**Basic FBA to BIP**

**Implementation Planning**

**Script Template:** Presenting the Competing Behavior Pathway to the Behavior Intervention Planning team.

Directions: Use information from the Competing Behavior Pathway to fill in the blanks on the script below:

“Based on the FBA, which included **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we learned that during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Routine )

(assessments conducted; e.g. interview, observation)

(teacher/staff )

when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and as a result   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The student does this in order to get/avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is likely to be worse if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

(circle one)

De Behavior )

(Setting Events)

De Behavior )

(Function)

De Behavior )

(Consequence)

De Behavior )

(student name )

(Problem Behavior )

(Antecedent )

Now, let’s look at the Desired Behavior, when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we’d like for the student to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Since the student is currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the desired behavior is a longer term goal. In the meantime, we will teach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a way to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Do you have any questions or suggestions for the FBA Summary or the Replacement or Desired Behaviors?”

(Antecedent )

(Problem Behavior )

(Function)

De Behavior )

(Replacement Behavior )

(Student )

(Problem Behavior )

(Desired Behavior)

De Behavior )