Functional Assessment and Behavior Intervention Plan: Planning Form

**Directions**: HO 6.0 Functional Assessment and Behavior Intervention Plan: Planning Form is a living document to support team efforts in the design, implementation, and evaluation of functional assessment-based interventions. This information will be transferred to the HO 6.1 Behavior Intervention Plan (BIP) and/or district standard forms after Step 5: Testing the Intervention.

**Student Name:** Click or tap here to enter text. **Student ID:** Click or tap here to enter text.

**School:** Click or tap here to enter text. **Date of Birth:** Click or tap here to enter text.

**Current Grade Level:** Click or tap here to enter text. **Special Education**:  Yes  No

**Gender:** Click or tap here to enter text. **Disability Eligibility:** Click or tap here to enter text.

**Parent(s):** Click or tap here to enter text. **Parent(s) Contact Number:** Click or tap here to enter text.

**Date of Assessment:** Click or tap to enter a date. **Classroom teacher:** Click or tap here to enter text.

**Persons conducting the assessment**:

**Role**:  Classroom teacher  SPED Teacher  Teacher (Other)  Teacher (Other)

School Psychologist  Counselor  Behavior Specialist  Intern

University Student  BCBA/ ABA  Other: Click or tap here to enter text.

# Identifying the Problem: Defining Target and Replacement Behaviors

## **Target Behavior** (observable, measurable, repeatable):

**Drafting:**

|  |  |
| --- | --- |
| Label: | Click or tap here to enter text. |
| Definition: | Click or tap here to enter text. |
| Examples: | Click or tap here to enter text. |
| Nonexamples: | Click or tap here to enter text. |

**Operational Definition** (include label, definition, examples, and nonexamples):

Click or tap here to enter text.

**Dimension of behavior** *(e.g. Frequency, rate, duration, latency):*

Click or tap here to enter text.

## **Replacement Behavior** (observable, measurable, repeatable):

**Drafting:**

|  |  |
| --- | --- |
| Label: | Click or tap here to enter text. |
| Definition: | Click or tap here to enter text. |
| Examples: | Click or tap here to enter text. |
| Nonexamples: | Click or tap here to enter text. |

**Operational Definition** (include label, definition, examples, and nonexamples):

Click or tap here to enter text.

**Dimension of behavior** *(e.g. Frequency, rate, duration, latency):*

Click or tap here to enter text.

**Rationale for Replacement behavior** (e.g. Why do you want to teach this behavior or increase the likelihood of this behavior occurring?):

Click or tap here to enter text.

# Functional Behavioral Assessment: Interviews and Direct Observations

**Interviews Completed**:  YES  NO

**Interviewees**:  Teacher  Parent  Student

**Rating Scales**: Click or tap here to enter text.

**Hours of Total Direct Observation (A-B-C**): Click or tap here to enter text.

**Setting(s) of Observations**:

1) Click or tap here to enter text. 2) Click or tap here to enter text. 3) Click or tap here to enter text.

# Determining the Function of the Behavior: Using the Function Matrix

|  |  |  |
| --- | --- | --- |
|  | **Positive Reinforcement**  **(Access Something)** | **Negative Reinforcement**  **(Avoid Something)** |
| **Attention** | Click or tap here to enter text. | Click or tap here to enter text. |
| **Tangibles**  **Activities** | Click or tap here to enter text. | Click or tap here to enter text. |
| **Sensory** | Click or tap here to enter text. | Click or tap here to enter text. |
| Source: Umbreit, Ferro, Liaupsin, & Lane (2007). | | |

**Rating Scales Summary Statement:**

Click or tap here to enter text.

**Outcome of Function Matrix: Hypothesized Function:**

Click or tap here to enter text.

# Determining the Behavior Objective

**What behavior are you progress monitoring with direct observation?** *(select minimum of one)*

Target Behavior

Replacement Behavior

**Rationale for behavior to progress monitor***(e.g., Replacement behavior focuses the desired behavior – focusing on the positive)***:**

Click or tap here to enter text.

**Check the measurement system used for your data collection:** *(select minimum of one)*

Frequency

Rate

Duration

Latency

Interresponse Time

Whole Interval Recording

Partial Interval Recording

Momentary Time Sampling

Other (discuss with coach): Click or tap here to enter text.

**Baseline** *(e.g. number**of observations, level, trend, stability to describe present levels of student performance and to inform the development of behavior objective)*

**Baseline Descriptive Statistics** describing level and trend for baseline:

**Mean (*SD*):** Click or tap here to enter text.(Click or tap here to enter text.)

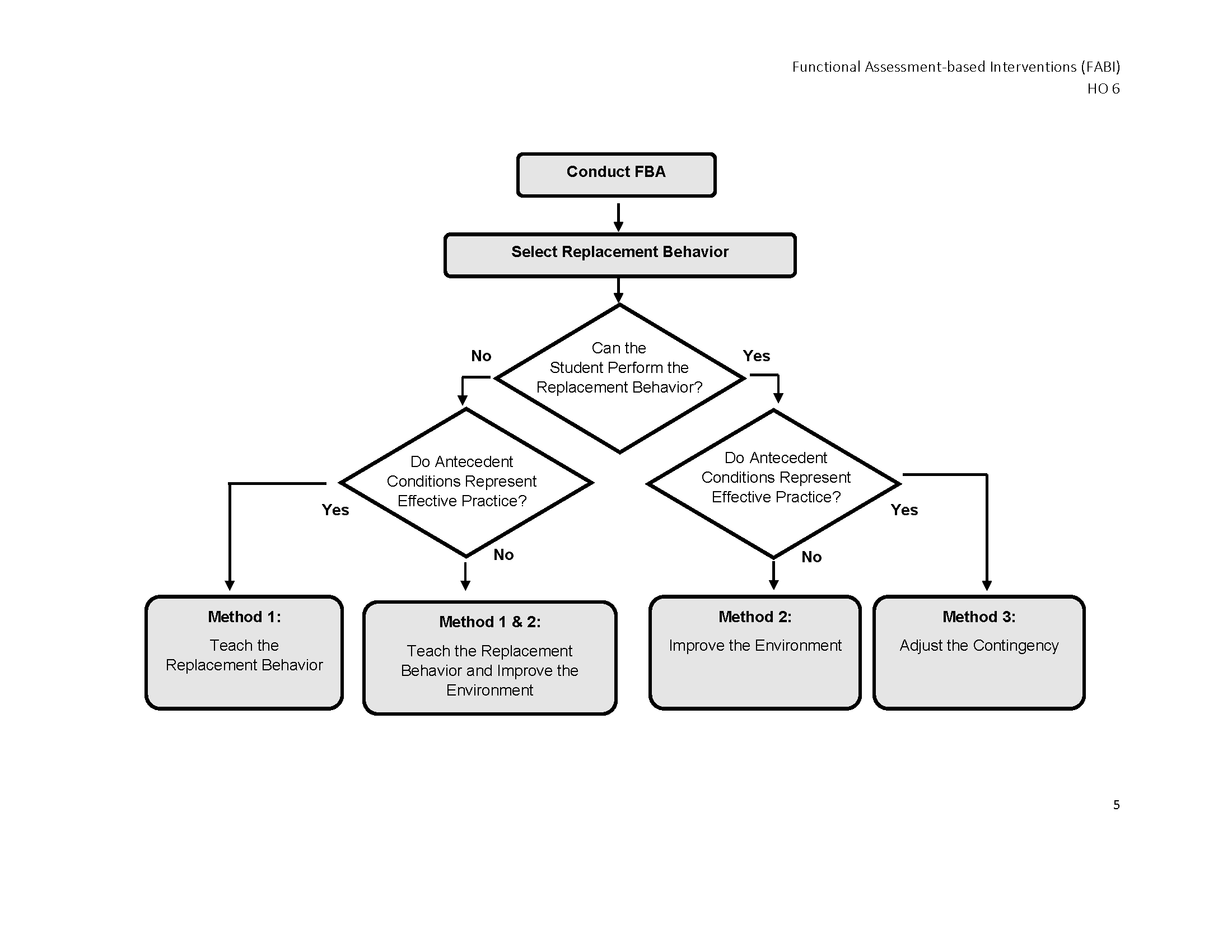
**Slope (*SE YX*):** Click or tap here to enter text.(Click or tap here to enter text.)

**Baseline Statement**:

Click or tap here to enter text.

**Behavioral Objective**:

Click or tap here to enter text.

Function-Based Intervention Decision Model

Source: Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Prentice-Hall

# Determining the Intervention Method

**Method Selected** (*select and complete one*):

Method 1: Teach the Replacement Behavior

Method 2: Improve the Environment

Method 3: Adjust the Contingencies

Method 1 & 2: Teach the Replacement Behavior and Improve the Environment

**Note.** After you have selected the appropriate method, draft an intervention for the selected intervention on page 6, 7, 8, **OR** 9. ***Do not draft ALL interventions*.**

|  |  |
| --- | --- |
| **Method** | **Description** |
| Method 1: Teach the Replacement  Behavior | * Adjust antecedent conditions so new behaviors are learned and aversive conditions avoided. * Provide appropriate reinforcement for the replacement behavior. * Withhold the consequence that previously reinforced the target behavior. |
| Method 2: Improve the Environment | * Adjust antecedent variables so the conditions that set the occasion for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur. * Provide appropriate positive reinforcement for replacement behavior. * Withhold the consequence that previously reinforced the target behavior. |
| Method 3 : Adjust the Contingencies | * Provide the consequence that previously reinforced the target behavior, but only for the replacement behavior. * Withhold the consequence when the target behavior occurs (extinction). * Adjust the antecedent conditions to make it more likely that the replacement behavior will occur. |
| Method 1 & 2: Teach the Replacement Behavior and Improve the Environment | * Adjust antecedent variables so (a) new behaviors are learned and aversive conditions avoided and (b) the conditions that set the occasion for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur. * Provide appropriate positive reinforcement for replacement behavior. * Withhold the consequence that previously reinforced the target behavior. |

## Method 1 – Teach the Replacement Behavior

|  |  |  |
| --- | --- | --- |
| **Adjust Antecedents** | Adjust antecedent conditions so new behaviors are learned and aversive conditions avoided. | Click or tap here to enter text. |
| **Reinforcement Rates** | Provide appropriate reinforcement for the replacement behavior. | Click or tap here to enter text. |
| **Extinguish Target Behavior** | Withhold the consequence that previously reinforced the target behavior. | Click or tap here to enter text. |

## Method 2 – Improve the Environment

|  |  |  |
| --- | --- | --- |
| **Adjust Antecedents** | Adjust antecedent variables so the conditions that set the occasion for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur. | Click or tap here to enter text. |
| **Reinforcement Rates** | Provide appropriate positive reinforcement for replacement behavior. | Click or tap here to enter text. |
| **Extinguish Target Behavior** | Withhold the consequence that previously reinforced the target behavior. | Click or tap here to enter text. |

## Method 3 – Adjust the Contingencies

|  |  |  |
| --- | --- | --- |
| **Reinforcement Rates** | Provide the consequence that previously reinforced the target behavior, but only for the replacement behavior.  . | Click or tap here to enter text. |
| **Extinguish Target Behavior** | Withhold the consequence when the target behavior occurs (extinction). | Click or tap here to enter text. |
| **Adjust Antecedents** | Adjust the antecedent conditions to make it more likely that the replacement behavior will occur | Click or tap here to enter text. |

## Method 1 & 2: Teach the Replacement Behavior and Improve the Environment

|  |  |  |
| --- | --- | --- |
| **Adjust Antecedents** | Adjust antecedent variables so (a) new behaviors are learned and aversive conditions avoided and (b) the conditions that set the occasion for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur. | Click or tap here to enter text. |
| **Reinforcement Rates** | Provide appropriate positive reinforcement for replacement behavior. | Click or tap here to enter text. |
| **Extinguish Target Behavior** | Withhold the consequence that previously reinforced the target behavior. | Click or tap here to enter text. |

# Data to be collected:

**Student Outcome** (What behavior(s) is (are) being measured? What measurement system? When/ Where?)

Target Behavior: Click or tap here to enter text.

Replacement Behavior: Click or tap here to enter text.

**Treatment Integrity** (e.g., Checklist)

Treatment Integrity: Click or tap here to enter text.

**Social Validity** (e.g., IRP-15, CIRP)

Social Validity: Click or tap here to enter text.

**Supporting Success** (e.g., Evaluating the intervention)

Fading and Generalization: Click or tap here to enter text.

Program Review Date: Click or tap here to enter text.

Personnel and Roles: Click or tap here to enter text.

Emergency Procedures**:** Click or tap here to enter text.