### 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 s			
STEP 1: INTERVIEW TE			
Description of the ${f B}$ 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

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

Schedule	Activity	Specific Problem	Like	eliho	od o	f		With Whom does
(Times)		Behavior	Problem Behavior		r	Problem Occur		
			Low	7		H	igh	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	
			1 2	2 3	4	5	6	

	seem to set off the probacher's request, particular	lem behavior? (difficult tasks, transir individuals, etc.)	tions, structured activities, small
When is the prol	blem behavior most like	ely to occur? (times of day and days of	of the week)
When is the prol	blem behavior least like	ly to occur? (times of day and days of	of the week)
	on, history of academic fa	itions, events, or activities that makailure, conflict at home, missed meals	
What usually ha		<b>r occurs?</b> (what is the teacher's react udent get out of doing work, does the	
What usually ha	ppens after the behavion to the office, does the st		student get in a power struggle,
What usually hat is the student sent etc.)	ppens after the behavion to the office, does the st	udent get out of doing work, does the	student get in a power struggle,
What usually has is the student sent	ppens after the behavion to the office, does the st	udent get out of doing work, does the  End of Interview  POSE A TESTABLE EXPLA  Behavior	student get in a power struggle,
What usually hat is the student sent etc.)	ppens after the behavion to the office, does the st	udent get out of doing work, does the	student get in a power struggle,

Function of the		why do you think the	hehavior is occurr	ing? (to get teache	er attention to get
		ity, escapes undesirable			
1					
2				····	
	e you that your testa	able explanation is acc	urate?		
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		
•	s that you like to do, or do well, while at scho	
_	STEP 1: INTERVIEW STUDEN	Т
Description of the Behavior	r	
What are some things you do the work done, fighting, etc.)	at 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 l	nurt? Are other students distracted?)

# Description of the $\bf A$ ntecedent

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

Schedule	Activity	With Whom does	Likelihood/Intensity	Specific Problem
(Times)		Problem Occur	of Problem Behavior	Behavior
			Low High	
			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	
			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 -----

### STEP 2: DEVELOP A TESTABLE EXPLANATION

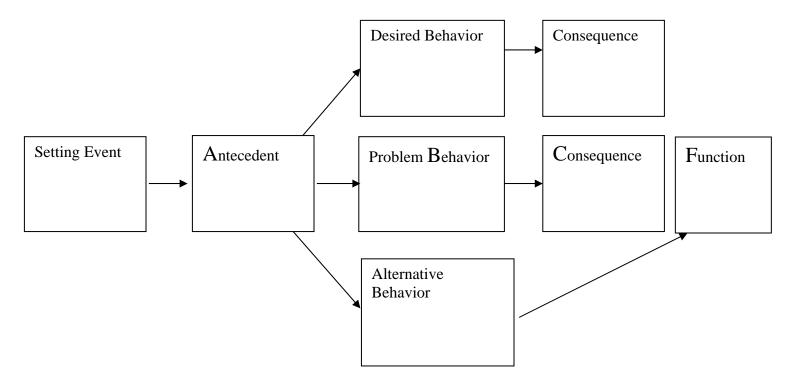
Setting Event	Antecedent	${f B}$ ehavior	Consequence
		1.	
		2.	
		3.	

### **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	3: RATE YOUR CO	ONFIDENCE IN THE TES	STABLE EXP	LANATION
		was there agreement on the (c) Behaviors (d) Con		) Function
How confide Very sure 6	ent are you that your to	estable explanation is accura So-so	2 2	Not at all
	STEP 4: COND	UCT OBSERVATIONS (I	F NECESSAR	Y)
<ul> <li>an observation</li> <li>If student does understand wh</li> <li>If student does</li> </ul>	of student s not meet above criteria, ben, where, and why the pr	this at risk of suspension, expulsion out confidence rating is 1, 2, 3, or roblem behavior is occurring, and confidence rating is 5 or 6, you	4 you should cond	luct observations to better
Setting Event	Antecedent	Behavior	(	Consequence
		1.		
		2.		
		3.		
peer attention, gets 1 2	quence listed above, why	do you think the behavior is occapes undesirable activity, escape		
	STEP 5: CONFIR	RM/MODIFY TESTABLE	EXPLANATI	ION
Was there agreen	nent between the Teacher	r Interview and the Observation	ı? Y/N	
a) Setting Events	(b) Antecedents	(c) Behaviors (d) Consequ	ences (e) Fur	nction
Was there agreen	nent between the Student	Interview and the Observation	? Y/N	
a) Setting Events	(b) Antecedents	(c) Behaviors (d) Consequ	ences (e) Fu	nction
Based on the interoccurs?	rviews and observations,	what is your working testable e	xplanation for w	hy the problem behavior

STEP 6: BUILD A COMPETING BEHAVIOR PATHWAY



Setting Event Strategies	Antecedent Strategies	<b>Behavior Teaching Strategies</b>	Consequence Strategies

### STEP 7: SELECT INITIAL INTERVENTION STRATEGIES

				<b>Evaluation Decision</b>
	Person	Bv	Review	<ul><li>Monitor</li><li>Modify</li></ul>
Tasks	Responsible	By When	Date	• Discontinue
	<u> </u>	<u> </u>		<u> </u>

<sup>\*</sup>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-ter	m behavioral goal?			
What is the long-term	n behavioral goal?		I	Expected date
			I	Expected date
<b>Evaluation Procedures</b>	3			
Data to be Collected	be Collected Procedures for Data Collection		Person Responsible	Timeline
Plan review date:			l	
We agree to the condition	ons of this plan:			
Student	(date)	Parent or gu	ardian	(date)
Teacher	(date)	Teacher		(date)
Action Team member	(date)	Action Team	n member	(date)