INDIVIDUAL STUDENT FBA / BIP TEMPLATE WITH EXPLANATIONS

Positive Behavioral Interventions and Supports — pbis — MPS MILWAUKEE PUBLIC SCHOOLS

Competing Behavior Pathway:

Student Strengths
Identify strengths, interests, activities/items that are reinforcers for the student.

5) Desired Behavior
This is the behavior we are looking for; the behavior which meets the school-wide expectation.

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6) Reinforcing Consequences
This is what students who demonstrate this behavior are earning.

4) Setting Event

Setting Events – indirectly "set-up" the problem behavior by making the problem behavior more likely to occur. Examining when the problem behavior does <u>not</u> occur may give clues about setting events.

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2) Trigger/ Antecedent

Antecedents - occur immediately before and act as "triggers" for problem behavior. Antecedents will usually be absent when the problem behavior does not occur. Note: these can also be described in observable and measurable terms

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1) Target Problem Behavior

Definitions of behaviors need to be:
<u>Observable</u>: The behavior is an action that can be seen.
<u>Measurable</u>: The behavior can be counted or timed. Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts.

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3) Maintaining Consequence

Examine what happens right after the problem behavior. What is happening that is reinforcing the problem behavior? A reinforcer is an item, activity or event that follows a behavior and results in an INCREASE in that behavior.

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8) Function

Common functions:
Obtain/ Access :
- Peer attention
- Adult attention
- Desired activity
- Desired object/ items

Avoid/ Escape:
- Difficult Task
- Boring Task
- Easy Task
- Physical demands
- Non-preferred activity
- Peer or Adult attention

7) Replacement Behavior
- Does replacement behavior serve same function as problem behavior?
- Is replacement behavior easier to do than problem behavior?
- Is the replacement behavior a step toward the desired behavior and obtainable for the student.
- The goal is to shape student behavior toward the desired behavior.

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1. Brainstorm possible elements of behavior support, to neutralize setting events and/or make problem behavior irrelevant, inefficient and ineffective. 2. Select strategies that are contextually appropriate for final plan and list them below. Try to have one or more strategies for each section. Multiple stakeholders should share in implementing the strategies (i.e. not just the classroom teacher).

Setting Event Strategies	Antecedent Strategies	Teaching/Instructional Strategies	Consequence Strategies
Identify strategies which create neutralizing routines that diminish the effects of setting events that have already occurred. Neutralizing routines act as "separating events" that occur between the setting event and the triggering antecedent. These routines or strategies should function to **eliminate or neutralize** the effects of the setting events, so they have less impact.	Identify strategies which eliminate or alter the antecedent (trigger) so student will no longer need to use problem behavior. The BEST modifications directly address the identified antecedent and the function of the problem behavior. Strategies to eliminate triggers help to **make the problem behavior irrelevant.**	Identify teaching strategies which help **make the problem behavior inefficient.** Strategies should teach a functionally-equivalent replacement behavior that is easier to perform than the problem behavior, while also teaching the desired behavior/skill. Develop an observable definition of the replacement behavior. Identify and teach examples & non-examples of HOW and WHEN to use the replacement behavior. Provide multiple opportunities to review & practice the replacement behavior throughout the day. The CICO intervention provides this opportunity.	Identify strategies to help **make problem behavior ineffective,** by reinforcing both the replacement & desired behaviors AND minimizing reinforcement for problem behavior. When the student engages in the replacement behavior, provide the student with an outcome that matches the FUNCTION of the problem behavior. It is extremely important that the replacement behavior is reinforced: immediately and consistently. This is necessary for the replacement behavior to successfully compete with the problem behavior.