

The next 7 pages have questions to assist a team in creating a functional behavior assessment and a behavior intervention plan.

These are framing questions only. Observations and data collection of the student in question are imperative to developing the FBA and BIP.

# Background Information/Records Review

Number of schools attended?

Attendance record?

Has the student been retained, received special services or preschool services?

Are there documented effects of retention, special services or other interventions on the student's academic or behavioral problems?

Is there a documented history of behavior or disciplinary problems? Are they consistent over time?

Are there documented family or developmental history factors that have contributed to any student problems?

# Identification of the Behavior of Concern

Is this a long standing behavior? When did the problem first occur?

How often does this behavior take place?

Is the problem occurring more or less often than a) last week, b) last month, c) the beginning of the year, d) or at the onset of the problem?

For what length of time does the behavior occur?

What is the intensity of the behavior (it's effects on others, level of danger)?

# Setting Events

Medications

What medical/physiological complications does the student experience that may affect his behavior?

Routines and daily schedule

Sleep habits

Eating habits

## Antecedents

Does the problem behavior more frequently occur/not occur during a certain time of day?

In what setting(s) was the problem behavior first observed?  
Where is it most likely to occur now?

Who is present when the problem behavior takes place?

With whom is the behavior most/least likely to occur?

Are the above behaviors more/less likely or unaffected if he/she is alone?

Does the behavior occur during certain activities and not others?

Are there particular situations, events, etc. that 'trigger' the behavior (demands, interruptions, transitions, delays, etc)?

To what degree is the behavior predictable?

What would be the one thing you could do that would be most likely to make the undesirable behaviors occur?

# Consequences

What typically happens immediately following the inappropriate behavior?

How do other teachers/peers respond to the behavior?

Does engaging in the behavior result in a 'payoff' every time? Almost every time? Once in a while?

How much of a delay is there between the time the student engages in the behavior and gets the 'payoff'? Is it immediate, a few seconds, longer?

# Replacement Behaviors

What behaviors is the student capable of exhibiting that would result in the same consequences as the inappropriate behavior?

Are there other behaviors that the student could use to get what he appears to want?

Does the student possess the knowledge and skills needed to achieve the outcomes desired?

# Reinforcers

In general, what and who are reinforcing the student? What does the student enjoy?

Activities

Tangibles

Social attention (peer and adult)

Sensory input

Escape

In general, what does the student try to avoid? What does the student dislike?