Functional Assessment-Based Intervention (FABI): Behavior Intervention Plan

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | |  | | | | | | | | | Student ID: | | | |  | | |
| School: |  | | | |  | | | | | | Date of Birth: | | | |  | | |
| Current Grade Level: | | | | |  | |  | | | | Sex: | | M  F | | | | |
| Special Education: | | | | Yes  No | | | | | Disability Eligibility: | | |  | | | |  | | |
| Family Member: | | |  | | |  | | | Family Member Contact Number: | | | | | | |  | | |
| Start Date of FABI Step 1: | | | | | |  | | | Classroom Teacher: | | | | |  | | |  | |
| Persons conducting the Assessment: | | | | | | | |  | |  | | | | | | | | |

|  |  |
| --- | --- |
| **FABI Team Member** | **Role** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Role: | Administrator  Behavior Specialist  ABA Provider (BCBA, RBT)  Classroom Teacher | Counselor  Family Member  School Psychologist  Special Education Teacher | Teacher (other)  University Student  Other: |

## Behavioral Definitions

|  |
| --- |
| **Target Behavior:** |
|  |
| **Replacement Behavior:** |
|  |
| **Rationale for Replacement Behavior:** |
|  |
| **Baseline Statement:** |
|  |

|  |  |  |
| --- | --- | --- |
|  | **Positive Reinforcement**  **(access something)** | **Negative Reinforcement**  **(avoid something)** |
| **Attention** |  |  |
| **Tangibles/Activities** |  |  |
| **Sensory** |  |  |

Source: Umbreit, Ferro, Lane, & Liaupsin (2024); Umbreit, Ferro, Liaupsin, & Lane (2007); Umbreit, Lane, & Dejud (2004)

|  |
| --- |
| **Rating Scales Summary Statement:** |
|  |
| **Outcome of Function Matrix: Hypothesized Function** |
|  |

## Functional Behavioral Assessment: Determining the Intervention Method

|  |  |
| --- | --- |
| **Method Selected** (select and complete one) | |
| Method 1: Teach the Replacement Behavior |
| Method 2: Adjust the Environment |
| Method 3: Shift the Contingencies |
| Method 1 & 2: Teach the Replacement Behavior and Adjust the Environment |

|  |  |
| --- | --- |
| **Adjust Antecedents** |  |
| **Shift Rates of Reinforcement** |  |
| **Extinguish Target Behavior** |  |

## Data to be Collected

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Outcome** What behavior(s) is/are being measured? What measurement system? When/Where? | | | | | | | | | |
| Target Behavior: | |  | | | | |  | |
| Replacement Behavior: | | | | |  | | |
| **Treatment Integrity** (e.g. checklist) | | | | | | | | |
| Treatment Integrity: | | |  | | | | |
| **Social Validity** (e.g. IRP-15, CIRP) | | | | | | | | |
| Social Validity: |  | | | | | | |
| **Supporting Success** (e.g. evaluating the intervention) | | | | | | | |
| Fading and Generalization: | | | | | |  | |
| Program Review Date: | | | | |  | | |
| Personnel and Roles: | | | |  | | | |
| Emergency Procedures: | | | | |  | | |