

Entering an FBA/BIP into IIEP

1. Save this template.
2. Complete the template with relevant information. Save this template under the student's folder or on your desktop so you don't lose information, or as a back-up as needed.
3. Login to the IIEP system and into the student's IEP in progress. Click under Special Factors and Considerations. Click that behavior impedes learning. In the first text box titled, "Behaviors of Concern", you will copy and paste numbers 1-5 of the template. In the second text box titled, "Functions of Behavior", you will copy and paste numbers 6-8. In the third text box titled, "Positive Strategies/Instructional Experiences", you will copy and paste the Positive Support and Behavior Intervention Plan.

FUNCTIONAL BEHAVIORAL ASSESSMENT

NAME:

GRADE:

SCHOOL:

1. Summarize the student's record review including previous success, interventions, discipline history, and behavior plans.

	Diagnostic and medical records		Incident/discipline referrals		Therapist Reports (OT, PT, SLP, BT)
	Parent Report/Input		Academic Records		Social history
	Motivation Assessment Scale		Setting Events Checklist		Problem Behavior Questionnaire
	Student Interview		ABC Observation		Previous behavior management programs
	Psychological Evaluations		Anecdotal Notes		Individual Education Plan
	Other:		Other:		Other:

2. Summarize pertinent medical information and other background information that may impact behavior:

Medical, physical, and social concerns such as medications, illnesses, physical limitations, lack of friends.	
Disrupted patterns of eating/sleeping; dietary restrictions/complications	
Family information (Siblings, Relationships)	
Stressful events (Difficult transitions, emotional losses, etc.)	

Conflicts (Home, peer, teacher)	
Learning challenges, communication deficits, physical disability	
Recent changes (Home or school)	
Other:	

3. What are the student's interests and strengths? What may enhance/encourage positive behaviors? What strengths does the family have that may enhance/encourage positive behaviors, i.e. wrap around services, outside counseling, medical visits, etc.?

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4. Describe the behaviors that are adversely impacting the student's behavior?

	Impulsive		Short Attention Span
	Frequently off tasks		Makes noises
	Touches others (not sexual)		Poor peer relationships

	Destroys property		Physically aggressive
	Seeks attention		Doesn't complete work
	Unprepared for class		Verbally aggressive
	Self-abusive (hits, scratches, bites)		Argumentative, Talks back
	Defiant		Inappropriate sexual behavior
	Explosive behavior/mood swings		Withdrawn/Anxious/Depressed
	Poor self-care/hygiene		Steals, Lies, Dishonest
	Low self-esteem		Substance Abuse
	Leaves assigned area		Overly dependent on adults

5. What are the two most prominent behaviors that impede the student's learning? How does the behavior "look" in the school environment? Be specific.

6. Evidence of factors affecting behavior: Where, when, and with whom are the behaviors likely to occur?

Teacher Factor

	Task Explanation		Performance Feedback
	Lesson Presentation		Teacher Reprimand
	Teacher Praise		Individual Attention
	Lack of Attention		Task Demands
	Teacher Request		Consequence
	Other:		Other:

Peer Factor

	Attention (Positive)		Attention (Negative)
	Poor social understanding		Poor social communication
	Other:		Other:

Setting Factor

	Transition from one activity to another		Unexpected change in routine
	Unexpected reprimand/consequence		Unexpected change in activities
	Elevated noise/movement		Peer proximity
	Independent/Seat work		Group instruction
	Individual instruction		Unstructured Setting/Activity
	Other:		Other:

7. What is the response to behavior?

	Teacher Reprimand		Teacher Praise
	Task Removal		Withdrawal of Attention
	Warning		Time-out
	Loss of privilege/activity		Office referral
	Communication with parent		Pre-determined contingency
	In-school suspension		Out-of-school suspension
	Positive peer attention		Negative peer attention

8. What is the function of the behavior? *Insert hypothesis statement here.*

GAIN		Attention		Gratification		Control		Preferred Activity
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		Relief		Justice		Acceptance		Other:
AVOID		Tasks		People		Environment		Other:
SENSORY		Regulation		Self-stimulation				Avoid external stimuli

POSITIVE BEHAVIOR SUPPORT PLAN/BEHAVIOR INTERVENTION PLAN

<p>Target Behavior(s):</p>
<p>Replacement Behavior (What the student will do instead of the target behavior):</p> <p>Desired Behavior (What you want the student to eventually do):</p>
<p>Behavioral Goal(s):</p>
<p>Considering the precipitating factors, what modification of antecedents and/or environment will be made?</p>
<p>Replacement Behaviors to Be Taught:</p>

Reinforcement Strategies:

Redirection Strategies/Staff Response to Recurrence of Target Behavior:

Additional School Based Support:

Crisis Plan:

Evaluation of Progress (Data Collection: What, How, Who):