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.

Student Name: DOB: Case Manager: Data Sources: ☐ Observation | ☐ Student Interview | ☐ Teacher Interview | ☐ Parent Interview | ☐ Rating Scales | ☐ Normative Testing **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:

Functional Behavioral Assessment: Part 1 (Description)

Name:	Functional Behavioral Assessment: Part 2 (Function)	Date:
Function of Behavior (No): Specify hypothesized function for each area checked below.	
☐ Affective Regulation/Emotional Reactivi	ty (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing p	roblem behavior):
☐ Cognitive Distortion (Identify distorted the behavior):	oughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organiz	ing or directing problem
Reinforcement (Identify environmental trig Antecedents:	gers and payoffs that play a role in organizing and directing problem behavior):	
Consequences:		
☐ <i>Modeling</i> (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 p	olay a part in organizing and directing problem behavior):	
☐ Physiological/Constitutional (Identify phy	vsiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing an	d directing problem behavior):
	dent is trying to say through the problem behavior):	
☐ Curriculum/Instruction (Identify how instru	uction, curriculum, or educational environment play a part in organizing and directing problem behavior):	

Behavioral Intervention Plan

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Date:	
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Student Name:		_ ID:	DOB:	Case Manager: _	Case Manager:		
Behavior Number(s)	Expected Outcome(s) Goal(s)		Intervention(s) & Frequency of Intervention	Person Responsible	Goal/Intervention Review Notes		
(S)	- Coan(s)		requeries of filtervention	Responsible	I COVIEW INCIES		
* Review Co	des: GA = Goal Achieved C = Continue	e DC = Discontin	ue Expected Review Da	ites:	l		
Signatures:							

Page ____ of ____

	Function	onal Behavioral Assessme	nt: Part 1 (Descrip	tion) Date: <u>2/1/98</u>
Student Name:	Case 3 – Ed	ID: <u>0003</u>	DOB: <u>5/3/82</u> C	case Manager: <u>Mr. Roberts</u>
Data Sources: ⊠	Observation ⊠ Student In	terview ⊠ Teacher Interview ⊠ Pare	nt Interview ⊠ Rating Scal	es □ Normative Testing
Description of	f Behavior (No. 1):		
		luring class, refuses to go to luncl ic production is minimal.	n in the cafeteria, and p	refers to stay in class during
Sattina(s) in whi	ch behavior occurs:			
All classes.	cii bellavioi occurs.			
Frequency:				
3-4 days in a row,	2-3 times a month.			
Intensity (Consec	quences of problem behavio	or on student, peers, instructional enviro	nment):	
Significant reduction	on in completed work and a	llienation from peers.		
Duration:				
3-4 days in a row.				
Describe Previou	us Interventions:			
Counseling, verba	al redirection to complete wo	ork, medications, parent conferences, st	udent conferences, classroo	m behavior management program.

Severe academic failure, disruption of group projects and activities, lack of appropriate socialization and development of peer relations.

Educational impact:

Name: _	Case 3	Functional Behavioral Assessment:	Part 2 (Function)	Date: <u>2/1/98</u>
Functi	on of Behavior (No	1_): Specify hypothesized function for each a	rea checked below.	-
⊠ Affect	ive Regulation/Emotional Reac	tivity (Identify emotional factors; anxiety, depression, anger, poor self-	concept; that play a role in organizing or directing	problem behavior):
Student	appears depressed. He ha	as previously been diagnosed and expresses subjective f	eelings of depression when asked.	
⊠ Cogni behavior):		thoughts; inaccurate attributions, negative self-statements, erroneous i	nterpretations of events; that play a role in organ	izing or directing problem
Student	makes frequent negative s	elf-statements about his academic ability, his self-worth,	and how other students and adults feel	about him.
☐ Reinfo Anteced		triggers and payoffs that play a role in organizing and directing problem	behavior):	
Consec	uences:			
☐ Model	ing (Identify the degree to which t	he behavior is copied, who they are copying the behavior from, and wh	y they are copying the behavior):	
⊠ Famil	Issues (Identify family issues the	at play a part in organizing and directing problem behavior):		
		tements about student. They expect academic performation accepting what appears to be age-appropriate adolescent		cognitive and academic
➤ <i>Physi</i> behavior):		physiological and/or personality characteristics; developmental disabilit	ies, temperament; that play a part in organizing a	nd directing problem
Depress	ion, social introversion.			
⊠ Comn	nunicate need (Identify what the s	student is trying to say through the problem behavior):		
Withdra	wal may tell others to leave	him alone.		
☐ Curric	ulum/Instruction (Identify how in	struction, curriculum, or educational environment play a part in organizi	ng and directing problem behavior):	
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Behavioral Intervention Plan

Date: ____2/1/98____

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

Behavior	Expected Outcome(s)	Intervention(s) &	Person	Goal/Intervention
Number(s)	Goal(s)	Frequency of Intervention	Responsible	Review Notes
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.	A. Social work involvement for referral for family counseling focused on realistic expectations of student performance. Ongoing until counseling is started.	Social worker	4/1/98 - Showing improvement to 60% on Goal A. Showing improvement on Goals C and D. Little change in
	C. On task 90% of the time.	B. Daily monitoring medication compliance and effectiveness.	Nurse, Teacher	Goal B. Social worker made contact with parents, but they are resistant.
	D. Completes assigned work 90% of the time.	C. Bibliotherapy for parents. Ongoing.	Parents	Continue efforts on Intervention A and C.
		D. Teach the student alternative positive self-statements and appraisals. Daily, as needed.	Teacher	Intervention F seems to be very effective. Need to increase treatment
		E. Reinforce positive self-statements, attention to school work, and initiating social interactions. Daily, as needed	Teacher	integrity on Intervention E. Goal B is unique that it is not in the classroom. Need to interview student
		F. Weekly group instruction of combating irrational and self defeating thinking in special education classroom.	Teacher	to better understand social problems outside of class.

* Review Codes: GA	= Goal Achieved C	= Continue DC = Discontin	nue Exped	ted Review Dates: _	4/1/98	<u>5/1/98</u>	
Signatures:							