# Appendix SPED-2 Functional behavioral assessment/Behavior intervention plan

**(1-5 ADD-ON CERTIFICATION)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Name* *Signature*

Functional Behavioral Assessment/Behavior Intervention Plan

The teacher candidate will:

Conduct a functional behavioral assessment.

Identify behavior

Gather data to come up with a hypothesis as to behavioral function

Develop and implement a pro-social intervention

Evaluate effectiveness

Review and consider next steps

Functional Behavior Assessment Checklist

\_\_\_\_ Step 1: Identify the problem behavior

\_\_\_\_ Step 2: Attempt to resolve the problem behavior

\_\_\_\_ Step 3: If problem behavior persists, complete the Functional Behavior Assessment (FBA) to identify the target behavior, analyzing the antecedents and consequences.

\_\_\_\_ Step 4: Use the Data Collection Worksheet (DCW) to begin baseline (pre-test) data collection.

\_\_\_\_ Step 5: Create a Behavior Intervention Plan (BIP) using the results of the FBA backed by scientific research.

\_\_\_\_ Step 6: Continue to collect and record data on the DCW during intervention(s).

\_\_\_\_ Step 7: Cease intervention strategies and begin collection “post-Test” data. Record on the DCW.

\_\_\_\_ Step 8: Compare baseline data to the post-test data. If the baseline data is significantly higher than the post-test data, then the behavior has deceased or is extinguished. Continue to reinforce the student’s appropriate behavior, fading the reinforcement over time. If the baseline data is lower than the post-test data, continue with Step 9.

\_\_\_\_ Step 9: If the problem behavior increases, the intervention was unsuccessful. Modify with alternative scientifically based intervention strategies. Use a new DCW to record new intervention strategies.

\_\_\_\_ Step 10: Following the employment of new intervention strategies, collect new post-test data and record on the new DCW.

\_\_\_\_ Step 11: If the problem behavior has decrease or is extinguished, then the intervention was successful. Continue to reinforce student’s appropriate behavior, fading the reinforcement over time.

\_\_\_\_ Step 12: If the problem behavior increases, the intervention was unsuccessful. Repeat Steps 9 and 10 until the intervention is successful. Record success or lack thereof on BIP-Log.

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