EXAMPLE SCHOOL DISTRICT

FBA Summary and Behavior Intervention Plan
2024-25 School Year

Student		School	
Parent(s)/ Guardian(s)		Teacher of IEP Authority	
Case #		Date of Plan	

Background Information

Strengths, Resources, and Protective Factors

<u>Child</u>

<u>Family</u>

<u>School</u>

<u>Community</u>

Target Behaviors and FBA Summary

Target Behavior(s): Operationally define each target behavior

Prioritize Target Behavior(s)

Is there a predictable sequence of behaviors (i.e., behavioral chain)?	
Do certain behaviors go together and serve the same function (i.e., same response class)?	
What contextual variables influence the behaviors (i.e., when, where, or with whom is the behavior more and less likely to occur)?	

Function, Skill Deficits, and Motivating Operations of *Primary Problem Behaviors*

Using the data collected, what factors appear to be occasioning and/or maintaining the behavior? Indicate below.

Antecedent / Discriminative Stimulus: What event, action, or circumstance occurs immediately before the behavior?

Needs/Functions: What function does the behavior seem to serve for the student? What reinforcing conditions are maintaining the behavior?

Skill Deficits: What skill deficit(s) may be contributing to the occurrence of this behavior? (Include data source)

- Communication, academic, executive functioning, daily living, social, emotional, and/or social cognitive

Motivating Operations: What internal and external antecedent conditions make the behavior more and less likely to occur? (Include data source)

- Aversive biological/medical conditions, emotional states (anxiety, depression, etc.), thoughts, task complexity/difficulty, environmental conditions, or interpersonal dynamics, that impact attention to the antecedent (Sd), intensity of the behavior, and/or power of the consequences

Hypothesis Statement

[Student] is [state primary problem behavior] in [state context] when [state antecedent/Sd] to [state function]:

State the Motivating Operations and Skill Deficits that are contributing to this behavior:

Linking the FBA and Behavior Plan

Replacement behavior(s): What replacement
behavior(s) do we need to teach that serve the
same function as the primary problem behavior?

Alternative behavior(s): What alternative
do we need to teach to enable the student to meet
the needs demonstrated by the current behavior in
a more appropriate way? [Use this if replacement
behavior isn't feasible, e.g., escape from class]

Skill Acquisition Deficit or Performance Deficit: Does the child currently have this replacement/target
behavior(s) in his/her repertoire? That is, is the child currently capable of performing the behavior?

Replacement Behavior #1

Yes…Performance Deficit

No…Skill Acquisition Deficit

Replacement Behavior #2

Yes…Performance Deficit

No…Skill Acquisition Deficit

Reinforcement : How and when will the target behavior(s) be reinforced? In class? Out of class?

Response to Problem Behavior: What strategies will be used to reduce problem behavior (e.g.: re-direction, verbal warnings)? What consequences/disciplinary actions will be used if behavior continues or escalates?

Social Cognition, Emotional Regulation, and Social Skills

Social Cognitive Processing
- *e.g., Perspective Taking, Self-Awareness, Attention, Knowledge, & Social Problem Solving*

Emotional Regulation Skills:

- *e.g., Coping with Stress, Mood Regulation, Managing Anxiety, Anger Management, Frustration Tolerance, Dealing with Failure*

Social Skills:

- *e.g., Initiating, responding, sharing, social reciprocity, sharing, asking for assistance, providing assistance, cooperating, etc.*

Behavioral Goals and Objectives

Behavioral Goal

Behavioral Objective(s):

Behavioral Goal 2

Behavioral Objective(s):

Additional Behavioral Goal and Objectives:

Behavioral Goal 3:

Behavioral Objective(s):

Baseline Data

Include all sources of data (and date collected) on the baseline level of target behavior(s):

Potential Reinforcers

Provide information from the Reinforcer Survey administered to student. Include multiple categories of reinforcement (edible, activity, social, tangible, leisure, etc.) and the date survey was administered.

Behavior Plan Outline

Antecedent Strategies		Consequence Strategies	
Motivating Operations & Skill Deficits	**Antecedent Stimuli**	**Replacement Behaviors**	**Problem Behaviors**
Strategies to address the Motivating Operations and Skill Deficits contributing to the presence of problem behaviors	*Strategies to improve the presentation of, and attention to, antecedent stimuli (e.g., task directives or other natural prompts)*	*Strategies to increase the frequency of replacement or alternative behaviors (i.e., systematic positive reinforcement for positive behaviors)*	*Strategies to reduce the frequency of problem behaviors(i.e., response to problem behaviors)*
Modification of Physical Environment	Precision Commands	Positive Reinforcement	Redirection
Modification of Seating Arrangements	Pre-Correction	High Rates of Positive Responses	Prompting
Instructional/Curricular Modifications	Visual Cues	Modeling	Extinction
Strategies to Improve Organizational Skills	Visual Schedules	Differential Reinforcement	Response Cost
Self-Awareness Strategies	Behavioral Momentum	Contingency Contract	Time-Out
Emotional Regulation Strategies	Attentional Prompts	Behavioral Prompts	Over-Correction
Social Problem-Solving Strategies	Antecedent Modifications	Check in/Check Out	Pre-Correction
Perspective Taking Strategies	Other:	Mystery Motivator	Contingency Contract
Attentional Strategies		Non-Contingent Reinforcement	Other:
Teaching Knowledge of Social Rules/Behaviors		Other:	
Social Initiation Strategies			
Social Reciprocity Strategies			
Social Skills Groups			
Home/School Collaboration			
Family Support/Education			
Medication Management			
Counseling/Therapy			
Other:			

Description of Intervention Plan

Provide detailed information on the intervention procedures to be used in this Behavior Intervention Plan. For each strategy, provide information on how the strategy will be used, where the intervention will be conducted, when the intervention strategies will be delivered, and by whom (how, where, when, and who)?

Description of Intervention Plan (cont.)

Generalization Strategies

 List strategies that will be used to facilitate the generalization of target skills to multiple settings, persons, and activities

Multi-Tiered Systems of Support (MTSS) Available to Student

List any multi-tiered social, emotional, or behavioral supports that are available to the child and note how they might compliment the current behavior intervention plan

Data Collection and Data-Driven Decision Making Plan

Describe data collection and progress monitoring procedures. Where, when, and how often will data be collected on the target behavior(s). How will you know the intervention is effective, or ineffective? How will decisions regarding intervention continuation or discontinuation be made?

Signatures

Signatures indicate agreement with the Behavior Intervention Plan as written. This plan will remain in place as written and will be modified if Firstname's behavior warrants doing so during the course of the school year. *This plan will terminate at the end of the school year. (Add this statement for those students not holding ED diagnosis.)

Signature	**Title**