

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

## Sample (Anonymous)

Date: October 02, 2025

**Meeting Dates:** 10/17/2024 (FBA), 05/06/2025 (BIP)

**Disability:** Developmental Delay

**School:** [Elementary School]

**Grade:** TK

**Case Manager:** [Name]

### Purpose

This combined Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) summarizes observed behavior patterns, their functions, and the proactive strategies designed to support engagement, compliance, and self-regulation. The plan integrates Positive Behavior Interventions and Supports (PBIS), SEL, and trauma-informed practices to foster positive replacement behaviors.

### Student Strengths

The student is bright, curious, and self-aware. Enjoys play-based learning and demonstrates strong interests in exploratory and creative activities. Capable of academic success with structured support, clear expectations, and encouragement.

### Summary of Behavioral Data

Behavioral data collected through ABC observation and frequency counts revealed two primary areas of concern: **Refusal/Noncompliance** and **Aggression/Elopement**. These behaviors occur during non-preferred tasks, transitions, or when faced with frustration or denied access to desired activities.

### Contributing Factors

Low frustration tolerance, limited coping skills, and difficulty navigating non-preferred demands contribute to behavioral escalation. These factors can lead to unsafe, aggressive, or disruptive responses. Consistency, structure, and targeted SEL supports are recommended.

### Target Behavior 1: Refusal / Noncompliance

**Description:** Ignoring directives, verbal refusal ('no'), or leaving area without permission.

**Antecedents:** Non-preferred tasks, adult directives, or transitions.

**Settings:** Across classroom environments.

**Function:** Avoidance of non-preferred tasks and/or seeking adult attention.

## **Intervention Plan – Refusal / Noncompliance**

### **Setting Event Strategies:**

- Establish predictable routines and expectations
- Offer consistent check-ins and visual schedule
- Incorporate movement or sensory breaks

### **Antecedent Strategies:**

- Provide structured choices (order of completion, tools, seating)
- Use 'First–Then' prompts
- Pre-correct before transitions
- Offer brief, achievable tasks before non-preferred activities

### **Teaching Strategies:**

- Direct instruction in requesting help or breaks
- Model compliance using social stories
- Reinforce attempts to follow directions

### **Replacement Behaviors:**

- Requesting help or break appropriately
- Using verbal coping skills ('I need a minute')
- Engaging in visual schedule independently

### **Consequence Strategies:**

**If target behavior occurs:** Provide calm, neutral redirection; minimize attention to refusal.

**If replacement behavior occurs:** Offer immediate verbal praise, sticker, or preferred attention/activity.

**Reinforcement:** Verbal praise, small tangible rewards, or access to preferred task upon compliance.

**Goal:** Increase compliance and engagement by 50% over three review cycles.

## **Target Behavior 2: Aggression / Elopement**

**Description:** Hitting, kicking, throwing items, property destruction, or leaving classroom area.

**Antecedents:** Task demands, peer conflict, or transitions.

**Settings:** Across environments.

**Function:** Escape from task, avoidance of demands, or attention-seeking.

## **Intervention Plan – Aggression / Elopement**

### **Setting Event Strategies:**

- Build predictable daily routines
- Offer calm-down tools (fidgets, peace corner)
- Incorporate preferred activities throughout day

### **Antecedent Strategies:**

- Offer transition warnings and structured choices

- Prepare for changes with visual cues
- Pre-teach expected behaviors for transitions and group work

**Teaching Strategies:**

- Teach emotional regulation skills (breathing, counting, identifying feelings)
- Model safe behaviors and role-play coping responses
- Provide SEL mini-lessons on problem solving and empathy

**Replacement Behaviors:**

- Use calm-down space appropriately
- Request help, space, or sensory support
- Use safe hands and verbal expression when frustrated

**Consequence Strategies:**

**If target behavior occurs:** Ensure safety, guide student to calm area, reduce verbal input, allow regulation.

**If replacement behavior occurs:** Provide immediate praise, reinforcement, and positive communication home.

**Reinforcement:** Praise, preferred activity, or reward token for calm re-engagement.

**Goal:** Reduce aggressive and elopement behaviors by 60% over three data review cycles.

## **Crisis and Recovery Plan**

If unsafe behavior occurs, maintain safety by clearing area, removing dangerous items, and maintaining a calm tone. Escort to designated safe space, provide minimal verbal engagement, and allow time for de-escalation. Once calm, conduct a brief restorative conversation and review alternative strategies before returning to activity.

## **Data Collection and Monitoring**

Daily logs will capture frequency, antecedents, and outcomes of behaviors. Data will be reviewed monthly and summarized each trimester. Caregivers will receive updates for progress and immediate contact following major incidents.

## **Summary**

This FBA/BIP outlines a proactive, supportive approach to addressing refusal/noncompliance and aggression/elopement. With consistent routines, explicit teaching, and positive reinforcement, the student will develop stronger coping skills, increase compliance, and engage more successfully across settings.