

# Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP)

## Sample (Anonymous)

Date: October 02, 2025

**Meeting Date:** 09/25/2025

**Disability:** Emotional Behavioral Disability

**School:** [Elementary School]

**Grade:** 2

**Case Manager:** [Name]

### Purpose

This Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) were developed to identify the functions of behavior interfering with learning and to implement proactive, positive supports that teach replacement skills. The goal is to support emotional regulation, engagement in non-preferred tasks, and successful participation in the school environment.

### Student Strengths

The student is artistic, creative, and enjoys drawing, storytelling, and helping with classroom jobs. They are highly motivated by preferred activities and benefit from structured support to engage in non-preferred tasks.

### Summary of Behavioral Data

Behavioral data collected through direct observation, frequency counts, and ABC narratives indicated two primary patterns:

- 1. Emotional Dysregulation / Tantrums:** crying, yelling, flailing, hitting, kicking, throwing objects, and withdrawing.
- 2. Avoidance of Non-Preferred Tasks:** refusal, shutdown, hiding, or attempting to leave area.

Behaviors often occur when transitioning to non-preferred activities, being redirected, or denied access to desired items.

### Contributing Factors

The student demonstrates challenges with impulsivity, sensory regulation, and self-management. They may experience frustration when tasks are difficult or lack intrinsic motivation, resulting in attempts to escape, avoid, or control the situation.

### Behavior Hypothesis

When presented with a non-preferred task, directive, or transition, the student may display tantrum-like or avoidant behaviors in order to gain control, avoid demands, or access preferred activities.

## Function of Behavior

Behavior functions are primarily **escape/avoidance** of non-preferred tasks and **sensory regulation**, with a secondary function of **access to tangibles** or control.

## Intervention Overview

This plan focuses on teaching emotional regulation, self-advocacy, and engagement strategies. Supports include structured choices, clear routines, and proactive reinforcement for appropriate behavior.

## Setting Event Strategies

- Morning check-ins and goal reminders
- Visual schedules and predictable routines
- Access to calm-down tools (fidgets, coloring, peace center)
- Structured seating with minimal distractions
- Opportunities to preview daily expectations
- Alternating preferred and non-preferred tasks

## Antecedent Strategies

- Provide choices (materials, order of tasks, location)
- Use 'First-Then' language
- Pre-correct before transitions
- Offer calming strategies before escalation
- Use social stories or visual scripts to preview upcoming activities
- Adjust sensory environment as needed

## Behavior Teaching Strategies

- Direct instruction in calming techniques (deep breathing, counting, tapping)
- Role-play and modeling of help-seeking and questioning skills
- Functional Communication Training (e.g., requesting breaks, expressing needs)
- Guided reflection after incidents
- Reinforcement of replacement behaviors through praise and tangible rewards

## Replacement Behaviors

- Appropriately requesting help or a break
- Using self-regulation strategies (breathing, fidgets, counting)
- Expressing frustration verbally or with AAC
- Completing a modified portion of the task

- Remaining in the designated space and returning to activity when calm

## **Consequence Strategies**

### **When Target Behavior Occurs:**

- Remain calm and neutral
- Reduce attention to undesired behavior
- Guide to calm-down space if needed
- Provide time and space for regulation
- Debrief and reflect post-incident
- Teach and model desired response

### **When Replacement Behavior Occurs:**

- Immediate praise and reinforcement
- Access to preferred reward or activity
- Positive communication home for successful days

## **Crisis and Recovery Plan**

If the student becomes unsafe, escort calmly to a quiet, safe area. Minimize verbal interaction to allow de-escalation. Once calm, debrief using restorative conversation, review coping strategies, and reintegrate into the learning environment.

## **Data Collection and Monitoring**

Daily behavior tracking will document frequency, antecedents, and responses. Data will be reviewed by the team each trimester, with immediate communication to caregivers for significant incidents.

## **Summary**

The combined FBA and BIP support proactive instruction in emotional regulation and task engagement. Through consistent routines, structured supports, and explicit teaching, the student will develop greater independence and coping skills within the classroom.