

Introduction and Practice in Functional Behavior Assessment and Behavior Support Planning (FBA/BSP)

From FBA to BSP



Planning Workbook

School: _____

DAYS ONE and TWO

ACTIVITY 1: PROCESS FOR ACCESSING SIMPLE FBA/BSP

Who makes the referral?

How is the referral made?

Where or to whom does the referral go?

Who or what group reviews the referral to see if a simple Functional Behavior Assessment (FBA) needs to be done?

Who schedules the simple FBA and informs the teachers as well as others who need to know?

Who completes the simple FBA?

Who or what group develops the simple Behavior Support Plan (BSP)?

When and by whom is the BSP reviewed to see if it's working?

Who else needs to be trained to complete a simple FBA/BSP?

ACTIVITY 2: DEFINING BEHAVIOR IN OBSERVABLE & MEASURABLE TERMS

A) Please write an observable and measurable definition for the behaviors below:

Jeff is always disruptive in morning meeting.

Disruptive: _____

Hailey is constantly non-compliant during math.

Off-task: _____

Chris is often defiant around paraprofessionals.

Defiant: _____

Brandon is sometimes angry and hostile toward male peers.

Angry and hostile: _____

Alexis frequently uses inappropriate language in the cafeteria.

Inappropriate language: _____

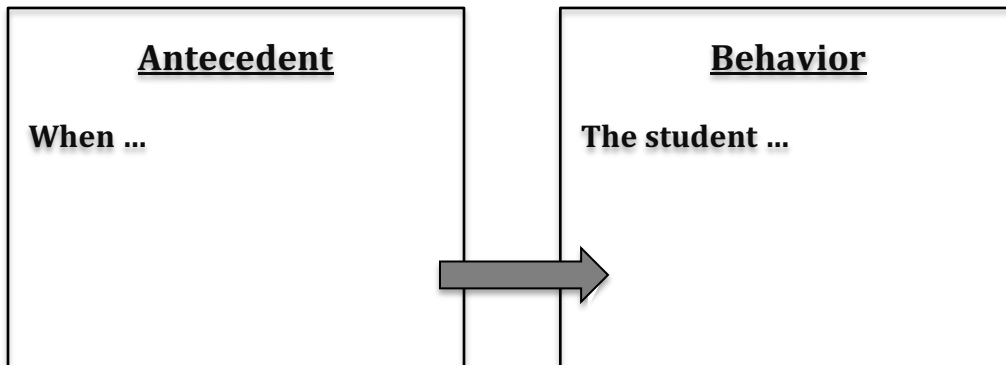
B) Please write an observable and measurable definition of your student's behavior. *Review the F-BSP Protocol; Step 1: Description of Behavior*

ACTIVITY 3: IDENTIFYING BEHAVIOR AND ANTECEDENT

A. SCENARIO #1: AJ

During passing period in the hallway before recess, when peers tease him about the way he limps when he walks, AJ calls them names and hits them.

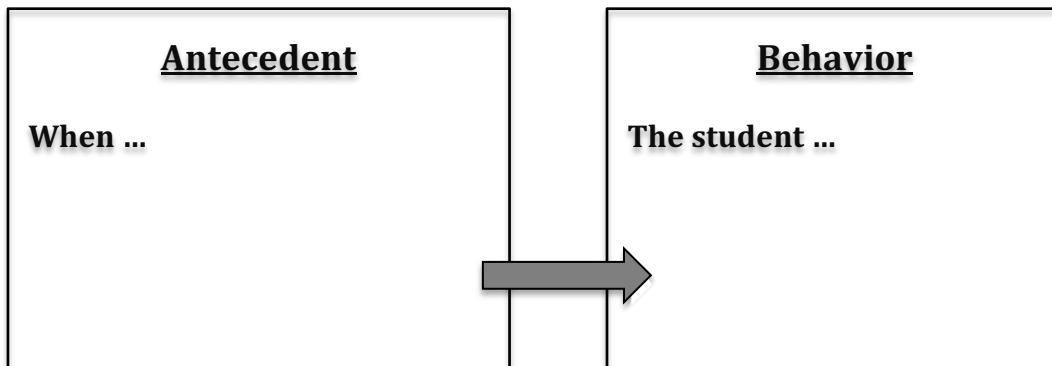
Routine: "During _____"



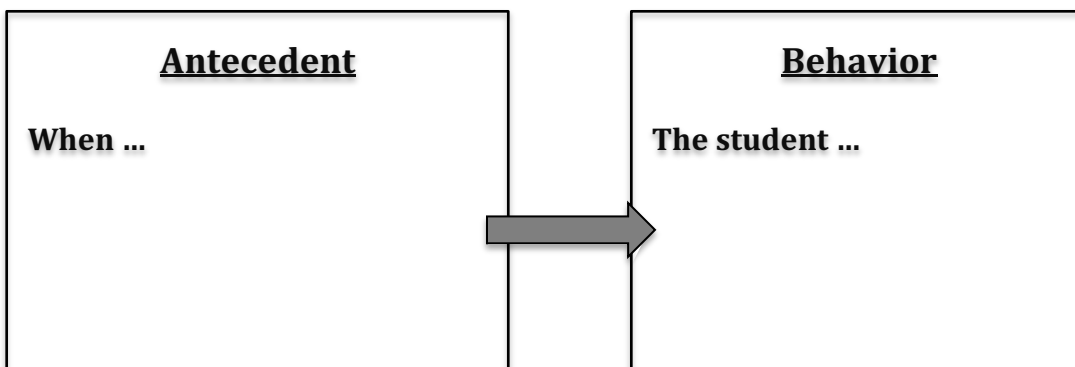
A. SCENARIO #2: BEA

In math class, Bea stares off into space and doesn't respond to teacher directions when she is given a difficult math problem to complete.

Routine: "During _____"



B. Identify the Behavior and Consequence for your student (below). Also, Review FBSP-Protocol, Step 1: Description of Antecedent

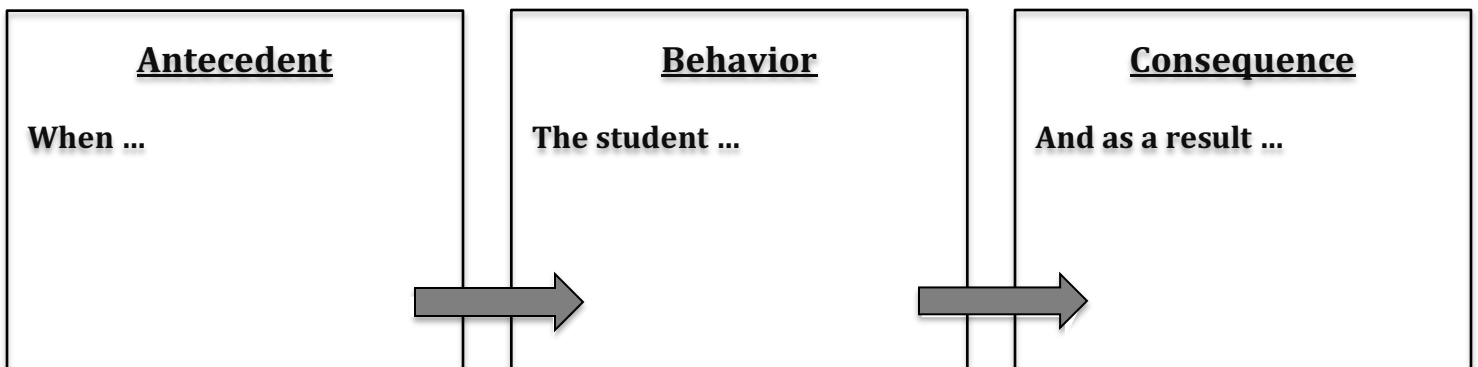


ACTIVITY 4: IDENTIFYING BEHAVIOR, ANTECEDENT, AND CONSEQUENCES

A. SCENARIO #1: JOE

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

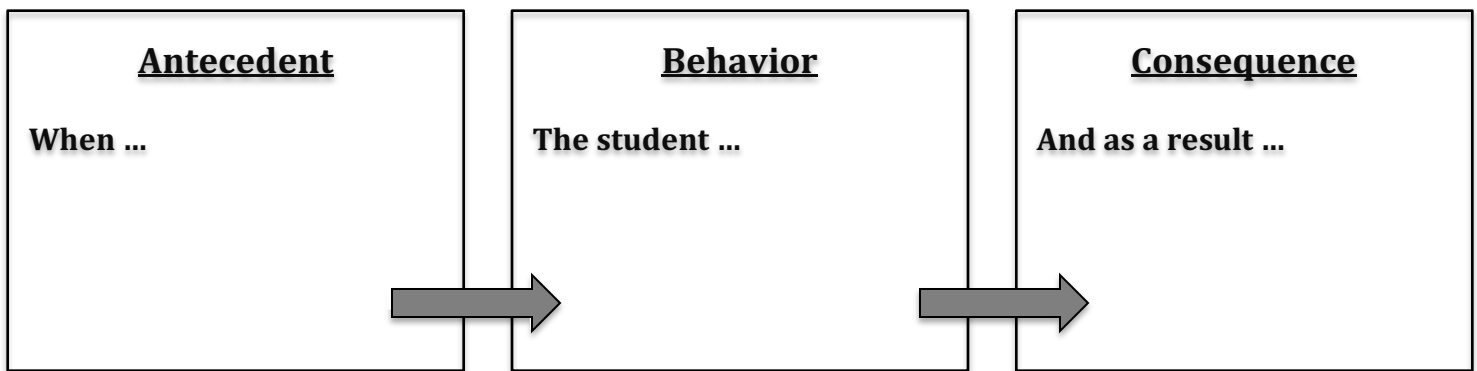
Routine: "During _____"



A. SCENARIO #2: NANCY

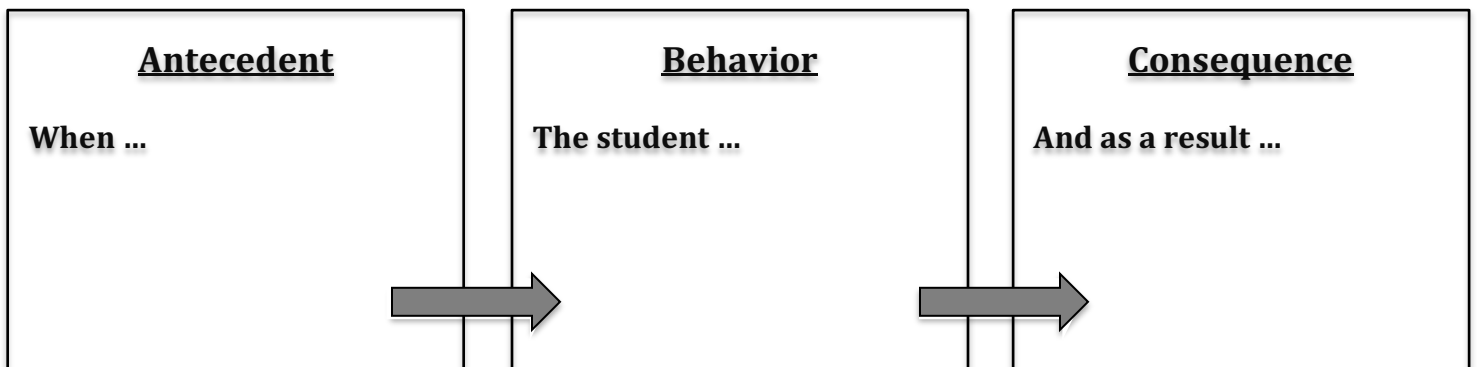
Nancy cries during reading time when she is asked to work by herself. This results in a teacher sitting and reading with her.

Routine: "During _____"



B: Identify the ABC's of Your Student (below). Also, Review FBSP-Protocol, Step 1: Description of Antecedent and Consequences

Routine: "During _____"

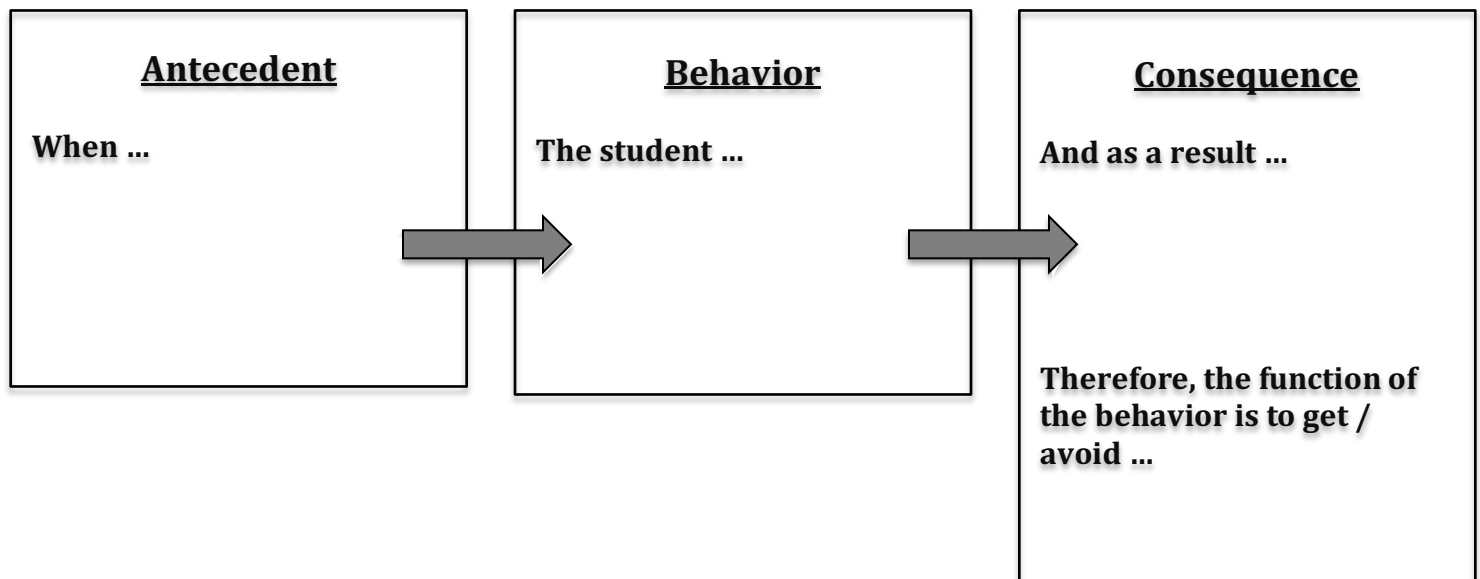


ACTIVITY 5: DETERMINING FUNCTION OF PROBLEM BEHAVIORS

SCENARIO #1: MIKE

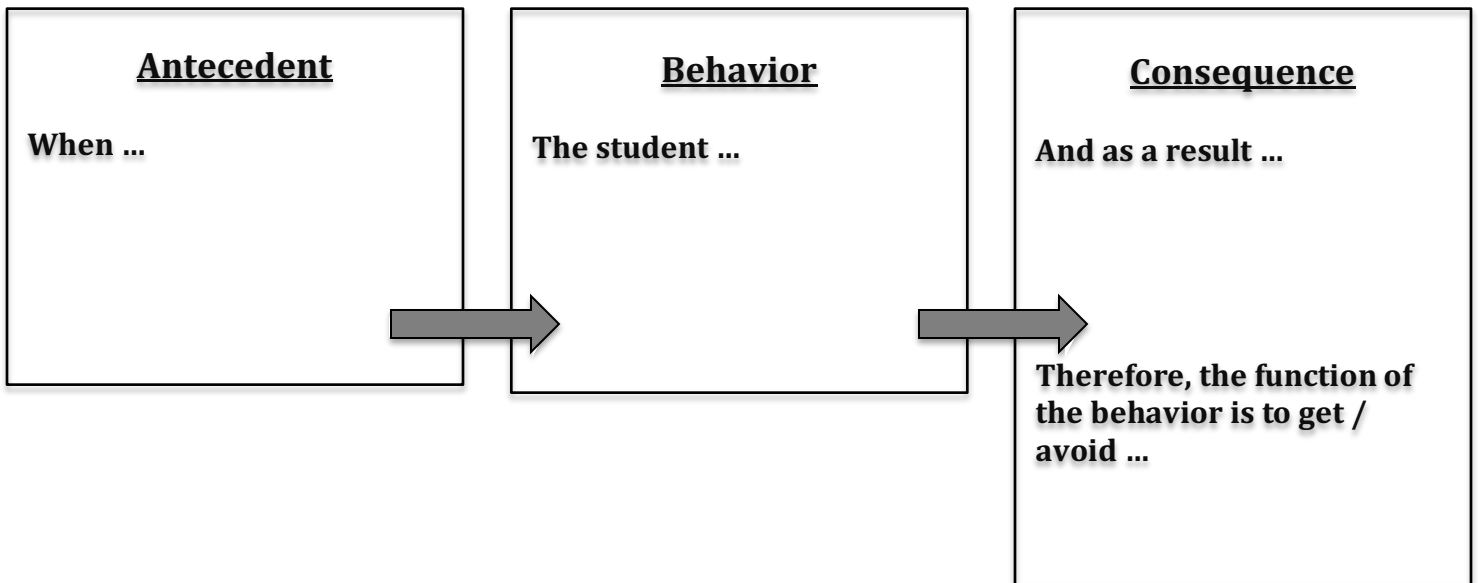
When asked to sit with his peers during morning circle, Mike pulls the hair of the girl sitting next to him. The teacher tells Mike to go back to sit at his desk.

Routine: "During _____"



SCENARIO #2: Your Student

Routine: "During _____"

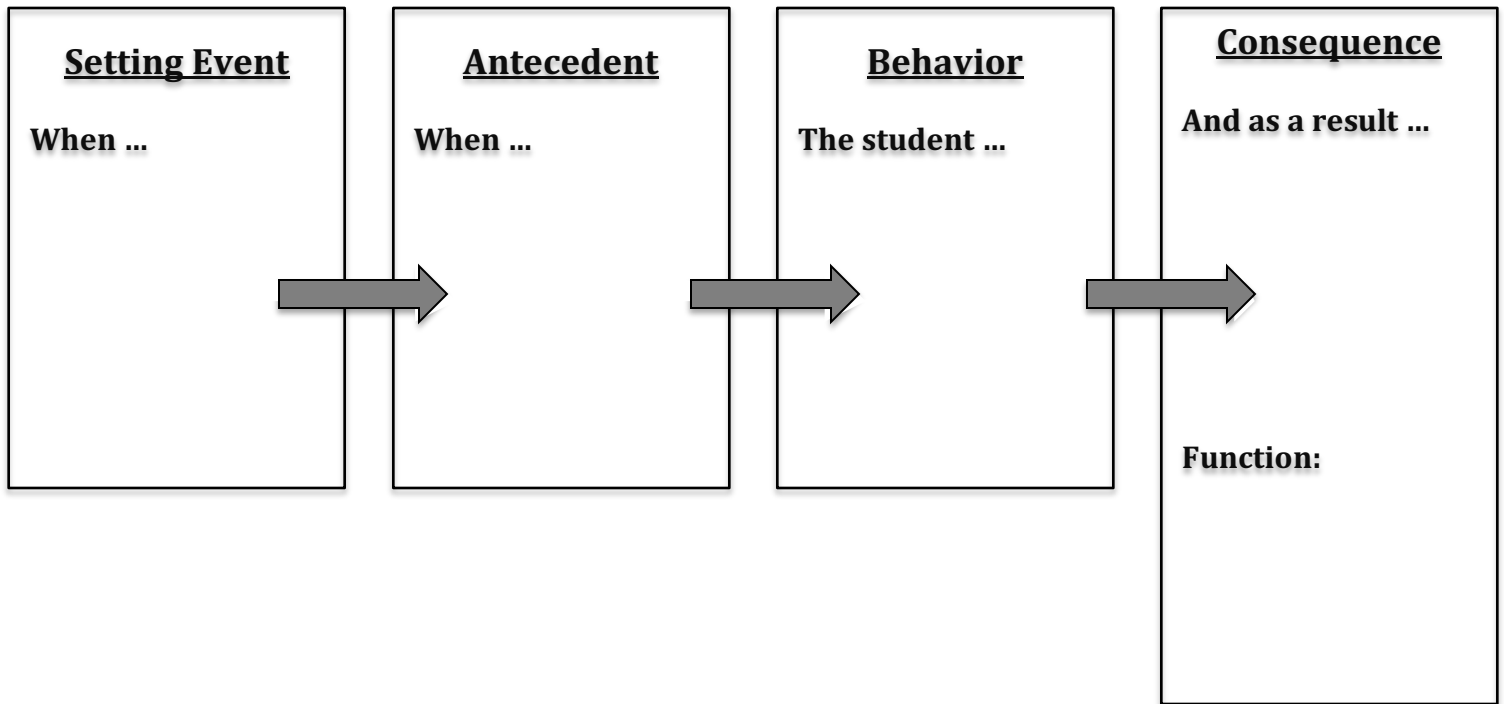


ACTIVITY 6: IDENTIFYING SETTING EVENTS

SCENARIO #1: JASON

When Jason is assigned to outline a book chapter in Language Arts, he often argues, refuses to work, and uses profanity ... which results in him being sent to the office for “disrespect.” This behavior is more likely if Jason has had an altercation with a peer on the bus on the way to school that morning.

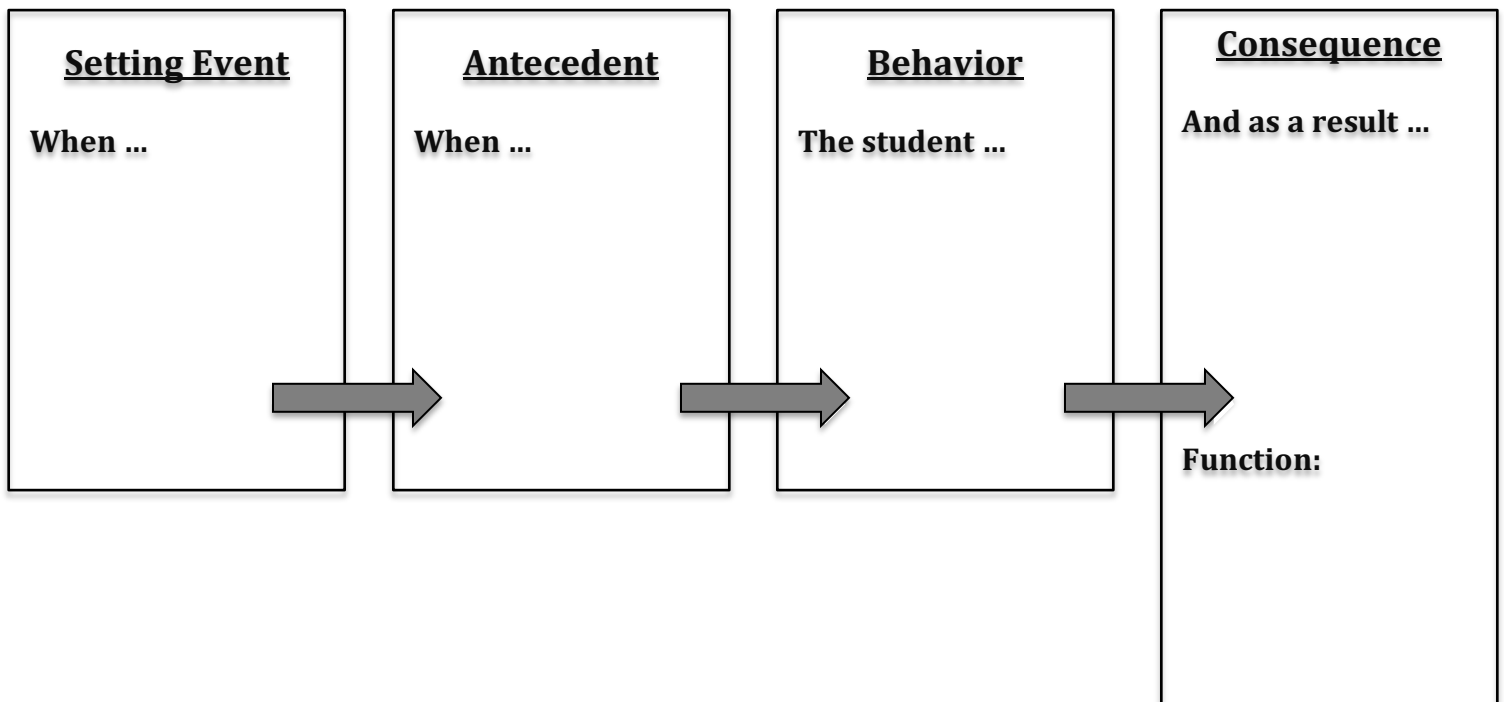
Routine: “During _____”



SCENARIO #2: MICHELLE

During story time when the teacher asks other students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens, the educational assistant moves in closely and talks privately to Michelle in an effort to calm her. This is most likely to happen on days when Michelle has not had her medication.

Routine: "During _____"



ACTIVITY 7: YOUR STUDENT!

- Complete the behavior pathway for your student
- Create your hypothesis statement

_____’S BEHAVIOR PATHWAY
(your student’s initials)

Routine: “During _____”

Setting Event

When ...

Antecedent

When ...

Problem Behavior

The student ...

Consequence

And as a result ...

Function:

Hypothesis Statement for your student:

“During _____,
(the routine or location)

When _____,
(summarize the antecedents here)

he/she will _____
(summarize the problem behavior here)

in order to _____.”
(summarize the function here)

This behavior is more likely to occur if _____.
(summarize setting event here)

DAY THREE

ACTIVITY 1: HOMEWORK REVIEW

- A. As a team, debrief the additional information you gained as a result of interviewing team members back at school and conducting observations.**

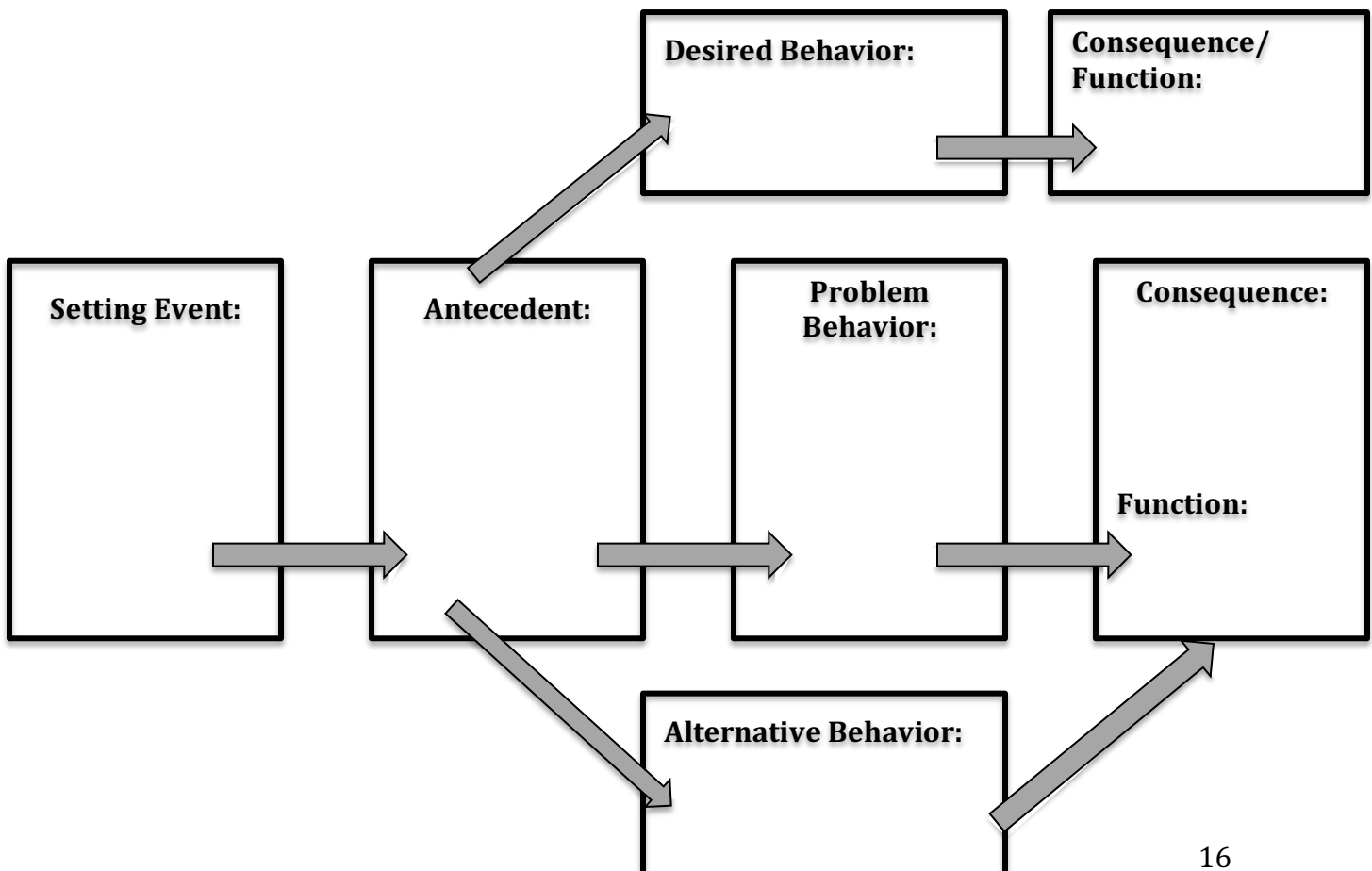
- B. Discuss the things you found useful and the questions that arose as a result of using the F-BSP Protocol.**

- C. Finalize your hypothesis statement.**

ACTIVITY 2: DESIRED AND ALTERNATIVE BEHAVIORS

1. Identify the desired behavior you ultimately want your student to demonstrate in the long-run
2. Identify an alternative behavior that ...
 - a. serves the same function as the problem behavior
 - b. is easier to do and more efficient than the problem behavior
 - c. is socially acceptable
3. Record your student's behavior pathway below. Post the competing pathway on the laminated chart. Prepare to present your student's competing pathway to others.

Routine:



ACTIVITY 3: SETTING EVENT STRATEGIES

If your team has been able to identify any setting events, use the space below or your F-BSP Protocol to identify the setting event strategies or structural changes that could be made to the student's day or to the classroom

SETTING EVENT STRATEGIES	ANTECEDENT STRATEGIES	BEHAVIOR TEACHING STRATEGIES	CONSEQUENCE STRATEGIES

ACTIVITY 4: ANTECEDENT STRATEGIES

In the space below or on your F-BSP Protocol, identify and describe a few antecedent strategies for your student that will ...

- a. prevent or modify the “triggers” and**
- b. prompt the alternative/desired behaviors**

SETTING EVENT STRATEGIES	ANTECEDENT STRATEGIES	BEHAVIOR TEACHING STRATEGIES	CONSEQUENCE STRATEGIES

ACTIVITY 5: BEHAVIOR TEACHING STRATEGIES

In the space below or on your F-BSP Protocol, summarize how you'll teach, practice, and prompt Alternative and Desired behaviors for your student. Consider the following ...

- a. observable definition of behavior
 examples and non-examples**
- b. teach, model and reinforce**
- c. schedule review and practice of the skill/behavior regularly**

SETTING EVENT STRATEGIES	ANTECEDENT STRATEGIES	BEHAVIOR TEACHING / PROMPTING STRATEGIES	CONSEQUENCE STRATEGIES

ACTIVITY 6: CONSEQUENCE STRATEGIES

In the space below or on your F-BSP Protocol, identify and describe the consequence strategies for your student that will ...

- a. reinforce alternative and desired behaviors according to function, and**
- b. minimize reinforcement of problem behaviors through redirection or extinction**

SETTING EVENT STRATEGIES	ANTECEDENT STRATEGIES	BEHAVIOR TEACHING STRATEGIES	CONSEQUENCE STRATEGIES

ACTIVITY 7: INTERVENTION STRATEGIES, GOALS, AND EVALUATION PROCEDURES

- **Complete Steps 7 and 8 on the F-BSP Protocol**