Functional Behavior Assessment and Behavior Intervention Plan

Blank packet for a school team.

How to use this packet

Complete the assessment sections with your team. Record the results, the hypothesized function, and the competing behavior pathway. Then write the behavior intervention plan from those findings. Copy or refine the function and the replacement behavior.

Student name:	Grade:
School:	Date:
Examiner(s):	

Team notes

Meeting date, people present, and questions this packet should answer.

Functional Behavior Assessment and Behavior Intervention Plan

1. Reason for Referral

Describe the referral concerns and questions guiding this assessment.

2. Background Information

Summarize relevant educational, developmental, and contextual history.

3. Data Sources

List records, interviews, observations, and assessments with dates and sources.

4. Summary of Strengths

Describe strengths, interests, relationships, and successful learning conditions.

5. Preference Assessment

Describe the procedure, preferences identified, and relevant context.

Functional Behavior Assessment and Behavior Intervention Plan

6. Target Behaviors

Define each behavior in observable, measurable terms, including examples and nonexamples.

7. School Records

Summarize relevant attendance, academic, and behavior records.

8. Previous IEPs and Behavior Plans

Describe previous supports, implementation, and documented response.

9. Evaluation Procedures

Identify procedures, dates, settings, and measures used.

Functional Behavior Assessment and Behavior Intervention Plan

Components of Evaluation

Functional Assessment Interview

10. Teacher Interview Results

Record the interview date, context, behavior patterns, and supports that have helped.

11. Parent Interview Results

Record the interview date, strengths, home context, behavior patterns, and supports that have helped.

Functional Behavior Assessment and Behavior Intervention Plan

Components of Evaluation

Student Observation

12. Results of the ABC Observation

Describe dates, settings, preceding events, observed behaviors, and what followed.

Time Sample of Behaviors

13. Results of the Time Sampling Observations

Record dates, settings, sampling method, interval length, observation duration, and results.

Functional Behavior Assessment and Behavior Intervention Plan

14. Results of the Functional Behavior Assessment

Summarize findings and the limits of the available data.

15. Hypothesized Function

State the hypothesized function. Note what the student may get, avoid, or regulate. The plan asks you to copy or refine this statement.

Functional Behavior Assessment and Behavior Intervention Plan

16. Competing Behavior Pathway

Write in each box. Arrows run from setting events to the maintaining consequence. Replacement behavior and desired behavior continue from the antecedents. The plan asks you to copy or refine the replacement behavior from this pathway.

Setting events
Conditions that make the behavior more likely.

Antecedents
What happens right before the behavior.

Problem behavior
The observable problem behavior.

Maintaining consequence
What follows and keeps the behavior going.

Replacement behavior
A behavior the student can use instead, matched to the hypothesized function.

Desired behavior
The longer-term behavior the team wants to see.

Functional Behavior Assessment and Behavior Intervention Plan

Recommendations Based on the Functional Assessment

17. Replacement Skills

Identify skills that can serve the same function as the target behavior.

18. Adaptive Skills

Identify skills that support participation and independence.

19. Other Proactive Strategies

Describe environmental or routine changes to support the student.

20. Instructional Practices to Reduce Problem Behavior

Describe instructional adjustments based on assessment findings.

21. Supports to Facilitate New Skill Learning

Describe teaching, practice, reinforcement, and staff supports.

Functional Behavior Assessment and Behavior Intervention Plan

Behavior Intervention Plan

This plan is built from the assessment findings in this packet. Use the student information on the cover.

22. Problem Behavior

What is the observable and measurable problem behavior?

23. Baseline for Problem Behavior

For how long, or how often, is the problem behavior occurring?

24. Function

Copy or refine the hypothesized function from section 15 and the pathway in section 16.

25. Replacement Behavior

Copy or refine the replacement behavior from section 16.

26. Baseline for Replacement Behavior

For how long, or how often, is the replacement behavior occurring?

Functional Behavior Assessment and Behavior Intervention Plan

Behavior Intervention Plan

27. Antecedent Interventions

What will be changed before the problem behavior occurs? Consider time, space, materials, interactions, and routines.

28. Reinforcement Procedures

How will the replacement behavior be reinforced? How often? By whom?

29. Consequence Interventions

What will adults do when the problem behavior occurs so it is less likely next time?

30. Data Collection

What data will be collected? By when? By whom?

31. Criteria for Success

How will the plan be faded? How will the team decide the plan can be revised or ended?

Functional Behavior Assessment and Behavior Intervention Plan

Goals

When the team meets to evaluate goals, record whether the goals were met by the expected date. If a goal was not met, write a new short-term objective in the notes for the next team meeting.

32. Goal 1: Behavior reduction

Progress:

33. Goal 2: Acquisition

Progress:

34. Data Collection Procedures

Data to be collected	Procedures for data collection	Person responsible	How often

35. Data Review Meeting Notes

Date	Current action items

36. Signatures

Examiner signature

Date

Case manager signature

Date