

School District of West Allis West Milwaukee et al

Date:

Functional Behavioral Assessment for

A functional behavioral assessment (FBA) is a process of looking at relationships between behavior and the school environment. A behavior intervention plan (BIP) provides the school with an action plan designed to inform school staff how to proactively design the learning environment, teach replacement behaviors and respond consistently when problem behaviors occur.

Data Collection: Please check which of the following data items were considered by the team.			
<input checked="" type="checkbox"/> Academic records	<input type="checkbox"/> Medical evaluations	<input checked="" type="checkbox"/> Parent interview	
<input type="checkbox"/> Attendance records	<input checked="" type="checkbox"/> Observations of student	<input type="checkbox"/> Student interview	
<input checked="" type="checkbox"/> Special education evaluations	<input checked="" type="checkbox"/> Discipline records	<input type="checkbox"/> Other	

Behavior: List and describe the behavior(s) that adversely affect the student's learning.	Triggers: Factors that usually provoke this behavior.	Setting Factors: Description of setting (where, when, and with whom) the behavior is most likely to occur.	Function of Behavior: Consider what happens immediately after the problem occurs.
<p>Running Away: Takes the form of leaving the school building or the school grounds during the school day and without permission. Often returns to the school after 5-10 minutes.</p> <p>Create BIP for Target Behavior? Y</p>	<p>Direct Triggers: Power struggle with staff, activities or work that she perceives as too difficult.</p> <p>Indirect Triggers: Being tired, arguments with mother (home setting).</p>	<p>Occurs an average of two times per month. Occurs most often in music class.</p>	<p>Task avoidance, consequence avoidance, attempt to cope with strong emotions, to assert power.</p>
<p>Aggression Towards Others: Fighting with peers and aggression towards staff</p> <p>Create BIP for Target Behavior? Y</p>	<p>Direct Triggers: Conflict with specific female peer, teacher directives when she is in heightened emotional state.</p> <p>Indirect Triggers: Delayed retaliation against peers (related to previous conflicts), being tired, home situations.</p>	<p>Occurs an average of twice per week. More likely when substitute staff present. Also more likely during less structured times (between classes, lunch) and with presence of specific peers.</p>	<p>Assertion of power, retaliation against peers (revenge), attention from peers.</p>
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