- Modified instruction  How?________________
- Adjusted schedule  How?__________________
- Conferenced with parents  Dates: 10/15, 12/10
- Sent to office  Dates: ____________________

The behavior I have targeted for intervention is:

- ☑ Observable  ☑ Measurable

Richard does well during his mainstream classes, PE, shop, & art.
### FUNCTION OF PROBLEM BEHAVIOR

Ask yourself: Why is the student behaving this way? What function/need is being met by the student’s behavior?

Complete the following preliminary analysis by summarizing information from the three columns on part one of the Functional Behavior Assessment.

<table>
<thead>
<tr>
<th>When</th>
<th>Presented with a difficult or complex assignment in Math.</th>
<th>(summarize antecedents)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

This student **Runs out of the room.**

(identify problem behavior)

In order to **Avoid doing the assignment**

(summarize “payoffs”)

Examples:

1. When in the halls before school, after school, and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.

2. When working on independent seatwork during his regular education math class, this student puts his head on his desk in order to escape work that is too difficult/frustrating.

### REPLACEMENT BEHAVIOR

Ask yourself: What alternative behavior would meet the same function/need for the student?

Complete the following:

Rather than **Running out of the room**

(identify the problem behavior)

I want this student to:

**Stay in the classroom for entire math period. Try the assignments and ask the teacher for help when needed.**

(Note: This replacement behavior should represent an IEP goal.)

This definition is:

- ☒ Observable
- ☒ Measurable

Examples:

1. Rather than pushing students and threatening to beat them up, I want this student to walk in the halls with his hands to his side and say “hello” to those with whom he wishes to interact.

2. Rather than putting his head on his desk because he doesn’t know how to do the problem, I want this student to raise his hand for help and move on to the next problem while waiting for my assistance.
### PRELIMINARY STRATEGIES

Ask yourself: Can I figure out how to correct the problem – to change the context somehow so the problem behavior doesn’t occur in the first place? *(Refer to the Antecedent column on page one.)*

- I could make adjustments as to **WHEN** the problem behavior is likely to occur by:
  - [ ] ___________________________________________________________________
  - [ ] ___________________________________________________________________

- I could make adjustments as to **WHERE** the problem behavior is likely to occur by:
  - [ ] ___________________________________________________________________
  - [ ] ___________________________________________________________________

- I could make adjustments as to the **SUBJECT/ACTIVITY** during which the problem behavior is likely to occur by: Checking the level of demand of his current math program.
  - [ ] ___________________________________________________________________

- I could make adjustments as to the **PEOPLE** present when the problem behavior is likely to occur by:
  - [ ] ___________________________________________________________________

**Other adjustments** that might make the problem behavior less likely to occur include:

- [ ] Clarifying and/or reteaching expectations/routines. How? Practice asking for help appropriately.

- [ ] Modifying task/assignment/curriculum. How? Assess Richard’s instructional level in math—are modifications needed?

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</table>

- [ ] Increasing supervision. How? ________________________________
- [ ] Utilizing specialized equipment. How? ________________________________
- [ ] ___________________________________________________________________

### INSTRUCTIONAL STRATEGIES

Ask yourself: What skills will the student need to be taught in order to successfully demonstrate the replacement behavior identified in column two of page two.

- [ ] Social skills: Coping with frustration
- [ ] Communication skills: Asking for help appropriately by raising hand, then going on.

- [ ] Study skills:

  - [ ] ___________________________________________________________________

- [ ] Academic Skills:

  - [ ] ___________________________________________________________________

- [ ] Academic Skills:

  - [ ] ___________________________________________________________________

- [ ] ___________________________________________________________________

**Ask yourself: How will these skills be taught?**

- [ ] Individual instruction
- [ ] Group instruction
- [ ] Demonstration/modeling
- [ ] Role play
- [ ] Guided practice
- [ ] Independent practice

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Who will provide the instruction? Mrs. White

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When will instruction take place? 11:30 - 12:00

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Where will instruction take place? Special Educ. Classroom

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How often will instruction take place? Twice a week

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</table>

How will opportunities for practice/rehearsal be provided? During math class, daily

<p>| | |</p>
<table>
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</tbody>
</table>

How will I prompt the student to utilize his/her newly acquired skills? Place card on desk with 3-step asking for help procedure. Prompt Richard to look at it before giving math assignments.
## BEHAVIOR INTERVENTION PLAN (BIP)

### REINFORCEMENT PROCEDURES

Ask yourself: What will I do to increase the occurrence of the replacement behavior?

**IDENTIFY POTENTIAL REINFORCERS:**
What preferred items, activities or people might be used as incentives in an intervention for this student?

- [ ] computer time
- [ ] verbal praise
- [ ] note home
- [ ] students asking for help appropriately

**ESTABLISH SPECIFIC BEHAVIOR CRITERIA:**
What exactly must the student do to earn the above reinforcers?

- [ ] Attempt math assignment and ask for help appropriately. Stay in classroom for entire math period.

**DETERMINE SCHEDULE OF REINFORCEMENT:**
How frequently can the student earn the above reinforcers?

- [ ] One tally mark each day. Five tally's exchanged for one reinforcer, Richards choice

**IDENTIFY DELIVERY SYSTEM:**
What intervention components will I use to monitor the student’s behavior and deliver reinforcement?

- [x] Self-monitoring system
- [ ] Behavioral contract
- [ ] Group contingency
- [ ] Home note system
- [ ] Lottery/raffle tickets
- [ ] Point system
- [ ] Token economy
- [ ] Beep tape
- [ ] Chart moves
- [ ] Tracking system

### CORRECTION PROCEDURES

Ask yourself: What will I do to decrease the occurrence of the problem behavior?

- [ ] I will ignore any/all occurrences of the problem behavior, meanwhile attending to the appropriate behavior of other students.

- [x] I will verbally stop, then redirect each occurrence of the behavior by:
  - [ ] Utilizing Precision Requests
  - [ ] Completing a Teaching Interaction
  - [x] Saying the following, “Richard, if you are frustrated with math, ask for help.”

- [ ] I will apply a minimal consequence/penalty for the problem behavior as follows:
  - [ ] Loss of incentive/privilege. Describe
  - [ ] Loss of _____ minutes of _____.
  - [ ] Positive practice. Describe
  - [ ] Phone call to parent(s)
  - [ ] Complete behavior essay

- [ ] I will implement time away from opportunity for reinforcement. Describe

- [ ] I will implement a level system including a hierarchy of consequences for inappropriate behavior (attach description of level system).

- [ ] Other: ________________________________

### IMPLEMENTATION DETAILS

Ask yourself: How will I keep track of how often the student actually receives the identified reinforcer(s) or correction procedure(s)?

- Richard will be prompted by teacher to mark tally at end of each math period when he stays in the classroom.

- Teacher will train aide to keep frequency count of Richard’s request for help.

Ask yourself: Are the reinforcement and correction procedures I’ve outlined self-explanatory? If not, what details/explanations would help another person implement this plan accurately and consistently? (Continue on back if necessary.)
Ask yourself: How can I monitor the student’s behavior so I have a reliable record of progress?

Method of data collection:

- [x] Frequency count from [ ] [ ] [math period] [ ] [ ] (time of day) (time of day)
- [ ] Interval recording every _______ seconds or minutes across the day (circle one)
- [ ] Interval recording every _______ seconds or minutes from _______ to _______ (circle one) [ ] [ ] (time of day) (time of day)
- [x] Collect tally card at the end of each week

Describe exactly how data will be collected/recorded. Attach copies of any forms utilized.

<table>
<thead>
<tr>
<th>X= asking for help; \ = staying in room</th>
<th>Behavior being measured/Unit of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>2</td>
<td>X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>3</td>
<td>X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>4</td>
<td>X X X X X X X X X X X X X X X X X X X X X</td>
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<tr>
<td>5</td>
<td>X A X X X X X X X X X X X X X X X X X X X</td>
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<tr>
<td>6</td>
<td>X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>7</td>
<td>X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
</tbody>
</table>

Yes/no

<table>
<thead>
<tr>
<th>Days</th>
<th>Jan 25</th>
<th>Jan 26</th>
<th>Jan 27</th>
<th>Jan 28</th>
<th>Jan 29</th>
<th>Feb 1</th>
<th>Feb 2</th>
<th>Feb 3</th>
<th>Feb 4</th>
<th>Feb 5</th>
<th>Feb 8</th>
<th>Feb 9</th>
<th>Feb 10</th>
<th>Feb 11</th>
<th>Feb 12</th>
<th>Feb 15</th>
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</thead>
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ANALYSIS (Date: ________________)

- Desired decrease in problem behavior
- Desired increase in replacement behavior
- Undesired increase in problem behavior
- Undesired decrease in replacement behavior

Action to be taken:
- [x] Continue
- [ ] Modify
- [ ] Plan for generalization

Plan for action: Increase positive verbal reinforcement for working steadily and for staying in classroom for the entire math period.

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<table>
<thead>
<tr>
<th>Behavior being measured/Unit of measurement</th>
<th>Dates</th>
<th>DAYS</th>
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**ANALYSIS (Date: ________________)**

- Desired decrease in problem behavior
- Undesired increase in problem behavior
- Desired increase in replacement behavior
- Undesired decrease in replacement behavior

Action to be taken:  
- Continue
- Modify
- Plan for generalization

Plan for action:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

**ANALYSIS (Date: ________________)**

- Desired decrease in problem behavior
- Undesired increase in problem behavior
- Desired increase in replacement behavior
- Undesired decrease in replacement behavior

Action to be taken:  
- Continue
- Modify
- Plan for generalization

Plan for action:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

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ADDITIONAL RESOURCES

The following list contains sample resources for more information on positive behavioral supports, Functional Behavior Assessment, Behavior Intervention Plans, and working with students who have behavioral or emotional challenges.

WEB SITES

California Services for Technical Assistance and Training (CalSTAT)  http://www.calstat.org

Center for Effective Collaboration and Practice: Improving Services for Children and Youth with Emotional and Behavioral Problems  www.air.org/cecp  See the FBA mini-web page for print documents and videos.

Center for the School of the Future, Utah State University  www.csf.usu.edu

Effective Behavior Support  http://brt.uoregon.edu/ebs

Ensuring Early Success: Reducing Anti-Social Behavior Through Effective Behavioral Support  http://web/missouri.edu/

ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children  http://ericc.org

Federation of Families for Children’s Mental Health  www.ffcmh.org

National Alliance for the Mentally Ill (NAMI)  www.nami.org

National Association of Elementary School Principals (NAESP)  www.naesp.org

National Clearinghouse on Family Support and Children’s Mental Health  www.rtc.pdx.edu/

National Information Center for Children and Youth with Disabilities  www.nichcy.org

National Mental Health Association  www.nmha.org

Office of Special Education Programs  www.ed.gov/offices/OSERS/OSEP

Office of Special Education Programs: Ideas that Work  http://www/ideapracices.org/docs/OSEPdocs

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports  www.pbis.org
Includes documents and publications related to FBA which can be downloaded, and excellent links to other FBA sites.


Utah Students At Risk, Online Staff Development Academy; Behavior Management & Social Skills, LRBI  www.usu.edu/teachall  LRBI checklists and video clips on specific interventions.
**PUBLICATIONS**

*Functional Assessment and Intervention Planning (FAIP).* A computer-based expert system for FBA and BIP. Longmont, CO: Sopris West.


*School function assessment.* A part of the Therapy Skill Builders collection. See [www.PsychCorp.com](http://www.PsychCorp.com) for more information.

