

Tips for Completing the FBA

- Section I. Check any and all of the behaviors you are concerned about. You will not be addressing all of them.
- Section II. Narrow it down to 1-3 behaviors that you want to tackle (the fewer the better). These should be the TARGET BEHAVIORS that most interfere with educational performance. Describe each behavior in observable terms. For example, if a student is off task you might say the student looks away from his paper and stares off at the wall or the student plays with the items in his desk when he is supposed to be working.
- Section III. Go into the classroom and observe if possible (this can be done by any teacher, aide, etc.). You may want to observe multiple times in different settings. Watch for the TARGET BEHAVIOR(s). Note exactly what you see, and what happened just prior to and after the behavior. Write down the frequency of the behavior and then make a judgment about its intensity. For example, if a student is out of seat is she simply standing at her desk (mild?) or is she running around the room (severe?) If a student bites - did it break the skin, cause redness? At times, you may need to gather this information through history, such as when the target behavior is truancy, which you can't go into the classroom and observe. If this is a one time occurrence, you may utilize discipline reports or other anecdotal data to complete the chart.
- Section IV. Based on what you know including what you saw in the classroom observation, look at each target behavior and mark events and situations related to or not related to the behavior. If you have only identified 1 TARGET BEHAVIOR, you will only complete the first line all the way across. For a one time occurrence, complete only the LEFT side of the page summarizing the incident.
- Section V. Fill out questions 1 through 7.
- Section VI. Parent information (if available) can be obtained by telephone, through a conference, or from prior information given by the parent/guardian.
- Section VII. Complete one setting events checklist for each TARGET BEHAVIOR (make additional copies as needed). Usually, this is something the regular education teacher can complete, unless the student spends most of his/her time in a special education setting. You may want to have the teacher who is seeing the behavior the most complete this - if the student is having the behavior difficulty primarily in math class, have the math teacher complete the rating. You may have different teachers address different TARGET BEHAVIORS.
- Section VIII. Gather this information from the student. It will be valuable information when designing an effective intervention plan. The last few questions should be completed for students 13 and older, but can be completed with any student if appropriate. If during the FBA you find that the student doesn't understand rules, consequences, etc., address this problem immediately. Review this information personally with the student so that it is not an issue if a manifestation determination is ever needed.

Tips for Completing the BIP

- Question 1: Identify each TARGET BEHAVIOR and the function you think each serves. Look at the setting events checklist results. This will suggest a function for the behavior. You may decide from the other information gathered that the function is different than what the checklist suggested.
- Question 2: This information is a summary from what the teacher(s), parent(s), and student reported. This information will lead to a more tailored, positive behavior plan.
- Question 3: Check any preventative strategies that you will use and note who is responsible for implementing. See the attached information page for further explanation of each preventative strategy listed.
- Question 4: List behavior goals - what do you want the student to be able to do instead of the TARGET BEHAVIOR. Make sure you complete an IEP goal page that includes these same goals/objectives as well.
- Question 5: List how you will teach the positive behaviors - the student may not have that particular skill. Treat this like you would an academic skill and teach it directly.
- Question 6: List positive consequences that will occur when the positive behavior occurs.
- Question 7: List consequences that will occur when the TARGET BEHAVIOR occurs. Make sure to list in a progressive order (i.e., the first time the behavior occurs, the second time the behavior occurs, etc.).

Preventative strategies

The following are a list of strategies to help promote positive behavior. Each strategy can be designed and implemented differently, depending on the needs of the individual student.

calming area - designated area for the student to remove him or herself or for the teacher to redirect the student when he/she is feeling overwhelmed or overstimulated. Choices of things should be available specific to the student to assist him/her with calming.

sensory diet - activities integrated into the student's day such as movement exercises and additional therapy activities as determined by the occupational therapist when appropriate. Information is typically provided to the teacher by the occupational therapist when needed.

peer buddy - a student in the classroom assigned and directed by the teacher as a positive role model to assist the student with organization, on-task behavior, or academic tasks.

journal - time provided for the student to write or draw in a notebook, used as a coping strategy to prevent/replace acting out or internalizing behaviors.

breaks - time provided either on an as needed basis or in predetermined increments based on the individual student's needs.

social stories - a technique used as a teaching tool to assist the student with social understanding of various situations to help replace the inappropriate behavior. The story is written as closely as possible from the student's perspective.

preferential seating - specific area designed to assist the student in meeting academic and behavioral goals. It is individualized to the specific student need. It could be seating near the teacher's desk, close to the front of the classroom, or near the back of the classroom depending on specific circumstances.

relaxation techniques - variety of strategies used and taught such as deep breathing, counting, visualization, etc. It provides the student with choices of positive coping responses to stress.

review of rules - specific student goals, individual and/or classroom rules may need to be reiterated, especially before times that have been identified as problematic for the student. Rules should be in positive, simple terms that the student can understand.

increased supervision - additional adult monitoring may be necessary to address and prevent behavior issues.

escort to class - intervention typically used when student has ongoing behavior or conduct issues particularly during passing periods.

reinforcement menu - list of reinforcers/high preference activities predetermined and agreed upon by the student and teacher, used to reinforce replacement behaviors.

home/school communication - notebook, checklist, phone calls, emails, meetings, etc. between parent(s) and school staff.

visual aids - written or picture form to indicate classroom rules, individualized student goals/rules, or student's schedule. Visual aids can also be used as a means of communication (picture exchange communication system). There are pictures available using Boardmaker or Writing With Symbols programs.

problem solving strategies - used to teach students specific steps to assist them in making good choices when challenging issues arise. Also used as a technique to increase accountability after problem behaviors occur. The student identifies and processes with an adult either in a written or verbal format. Examples of specific questions to address with the student include:

1. What was the situation or problem? (include who was involved and where it happened)
2. Why did you choose this behavior and how do you feel about what happened?
3. How did your behavior make others feel?
4. What will happen if you continue to act this way?
5. What are some other choices you could have made or what could you have done so it would not have happened?

behavior chart - monitoring sheet which targets specific behaviors and gives the student feedback from the teacher when progress is made towards identified goals. This chart can be utilized as a short term reinforcement tool and also to set longer term goals as appropriate.

These are only suggestions and examples of preventative strategies. Additional ones may be added as appropriate.

Revised 1/8/07