Functional Assessment and Behavior Intervention Plan: Planning Form

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| **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. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | | |  | |  | | | | | | | | |

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

## Identifying the Problem: Defining Target and Replacement Behaviors

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

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| --- | --- |
| **Drafting** | |
| Label: |  |
| Definition |  |
| Examples: |  |
| Nonexamples: |  |

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| **Operational Definition** (include label, definition, examples, and non-examples): |
|  |
| **Dimension of Behavior** (e.g. frequency, rate, duration, latency): |
|  |

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

|  |  |
| --- | --- |
| **Drafting** | |
| Label: |  |
| Definition |  |
| Examples: |  |
| Nonexamples: |  |

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| --- |
| **Operational Definition** (include label, definition, examples, and non-examples): |
|  |
| **Dimension of Behavior** (e.g. frequency, rate, duration, latency): |
|  |
| **Rationale for Replacement Behavior** (e.g., Why do you want to teach this behavior or increase the likelihood of this behavior occurring?) |
|  |

## Functional Behavioral Assessment: Interviews and Direct Observations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Interviews Completed: | | | Yes  No | | | |
| Interviewees: | Teacher  Parent  Student | | | | | | | | | | |
| Rating Scales: | |  | | | | | |  | | | | | | |
| Hours of Total Direct Observation (A-B-C): | | | | | |  | | |  | |
| Number of Instances of Target Behavior: | | | | | |  | | |  | | | | | |
| Setting(s) of Observations: | | | | 1) |  | | | | 2) |  | | | 3) |  |

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

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

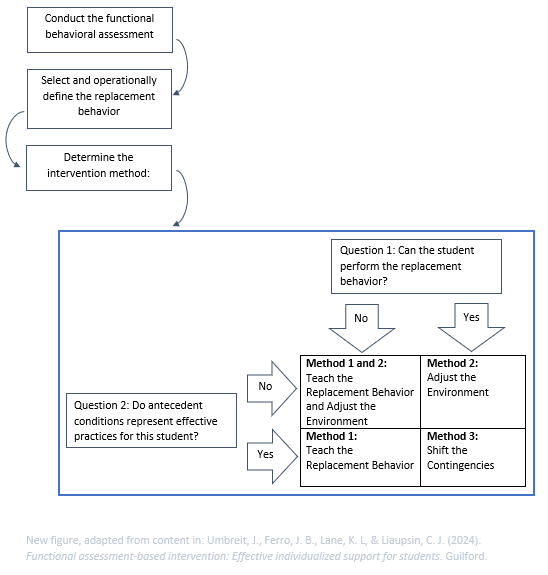
Source: Umbreit, Ferro, Lane, & Liaupsin (2024); Umbreit, Ferro, Liaupsin, & Lane (2007); Umbreit, Lane, & Dejud (2004)

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

## Determining the Behavior Objective

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| **What behavior are you progress monitoring with direct observation?** (select a minimum of one) | | |
| Target Behavior  Replacement Behavior | | |
| **Rationale for the behavior to progress monitor** | | |
| (e.g. replacement behavior focuses the desired behavior – focusing on the positive): | | |
|  | | |
| **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): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **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): |  | |
| Slope (SE YX): | |  |
| **Baseline Statement:** | | |
|  | | |
| **Behavioral Objective:** | | |
|  | | |

## Function-Based Intervention Decision Model



## Determining the Intervention Method

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| --- | --- |
| **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 |

**Note.** After you have selected the appropriate method, draft an intervention for the selected intervention on page 7, 8, 9 **OR** 10. ***Do not draft ALL interventions*.**

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| --- | --- |
| **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: Adjust 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: Shift the Contingencies | * Adjust the antecedent conditions to make it more likely that the replacement behavior will occur. * Provide the consequence that previously reinforced the target behavior, but only for the replacement behavior. * Withhold the consequence when the target behavior occurs (extinction). |
| Method 1 & 2: Teach the Replacement Behavior and Adjust 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. |  |
| **Reinforcement Rates** | Provide appropriate reinforcement for the replacement behavior. |  |
| **Extinguish Target Behavior** | Withhold the consequence that previously reinforced the target behavior. |  |

**Method 2: Adjust 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. |  |
| **Reinforcement Rates** | Provide appropriate reinforcement for the replacement behavior. |  |
| **Extinguish Target Behavior** | Withhold the consequence that previously reinforced the target behavior. |  |

**Method 3: Shift the Contingencies**

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

**Method 1 & 2: Teach the Replacement Behavior and Adjust 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. |  |
| **Reinforcement Rates** | Provide appropriate reinforcement for the replacement behavior. |  |
| **Extinguish Target Behavior** | Withhold the consequence that previously reinforced the 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) | | | | |
|  | | | | |
| **Social Validity** (e.g. IRP-15, CIRP) | | | | |
|  | | | | |
| **Supporting Success** (e.g. evaluating the intervention) | | | | |
| Fading and Generalization: | | | |  |
| Program Review Date: |  | | | |
| Personnel and Roles: |  | | | |
| Emergency Procedures: | |  | | |