Instructions for Reviewing Figures

Figures 1, 2, and 3 are blank forms for conducting a functional behavioral assessment and a behavior intervention plan. They are not copyrighted and you are welcome to use them in your educational setting. For versions of these forms in modifiable, Microsoft Word format refer to Dr. Miller's webpage on Functional Behavioral Assessment at:

http://www.home.cc.duq.edu/~millerjeff/fbabip.htm

Figures 4, 5, and 6 are examples of a functional behavioral assessment and behavior intervention plan. Viewing these figures in Adobe Acrobat allows you to "jump around" the document by clicking anything written in red. The links are designed to give you a feel of the relationships between different parts of the FBA and BIP documents. There isn't a one-to-one relationship between the link and its destination, that is, a link probably could have gone to many different parts of the document. This is just an example to get the feel of the parallel nature of our approach to functional behavioral assessment. After you have made a jump, use the menu on the left to return to a full view of a particular page.
### Functional Behavioral Assessment: Part 1 (Description)

<table>
<thead>
<tr>
<th>Data Sources:</th>
<th>Observation</th>
<th>Student Interview</th>
<th>Teacher Interview</th>
<th>Parent Interview</th>
<th>Rating Scales</th>
<th>Normative Testing</th>
</tr>
</thead>
</table>

#### Description of Behavior (No. ____):

#### Setting(s) in which behavior occurs:

#### Frequency:

#### Intensity (Consequences of problem behavior on student, peers, instructional environment):

#### Duration:

#### Describe Previous Interventions:

#### Educational impact:
**Function of Behavior (No. ____):** Specify hypothesized function for each area checked below.

- **Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

- **Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

- **Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):
  - Antecedents:
  - Consequences:

- **Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

- **Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

- **Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

- **Communicate need** (Identify what the student is trying to say through the problem behavior):

- **Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):
**Description of Behavior (No. 1):**

Student isolates himself from others during class, refuses to go to lunch in the cafeteria, and prefers to stay in class during scheduled breaks. Student's academic production is minimal.

**Setting(s) in which behavior occurs:**

All classes.

**Frequency:**

3-4 days in a row, 2-3 times a month.

**Intensity** (Consequences of problem behavior on student, peers, instructional environment):

Significant reduction in completed work and alienation from peers.

**Duration:**

3-4 days in a row.

**Describe Previous Interventions:**

Counseling, verbal redirection to complete work, medications, parent conferences, student conferences, classroom behavior management program.

**Educational impact:**

Severe academic failure, disruption of group projects and activities, lack of appropriate socialization and development of peer relations.
**Name:** ___Case 3____  
**Functional Behavioral Assessment: Part 2 (Function)**  
**Date:** 2/1/98

<table>
<thead>
<tr>
<th>Function of Behavior (No. 1)</th>
<th>Specify hypothesized function for each area checked below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Affective Regulation/Emotional Reactivity</td>
<td>Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior:</td>
</tr>
<tr>
<td>☒ Cognitive Distortion</td>
<td>Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior:</td>
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<td>Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior:</td>
</tr>
</tbody>
</table>

**Student appears depressed.** He has previously been diagnosed and expresses subjective feelings of depression when asked.

**Student makes frequent negative self-statements** about his academic ability, his self-worth, and how other students and adults feel about him.

**Parents frequently make critical statements about student.** They expect academic performance that is unrealistic, given student’s cognitive and academic ability levels. They have difficulty accepting what appears to be age-appropriate adolescent behavior.

**Depression, social introversion.**

**Withdrawal** may tell others to leave him alone.
## Behavioral Intervention Plan

**Student Name:** Case 3 - Ed  
**ID:** 0003  
**DOB:** 5/3/82  
**Case Manager:** Mr. Roberts

<table>
<thead>
<tr>
<th>Behavior Number(s)</th>
<th>Expected Outcome(s) Goal(s)</th>
<th>Intervention(s) &amp; Frequency of Intervention</th>
<th>Person Responsible</th>
<th>Goal/Intervention Review Notes</th>
</tr>
</thead>
</table>
| 1                  | A. During free time, interacts with other students and staff 90% of the time.  
B. Goes to lunch in the cafeteria without supervision 90% of the time.  
C. On task 90% of the time.  
D. Completes assigned work 90% of the time.  | A. Social work involvement for referral for family counseling focused on realistic expectations of student performance. Ongoing until counseling is started.  
B. Daily monitoring medication compliance and effectiveness.  
C. Bibliotherapy for parents. Ongoing.  
D. Teach the student alternative positive self-statements and appraisals. Daily, as needed.  
E. Reinforce positive self-statements, attention to school work, and initiating social interactions. Daily, as needed  
F. Weekly group instruction of combating irrational and self defeating thinking in special education classroom. | Social worker  
Nurse, Teacher  
Parents  
Teacher  
Teacher  
Teacher | 4/1/98 - Showing improvement to 60% on Goal A. Showing improvement on Goals C and D. Little change in Goal B. Social worker made contact with parents, but they are resistant.  
Continue efforts on Intervention A and C.  
Intervention F seems to be very effective. Need to increase treatment integrity on Intervention E. Goal B is unique that it is not in the classroom. Need to interview student to better understand social problems outside of class. |

* Review Codes: GA = Goal Achieved | C = Continue | DC = Discontinue

**Expected Review Dates:** 4/1/98 | 5/1/98 | __________

**Signatures:** _____________________  _____________________  _____________________  _____________________  _____________________  _____________________  _____________________  _____________________  _____________________  _____________________