

Instructions for Using the FUBA and BIP Templates
10/07

1. The gray spaces on the template indicate areas that can be filled in; just click on the area and begin typing.
2. Do not type below the bottom line of the box: It will not print out.
3. You can type more than one line where there is space: It will move down to the next line. Just do not go below the bottom line of the box you are in.
4. Page breaks are set and can not be altered so the document will always print out as it appears on the screen.
5. The data collection page (including review section) should be printed and data collected by hand on a daily/weekly basis.
6. To print your finished document, click the print icon in the right hand corner on the light gray tool bar strip just above the document. If you print from the File/Print menu, you will get the whole website screen or other gobblygook.
7. Remember to save your new document under a new name so that you keep your template clean.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

1) Student: _____ DOB: _____ Date: _____ Grade: _____ School: _____

Classification: _____ Date of Current IEP: _____ Date of Current Academic/Behavioral Assessment: _____

Participants: _____

2) List all behaviors of concern for this student: _____; _____; _____; _____; _____; _____; _____; _____.

Identify one **TARGET BEHAVIOR**: _____

(State as an observable and measurable behavior from behaviors of concern list)

Baseline data on the **TARGET BEHAVIOR** indicates: (Frequency, intensity, duration, etc.) _____

3) ANTECEDENTS/TRIGGERS: *What usually happens before the behavior?*

EVENTS: *What event/action usually occurs before the behavior?* (Check any that apply)

- An academic request
- A behavioral request to do or to stop
- Teased/aggression by another student
- Structure/location of classroom changed (transition, group time, recess)
- Consequence imposed
- Teacher occupied/unavailable
- Other: _____

PLACES/TIME: *Where and when does the behavior usually occur?* (Check any that apply)

- Location: _____
- Time of day: _____
- Academic subject: _____
- Person(s): _____
- Day of the week: _____
- Activity or Event: _____
- Other: _____
- Other: _____

PEOPLE: *Who is usually involved in and around the behavior?* (Check any that apply)

- Peer(s): _____
- Teacher(s): _____
- Administrator: _____
- Aide(s): _____
- Other: _____
- Other: _____

4) CONSEQUENCES/PAYOFF: *What usually happens after the behavior? Payoff refers to how the student benefits from performing the behavior.*

(Check any that apply)

<input type="checkbox"/> Gains teacher attention <input type="checkbox"/> Gains peer attention/class disrupted <input type="checkbox"/> Gains desired activity/item <input type="checkbox"/> Gains control over situation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Ignored by teacher <input type="checkbox"/> Ignored by peers <input type="checkbox"/> Avoids task/request/undesired activity <input type="checkbox"/> Self-stimulation <input type="checkbox"/> Other: _____
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FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

5) FUNCTIONAL ASSESSMENT: Looking over the data recorded on the previous page, what does the pattern of behavior indicate is the function of the **TARGET BEHAVIOR** across all settings or class subjects? Why does this student keep doing this behavior? What does s/he get out of the behavior?

<input type="checkbox"/> Escape: get out of an activity or away from a person or group <i>Academic evaluation indicated that this student:</i> <input type="checkbox"/> does <input type="checkbox"/> does not have an academic skill deficit <input type="checkbox"/> Attention: peer attention, adult attention	<input type="checkbox"/> Access to material, activities, control or power: something tangible the student wants <input type="checkbox"/> Sensory Stimulation: a self-reinforcing behavior such as thumb sucking, hand flapping, head banging
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<p>Determine the most common ANTECEDENT that occurs prior to the TARGET BEHAVIOR and determine what the "PAYOFF" is for the student.</p> <p>When _____ <div style="text-align: center;">(ANTECEDANTS)</div> this student _____ <div style="text-align: center;">(State observable and measurable TARGET BEHAVIOR)</div> in order to _____ <div style="text-align: center;">(PAYOFF)</div> </p>	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • <i>When entering the room this student swears and calls other students names in order to gain attention and disrupt the class.</i> • <i>When it is independent work time this student puts his head down on his desk in order to avoid doing work.</i> • <i>When given a direction this student argues in order to avoid the request or assignment.</i>
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6) REPLACEMENT BEHAVIOR:

Identify a **REPLACEMENT BEHAVIOR** that the student can perform in place of the **TARGET BEHAVIOR** when the **ANTECEDENT** occurs, in order to obtain the same **PAYOFF**. In other words, what do you want the student to do, instead of the **TARGET BEHAVIOR**, that will still earn him the same **PAYOFF**?

Rather than _____
(TARGET BEHAVIOR)

I want this student to _____
(State the REPLACEMENT BEHAVIOR)

in order to _____
(PAYOFF)

- *Rather than swearing and calling people names, I want this student to come in and sit quietly in his seat in order to earn "free chat" time with his peers when his work is complete.*
- *Rather than putting his head down on his desk, I want this student to write his name on his paper and independently start the first problem in order to receive a point for starting his work that will lead to earning a "Get out of an Assignment Free" ticket.*
- *Rather than arguing with a direction, I want this student to look at me and say "OK" in order to earn a reduced assignment.*

BEHAVIOR INTERVENTION PLAN (BIP)

7) PREVENTATIVE STRATEGIES:

List strategies or teaching techniques that can be used or environmental changes that can be made to prevent the **TARGET BEHAVIOR** from occurring. Review the **FUNCTIONAL ASSESSMENT** for people, places, times, locations, and events that are **ANTECEDENTS** for the behavior.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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8) INSTRUCTIONAL STRATEGIES:

List the skills the student will need to learn/practice in order to perform the **REPLACEMENT BEHAVIOR** when needed. Identify who will teach the skills, when they will be taught, and how rehearsal/practice will occur.

SKILLS TO BE TAUGHT:

1. _____
2. _____
3. _____

WHO TEACHES THE SKILLS:

1. _____
2. _____
3. _____
4. _____

WHEN/WHERE SKILLS TAUGHT:

1. _____
2. _____
3. _____
4. _____

4. _____

PRACTICE PROCEDURES: Briefly describe how skills will be taught, practiced, reinforced, and corrected.

9) POSITIVE INCENTIVES:

List incentives the student can earn for increasing use of the **REPLACEMENT BEHAVIOR**. Consider primary reinforcers, preferred activities, privileges, social activities and other personalized incentives. Review the **FUNCTIONAL ASSESSMENT** to make sure that the student is receiving the same **PAYOFF** that s/he was getting from the **TARGET BEHAVIOR**.

BEHAVIOR INTERVENTION PLAN (BIP)

10) CORRECTION PROCEDURES:

Create a hierarchy of consequences to be used when the student engages in the **TARGET BEHAVIOR**. The hierarchy should start with teacher procedures used in the classroom and increase in severity of loss/restriction for the student. It is recommended that the initial consequence be the loss of a positive incentive that could have been earned had the student engaged in the **REPLACEMENT BEHAVIOR**. The hierarchy should increase in small increments of severity. The administrative procedures should also be listed as a hierarchy of consequences that build in small increments of severity.

CLASSROOM PROCEDURES:

1. _____
2. _____
3. _____
4. _____
5. _____

ADMINISTRATIVE PROCEDURES:

1. _____
2. _____
3. _____
4. _____
5. _____

11) LEAST RESTRICTIVE BEHAVIORAL INTERVENTIONS (LRBI):

Check any of the following Level III and IV Interventions that will be used in implementing this **BIP**. These interventions should be used according to the guidelines specified in the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines*. The potential side-effects of each intervention are presented in the LRBI Guidelines and should be discussed with parents. The LRBI Guidelines outline the use of Level III and IV interventions on a limited basis in the event of an emergency situation. Interventions specified on the **BIP**, as well as other interventions in the LRBI Guidelines, can be used in an emergency situation.

Not Applicable

Forceful Physical Guidance:

Student is physically guided through the proper motions despite his/her resistance.

Seclusionary Time-Out:

Student is placed in a supervised setting for a specific period of time.

Manual Restraint:

The minimum amount of force necessary is used to hold/restrain a student only as long as the student is a danger to him/herself, others, or property.

Other: _____

Possible Side Effects: _____

DATA COLLECTION METHOD:

Not Applicable

Time-out Room Logs and Graphs

Manual Restraint Logs and Graphs

Other: _____

Other: _____

Other: _____

DATA COLLECTION

12) DATA COLLECTION PROCEDURES:

Who will manage the **BIP**? _____

Who will evaluate and review daily progress with the student?

The **REPLACEMENT BEHAVIOR** to be counted is:

The **TARGET BEHAVIOR** to be counted is:

How often, throughout the day, will the behaviors be counted and recorded?

Who will count the behaviors for each time period?

13) INITIAL GOAL:

Baseline data indicated that the student exhibited the **TARGET BEHAVIOR** times a _____.

Baseline data indicated that the student exhibited the **REPLACEMENT BEHAVIOR** _____ times a _____.

Starting on (date) _____, the goal will be for the student to demonstrate the **REPLACEMENT BEHAVIOR** _____ times a _____ in order to earn a reinforcer.

14) CRITERIA FOR CHANGE:

1. If the plan is implemented accurately and there is no increase in the **REPLACEMENT BEHAVIOR** or no reduction in the **TARGET BEHAVIOR** in days, the plan will be reviewed and adjusted. (*Recommendation: no more than 3 days*)
2. If the student meets the daily/weekly goal for this behavior for _____ days/weeks, the plan will be reviewed and adjusted for higher rates of improvement. (*Recommendation: at least 3 days initially and increasing number of days with success*)
3. When the student is performing the **REPLACEMENT BEHAVIOR** at _____ level and if s/he maintains that level for _____ days, the plan will be reviewed and adjusted to include fading the **BIP**.
4. When the student is performing the **REPLACEMENT BEHAVIOR** at _____ level and if s/he maintains that level for _____ weeks, the plan will be reviewed for possible termination.

15) REVIEW DATE:

The team will meet again on (date) _____ to review the data that has been collected and discuss the success of the **BIP**. At that time the **BIP** and data collection procedures can be reviewed and adjusted as needed. Also at that time, the Review Update (at the bottom of the data collection graph will be completed. The review procedure should continue until the **BIP** has been faded and is discontinued.

DATA COLLECTION

It is recommended that this blank page be copied multiple times for continuous data collection and review updates.

DAILY DATA

Unit s of Me asu rem ent																			
Dat es																			

REVIEW UPDATE: Date: _____

Participants Present: _____

- Analysis of Data: Desired decrease in **TARGET BEHAVIOR** Desired increase in **REPLACEMENT BEHAVIOR**
 Undesired increase in **TARGET BEHAVIOR** Undesired decrease in **REPLACEMENT BEHAVIOR**

Action Needed: Continue plan Modify plan _____ Plan for generalization
 Discontinue plan due to: _____

JSD 9/5/2007

Notes: