

Date: _____

Functional Behavior Assessment (FuBA): The purpose of this form is to document a FuBA for: (1) a student whose behavior(s) impede his/her learning or the learning of others, (2) a student who has been removed 10+ days or for a safe school violation for behavior(s) that are a Manifestation of his/her disability, or (3) request for the use of LRBI (2008) Intensive, Individualized ("Few") Interventions for a student's behavior that is a safety concern. The FuBA should be incorporated into the IEP process with the goal of linking the assessment to the development of the Behavior Intervention Plan (BIP) and ultimately the behavioral goals in the IEP (IDEA, 2004).

1) Demographic Information

Student: _____ Grade: _____ Date of Birth: _____
School: _____ Teacher: _____
Classification: _____ Date of Current IEP: _____
Participants: _____

2) Identify and Define the Problematic Target Behavior: (Note: If physical aggression is a concern, refer to Section 11. For this section, try to identify the behavior that leads up to the aggressive behavior.)

The Problematic Target Behavior is: _____

Defined as: _____
(Measurable and Observable)

3) Antecedents/Triggers: Antecedents refer to what occurred to "set-off" the Target behavior (can be immediate events or more distant setting events).

Through a problem-solving team process, using indirect (questionnaires, rating scales, interviews) and direct methods (observations), try to narrow down the antecedents, identify: "What usually happens right before the Target behavior occurs?"

Events: What event/activity usually occurs before the Target behavior?

- An academic or behavioral request
- Teased/provoked by another student
- Schedule change (i.e., transition, group time, recess)
- Unstructured times
- Reinforcement delivered
- Consequence imposed
- Staff occupied/unavailable
- Alone/no attention
- Other: _____
- Other: _____

Places/Time: Where and when does the Target behavior usually occur?

- Time of day: _____
- Location: _____
- Day of the week: _____
- Academic subject(s): _____
- Person(s): _____
- Activity: _____
- Other: _____
- Other: _____

People: Who is usually involved in and around the Target behavior?

- Classmate(s)/other peer(s)
- Teacher(s): _____
- Instructional Assistant(s) : _____
- Administrator: _____
- Other: _____
- Other: _____

4) Consequences = Function/Payoff: Function/Payoff refers to how the student benefits from performing the *Target* behavior.

Though a problem-solving team process using indirect (questionnaires (i.e., Problem Behavior Rating Scale (PBQ)), rating scales (i.e., Motivation Assessment Scale (MAS)), and interviews) and direct methods (observations (i.e., A-B-C, Scatterplot)) identify: *“What usually happens right after the Target behavior? What does the student get from performing the Target behavior?”* Try to identify the primary function of the *Target* behavior, narrowing down your choices to one. For every function identified, a corresponding replacement behavior must be defined and a plan developed and implemented for teaching that behavior.

Escape: Get out of an activity/request, away from a person/group, or an environmental stimulus.

Academic evaluation indicates student

does
 does not have an academic skill(s) deficit.

Date of evaluation: _____

Attention: Gain positive/negative peer and/or adult attention

Obtain “Tangible”: Gain something the student wants (i.e., toy, food item, access to material, activities, control or power).

Sensory Stimulation: A self-reinforcing behavior for the student (i.e., thumb sucking, hand flapping, head banging, fidgeting).

*For information and examples of indirect and direct assessment methods refer to the LRBI Guidelines (2008) (pg. 22-24)
The PBQ and MAS can be requested through JSD’s Guidance Department*

Attach supporting documentation/data

5) Replacement Behavior: A replacement behavior is a behavior that serves the same function (student gets the same payoff) as the *Target* behavior, but in a socially appropriate manner. Remember for each function identified in **Section 4**, a corresponding replacement behavior must be identified, defined (serving the same function identified in **Section 4**), and a plan developed and implemented for teaching that behavior.

Hand Raising

Short Breaks (i.e., break card/tickets, scheduled breaks)

Appropriately Express Frustrations (i.e., cool down, problem solving (“I” messages), relaxation)

Responds to Choices (i.e., choice of tasks, preferred activities, negotiations)

Request Help (i.e., use of a card, non-verbal gesture)

Positive Peer Interaction

Other: _____

Other: _____

6) Summary/Hypothesis Statements: For each function identified, a corresponding summary statement must be developed and a plan developed and implemented.

6a) Target Behavior: Determine the most common antecedent that occurs prior to the *Target* behavior and determine what the function of the *Target* behavior is (What is the payoff for the student, what are they getting?).

When _____
(Antecedent(s) – Section 3)

this student _____
(Target Behavior – Section 2)

in order to _____
(Function/Payoff – Section 4)

Examples:

- *When given a teacher request, this student verbally argues in order to ESCAPE doing the request or assignment.*
- *When staff is busy attending to other students, this student stomps his feet on the floor and sighs loudly in order to gain ATTENTION from staff.*

6b) Replacement Behavior: A replacement behavior is a socially appropriate behavior that serves the same function as the *Target* behavior. Identify a replacement behavior that the student can perform in place of the *Target* behavior when the antecedent occurs, that serves the same function (obtains the same payoff) as the *Target* behavior. In other words, what do you want the student to do, instead of the *Target* behavior, that will result in the student getting the same function/payoff?

Rather than _____
(Target Behavior – Sections 2 & 6a)

I want this student to _____
(Replacement Behavior – Section 5)

in order to _____
(Function/Payoff – Section 4 & 6a)

Examples:

- *Rather than verbally arguing with a direction, this student should look at the teacher and say "OK" in order to earn a reduced assignment.*
- *Rather than stomping his/her feet and sighing loudly, this student should raise his/her hand in order to get staff attention.*

Behavior Intervention Plan (BIP): Behavioral interventions that are selected and implemented with fidelity over time and based upon careful consideration of the function of the *Targeted* behavior. These research-based interventions are more likely to be effective than plans with randomly selected interventions (Chandler et al., 1999). The BIP should be descriptive so that the plan can be seamlessly followed by all staff members.

7) Preventative Strategies: Identify preventative, positive interventions that will be used to prevent the *Target* behavior from occurring. Review the FuBA for people, places, times, locations, and events that are antecedents of the *Target* behavior. For each box that is checked, specify the following: date of implementation and a description of the detailed intervention. Attach data to show the effects of each strategy.

<input type="checkbox"/> Environmental Engineering	Date: _____	<input type="checkbox"/> Precision Requests	Date: _____
<input type="checkbox"/> Rules Posted & Taught	Date: _____	<input type="checkbox"/> Curriculum Modifications	Date: _____
<input type="checkbox"/> Structured Daily Schedule	Date: _____	<input type="checkbox"/> Other _____	Date: _____
<input type="checkbox"/> Choices	Date: _____	<input type="checkbox"/> Other _____	Date: _____
<input type="checkbox"/> Appropriate/Motivating Curriculum	Date: _____	<input type="checkbox"/> Other _____	Date: _____

For intervention descriptions and additional suggestions refer to the Universal "All" Interventions Section (pg. 32-65) of the LRBI Guidelines (2008)

8) Proactive Strategies/Universal Interventions ("All"): Identify teaching strategies, and the date of implementation, that will be used to teach and reinforce the replacement behavior. Review the FuBA for people, places, times, locations, and events that are antecedents for the *Target* behavior.

8a) Instructional Strategies: List the skills the student will need to learn/practice in order to perform the replacement behavior. For each box that is checked, specify the following: date of implementation, who will teach the skills, a description of the skill to be taught, when the skill will be taught, and where it will be taught.

Skill(s) to be Taught:	Who Teaches the Skill(s):	When/Where Skill(s) Taught:
<input type="checkbox"/> School/Classroom Expectations Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> School/Classroom Routines Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Social Skills Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Problem Solving Process (i.e., SODAS) Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> De-escalation Techniques (i.e., Turtle, Engine Program) Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Self-Monitoring Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Other: _____ Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Other: _____ Date: _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

8b) Positive Incentives: Identify incentives, and date of implementation, the student can earn for both the absence of the *Target* behavior and for the occurrence of the replacement behavior. Consider primary reinforcers, preferred activities, privileges, social activities, and other personalized incentives. Review the FuBA to ensure the student is receiving the same *function/payoff* s/he was receiving through performing the *Target* behavior.

<input type="checkbox"/> High Rates of Positive Reinforcement	Date: _____	<input type="checkbox"/> Differential Reinforcement	Date: _____
➤ Reinforcement Schedule:		<input type="checkbox"/> Tangible Rewards	Date: _____
<input type="checkbox"/> Fixed <input type="checkbox"/> Variable		<input type="checkbox"/> Behavior Contract	Date: _____
➤ Reinforcement Rate: _____		<input type="checkbox"/> Other _____	Date: _____
<input type="checkbox"/> Verbal Praise	Date: _____	<input type="checkbox"/> Other _____	Date: _____
<input type="checkbox"/> Token Economy	Date: _____	<input type="checkbox"/> Other _____	Date: _____
<input type="checkbox"/> Extra Privileges/Activities	Date: _____		

For intervention descriptions and additional suggestions refer to the Universal "All" Interventions Section (pg. 32-65) of the LRBI Guidelines (2008)

9) Correction Procedures /Targeted Interventions (“Some”): Create a hierarchy of consequences to be used when the student engages in the *Target* behavior, and the date of implementation. The hierarchy should start with teacher procedures used in the classroom and increase in severity of loss/restriction for the student; increasing in small increments of severity that still allow the student to complete the consequence and have an opportunity to engage in the replacement behavior. It is recommended that the initial consequence be the loss of a positive incentive that could have been earned had the student engaged in the replacement behavior. Write out and follow through with the sequence of consequences to maintain consistency and fairness.

- | | | | |
|---|-------------|---|-------------|
| <input type="checkbox"/> Verbal Reprimand | Date: _____ | <input type="checkbox"/> Exclusionary Time-Out | Date: _____ |
| <input type="checkbox"/> Verbal Warning | Date: _____ | <input type="checkbox"/> Non-Seclusionary Time-Out | Date: _____ |
| <input type="checkbox"/> Loss of Activity | Date: _____ | <input type="checkbox"/> Think Time | Date: _____ |
| <input type="checkbox"/> Response Cost | Date: _____ | <input type="checkbox"/> Detention (parent notification required) | Date: _____ |
| <input type="checkbox"/> Parent Call/Conference | Date: _____ | <input type="checkbox"/> Other _____ | Date: _____ |
| <input type="checkbox"/> Other: _____ | Date: _____ | <input type="checkbox"/> Other _____ | Date: _____ |

For intervention descriptions and additional suggestions refer to the Universal “All” (pg. 32-65) and Targeted “Some” (pg. 68-85) Interventions Sections of the LRBI Guidelines (2008)

10) Data Collection: The information gathered through the collection of data should drive future decisions (data-based decision-making), such as fading, implementing a new intervention, and progress reporting (refer to BIP Review Form).

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Frequency/Event Recording | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Time-Sampling | |
| <input type="checkbox"/> Duration Recording | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Social Interaction Recording | |
| <input type="checkbox"/> A-B-C Recording | |
| <input type="checkbox"/> Self-Recording | |

For description of data collection methods (pg. 15-21) and example forms (pg. 114-132) refer to the LRBI Guidelines (2008)

Attach supporting documentation/data

11) Intensive, Individualized “Few” Interventions (LRBI):

Complete Section 11 ONLY if the student’s Target behavior escalates to a behavior that is a safety concern to either themselves and/or others and an Intensive, Individualized “Few” LRBI Intervention is a component of the BIP.

N/A (Not applicable on this BIP)

Intensive, Individualized “Few” Interventions should be used on a limited basis; only when safety is the primary concern. USOE’s Guidelines and JSD’s Special Education Department’s Policy require that at least two Universal “All” and at least two Targeted “Some” Interventions be implemented and found ineffective (attach supporting data) prior to identifying and implementing any Intensive, Individualized “Few” Interventions.

The behavior that is a Safety Concern is: _____

Defined as: _____
(Measurable and Observable)

Check any of the following Intensive, Individualized “Few” Interventions that will be used in implementing this BIP. These interventions should be used according to the LRBI Guidelines (2008) and JSD’s Special Education Department Policy. The potential side-effects/special considerations of the identified intervention must be discussed with all IEP team members. Signed parental consent is required for all Intensive, Individualized “Few” Interventions.

Forceful Physical Guidance: Student is physically guided through the proper motions despite his/her resistance. Potential Side Effects: A student may vigorously resist being touched when forced through this procedure. ***Requires staff to be trained and certified according to JSD’s Special Education Department Policy.***

Seclusionary Time-Out: Student is involuntarily placed, for a specified, pre-determined amount of time, in a supervised room designed according to JSD’s construction standards specifically for the use of time-out. Potential Side Effects: A student may become aggressive or injure him/herself or staff when being escorted to a time-out room. ***Requires staff to be trained according to JSD’s Special Education Department Policy.***

Manual Restraint: The minimum amount of force necessary is used to hold/restrain a student only as long as the student is a danger to him/herself, and/or others. Potential Side Effects: Could result in serious physical injuries (i.e., limb injury, asphyxiation, death, internal injuries, aspiration, or skeletal injuries) to the student and adult. ***Requires staff to be trained and certified according to JSD’s Special Education Department Policy.***

Manual Restraint (for bus): A mechanical device used during pupil transportation to keep a student from injuring or endangering him/herself, or others. Potential Side Effects: Could result in withdrawal, aggression, crying, whining, or pouting if staff members implementing the procedure do not provide a high density of positive reinforcement for appropriate behaviors throughout the day. ***Requires staff to be trained according to JSD’s Special Education Department Policy.***

Other: _____
Potential Side Effects: _____

Other: _____
Potential Side Effects: _____

Data Collection Method:

- Seclusionary Time Out Room Logs (required) and Graphs
- Manual Restraint Logs and Graphs

The use of Intensive, Individualized “Few” Interventions requires JSD’s LRBI Committee to review the FuBA/BIP, a copy needs to be sent to JSD’s LRBI Committee upon completion of the BIP. JSD’s LRBI Committee’s Review Summary Form should be attached to this FuBA/BIP once it is returned to the IEP team.

For further information refer to the Intensive, Individualized “Few” Interventions Section (pg. 88-103) of the LRBI Guidelines (2008)

Attach supporting documentation/data

NOTE: A BIP with Intensive, Individualized “Few” Interventions identified needs to be submitted to JSD’s LRBI Committee on an annual basis, along with copies of the BIP Review Form when completed.

12) Responsibilities/Management of Plan:

The *TARGET BEHAVIOR* to be counted is: _____

The *REPLACEMENT BEHAVIOR* is: _____

Who will manage the BIP? _____

Who will evaluate and review daily progress with the student? _____

How often, throughout the day, will the behaviors be counted and recorded? _____

Who will count/record the behaviors for each time period? _____

NOTE: Data can be collected/reported on the "Data Collection" page located at the end of the FuBA/BIP.

13) Review Date:

The BIP is part of the student's IEP, requiring to be reviewed with the IEP team at least annually, however best practice suggests that the BIP be progress monitored frequently throughout the year. The IEP team will meet again on (date) _____ to review the data that has been collected and discuss the effectiveness of the BIP. At that time, the BIP and data collection procedures will be reviewed and adjusted as needed; documenting the information on JSD's BIP Review Form. This review process should continue until the BIP has been incrementally faded and eventually discontinued.

14) Participants:

Note: The BIP is a component of the student's IEP and requires parental participation. Each teacher and service provider must be informed of his and her specific responsibilities related to the implementation of this BIP.

Note: If **Section 11** was completed, Signed Parental Consent is required.

BIP Participants:

Date of Meeting: _____

_____ Parent _____ Student (if appropriate)

_____ LEA _____ Other: _____

_____ SpEd Teacher _____ Other: _____

_____ GenEd Teacher _____ Other: _____

_____ Guidance _____
If parent signature is missing, identify reason, and provide them with a copy of the BIP:

Did not show Via Phone Other

Initial Behavior Plan (BIP) Review Date: _____ (Complete JSD's BIP Review Form)

NOTE: Best practice is to review the BIP every 2 weeks, this is **required** if an Intensive, Individualized "Few" Intervention is being used (**Section 11**), until data shows progress, then review and report progress as often as progress is reported for students in general education.

