

Functional Behavioral Assessment – Behavior Support Plan Protocol (F-BSP Protocol)

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW – TEACHER / STAFF / PARENT

Student Name: _____ Age: ____ Grade: ____ Date: _____

Person(s) interviewed: _____

Interviewer: _____

Student Profile: What is the student good at or what are some strengths that the student brings to school?

Step 1A: Interview Teacher / Staff / Parent

Description of the Behavior

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

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

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior						With Whom Does Problem Occur?
			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	

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Summarize Antecedent (and Setting Events)

What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small-group settings, teacher’s request, particular individuals, etc.)

When is the problem behavior most likely to occur? (times of day and days of the week)

When is the problem behavior least likely to occur? (times of day and days of the week)

Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history of problems with peers, etc.)

Description of the Consequence

What usually happens after the behavior occurs? (what is the teacher’s reaction, how do other students 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 2A: Propose a Testable Explanation

Setting Event	Antecedent	Behavior	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. _____

How confident are you that your testable explanation is accurate?

Very Sure			So-So			Not at all Sure
6	5	4	3	2	1	

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FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW – STUDENT

Student Name: _____ **Age:** ____ **Grade:** ____ **Date:** _____

Interviewer: _____

Student Profile: What are the things you like to do, or do well, while at school? (activities, classes, helping others, etc.)

Step 1B: Interview Student

Description of the Behavior

What are some things you do that get you in trouble or that are a problem at school? (talking out, not getting work done, fighting, etc.)

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 hurt? Are other students distracted?)

Description of the Antecedent

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

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior						With Whom Does Problem Occur?
			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	

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Summarize Antecedent (and Setting Events)

What kinds 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 makes it more likely that you’ll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history of problems with peers, etc.)

Description of the Consequence

What usually happens after the behavior occurs? (what is the teacher’s reaction, how do other students 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 2A: Propose a Testable Explanation

Setting Event	Antecedent	Behavior	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. _____

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Step 3: Rate Your Confidence in the Testable Explanation

If you completed both interviews, was there agreement on these parts? (Y / N)

(a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____
 (e) Function ____

How confident are you that your testable explanation is accurate?

Very Sure		So-So		Not at all Sure
6	5	4	3	2
				1

Step 4: Conduct Observations (If Necessary)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement, you must conduct an observation of student.
- If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4, you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria and confidence rating is 5 or 6, you may go directly to Step 6.

Add Observation Tools

- | | |
|--|---|
| <input type="checkbox"/> Qualitative Notes | <input type="checkbox"/> ABC |
| <input type="checkbox"/> FACTS | <input type="checkbox"/> Problem Behavior Questionnaire |
| <input type="checkbox"/> FAST | <input type="checkbox"/> FBA - M |
| | <input type="checkbox"/> Scatter Plot |

Summarize Observation Data

Setting Event	Antecedent	Behavior	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. _____

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Step 5: Confirm/Modify Testable Explanation

Was there agreement between the teacher interview and the observation? (Y / N)

(a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

Was there agreement between the student interview and the observation? (Y / N)

Was there agreement between the teacher interview and the observation? (Y / N)

(a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?

Step 6: Complete Competing Pathway Summary

