

Functional Behavior Assessment and Positive Behavior Support Plan (Combined Document)

Help Document

A Functional Behavior Assessment (FBA) is a process for identifying (a) observable Target Behaviors, (b) the contexts or routines where the Target Behaviors are most likely to occur, (c) the specific Antecedent events within a context or routine that reliably predict occurrence of Target Behaviors, and (d) the Consequences that appear to maintain the Target Behaviors. An FBA may be initiated when a student's behavior has not improved through the implementation of Tier 1 supports.

Research shows that Positive Behavior Support Plans (PBSPs) that are function-based (i.e., informed by an FBA) have greater outcomes than non-function-based interventions (Carr et al., 1999, Ingram, Lewis-Palmer, & Sugai, 2005).

Before beginning the FBA, the team should use the REED document to obtain parent/guardian consent.


FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

During a Functional Behavior Assessment (FBA), the school-based team gathers information about behaviors of concern. Through this process, the team reviews indirect and direct data to develop a hypothesized function of behavior and to identify the variables impacting the target behavior(s). *An FBA is a team process and should not be completed by any staff member in isolation.*

An FBA may be completed:

- when a student is referred for behavioral support by teacher/staff
- per IDEA requirements
- following a parent/guardian request

Start by including information about the student's preferred areas of interests, preferred activities, preferred classes, and their relationships. You should also include information about their strengths including behavioral, academic, and social strengths.

STUDENT STRENGTHS, SUCCESSES and INTERESTS
<small>Include student's preferred areas of interests, activities, classes and relationships. Make sure to include behavioral, academic and social strengths.</small>


Next, define target behaviors. For feasibility of implementation, it is recommended that teams focus on no more than three target behaviors at a time. When defining target behaviors, teams should describe the target behavior in observable terms (what can be seen), in measurable terms (what can be counted or timed), and should include both examples and non-examples of the behavior for specificity and clarity. When possible, the team should account for precursor behavior and/or chains of behavior that will allow the team to intervene at the earliest point. When defining operational definitions, the team should use both the "stranger test" (anyone could identify the behavior occurring/not occurring even if they don't know the student) and the "dead man test" (nothing a dead man can do qualifies as an operational behavior." See additional resources for more information.

Document any previously collected baseline data. If no data collection system was previously in place, establish a system and identify who will collect baseline data. The system should capture the relevant factors of the behavior such as frequency, intensity, and/or duration.

In the document, filling in one target behavior, and then clicking the “Save, Continue Editing” button will add an additional target behavior section if it is needed.

TARGET BEHAVIOR(S)

Define each behavior in observable and measurable terms. Include examples, non-examples, and baseline data. Select no more than three target behaviors.

↑ ↓ ×

<p>Target Behavior</p> <p>Ⓜ Ⓞ Ⓢ</p>	
<p>Operational Definition</p> <p>Ⓜ Ⓞ Ⓢ</p>	<p>Baseline Data</p> <p>Ⓜ Ⓞ Ⓢ</p>

Select Save, Continue Editing to add a new Target Behavior.

Additional Resources

 [Sample Operational Definitions](#)

 [Operational Definitions](#)

UNDERDEVELOPED SKILLS

Describe any underdeveloped skills that the team thinks may be contributing to the target behaviors.

UNDERDEVELOPED SKILLS

Which underdeveloped skills do you think are underlying the target behaviors?

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PREVIOUS SCHOOL-BASED INTERVENTIONS AND STRATEGIES FOR TARGET BEHAVIORS

Provide documentation of previous interventions (including academic, behavioral, and/or social) the team implemented and how the student responded to those interventions. Include relevant data and specify which target behavior(s) each intervention was designed to address.

PREVIOUS SCHOOL-BASED INTERVENTIONS and STRATEGIES FOR TARGET BEHAVIORS

Describe the interventions previously used, when they were implemented, the student's response to each intervention (e.g., reduction or increase in behavior, student feedback). Focus specifically on the interventions aimed at addressing the target behaviors.

	Previous School-Based Intervention/Strategy	When	Student Response (include data)	Target Behavior(s) Addressed by Intervention/Strategy
Ⓜ Ⓞ Ⓢ				

Please click to add new row.

DATA COLLECTION CHECKLIST AND SUMMARY

Data used in the development of behavior plans falls into two categories: indirect assessments and direct assessments. A quality FBA will include the collection and analysis of both types of data.





Indirect assessment data is collected second-hand and provides information based on reports given by individuals other than the student. Indirect data may be more subjective and less precise but provides important insights from individuals working with the student including family members, teachers, other staff and/or outside providers.

Direct data provides first-hand information based on in-person direct observation of student behavior. Direct data is usually more precise and objective but can also be more complex to collect.

Use the data collection checklist to document which sources the team will use to assess the target behaviors and influencing variables:

DATA COLLECTION CHECKLIST
<i>The following data sources were used to assess the target behaviors and influencing variables:</i>
Indirect Data Sources
<input type="checkbox"/> Assessment of Underdeveloped Skills
<input checked="" type="checkbox"/> Behavior Logs/Discipline Reports
<input type="checkbox"/> Open-Ended Interview(s)
<input type="checkbox"/> Rating Scale(s)
<input type="checkbox"/> Record Review
<input checked="" type="checkbox"/> Structured Interview(s)
Direct Data Sources
<input checked="" type="checkbox"/> ABC Data Collection
<input type="checkbox"/> Behavior Measurement Tool(s)
<input checked="" type="checkbox"/> Direct Observation(s)
<input type="checkbox"/> Reinforcer Assessment(s)
<input type="checkbox"/> Additional Information

Any boxes that are checked will provide an area for documentation in the Data Collection Summary section. In each box the team should summarize the findings of that data source, capture patterns and trends, and include other relevant information the team will need to develop the behavior plan. It is recommended that the team use visual aids such as tables or graphs, when possible or relevant, to enhance clarity and key insights.

DATA COLLECTION SUMMARY
<i>Summarize the findings, capture patterns and trends, and include any other relevant information. Using visual aids (e.g., tables, graphs) enhances clarity and highlights key insights.</i>
Behavior Logs/Discipline Reports:
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Structured Interview(s):
 <div style="background-color: #f8d7da; height: 40px; width: 100%;"></div>
ABC Data Collection:
 <div style="background-color: #f8d7da; height: 40px; width: 100%;"></div>
Direct Observation(s):
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SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIORS

An FBA concludes with the development of a hypothesis statement for *each* target behavior. This statement, based on the analysis of the data collected, summarizes the team’s findings and provides evidence for what might be maintaining the behavior.
















Indirect and direct data are compiled and reviewed by the multidisciplinary team. The team will look for patterns in ABC data to identify common triggers to behavior (antecedents) and what variables are reinforcing the behavior (consequences). These observations, along with the student-specific information gathered from the indirect assessments lead to the development of a hypothesis statement in which the team hypothesizes what the function(s) of the behavior is.

It is recommended that the team assign one or two team members to collect data from the rest of the team and summarize it in the data collection summary before the review meeting to allow the team to use their time more efficiently.

Develop a separate hypothesis statement for each function of behavior. There may be more than one function for the same behavior. The hypothesis statement includes the setting events (there may not always be an

event that increases the likelihood of behavior or it may be unknown so include a brief statement to that effect if this is true), the antecedents, the consequences, and the team’s hypothesis of the function of the behavior.

Once you have entered information into a hypothesis statement, you can click the “Save, Continue Editing” button to add additional rows.

SUMMARY HYPOTHESIS STATEMENT				
Summarize variables impacting the target behavior and the hypothesized function of behavior.				
Setting Events	Antecedents	Target Behavior	Consequence	Identify Function
  	  	  	  	  

Select Save, Continue Editing to add a new row.

Once the team has completed the FBA, they should determine whether the student requires a PBSP and document that by clicking the appropriate checkbox. Please note that an FBA typically results in the development of a PBSP, but there may be uncommon instances in which the team determines that the student needs are better addressed through a support or service other than a PBSP. Please consult with your Special Education Supervisor when making this decision. The team must ensure they are addressing all needs identified by the FBA in the IEP.

Does the student require a Positive Behavior Support Plan? Yes No (Note: An FBA typically results in the development of a PBSP. However, in some uncommon cases, a team may address student needs through a support or service other than the PBSP. This decision should be made under the guidance of a Special Education Supervisor. Please ensure that the IEP team plans to address all needs identified by the FBA in these situations.)

Clicking the “Yes” checkbox will add the PBSP as a separate section within the FBA/PBSP document.

POSITIVE BEHAVIOR SUPPORT PLAN (PBSP)

A Positive Behavior Support Plan has two sets of strategies: **(1) strategies for reducing target behaviors** and **(2) strategies for teaching replacement behaviors and missing/underdeveloped skills** (Crone and Horner, 2003). Positive Behavior Support Plans that are informed by Functional Behavior Assessment are most likely to yield positive results, because they are built upon function-based strategies.

INTERVENTIONS




Function-based interventions can be divided into six categories: neutralizing setting events, modifying the environment, teaching replacement behavior, teaching underdeveloped skills, reinforcing desired behaviors, and minimizing target behaviors.

The interventions section allows the team to document these six types of interventions that will be used to address the identified function(s) of the target behavior(s). Descriptions of the strategies and interventions should provide a comprehensive overview, including what, how, and when interventions will be implemented. The team may also include goals or criteria for modifying interventions within the description.

NEUTRALIZE SETTING EVENTS

Setting events increase the likelihood that a behavior will occur but are not the direct antecedent to the behavior. Setting events frequently happen outside of the immediate environment and include things such as missed medication, no breakfast, and little-to-no sleep.




If a pattern of setting events is identified for the student, develop a plan to address and neutralize them and document them in the appropriate box:

Preventative Strategies: Neutralize Setting Events <i>Setting events occur outside the immediate situation but can have a lasting impact on behavior (e.g., lack of sleep, missed breakfast). If a pattern of setting events is identified for the student, develop a plan to address and neutralize them.</i>	
Strategy/Intervention  	Target Behavior(s) Addressed 
<small>+ Please click to add new row.</small>	

MODIFY THE ENVIRONMENT

Teams can modify the student’s environment by making adjustments to antecedents. Antecedents are the observable environmental conditions that precede the student’s behavior making it more likely that the behavior will occur. Antecedents are where, when, and under what circumstances behavior may occur. Examples include: during math class, when given independent work assignments, when teased by a peer, or when told “no” to a request. Antecedents are not the student’s behavior/emotions.




Document what modifications to the physical environment, the instructional setup, or the staff approach are necessary in the appropriate box:

Preventative Strategies: Modify the Environment <i>Reduce the likelihood that the target behavior(s) will be triggered by making modifications to the physical environment, instructional setup, or staff approach.</i>	
Strategy/Intervention  	Target Behavior(s) Addressed 
<small>+ Please click to add new row.</small>	

TEACH REPLACEMENT BEHAVIORS

A replacement behavior is a short-term goal with three primary criteria: (1) it meets the same function as the current behavior, (2) it is easier to do than the target behavior, and (3) it is socially acceptable. Replacement behaviors bridge the gap between the target behavior and the goal behavior; they address the immediate need and help break patterns of behavior while the team addresses underlying skills needed to meet the goal behavior.



Outline a plan to teach replacement behaviors and document it in the appropriate box:

Teach Replacement Behaviors <i>Replacement behaviors help the student meet their immediate needs (i.e., function) in a more contextually appropriate way while underdeveloped skills are being addressed. These behaviors fulfill the same function for the student (e.g., escape from work). Outline a plan to teach replacement behavior(s).</i>	
Strategy/Intervention  	Target Behavior(s) Addressed 
<small>+ Please click to add new row.</small>	

TEACH UNDERDEVELOPED SKILLS

Frequently, misbehavior occurs because of a missing or underdeveloped skill. Only addressing the behavior through antecedent and response strategies does not provide for skill development. Therefore the team must also consider how the missing skills are related to the target behavior and develop a plan for intentionally teaching these.



Outline the plan created by the team to teach identified underdeveloped skills in the appropriate box:

Teach Underdeveloped Skills	
<i>Behavior often occurs due to underdeveloped or missing skills. Outline a plan to teach the identified underdeveloped skills.</i>	
Strategy/Intervention	Target Behavior(s) Addressed
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REINFORCE DESIRED BEHAVIORS

For skills in acquisition, such as replacement behaviors and underdeveloped skills, it is important that teams develop systems of reinforcement. As a consequence, reinforcement increases behavior. Typically teams can use the function of the behavior to look for ways to provide reinforcement for replacement and new behaviors. For example, is the target behavior maintained by adult attention? If so, how can positive adult attention be used to shape up new replacement skills?



Outline strategies for how staff members will reinforce desired behaviors including strategies for reinforcing the use of replacement behaviors and emerging skills, and document in the appropriate box:

Reinforce Desired Behaviors	
<i>Outline strategies for how staff members will reinforce desired behaviors. Include strategies for reinforcing the use of replacement behaviors and emerging skills.</i>	
Strategy/Intervention	Target Behavior(s) Addressed
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MINIMIZE TARGET BEHAVIORS

The team must look for strategies to change their current response to behavior, as it is likely part of the current reinforcement for target behavior. For example, if a student engages in a behavior for adult attention, how can the frequency, intensity, or quality of the attention be changed so the student doesn't access rich adult attention based on target behaviors? How else do we need to address the target behavior when it occurs?

Outline how staff will respond to target behaviors when they occur in order to minimize reinforcement and document in the appropriate box:

Minimize Target Behaviors	
<i>Describe how staff will respond to target behaviors when they occur in order to minimize reinforcement.</i>	
Strategy/Intervention	Target Behavior(s) Addressed
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








PROGRESS MONITORING DATA COLLECTION PLAN

Progress monitoring is a critical aspect of Positive Behavior Support Plans as it allows for assessment of the effectiveness of interventions and the overall success of the plan. Progress monitoring includes:

- Defining measurable goals
- Selecting appropriate measurement tools and establishing a baseline
- Regularly and consistently collecting data (generally at least three times per week; in many cases, it makes sense to collect data daily)
- Graphing and analyzing data; comparing data to baseline data or previous performance.
- Reviewing and updating the Positive Behavior Support Plan by:
 - Making changes to interventions, as needed
 - Making successive approximations to the goal behavior as student skills improve
- Considering generalization of skills to other environments
- Celebrating successes!

Data collection should evaluate student progress and evaluate the effectiveness of the intervention(s). The team should include what data will be collected, who will be responsible for collecting data, and how often the data will be collected. Teams may wish to upload sample data collection tools as a file-based attachment.

Document the data collection plan in the appropriate box:










PROGRESS MONITORING DATA COLLECTION PLAN		
Describe how data will be collected to monitor student progress and assess intervention effectiveness.	Who will collect the data?	How often will data be collected?
  	  	  

IMPLEMENTATION FIDELITY DATA COLLECTION PLAN

Implementation fidelity refers to the degree to which an intervention or plan is implemented as intended by its developers. It measures how closely the implemented intervention adheres to the original design. High fidelity indicates that the intervention is delivered as intended, while low fidelity suggests deviations from the intended design. Implementation fidelity is important because:

- It allows teams to accurately assess the effectiveness of an intervention.
- It helps identify areas where additional training or support might be needed to ensure that resources are utilized effectively and that interventions achieve their desired impact.
- When implemented with high fidelity, interventions are more likely to produce the expected positive results, contributing to the overall success of the plan.
- Monitoring fidelity allows for continuous learning and improvement and ongoing quality assurance.

The team should determine how data will be collected to ensure implementation fidelity and document it in the appropriate box:

IMPLEMENTATION FIDELITY DATA COLLECTION PLAN		
Describe how data will be collected to ensure implementation fidelity.	Who will collect the data?	How often will data be collected?
  	  	  

Finally, the team must determine when they will next meet to review the PBSP and document in the appropriate box:

The team will meet by this date to review the Positive Behavior Support Plan: 