



Steps to Conducting a Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)

Step 1: Identify the behavior

- Identify all the behaviors of concern
- Choose one (1) behavior of concern
- Define the behavior of concern. Describe what you see and hear. Use action verbs. Be objective.

Step 2: Collect assessment data to determine function of behavior

- Indirect assessment
 - All school information (doc. 16.4)
 - Medical/mental health records (doc. 16.4)
 - Parent/teacher/student interviews (doc. 16.5 - 16.11)
- Direct assessment of critical dimensions of behavior of concern. (A minimum of two observations, across settings, and at different times)
 - Setting event/triggers-when/with whom/where the behavior occurs (doc. 16.12a) (doc. 16.12c)
 - Maintaining consequences - what the student obtains or avoids (doc. 16.12a) (doc. 16.12c)
 - Frequency-how often the behavior occurs (16.12b) (16.12c)
 - Duration-how long the behavior lasts (doc. 16.12d)
 - Intensity-force or power of the behavior (doc. 16.12e)
 - Latency - how long it takes for student to respond (doc. 16.12 f)
- Determine the student's academic and behavioral skill level (strengths/weaknesses)
 - Distinguish between skill deficit (student does not know how to perform the desired behavior) and performance deficit (student knows how to perform the desired behavior but does not consistently do so)

Step 3: Analyze the data using the data triangulation (doc. 16.13) and competing behavior pathway forms (doc. 16.15) charts to determine possible function(s) of behavior of concern. See Function of Behavior checklist (doc. 16.14)

- Obtain/Get Something (Social, Tangible, Sensory)
- Escape/Avoid Something (Social, Tangible, Sensory)
- Expression of self
- Justice, revenge
- Other factors

Step 4: Determine potential reinforcers (doc. 16.9a) (doc.16.9b)

Step 5: Develop a positive behavior intervention plan (PBIP) (doc.16.16) directly from FBA results which includes:

- Behavior of concern, Alternative/Replacement behavior, and Desired behavior - Describe what you want to see and hear. Use action verbs. Be objective.
- Setting event strategies/interventions - Neutralize or eliminate setting events. Alter or modify the environment, task, or instruction.
- Antecedent strategies/interventions - Manipulate antecedent to prevent behavior of concern and prompt alternative or desired behavior
- Teaching strategies for alternative/replacement and desired behaviors - Explicitly teach alternative/replacement and desired behaviors.

Steps to Conducting a Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) - continued

- Consequence/reinforcement strategies - Alter consequences to reinforce alternative and desired behaviors and extinguish behavior of concern.
- Data collection plans
- Who is responsible for strategies, interventions, teaching, reinforcement, data collection
- Timeline for reviews
- Individual crisis management plan - to be used when safety concern exists

Step 6: Implement the PBIP with fidelity for a minimum of 4 weeks

Step 7: Reevaluate the PBIP using data

Step 8: Modify the PBIP (with the FBA) as needed.