

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)

Date: _____

Student Name: _____ ID: _____ 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:

Name: _____

Functional Behavioral Assessment: Part 2 (Function)

Date: _____

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):

Behavioral Intervention Plan

Date: _____

Student Name: _____ ID: _____ DOB: _____ Case Manager: _____

Behavior Number(s)	Expected Outcome(s) Goal(s)	Intervention(s) & Frequency of Intervention	Person Responsible	Goal/Intervention Review Notes

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

Expected Review Dates: _____ | _____ | _____

Signatures: _____

Functional Behavioral Assessment: Part 1 (Description)

Date: 2/1/98

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

Data Sources: Observation | Student Interview | Teacher Interview | Parent Interview | Rating Scales | Normative Testing

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.

Function of Behavior (No. 1): 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):

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

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

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

 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):

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.

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

Depression, social introversion.

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

Withdrawal may tell others to leave him alone.

 Curriculum/Instruction (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):

