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

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**Planning Workbook**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**ACTIVITY 1:**

**PROCESS FOR ACCESSING SIMPLE FBA/BSP**

**DAY ONE**

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 off-task 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.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY 3:**

**IDENTIFYING BEHAVIOR AND ANTECEDENT**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Behavior**

**The student …**

**Antecedent**

**When …**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Behavior**

**The student …**

**Antecedent**

**When …**

**ACTIVITY 4:**

**IDENTIFYING BEHAVIOR, ANTECEDENT, AND CONSEQUENCES**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Antecedent**

**When …**

**Behavior**

**The student …**

**Consequence**

**And as a result …**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Consequence**

**And as a result …**

**Behavior**

**The student …**

**Antecedent**

**When …**

**SCENARIO #3: Your Student**

**Routine: “During \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Antecedent**

**When …**

**Behavior**

**The student …**

**Consequence**

**And as a result …**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Consequence**

**And as a result …**

**Therefore, the function of the behavior is to get / avoid …**

**Behavior**

**The student …**

**Antecedent**

**When …**

**SCENARIO #2: Your Student**

**Routine: “During \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Consequence**

**And as a result …**

**Therefore, the function of the behavior is to get / avoid …**

**Behavior**

**The student …**

**Antecedent**

**When …**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Consequence**

**And as a result …**

**Function:**

**Setting Event**

**When …**

**Antecedent**

**When …**

**Behavior**

**The student …**

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Consequence**

**And as a result …**

**Function:**

**Behavior**

**The student …**

**Antecedent**

**When …**

**Setting Event**

**When …**

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

**ACTIVITY 7:**

**YOUR STUDENT!**

**\_\_\_\_\_\_\_\_\_\_’S BEHAVIOR PATHWAY**

(your student’s initials)

**Routine: “During \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**

**Consequence**

**And as a result …**

**Function:**

**Problem Behavior**

**The student …**

**Antecedent**

**When …**

**Setting Event**

**When …**

**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)**

**ACTIVITY 8:**

**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 …**
   1. **serves the same function as the problem behavior**
   2. **is easier to do and more efficient than the problem behavior**
   3. **is socially acceptable**
3. **Record your student’s behavior pathway below. Assign one team member to use the sticky notes to post the competing pathway on the laminated chart. Prepare to present your student’s competing pathway to others.**

**Setting Event:**

**Antecedent:**

**Problem Behavior:**

**Consequence:**

**Function:**

**Routine:**

**Desired Behavior:**

**Consequence/**

**Function:**

**Alternative Behavior:**

**DAY TWO**

**ACTIVITY 1:**

**HOMEWORK REVIEW**

1. **As a team, debrief the additional information you gained as a result of interviewing team members back at school and conducting observations.**
2. **Discuss the things you found useful and the questions that arose as a result of using the F-BSP Protocol.**
3. **Finalize your hypothesis statement.**

**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**

**ACTIVITY 2:**

**SETTING EVENT STRATEGIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **SETTING EVENT STRATEGIES** | **ANTECEDENT STRATEGIES** | **BEHAVIOR TEACHING STRATEGIES** | **CONSEQUENCE STRATEGIES** |
|  |  |  |  |

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

**ACTIVITY 3:**

**ANTECEDENT STRATEGIES**

1. **prevent or modify the “triggers” and**
2. **prompt the alternative/desired behaviors**

|  |  |  |  |
| --- | --- | --- | --- |
| **SETTING EVENT STRATEGIES** | **ANTECEDENT STRATEGIES** | **BEHAVIOR TEACHING STRATEGIES** | **CONSEQUENCE STRATEGIES** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SETTING EVENT STRATEGIES** | **ANTECEDENT STRATEGIES** | **BEHAVIOR TEACHING / PROMPTING STRATEGIES** | **CONSEQUENCE 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 …**

**ACTIVITY 4:**

**BEHAVIOR TEACHING STRATEGIES**

1. **observable definition of behavior**

**examples and non-examples**

1. **teach, model and reinforce**
2. **schedule review and practice of the skill/behavior regularly**

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

**ACTIVITY 5:**

**CONSEQUENCE STRATEGIES**

1. **reinforce alternative and desired behaviors according to function, and**
2. **minimize reinforcement of problem behaviors through redirection or extinction**

|  |  |  |  |
| --- | --- | --- | --- |
| **SETTING EVENT STRATEGIES** | **ANTECEDENT STRATEGIES** | **BEHAVIOR TEACHING STRATEGIES** | **CONSEQUENCE STRATEGIES** |
|  |  |  |  |

**ACTIVITY 6:**

**(putting it all together and taking a gallery walk)**

* **Using post-it notes, consolidate the setting event, antecedent, teaching and consequence strategies for your student.**
* **Place your notes on the corresponding posters around the room**
* **Gallery Walk!**

**ACTIVITY 7:**

**INTERVENTION STRATEGIES, GOALS, AND EVALUATION PROCEDURES**

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