Functional Behavioral Assessment Behavior Support Plan (F-BSP) Protocol

Functional Behavioral Assessment Interview – Teachers/Staff

Student Name	Age:	Grade:	Date:
Person (s) interviewed:			
Interviewer			

Student Profile: What is the student good at or what are some strengths that the student brings to school?

STEP 1: INTERVIEW TEACHER/STAFF/PARENT

Description of the **B**ehavior

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

How disruptive or dangerous is the problem behavior(s)?

Description of the Antecedent

Schedule	Activity	Specific Problem	Likelihood of			f		With Whom does	
(Times)		Behavior	Pı	Problem Behavior			avio	or	Problem Occur
			L	OW			Η	igh	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
				-	-		_		
			1	2	3	4	5	6	
				-	-		_		
			1	2	3	4	5	6	
				-	-		_		
			1	2	3	4	5	6	

When, where, and with whom are problem behaviors most likely?

Summarize Antecedent (and Setting Events)

What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)
When is the problem behavior most likely to occur? (times of day and days of the week)
When is the problem behavior least likely to occur? (times of day and days of the week)
Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the behavior occurs? (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

---- End of Interview -----

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	

STEP 2: PROPOSE A TESTABLE EXPLANATION

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)
1.______
2.

How confident are	e you that your testa	ble explanation is a	ccurate?		
Very sure		So-so		No	ot at all
6	5	4	3	2	1

Functional Behavioral Assessment Interview – Students

Student Name	Age:	Grade:	Date:
Interviewer			

Student Profile: What are things that you like to do, or do well, while at school? (E.g. activities, classes, helping others, etc.)

STEP 1: INTERVIEW STUDENT

Description of the Behavior

What are some things you do that work done, fighting, etc.)	get you in trouble or that are a problem at school? (e.g. talking out, not getting
How often do you	_? (Insert the behavior listed by the student)
How long does	usually last each time it happens?
How serious is	_? (Do you or another student end up getting hurt? Are other students distracted?)

Description of the Antecedent

Where, when and with whom are problem behaviors most likely?

Schedule	Activity	With Whom does	Li	Likelihood/Intensity			nten	sity	Specific Problem
(Times)		Problem Occur	of	of Problem Behavior			Beha	vior	Behavior
			L	OW			Н	igh	
			1	2	3	4		6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	

Summarize Antecedent (and Setting Events)

What kind of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)
When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)
When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)
Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you'll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the problem occurs? (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

---- End of Interview -----

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

STEP 2: DEVELOP A TESTABLE EXPLANATION

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.) 1._______2.

3._____

STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? (Y/N) (a) Setting Events (b) Antecedents (c) Behaviors (d) Consequences (e) Function						
How confider	nt are you tha	it your testable e	explanation is accu	rate?		
Very sure So-so Not at all						
6	5	4	3	2	1	

STEP 4: CONDUCT OBSERVATIONS (IF NECESSARY)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement you must conduct an observation of student
- If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4 you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6

Summarize Observation Data

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get
peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)
1
2.
3.

STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION

Was there agreement between the Teacher Interview and the Observation? Y/N

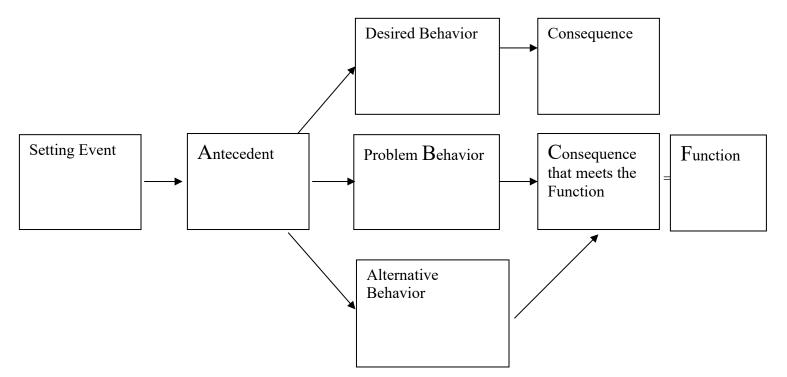
a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

Was there agreement between the Student Interview and the Observation? Y/N

a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?

STEP 6: BUILD A COMPETING BEHAVIOR PATHWAY



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

Tasks	Person Responsible	By When	Review Date	Evaluation Decision Monitor Modify Discontinue

STEP 7: SELECT INITIAL INTERVENTION STRATEGIES

*If emergency behavior management procedures are necessary, attach crisis plan as separate sheet.

STEP 8: EVALUATE PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?	
	Expected date
What is the long-term behavioral goal?	
	Expected date

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline

Plan review date:_____

We agree to the conditions of this plan:

Student	(date)	Parent or guardian	(date)
Teacher	(date)	Teacher	(date)
Action Team member	(date)	Action Team member	(date)