

FBA FACILITATOR TOOLKIT

Behavior is interactive.

What is the student's behavior communicating?

Behavior is purposeful.

What is the student trying to obtain or avoid?

Behavior is learned.

What behaviors need to be taught?

Behavior is predictable.

What patterns exist?



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FBA Facilitator Toolkit Overview

Schools face a serious challenge. The incidence and severity of serious behavior problems threaten effective education. Students who engage in violent, disruptive and dangerous behavior compromise the fundamental ability of our schools to educate children, making defiant, disruptive, and dangerous behaviors an issue for all students and all schools.

The bright spot in this picture is that we are better prepared to prevent and alter patterns of problem behavior than at any time in history. A practical and effective technology for responding to problem behaviors called functional behavioral assessment (FBA) has emerged. The technology of FBA can be used to identify the variables supporting problem behaviors and to rearrange the environment to both reduce problem behaviors and build constructive skills.

Crone, D. A., Horner, R. H. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment*. New York: The Guilford Press.

There are volumes of books and research on Functional Behavioral Theory, the FBA process and dozens of interpretations of FBA/BIP forms, few practical and useful tools for busy FBA Facilitators exist, thus the *FBA Facilitator Toolkit*. This toolkit attempts to provide all the forms, meeting agendas, explanation tools, data collection protocols and resources necessary for the FBA process. Designed in a “grab and go” fashion it has multiple, reusable copies of the most frequently needed documents, in plastic sleeves, reducing the need to make copies for every meeting. Throughout the FBA process there are numerous meetings required, with hectic schedules the time to prepare meeting agendas, print sample copies and gather resources can be scarce. The development and implementation of effective FBA/BIPs that create environments for students to learn new behavior skills is challenging enough, spending valuable time making copies and gathering materials is significantly reduced with the FBA Facilitator Toolkit.

The FBA/BIP forms included here and available as a separate download are electronically “fillable” using Adobe Reader, a free application for Mac, Windows, and iPad. Using Adobe Reader allows for resizable text and drop down menus.

Section One – Overview

Provided are flowcharts which condense the FBA/BIP system and development process onto a single page. While very visually stimulating, they are intended to provide FBA Facilitators with a handy reference in locating where an FBA/BIP is at in the process and assist in explanation.

Sections Two and Three include two copies of both the meeting agenda and form. The documents are to be printed back to back and placed in a plastic sleeve for quick access and reusability.

FBA Facilitator Toolkit Overview

Section Two – FBA Meetings

FBA Planning The desired outcome: Select components of the FBA process necessary to determine the function of the student’s behavior for initial FBA or revision; Select components necessary to determine functionally equivalent replacement behaviors; Assign tasks and determine timeline.

FBA Meeting The desired outcome: Develop a Hypothesis Statement based on Sources of Information, Academic Profile, Student Strengths, and Problem Behavior.

Section Three – BIP Meetings

Initial BIP The desired outcome: Complete the FBA Hypothesis Statement-Competing Pathways by identify a Functionally Equivalent Replacement Behavior, Long-term Skill and Intervention Strategies.

Revision BIP The desired outcome: Use results of implementation and progress monitoring data to revise the FBA Hypothesis Statement-Competing Pathways by adjusting function and identifying a new Functionally Equivalent Replacement Behavior and/or Long-term Skill and/or Intervention Strategies.

Implementation Planning The desired outcome: Develop a plan for implementing the BIP Interventions for Antecedent, Setting Events, Teaching Behavior, and Consequences.

Progress Monitoring The desired outcome: Prior to First BIP Review: Determine Progress Monitoring specifics regarding data collection on behaviors and implementation. BIP Review Meetings: Review Implementation Fidelity data and make any needed adjustments. Review Progress Monitoring data and make any needed adjustments.

Section Four – Escalating Behavior

5-Point Plan For Managing Escalating Behavior This tool is designed to provide a detailed and easy to communicate plan for preventing behavior from escalating to crisis levels. It is developed during the FBA/BIP process.

Acting Out Cycle This is a summary of the research on escalating behavior. It is provided as an explanation and reference.

Safety Plan Example This is an example of a Safety Plan focusing on keeping a student and staff safe and uninjured. Different from a crisis plan (see 5-Point Plan above), it is intended to capture all the nuances involved in working with “high needs” students.

Section Five – Data Collection

FBA Observation Includes examples of observation tools for collecting baseline data and Summary of Behavior hypothesis confirmation.

FBA Facilitator Toolkit Overview

FBA Interviews Includes protocols for interviewing parents, students and staff to be used as sources of information in the development of the FBA.

FBA Records Review Includes protocols for gathering information from school and medical records used in the development of the FBA.

Implementation Fidelity Includes samples of tools used to monitor the implementation fidelity of the BIP.

Section Six – FBA/BIP Evaluation

FBA/BIP Critical Features Guide This guide provides the “big ideas” and examples for each component of the FBA/BIP process.

FBA/BIP Critical Features Scoring This tool is the companion to the Critical Features Guide listed above. The tool is for scoring the quality of FBA/BIP.

FBA: The ABC Big Ideas This is a handy, single page reference for remembering the definitions for the parts of the “The Summary of Behavior” statement.

Contextual Fit A tool for initiating dialogue on the feasibility of the BIP.

Section Seven – FBA/BIP Examples

Bobby This is an example of an elementary student’s FBA/BIP focusing on the Long-term Skill of Response Inhibition.

Noah This is an example of an elementary student’s FBA/BIP focusing on the Long-term Skill of Emotional Control.

Brian This is an example of a high school student’s FBA/BIP focusing on the Long-term Skill of Organization & Engagement.

John This is an example of a high school student’s FBA/BIP focusing on the Long-term Skill of a Social Skill.

Frankie This is an example of a two BIPs and Implementation Plans. One is a non-example and the other is a good example of BIP and Implementation Plan for the same student, including guiding questions.

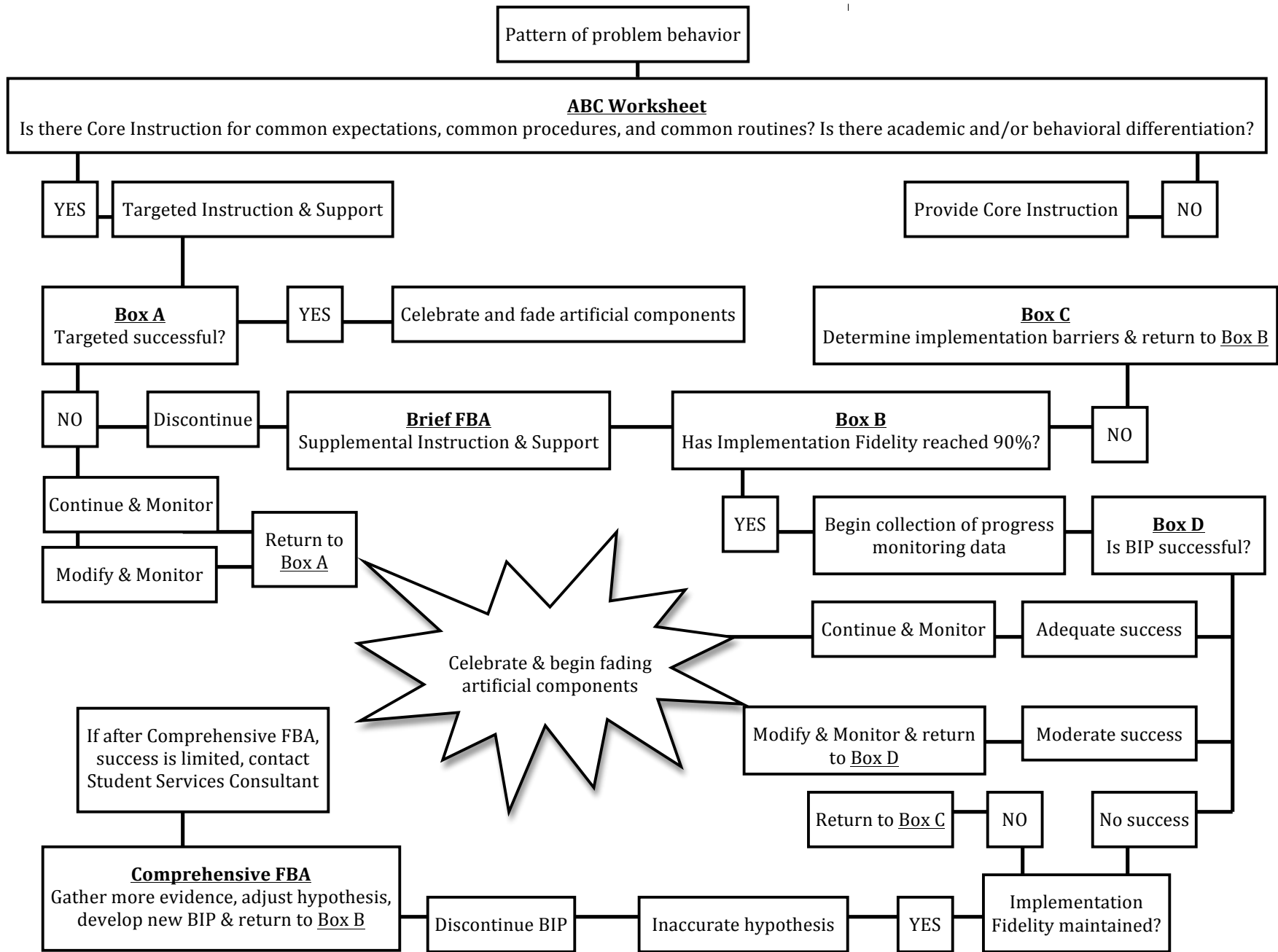
Section Eight – Miscellaneous

This is a section full of tools useful for explaining various FBA/BIP concepts to parents or teachers, selecting interventions and process communication.

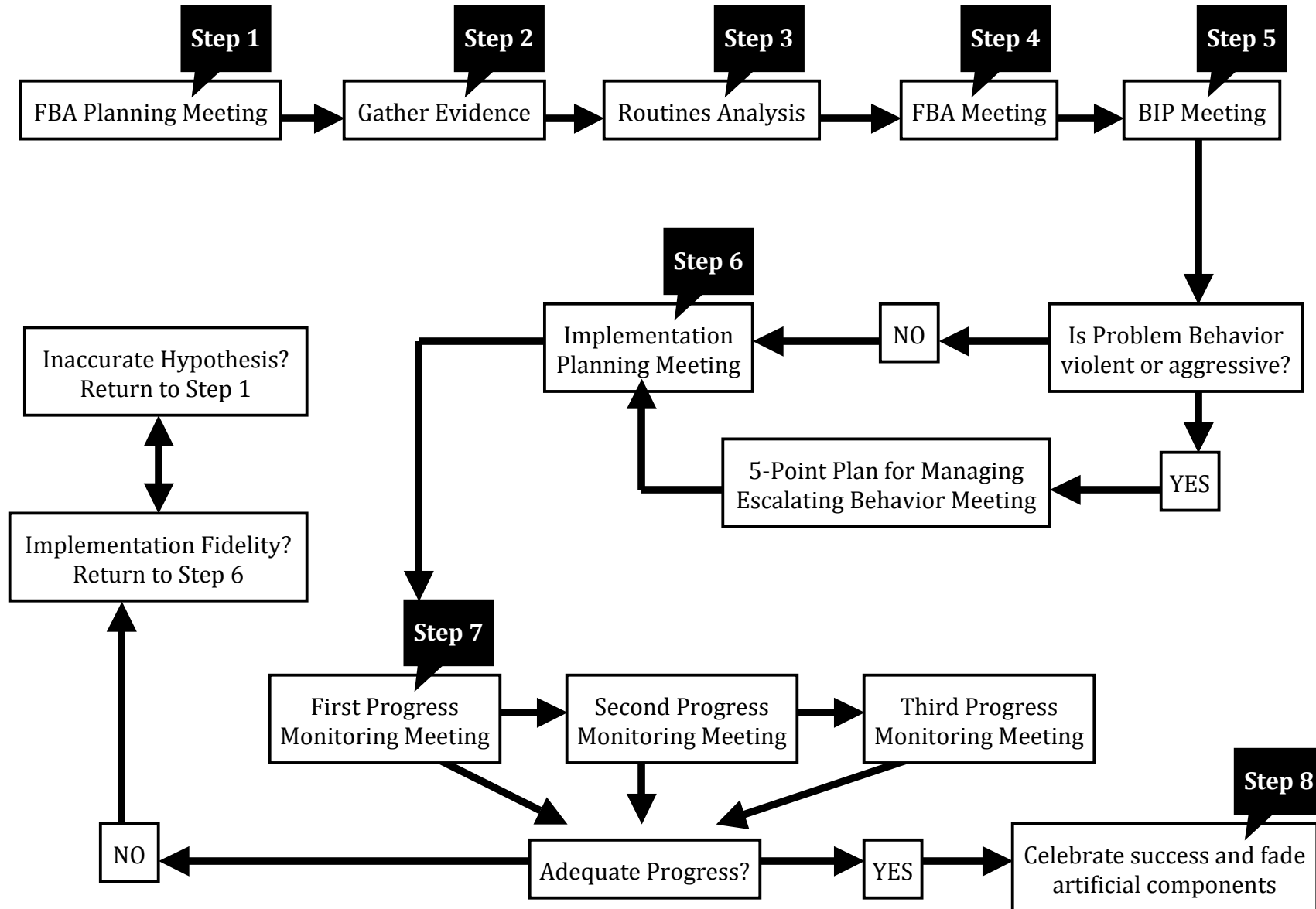
Section Nine – FBA/BIP Forms

All the forms used in the FBA/BIP process. The forms are electronically “fillable” when used with Adobe Reader.

FBA System Flowchart



FBA Development Flowchart

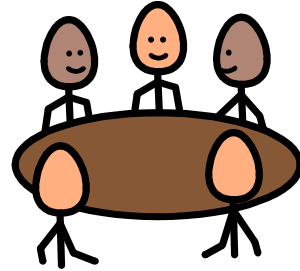


FBA Planning Meeting

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



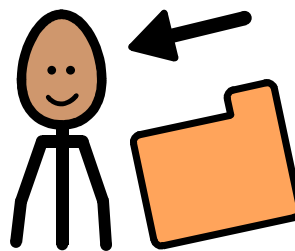
3. Review Desired Outcomes

- a. *Select components of the FBA process necessary to determine the function of the student's behavior for initial FBA or revision*
- b. *Select components necessary to determine functionally equivalent replacement behaviors*
- c. *Assign tasks and determine timeline*

4. Determine ending time and amount of time for each item

5. Determine “What”, “By Who”, “By When” for each section

- a. Planning
- b. Records Review
- c. Interviews
- d. Data
- e. Reports



*“Behavior is the mirror in which everyone shows their image”
-Johann Wolfgang von Goethe*



Functional Behavior Assessment Planning

Student:
DOB:
Teacher:
FBA Facilitator:

IEP: IEP Case Manager:
ELL:
YTD Removals:

Date:
Grade:
School:

Brief FBA

Date of ABC Worksheet:

Comprehensive FBA		
What	By Who	By When
Planning		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Parental Permission		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Meeting		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Meeting		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> First BIP Follow-Up Meeting		
Records Review		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Discipline (referrals, suspension)		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Academic (assessment, work sample)		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Permanent Record File		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Medical/Health		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Special Education		
Interviews		
<input checked="" type="checkbox"/> Principal, Support Staff, Medical, Other		
1.		
2.		
3.		
<input checked="" type="checkbox"/> Student		
<input checked="" type="checkbox"/> Parent/Family		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FACTS w/:		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Routines Analysis w/:		
Data		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ABC Observation		
1.		
2.		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Baseline		
<input checked="" type="checkbox"/> Scatter Plot		
Forms		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Report		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Behavior Intervention Plan (BIP)		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Implementation Plan		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Progress Monitoring		
<input checked="" type="checkbox"/> 5-Point Plan for Escalating Behavior		
<input checked="" type="checkbox"/> Safety/Crisis Plan		
<input checked="" type="checkbox"/> Restraint/Seclusion Plan		

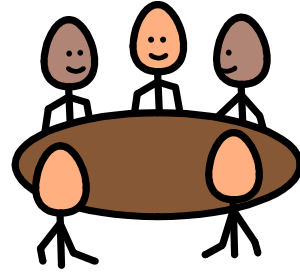
Notes:

FBA Planning Meeting

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



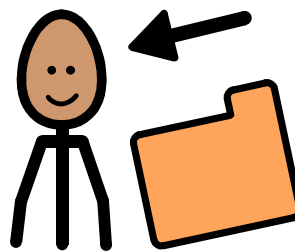
3. Review Desired Outcomes

- a. *Select components of the FBA process necessary to determine the function of the student's behavior for initial FBA or revision*
- b. *Select components necessary to determine functionally equivalent replacement behaviors*
- c. *Assign tasks and determine timeline*

4. Determine ending time and amount of time for each item

5. Determine “What”, “By Who”, “By When” for each section

- a. Planning
- b. Records Review
- c. Interviews
- d. Data
- e. Reports



*“Behavior is the mirror in which everyone shows their image”
-Johann Wolfgang von Goethe*



Functional Behavior Assessment Planning

Student: _____ **Date:** _____
DOB: _____ **IEP:** _____ **IEP Case Manager:** _____
Teacher: _____ **ELL:** _____ **Grade:** _____
FBA Facilitator: _____ **YTD Removals:** _____ **School:** _____

Brief FBA

Date of ABC Worksheet: _____

Comprehensive FBA		
	What	By Who
		By When
Planning		
<input checked="" type="checkbox"/>	Parental Permission	
<input checked="" type="checkbox"/>	FBA Meeting	
<input checked="" type="checkbox"/>	BIP Meeting	
<input checked="" type="checkbox"/>	First BIP Follow-Up Meeting	
Records Review		
<input checked="" type="checkbox"/>	Discipline (referrals, suspension)	
<input checked="" type="checkbox"/>	Academic (assessment, work sample)	
<input checked="" type="checkbox"/>	Permanent Record File	
<input checked="" type="checkbox"/>	Medical/Health	
<input checked="" type="checkbox"/>	Special Education	
Interviews		
<input checked="" type="checkbox"/>	Principal, Support Staff, Medical, Other	
	1.	
	2.	
	3.	
<input checked="" type="checkbox"/>	Student	
<input checked="" type="checkbox"/>	Parent/Family	
<input checked="" type="checkbox"/>	FACTS w/:	
<input checked="" type="checkbox"/>	Routines Analysis w/:	
Data		
<input checked="" type="checkbox"/>	ABC Observation	
	1.	
	2.	
<input checked="" type="checkbox"/>	Baseline	
<input checked="" type="checkbox"/>	Scatter Plot	
Forms		
<input checked="" type="checkbox"/>	FBA Report	
<input checked="" type="checkbox"/>	Behavior Intervention Plan (BIP)	
<input checked="" type="checkbox"/>	BIP Implementation Plan	
<input checked="" type="checkbox"/>	BIP Progress Monitoring	
<input checked="" type="checkbox"/>	5-Point Plan for Escalating Behavior	
<input checked="" type="checkbox"/>	Safety/Crisis Plan	
<input checked="" type="checkbox"/>	Restraint/Seclusion Plan	

Notes:

FBA Meeting Agenda

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcome

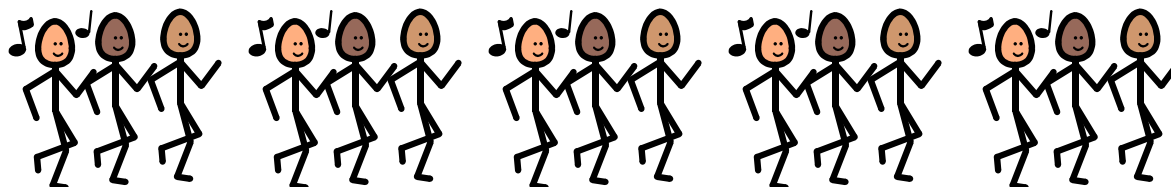
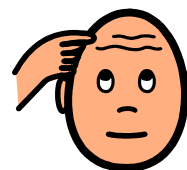
Develop an ABC Hypothesis Statement based on Sources of Information, Academic Profile, Student Strength's, and Problem Behavior

4. Determine ending time and amount of time for each item

5. Review “What is an FBA and BIP?” and “FBA Key Concepts”

6. Complete FBA Report

- a. Review “Sources of Information”
- b. Complete “Academic Profile”
- c. Complete “Student’s Strengths”
- d. Describe “Problem Behavior”
- e. Develop “ABC Hypothesis Statement”
- f. Document “Previous Interventions”



*“What you do speaks so loud that I cannot hear what you say.”
-Ralph Waldo Emerson*



Functional Behavior Assessment Report

Student:	School:	Date:
Teacher:	Grade:	Age:
IEP: Case Manager:	ELL: FBA Facilitator:	Initial FBA
FBA Team Members	Revision of FBA Dated	
Name/Role	Name/Role	

Sources of Information

Suspensions:	ODRs	Days Tardy:	Days Absent:
Records Review		By Whom	Attached
Discipline			
Cumulative Records			
Medical Records			
Interviews			
Routines Analysis	FACTS		
Student			
Other:			
Data			
ABC Observations: (list dates)			
Baseline			
Other:			

Academic Profile

Level:	Reading:	Math:	Writing:
Classroom Performance (Preferred Tasks, Work Completion, Participation, etc.)			
Student's Strengths, Talents, or Specific Interests			

Summary of Behavior (From FACTS or Routines Analysis)

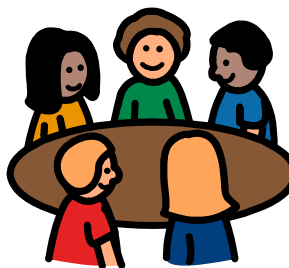
Routine/Activity:		
Setting Events:	Problem Behavior:	Consequence:
Antecedents:		Describe:

FBA Meeting Agenda

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcome

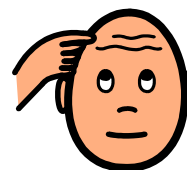
Develop an ABC Hypothesis Statement based on Sources of Information, Academic Profile, Student Strength's, and Problem Behavior

4. Determine ending time and amount of time for each item

5. Review “What is an FBA and BIP?” and “FBA Key Concepts”

6. Complete FBA Report

- a. Review “Sources of Information”
- b. Complete “Academic Profile”
- c. Complete “Student’s Strengths”
- d. Describe “Problem Behavior”
- e. Develop “ABC Hypothesis Statement”
- f. Document “Previous Interventions”



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Functional Behavior Assessment Report

Student:	School:	Date:
Teacher:	Grade:	Age:
IEP: Case Manager:	ELL: FBA Facilitator:	Initial FBA
FBA Team Members	Revision of FBA Dated	
Name/Role	Name/Role	

Sources of Information

Suspensions:	ODRs	Days Tardy:	Days Absent:
Records Review		By Whom	Attached
Discipline			
Cumulative Records			
Medical Records			
Interviews			
Routines Analysis	FACTS		
Student			
Other:			
Data			
ABC Observations: (list dates)			
Baseline			
Other:			

Academic Profile

Level:	Reading:	Math:	Writing:
Classroom Performance (Preferred Tasks, Work Completion, Participation, etc.)			
Student's Strengths, Talents, or Specific Interests			

Summary of Behavior (From FACTS or Routines Analysis)

Routine/Activity:		
Setting Events:	Problem Behavior:	Consequence:
Antecedents:		Describe:

BIP Meeting Agenda-Initial

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcome

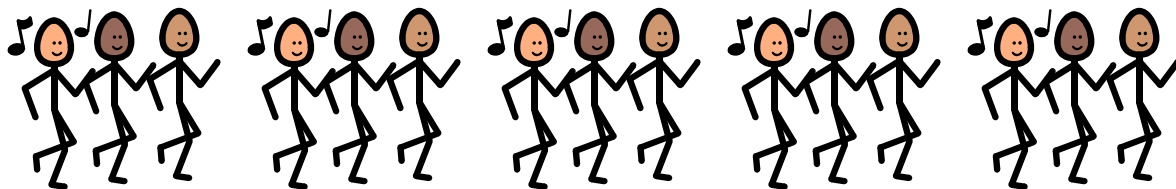
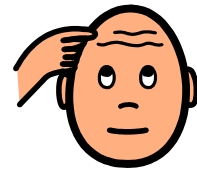
Develop an FBA Hypothesis Statement-Competing Pathways, identify a Functionally Equivalent Replacement Behavior and Intervention Strategies.

4. Determine ending time and amount of time for each item

5. Review “What is an FBA and BIP?” and “FBA Key Concepts”

6. Complete BIP Report

- a. Complete “FBA Hypothesis Statement-Competing Pathways
- b. Determine “Functionally Equivalent Replacement Behavior”
- c. If “Problem Behavior” is violent, complete a “5-Point Plan for Managing Escalating Behavior”
- d. Determine “Intervention Strategies”



*“What you do speaks so loud that I cannot hear what you say.”
-Ralph Waldo Emerson*



Behavior Intervention Plan

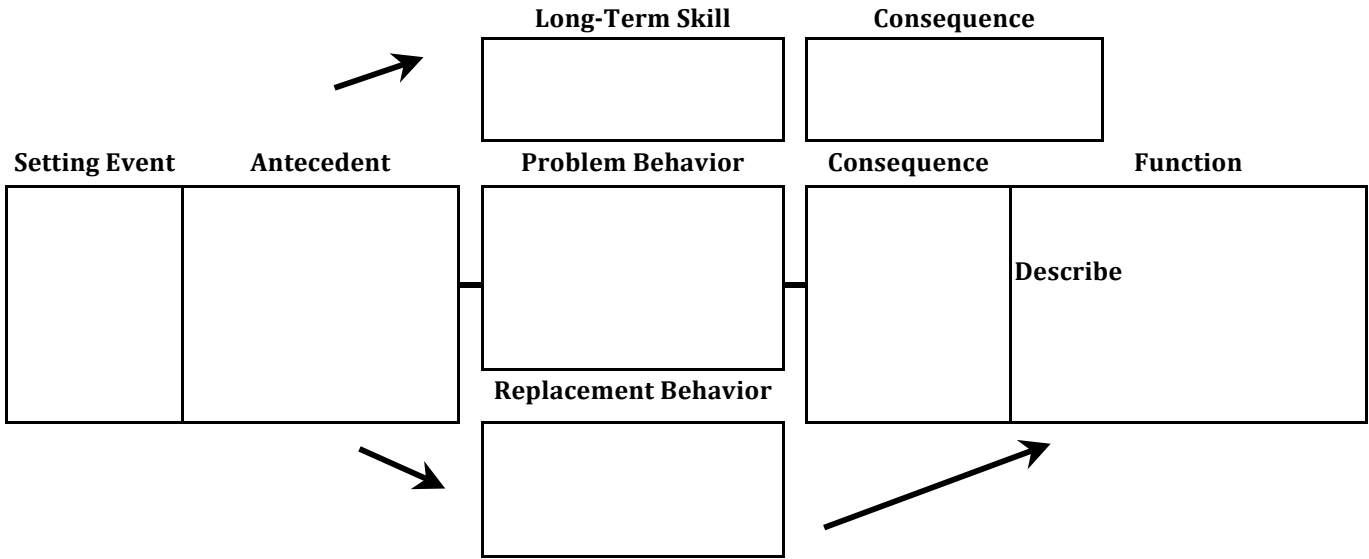
Student

FBA Date

BIP Revision
Date

Competing Behavior Pathway

Routine/Activity:



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
		Replacement Behavior	Reinforcement of Replacement Behavior
		Long-Term Skill	Corrective Consequence

BIP Meeting Agenda-Initial

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcome

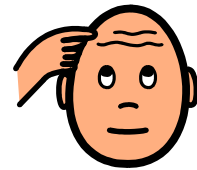
Develop an FBA Hypothesis Statement-Competing Pathways, identify a Functionally Equivalent Replacement Behavior and Intervention Strategies.

4. Determine ending time and amount of time for each item

5. Review “What is an FBA and BIP?” and “FBA Key Concepts”

6. Complete BIP Report

- a. Complete “FBA Hypothesis Statement-Competing Pathways
- b. Determine “Functionally Equivalent Replacement Behavior”
- c. If “Problem Behavior” is violent, complete a “5-Point Plan for Managing Escalating Behavior”
- d. Determine “Intervention Strategies”



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Behavior Intervention Plan

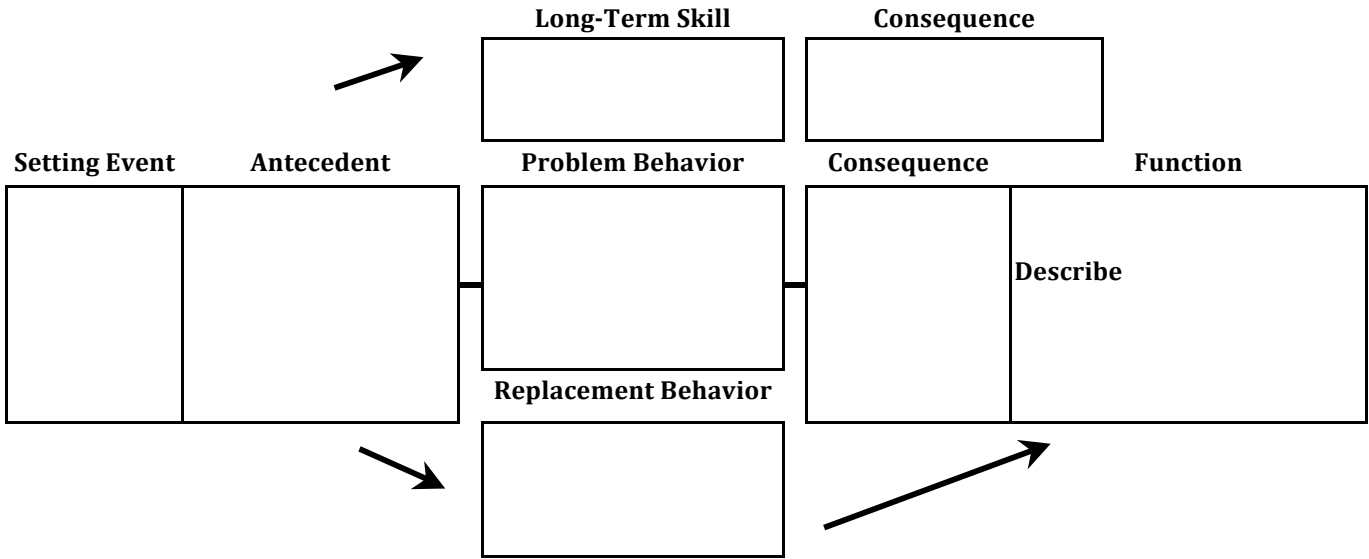
Student

FBA Date

BIP Revision
Date

Competing Behavior Pathway

Routine/Activity:



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
		Replacement Behavior	Reinforcement of Replacement Behavior
		Long-Term Skill	Corrective Consequence

BIP Meeting Agenda-Revision

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcome

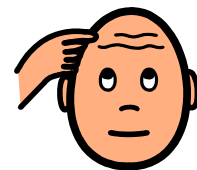
Use results of implementation and progress monitoring data to revise the FBA Hypothesis Statement-Competing Pathways by adjusting function and identifying a new Functionally Equivalent Replacement Behavior and Intervention Strategies.

4. Determine ending time and amount of time for each item

5. Review “What is an FBA and BIP?” and “FBA Key Concepts”

6. Complete BIP Report

- a. Complete “FBA Hypothesis Statement-Competing Pathways
- b. Determine “Functionally Equivalent Replacement Behavior”
- c. If “Problem Behavior” is violent, complete a “5-Point Plan for Managing Escalating Behavior”
- d. Determine “Intervention Strategies”



*“Determine strategies for making the problem behavior ineffective, inefficient, or irrelevant through changes to the routine or environment.”
-Deanne Crone & Rob Horner*



Behavior Intervention Plan

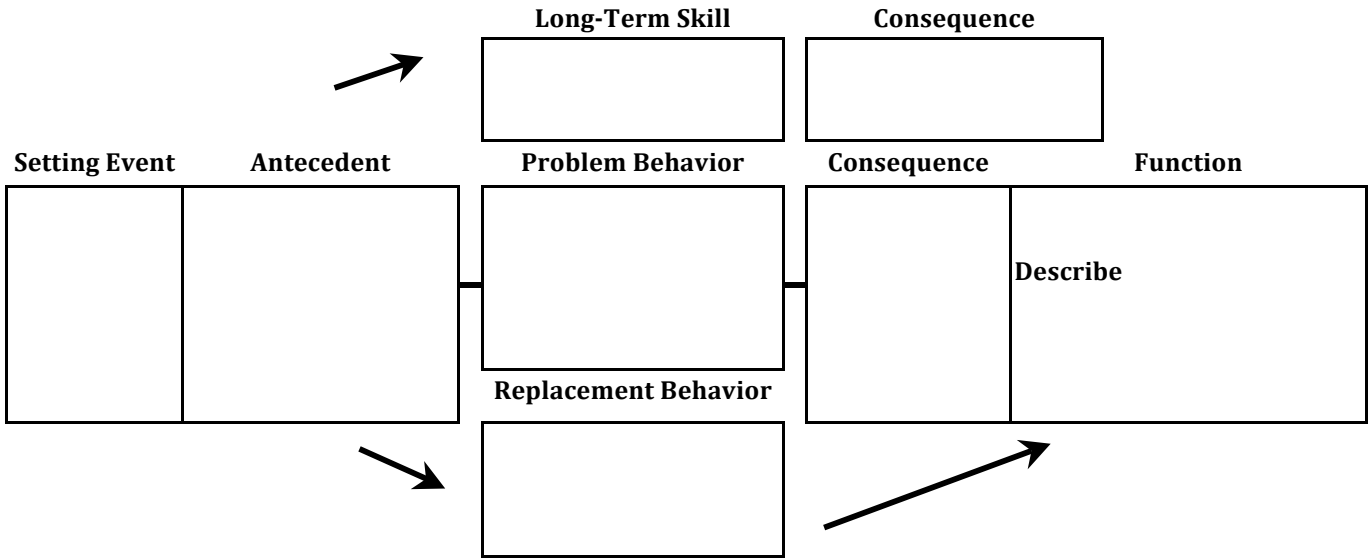
Student _____

FBA Date _____

BIP Revision
Date _____

Competing Behavior Pathway

Routine/Activity: _____



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>		<i>Make Prob. Beh. Ineffective</i>	
Setting Events	Antecedent	Teach Behavior		Consequence	
		Replacement Behavior		Reinforcement of Replacement Behavior	
		Long-Term Skill		Corrective Consequence	

BIP Meeting Agenda-Revision

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcome

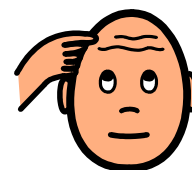
Use results of implementation and progress monitoring data to revise the FBA Hypothesis Statement-Competing Pathways by adjusting function and identifying a new Functionally Equivalent Replacement Behavior and Intervention Strategies.

4. Determine ending time and amount of time for each item

5. Review “What is an FBA and BIP?” and “FBA Key Concepts”

6. Complete BIP Report

- a. Complete “FBA Hypothesis Statement-Competing Pathways
- b. Determine “Functionally Equivalent Replacement Behavior”
- c. If “Problem Behavior” is violent, complete a “5-Point Plan for Managing Escalating Behavior”
- d. Determine “Intervention Strategies”



*“Determine strategies for making the problem behavior ineffective, inefficient, or irrelevant through changes to the routine or environment.”
-Deanne Crone & Rob Horner*



Behavior Intervention Plan

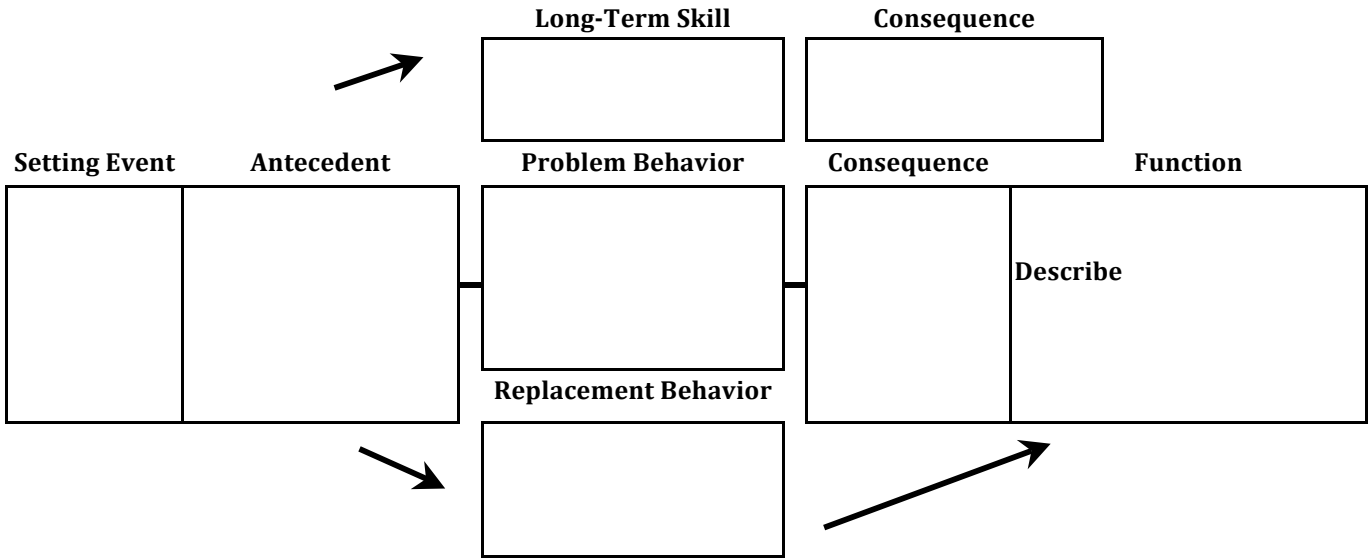
Student

FBA Date

BIP Revision
Date

Competing Behavior Pathway

Routine/Activity:



Intervention Strategies

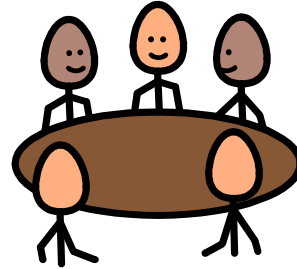
<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
		Replacement Behavior	Reinforcement of Replacement Behavior
		Long-Term Skill	Corrective Consequence

Implementation Plan Meeting Agenda

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcomes

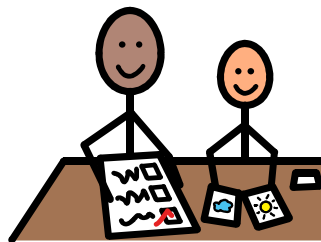
Develop an Implementation Plan for the BIP Interventions for Antecedent, Setting Events, Teaching Behavior, and Consequences

4. Determine ending time and amount of time for each item

5. Review BIP Intervention Strategies

6. Complete Implementation Plan

- a. Determine implementation plan for Antecedent and Setting Event interventions
- b. Determine implementation plan for Teach Behavior intervention
- c. Determine implementation plan for Consequences interventions



“Behavior support is the redesign of environments, not the redesign of individuals. BIPs define changes in the behavior of those who will implement the plan. A BIP describes what we will do differently.”

-Rob Horner



BIP Implementation Plan

Student:

FBA Date:

BIP Date:

Date:

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

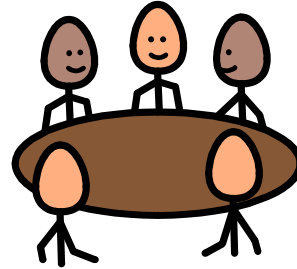
Setting Events/Antecedent	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Implementation Check-in and Evaluation	Date:	

Implementation Plan Meeting Agenda

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcomes

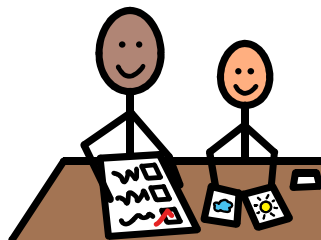
Develop an Implementation Plan for the BIP Interventions for Antecedent, Setting Events, Teaching Behavior, and Consequences

4. Determine ending time and amount of time for each item

5. Review BIP Intervention Strategies

6. Complete Implementation Plan

- a. Determine implementation plan for Antecedent and Setting Event interventions
- b. Determine implementation plan for Teach Behavior intervention
- c. Determine implementation plan for Consequences interventions



“Behavior support is the redesign of environments, not the redesign of individuals. BIPs define changes in the behavior of those who will implement the plan. A BIP describes what we will do differently.”

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BIP Implementation Plan

Student:

FBA Date:

BIP Date:

Date:

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Implementation Check-in and Evaluation	Date:	

BIP Progress Monitoring Meeting Agenda

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcomes

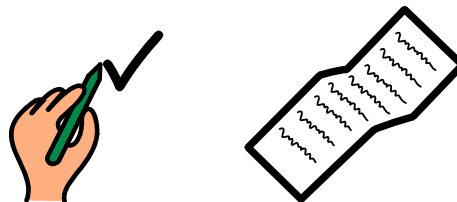
Prior to First BIP Review: Determine Progress Monitoring specifics
BIP Review Meetings: Review Implementation Fidelity data and make any needed adjustments. Review Progress Monitoring data and make any needed adjustments.

4. Determine ending time and amount of time for each item

5. Review BIP Intervention Strategies

6. Review and Complete Behavior Intervention Monitoring Plan

- a. Review Behavioral Goals
- b. Review Progress Monitoring data collection procedures
- c. Review Implementation Plan and determine if fidelity has been established
- d. Review Progress Monitoring data and evaluate
- e. Determine BIP Next Steps and Describe



“If you can not measure it, you can not improve it.”
-Lord Kelvin



BIP Progress Monitoring

Student: _____

FBA Date: _____

BIP Date: _____

Progress Check #: _____

Date: _____

Behavioral Goals

Replacement Behavior	
Long-term Skill	

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline				
Problem Behavior				
Replacement Behavior				
Long-term Skill				

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions:	Teach Behavior:	Consequences:
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	
Replacement Behavior	
Long-term Skill	

BIP Next Steps:

Describe:

BIP Progress Monitoring Meeting Agenda

1. Introductions

2. Assign Roles

- a. Facilitator
- b. Note Taker
- c. Time Keeper
- d. Thinkers



3. Review Desired Outcomes

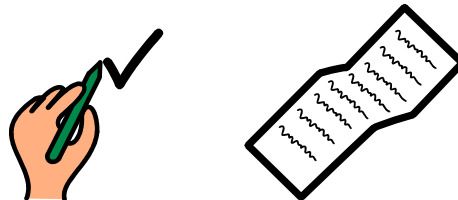
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- d. Review Progress Monitoring data and evaluate
- e. Determine BIP Next Steps and Describe



“If you can not measure it, you can not improve it.”
-Lord Kelvin



BIP Progress Monitoring

Student: _____

FBA Date: _____

BIP Date: _____

Progress Check #: _____

Date: _____

Behavioral Goals

Replacement Behavior	
Long-term Skill	

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline				
Problem Behavior				
Replacement Behavior				
Long-term Skill				

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions:	Teach Behavior:	Consequences:
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	
Replacement Behavior	
Long-term Skill	

BIP Next Steps:

Describe:

5-Point Plan For Managing Escalating Behavior

Student:

Date of FBA/BIP:

Date:

5 Point Scale		Student Behavior	Staff Behavior	Cool Down Options
5	Peak Time of anxiety and stress. Safety is focus. Problem solve when calm.			
4	Acceleration Give clear direction, direct to relax, give time, and disengage.			
3	Agitation Use specific words, change setting or task. Don't discuss the incident.			
2	Triggers Prompt skills, problem solve, redirect to calm.			
1	Calm Time for skill building and teaching. Praise desired behaviors.			
List Antecedents and How to Prevent		Teach Replacement Behavior		Long-term Skill

5-Point Plan for Managing Escalating Behaviors

Acting Out Cycle

Phase 1 - Calm

Student is:

- cooperative
- follows directions
- able to receive corrections

Prevention Strategies

- high rates of engagement with academic and social success
- teach & practice appropriate replacement responses

Phase 2 - Triggers

Student experiences a series of unresolved conflicts:

- with other people
- routine breakdowns
- deadline or other task demands
- social and academic errors
- facing a consequence for prior misbehavior

Intervention - Goal is to break the cycle and redirect student back to calm stage by:

- prompt to prior social skills
- problem solving
- prompt to individual plan
- debrief when student reengaged

ALL must be taught during Calm phase

Debrief once student is back to Calm phase

Phase 3 - Agitation

Student exhibits increases in:

- non-focused activity
- desire to terminate interactions/conversation with teacher/peers
- off-task / easily distracted

Intervention - Goal is to break the cycle and redirect student back to calm stage by:

- modify work
- provide a quiet space
- alter schedule to move to easier task

ALL must be taught during Calm phase

Debrief once student is back to Calm phase

Phase 4 – Acceleration

Student exhibits increases in:

- provocative behaviors
- verbal abuse / intimidation
- defiance
- desire to escape setting

Intervention - Goal is to break the cycle and redirect student back to calm stage by:

- give student choice and DISENGAGE
- corrective procedures
- time-out
- begin focus on crisis prevention
 - bottom line
 - give warning
 - withdraw and give student time to respond
- PRIORITY IS SAFETY

ALL must be taught during Calm phase

Debrief once student is back to Calm phase

Phase 5 – Peak

Student is out of control and typically verbally and physically aggressive

Focus of intervention is safety - no attention toward student (room clear)

Phase 6 – De-escalation

Student exhibits increases in:

- confusion
- attempts to reconcile
- withdrawal
- denial of action
- blame others
- justification
- will respond to clear concrete directions

Intervention:

- DO NOT give excess attention, simply clear concrete directions to get student re-engaged
- have student establish ownership through a “think sheet”
 - what did I do
 - why did I do it
 - what else could I have done
 - what will I need to avoid event happening again

Phase 7 – Recovery (return to Calm)

Student exhibits increases in:

- eager to become engaged in academic work
- reluctant to address the peak behavior

Intervention (goal to return to Calm phase of instructional supports)

- strong focus on routines and typical activities
- implement the consequence for Peak behavior
- reinforce appropriate student behavior (4:1)

Across the cycle

1. Intervene early in the chain by prompting student to use previously taught skills
2. Assist student in identifying “triggers” and problem solving was to respond appropriately
3. Teach and practice, teach and practice, teach and practice

*Colvin, G. (2004). Managing the cycle of acting-out behavior in the classroom. Eugene, OR: Behavior Associates.

Response To Problem Behavior
Escalating Behavior Cycle

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<p>Teach and practice classroom routines</p> <p>Teach and practice “corrective” routines (e.g., safe seat, buddy room, office)</p> <p>Teach and Practice “problem solving*”</p> <p>Creatively teach child how to communicate wishes, needs, and frustrations with words, in an acceptable manner</p> <p>After you have directly and explicitly taught classroom routines, “corrective” routines, “problem solving” routines and how to communicate in an acceptable manner, Precorrect regularly during class meeting and before routines, (e.g. “Dan, will you model our routine for (<u>lining up</u>)?” “Great model of (<u>lining up</u>), now this group may follow the routine.”</p> <p>Give high rates of praise to students who are following expectations, rules and routines (e.g. “Great job of keeping your bodies safe while we moved to the carpet.”)</p>	<p>Calm:</p> <ul style="list-style-type: none"> • Following expectations (safe, respectful, responsible, learner), rules and routines • Doing their academic work 	<ul style="list-style-type: none"> • Praise students who are following expectations, rules and routines (e.g. “Great job of keeping your bodies safe while we moved to the carpet.”) • Ask for expected behavior (e.g. “Tom would you please try saying that again with a respectful learner’s tone of voice?”) • Physical proximity <ul style="list-style-type: none"> ○ Have student sit by teacher ○ Teacher walks, stands or sits by student ○ Walk with student during transitions, in hall • Change seating <ul style="list-style-type: none"> ○ Provide a private work area “office” ○ Provide private desk ○ Provide private table • Simple re-direct to expected behavior (e.g. “Tammy your voice should be at level zero now.”) • Privately correct behavior. Remember to praise publicly and redirect as privately as possible.

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<p>Keep your tone “teaching” vs. “punishing.”</p> <p>Prompt / walk through problem solving process.</p> <p>Teach, practice and precorrect students the strategies to use before typical triggers may take place (e.g. what to do during independent work when they will not be getting attention or how to ask for help during hard work that they may try to escape).</p> <p>Attention</p> <ul style="list-style-type: none"> • Privately precorrect students (e.g. what to do to get attention during independent/small group work) • Teach self-monitoring <p>Escape</p> <ul style="list-style-type: none"> • Provide alternate task – break tasks into smaller parts. • Provide step-by-step directions; break tasks into parts, giving feedback after the completion of each part. 	<p>Triggers</p>	<p>Attention</p> <ul style="list-style-type: none"> • Prompt student to problem solve • Disengage from student • Praise student if he or she is re-focused on task <p>Escape</p> <ul style="list-style-type: none"> • Praise student for doing the work and seeking help in an appropriate way.

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<ul style="list-style-type: none"> • Teach and practice “corrective” routines (e.g., safe seat, buddy room, office) • High rates of attention for other students who are complying 	<p>Agitation</p>	<p><i>Give students choices - disengage from student and allow time</i></p> <ul style="list-style-type: none"> • Privately recognize agitation and ask if you they need help • Allow student to move to location away from other students • Alter amount of time for task (shorten/lengthen) • Give a short break and allow to engage in preferred or independent activity (important – student must still complete original task) • Allow student to move/ physically active (brain break) • Prompt relaxation technique • Return to class activity as soon as possible
<ul style="list-style-type: none"> • Teach and practice “corrective” routines (e.g., safe seat, buddy room, office) 	<p>Acceleration</p>	<p><i>Disengage from student if escalation continues</i></p> <ul style="list-style-type: none"> • <i>Maintain calm & respectful tone</i> • <i>Use short concrete directives</i> • <i>Stay focused on original problem – don’t focus on related “angry” responses</i> • <i>Acknowledge cooperation</i> • <i>High rates of attention for student compliance</i> <p><i>Return to class activity as soon as possible</i></p> <ul style="list-style-type: none"> • <p><i>Crisis prevention: a) follow established negative consequences (e.g. office visit), b) inform student of outcome through choice, c) follow-through</i></p>

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<ul style="list-style-type: none"> Teach and practice “corrective” routines (e.g., office, room clear) 	Peak	<ul style="list-style-type: none"> Isolation of student <ul style="list-style-type: none"> Student moves self Room Clear No attention to the student outside of monitoring at this point No directions or conversation with student
	De-Escalation	<ul style="list-style-type: none"> Student removed from classroom Allow student to “cool down” before approaching Give concrete task to re-engage student Re-assure rest of the class through review of expectations and high rates of positives
	Recovery	<ul style="list-style-type: none"> Implement “negative” consequence/restitution Resume class activities & routines No excessive attention to target student around problem, but look for opportunities to praise appropriate behavior Reinforce use of problem solving & re-visit plan

*Problem Solving: a) what is source of problem (what got you upset), b) identify possible solutions or options, c) assist student with evaluating generated options and selection, d) discuss what happens when option exercised / evaluate outcomes with student (after a time period).

Safety Plan

THIS IS A SAMPLE AND NEEDS TO BE MODIFIED FOR USE

Student: Taylor Sample

Date: Sample

eSIS #: Sample

DOB: Sample

School: Sample

Case Manager: Sample

Description of Behavior

Aggression toward peers and adults as evidenced by: screaming, throw work materials, grab (forearm, clothing), pull hair, hit, pinch, kick, head butt, spit and bite.

Staff Guidelines

- All staff working with Taylor need to be CPI trained by District standards
- All staff working with Taylor need to wear Kevlar hand and arm protectors
- If staff are alone with Taylor and need assistance, call school office to request support
- When CPI holds are used, an Incident Report needs to be completed
- If Taylor or staff are injured an OSHA Incident Report needs to be completed
- When Taylor uses aggressive behaviors when outside the classroom, she will return and use the classroom de-escalation space and procedure
- Before assuming responsibility for Taylor staff will first prepare all materials needed for her activities, communication needs, reinforcers and de-escalation
- During the school day, when switching Taylor's support staff, they will be explicit and intentional and say things like, "Taylor's with you now and ready to ___"

Hallways

- Taylor will not transition in the hallways during high traffic times.
- Staff will hold Taylor's hand or have hand on Taylor's shoulder at all times.
- Staff will position Taylor on inside (wall side) and themselves on the outside.
- When students/staff are passing, stop with Taylor until others have passed.

Bathrooms

- Staff will wait until no other students are in the bathroom. If more than 3 other students, wait until bathroom is clear.
- Staff will position themselves between Taylor and any other students. Taylor should be within reach (1 foot) of staff at all times.

School Office

- Staff will hold Taylor's hand or have hand on Taylor's shoulder at all times.
- Staff will position themselves between Taylor and any other students. Taylor should be within reach (1 foot) of staff at all times.

Classroom

- When moving in classroom, staff will position themselves between Taylor and any other students. Staff should hold one or both of her hands at all times. When escalated staff will use a CPI transport hold.
- During carpet time activities, Taylor will sit at the back left, with cabinet to her left and staff to her right. Staff will position their chair slightly in front, at an angle of Taylor.
- When at worktables, staff will position their chair slightly behind and at an angle or from behind if standing.

Gymnasium

- Staff will hold Taylor's hand or have hand on Taylor's shoulder at all times.
- Staff will position themselves between Taylor and any other students. Taylor should be within reach (1 foot) of staff at all times.

Playground

- Taylor will not be on the playground with other students
- If others come outside, staff will position themselves between Taylor and others. Taylor should be within reach (1 foot) of staff at all times.
- Staff will hold Taylor's hand or have hand on Taylor's shoulder at all times.

Lunch Line

- Staff will hold Taylor's hand or have hand on Taylor's shoulder at all times.
- If others are in lunch line, staff will position themselves between Taylor and any others. Taylor should be within reach (1 foot) of staff at all times.

ABC Analysis

Name: *George*

Description of behavior(s) of interest: *humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.*

Date	Time	Antecedent	Behavior	Consequence	Possible Function
2/7/99	9:40am	<i>Teacher announces it is time for reading</i>	<i>Tells inappropriate joke</i>	<i>Peers laugh, class disrupted</i>	<i>Escape/Atten.</i>
2/7/99	9:45am	<i>Teacher calls on George to read first</i>	<i>Throws book</i>	<i>Sent to office</i>	<i>Escape</i>
2/8/99	9:35am	<i>Teacher asks George to pay attention</i>	<i>George crouches down so he can't see</i>	<i>George can't see instruction</i>	<i>Escape</i>
2/8/99	9:40am	<i>Teacher instructs class to move into reading groups</i>	<i>George sighs, puts head on desk</i>	<i>George doesn't join his group</i>	<i>Escape</i>
2/8/99	9:42am	<i>Teacher asks George to move to his reading group</i>	<i>George slams his book shut</i>	<i>George's teacher warns him not to throw book</i>	<i>Escape</i>
2/8/99	9:50am	<i>Teacher says go to your group</i>	<i>George throws his book and walks out of the class towards the principal's office</i>	<i>Avoids reading group</i>	<i>Escape</i>

Reprinted with permission: Freeman, R. L., Britten, J., McCart, A., Smith, C., Poston, D., Anderson, D., Edmonson, H., Baker, D., Sailor, W., Guess, D., & Reichle, J. (1999). (Module 2) *Functional Assessment* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: uappbs.lsi.ku.edu

ABC Analysis

Date ___ / ___ / ___ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

Date	Time	Antecedent	Behavior	Consequence	Possible Function

Functional Assessment ABC Observation Form

Student:	Observer:	Date:	
Routine/Setting Information:			
WHAT TO LOOK FOR (transfer from Summary of Behavior on FACTS - teacher interview)			
	Antecedent	Behavior	Consequence
Time	Antecedent	Behavior	Consequence

ABC Interview Form

Use this form to record ABC information when interviewing others who know the student

Student:

Date:

Recorder:

Person(s) Interviewed:

<u>Setting Events/Antecedents</u>	<u>Problem Behaviors</u>	<u>Responses which escalate problem behavior</u>
<u>Antecedent Strategies</u>	<u>Skills Learned</u> (academic, executive functioning, social skills, language processing)	<u>Responses which de-escalate problem behavior and prompt learned skills</u>

Tally the number of incidents on each day of the week to determine if there is a pattern to the behaviors based on the day of the week:

DAY OF WEEK	Tally	Average Incidents Per Day

List and review the contexts you measured to determine if there is a pattern:

CONTEXT	Letter	Tally	Ratio	% Involved
	A			
	B			
	C			
	D			
	E			
	F			
	G			
	H			
	I			
	J			
	K			

List the behaviors you tracked and tally the frequency. Are there any that do not have enough information to make a hypothesis?

BEHAVIORS	Tally	Ratio	% Involved

List the antecedents measured:

ANTECEDENTS	Letter	Tally	Ratio	% Involved
	A			
	B			
	C			
	D			
	E			
	F			
	G			
	H			
	I			
	J			
	K			

Look for patterns to see if certain behaviors are associated with certain antecedents. List the antecedents and behaviors. Tally the frequency of each behavior that correlates with the antecedent

Behaviors

ANTECEDENTS	Letter			
	A			
	B			
	C			
	D			
	E			
	F			
	G			
	H			
	I			
	J			
	K			

Look for patterns to see if certain behaviors are associated with certain consequences. List the antecedents and behaviors. Tally the frequency of each behavior that correlates with the consequence

Behaviors

CONSEQUENCES	Letter			
	A			
	B			
	C			
	D			
	E			
	F			
	G			
	H			
	I			
	J			
	K			

Review the consequences to see if certain consequences stop the behavior effectively. Unless the answer is “stopped” the behavior is considered to have continued.

CONSEQUENCES	Letter	Tally	Student Reaction		% Effective
			Stopped	Continued	
	A				
	B				
	C				
	D				
	E				
	F				
	G				
	H				
	I				
	J				
	K				

Add the total tallies beside each consequence.

Add the number of stops and the number of continues in each row. Divide the total stopped by the total number of tallies in each row to determine % of effectiveness

ABC Data Analysis Chart

Student: *Danita Hart*

Date: *May 16, 2009*

10 Days of Data (count total number of days data was collected)

32 Total Number of Incidents (count total number of incidents during data collection)

3.2 **Average Number of Incidents Daily** (total incidents divided by number of days)

406 Total Number of Minutes Engaged in Target Behavior (count on A/B/C form)

12.69 **Average Length of Incidents** (divide total number of incident minutes by number of incidents)

5.3 **% of Day Engaged in Behavior** (Add total number of incident minutes divided by the total number of minutes and multiply by 100)

Break day into segments based on student schedule.

TIME OF DAY	Tally	Ratio	% Involved
8:00 - 8:29		0/32	0%
8:30 - 8:59	✓✓✓✓✓✓	6/32	19%
9:00 - 9:29	✓✓✓✓✓✓	6/32	19%
9:30 - 9:50		0/32	0%
10:00 - 10:29	✓	1/32	3%
10:30 - 10:59		0/32	0%
11:00 - 11:29		0/32	0%
11:30 - 11:59		0/32	0%
12:00 -12:29	✓✓✓✓✓	5/32	16%
12:30 - 12:59	✓	1/32	3%
1:00 - 1:29	✓✓✓✓	4/32	13%
1:30 - 1:59		0/32	0%
2:00 -2:29	✓	1/32	3%
2:30 - 3:00		0/32	0%
3:00 - 3:30	✓✓✓✓✓✓ ✓✓✓	8/32	25%

Tally the number of incidents on each day of the week to determine if there is a pattern to the behaviors based on the day of the week:

DAY OF WEEK	Tally	Average Incidents Per Day
<i>Mon (2)</i>	✓✓✓✓✓ ✓✓✓✓✓ ✓	5.5
<i>Tues (2)</i>	✓✓✓	1.5
<i>Wed (2)</i>	✓✓✓	1.5
<i>Thurs (2)</i>	✓✓✓✓✓ ✓	3.0
<i>Fri (2)</i>	✓✓✓✓✓ ✓✓✓✓	4.5

List and review the contexts you measured to determine if there is a pattern:

CONTEXT	Letter	Tally	Ratio	% Involved
<i>Group work</i>	A	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	14/32	44%
<i>Independent work</i>	B			
<i>Reading</i>	C	✓✓✓✓✓ ✓	6/32	19%
<i>Math</i>	D	✓✓✓✓✓	5/32	16%
<i>Spelling</i>	E	✓	1/32	3%
<i>Social Studies</i>	F			
<i>Science</i>	G			
<i>Home Room</i>	H			
<i>Lunch</i>	I	✓✓✓✓✓ ✓	6/32	19%
<i>Outside</i>	J			
	K			

List the behaviors you tracked and tally the frequency. Are there any that do not have enough information to make a hypothesis?

BEHAVIORS	Tally	Ratio	% Involved
<i>Throwing objects</i>	✓✓	2/32	6%
<i>Disruptive outbursts</i>	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	20/32	63%
<i>Physical aggression</i>	✓✓✓✓✓ ✓✓✓✓✓	10/32	31%

List the antecedents measured:

ANTECEDENTS	Letter	Tally	Ratio	% Involved
<i>Transitions</i>	A	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	14/32	44%
<i>Choice given</i>	B			
<i>Redirection</i>	C			
<i>Instruction/directive</i>	D	✓✓✓	3/32	9%
<i>New task</i>	E	✓✓✓✓✓ ✓✓✓	8/32	25%
<i>Routine task</i>	F			
<i>Physical prompt</i>	G			
<i>Teacher attention to others</i>	H	✓✓✓✓✓ ✓✓	7/32	22%
<i>Told "NO"</i>	I			
	J			
	K			

Look for patterns to see if certain behaviors are associated with certain antecedents. List the antecedents and behaviors. Tally the frequency of each behavior that correlates with the antecedent

ANTECEDENTS	Letter	Behaviors		
		<i>Throwing Objects</i>	<i>Disruptive Outbursts</i>	<i>Physical Aggression</i>
<i>Transitions</i>	A		✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	
<i>Choice given</i>	B			
<i>Redirection</i>	C			
<i>Instruction/directive</i>	D			✓✓✓
<i>New task</i>	E		✓	✓✓✓✓✓ ✓✓
<i>Routine task</i>	F			
<i>Physical prompt</i>	G			
<i>Teacher attention to others</i>	H	✓✓	✓✓✓✓✓	
<i>Told "NO"</i>	I			
	J			
	K			

Look for patterns to see if certain behaviors are associated with certain consequences. List the antecedents and behaviors. Tally the frequency of each behavior that correlates with the consequence

CONSEQUENCES	Letter	Behaviors		
		<i>Throwing Objects</i>	<i>Disruptive Outbursts</i>	<i>Physical Aggression</i>
<i>Choice given</i>	A		✓✓✓✓✓ ✓	
<i>Redirection</i>	B		✓✓✓✓✓ ✓✓✓	
<i>Discussion</i>	C	✓	✓✓	✓
<i>Personal Space Given</i>	D			
<i>Changed Activity</i>	E		✓✓	
<i>Peer Attention</i>	F	✓	✓	
<i>Verbal Reprimand</i>	G			
<i>Physical Prompt</i>	H			
<i>Time Out</i>	I			✓✓✓✓✓✓✓✓✓✓
	J			
	K			

Review the consequences to see if certain consequences stop the behavior effectively. Unless the answer is “stopped” the behavior is considered to have continued.

CONSEQUENCES	Letter	Tally	Student Reaction		% Effective
			Stopped	Continued	
<i>Choice given</i>	A	✓✓✓✓✓ ✓	✓✓✓✓✓	✓	83%
<i>Redirection</i>	B	✓✓✓✓✓ ✓✓✓	✓✓✓	✓✓✓✓	38%
<i>Discussion</i>	C	✓✓✓✓	✓✓	✓✓	50%
<i>Personal Space Given</i>	D				
<i>Changed Activity</i>	E	✓✓		✓✓	50%
<i>Peer Attention</i>	F				
<i>Verbal Reprimand</i>	G				
<i>Physical Prompt</i>	H				
<i>Time Out</i>	I	✓✓✓✓✓✓✓✓✓✓	✓✓✓✓✓	✓✓✓✓✓	50%
	J				
	K				

Add the total tallies beside each consequence.
 Add the number of stops and the number of continues in each row. Divide the total stopped by the total number of tallies in each row to determine % of effectiveness

Antecedent / Behavior / Consequence Form

Circle One: Mon Tue Wed Thurs Fri

Full Day Absent Partial Day: *in* _____ *out* _____

Student: _____

Date: _____ Page _____ of _____

Time Start & End Time	Context/Activity Student's environmental surroundings (people, places, events)	Antecedent/Setting What occurred in environment immediately before target behavior occurs	Identified Target Behaviors List type of behavior displayed during incident	Consequence/ Outcome What happened in the environment immediately after the behavior occurred	Student Reaction How did the student react immediately after the initial consequence delivered	Staff Initials
Key	A.	A.	A.	A.	A.	
	B.	B.	B.	B.	B.	
	C.	C.	C.	C.	C.	
	D.	D.	D.	D.	D.	
	E.	E.	E.	E.	E.	
	F.	F.	F.	F.	F.	
	G.	G.	G.	G.	G.	
	I.	I.	I.	I.	I.	
	J.	J.	J.	J.	J.	
	K.	K.	K.	K.	K.	

Antecedent / Behavior / Consequence Form

Circle One: Mon Tue Wed Thurs Fri Full Day Absent Partial Day: in _____ out _____

Student: Danita Hart

Date: 8/30/09 Page 1 of 1

Time Start & End Time	Context/Activity Student's environmental surroundings (people, places, events)	Antecedent/Setting What occurred in environment immediately before target behavior occurs	Identified Target Behaviors List type of behavior displayed during incident	Consequence/ Outcome What happened in the environment immediately after the behavior occurred	Student Reaction How did the student react immediately after the initial consequence delivered	Staff Initials
<u>8:30-8:39</u>	<u>A</u>	<u>A</u>	<u>B</u>	<u>B</u>	<u>B</u>	<u>LT</u>
<u>9:00-9:22</u>	<u>C</u>	<u>E</u>	<u>C</u>	<u>I</u>	<u>A</u>	<u>RS</u>
<u>12:15-12:27</u>	<u>I</u>	<u>H</u>	<u>A</u>	<u>C</u>	<u>A</u>	<u>LT</u>
<u>3:15-3:30</u>	<u>A</u>	<u>A</u>	<u>B</u>	<u>B</u>	<u>B</u>	<u>GP</u>
Key	A. group work	A. transition	A. throwing objects	A. choice given	A. stopped	
	B. individual work	B. choice given	B. disruptive outburst	B. redirection	B. continued	
	C. reading	C. redirection	C. physical aggression	C. discussion of beh.	C. intensified	
	D. math	D. instruction/directive	D.	D. personal space given	D. slept	
	E. spelling	E. new task	E.	E. changed activity	E. yelled	
	F. social studies	F. routine task	F.	F. peer attention	F. cried	
	G. science	G. physical prompt	G.	G. verbal reprimand	G. other behavior	
	H. free choice	H. teacher attention to others	H.	H. physical prompt	H. moved away	
	I. lunch	I. told "No"	I.	I. time out	I. self-stimulation	
	J. outside	J. close proximity	J.	J.	J.	
K.	K. interaction	K.	K.	K.		

58 out of 420 mins = 14%

Sample Key of Common Entries for Schools

Context	Antecedent	Behavior	Consequence	Student Reaction
Bus Area	Transition	List observable and measurable behaviors	Ignored	Stopped
Bathroom	Teacher attention to others		Redirect	Continued
Hallway	Redirection		Verbal reprimand/warning	Intensified
Pre/voc activity	Praise		Time-out	Showed remorse
Home Living	Request by teacher		Applied restraints	Apologized
Academics	Told "NO"		Sent to office	Cried
CBI	Close physical proximity		Sent home	Different behavior
Lunchroom	Easy task		Chair time-out	Moved away
Outside/Playground	Difficult task		Physical restraint	Laughed
Gym/P.E.	Physical assist		Physical assist	Slept
Music	Food presentation		Removal of materials	
Speech	Down time/waiting		Removal of reinforcement	
Art	Denied access		Peer attention	
Leisure Activity	Individual work time		Head on desk	
Centers	Rest time		Change/delayed activity	
Story Time	Break time		Gave personal space	
Choices	Attempt to communicate		Natural consequence	
Group Activity	Removal of a tangible		Reflection	
Individual Activity	Corrective feedback		Problem solving	
Computer Lab	Peer interaction		Stated rules	
		Gave choice		

Graphing - Description, Procedures, & Example

In addition to measuring the behavior, it is very important to graph the measurements that you gather, as this allows you to have a visual image of the status of the behavior at any point in time.

A graph allows you to determine, at-a-glance: On average, how often the behavior of interest occurs, times when the behavior is lower, and times when the behavior is higher. By looking at a graph, you can tell right away if the behavior is increasing or decreasing, when it peaks, when it plummets... You can then follow up on this information by examining the situations surrounding times when the behavior changed.

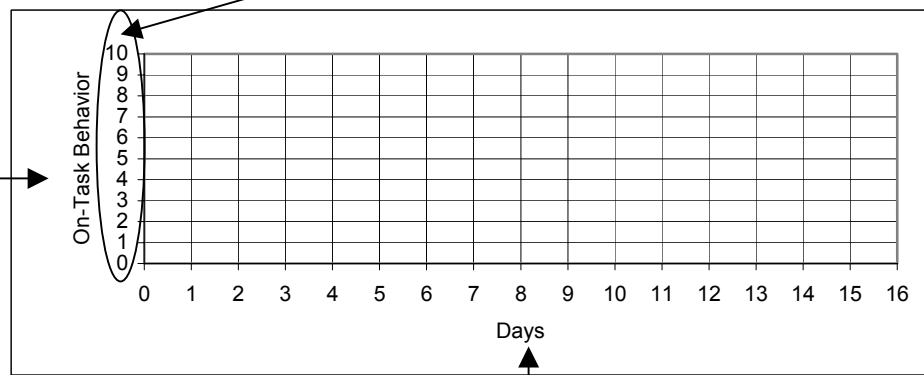
Procedures

Preparing your graph

- ① Label the horizontal axis with the time component
- ② Label the vertical axis with the behavior
- ③ Number the vertical axis

③ Number each line, starting from 0 (bottom of axis), with a regular repeating interval, by either 1's, 2's, 5's, 10's, etc., for example: 0, 1, 2, ..., 9, 10; 0, 2, 4, ..., 18, 20; 0, 5, 10, ..., 45, 50; or 0, 10, 20, ..., 90, 100). Make sure to choose your interval so that you will be able to graph the maximum amount of times that the behavior could occur during each observation.

② Enter the name of the behavior that you are measuring here



① Enter the time component in which you are measuring the behavior here (Ex. Days, weeks, sessions)

Entering information on your graph / Example

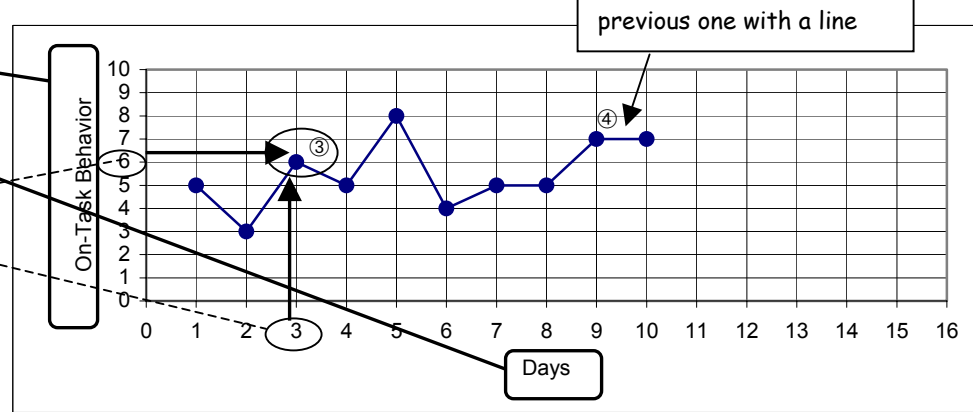
* Every time that you collect information, enter it on your graph.

To place the points on the graph:

- ① Look at the 1st column on your measurement form -On the horizontal axis, find the time component that represents when you collected the information (ex. Day 3);
- ② Look at the last column on your measurement form -On the vertical axis, find the value of the measurement (ex. 6).
- ③ Place a dot where the horizontal and vertical lines cross; ④ connect each dot to the previous one with a line.

1st and last columns of Measurement Form for On Task Behavior

Days	Total times behavior occurred
1	5
2	3
3	6
4	5
5	8
6	4
7	5
8	5
9	7
10	7



Connect each dot to the previous one with a line

Graphing Form

Student's Name: _____ Teacher: _____ Subject/Period: _____

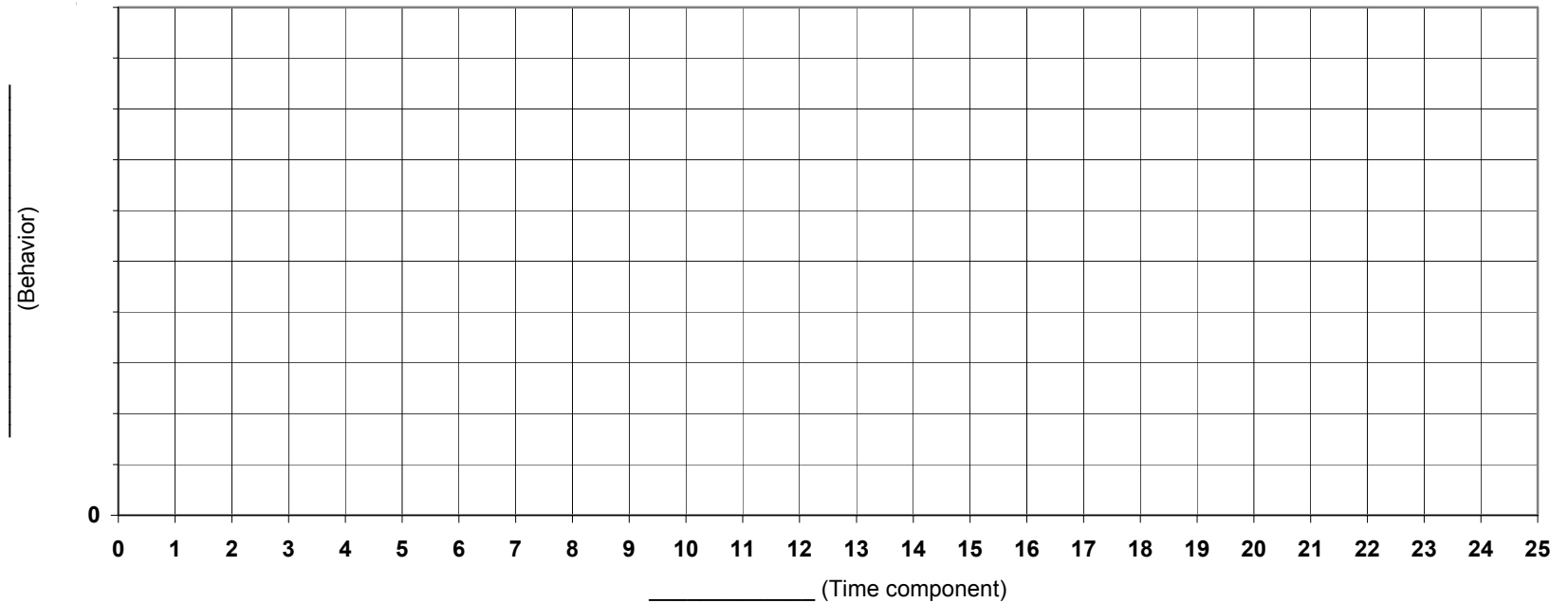
Date(s): _____ Next meeting Date/Time/Place: _____

Procedures: For directions on how to fill out this form, please look at p. 1

- * If you need more space, please make copies of this form
- * Bring this information to the next meeting

Behavior (From 1st Meeting): _____

Method of Measurement: _____



Functional Behavioral Assessment Staff Interview

Instructional Packet and Forms

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INTRODUCTION

This document will guide you through the process of conducting a Functional Behavioral Assessment (FBA) Interview with staff. There are many more components of FBA (i.e. records review, ABC Observation, etc.) that this packet is not going to address. The primary reason to conduct an FBA is to guide the development of a Behavior Support Plan. The training you are attending, and this document, do not provide training in the development of a Behavior Support Plan based on FBA. This requires a more extensive training than allowed in the limited training you attended. For more information on the entire process of developing Function-Based Support Plans you can contact Chris Borgmeier at cborgmei@pdx.edu.

FUNCTIONAL BEHAVIORAL ASSESSMENT

STAFF INTERVIEW - Functional Assessment Checklist for Teachers and Staff (FACTS)

The FACTS is an interview to be completed by teachers and school staff who work most closely with the student. A staff interview should be the first step in identifying a Summary of Behavior on which to develop a Behavior Support plan.

It is recommended that the FACTS be used as an interview, not given to staff to complete individually. When conducting a FACTS interview it is beneficial to give a copy of the interview to the respondent so they can follow along and select from the checklists.

INSTRUCTIONS FOR COMPLETING THE FACTS-Part A

Student/Interview Information and Student Strengths

Begin with focus on positive skills and attributes the student brings to school.

Routines Analysis: Where, When & With Whom Problem Behaviors are Likely

- A. Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.
- B. Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, independent art, transition) during each time identified and the staff involved.
- C. Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.
- D. Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.
- E. Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.

List the Routines in Priority of Behavior Support

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine.

First, identify those routines with the highest ratings (4, 5 or 6 in the Routines Analysis).

Select between 1 and 3 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1. Do the same for Routine #2 and 3.

In some cases, it may be possible to combine multiple routines, but only when:

- a) the structure and demands within the routine are very similar, for example
 - i. consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers or
 - ii. if problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading and social studies.

Select the single most prioritized routine to focus on for FACTS-Part B.

Identify Problem Behaviors

Now, focusing on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 or 4 most concerning problem behaviors in the routine. Provide a brief description of exactly what the behavior looks like when the student engages in these behaviors. This definition should be so clear that you could clearly identify when the behavior does or does not occur.

Frequency & Duration: Estimate occurrence of the problem behavior in the target routine.

Escalation: Identify whether the behavior(s) have a tendency to escalate within the routine. If Yes, complete the Behavior Escalation Worksheet. If No, move directly to FACTS-Part B.

INSTRUCTIONS FOR COMPLETING THE FACTS-Part B

Identify the Target Routine

List the prioritized target routine and problem behavior as selected from List the Routines in Priority for Behavior Support from FACTS-Part A. The FACTS-Part B will only focus on this single routine. If multiple routines are identified, use a separate FACTS-Part B form for each routine.

ANTECEDENTS

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all antecedents in the list that apply
- c. then, have the person rank order the 3 strongest predictors from those selected

Follow-up Questions

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2. The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the antecedents triggering the problem behavior. The interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers to make the student need for the problem behavior irrelevant.

Example: Identifying task too hard and answering “reading” to the follow-up questions is probably not sufficient to inform intervention development. It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task would be “reading passages or activities higher than a 1st grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1st grade level.” If staff cannot give specific enough information, it may be necessary to sit down with the student to assess specific academic skills and deficits related to the task.

Before moving on with the interview, ask the following about the antecedent response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

CONSEQUENCES

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all consequences in the list that apply
- c. then, have the person rank order the 3 strongest consequences from those selected

Follow-up Questions

After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2. The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the consequences maintaining the problem behavior. The interviewer should feel that they understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Before moving on ask the following questions about the consequence response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?
3. When considering the antecedent and consequence together, do they make sense?

For example, if the consequence/function is avoiding difficult task, it would *make sense* that the antecedent be a specific task that is too difficult. It might *make less sense* if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

SETTING EVENTS

When asking about setting events remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all setting events in the list that apply
- c. then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment.

Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events. You may want to follow-up with the student or parent interview for more information on setting events.

SUMMARY OF BEHAVIOR

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The summary of behavior combines all of the information gathered in the FACTS-Part B.

To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes above.

ANTECEDENTS – write the highest ranked item from the Antecedents category and provide additional details provided through the follow-up questions.

Problem Behaviors – write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page

CONSEQUENCES – write the highest ranked item from Consequences category and provide additional details provided through the follow-up questions.

SETTING EVENTS – write the highest ranked item from the Setting Events category above and provide additional details provided through follow-up questions.

After completing the Summary of Behavior, read the summary back to the respondent according to the following format.

“During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behavior>, and you believe that he does this to <insert details of consequence/function>.”

Ask the person interviewed “Do you agree with this Summary of Behavior or is there anything you would like to add or change?”

Lastly, ask the person interviewed to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.

AFTER THE FBA INTERVIEW WITH STAFF

After the staff interview look at the Summary of Behavior and answer the following questions.

1. Are you are confident enough in the Summary of Behavior to move on to development of the Behavior Support Plan?
2. Do you feel that more assessment or information is needed to develop an effective behavior support plan?

It is usually recommended, at the very least, to do an ABC observation to follow-up and confirm the initial staff interview.

**For more information on developing Behavior Support Plans based on FBA information, more extensive training is necessary.*

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Shane Grade 8th Date: Nov. 12th 200-
 Staff Interviewed: Mr. Torborg Interviewer: Chris B

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - Reading skills are adequate, very good in keyboarding & like computers
Social/Recreational - Good at sports, athletic, knowledgeable of music, well liked by peers, popular
Other - Good sense of humor, usually respectful

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention
8:30-8:40	HomeRm Mrs. K	Low <u>2</u> 3 4 5 6 High	Late to class	Send to office
8:40-9:40	Math Mr. T	1 2 3 4 5 <u>6</u>	Refuses to work, does not follow directive, disruptive	
9:40-10:40	Language Arts Mrs. K	1 2 <u>3</u> 4 5 6	Doesn't participate, work not done, talks to peers	
10:40-10:55	Keyboarding Ms. P	<u>1</u> 2 3 4 5 6	No problem	
10:55-11:40	Computer- Ms. P Science - Mr. T	<u>1C</u> 2 3 4 <u>S5</u> 6	S -Refuses to work, does not follow directive, disruptive	S – Send to office
11:40-12:00	Lunch – Mr. J	<u>1</u> 2 3 4 5 6	None	
12:00-12:20	Recess – Mr. J	1 <u>2</u> 3 4 5 6	Argument w/ peer once, verbal harassment	
12:20-1:20	US History – Mr. H	1 2 3 <u>4</u> 5 6	Doesn't participate, work not done, talks to peers	
1:20-2:20	P.E. – Mr. V	1 <u>2</u> 3 4 5 6	None	
		1 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	Math – given math work or directive - Mr. T	Refuses to work, does not follow directive, doodling, disruptive, yells at teacher
Routine # 2	Science – given science work or directive, especially labs - Mr. T	Refuses to work, does not follow directive, disruptive, yells at teacher
Routine # 3	U.S. History, large group instruction – Mr. H	Doesn't participate, work not done, talking to peers

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input checked="" type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input checked="" type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input checked="" type="checkbox"/> Unresponsive	<input checked="" type="checkbox"/> Inappropriate Language	<input checked="" type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input checked="" type="checkbox"/> Verbal Harassment	<input checked="" type="checkbox"/> Work not done	<input type="checkbox"/> Other _____

Describe prioritized problem behavior(s) in observable terms: _____
Doodling and head down, not looking at board, ignoring teacher directives and instruction, talking back to the teacher, refusing to follow teacher directives, talking back to teacher, "leave me alone", yelling "I don't know", walking out of class.

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	<u>4/5 days</u>
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	<u>10 s – 10mn.</u>
Does the Behavior Escalate?	<u>Y</u> N If Yes, complete the Behavior Escalation worksheet

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
Math – given math work or directive - Mr. T	Refuses to work , doodling, does not follow directive, disruptive, yells at teacher

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
1 <u>X</u> a. task too hard 3 <u>X</u> g. large group instruction ___ b. task too easy ___ h. small group work ___ c. bored w/ task ___ i. unstructured time ___ d. task too long ___ j. transitions ___ e. physical demand ___ k. isolated/limited attn 2 <u>X</u> f. correction/reprimand <u>X</u> l. with peers ___ m. Other, describe _____	If a,b,c,d or e - describe task/demand in detail <u>any basic math word problem if asked to do it individually, or on the board – homework is never completed</u> If f - describe <u>purpose</u> of correction, voice tone, volume etc. <u>I ask him to do work or tell him he needs to quit drawing</u> If g, h, I, j or k - describe setting/activity/content in detail _____ If l – what peers? _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
___ a. get adult attention ___ b. get peer attention 4 <u>X</u> c. get preferred activity ___ d. get object/things/money ___ e. get other, describe _____	If a or b -- Whose attention is obtained? _____ How is the attention provided? _____
___ f. avoid hard tasks/failure <u>X</u> g. avoid undesired task/activity ___ h. avoid physical effort	If c or d -- What specific items or activities are obtained? _____
___ i. avoid peer negatives 2 <u>X</u> j. avoid adult attention 3 <u>X</u> k. avoid reprimands ___ l. avoid/escape other, describe _____	If f, g or h – Describe specific task/ activity avoided? _____ <u>Math - any basic math word problem</u> Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? <u>Student may not know multiplication or division facts and relies on fingers for addition/subtraction, seems to struggle w/ reading</u> Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? <u>Y</u> N
	If i, j or k -- Who is avoided? _____ teacher Why avoiding this person? Looking dumb in front of peers

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

___ hunger ___ conflict at home ___ conflict at school ___ missed medication ___ illness 2X failure in previous class
 ___ lack of sleep ___ change in routine 1X homework not done ___ not sure ___ Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
Difficult math tasks, any word problems and most math operations problems -- particularly problematic if asked to go to front of the board	Refuses to work , doodling, does not follow directive, disruptive, yells at teacher	1. Avoid math task – word problems; not fluent with basic math facts, struggles w/ reading Doodling, work refusal, Sent to office
SETTING EVENTS Homework not done		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure	1	2 3 4 5 6
		100% Sure/No Doubt

Behavior Escalation Worksheet

Student Shane Date November 15th, 200-

School Multnomah Middle School

Worksheet Completed By Chris B & Mr. Torborg

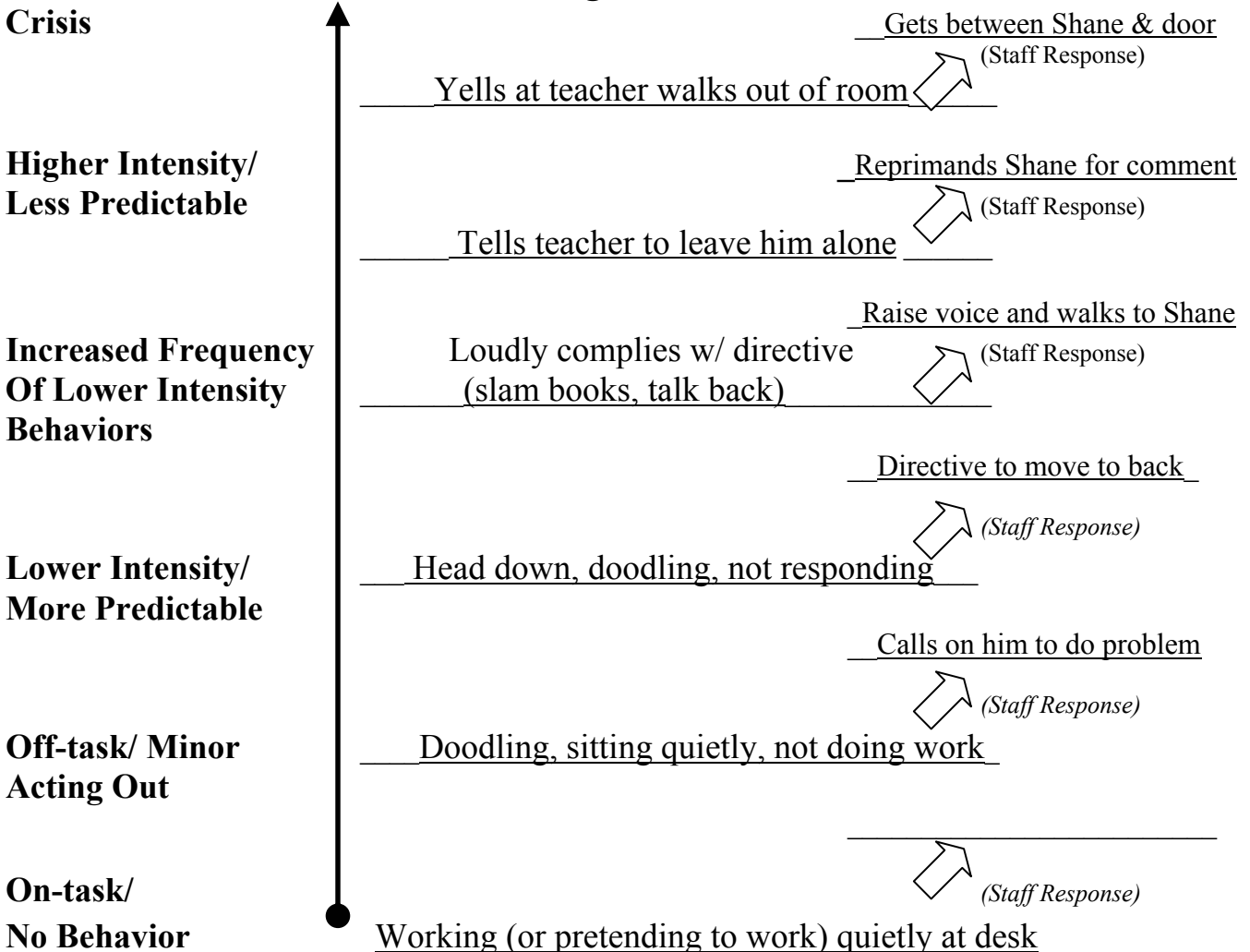
Students who commonly escalate behavior often exhibit a predictable series of behaviors that can signal more severe behaviors. Complete the escalation continuum below for the target student, identifying behaviors according to intensity level and the extent that the behaviors are likely to precede more intense behaviors for the identified student.

Example of an Escalation Continuum for a hypothetical student

Lower Intensity/
More predictable
Higher Intensity/
Less predictable

Whining, talking out
Tapping on desk
Tantrumming
noncompliance
Tearing up papers
Verbally threatening
Physical
Aggression

Escalating Student Behavior



HISTORIAL DE SALUD Y DE DESARROLLO DEL ESTUDIANTE

El entender la salud y los antecedentes familiares de su hijo nos ayudará a proveer un programa escolar óptimo. Esta información formará parte del archivo confidencial de su hijo.

Nombre del Estudiante: _____ Edad: _____ Fecha de Nac.: _____
 Escuela: _____ Grado: _____
 Dirección de su Casa: _____ Teléfono de su Casa: _____
 Nombre del Padre / Tutor: _____
 Escuela Anterior: _____
 Experiencia Preescolar: _____

DATOS DE LOS MIEMBROS DE LA FAMILIA QUE VIVEN EN EL HOGAR:

NOMBRE	RELACION	FECHA DE NAC.	¿TIENE PROBLEMAS PARA APRENDER?	¿TIENE PROBLEMAS DE SALUD?

SALUD DURANTE EL EMBARAZO

¿Desde qué mes recibió asistencia médica cuando estuvo embarazada? _____

Mientras estuvo embarazada, usted:

- | | | | |
|--------------------------|-----------------------------|-----------------------------|--|
| ¿Tomó medicina? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | Si su respuesta fue afirmativa, ¿cuáles? _____ |
| ¿Fumó? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | Si su respuesta fue afirmativa, ¿cuánto? _____ |
| ¿Consumió alcohol? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Consumió drogas? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Padece la presión alta? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Padece de Toxemia? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Padece de Anemia? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Requiere estar en cama? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |

Por favor indique alguna complicación que se haya presentado durante el embarazo.

Historial del Nacimiento:

Fue el nacimiento de su hijo:

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|----------------------------------|
| ¿Con dos semanas de atraso? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | ¿Qué tan atrasado? _____ ? _____ |
| ¿Prematuro? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | ¿Que tan prematuro? _____ |
| ¿Nacimiento por cesárea? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | ¿Razón? _____ |

HISTORIA PRENATAL Y NEONATAL:

Peso del niño al nacer _____ lb. _____ oz.

- | | | | |
|------------------------------------|-----------------------------|-----------------------------|---------------------------|
| ¿Presentó problemas respiratorios? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | ¿Por cuanto tiempo? _____ |
| ¿Se le suministró oxígeno? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Tenía el niño Ictericia? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | |
| ¿Se internó al niño al hospital? | <input type="checkbox"/> Sí | <input type="checkbox"/> No | ¿Por cuanto tiempo? _____ |

Otras complicaciones al nacer, lastimaduras, o defectos diagnosticados (ej.: Convulsiones, problemas del corazón, etc.)

Por favor explique:

ETAPAS DE DESARROLLO:

Se sentó por sí solo:	<input type="checkbox"/> 6-8 meses	<input type="checkbox"/> 8-10 meses	Si después. ¿Cuándo? _____		
Gateo	<input type="checkbox"/> 6-9 meses	<input type="checkbox"/> 9-12 meses	Si después. ¿Cuándo? _____		
Camino solo::	<input type="checkbox"/> 8-12 meses	<input type="checkbox"/> 12-14 meses	<input type="checkbox"/> 14-18 meses	Si después. ¿Cuándo? _____	
Dijo palabras:	<input type="checkbox"/> 8-12 meses	<input type="checkbox"/> 12-18 meses	<input type="checkbox"/> 18-24 meses	Si después. ¿Cuándo?? _____	
Dijo frases	<input type="checkbox"/> 1 año	<input type="checkbox"/> 2 años	<input type="checkbox"/> 3 años	Si después. ¿Cuándo? _____	
¿Problemas para hablar?	<input type="checkbox"/> Sí	<input type="checkbox"/> No	¿Terapia?	<input type="checkbox"/> Sí	<input type="checkbox"/> No
¿Edad que se le enseñó ir al baño	_____				
¿Recuerda retrasos en su desarrollo, o una regresión?	<input type="checkbox"/> Si	<input type="checkbox"/> No	Si la respuesta es afirmativa, explique:		

HISTORIAL MÉDICO Y DE SALUD Tiene su hijo algún problema en las siguientes áreas?

	Si	No		Si	No
Físico /motriz	<input type="checkbox"/>	<input type="checkbox"/>	Desmayos / mareos	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	Asma y respiración	<input type="checkbox"/>	<input type="checkbox"/>
Estomago	<input type="checkbox"/>	<input type="checkbox"/>	Dolor de Cabeza	<input type="checkbox"/>	<input type="checkbox"/>
Corazón	<input type="checkbox"/>	<input type="checkbox"/>	Ojos /vista	<input type="checkbox"/>	<input type="checkbox"/>
Anemia /desordenes de la Sangre	<input type="checkbox"/>	<input type="checkbox"/>	Oído / escuchar	<input type="checkbox"/>	<input type="checkbox"/>
Tumores	<input type="checkbox"/>	<input type="checkbox"/>	Resfriados Frecuentes	<input type="checkbox"/>	<input type="checkbox"/>
Leucemia / Cáncer	<input type="checkbox"/>	<input type="checkbox"/>	Sangrado de la nariz	<input type="checkbox"/>	<input type="checkbox"/>
Hepatitis / CMV	<input type="checkbox"/>	<input type="checkbox"/>	Condiciones de la piel	<input type="checkbox"/>	<input type="checkbox"/>
Encefalitis / Meningitis	<input type="checkbox"/>	<input type="checkbox"/>	Comer / Apetito	<input type="checkbox"/>	<input type="checkbox"/>
Desórdenes emocionales	<input type="checkbox"/>	<input type="checkbox"/>	Historial Familiar de problemas para aprender	<input type="checkbox"/>	<input type="checkbox"/>
Cuidado psiquiátrico	<input type="checkbox"/>	<input type="checkbox"/>	Enfermedad seria/ fiebre alta	<input type="checkbox"/>	<input type="checkbox"/>
Accidentes	<input type="checkbox"/>	<input type="checkbox"/>	Desordenes Genéticos	<input type="checkbox"/>	<input type="checkbox"/>
Cirugía	<input type="checkbox"/>	<input type="checkbox"/>	Hospitalización	<input type="checkbox"/>	<input type="checkbox"/>

Comentarios: _____

Alergias: _____

¿Cómo se manifiestan las alergias? _____

Medicina de Emergencia requerida para esta alergia (¿Cuál?) _____

¿Que medicamento toma su niño regularmente? _____

DESARROLLO DEL COMPORTAMIENTO, SOCIAL, Y EMOCIONAL

Marque todo lo que concierne al temperamento de su hijo.

<input type="checkbox"/> Hiperactivo	<input type="checkbox"/> Desatento	<input type="checkbox"/> Ansioso	<input type="checkbox"/> Olvidadizo	<input type="checkbox"/> Optimista	<input type="checkbox"/> Alegre	<input type="checkbox"/> Llevadero
<input type="checkbox"/> Positivo	<input type="checkbox"/> Enojón	<input type="checkbox"/> Agresivo	<input type="checkbox"/> Deprimido	<input type="checkbox"/> Zacatón	<input type="checkbox"/> Tímido	<input type="checkbox"/> Pasivo
<input type="checkbox"/> Temeroso	<input type="checkbox"/> Mal Humorado	<input type="checkbox"/> Responsable	<input type="checkbox"/> Cooperativo	<input type="checkbox"/> Disruptivo	<input type="checkbox"/> Respetuoso	
<input type="checkbox"/> Sin motivación	<input type="checkbox"/> Depende de otros					

Comentarios: _____

¿Ha habido algunos cambios en la vida de la familia recientemente? _____

CUIDADO MÉDICO ACTUAL:

Fecha del ultimo examen físico _____

Hecho por el Dr. _____

Ha recibido su niño cuidado medico de un especialista como un ENT o Neurólogo? Sí No

¿Fecha del ultimo examen? _____ ¿Nombre del doctor? _____ Tel. _____

¿Ha sido su hijo/a examinado de la vista? Si No Fecha del último examen: _____

Resultados del examen de la vista: Aprobado Necesita lentes para ver lejos Necesita lentes para leer.

¿Ha sido evaluado su hijo/a del oído por un especialista? Si No Fecha: _____ Dr.: _____

Resultados del examen del oído: Aprobado No lo pasó; está bajo supervisión Necesita instrumentos para oír.

Firma del Padre o Tutor

Fecha

Firma de la Enfermera del Distrito

Fecha

STUDENT HEALTH AND DEVELOPMENTAL HISTORY

Understanding your child's health and family background will help us to provide an optimum school program. This information will be a part of your child's confidential school record.

Student's name _____ Age _____ DOB _____
 School _____ Grade _____
 Home Address _____ Home Phone _____
 Parents/Guardian name _____ Last School Attended _____
 Preschool Experience _____

DATA OF FAMILY MEMBERS LIVING IN HOUSEHOLD:

NAME	RELATIONSHIP	DOB	LEARNING PROBLEMS?	HEALTH PROBLEMS?

HEALTH DURING PREGNANCY:

From what month did you receive medical care? _____

While pregnant, did you:

- | | | | |
|---------------------------|------------------------------|-----------------------------|---------------------------|
| Take medications? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | If yes, which ones? _____ |
| Smoke? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | If yes, how much? _____ |
| Drink alcohol? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Take drugs? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Have high blood pressure? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Have Toxemia? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Have Anemia? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Require bed rest? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |

Please note any complications during pregnancy; any illness or injury to mother, high fevers, unusual stress, etc.:

BIRTH HISTORY:

Was your child's birth:

- | | | | |
|---------------------|------------------------------|-----------------------------|-----------------------------|
| Two weeks past due? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | How late? _____ |
| Premature birth? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Length of your labor? _____ |
| Cesarean delivery? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | How early? _____ |
| | | | Reason? _____ |

PRENATAL AND NEONATAL HISTORY:

- | | | | |
|------------------------|------------------------------|-----------------------------|-----------------|
| Birth weight of baby | __ lbs | __ ozs | |
| Breathing difficulty? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Was oxygen given? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | How long? _____ |
| Was the baby jaundice? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Baby kept in hospital? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | How long? _____ |

Other birth complications, injury, or diagnosed defects (e.g., seizures, heart problems, etc.) Please explain:

DEVELOPMENTAL MILESTONES:

Sat alone: 6-8 months 8-10 months If later, when? _____
 Crawled: 6-9 months 9-12 months If later, when? _____
 Walked alone: 8-12 months 12-14 months 14-18 months If later, when? _____
 Said single words: 8-12 months 12-18 months 18-24 months If later, when? _____
 Said phrases: 1 year 2 years 3 years If later, when? _____
 Speech problems? Yes No Therapy? Yes No
 Age toilet trained? _____
 Do you remember delays in development, or a regression? Yes No If yes, please explain: _____

MEDICAL/HEALTH HISTORY: Has your child had a problem in the following areas?

	Yes	No		Yes	No
Physical/motor	<input type="checkbox"/>	<input type="checkbox"/>	Fainting spells/dizziness	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	Asthma/breathing	<input type="checkbox"/>	<input type="checkbox"/>
Stomach/bowel	<input type="checkbox"/>	<input type="checkbox"/>	Headaches	<input type="checkbox"/>	<input type="checkbox"/>
Heart	<input type="checkbox"/>	<input type="checkbox"/>	Eye/vision	<input type="checkbox"/>	<input type="checkbox"/>
Anemia/blood disorders	<input type="checkbox"/>	<input type="checkbox"/>	Ear/hearing	<input type="checkbox"/>	<input type="checkbox"/>
Tumors	<input type="checkbox"/>	<input type="checkbox"/>	Frequent colds	<input type="checkbox"/>	<input type="checkbox"/>
Leukemia/Cancer	<input type="checkbox"/>	<input type="checkbox"/>	Nosebleeds	<input type="checkbox"/>	<input type="checkbox"/>
Hepatitis/CMV	<input type="checkbox"/>	<input type="checkbox"/>	Skin conditions	<input type="checkbox"/>	<input type="checkbox"/>
Encephalitis/Meningitis	<input type="checkbox"/>	<input type="checkbox"/>	Eating/appetite	<input type="checkbox"/>	<input type="checkbox"/>
Emotional disturbance	<input type="checkbox"/>	<input type="checkbox"/>	Family history of learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Psychiatric Care	<input type="checkbox"/>	<input type="checkbox"/>	Serious illness/high fever	<input type="checkbox"/>	<input type="checkbox"/>
Accidents	<input type="checkbox"/>	<input type="checkbox"/>	Genetic disorder	<input type="checkbox"/>	<input type="checkbox"/>
Surgery	<input type="checkbox"/>	<input type="checkbox"/>	Hospitalization	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____
 Allergies: _____
 How does this allergy show? _____
 Emergency medication required for this allergy (if so, what?) _____
 What medication does your child take on a regular basis? _____

SOCIAL, EMOTIONAL, AND BEHAVIORAL DEVELOPMENT: Check all that apply.

Hyperactive Inattentive Anxious Forgetful Optimistic Cheerful Out-going
 Positive Angry Aggressive Depressed Withdrawn Shy Passive
 Fearful Moody Responsible Cooperative Disruptive Respectful
 Poorly motivated Dependent on others

Comments: _____
 Have there been any changes in family life recently? _____

CURRENT MEDICAL CARE:

Date of child's last physical _____ Provided by Dr. _____
 Has your child received care from a medical specialist such as an ENT or Neurologist? Yes No
 Date of last exam? _____ Name of doctor? _____ Phone _____
 Has your child had a vision exam? Yes No Date of last exam _____
 Results of vision exam: Passed Needs glasses for far vision Needs glasses for reading
 Has your child had a Hearing Evaluation by a specialist? Yes No Date _____ Dr. _____
 Results of hearing exam: Passed Failed, monitoring Needs assistive technology

 Parent/Guardian Signature

 Date

 District Nurse Signature

 Review Date

Parent FBA Questionnaire

This questionnaire is intended to assist us in understanding and addressing the learning needs of your child. Only answer what you are comfortable with, however, the more accurate information we share, the more effective a plan can be made to assist him/her in school.

1. What does he/she most like to do?
2. What is he/she best at?
3. What activities do you share with your child?
4. How much time do you get to spend together doing what he/she likes?
5. How much time do you spend together on homework?
6. What is your child's general health?
7. What other health needs are there in the family?
8. What subjects in school does your child like?
9. What subject is she/he successful in?
10. What subjects does he/she struggle with most?
11. What are you most concerned about in her/his school life?
12. What is your understanding of the schools concern about your child?
13. Do you see the same problem at home?
14. What are the behaviors you see at home?
15. Where, with whom and when does the problem occur?
16. What happens after?
17. Have you sought or been offered help through private or public agencies for this or other problems?
18. How do you handle it?

“What follows is a brief developmental history:”

1. Were there complications of pregnancy or birth?
2. Was mother's health OK? Illness? Medications?
3. Were there drugs or alcohol used during pregnancy?
4. Did anyone express concern about the use of substances during pregnancy?
5. Is there drug or alcohol issue adults struggle with currently?
6. Was your child healthy and normal?
7. Did any MD or other adult express concern about your child's development in physical, motor, sensory, language or behavior areas?
8. Does any blood relative have learning problems?
9. How able was he/she to focus, sit on a lap, sleep, and stay with a task?
10. What was his/her school, preschool experience like?
11. Did staff express concerns to you?
12. What would you like to see your child be able to do at this time in school?
13. What would you like the school to do in considering your child's needs?

Thank you for the valuable information. Please call if you think of something else. We will be getting back to you to get your input about what might be helpful to your child in school.

Student FBA Questionnaire

Instructions:

“I work with many kids who are capable learners but who need to improve on something in school. These questions will help us find the best ways to help you get on track and be the best student you can be. OK? Any questions before we start?”

1. What do you enjoy doing most in your life?
2. What do you do well?
3. What things in school do you feel best about?
4. Who are the people in school who like you and want you to do well?
5. Who do you think sometimes doesn't like you or care if you do well?
6. Who in school can you tell if something's not OK in your life?
7. What would you like to improve in school?
8. What do you think your teacher(s) would like you to improve?
9. What do you mostly get in trouble for?
10. What is your class doing then?
11. What does your teacher want all kids to be doing at that time?
12. What do you do if you don't know what to do?
13. What makes it difficult for you to do that?
14. What are you doing when you're in trouble?
15. What are you thinking or saying inside to yourself before you get in trouble?
16. What are you feeling inside then?
17. What happens after you make that choice?
18. What do you wish would happen?
19. What do you wish your teacher or other adult would do at that time?
20. What do you wish you would do?
21. What would be one thing you could do to make it better?
22. What gets in your way of doing it
23. What would help you to make that choice?
24. What of all things bothers you the most in class/school?
25. What helps you most in your out of school life (home)?
26. What do you wish would happen from home that would help you make responsible choices in school?
27. Does something happen in your out of school life that makes it easier to do well in school? Harder?
28. Has something happened recently that gets in your way?

“Thank you for the valuable information. I will talk with your teacher(s) and we will work on ways to use your answers to help you be the good learner we know you can be.”

Records Review Summary

Student: _____ Date of Review: _____

Person Completing Review: _____

Place an "X" in the box indicating the documents that were available for review and write down any significant information from the review of each.

Office Discipline Referrals and Disciplinary Records _____

IDENTIFY PATTERNS (ANTECEDENTS → Location? Time? Persons involved?) _____

IDENTIFY PATTERNS (CONSEQUENCES → Motivation? Admin. Decision?) _____

Data and documentation from previous Behavioral Interventions (Check-In/Check-Out, etc.) _____

Past Behavior Support Plans and Behavioral Assessments (FBA, etc.) _____

Attendance _____

Individualized Education Plan (IEP) _____

Academic Assessment Results and Records (CBM, DIBELS, grades, etc.) _____

Medical Records/ Health History _____

Other _____

Archival Review

Data Source	What to look for	Why?	Notes
Attendance History	Patterns of absences and total number of absences	May give clues about antecedents for problem behavior and possible skill deficits from lack of opportunity to receive instruction.	
Standardized test scores	Current and historical results of standardized testing	May indicate academic subjects and activities that are most difficult for the student (skill deficits) and may be helpful for identifying at what age/grade the deficits became more pronounced (useful for planning curriculum based measurements)	
Medical history	Vision and hearing problems as well as other problems that may be related to school performance (e.g. motor difficulties, head traumas, long-term illnesses, current medication use)	Helpful for identifying conditions that may exacerbate existing problematic behavior or increase the likelihood of other problematic use behaviors.	
Social history	Frequent changes in address, foster home placement, recent occurrence of stressful events (e.g. divorce, remarriage of parent, death, number of schools attended)	Points to possible establishing operations or setting events that may be impacting school behavior.	

Disciplinary history	Types of problematic behaviors, times and locations in which they occurred disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior. <i>{e.g., Office Disc Reports, SMC, Buddy Rooms}</i>	Helps to identify patterns of behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences, and helps chart the progression of problematic behavior.	
Previous related assessment results	Other assessments that have been conducted that focus on academic skills, behavioral functioning, language skills, etc.	Possible changes in function of behavior, previous antecedents, history of behavior and interventions, and programming decisions.	
Previous Individually developed interventions	Formal and informal interventions that are documented in some way.	Identify interventions that have been successful or unsuccessful and why they were or were not successful: if successful, why are they not currently being used; likewise, why are unsuccessful interventions continuing to be applied?	
IEP	Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, and other data supporting student performance	Provides information on the degree to which the behaviors of concern are being addressed in the classroom and on the extent to which the teacher collects and records behavioral data.	

Date _____
 Start _____
 End _____
 Activity _____
 Staff _____

Noah's Data Sheet

Before School

- ___ Data Sheets Ready
- ___ Problem Solvers Ready
- ___ Quiet Place Ready
- ___ Behavior Stories Ready
- ___ Staff Visuals Ready

Start of Day

- ___ Read "Tucker Turtle"
- ___ Read "Worries Book"
- ___ Read 1 other Behavior story
- ___ Review "Stress Scale"

Trigger Observed _____

Physical Response _____

Steps	Cue	Student Response	Prompt		
1	Go to student, say, "I saw that (trigger) and noticed you (physical response). Your Stress Scale might be 3 or higher, go to the Quiet Place."	___ Student goes to Quiet Place.			
2	Cool Down steps posted in Quiet Place	___ Student engages in Cool Down activities ___ Student turns "Turtle Card" to problem solve			
3	___ Go to Quiet Place, say, "Show me your Stress Scale is at a 2". Have student show you the 4 indicators.	___ a. Hands Quiet ___ b. Breathing Slow ___ c. Heart beating just right ___ d. Thinking happy thoughts	1	2	3
4	___ Say, "Let's go problem solve over _____."	___ Student walks to problem solving area.			
5	___ Say, "Get out a problem solving sheet and I'll do the writing."	___ Student gets out problem solving sheet.			
6	___ Talk through the 4 steps of problem solver with student.	___ Student engaged in problem solving ___ Was the "Solutions Book" needed?			
7	___ Ask, "Are you ready to rejoin the group?"	___ Student rejoins group, engages in activity and appears at a 1 on the Stress Scale.			

Triggers

- A. Peer touched personal object
- B. Peer got in way
- C. Peer touched him
- D. Wanted peer apology
- E. Revenge
- F. Highly stimulating activity
- G. Loud/noisy setting

Physical Response-5 pt scale

- 5. Biting, hitting, scratching, screaming, (i.e. "Get away from me.")
- 4. Grabbing, saying "He's really bugging me, He's making me mad."
- 3. Poking, fidgety, tense body
- 2. Quiet, worried, staring
- 1. Following directions, relaxed, happy

Prompt

- I. Independent
- P. Proximity
- G. Gesture
- V. Verbal prompt
- PH. Partial Physical
- FH. Full Physical

Before School
 ___ Make "Smart Charts"
 ___ Have bell, visuals, timer

Transition Routine

Date _____ Time _____

Step	Description	Did	Teacher Action	Did	Student Response
1	Sound Cue	(check) <input type="checkbox"/>	Ring bell Say "Eyes on me" Point to "Eye/Ear" card (should be up, near head) Say "Everybody find their X"	(circle) Y N Y N	1) Student looks at teacher 2) Student listens to teacher
2	Wait Time	<input type="checkbox"/>	Set one minute timer	Y N	1) Student moves to spot on carpet
3	Engine Check In	<input type="checkbox"/>	Point to "Eye/Ear" card Hold up "Engine" card Say "Check your engine", "How's your engine running?" Wait Give students individual feedback: "Looks like your engine is running fast", "Looks like your engines running slow" Show just right example	Y N Y N Y N Y N	1) Student looks at and listen to teacher 2) Student looks at "Engine" card 3) Student quietly thinks 4) Student sitting on X, showing "Just Right"
4	Present Task Expectations	<input type="checkbox"/>	Point to "Eye/Ear" card Present task expectations visually (written on board)	Y N Y N	1) Student looks at and listens to teacher 2) Student appears to attend to task
5	Students Move to Tables	<input type="checkbox"/>	Say "Timer is set to go to tables" Set one minute timer Give compliments "(student name), Thanks for finding your seat, Thanks for getting out your sheet"	Y N Y N	1) Student goes and sits at table 2) Student receives compliment
6	Sound Cue	<input type="checkbox"/>	Ring bell Say "Eyes on me" Hold up "Ear" card Give compliments "(student name), Thanks for sitting in chair", Thanks for having quite hands"	Y N Y N	1) Student looks at and listens to teacher 2) Student receives compliment for at least 1 correct action
7	Review Task Expectations	<input type="checkbox"/>	Point to "Eye/Ear" card Show students "Smart Chart" Review "Smart Chart" OK if students start working during review.	Y N Y N Y N	1) Student looks at and listens to teacher 2) Student looks at "smart chart" 3) Student engages in task
8	Celebrate Success	<input type="checkbox"/>	Announce "spaces" earned on Race Car Track Give compliments "(student name) Nice job (restate task expectations)	Y N	1) Student is happy

Notes

FBA Critical Features Guide

FBA Planning

Purpose: A tool used to plan what information is needed and to assign tasks to gather information.

Big Ideas:

- Only plan to gather the information you need to determine the Summary of Behavior.
- This can be a quick meeting to simply assign tasks. To be efficient, involve only staff that will be a part of gathering information.
- This is used for planning, not documenting what you have done. You will document what you have completed on the FBA Report. (see below) In other words, don't go back and fill things in.
- Record Review: Only gather the information you need or don't know about the student to develop the Summary of Behavior
- Record Review: If a student is new to a building or the district, the team will spend more time gathering information. If staff has been working with the student for a period of time, the team will need to spend less time gathering information.
- Record Review: Look for conditions that influence student's behavior such as attendance, academic ability, social/communication deficits, medical problems, previous behavior plans, and mental health history.

	Yes		No
Initial FBA	Parent Permission, Record Review, Routines Analysis or FACTS, and an ABC Observation		
Comprehensive	Additional interviews, observations, medical records and mental health information		

Routines Analysis or FACTS

Purpose: Interview(s) of staff working closely with the student to examine student's behavior in the context of the daily schedule in order to prioritize and determine a "Summary of Routine for ABC Observation".

Big Ideas:

- Funnel down information until you agree on one routine and one behavior to focus on in the Behavior Intervention Plan.
- You will determine specific antecedents, consequences and function that influence behavior.
- When complete, staff should have a Summary of Behavior taken from a specific routine that will be confirmed with an ABC Observation.
- A student may also be interviewed using a Student FACTS form.

FBA Critical Features Guide

Yes	Almost	No
Identifies one target routine/activity, e.g. “During small group, special education reading group in the resource room” (activity), “When transitioning between activities in the classroom” (routine)	“During small group activities”= no location, activity or others	“When at school...”
Identifies one behavior or behavior chain, e.g. “Calls peers stupid” (one behavior), “Pushes books/materials on floor, falls to floor, crawls under desk, makes growling sound, swings fist at peers/adults within proximity” (behavior chain)	“Hits peers at recess, during reading group and when in line”= multiple locations, doesn’t describe who’s around, but indicates one behavior. Function of behavior is likely different in various setting.	
Includes complete “Summary of Routine for ABC Observation” e.g. A=“Difficult reading & writing tasks at the late 2 nd -early 3 rd grade level”, B=“Work Refusal; says, I don’t want to read & will blurt out answers if peers are struggling-becomes impatient with peer, C=Teacher sends student to Buddy Class until reading is over, Fx=Escape Activity, difficult reading tasks	Is missing Routine, Antecedent, Behavior, Consequence or Function.	

ABC Observation

Purpose: An observation used to confirm the information from the Routines Analysis or FACTS - “Summary of Routine for ABC Observation” (antecedents, consequences, behavior and function), and to identify antecedents or consequences the teacher may have overlooked.

Big Ideas:

- This is the “assessment” in the FBA process. The records review and interviews are used to determine the “Summary of Routine for ABC Observation”.
- It should list observable and measureable behavior of student and others.
- You may have to do several attempts or revise the “Summary of Routine for ABC Observation” if unable to confirm.
- Behavior and learning take place in a social context so determining variables (ABC) is not always obvious and almost always takes several attempts to determine and confirm. An accurate ABC Summary of Behavior makes for easier and more efficient selection of interventions that will help the student and staff.

FBA Critical Features Guide

<ul style="list-style-type: none"> This has nothing to do with Centennial’s ABC Worksheet, except they both have ABC (Antecedent, Behavior, Consequence) as part of the process. Thinking functional about behavior! 		
Yes	Almost	No
Observation is during routine identified in the FACTS/Routines Analysis - “Summary of Routine for ABC Observation”		Not related to routine identified in Routines Analysis or FACTS.
Antecedent describes time, activity, location, subject, people, events		
Behavior records observable behavior of student		
Consequence records observable actions of others		

FBA Report			
<p>Purpose: This is documentation of the information that has been gathered to determine the Summary of Behavior. This is the “assessment” in the FBA process.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> This is the information used to guide the discussion at the FBA Report meeting. FBA’s are a team process. Having all team members at this meeting increases the likelihood that the Summary of Behavior is accurate and agreed upon. 			
	Yes	Almost	No
Sources of Information	Record Review, Routines Analysis or FACTS, ABC Observation, Discipline and Attendance Information are attached.		
Academic Profile	Yes		No
Academic Level	Reading, Writing and Math performance level is selected; (at, above or below grade level)		
Classroom Performance	Classroom performance in various settings or groupings Example: Location, groupings (small group, large group), activities, degree of independence, transitions, etc.		

FBA Critical Features Guide

Strengths	Students' strengths, talents and/or interests are listed.		
Summary of Behavior	Summary of Behavior is complete and matches the Routines Analysis/FACTS and ABC Observation. Is logically related to information listed on FBA Report.		

Behavior Intervention Plan			
<p>Purpose: Determine the short-term replacement behavior and long-term skill to replace challenging behavior. The plan describes environmental changes to prevent the triggering and escalation of challenging behavior and make the problem behavior irrelevant. Describes how staff will reinforce the use of replacement behaviors and describes how staff will provide corrective consequences for the challenging behavior.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Summary of Behavior is the same as the one listed in the FBA • Replacement Behavior is easier for student than Problem Behavior and serves the same function • Long-term Behavior is an Executive Functioning Skill, Social Skill or Academic Skill • Reinforcement is meaningful to student, is applied quickly, includes intrinsic motivation • Corrective Consequence is not punitive and directs student back to Replacement Behavior or Long-term Skill 			
	Yes	Almost	No
Setting Event	<p>Describes event that occurs earlier (hours, weeks, years)</p> <p>Describes circumstances that make it more likely a problem behavior will occur or be more intense</p> <p>Describes events that occur outside regular routines, i.e. if it doesn't come and go it isn't a setting event</p> <p>Examples: Often becomes frustrated when he misunderstands peers' intentions</p> <p>Fights with sibling before school</p> <p>Often fails to complete long assignments</p>		<p>The setting events are from other environments</p> <p>Describe an internal state</p> <p>Is a diagnosis of student or family, not particular behavior</p> <p>Recommendation for non school-based services, i.e. counseling, mental health, medical</p> <p>Examples:</p>

FBA Critical Features Guide

			<p>Low self-esteem = internal state</p> <p>Depressed = internal state</p> <p>ADHD = diagnosis</p> <p>Special education eligibility = diagnosis</p>
Antecedent	<p>Described in sufficient detail:</p> <ul style="list-style-type: none"> • Taken from one routine • Includes details such as place, activity, curriculum, degree of independence or choice • Identify where (routine) • Identify when (triggers) <p>Example: “Difficult Task” = not sufficient, better = “Worksheet of double digit subtraction with borrowing”</p>	<p>Not enough details, e.g. “When Billy is requested to do work.”</p> <p>More than one antecedent for same behavior, e.g. “When Billy is asked to do difficult academic tasks and when peers tease Billy.”</p>	<p>Antecedents are from other, non school environments and are not triggers in the current environment, e.g. “Billy refuses to do homework without help from family member”</p>
Behavior	<p>Behavior is observable and measurable</p> <p>One behavior or one chain of behaviors</p> <p>Examples: “Hits head with fist” = one behavior, “falls to floor, crawls under desk and makes growling noise” = chain of behaviors</p>	<p>Unrelated behaviors or two different routines, e.g. “refuses to do homework and pushes students at recess” = two different routines and two different behaviors</p>	<p>Behavior is not observable or measurable, e.g. “willful noncompliance”, “disrespectful”, “acts inappropriately”</p>
Consequence	<p>Described in sufficient detail:</p> <ul style="list-style-type: none"> • The behavior of others • What is most meaningful to the student • Informs function 		<p>Consequence does not occur immediately after behavior, e.g. “teacher calls parent after school”</p>

FBA Critical Features Guide

	<p>Example: “Gains peer attention” <u>is not</u> sufficient; describe whose attention and how it’s delivered; “whole class laughs at student” <u>is</u> sufficient</p>		
Function	<p>Function of the behavior identifies what the student obtains OR escapes;</p> <ul style="list-style-type: none"> • Attention • Activity • Stimulation <p>AND function is <u>logically related</u> to antecedent</p> <p>AND is described with details</p> <p>Example: A= when student chatter gets loud during small group activities B= student will stop working, cover ears and crawl under desk C=peers and teacher will ask “what’s wrong” Fx= escape stimulation of loud chatter in classroom</p>	<p>Function is identified as what the student: obtains or escapes BUT is not logically related to the antecedent</p> <p>Example: A= when student chatter gets loud during small group activities B= student will stop working, cover ears and crawl under desk C=peers and teacher will ask “what’s wrong” Fx= obtain peer attention</p>	<p>Function is not specified as what student: 1) obtains or 2) escapes.</p> <p>Revenge, Control, Power, Vengeance</p>
Replacement Behavior	<p>Matches function by allowing student to Obtain/Escape</p> <p>Easier to do</p> <p>Socially acceptable</p>	<p>Meets some but not all criteria</p>	<p>Does not match function</p> <p>Is not easier to do</p> <p>Is not socially acceptable</p>
Long Term Behavior	<p>Skill that would allow student to follow classroom norms as independently as possible:</p> <ul style="list-style-type: none"> • Academic skill • Social Skill • Executive Functioning Skill 		<p>Not a skill, e.g. “Will be happy”, “Will stay out of trouble”</p>

FBA Critical Features Guide

Setting Event Strategies	Logically related to Setting Event, e.g. SE="Often comes to school hungry"; Strategy="Eats a snack when gets to school"	Described but not related to Setting Event	
Antecedent Strategies	Changes to the environment which prevent problem behavior: <ul style="list-style-type: none"> • Address the antecedent (make it irrelevant) • Change the environment; adult behavior, peer behavior, setting, location, time, activity, procedure, expectation, choice • Relate to the function 	One or more changes are described, BUT all are <u>not</u> logically related to antecedent	Refers to non school-based services, i.e. mental health, medical, community (include these in the FBA Notes) Describes student behavior
Teaching Replacement Behavior (FERB)	Describes how student will be taught replacement behavior(s) needed to use or access the changes made for antecedent strategies. Includes; <ul style="list-style-type: none"> • Written procedure with step-by step description of desired adult and student actions • Lesson plan to teach/model/test • Schedule for regular review and practice <p>Long-term skill is taught after short-term skill is in place</p>		
Reinforcement of Replacement Behavior	Reinforcement incentives and strategies are: <ul style="list-style-type: none"> • Meaningful to student • Relate to function • Reasonable expectation (student can earn it) • Applied quickly; regularly available 		
Corrective Consequence	Identifies how to redirect or prompt the desired behavior at the earliest sign of problem behavior Is not reinforcing, i.e. does not match the function		Is punishment Reinforces problem behavior
5 Point Plan for Managing Escalating Behavior	This is a Safety Plan for behaviors that are violent or dangerous Defines student's phases in the acting-out cycle Describes how staff will respond at each phase of the student's acting-out cycle	Includes restraint and/or seclusion Includes suspension	

FBA Critical Features Guide

	Clearly describes skills, relaxation and de-escalation strategies the student uses at each phase of escalation		
Long-Term Behavior	<p>Long-term skill is identified, is logically related to the antecedent and;</p> <ul style="list-style-type: none"> • Executive functioning skill • Social skill, or • Academic skill 	Identified skill but is not related to the antecedent	

BIP Implementation Plan			
<p>Purpose: To plan and document how the BIP will be implemented with fidelity. By answering the question, “Are we doing what we said we would do, and how do we know?”</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Consider the following questions: <ul style="list-style-type: none"> ○ What training is needed for staff and/or student? ○ Who needs to be informed regarding this intervention? ○ What materials are needed for each intervention? ○ How will success of each task be measured, i.e. what is the data tool? ○ What are the criteria to measure fidelity, i.e. successful implementation? 			
	Yes	Almost	No
Antecedent and Setting Events	<p>Describes how student will be taught (lesson plan and schedule)</p> <p>Describes the support staff will need to implement</p> <p>Step-by-step procedure for intervention and data collection</p> <p>A measurable criterion for implementation fidelity is listed, e.g. “3 consecutive days of teacher following transition procedure with 80% accuracy”, “When teacher refers to schedule 10 times in a row”</p>		

FBA Critical Features Guide

Teach Behavior	<p>Describes how student will be taught replacement behavior and long-term skill (lesson plan and schedule) Describes the support staff will need to implement</p> <p>Step-by-step procedure for intervention and data collection</p> <p>A measurable criterion for implementation fidelity is listed, e.g. “When asked, student will be able to state Cool Down Options and Steps, 3 times in a row over 2 days”</p>		
Consequence-Reinforcement of Replacement Behavior	<p>Describes how student will be taught (lesson plan and schedule)</p> <p>Describes the support staff will need to implement</p> <p>Step-by-step procedure for reinforcement and data collection</p> <p>A measurable criterion for implementation fidelity is listed, e.g. “Student will place stickers on chart every time transition routine is followed. Teacher will also place stickers on chart and provide verbal praise for following transition routine”</p>		
Consequence-Correction of Replacement Behavior or Long-term Skill	<p>Describes how staff will redirect or prompt desired behavior at the earliest sign of problem behavior</p> <p>Step-by-step procedure for redirecting or prompting the desired behavior and data collection</p> <p>A measurable criterion for implementation fidelity is listed, e.g. “When teaching student the plan, he will be able to state what happens when he doesn’t follow the plan 3 teaching sessions in a row”</p>		

FBA Critical Features Guide

BIP Progress Monitoring Plan			
<p>Purpose: Identifies the data collected used to measure the success of the plan, including short-term goals (replacement behavior) and long-term goals (long-term skill). Based on data review, Teams can determine the next step; celebrate & fade artificial components, continue & monitor, modify & monitor, or discontinue.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Is the plan making a difference? • Display the data in a graph so staff can see the rate of change. Progress can be slow so this can increase “buy-in”. • The Behavior Goals are the Replacement Behavior and Long-term skill from the BIP. • Initial progress monitoring should take place 2-3 weeks after BIP is being implemented with fidelity. • Document if fidelity was met; if parts of the plan did NOT meet fidelity, describe this and the steps needed to fix it. • Data taken on the replacement behavior and the problem behavior show if the plan is making a difference. • List data results and describe next steps. Include what is working and what changes need to be made. 			
	Yes	Almost	No
Behavioral Goals	<p>Are the Replacement Behavior and Long-term skill from the BIP</p> <p>They are restated here to remind Teams and avoid confusion if revisions to BIP have occurred</p>		
Data Collection Plan	<p>Completed prior to BIP Progress Monitoring Meeting</p> <p>Baseline = problem behavior pre intervention</p> <p>Problem behavior post intervention</p> <p>Replacement behavior = Is it being used? Are we ready to focus on the long-term skill?</p> <p>Long-term skill = Is it being used? Are we ready to terminate the plan?</p>		
BIP Progress Monitoring Meeting	<p>Implementation fidelity established prior to initial progress monitoring meeting</p> <p>Implementation fidelity maintained between progress monitoring meetings</p>		

FBA Critical Features Guide

	<p>Initial progress monitoring meeting occurred within 2-3 weeks after implementation was established</p> <p>BIP next steps are selected;</p> <ul style="list-style-type: none"> • Celebrate & fade artificial components, • Continue & monitor, • Modify & monitor, or • Discontinue <p>BIP Next Steps are logical, e.g., If data review indicates that the plan is not reducing or problem behavior is increasing, the next step should be to modify or discontinue the plan</p> <p>Additional progress monitoring occurred at logical intervals based on next steps, e.g. If “continue & monitor” selected the next progress monitoring occurred 3-4 weeks later. If “modify & monitor” selected the next progress monitoring occurred 1-2 weeks later.</p>		
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FBA Critical Features Scoring

Student _____ Facilitator _____ School _____ Rater _____ Date _____

ABC Worksheet		Yes	No
FBA Planning		Yes	No
1.	FBA Planning form is included	1	0
2.	Planning includes at a minimum: Parent Permission, Records Review, FACTS or Routines Analysis and ABC Observation	1	0
Total			

FACTS or Routines Analysis		Yes	No
3.	FACTS or Routines Analysis is included	1	0
4.	Identifies one target routine/activity	1	0
5.	Identifies one behavior or behavior chain	1	0
6.	Includes complete "Summary of Routine for ABC Observation"	1	0
Total			

ABC Observation		Yes	No
7.	ABC Observation(s) included	1	0
8.	Observation is during routine identified in the FACTS/Routines Analysis - "Summary of Routine for ABC Observation"	1	0
9.	Antecedent describes time, activity, location, subject, people, events	1	0
10.	Behavior records observable behavior of student	1	0
11.	Consequence records observable actions of others	1	0
Total			

FBA Critical Features Scoring

FBA Report		Yes	No
12.	FBA Report included	1	0
13.	Includes discipline and attendance information	1	0
14.	At a minimum, the following is attached: Record Review, Routines Analysis or FACTS, ABC Observation	1	0
15.	Baseline data attached	1	0
16.	Academic level is indicated	1	0
17.	Classroom performance is documented, e.g. preferred tasks, work completion, participation	1	0
18.	Strengths are documented	1	0
19.	“Summary of Behavior” is complete, same as ABC Observation and Routines Analysis/FACTS	1	0
Total			

Behavior Intervention Plan		Yes	No
20.	Behavior Intervention Plan is included	1	0
Competing Pathway		Yes	No
21.	“Competing Pathway” is the same as the FBA Report “Summary of Behavior”	1	0
22.	Routine/Activity is specific and operational	1	0
23.	Setting Event occurs earlier, describes circumstances that make problem behavior more likely, describes events that come and go	1	0
24.	Antecedent has details that describe where and when (time, activity, location, subject, people, event)	1	0
25.	Problem Behavior is observable & measurable, is one behavior or one behavior chain	1	0
26.	Consequence describes the observable actions of others	1	0
27.	The function identifies what the student wants to <u>obtain</u> or <u>escape</u> and is logically connected to the antecedent	1	0
28.	Replacement behavior is observable and measurable, is easier to do than the problem behavior and matches the function	1	0
29.	Long-term behavior is observable and measurable, and is an executive functioning skill, social skill, communication skill or academic skill	1	0

FBA Critical Features Scoring

Intervention Strategies		Yes	No
30.	Setting event strategies are environmental changes staff will make, which address the setting event and match the function. Refers to written procedure. (attach)	1	0
31.	Antecedent strategies are environmental changes staff will make which address the antecedent and match the function. Refers to written procedure. (attach)	1	0
32.	Lists the replacement behavior identified in the competing pathway and refers to lesson plans for how staff will teach, review and practice (attach)	1	0
33.	Lists the long-term behavior identified in the competing pathway and refers to lesson plans for how staff will teach, review and practice (attach)	1	0
34.	Reinforcement of replacement behavior includes incentives that are meaningful to student, related to function, applied quickly, and regularly available. Refers to written procedure (attach)	1	0
35.	Corrective consequence identifies how to prompt replacement and/or long-term behavior at the earliest sign of problem behavior and is not reinforcing, i.e. does not match the function. Refers to written procedure. (attach)	1	0
Total			

FBA Critical Features Scoring

5 Point Plan for Managing Escalating Behavior		Yes	No
36.	Violent/aggressive behavior targeted in the FBA and 5 Point Plan for Managing Escalating Behavior is included	1	0
37.	Antecedents and how to prevent are from current and previous BIPs and IEP	1	0
38.	Replacement and long-term behaviors are from current BIP	1	0
39.	Phase 1 Calm-Student: Using observable terms, defines student's behaviors when cooperative	1	0
40.	Phase 1 Calm-Staff and Cool Down: Clearly describes how staff will teach and practice appropriate replacement and long-term behaviors	1	0
41.	Phase 2 Triggers-Student: Using observable terms, defines student's behavior when initially experiencing conflict with people, routines or tasks	1	0
42.	Phase 2 Triggers-Staff and Cool Down: Clearly describes how staff will break the cycle and redirect the student back to calm stage by prompting social skills and problem solving	1	0
43.	Phase 3 Agitation-Student: Using observable terms: define student's increase in off task, non-focused activity, disengagement with teachers/peers	1	0
44.	Phase 3 Agitation-Staff and Cool Down: Clearly describes how staff will break the cycle and redirect the student back to calm stage by changing environment (work, space or schedule)	1	0
45.	Phase 4 Acceleration-Student: Using observable terms, defines student's increase in provocative, abusive and defiant behavior	1	0
46.	Phase 4 Acceleration-Staff and Cool Down: Clearly describes how staff will break the cycle and redirect the student back to calm stage by providing a clear choice or direction, disengaging and giving student time to respond	1	0
47.	Phase 5 Peak-Student: Using observable terms, defines student's increase in out of control verbal and aggressive behaviors	1	0
48.	Phase 5 Peak-Staff and Cool Down: Clearly describes how staff will maintain safety and decrease attention toward student	1	0
Total			

FBA Critical Features Scoring

BIP Implementation Plan		Yes	No
49.	Implementation Plan is included	1	0
Antecedent/Setting Event Strategies		Yes	No
50.	The 1) materials needed, 2) student needs and 3) staff needs are clearly stated and are taken from the BIP	1	0
51.	Written procedure for intervention and data collection tool is attached	1	0
52.	Written procedure and data collection tool clearly describes the steps involved	1	0
53.	States a measurable criterion for implementation fidelity	1	0
Teach Behavior		Yes	No
54.	The 1) materials needed, 2) student needs and 3) staff needs are clearly stated and are taken from the BIP	1	0
55.	Lesson plans for how staff will teach, review and practice replacement behavior and long-term skill is attached	1	0
56.	Written procedure and data collection tool clearly describes the steps involved	1	0
57.	States a measurable criterion for implementation fidelity	1	0
Consequence-Reinforcement of Replacement Behavior		Yes	No
58.	The 1) materials needed, 2) student needs and 3) staff needs are clearly stated and are taken from the BIP	1	0
59.	Written procedure for reinforcement and data collection tool is attached	1	0
60.	Written procedure and data collection tool clearly describes the steps involved	1	0
61.	States a measurable criterion for implementation fidelity	1	0
Consequence-Correction of Replacement Behavior or Long-term Skill		Yes	No
62.	The 1) materials needed, 2) student needs and 3) staff needs are clearly stated and are taken from the BIP	1	0
63.	Written procedure for corrective consequence and data collection tool is attached	1	0
64.	Written procedure and data collection tool clearly describes the steps involved	1	0
65.	States a measurable criterion for implementation fidelity	1	0
Implementation Check In		Yes	No
66.	FBA Facilitator has evaluated implementation progress during first two weeks of implementation	1	0
Total			

FBA Critical Features Scoring

BIP Progress Monitoring		Yes	No
67.	Progress Monitoring Plans are included	1	0
68.	Baseline data collected	1	0
69.	Data collected on the problem behavior post intervention	1	0
70.	Data collected on replacement and/or long-term behavior	1	0
71.	Initial progress monitoring occurred within 2-3 weeks after implementation was established	1	0
72.	Implementation fidelity addressed	1	0
73.	Results of the data reviewed is described	1	0
74.	BIP Next Steps are logical, determined and selected	1	0
75.	Description includes what is working, if changes are needed and next steps	1	0
Total			

Summary of Behavior

Be specific & clear

Routine/ Setting: Have you identified a specific routine so the information collected about the behavior can be focused & specific?

∴

Antecedent

Are the identified triggers of behavior clear and specific enough to know how to prevent problem behavior from occurring?

Behavior

Is the behavioral definition clear enough?
Have you clearly identified any escalating behavior patterns?

Consequence

Have you clearly identified the environmental responses to behavior (staff or peer) linked with the function of behavior?

Function: Can you identify the function of behavior? What has the student learned that maintains the behavior or makes it pay off?

Contextual Fit in Schools

The purpose of this tool is to initiate a dialogue on the extent to which the elements of a behavior intervention plan fit the contextual features of your school environment. The outcome is for FBA Teams to have open dialogue on the feasibility of the BIP.

Knowledge of elements in the Behavior Intervention Plan

1. I am aware of the elements of this behavior plan.

1	2	3	4	5	6	
Strongly Disagree	Disagree	Moderately Disagree	Barely Agree	Barely Agree	Moderately Agree	Strongly Agree

2. I know what I am expected to do to implement this behavior plan.

1	2	3	4	5	6	
Strongly Disagree	Disagree	Moderately Disagree	Barely Agree	Barely Agree	Moderately Agree	Strongly Agree

Skills needed to implement the Behavior Intervention Plan

3. I have the skills needed to implement this behavior plan.

1	2	3	4	5	6	
Strongly Disagree	Disagree	Moderately Disagree	Barely Agree	Barely Agree	Moderately Agree	Strongly Agree

4. I have received the training needed to implement this behavior plan.

No training needed _____

1	2	3	4	5	6	
Strongly Disagree	Disagree	Moderately Disagree	Barely Agree	Barely Agree	Moderately Agree	Strongly Agree

Values are consistent with elements of the Behavior Intervention Plan

5. I am comfortable implementing the elements of this behavior plan.

1	2	3	4	5	6	
Strongly Disagree	Disagree	Moderately Disagree	Barely Agree	Barely Agree	Moderately Agree	Strongly Agree

6. The elements of this behavior plan are consistent with the way I believe students should be treated.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree

Effectiveness of Behavior Intervention Plan

7. I believe the behavior plan will be (or is being) effective in achieving targeted outcomes.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree

8. I believe the behavior plan will help prevent future occurrence of problem behaviors for this child.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree

Behavior Intervention Plan is in the best interest of the student

9. I believe this behavior plan is in the best interest of the student.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree

10. This behavior plan is likely to assist the child to be more successful in school.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree

The Behavior Intervention Plan is efficient to implement

11. Implementing this behavior plan will not be stressful.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree

12. The amount of time, money and energy needed to implement this behavior plan is reasonable.

1	2	3	4	5	6
Strongly		Moderately	Barely	Barely	Moderately
Disagree	Disagree	Disagree	Agree	Agree	Agree



Functional Behavior Assessment Planning

Student: Bobby

Date: 1/31/11

DOB: 11/04/05

IEP:

IEP Case Manager: N/A

Teacher: Ms. Glad

ELL:

Grade: K

FBA Facilitator: Ms. Pleasant

YTD Removals: 5

School: Gentle Winds Elementary

Brief FBA

Date of ABC Worksheet: 1/15/11

Comprehensive FBA		
What	By Who	By When
Planning		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Parental Permission	Mr. Miller	2/01/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Meeting	Ms. Pleasant	2/04/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Meeting	Ms. Pleasant	2/04/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> First BIP Follow-Up Meeting	Ms. Pleasant	2/25/11
Records Review		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Discipline (referrals, suspension)	Mr. Miller	2/03/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Academic (assessment, work sample)	Mr. Miller	2/03/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Permanent Record File	Mr. Miller	2/03/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Medical/Health		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Special Education		
Interviews		
<input checked="" type="checkbox"/> Principal, Support Staff, Medical, Other		
1.		
2.		
3.		
<input checked="" type="checkbox"/> Student		
<input checked="" type="checkbox"/> Parent/Family		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FACTS w/:		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Routines Analysis w/: Ms. Glad	Ms. Pleasant	2/01/11
Data		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ABC Observation		
1. Ms. Pleasant	Ms. Pleasant	2/02/11
2. Mr. Miller	Ms. Pleasant	2/03/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Baseline	Ms. Pleasant	2/05/11
<input checked="" type="checkbox"/> Scatter Plot	Ms. Pleasant	2/25/11
Forms		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Report	Ms. Pleasant	2/04/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Behavior Intervention Plan (BIP)	Ms. Pleasant	2/04/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Implementation Plan	Ms. Pleasant	2/05/11
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Progress Monitoring	Ms. Pleasant	2/25/11
<input checked="" type="checkbox"/> 5-Point Plan for Escalating Behavior		
<input checked="" type="checkbox"/> Safety/Crisis Plan		
<input checked="" type="checkbox"/> Restraint/Seclusion Plan		

Notes:

Ms. Glad has planning time on Tues. and Wed. from 9-9:30 and is fine with drop in chats for working on the plan.

Bobby's mom would like to meet once the plan is developed and starting to be implemented.



Functional Behavior Assessment Report

Student: Bobby **School:** Gentle Winds **Date:** 2/04/11
Teacher: Ms. Glad **Grade:** K **Age:** 6
IEP: **Case Manager:** N/A **ELL:** **FBA Facilitator:** Ms. Pleasant
FBA Team Members **Initial FBA** **Revision of FBA Dated**
Name/Role **Name/Role**
 Ms. Glad - Teacher Ms. Lopez - Principal
 Ms. Pleasant - School Psychologist Ms. Smile - Counselor

Sources of Information

Suspensions: 1	ODRs 5	Days Tardy: 12	Days Absent: 8
Records Review		By Whom	Attached
Discipline		Ms. Pleasant	✓
Cumulative Records		Ms. Pleasant	✓
Medical Records			
Interviews			
Routines Analysis <input checked="" type="checkbox"/>	FACTS <input type="checkbox"/>	Ms. Pleasant	✓
Student			
Other:			
Data		Ms. Pleasant 2/2, Mr. Miller 2/3	✓
ABC Observations: (list dates)			
Baseline		Ms. Pleasant	✓
Other:			

Academic Profile

Level: Reading: Below Grade Level Math: At Grade Level Writing: Below Grade Level
Classroom Performance (Preferred Tasks, Work Completion, Participation, etc.)
DRA level 1-indicates that Bobby is slightly below average with his reading, Formative writing assessments indicate that Bobby is significantly below peers, and also is slightly below peers with his fine motor abilities, Formative math assessments indicate that Bobby is performing at the average level. Bobby likes to work with peers and gets along with them great. He has difficulty remembering multiple step directions, but is easily redirected and accept help from adults.
Student's Strengths, Talents, or Specific Interests
He enjoys active games that involve running and chasing, he likes characters from the movie Cars and dinosaurs.

Summary of Behavior (From FACTS or Routines Analysis)

Routine/Activity: During academic work times in the classroom		
Setting Events: Is sometimes 10-15 minutes late to school	Problem Behavior: Wanders, plays with toys, chats with peers or adults	Consequence: Obtain Adult Attention
Antecedents: Transitions from table to carpet or from carpet to table		Describe: He gets side tracked during transition and then forgets what he is supposed to do.



FBA Routines Analysis

Student: Bobby
Reporter: Ms. Glad

Date: 2/01/11
Interviewer: Ms. Pleasant

Schedule	Activity	Problem Behavior	Likelihood	Who is around?
8:00	arrival	wandering around room	Low 1—3— 6 High 2	peers
8:15	carpet time, calendar, intro of 1st activity	plays, late or doesn't come to carpet	5	no one
8:30	transition to tables for writing activity	goes to play area, backpack, other peers	5	sometimes Sarah
8:30-8:45	writing activity at tables	chats with peers, but works with help	4	peers at table
8:45	transition to carpet for reading lesson	wanders, goes to play area, talks w/ peers	6	Sarah or Jordan
8:45-9:10	reading lesson at carpet	leaves carpet, talks out	3	no one
9:10	transition to tables for reading activity	goes to backpack, chats, wanders, late to table	5	Sarah, Jordan, Jake
9:10-9:30	reading activity	works with adult/peers, works independently	2	peers at table
9:30	transition to bathroom and recess	wanders, chats, plays, late to line	6	Sarah, Jordan, Jake
9:50	transition into room for snack at table	wanders, plays, late to table	6	Jordan, Jake
10:00	transition to carpet for math	wanders, plays, late to carpet	6	Sarah, Jordan, Jake
10:15	transition to table for math activity	wanders, plays, late to table	6	Sarah, Jordan, Jake

Summary of Antecedents Routines Analysis (pick routine/activity from above rated at 5 or 6)

What situations seem to set off the problem behavior? When is the problem behavior most likely to occur?

Transitions to carpet and to work tables, but also to leave or enter classroom

When is the problem behavior least likely to occur?

When adult (parent helper or teacher) are directing him during transitions, usually talking with him while he is transitioning helps, or making it a race "Who can get there first"

Setting Events: Are there specific conditions, events that make the problem behavior worse?

When he is tardy for the start of day, he seems more out of sorts on those days

Description of Consequences

What usually happens after the behavior occurs?

Teacher gives him directions from across room, goes over to him, teacher or parent volunteer helps him get started and/or prompts him to do next step in the activity

Summary of Routine for ABC Observation

Routine: During academic work times in the classroom

Setting Events:	When (A):	Student will (B):	Therefore the Function (C) is:
Is 10-15 minutes to school 1 or 2 times per week	Transitions from table to carpet or from carpet to table	Wanders, plays with toys, chats with peers or adults	<p>Obtain Adult Attention</p> <p>Describe: He gets side tracked during transition and then forgets what he is supposed to do.</p>



Behavior Intervention Plan

Student Bobby

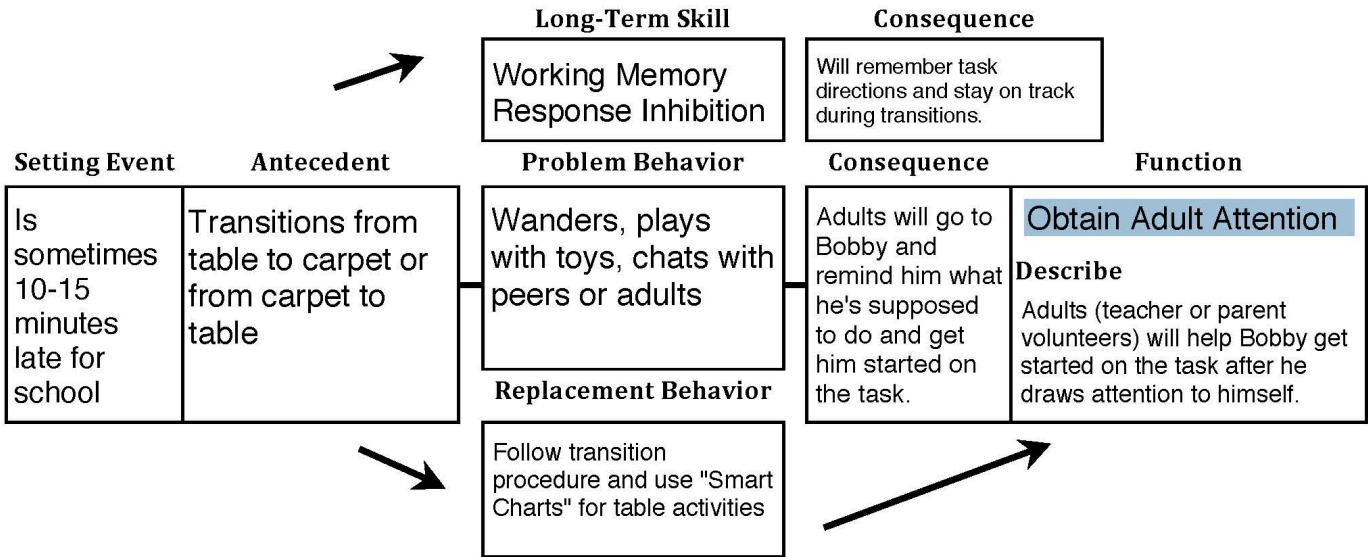
FBA Date 2/04/11

BIP Revision Initial

Date 2/04/11

Competing Behavior Pathway

Routine/Activity:
During academic work times in the classroom



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
Whole class self-regulation lessons "How is your engine running" Use "check engine" prompts with whole class Review on days when Bobby is late	Put "x's" on carpet to mark for places to sit	Replacement Behavior	Reinforcement of Replacement Behavior
	Use "engine" prompts during activities and lessons	Use "Smart Charts"	Teacher will frequently acknowledge following of steps in transition procedure
	Use "Smart Charts" (list of steps for table activities for parent volunteers and teachers to refer to when helping students) on activity tables	Follow transition procedure	Teacher will publicly praise use of transition procedure
	Use structured transition routine for all transitions with whole class	Long-Term Skill	Corrective Consequence
		Working memory - Remembering task directions after transition	Direct Bobby's attention to visual transition prompts and smart charts using gestures and minimal verbal prompts
		Response inhibition - staying on-track during transitions	If he doesn't follow routine he earns a "flat tire", after 3 consecutive "flat tires" he will spend next free time practicing



BIP Implementation Plan

Student: Bobby

FBA Date: 2/04/11 **BIP Date:** 2/04/11 **Date:** 2/04/11

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
1. X's on carpet 2. Create Smart Charts and show the kids, parent volunteers how to use 3. Teach Engine Program, create materials and coach teacher 4. Create Transition Routine procedure	1. Ms. Glad 2. Ms Glad 3. Ms. Pleasant 4. Ms. Pleasant and Ms. Glad 5. Ms. Pleasant	1. 2/05/11 2. 2/05/11 3. 2/06/11 4. 2/07/11 5. 2/07/11
Written procedure for intervention and data collection tool (attach)	Ms. Pleasant	2/07/11
Criteria for fidelity: Smart Chart is checked on sheet 80% of time for 3 consecutive days		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
1. Teach the whole class how to follow the transition routine procedures 2. Get bell, timer and visuals for transition routine 3. Coach teacher on using Transition Routine procedure	1. Ms Glad 2. Ms. Glad 3. Ms. Pleasant	1. 2/08/11 2. 2/08/11 3. 2/09/11
Written procedure for intervention and data collection tool (attach)	Ms. Pleasant	2/07/11
Criteria for fidelity: When Transition Sheet indicates that Bobby and teacher are able to follow 90% of transition routine 5 times in 1 day.		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
1. Create Racetrack poster and car 2. Teach Bobby about Racetrack - moving car, flat tire, practice procedure and special activity	1. Ms. Pleasant 2. Ms. Glad	1. 2/12/11 2. 2/13/11
Written procedure for intervention and data collection tool (attach)	Ms. Pleasant	2/07/11
Criteria for fidelity: When Transition Routine Sheets indicate Car Moves or Flat Tires 5 transitions in a row		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
1. Teach Bobby about flat tires	1. Ms. Glad	1. 2/13/11
Written procedure for intervention and data collection tool (attach)	Ms. Pleasant	2/07/11
Criteria for fidelity: When Transition Routine Sheets indicate Car Moves or Flat Tires 5 transitions in a row		
Implementation Check-in and Evaluation		Date: 2/15/11



BIP Progress Monitoring

Student: Bobby

FBA Date: 2/04/11

BIP Date: 2/04/11

Progress Check #: 1

Date: 2/25/11

Behavioral Goals

Replacement Behavior	Follow transition procedure and use "Smart Charts" for table activities
Long-term Skill	Working Memory and Response Inhibition

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Ms. Pleasant	ABC observations	2/07/11	2/10/11
Problem Behavior	Ms. Glad	Transition Routine Data Sheet	2/08/11	2/25/11
Replacement Behavior	Ms. Glad	Transition Routine Data Sheet	2/08/11	2/25/11
Long-term Skill	Ms. Glad	TBD after replacement behavior is learned		

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	Baseline data showed behavior occurring 9-10 x's per day which is during all transitions. Problem behavior is now occurring 3 x's per day
Replacement Behavior	Following transition routine 7 x's per day.
Long-term Skill	No data yet

BIP Next Steps: Continue & Monitor

Describe:

Fidelity established, Bobby's making progress. Problem behavior went from 9 x's a day to 3 x's a day. Next meeting scheduled for 3/07/11.



BIP Progress Monitoring

Student: Bobby

FBA Date: 2/04/11

BIP Date: 2/04/11

Progress Check #: 2

Date: 3/07/11

Behavioral Goals

Replacement Behavior	Follow transition procedure and use "Smart Charts" for table activities
Long-term Skill	Working Memory and Response Inhibition

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Ms. Pleasant	ABC observations	2/07/11	2/10/11
Problem Behavior	Ms. Glad	Transition Routine Data Sheet	2/26/11	3/07/11
Replacement Behavior	Ms. Glad	Transition Routine Data Sheet	2/26/11	3/07/11
Long-term Skill	Ms. Glad	TBD after replacement behavior is learned	3/08/11	

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	average of 3 x's per day
Replacement Behavior	Following transition routine 7 x's per day
Long-term Skill	No data yet

BIP Next Steps: Modify & Monitor

Describe:

Fidelity maintained, Bobby continues making progress. Problem behavior 3 x's a day, but Ms. Glad reports that it is easier to get him started on activities after transitions. Ms. Glad will begin moving Race Car 2 spaces for every successful transition. Bobby is using Race Car points to arrive at school 10 minutes early to "help" Ms. Glad out. Next meeting scheduled for 4/01/11. Will determine how to measure Long-term skill.



BIP Progress Monitoring

Student: Bobby

FBA Date: 2/04/11

BIP Date: 2/04/11

Progress Check #: 3

Date: 4/01/11

Behavioral Goals

Replacement Behavior	Follow transition procedure and use "Smart Charts" for table activities
Long-term Skill	Working Memory and Response Inhibition

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Ms. Pleasant	ABC observations	2/07/11	2/10/11
Problem Behavior	Ms. Glad	Transition Routine Data Sheet	3/08/11	3/07/11
Replacement Behavior	Ms. Glad	Transition Routine Data Sheet	2/26/11	4/01/11
Long-term Skill	Ms. Glad	Track level of independence during transitions	4/02/11	5/01/11

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	less than 2 x's per day, if any
Replacement Behavior	Following transition routine 8 x's per day on average, but 100% of the time on most days
Long-term Skill	will start on 4/02/11

BIP Next Steps: Celebrate & Fade Artificial Components

Describe:

In the past week there have been 4 out of 5 days of no problem behavior during transition and at most 1 or 2 transitions that aren't perfect but still manageable because Bobby is much quicker to get going on tasks. Will start to fade race track points for reward for Bobby and now for whole class. Bobby will be the scout for "good transitions". Bobby will select a whole class activity. Ms. Glad will place check on tracking sheet indicating Bobby's level of independence during transitions. If Bobby is able to independently transition 90% of time BIP will be terminated. Will check in with Ms. Glad on 5/01/11.

<p>Before School ___ Make "Smart Charts" ___ Have bell, visuals, timer</p>

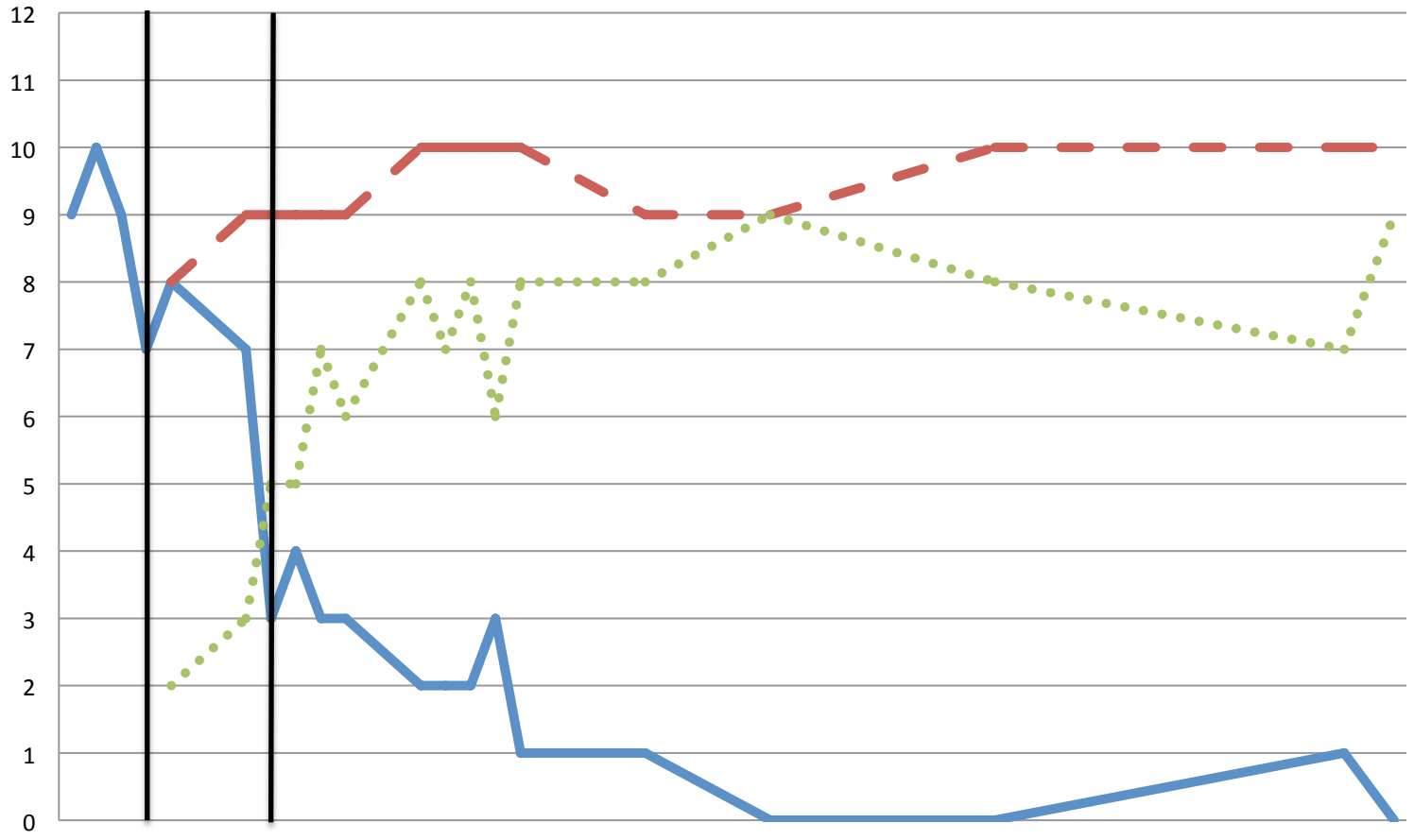
Transition Routine

Date _____ Time _____

Step	Description	Did	Teacher Action	Did	Student Response
1	Sound Cue	(check) <input type="checkbox"/>	Ring bell Say "Eyes on me" Point to "Eye/Ear" card (should be up, near head) Say "Everybody find their X"	(circle) Y N Y N	1) Student looks at teacher 2) Student listens to teacher
2	Wait Time	<input type="checkbox"/>	Set one minute timer	Y N	1) Student moves to spot on carpet
3	Engine Check In	<input type="checkbox"/>	Point to "Eye/Ear" card Hold up "Engine" card Say "Check your engine", "How's your engine running?" Wait Give students individual feedback: "Looks like your engine is running fast", "Looks like your engines running slow" Show just right example	Y N Y N Y N Y N	1) Student looks at and listen to teacher 2) Student looks at "Engine" card 3) Student quietly thinks 4) Student sitting on X, showing "Just Right"
4	Present Task Expectations	<input type="checkbox"/>	Point to "Eye/Ear" card Present task expectations visually (written on board)	Y N Y N	1) Student looks at and listens to teacher 2) Student appears to attend to task
5	Students Move to Tables	<input type="checkbox"/>	Say "Timer is set to go to tables" Set one minute timer Give compliments "(student name), Thanks for finding your seat, Thanks for getting out your sheet"	Y N Y N	1) Student goes and sits at table 2) Student receives compliment
6	Sound Cue	<input type="checkbox"/>	Ring bell Say "Eyes on me" Hold up "Ear" card Give compliments "(student name), Thanks for sitting in chair", Thanks for having quite hands"	Y N Y N	1) Student looks at and listens to teacher 2) Student receives compliment for at least 1 correct action
7	Review Task Expectations	<input type="checkbox"/>	Point to "Eye/Ear" card Show students "Smart Chart" Review "Smart Chart" OK if students start working during review.	Y N Y N Y N	1) Student looks at and listens to teacher 2) Student looks at "smart chart" 3) Student engages in task
8	Celebrate Success	<input type="checkbox"/>	Announce "spaces" earned on Race Car Track or Flat Tire Give compliments "(student name) Nice job (restate task expectations) or Say "We can practice later"	Y N or Y N	1) Student is happy 2) Student heard "practice later"

Notes

Bobby



2/7 2/10 2/13 2/16 2/19 2/22 2/25 2/28 3/3 3/6 3/9 3/12 3/15 3/18 3/21 3/24 3/27 3/30

	2/7	2/8	2/9	2/10	2/11	2/14	2/15	2/16	2/17	2/18	2/21	2/22	2/23	2/24	2/25	3/2	3/7	3/16	3/30	4/1
— Problem Behavior	9	10	9	7	8	7	3	4	3	3	2	2	2	3	1	1	0	0	1	0
- - - Implementation					8	9	9	9	9	9	10	10	10	10	10	9	9	10	10	10
••• Replacement Behavior					2	3	5	5	7	6	8	7	8	6	8	8	9	8	7	9



Behavior Intervention Plan

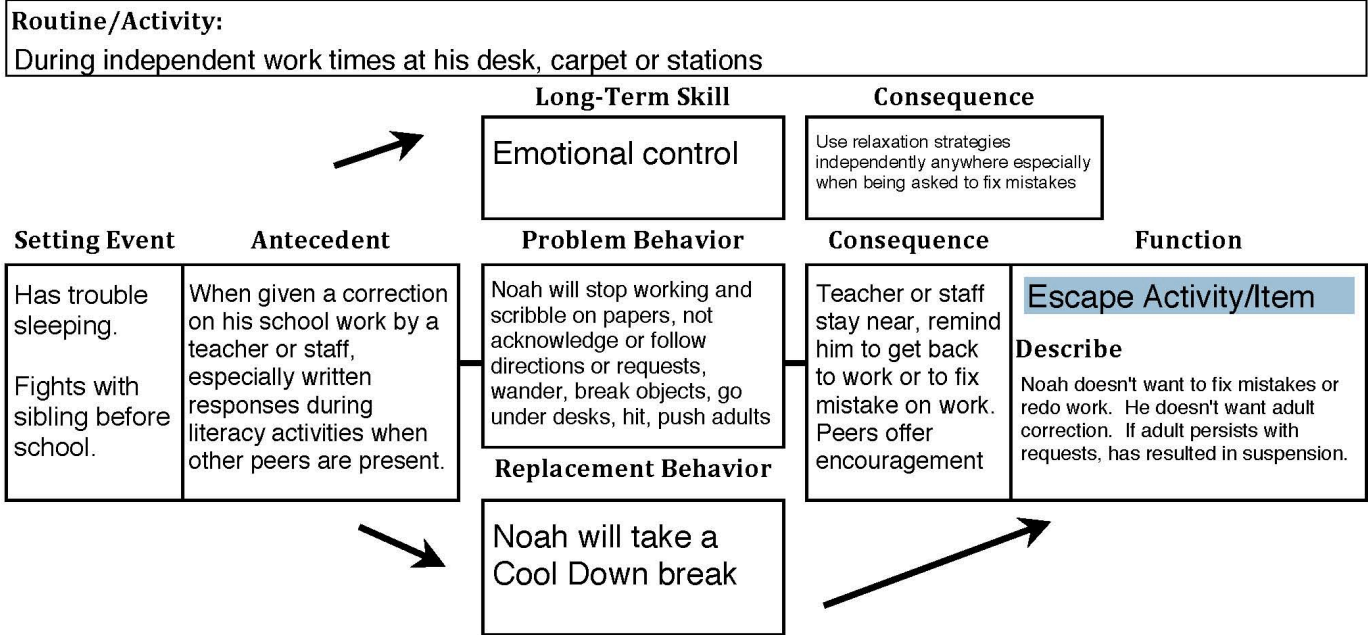
Student Noah T.

FBA Date 3/10/11

BIP Revision 2

Date 3/15/11

Competing Behavior Pathway



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
Remind Noah that if he's tired he can take a Cool Down to re-energize before activity. When arriving to school remind Noah that if he's upset he can take a Cool Down.	-Clear work expectations w/ visual display of duration of task and when feedback will be given and on which items. -During activities, teacher checks-in every 5-10 minutes and acknowledges effort, not correctness of task. Offers help. -Use 5 Point Plan for M.E.B.	Replacement Behavior	Reinforcement of Replacement Behavior
		1. How to use "visual work expectations" with schedule of feedback 2. How to follow procedure for going to Cool Down 3. How to follow procedure for using Cool Down 4. Stress scale	-Frequent verbal acknowledgment for effort -Tally marks for accepting feedback and making corrections on pre-determined items -Tally marks for following Cool Down procedure and routine. -Earned tally marks are used to select the tasks he doesn't want feedback
		Long-Term Skill	Corrective Consequence
		Emotional Control-How to use various strategies independently when feeling upset after receiving or when anticipating feedback.	-Level 2; offer help and walk away -Level 3; label specific behavior and direct to Cool Down -Level 4/5; problem solve with him later on; schedule of feedback and Cool Down



BIP Implementation Plan

Student: Noah T.

FBA Date: 3/10/11 **BIP Date:** 3/15/11 **Date:** 3/16/11

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
1. Create daily schedule with times indicated for check-in before writing activities and reminder of Cool Down. Will review procedure with Mr. Silly on 3/18 and teach it to Noah on 3/18 & 3/19 from 10-10:30.	Mr. Happy	3/17
2. Create "Work Expectations" template, with clock faces to display length of task and record teacher "effort check ins". Mr. Happy will review procedure with Mr. Silly on 3/18 and teach it to Noah on 3/18 & 3/19 from 10-10:30.	Ms. Cool	3/17
Written procedure for intervention and data collection tool (attach)	Happy & Cool	3/17
Criteria for fidelity: 3 days in a row, during literacy block, Mr. Silly will do prior check in and use "Work Expectations" with 100% accuracy		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
1. Teach visual work expectations 2. Develop and teach 5-Point scale to Noah. 3. Review 5-Point Scale with Mr. Silly 4. Teach Noah procedure for going to Cool Down 5. Teach Noah how to use Cool Down 6. Create schedule for review and coaching of Cool Down procedure with Mr. Silly and Noah.	1. Mr. Happy 2. Mr. Happy 3. Mr. Happy 4. Mr. Happy 5. Mr. Happy 6. Mr. Happy	1. 3/18 & 3/19 2. 3/20 3. 3/20 4. 3/21 5. 3/21 6. 3/25
Written procedure for intervention and data collection tool (attach)	Mr. Happy	3/25
Criteria for fidelity: Mr. Happy and Noah will use the 5 Point Plan with 90% accuracy for 3 days in a row		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
1. Create tally sheet and chart 2. Teach Noah tally system 3. Review tally system with Mr. Silly 4. Will plan for Long-term skill after 2nd progress check that results in "continuing and monitoring"	1. Ms. Cool 2. Mr. Happy 3. Mr. Happy	1. 3/18 2. 3/22 3. 3.22
Written procedure for intervention and data collection tool (attach)	Happy	3/25
Criteria for fidelity: Mr. Happy will give tally marks and Noah will use tallies 3 days in row with 100% accuracy		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
*This is included in 5 Point Plan and will reviewed and taught during scheduled times above		
Written procedure for intervention and data collection tool (attach)	Mr. Happy	3/25
Criteria for fidelity: Mr. Happy and Noah will use the 5 Point Plan with 90% accuracy for 3 days in a row		
Implementation Check-in and Evaluation	Date: 4/1/11	

5-Point Plan For Managing Escalating Behavior

Student: Noah T.

Date of FBA/BIP: FBA 3/10/11, BIP 3/15/11

Date: 3/16/11

5 Point Scale		Student Behavior	Staff Behavior	Cool Down Options
5	Peak Time of anxiety and stress. Safety is focus. Problem solve when calm.	Pushing, hitting adults	Contact Office for support, follow Non-Violent Crisis Intervention procedures, and allow de-escalating.	-Cool Down w/ problem solving -Collaborate on natural consequence -Tally marks for Cool Down
4	Acceleration Give clear direction, direct to relax, give time, and disengage.	Breaking objects, crawling under desk	-Label observed behavior, "I notice you ___", direct to Cool Down.	-Cool Down -Problem solve on plan -Tally marks for Cool Down
3	Agitation Use specific words, change setting or task. Don't discuss the incident.	Not responding to adult requests, wandering	-Label observed behavior, "I notice you ___", suggest Cool Down. -Unfinished work in Take Home folder	-Cool Down -Tally mark for Cool Down -Skip task or item
2	Triggers Prompt skills, problem solve, redirect to calm.	Stops working, scribbles on paper, scanning, chatting with peers	-Ask, "Do you want help?" -Remind, "We only going to check the work on the schedule" -Remind, "Will be done with ___ in ___ minutes"	-Skipping items that are too difficult -Offer "Quick Break"
1	Calm Time for skill building and teaching. Praise desired behaviors.	Working as expected. Smiles when acknowledged for working hard.	-Every 5-10 minutes refer to "Visual work expectations" and when feedback will be given -Give tally marks after feedback is given	-Verbal acknowledgement for working hard -Tally marks for accepting feedback and making corrections
PREVENTION				
List Antecedents and How to Prevent		Teach Replacement Behavior		Long-term Skill
<ul style="list-style-type: none"> -When he comes to school tired it helps if he's given opportunities to rest before or after writing activities. -Only given corrective feedback on predetermined tasks -Show on clock when writing activities will end -When at lvl. 2 offer a Quick Break, e.g. get a drink, run errand, deep breath, "blow out candles" activity -Provide feedback privately -Acknowledge effort not completeness or correctness of task 		<ul style="list-style-type: none"> -Visual Work Expectations -Procedure for going to Cool Down -Procedure for using Cool Down -Stress Scale 		Emotional Control-using relaxation strategies independently anywhere, especially when being asked to fix mistakes

Date _____
 Start _____
 End _____
 Activity _____
 Staff _____

Trigger Observed _____
 Physical Response _____

Noah's Data Sheet

Before School

- ___ Data Sheets Ready
- ___ Problem Solvers Ready
- ___ Cool Down Ready
- ___ Behavior Stories Ready
- ___ Staff Visuals Ready

Start of Day

- ___ Read "Tucker Turtle"
- ___ Review "Stress Scale"
- ___ Review "Cool Down"
- ___ Review "Work Expectations"

Steps	Cue	Student Response	Prompt		
1	Go to student, say, "I saw that (trigger) and noticed you (physical response). Your Stress Scale might be 3 or higher, go to the Quiet Place."	___ Student goes to Quiet Place.			
2	Cool Down steps posted in Cool Down space	___ Student engages in Cool Down activities ___ Student turns "Turtle Card" to problem solve			
3	___ Go to Cool Down, say, "Show me your Stress Scale is at a 2". Have student show you the 4 indicators.	___ a. Hands Quiet ___ b. Breathing Slow ___ c. Heart beating just right ___ d. Thinking happy thoughts	1	2	3
4	___ Say, "Let's go problem solve over _____."	___ Student walks to problem solving area.			
5	___ Say, "Get out a problem solving sheet and I'll do the writing."	___ Student gets out problem solving sheet.			
6	___ Talk through the 4 steps of problem solver with student.	___ Student engaged in problem solving ___ Was the "Solutions Book" needed?			
7	___ Ask, "Are you ready to rejoin the group?"	___ Student rejoins group, engages in activity and appears at a 1 on the Stress Scale.			

Triggers

- A. Given corrective feedback on work
- B. Task lasted longer than anticipated
- C.

Physical Response-5 pt scale

- 5. Pushing, hitting
- 4. Breaking objects, crawling under desk
- 3. Not responding to adult, wandering
- 2. Off task, scribbling, scanning, chatting
- 1. Working, Smiling

Prompt

- I. Independent
- P. Proximity
- G. Gesture
- V. Verbal prompt
- PH. Partial Physical
- FH. Full Physical



Functional Behavior Assessment Planning

Student: Brian Bender

Date: 1/07/2012

DOB: 11/11/1996

IEP:

IEP Case Manager: L. Lumplin

Teacher: T. Test (Advisor)

ELL:

Grade: 10

FBA Facilitator: L. Lumplin

YTD Removals: 12

School: Your High School

Brief FBA

Date of ABC Worksheet:

Comprehensive FBA		
What	By Who	By When
Planning		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Parental Permission	Ms. School Psycholgist	1/18/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Meeting	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Meeting	Mr. Lumplin	1/21/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> First BIP Follow-Up Meeting	Mr. Lumplin	2/21/12
Records Review		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Discipline (referrals, suspension)	Ms. Sch. Psy.	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Academic (assessment, work sample)	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Permanent Record File	Ms. Sch. Psy.	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Medical/Health	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Special Education	Mr. Lumplin	1/20/12
Interviews		
<input checked="" type="checkbox"/> Principal, Support Staff, Medical, Other		
1. Security Officer	Ms. Sch. Psy.	1/20/12
2. AP Mr. Jones	Ms. Sch. Psy.	1/20/12
3.		
<input checked="" type="checkbox"/> Student	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> Parent/Family	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FACTS w/:		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Routines Analysis w/: Mr. Blake History Teacher	Mr. Lumplin	1/20/12
Data		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ABC Observation		
1. History Class	Mr. Lumplin	1/20/12
2. Language Arts	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Baseline	Mr. Lumplin	1/20/12
<input checked="" type="checkbox"/> Scatter Plot	Mr. Lumplin	1/20/12
Forms		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Report	Mr. Lumplin	1/21/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Behavior Intervention Plan (BIP)	Mr. Lumplin	1/22/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Implementation Plan	Mr. Lumplin	1/23/12
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Progress Monitoring	Mr. Lumplin	2/21/12
<input checked="" type="checkbox"/> 5-Point Plan for Escalating Behavior		
<input checked="" type="checkbox"/> Safety/Crisis Plan		
<input checked="" type="checkbox"/> Restraint/Seclusion Plan		

Notes:



Functional Behavior Assessment Report

Student: Brian Bender
Teacher: Mr. Blake
IEP: **Case Manager:** Mr. Lumlin
FBA Team Members
Name/Role
 Ms. Sch. Psychologist
 Mr. Blake-History Teacher

School: Your High School
Grade: 10
FBA Facilitator: Mr. Lumplin
Date: 1/20/12
Age: 16
 Initial FBA **Revision of FBA Dated**
Name/Role
 Mr. Jones-Asst. Principal

Sources of Information

Suspensions: 7	ODRs 10	Days Tardy: 5	Days Absent: 23
Records Review		By Whom	Attached
Discipline		Ms. School Psych	✓
Cumulative Records		Ms. School Psych	✓
Medical Records		Mr. Lumplin	✓
Interviews			
Routines Analysis <input checked="" type="checkbox"/>	FACTS <input type="checkbox"/>	Mr. Lumplin	✓
Student		Mr. Lumplin	✓
Other: Security and AP Jones, Parent		Ms. School Psych, Mr. Lumplin	✓
Data			
ABC Observations: (list dates)		1/18-History, 1/19-Lang. Arts	✓
Baseline		Mr. Lumplin	✓
Other:			

Academic Profile

Level: Reading: Below Grade Math: Below Grade Writing: Below Grade
Classroom Performance (Preferred Tasks, Work Completion, Participation, etc.)
Does well when working with peers on tasks that he has background knowledge or high interest, does well conducting research electronically Disengages when he's missed previous classes or hasn't completed assignments on the topics
Student's Strengths, Talents, or Specific Interests
Does well conducting research electronically, gets along well with a few peers in the class, did well being the "spokes person" for a group project, good sense of humor

Summary of Behavior (From FACTS or Routines Analysis)

Routine/Activity: History class		
Setting Events: misses class often	Problem Behavior: put hood up, put head down, chat with peers, makes "smart aleck" remarks at teacher, ask to leave class or leave class	Consequence: Escape Activity/Item Describe: avoids academic tasks and get's positive attention from peers for leaving and/or smart aleck remarks.
Antecedents: -asked to complete independent academic activities on topics he missed the lecture or didn't complete reading -asked to participate in group activities on topics he didn't complete reading -confronted by teacher for being off-task		



FBA Routines Analysis

Student: Brain Bender
Reporter: Mr. Blake-History Teacher

Date: 1/17/12
Interviewer: Mr. Lumplin

Schedule	Activity	Problem Behavior	Likelihood	Who is around?
9:33	Arrival - HW check in, begin lecture	hood up, head down or chatting with peers	Low 1—3— 6 High 6	Peers-Shelly and Will
9:43	Lecture, group work, independent	hood up, head down or chatting with peers	6	Peers-Shelly and Will
9:53	Lecture, group work, independent	hood up, head down or chatting with peers	6	Peers-Shelly and Will
10:03	Group work, independent	chatting with peers off topic	5	Peers-Shelly and Will
10:13	Group work, independent	chatting with peers off topic or leaves or asks to use bathroom	5	Teacher, Peers-Shelly and Will
10:24	Group work, independent	chatting with peers off topic	5	Peers-Shelly and Will

Summary of Antecedents Routines Analysis (pick routine/activity from above rated at 5 or 6)

What situations seem to set off the problem behavior? When is the problem behavior most likely to occur?
 Skips class a lot, when group work and/or independent work are a continuation of previous class topic

When is the problem behavior least likely to occur?
 When the topic of the class is new or he's there for the start of a new unit or it's a topic he's interested in

Setting Events: Are there specific conditions, events that make the problem behavior worse?
 When working in groups or independently, non preferred topic, teacher attempts to engage him in the task

Description of Consequences

What usually happens after the behavior occurs?
 He will make "smart aleck" remarks, laugh with peers, ask to use bathroom or leave without permission.

Summary of Routine for ABC Observation

Routine: History Class			
Setting Events: high number of missed classes	When (A): -asked to complete independent academic activities on topics he missed the lecture or didn't complete reading -asked to participate in group activities on topics he didn't complete reading -confronted by teacher for being off-task	Student will (B): put hood up, put head down, chat with peers, makes "smart aleck" remarks at teacher, ask to leave class or leave class	Therefore the Function (C) is: Escape Activity/Item Describe: avoids academic tasks and get's positive attention from peers for leaving and/or smart aleck remarks.



Behavior Intervention Plan

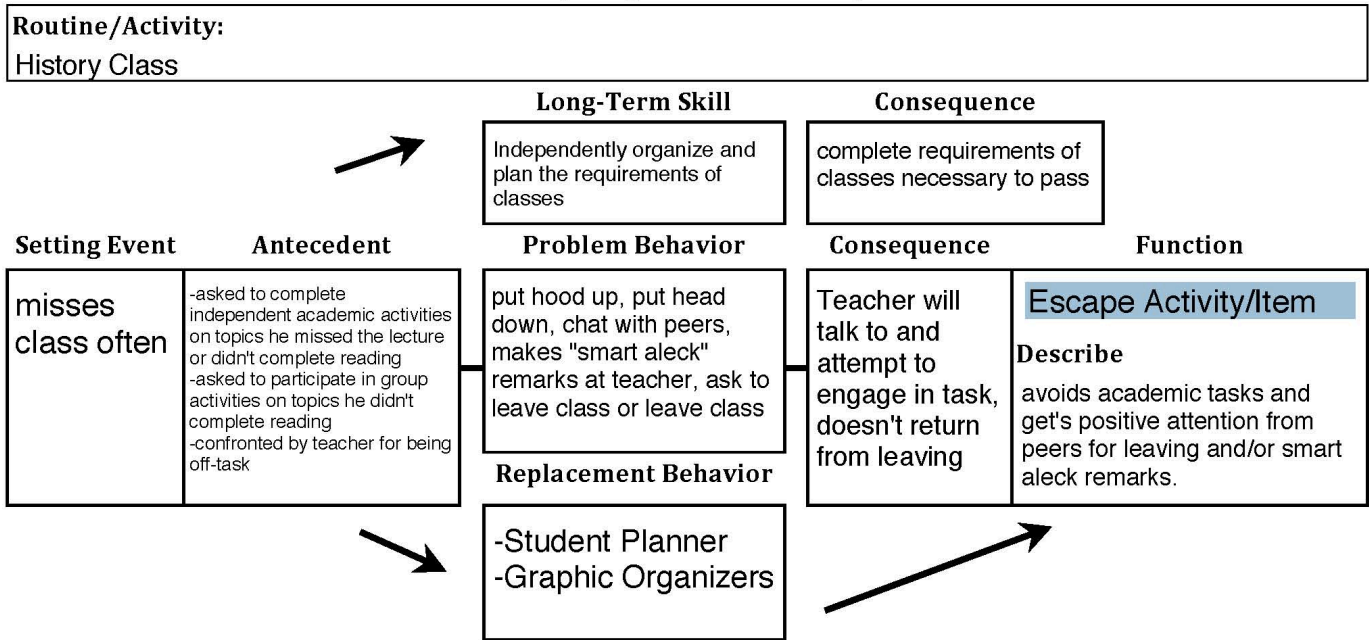
Student Brian Bender

FBA Date 1/20/12

BIP Revision initial

Date 1/21/12

Competing Behavior Pathway



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
Assist family and SRO in determining and then deterring location (usually a peer's house) he's spending time during school day	-Life mapping activity (future goal's, time line and requirements for success -Success Plan (short term goals and relevance to long term goals) -History Class Syllabus with requirements for passing and alternative independent activities for missed class sessions	Replacement Behavior	Reinforcement of Replacement Behavior
		-Use of Student Planner to track course requirements and short & long term goals	-Select assignments that he will do independently in Skills Center instead of attending class -Parents will allow use of car if attendance and work completion percentage goals are met.
		- Use of graphic organizers that will be used in History class	
		Long-Term Skill	Corrective Consequence
		-Review of Student Planner and completed graphic organizers using rubric	-Contact SRO when skipping school -Review Success Plan if not meeting goals



BIP Implementation Plan

Student: Brian Bender

FBA Date: 1/20/12

BIP Date: 1/21/12

Date: 1/21/12

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
<ol style="list-style-type: none"> 1. Assist family and SRO in attendance issues and "skipping" location 2. Schedule, meet and follow up with Brian on Life Mapping 3. Schedule, meet and follow up with Brian on Success Plan 4. Create History Class Syllabus with assignment requirements 5. Schedule and meet with Brian to review syllabus 	<ol style="list-style-type: none"> 1. Mr. Security, Mr. AP 2. Mr Lumplin 3. Mr Lumplin 4. Mr. Lumplin, Mr. Blake 5. Mr Blake 	<ol style="list-style-type: none"> 1. 1/23/12 2. 1/24/12 3. 1/25/12 4. 1/24/12 5. 1/26/12
Written procedure for intervention and data collection tool (attach)	Mr. Lumplin	1/30/12
Criteria for fidelity: Check list of above activities will be 100% complete		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
<ol style="list-style-type: none"> 1. Create student planner (with requirements for use) 2. Schedule and teach Brian how to use planner 3. Create and schedule "check ins" on planner use 4. Create/select graphic organizers for note taking, vocabulary 	<ol style="list-style-type: none"> 1. Mr. Lumplin 2. Mr. Lumlin 3. Mr. Lumlin 4. Mr. Blake, Mr. Lumplin 	<ol style="list-style-type: none"> 1. 1/28/12 2. 1/30/12 3. 2/5/12 4. 1/31/12
Written procedure for intervention and data collection tool (attach)	Mr. Lumplin	2/1/12
Criteria for fidelity: Criteria for planner and graphic organizer will be 90% complete for 4 consecutive History classes		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
<ol style="list-style-type: none"> 1. Create criteria for independent activities 2. Teach Brian criteria for independent activities 3. Meet with parents and Brian to determine criteria for use of car and communication system 	<ol style="list-style-type: none"> 1. Mr. Lumplin, Mr. Blake 2. Mr. Lumplin 3. Ms. Sch. Psych 	<ol style="list-style-type: none"> 1. 2/5/12 2. 2/6/12 3. 2/7/12
Written procedure for intervention and data collection tool (attach)	Mr. Lumplin	2/7/12
Criteria for fidelity: Assignment Tracking in planner will be 100% complete for 4 consecutive class periods		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
<ol style="list-style-type: none"> 1. Create communication and tracking system and with SRO 2. Create criteria that would trigger review of Success Plan 3. Create possible schedule of opportunities for plan review 4. Meet with Brian to share triggers and schedule 	<ol style="list-style-type: none"> 1. Mr. AP, Ms. Sch. Psych 2. Mr. Lumplin 3. Mr. Lumplin 4. Mr. Lumplin 	<ol style="list-style-type: none"> 1. 2/3/12 2. 2/9/12 3. 2/9/12 4. 2/10/12
Written procedure for intervention and data collection tool (attach)	Mr. Lumplin	2/10/12
Criteria for fidelity: SRO communication log and Success Plan tracking completed 100% of time for consecutive 4 days		
Implementation Check-in and Evaluation	Date: 2/15/12	



BIP Progress Monitoring

Student: Brian Bender

FBA Date: 1/20/12

BIP Date: 1/21/12

Progress Check #: 1

Date: 2/24/12

Behavioral Goals

Replacement Behavior	-Student Planner -Graphic Organizers
Long-term Skill	Independently organize and plan the requirements of classes

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Lumplin	attendance and assignment completion records	1/15/12	2/24/12
Problem Behavior	Lumplin	Planner, Graphic Organizer, Success Plan criteria evaluation	2/10/12	2/24/12
Replacement Behavior	Lumplin	Planner, Graphic Organizer, Success Plan criteria evaluation	2/10/12	2/24/12
Long-term Skill	Lumplin	Planner, Graphic Organizer, Success Plan criteria evaluation	TBD	TBD

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	During implementation, Brian's attendance has improved from 30% to 43%
Replacement Behavior	When in class, Brian has been able to complete the Graphic Organizer and Planner 95% of the time with 70% accuracy.
Long-term Skill	Yet to be determined

BIP Next Steps: Modify & Monitor

Describe:

Consequence-Reinforcement; due to challenges with schedules, meeting with parents hasn't taken place. Meeting is set for 2/27/12.

Data indicates that Brian's attendance of History class has improved slightly. Mr. Blake is using the Graphic (Unit) Organizer with the whole class and has dedicated the last 5 minutes for students in small groups to support each other in completing it. By making this a "fun" group contingency based activity appears to be having a positive influence on Brian's willingness to participate.

Brian has also completed 3 assignments as "home work". Which is a first for him.



BIP Progress Monitoring

Student: Brian Bender

FBA Date: 1/20/12

BIP Date: 1/21/12

Progress Check #: 2

Date: 3/12/12

Behavioral Goals

Replacement Behavior	-Student Planner -Graphic Organizers
Long-term Skill	Independently organize and plan the requirements of classes

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Lumplin	attendance and assignment completion records	1/15/12	2/25/12
Problem Behavior	Lumplin	Planner, Graphic Organizer, Success Plan criteria evaluation	2/10/12	3/12/12
Replacement Behavior	Lumplin	Planner, Graphic Organizer, Success Plan criteria evaluation	2/10/12	3/12/12
Long-term Skill	Lumplin	Planner, Graphic Organizer, Success Plan criteria evaluation	3/13/12	3/12/12

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	Brian's attendance has improved from 30% to 83%. Assignment completion has gone from 15% to 63%.
Replacement Behavior	When in class, Brian has complete the Graphic Organizer and Planner 95% of the time with 90% accuracy.
Long-term Skill	Mr. Lumplin will meet with Brian to adjust Success Plan to reflect an increase in independence on his part for completing the Planner, Organizer and assignments.

BIP Next Steps: Modify & Monitor

Describe:

Consequence-Reinforcement; Brian and his parents have been successful in establishing criteria that has resulted in him being able to use the car.

Data continues to indicate that Brian's attendance of History class is improving. The Graphic (Unit) Organizer also appears to being having a positive effect on Brian completing assignments outside of class, either as homework or during Academic Support periods.

The Success Plan will be adjusted to increase Brian's responsibility for independently completing the Planner, Organizer and assignments.

Successful Academic Performance Goal Setting

Name _____

Date _____

Student Goal

Initials _____

Responsible Choices (reaching goal)

Irresponsible Choices (blocking reaching goal)

Initials _____

Plan for Success

Student: _____

Date: _____

Goal _____

<u>Responsible Choices</u> - - - - ->	<u>Positive Consequences:</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<u>Assistance Offered:</u>	
_____	_____
_____	_____
_____	_____

<u>Irresponsible Choices:</u> - - - - ->	<u>Negative Consequences</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<u>Assistance Offered:</u>	
_____	_____
_____	_____
_____	_____

Initials _____

The Unit Organizer

④ BIGGER PICTURE

NAME Elida Cordora
DATE 1/22

← The roots and consequences of civil unrest. →

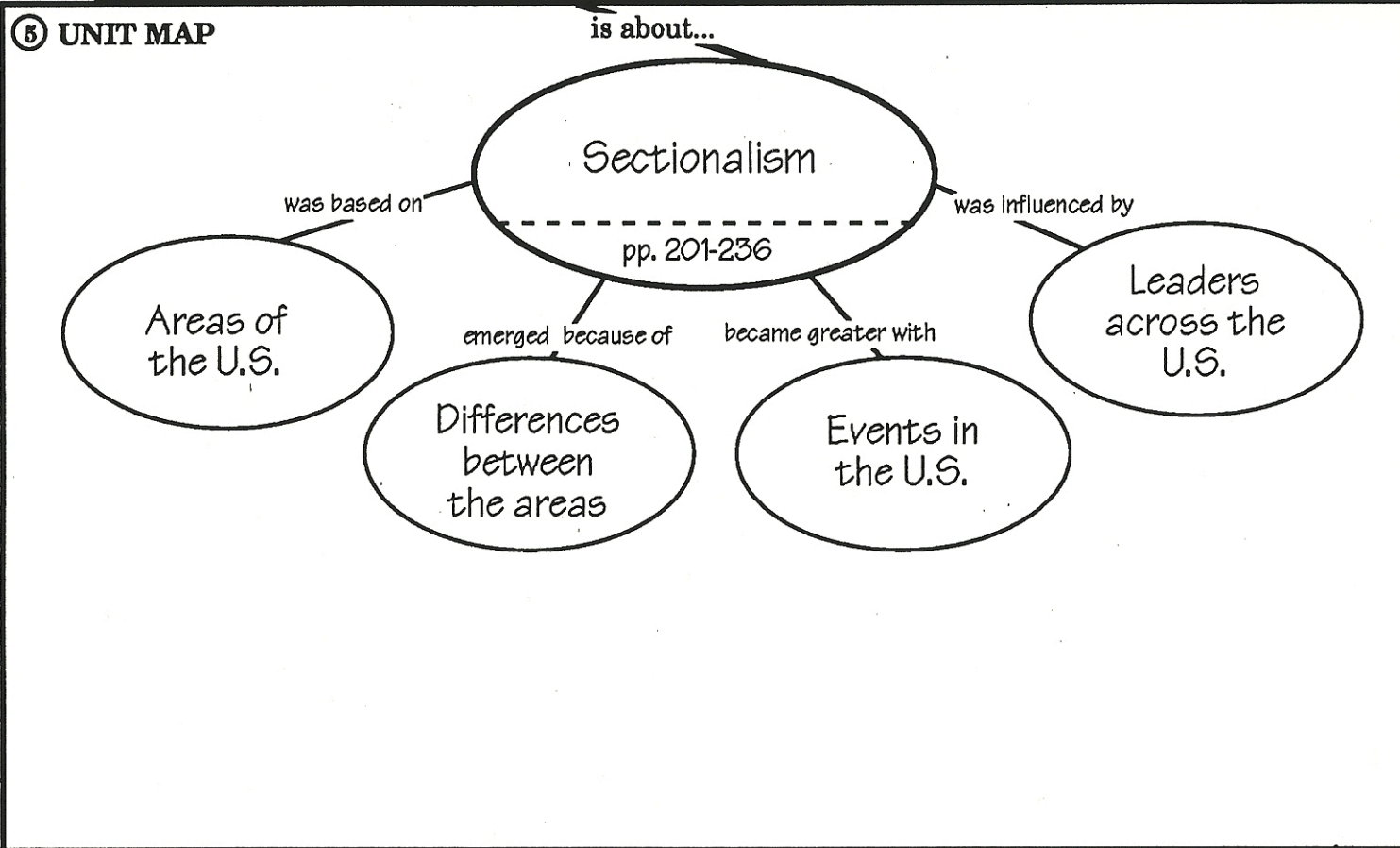
② LAST UNIT/Experience
Growth of the Nation

① CURRENT UNIT
The Causes of the Civil War

③ NEXT UNIT/Experience
The Civil War

⑧ UNIT SCHEDULE

1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test



Unit Self-test Questions

⑦

What was sectionalism as it existed in the U. S. of 1860?
How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?
What examples of sectionalism exist in the world today?

⑥ Unit Relationships

descriptive
compare/contrast
cause/effect



Functional Behavior Assessment Planning

Student: John F.

Date: 11/02/10

DOB: 11/11/1996

IEP:

IEP Case Manager: Mr. Bacon

Teacher: Mr. Bacon

ELL:

Grade: 10

FBA Facilitator: Mr. Bacon

YTD Removals: 5

School: Centennial HS

Brief FBA

Date of ABC Worksheet: N/A

Comprehensive FBA		
What	By Who	By When
Planning		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Parental Permission	Ms. School Psych	11/5/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Meeting	Mr. Bacon	11/9/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Meeting	Mr. Bacon	11/11/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> First BIP Follow-Up Meeting	Mr. Bacon	1/10/11
Records Review		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Discipline (referrals, suspension)	Ms. School Psych	11/9/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Academic (assessment, work sample)	Mr. Bacon	11/9/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Permanent Record File	Ms. School Psych	11/9/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Medical/Health		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Special Education	Mr. Bacon	11/9/10
Interviews		
<input checked="" type="checkbox"/> Principal, Support Staff, Medical, Other		
1.		
2.		
3.		
<input checked="" type="checkbox"/> Student		
<input checked="" type="checkbox"/> Parent/Family	Ms. School Psych and Mr. Bacon	11/9/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FACTS w/:		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Routines Analysis w/: Mr. Bacon	Ms. School Psych, Mr. Bacon	11/9/10
Data		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ABC Observation		
1. Lifeskills and Gen. Ed Art class	Ms. School Psych	11/9/10
2. Lunch	Mr. Bacon	11/9/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Baseline	Mr. Bacon	11/9/10
<input checked="" type="checkbox"/> Scatter Plot	Ms. School Psych	1/10/11
Forms		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Report	Ms. School Psych	11/12/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Behavior Intervention Plan (BIP)	Mr. Bacon	11/13/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Implementation Plan	Mr. Bacon	11/13/10
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Progress Monitoring	Ms. School Psych	1/10/11
<input checked="" type="checkbox"/> 5-Point Plan for Escalating Behavior		
<input checked="" type="checkbox"/> Safety/Crisis Plan		
<input checked="" type="checkbox"/> Restraint/Seclusion Plan		

Notes:

When interviewing parent, will check on current status of medical issues and if he is currently taking any medication.

High School Talk

High School Talk	Not High School Talk
<ul style="list-style-type: none">• TV Shows (Dangerous Catch)• Comic books• Sports• Vacations• Weekend trips• Music• Books• Famous people• Good meals	<ul style="list-style-type: none">• Soap Operas (Days of Lives)• Talk about touching (Do you like to shake hands? Do you like to hug)• Talk about body parts• Bathroom talk (Do you want to eat lunch in the bathroom)• Silly/nonsense talk (knock knock jokes)• Swearing



Functional Behavior Assessment Report

Student: John F. **School:** Centennial HS **Date:** 11/9/10
Teacher: Mr. Bacon **Grade:** 10 **Age:** 15
IEP: **Case Manager:** Mr. Bacon **ELL:** **FBA Facilitator:** Mr. Bacon
FBA Team Members **Initial FBA** **Revision of FBA Dated**
Name/Role **Name/Role**
 Ms. School Psych/School Psychologist Mrs. Speech Path./Speech Pathologist
 Mrs. Art Teacher/Gen Ed. Art Teacher Mrs. F/mother

Sources of Information

Suspensions: 5	ODRs 7	Days Tardy: 0	Days Absent: 7
Records Review		By Whom	Attached
Discipline		Ms. School Psych	✓
Cumulative Records		Ms. School Psych	✓
Medical Records			
Interviews			
Routines Analysis <input checked="" type="checkbox"/>	FACTS <input type="checkbox"/>	Mr. Bacon	✓
Student			
Other: Parent		Mr. Bacon/Ms. School Psych	✓
Data			
ABC Observations: (list dates)		Ms. Psych-11/7, 11/8 Mr Bacon 11/6, 11/8	✓
Baseline		Mr. Bacon	✓
Other:			

Academic Profile

Level: Reading: Below Grade Math: Below Grade Writing: Below Grade
Classroom Performance (Preferred Tasks, Work Completion, Participation, etc.)
John has high rates of engagement in small group and 1-on-1 literacy and math activities. He is more successful working independently when adults are within ear-shot and visible. He prefers hands-on activities.
Student's Strengths, Talents, or Specific Interests
John enjoys talking about TV shows, sports and comic books. He likes to draw and paint.

Summary of Behavior (From FACTS or Routines Analysis)

Routine/Activity: During lunch in cafeteria and Gen. Ed Art class		
Setting Events: watching soap operas, lack of communication with parents on incidents at school	Problem Behavior: Tell jokes that don't make sense, make bathroom comments, ask inappropriate questions, swear, talk about touching, hug, touch female peers	Consequence: Obtain Peer Attention Describe: John is seeking attention from female peers. Almost always these are students that he only sees at lunch and in Art class.
Antecedents: In the cafeteria or Art class, within a few feet of gen. ed. peers and staff are out of "ear-shot" and/or not visible		



FBA Routines Analysis

Student: John F.

Date: 11/8/10

Reporter: Mr. Bacon, Mrs. Art Teacher

Interviewer: Ms. School Psych

Schedule	Activity	Problem Behavior	Likelihood	Who is around?
9:15-11:00	SDI - Literacy Block	jokes that don't make sense, bathroom comments, swear	Low 1—3— 6 High 4	class peers, both EAs, Mr. Bacon
11:00-11:40	Lunch and Break	all above, inappropriate comments to female peers, touching	6	class peers, gen. ed. peers, cafeteria supervisors, EA-Ms. Smith
11:40-1:00	SDI - Math, Study Skills	jokes that don't make sense, bathroom comments, swear	4	class peers, both EAs, Mr. Bacon
1:00-2:00	Gen. Ed. Art Class	all above, inappropriate comments to female peers, touching	6	class peers, gen. ed. peers, Mrs. Art Teacher, EA-Ms. Smith

Summary of Antecedents Routines Analysis (pick routine/activity from above rated at 5 or 6)

What situations seem to set off the problem behavior? When is the problem behavior most likely to occur?
 Inappropriate touching and sexual comments are more likely when gen. ed. peers are around and staff are out of "ear shot".

When is the problem behavior least likely to occur?
 When working closely with adults in small group or 1-on-1, when working with Room 20 peers

Setting Events: Are there specific conditions, events that make the problem behavior worse?
 When he watches soap operas at home, when parents haven't been notified of previous days incidents

Description of Consequences

What usually happens after the behavior occurs?
 classroom peers complain, go off-task, gen. ed. peers laugh at him and make fun of comments, when touched gen. ed. peers protest, tell staff, ask to leave room, ask for him to be removed, report incidents to parents and administration.

Summary of Routine for ABC Observation

Routine: During Lunch in cafeteria and Gen. Ed Art class

Setting Events:	When (A):	Student will (B):	Therefore the Function (C) is:
Watching soap operas at home. Parents haven't been notified of incidents at school for several weeks	In the cafeteria or Art class, within a few feet of gen. ed. peers and staff are out of "ear-shot" and/or not visible	Tell jokes that don't make sense, make bathroom comments, ask inappropriate questions, swear, talk about touching, hug, touch female peers	Obtain Peer Attention Describe: seeking attention from female peers



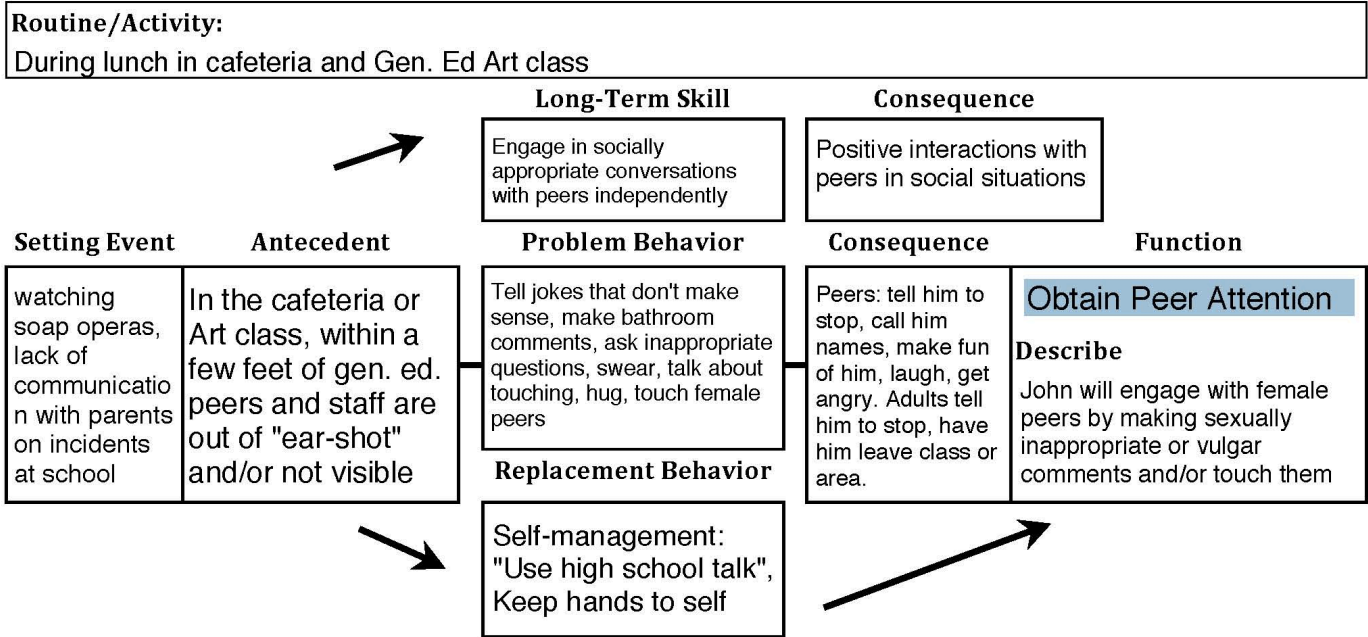
Behavior Intervention Plan

Student John F.

FBA Date 11/9/10

BIP Revision Initial Date 11/10/10

Competing Behavior Pathway



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
Avoid watching soap operas, instead watch shows modeling appropriate adolescent socialization Daily communication log with parents	-Daily debrief at start of school -Precorrect to use self-management system before problem times -Adult supervision at predictable problem times	Replacement Behavior	Reinforcement of Replacement Behavior
		-Teach "high school talk"	-Self-reward, plus on card
		-Teach to keep hands to self	-Teacher feedback at the end of each period
		-Teach to use self management system, (self-monitor, self-recruit peer attn., self-talk, self-recruit rewards)	-Trade pluses for (supervised) free time with peers at the end of lunch -Continue gen. ed. classes -Daily reports home
		Long-Term Skill	Corrective Consequence
		-Teach to independently engage in social conversations with gen. ed. peers on typical high school age topics	-Self-correction, zero on card -Teacher feedback at end of each period, reviewing "high school talk", hands to self -Schedule time to re-teach "high school talk" and hands to self



BIP Implementation Plan

Student: John F.

FBA Date: 11/9/10 **BIP Date:** 11/10/10 **Date:** 11/13/10

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
1. Home-School Communication Log (with TV viewing)	1. Mr. Bacon	1. 11/17/10
2. Daily Debrief procedure and schedule	2. Mrs. Speech Path	2. 11/17/10
3. Pre-correct procedure, log and schedule	3. Mr. Bacon	3. 11/17/10
4. Supervision assignments, schedule and meeting with EA's.	4. Mr. Bacon	4. 11/19/10
Written procedure for intervention and data collection tool (attach)	Mr. Bacon	11/19/10
Criteria for fidelity: 90% of all of the above for 3 consecutive days as recorded on logs, debriefing sheet, pre-correct log		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
1. "High School Talk" lesson plans and teaching schedule	1. Mrs. Speech Path	1. 11/17/10
2. "Hands to Self" lesson plans and teaching schedule	2. Ms. School Psych	2. 11/17/10
3. "Self-management System" daily sheet, procedure and teaching schedule	3. Mr. Bacon	3. 11/19/10
Written procedure for intervention and data collection tool (attach)	Mr. Bacon	11/20/10
Criteria for fidelity: 90% of all of the above as recorded on teaching schedules		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
1. "Self-management" daily point sheet and procedure (same as above)	1. Mr. Bacon	1. 11/19/10
2. Schedule, procedure and log for additional lunch free time	2. Mrs. Speech Path	2. 11/17/10
Written procedure for intervention and data collection tool (attach)	Mr. Bacon	11/20/10
Criteria for fidelity: John and staff will complete point sheet with 90% accuracy for 3 consecutive days. Free time log completed 100% accuracy		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
1. "Self-management" daily point sheet and procedure (same as above)	1. Mr. Bacon	1. 11/19/10
2. Meet with Mrs. Art Teacher and EAs to review "feedback" procedure	2. Mr. Bacon	2. 11/20/10
3. Schedule of possible re-teach times	3. Mr. Bacon	3. 11/22/10
Written procedure for intervention and data collection tool (attach)	Mr. Bacon	11/22/10
Criteria for fidelity: John and staff will complete point sheet with 90% accuracy for 3 consecutive days. Log of re-teaching		
Implementation Check-in and Evaluation	Date: 12/7/10	



BIP Progress Monitoring

Student: John F.

FBA Date: 11/9/10

BIP Date: 11/10/10

Progress Check #: 1

Date: 12/17/10

Behavioral Goals

Replacement Behavior	Self-management: "Use high school talk", Keep hands to self
Long-term Skill	Engage in socially appropriate conversations with peers independently

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Mr. Bacon	ABC Observations and Event Recording Log	11/15/10	12/17/10
Problem Behavior	Mr. Bacon	Self-Manger Sheet	12/8/10	12/17/10
Replacement Behavior	Mr. Bacon	Self-Manger Sheet	12/8/10	12/17/10
Long-term Skill	Mr. Bacon	YTB		

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	During "baseline" behavior was occurring 7-10 x's per day. It is currently occurring 2-3 x's per day
Replacement Behavior	Trending upward, currently 5-8 x's per day.
Long-term Skill	YTB

BIP Next Steps: Continue & Monitor

Describe:

Problem behavior is decreasing and replacement behavior is steadily increasing.

If after winter break trends continue, Mr. Bacon will meet with John and adjust Self-Manger sheet regarding points and incentives.

Mrs. Speech Path will meet with John on 12/18 and 1/5 to add to and adjust "High School Talk" sheet.



BIP Progress Monitoring

Student: John F.

FBA Date: 11/9/10

BIP Date: 11/10/10

Progress Check #: 2

Date: 1/18/11

Behavioral Goals

Replacement Behavior	Self-management: "Use high school talk", Keep hands to self
Long-term Skill	Engage in socially appropriate conversations with peers independently

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Mr. Bacon	ABC Observations and Event Recording Log	11/15/10	12/17/10
Problem Behavior	Mr. Bacon	Self-Manger Sheet	12/8/10	1/18/11
Replacement Behavior	Mr. Bacon	Self-Manger Sheet	12/8/10	1/18/11
Long-term Skill	Mr. Bacon	Self-Manager Sheet	1/19/11	1/26/11

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	During "baseline" behavior was occurring 7-10 x's per day. It is currently occurring 1-2 x's per day
Replacement Behavior	Behavior is trending upward at 7-8 x's per day
Long-term Skill	N/A

BIP Next Steps: Celebrate & Fade Artificial Components

Describe:

Implementation is consistently over 90%

Problem behavior is decreasing and replacement behaviors are increasing at a desirable rate.

Begin fading Self-Manager Sheet to 2 x's per week, maintain daily home school log.



BIP Progress Monitoring

Student: John F.

FBA Date: 11/9/10

BIP Date: 11/10/10

Progress Check #: 3

Date: 1/26/11

Behavioral Goals

Replacement Behavior	Self-management: "Use high school talk", Keep hands to self
Long-term Skill	Engage in socially appropriate conversations with peers independently

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline	Mr. Bacon	ABC Observations and Event Recording Log	11/15/10	12/17/10
Problem Behavior	Mr. Bacon	Self-Manger Sheet	12/8/10	1/26/11
Replacement Behavior	Mr. Bacon	Self-Manger Sheet	12/8/10	1/26/11
Long-term Skill	Mr. Bacon	Self-Manager Sheet	1/19/11	1/26/11

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions: <input checked="" type="checkbox"/>	Teach Behavior: <input checked="" type="checkbox"/>	Consequences: <input checked="" type="checkbox"/>
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	During "baseline" behavior was occurring 7-10 x's per day. It is currently occurring 0 x's per day
Replacement Behavior	Behavior is trending upward at 9 x's per day, which is every opportunity
Long-term Skill	On days when Self-Manger sheet is not being used, by John staff have begun recording x's John independently engages in socially appropriate conversations with peers.

BIP Next Steps: Celebrate & Fade Artificial Components

<p>Describe:</p> <p>Implementation is consistently over 90%</p> <p>Problem behavior is decreasing and replacement behaviors are increasing at a desirable rate.</p> <p>Maintain daily home school log</p> <p>Self-Manger Sheet will be completed weekly by John with Mr. Bacon and focus on reflection.</p> <p>Staff will be using "event recording" log, to track when John engages in appropriate conversations with peers without adult prompting. Also includes tracking for problem behavior, if it should reoccur.</p>



FBA/BIP Meeting Notes

Student: John F.

Date: 11/9/10

FBA Facilitator: Mr. Bacon

Note Taker: Ms. Sch. Psych

Meeting Purpose: FBA, BIP Planning

FBA Team Members

Name/Role

Ms. School Psych/School Psychologist
Mrs. Art Teacher/Gen Ed. Art Teacher

Name/Role

Mrs. Speech Path./Speech Pathologist
Mrs. F/mother

Notes:

John's diagnoses includes: Tourette Syndrome, modert intellectual disability, Perthes Disease (orthopedic impairment resulting in stiff gait) and Pericarditis (heart condition limiting rigorous activity)

John has been on an IEP since first grade.

Self-Manager

Date _____

Gen Ed. 9:15-9:30	Gen Ed. 9:30-9:45	Gen Ed. 9:45-10:00	Gen Ed. 10:00-10:15	Gen Ed. 10:15-10:30	Lifeskills Science	Gen. Ed. Art	Cafeteria Lunch
J S	J S	J S	J S	J S	J S	J S	J S

At the end of each period rate + for high school talk or 0 for not high school talk

For each period:

John rates +, staff rates + = 3 points

John rates 0, staff rates + = 2 points

John rates 0, staff rates 0 = 1 point

Each day 20 or more points = independent computer game time

Each day all +'s = choice of free time activity with friends



Behavior Intervention Plan

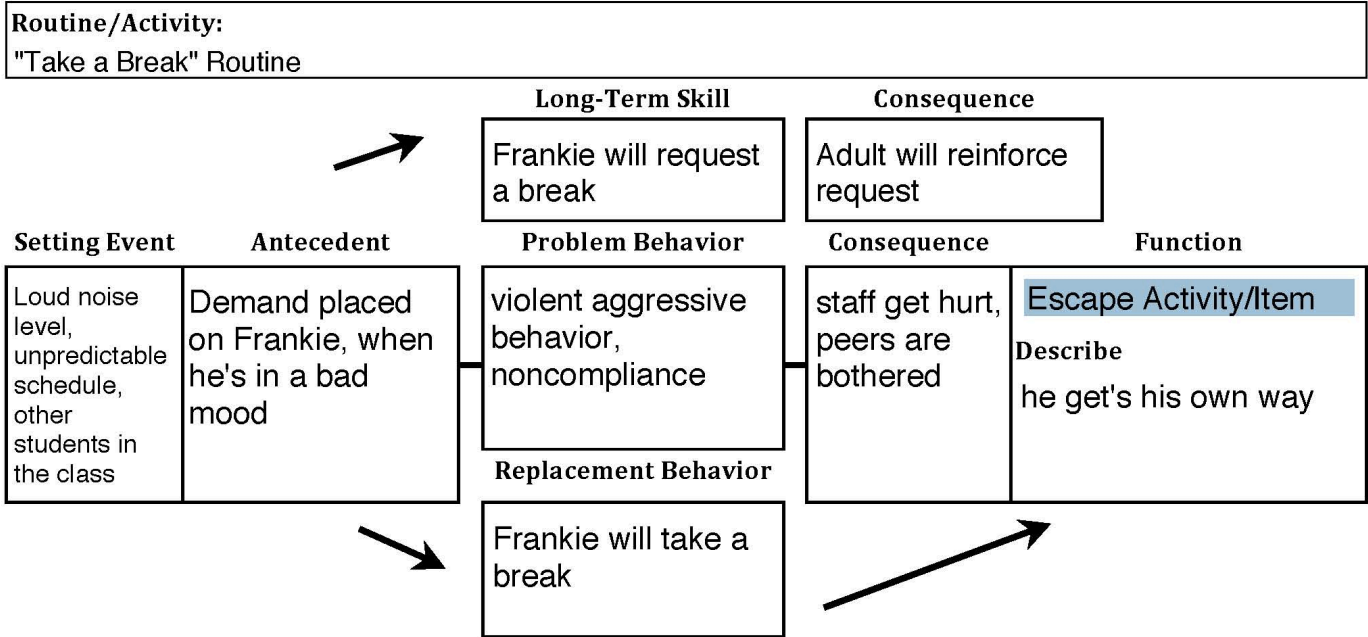
Student Frankie Nonexample

FBA Date 2/23/2012

BIP Revision

Date 2/23/2012

Competing Behavior Pathway



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
call home	-Do things to keep Frankie in a good mood. -Ask Frankie "how he's feeling"	Replacement Behavior	Reinforcement of Replacement Behavior
		-Teach him to take a break when he's told.	Frankie will arrive at Cool Down-verbal reinforcement
		Long-Term Skill	Corrective Consequence
		-Frankie will take a break	Will be sent home if he doesn't take a break after 3 requests.



BIP Implementation Plan

Student: Frankie Nonexample
 FBA Date: 2/23/12
 BIP Date: 2/23/12
 Date: 2/24/12

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
Frankie usually comes to school in a bad mood. Calling home to find out what went on before school will help us try and figure what might have set him off. We can also try to keep (or get) him in a good mood by playing with him and trying to cheer him up and asking him how he's feeling.	All Staff	daily, as needed
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity: If Frankie seems like he's in a good mood		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
Frankie will take a break when he is told. He will go to the break area in the classroom and take a break. When he is ready he will return to the class activity.	Frankie	Daily, as needed
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity: If Frankie takes a break when he's asked.		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
When Frankie arrives at the break area staff will provide verbal praise.	Staff and Frankie	During Breaks
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity: Staff will use verbal praise when he takes a break.		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
We will ask Frankie to take a break 3 times. If he doesn't take a break after 3 requests, we will call home and have him taken home for the rest of the day.	Frankie, staff and family	If he refuses to take a break.
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity: When he refuses to take a break.		
Implementation Check-in and Evaluation		Date: 2/27/2012



Behavior Intervention Plan

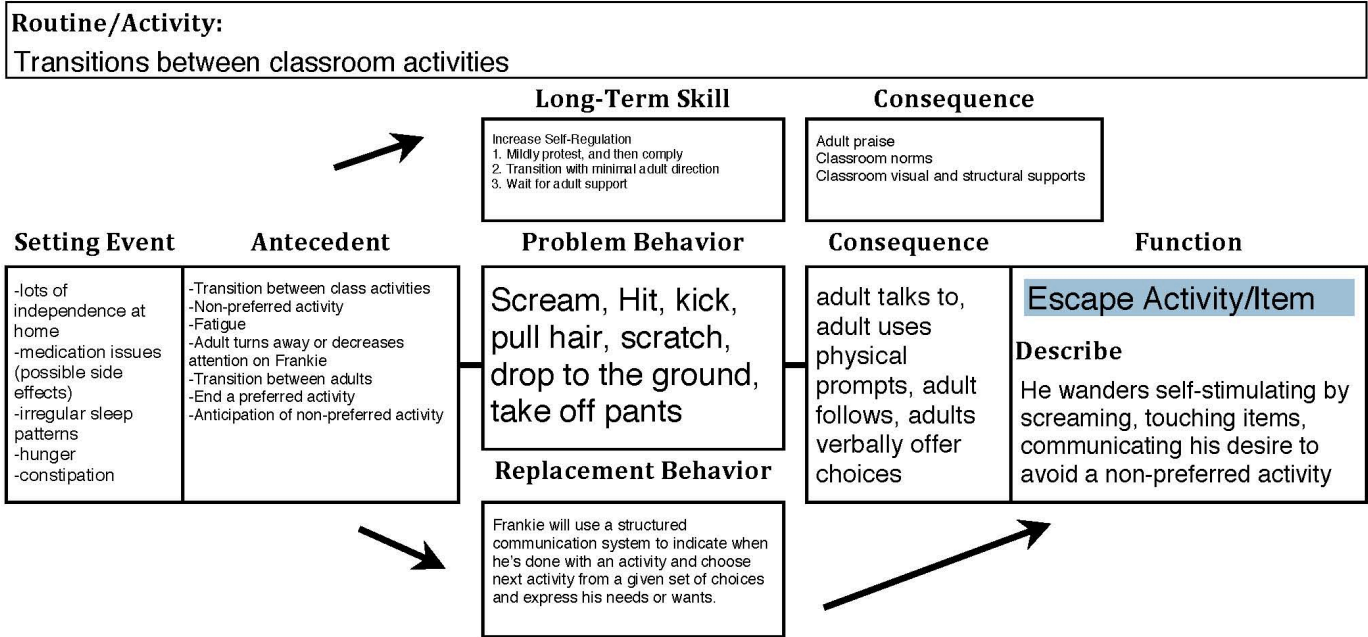
Student Frankie Good

FBA Date 2/23/12

BIP Revision

Date 2/27/12

Competing Behavior Pathway



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
1. Share examples of activity schedule with family 2. Support family in working with doctor to track possible medication side effects 3. Track bowel movements on ABC Observation.	1. A picture-symbol communication activity selection routine to provide Frankie choices when selecting activities 2. A daily schedule outlining academic activities, transitions, breaks, recess, and staff support 3. A classroom de-escalation procedure and space 4. A Safety Plan 5. Reduce verbal prompts and increase gestural and visual prompts to increase independence	Replacement Behavior	Reinforcement of Replacement Behavior
		1. Frankie will learn to use a de-escalation routine 2. Frankie will use a communication system to express his feelings, when he is done with an activity and choose the next activity. 3. Frankie will learn to use a routine for selecting and completing activities with increased independence.	1. Visual/verbal praise (remember always 4 positives to 1 negative) 2. Specific visual/verbal praise to acknowledge safe choices 3. Highly desired reinforcers, especially when Frankie is learning new skills, like the de-escalation routine and communication symbols 4. List of reinforcers separated into the categories of strong, medium and mild
		Long-Term Skill	Corrective Consequence
		will use above replacement behaviors to increase self-regulation and duration engaged in self directed behavior	1. Redirection to activity schedule and choice making routine 2. Schedule additional practice of de-escalation routine to cool down 3. Schedule additional practice of activity routine



BIP Implementation Plan

Student: Frankie Good

FBA Date: 2/23/12

BIP Date: 2/23/12

Date: 2/28/12

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
1. A picture-symbol communication activity selection routine to provide Frankie choices when selecting activities 2. A daily schedule outlining academic activities, transitions, breaks, recess, and staff support 3. A classroom de-escalation procedure and space 4. A Safety Plan 5. Reduce verbal prompts and increase gestural and visual prompts to increase independence 6. Share activity schedule with family 7. Support family in sharing medication issues 8. Set up observation form to track bowel movements	1. Spec Path 2. Teacher 3. Teacher, Behavior Consultant 4. Teacher, Sch Psy 5. Spec Path, Teacher 6. Sch Psy 7. Sch Psy 8. Teacher	1. 3/2/12 2. 3/2/12 3. 3/2/12 4. 3/3/12 5. 3/10/12 6. 3/5/12 7. 3/2/12
Written procedure for intervention and data collection tool (attach)	Debbie	2/28/12
Criteria for fidelity: Staff will follow all procedures with 90% accuracy 100% of the time		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
1. Create de-escalation routine 2. Create video of de-escalation routine 3. Teach staff de-escalation routine 4. Teach Frankie de-escalation routine 5. Create communication system 6. Create video of communication system 7. Teach staff communication system 8. Teach Frankie communication system 9. Create routine for selecting and completing activities 10. Video routine for selecting and completing activities 11. Teach staff routine for selecting and completing activities 12. Teach Frankie routine for selecting and completing activities	1. Behavior & Autism Consultant 2. O.T. 3. Teacher, Behavior & Autism 4. Teacher, OT 5. Speech Path, Teacher 6. OT 7. Spec Path, Teacher 8. Spec Path 9. Behavior & Autism 10. OT 11. Teacher, Behavior & Autism 12. Teacher, Spec Path	1. 3/10/12 2. 3/11/12 3. 3/11/12 4. 3/12/12 5. 3/4/12 6. 3/11/12 7. 3/5/12 8. 3/12/12 9. 3/6/12 10. 3/13/12 11. 3/16/12 12. 3/16/12
Written procedure for intervention and data collection tool (attach)	Debbie	3/16/12
Criteria for fidelity: Staff will follow all procedures with 90% accuracy 100% of the time		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
1. Create list of appropriate visual/verbal praise 2. Teach staff appropriate visual/verbal praise 3. Create list of specific visual/verbal praise to acknowledge safe choices 4. Teach staff list of specific visual/verbal praise to acknowledge safe choices 5. Create list of highly desired reinforcers 6. Teach staff list of highly desired reinforcers 7. Create list of reinforcers of strong, medium and mild 8. Teach staff list of reinforcers of strong, medium and mild	1. Spec Path, Autism 2. Spec Path, Teacher, Autism 3. Spec Path, Autism 4. Spec Path, Teacher 5. Teacher, Autism 6. Teacher, Spec Path 7. Teacher, Spec Path 8. Teacher, Spec Path	1. 3/16/12 2. 3/16/12 3. 3/16/12 4. 3/16/12 5. 3/16/12 6. 3/16/12 7. 3/16/12 8. 3/16/12
Written procedure for intervention and data collection tool (attach)	Debbie	3/17/12
Criteria for fidelity: Staff will use all reinforcers with 90% accuracy 100% of the time		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
1. Create and monitor procedure for redirection to activity schedule and choice making routine 2. Create, schedule and provide additional practice of de-escalation routine to cool down	1. Teacher, Autism 2. Teacher	1. 3/20/12 2. 3/20/12
Written procedure for intervention and data collection tool (attach)	Debbie	3/20/12
Criteria for fidelity: Staff will use redirection and re-teaching schedule with 90% accuracy 100% of the time		
Implementation Check-in and Evaluation		Date: 4/6/12

BIP & Implementation Plan: Comparison of Good and Non Examples

1. What does the Good Example include that the Non-Example doesn't?
2. Why is this a "good" example when compared to the other?
3. List some reasons the Non-Example doesn't score well on specific items.
4. Why would the Good Example be more helpful to an FBA Team?



What is an FBA? (For parents and teachers)

An FBA is a Functional Behavioral Assessment. It is a form with guiding questions to look at a student's behavior.

An FBA includes these areas:

Setting Events

What is the student's background?

Target Behavior

What is the most challenging behavior a student does?

Antecedents (set-up and set-off)

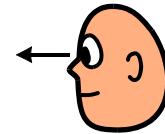
When and where does this behavior happen?

Desired Replacement Behavior

What can the student do instead of the challenging behavior to still get his or her needs met?

Long-term Goal (other peers)

How do other students behave in the same situation?



Consequence (immediate response)

What happens right after the target behavior or desired replacement behavior?

Function (pay-off)

Why do we think this behavior is happening? What needs are being communicated? What is the student trying to get or get out of? (someone's attention, an activity, some stimulation)

What information is collected?

FBA's use information from lots of places: the student's file, interviews with the school staff, observing the student trying techniques, observing the student, talking to the student, talking to the family and more.

Why are we doing an FBA?



An FBA helps people focus on one behavior. It helps people understand why a student is doing something and gives suggestions of what he or she can do instead of the challenging behavior.



What is a BIP? (For parents and teachers)

A BIP is a Behavior Intervention Plan. It is a form that gives ideas about ways to change a student's behavior.

A BIP includes these areas:

Teaching the Desired Behavior - What does the student need to learn how to be able to use a different behavior?

Changing the Environment - How can we change the school situation to help the student use the desired behavior?

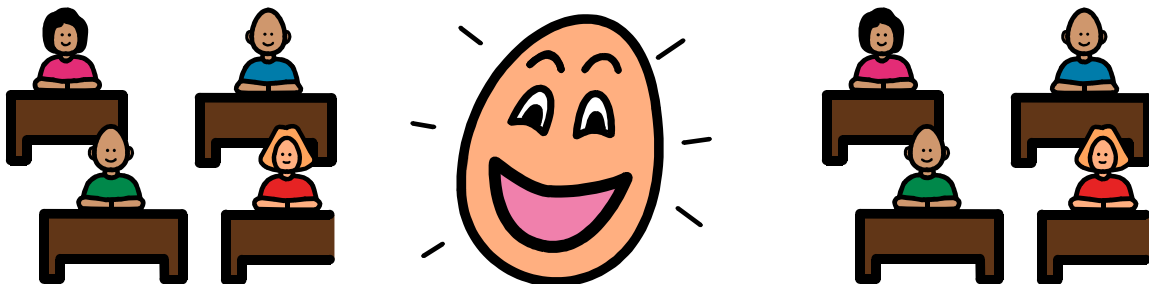
Reinforcing the Desired Behavior - What can the student get to encourage him or her to use the desired behavior?
How are we making sure that his or her needs are met?

Correcting the Challenging Behavior - What do we do if the student continues to use the challenging behavior? What are the logical consequences?



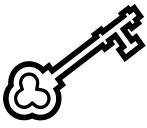
Why are we doing a BIP?

A BIP helps people pick which ideas and interventions to try in the classroom to help the student change his or her behavior. It helps people decide who will be responsible for which interventions. It helps people see where they can make a difference.



FBA Key Concepts

Behavior serves a **Purpose** (intent) & has a **Function** (payoff)



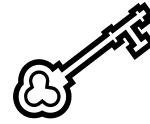
- To get something the student desires
- To avoid or protest something the student does not desire
- It is Attention, an Activity/Object or Stimulation

Behavior occurs in a specific **Context** (situation) or **Environment** (place)

- Something is present or not present in the environment

-Which-

- Increases the likelihood the problem behavior will occur

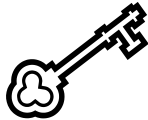


Stopping problem behavior requires **change**

- Environmental changes (adult behavior)

-And-

- Teaching new behaviors (adult & student)

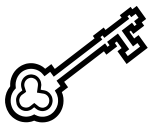
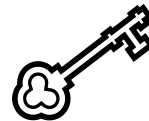


New Behaviors must make the problem behavior **inefficient & ineffective**

- Make it easier to get intent (purpose) met

-And-

- Make it easier or better to get payoff (function)

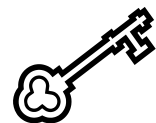


There needs to be a plan for **responding** to problem behavior

- Response can not serve purpose and function
- Corrective consequences are natural and not punitive

Communication, **Communication**, Communication

- Regular and consistent between all involved in student's life



FBA Behavior Intensity Level



Mild Annoying

Off-task behaviors that are relatively quiet or can be ignored.

- Tapping pencil
- Talking to self
- Humming
- Sitting quietly
- Reading
- Drawing
- Looking out the window
- Social conversation with peers
- Not completing assignments
- Not handing in assignments
- Whining
- Picking nose
- Asking for help frequently
- Asking to go to the bathroom frequently
- Dropping materials on the floor
- Sharpening pencil repeatedly
- Head down on desk
- Hiding under furniture
- Teasing peers



Moderate Bothering others

Disrupting peers or class with behaviors that other cannot ignore

- Name-calling
- Swearing Yelling/loud voice
- Not following directions
- Leaving classroom
- Verbally refuse direction ("No, I won't")
- Insulting teacher
- Insulting peers
- Wandering room
- Engaging peers
- Getting into peer's materials
- Taking out teacher materials
- Damaging/breaking materials
- Spitting
- Touching peers (hugging, tapping)
- Touching self
- Crying



Severe Dangerous

Violence or injury to self/other or threat thereof

- Bullying
- Kicking
- Hitting
- Threatening
- Throwing objects
- Leaving classroom
- Leaving building
- Self-injurious (hitting head, picking at hands, pinching self)
- Pushing furniture
- Sexualized peer touching
- Throwing self on floor

Positive Reinforcement
Getting a desired condition strengthens a behavior.

Negative Reinforcement
Stopping an undesirable condition strengthens a behavior.

Functions of Behavior

Problem Behavior

Obtain

Escape

Sensory/Stimulation

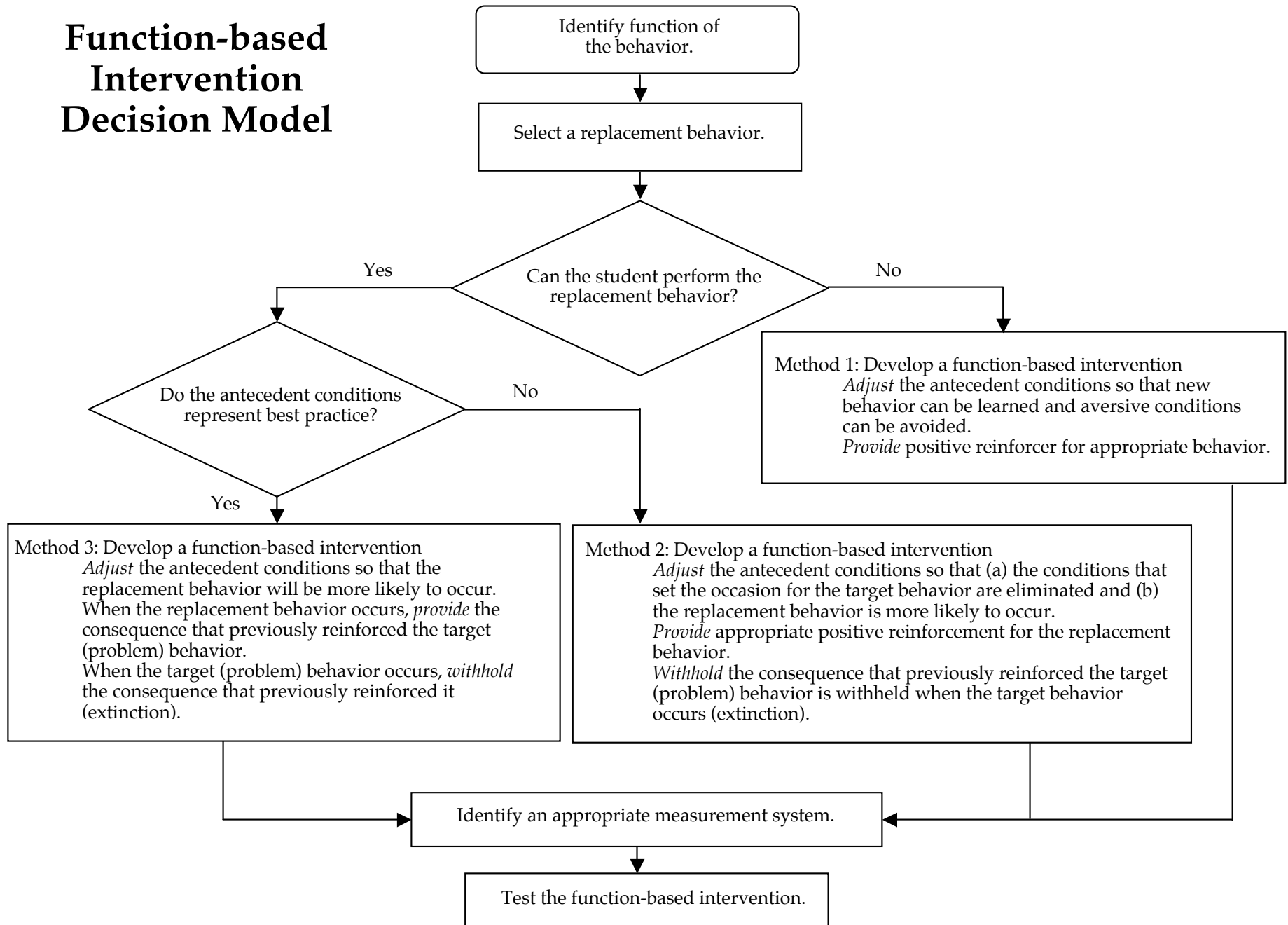
Attention

Object/Activity

Adult

Peer

Function-based Intervention Decision Model



Intervention Ideas Based on Functions of Behavior

Escape	<ul style="list-style-type: none"> • Antecedent Modifications <ul style="list-style-type: none"> ○ Verbal/nonverbal reminders ○ Check in Check out • Premack Principle <ul style="list-style-type: none"> ○ If this then that • Providing Choices <ul style="list-style-type: none"> ○ Every other ○ 1/2 assignment on own, 1/2 with partner • Environmental Supports <ul style="list-style-type: none"> ○ Agenda/organizer ○ Verbal reminders ○ Break card ○ 1 on 1 assistance ○ Increased engagement time • Curricular Modification <ul style="list-style-type: none"> ○ Shortened assignment ○ Alternative assignment • Peer Supports <ul style="list-style-type: none"> ○ Tutor/mentor ○ Positive peer reporting 	<ul style="list-style-type: none"> • Transition Supports <ul style="list-style-type: none"> ○ Retraining o Reminders ○ Posted Rules • Problem-Solving Strategies <ul style="list-style-type: none"> ○ Replacement Behavior ○ Stop and Think ○ Breathing • Learning Strategies <ul style="list-style-type: none"> ○ Peer Tutoring ○ Specific Academic Skills ○ Independent Responding • Self-Management/Monitoring <ul style="list-style-type: none"> ○ Graphing ○ Pennies in Pocket • Set up Reinforcement Schedule/Program <ul style="list-style-type: none"> ○ Behavior Contract ○ Withhold reinforcement ○ Home-School Reinforcement System
Attention	<ul style="list-style-type: none"> • Antecedent Modifications <ul style="list-style-type: none"> ○ Class/line leader ○ 1 on 1 reminder • Environmental Supports <ul style="list-style-type: none"> ○ Planned Ignoring ○ Proximity Control ○ Teacher response time ○ Peer Tutoring • Peer Supports <ul style="list-style-type: none"> ○ Tutor/mentor ○ Positive peer reporting • Transition Supports <ul style="list-style-type: none"> ○ 1 on 1 assistance ○ Hallway 'buddy' 	<ul style="list-style-type: none"> • Problem-Solving Strategies <ul style="list-style-type: none"> ○ Hand Raise ○ Break Card ○ Buddy Card • Set up Reinforcement Schedule/Program <ul style="list-style-type: none"> ○ Leadership Role ○ Reinforce Replacement Behavior <ul style="list-style-type: none"> ▪ Requesting a break ▪ Raising hand ○ Increase Non-Contingent Reinforcement ○ Withhold Reinforcement ○ Group Contingencies ○ Increase Ratio of Positive to Negative Responses ○ Home-School Reinforcement System

Intervention Ideas Based on Functions of Behavior

Object & Tangible	<ul style="list-style-type: none"> • Premack Principle <ul style="list-style-type: none"> ○ If this then that • Token economy <ul style="list-style-type: none"> ○ Marble jar ○ Tickets/tokens ○ Stamps • Transition Supports <ul style="list-style-type: none"> ○ Hall pass ○ Manipulative ○ Hallway 'buddy' • Set up Reinforcement Schedule/Program <ul style="list-style-type: none"> ○ Reinforce Replacement Behavior <ul style="list-style-type: none"> ▪ Requesting a break ▪ Raising hand ○ Withhold reinforcement ○ Home-School Reinforcement System 	
Stimulation & Sensory	<ul style="list-style-type: none"> • Antecedent Modifications <ul style="list-style-type: none"> ○ Change of Seating ○ Change Schedule • Providing Choices <ul style="list-style-type: none"> ○ Seat in front or seat in back ○ Pencil or pen • Environmental Supports <ul style="list-style-type: none"> ○ Music ○ Stress ball • Curricular Modification <ul style="list-style-type: none"> ○ Type assignment ○ Oral dictation 	<ul style="list-style-type: none"> • Transition Supports <ul style="list-style-type: none"> ○ Manipulative ○ Hallway 'buddy' • Environmental Supports <ul style="list-style-type: none"> ○ Music ○ Manipulative ○ Computer assistance • Set up Reinforcement Schedule/Program <ul style="list-style-type: none"> ○ Reinforce Replacement Behavior ○ Withhold reinforcement ○ Home-School Reinforcement System

Florida's Positive Behavior Support: RtIB Project Coaches' Training 2008

Function-Based Interventions

Attention Seeking Behavior

Below are guidelines for interventions addressing the function of student problem behavior when seeking adult attention. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context.

A	<u>PREVENTION</u>
-	Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior
<p><u>Prevention (give attention early & often for desired/neutral behavior)</u></p> <ul style="list-style-type: none"> Check-in – provide adult attention immediately upon student arrival Give student leadership responsibility or a class ‘job’ that gives the student the opportunity to interact w/ staff Place student in desk where they are easily accessible for frequent staff attention Give student frequent intermittent attention for positive or neutral behavior PreCorrect - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention 	
B	<u>TEACHING BEHAVIOR</u>
-	Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Attention)
<p><u>Identify and teach specific examples of ways to ask for attention</u></p> <ul style="list-style-type: none"> Raise hand and wait patiently for teacher to call on you May need to differentiate signals for large group, small group, work time, etc. 	
C	<u>RESPONSE TO BEHAVIOR</u>
-	Intervention that occur after (or in response to) desired or non-desired behavior to encourage desired behavior and limit pay-off for non-desired behavior
<ul style="list-style-type: none"> Respond quickly if student appropriately requests (raises hand) adult attention Give the student frequent adult attention for positive behavior Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior Limit verbal interaction – create a signal to prompt the student to stop the problem behavior & to raise hand to request attention more appropriately Avoid power struggles Often students need additional encouragement to engage in the desired behavior... Student can earn an activity that provides teacher attention (e.g. lunch or game w/ teacher) when student consistently earns points for paying attn in class & asking appropriately for attention 	

Function-Based Interventions

Behavior to Avoid Tasks

Below are guidelines for interventions addressing the function of student problem behavior to avoid task. Teams will still need to tailor each of the suggestions below to the specific needs of the student, teacher and context... particularly with regard to the specific aspects of the task that are leading the student to choose to avoid the task.

<p>A - <u>PREVENTION</u> Interventions occurring before the behavior occurs to prevent problem behavior and prompt desired behavior</p>
<p><u>Prevention (modify task or provide support)</u> Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.) Assign student to work with a peer Provide add'l instruction/support; help get the student started to ensure understanding/ mastery Provide visual prompt to cue steps for completing tasks student struggles with Provide additional support focused on instructional skills (Homework Club, study hall, etc.) PreTeaching content PreCorrect - Frequently & deliberately remind student to ask for help</p>
<p>B - <u>TEACHING BEHAVIOR</u> Teaching more appropriate/less disruptive behaviors to use instead of the problem behavior to get student needs met (in this case Avoid task)</p>
<p><u>Identify & teach specific examples of ways to ask for help (from teacher or peers) or to ask for a break</u> Raise hand and wait patiently for teacher to provide help Teach student how to ask an assigned peer for help Teach & role play with student and peer what peer help should look like Teach student to use a break card and how to take a break appropriately</p>
<p><u>Provide additional academic instruction/support to address student skill deficits</u> May require additional assessment to ID specific skill deficits limiting student success More focused instruction in class Additional support and practice in school or at home Additional instructional group Special Education support for academic deficit</p>
<p>C - <u>RESPONSE TO BEHAVIOR</u> Intervention that occur after (or in response to) desired or non-desire behavior to encourage desired behavior and limit pay-off for non-desired behavior</p>
<p>Respond quickly if student asks for help or for a break & provide praise Praise/reward students for being on task, trying hard & work Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior However, we need to make sure student is capable of doing work... if not, provide support/ instruction so student can complete the work Often students need additional encouragement to engage in the desired behavior... Student could earn opportunity to avoid task (e.g. free homework passes or reduced numbers of problems) as an incentive for consistently being on task & completing work in class</p>

PRIOR NOTICE ABOUT EVALUATION/CONSENT FOR EVALUATION

Dear _____

_____ has been referred for an evaluation. The Team is proposing the following:

<input checked="" type="checkbox"/> To evaluate your child's need for special education services.	<input type="checkbox"/> To reevaluate your child's needs for special education services.	<input type="checkbox"/> No additional evaluation data are needed to determine that your child continues to need special education. The reason(s) why are: _____ If you disagree, you may request an assessment to determine whether your child continues to be a child with a disability.
---	---	---

Because: Based on behavior, The School Team is requesting your permission to conduct a Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP).

This proposal is based on the following evaluation procedures, tests, records or reports:

Other options we considered were:

Fill This Section Out

We decided against these options because:

Any other factors considered by the team:

Consent for Evaluation	
We request your consent because:	
<input checked="" type="checkbox"/>	This is an initial evaluation and will be used to determine whether your child is a child with a disability and to determine early intervention or special education needs.
<input type="checkbox"/>	This evaluation will include intelligence or personality testing.
<input type="checkbox"/>	This is a reevaluation and will be used to decide your child's continued eligibility and/or education needs.
The evaluation procedure(s), assessment and/or test(s) we plan to use include the following:	
A Functional Behavioral Assessment (FBA) is an individualized assessment of the student used to develop a Behavior Intervention Plan (BIP). This will include observation, interviews of staff/student and review of student records.	
<input type="checkbox"/>	I give my permission for the evaluation. I understand my consent is voluntary and may be revoked any time before the evaluation process begins; or
<input type="checkbox"/>	I refuse permission for the evaluation.
If this evaluation includes release of student educational records requiring parent consent, the "Records Release Form(s)" identifies the records to be released, and to whom; see Record Release dated: _____	
_____ Signature (Parent/Guardian/Surrogate Parent)	_____ (mm/dd/yy)

Parents of a child with a disability have protection under the procedural safeguards (enclosed if this is an initial evaluation). For a copy of the procedural safeguards or assistance in understanding this information you may contact the person named below.

If you believe that your child or you have not received the rights due to you under the Individuals with Disabilities Education Act, you may file a written complaint with the Oregon Department of Education. Complaints must include a description of the problem(s) and the complainant's name and contact information. Complaints are sent to the Oregon Department of Education (ODE). The ODE must investigate and send a written order within 60 days. This timeline may be extended under certain circumstances.

NAME TITLE PHONE



FBA Roles, Responsibilities and Requirements

This year we will continue to refine the FBA process for students with challenging behaviors. The following information should help as school teams determine roles and ensure that best practices are in place for students.

STAFF ROLES AND RESPONSIBILITIES:

- School Psychologists are building FBA consultants.
- School Psychologists will only facilitate FBAs for students who are ***not*** identified for special education services. They can however, assist with comprehensive FBA's at the request of the IEP case manager.
- IEP case managers are the facilitators of FBA/BIPs for students on their caseloads.
- Special education staff should not facilitate ABC Worksheets.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES:

- The eligibility process, when considering ED, must include an FBA/BIP.
- All students eligible under the category ED will have an active FBA/BIP through which IEP behavior goals are determined and monitored.
- For students who do not have the eligibility of ED but behavior is a concern, IEP goals related to behavior are determined and monitored through the FBA/BIP process.
- All BIPs (behavior intervention plans) and/or behavior plans for all students with special education eligibilities are determined and monitored through the FBA process.
- All FBA/BIPs will include all of the completed components;
 1. FBA Planning
 2. Routines Analysis/FACTS,
 3. FBA Report
 4. BIP
 - 5 Point Plan for Managing Escalating Behavior (if needed)
 5. BIP Implementation Plan,
 6. BIP Progress Monitoring,
 7. Data
 - Baseline, ABC observation, Implementation, and Progress

Centennial School District Interim Behavior Intervention Plan

Based on record review and interview. Use for students transitioning into CSD. Review and determine need for FBA within 30 days.

Name:

Date:

Recorder:

Sources of info:

<u>Setting Events/Antecedents</u>	<u>Problem Behaviors</u>	<u>Responses which escalate problem behavior</u>
<u>Antecedent Strategies</u>	<u>Skills Learned</u> (academic, executive functioning, social skills, language processing, emotional regulation)	<u>Responses which de-escalate problem behavior and prompt learned skills</u>



Functional Behavior Assessment Planning

Student: _____ **Date:** _____
DOB: _____ **IEP:** _____ **IEP Case Manager:** _____
Teacher: _____ **ELL:** _____ **Grade:** _____
FBA Facilitator: _____ **YTD Removals:** _____ **School:** _____

Brief FBA

Date of ABC Worksheet: _____

Comprehensive FBA		
What	By Who	By When
Planning		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Parental Permission		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Meeting		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Meeting		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> First BIP Follow-Up Meeting		
Records Review		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Discipline (referrals, suspension)		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Academic (assessment, work sample)		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Permanent Record File		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Medical/Health		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Special Education		
Interviews		
<input checked="" type="checkbox"/> Principal, Support Staff, Medical, Other		
1.		
2.		
3.		
<input checked="" type="checkbox"/> Student		
<input checked="" type="checkbox"/> Parent/Family		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FACTS w/:		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Routines Analysis w/:		
Data		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ABC Observation		
1.		
2.		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Baseline		
<input checked="" type="checkbox"/> Scatter Plot		
Forms		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FBA Report		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Behavior Intervention Plan (BIP)		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Implementation Plan		
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> BIP Progress Monitoring		
<input checked="" type="checkbox"/> 5-Point Plan for Escalating Behavior		
<input checked="" type="checkbox"/> Safety/Crisis Plan		
<input checked="" type="checkbox"/> Restraint/Seclusion Plan		

Notes:



FBA Coversheet

Student:

Facilitator:

Date:

_____ 1. FBA Planning

_____ 2. Interviews/Routines Analysis/FACTS

_____ 3. ABC Data Collection

_____ 4. FBA Report

_____ 5. BIP

_____ 6. BIP Implementation Plan

_____ 7. Progress Monitoring

Additional:



Functional Behavior Assessment Report

Student:	School:	Date:
Teacher:	Grade:	Age:
IEP: Case Manager:	ELL: FBA Facilitator:	Revision of FBA Dated
FBA Team Members	Initial FBA	
Name/Role	Name/Role	

Sources of Information

Suspensions:	ODRs	Days Tardy:	Days Absent:
Records Review		By Whom	Attached
Discipline			
Cumulative Records			
Medical Records			
Interviews			
Routines Analysis	FACTS		
Student			
Other:			
Data			
ABC Observations: (list dates)			
Baseline			
Other:			

Academic Profile

Level:	Reading:	Math:	Writing:
Classroom Performance (Preferred Tasks, Work Completion, Participation, etc.)			
Student's Strengths, Talents, or Specific Interests			

Summary of Behavior (From FACTS or Routines Analysis)

Routine/Activity:		
Setting Events:	Problem Behavior:	Consequence:
Antecedents:		Describe:



FBA Routines Analysis

Student:
Reporter:

Date:
Interviewer:

Schedule	Activity	Problem Behavior	Likelihood <small>Low 1—3— 6 High</small>	Who is around?

Summary of Antecedents Routines Analysis (pick routine/activity from above rated at 5 or 6)

What situations seem to set off the problem behavior? When is the problem behavior most likely to occur?

When is the problem behavior least likely to occur?

Setting Events: Are there specific conditions, events that make the problem behavior worse?

Description of Consequences

What usually happens after the behavior occurs?

Summary of Routine for ABC Observation

Routine:			
Setting Events:	When (A):	Student will (B):	Therefore the Function (C) is:
			Describe:



Behavior Intervention Plan

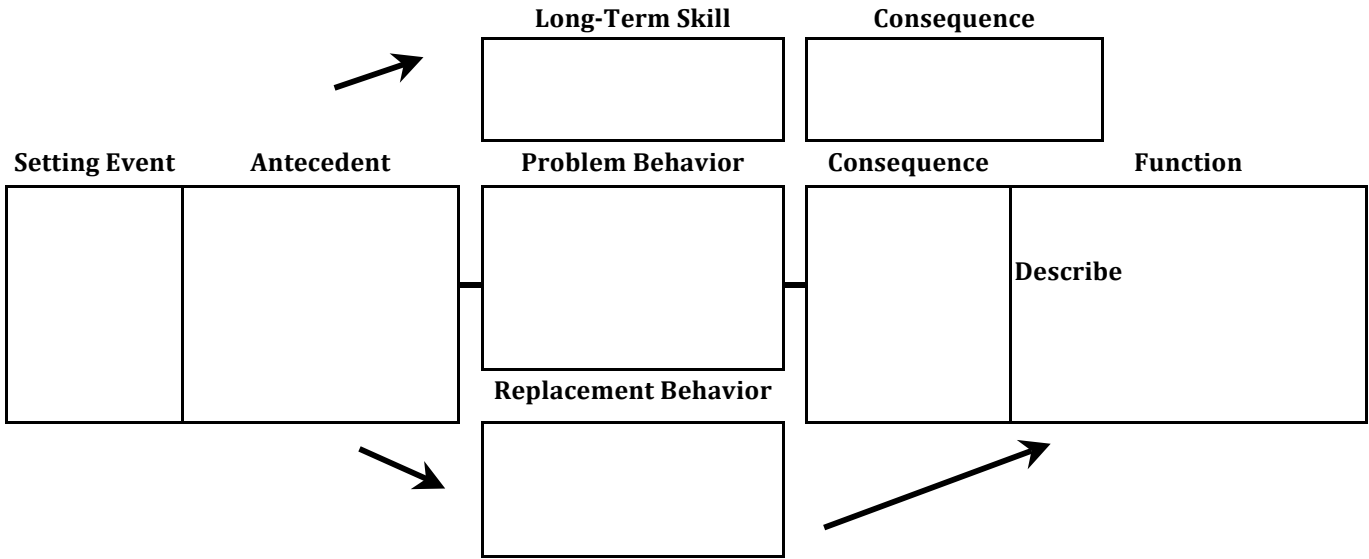
Student

FBA Date

BIP Revision
Date

Competing Behavior Pathway

Routine/Activity:



Intervention Strategies

<i>Change the Environment to Make Prob. Beh. Irrelevant</i>		<i>Make Prob. Beh. Inefficient</i>	<i>Make Prob. Beh. Ineffective</i>
Setting Events	Antecedent	Teach Behavior	Consequence
		Replacement Behavior	Reinforcement of Replacement Behavior
		Long-Term Skill	Corrective Consequence

5-Point Plan For Managing Escalating Behavior

Student:

Date of FBA/BIP:

Date:

5 Point Scale		Student Behavior	Staff Behavior	Cool Down Options
5	Peak Time of anxiety and stress. Safety is focus. Problem solve when calm.			
4	Acceleration Give clear direction, direct to relax, give time, and disengage.			
3	Agitation Use specific words, change setting or task. Don't discuss the incident.			
2	Triggers Prompt skills, problem solve, redirect to calm.			
1	Calm Time for skill building and teaching. Praise desired behaviors.			
PREVENTION				
List Antecedents and How to Prevent		Teach Replacement Behavior		Long-term Skill



BIP Implementation Plan

Student:

FBA Date:

BIP Date:

Date:

Include for Each Section: 1) Materials 2) Teaching Student 3) Supporting Staff

Setting Events/Antecedent	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Teach Behavior: Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Consequence-Reinforcement of Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Consequence-Correction of Replacement Behavior and/or Long Term Skill	Who	When
Written procedure for intervention and data collection tool (attach)		
Criteria for fidelity:		
Implementation Check-in and Evaluation	Date:	



BIP Progress Monitoring

Student: _____

FBA Date: _____

BIP Date: _____

Progress Check #: _____

Date: _____

Behavioral Goals

Replacement Behavior	
Long-term Skill	

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline				
Problem Behavior				
Replacement Behavior				
Long-term Skill				

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions:	Teach Behavior:	Consequences:
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	
Replacement Behavior	
Long-term Skill	

BIP Next Steps:

Describe:



BIP Progress Monitoring

Student: _____

FBA Date: _____

BIP Date: _____

Progress Check #: _____

Date: _____

Behavioral Goals

Replacement Behavior	
Long-term Skill	

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline				
Problem Behavior				
Replacement Behavior				
Long-term Skill				

BIP Progress Monitoring Meeting

Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions:	Teach Behavior:	Consequences:
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	
Replacement Behavior	
Long-term Skill	

BIP Next Steps:

Describe:



BIP Progress Monitoring

Student: _____

FBA Date: _____

BIP Date: _____

Progress Check #: _____

Date: _____

Behavioral Goals

Replacement Behavior	
Long-term Skill	

Data Collection Plan

Data	Who	How	Starting	Review Date
Baseline				
Problem Behavior				
Replacement Behavior				
Long-term Skill				

BIP Progress Monitoring Meeting

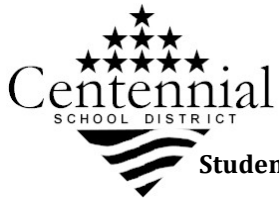
Has implementation fidelity been established? (Check if "Yes")		
Antecedent Interventions:	Teach Behavior:	Consequences:
If "No", review/adjust BIP Implementation Plan. If all "Yes", proceed with progress review		

Data Review

Data	Results
Problem Behavior	
Replacement Behavior	
Long-term Skill	

BIP Next Steps:

Describe:



FBA/BIP Meeting Notes

Student:

Date:

FBA Facilitator:

Note Taker:

Meeting Purpose:

FBA Team Members
Name/Role

Name/Role

Notes:



Centennial School District

**Permission For
Functional Behavioral Assessment (FBA)**

School

Date

Student

Grade

School Contact

Title

Phone

The School Team is requesting your permission to conduct a Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP). A Functional Behavioral Assessment (FBA) is an individualized assessment of the student used to develop a Behavior Intervention Plan (BIP). This will include observation, interviews of staff/student and review of student records.

- Yes, I give permission to conduct an FBA/BIP.
- No, I do not give permission to conduct an FBA/BIP.
- I would like more information before I give my consent. Contact me to schedule a meeting. Contact me (parent) at _____

Signature of Parent/Guardian

Date

Print Parent Name



ABC Worksheet

Student:
Teacher:

Grade:
Interviewer:

Date:
Attempt:

ABC Summary of Behavior

During (time of day, class, activity, routine)
When (A) (antecedents/triggers)
Student will (B) (looks like, sounds like)
Then (C) (behavior of adults and peers)
So, the function is to: Describe:
What is the preferred behavior?

Core Intervention Summary

Which Expectations have been retaught and acknowledged with increased intensity? Result:
Which Procedures/Routines have been retaught and acknowledged with increased intensity? Result:
What academic and/or behavioral instructional differentiation has occurred? Result:

Action Plan

Describe: (differentiation, re-teaching and/or development of Expectations, Routines/Procedures, Acknowledgement)
--

Follow-Up Meeting Date:

Follow-Up Meeting

Results of Action Plan implementation:

Next Steps

Decision:
Describe:

For Students: Functional Assessment Checklist for Students (FACTS-Part A)

Student: _____ Grade _____ Date: _____
 Interviewer: _____

Strengths: Identify some things that you like to do, that you are interested in, or that you are good at
In Class/at School - _____
Out of school- _____
Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior						Specific Problem Behavior	What happens when you do this behavior?
		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		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
If more than 2 routines where problem behaviors occur, refer case to behavior specialist.		

BEHAVIOR(s): What are some things you do in <identify routine above> that get you in trouble? Rank:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
Describe what the problem behavior(s) look like: _____			

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Behavior is immediate danger to self and others?	Y N If Yes, refer case to behavior specialist **

Functional Assessment Checklist for Students (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.

Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (<i>Rank order strongest 3t</i>)	Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. when I'm not sure what to do or there is nothing to do <input type="checkbox"/> b. my classmates are bugging me <input type="checkbox"/> c. I sit by a certain classmate <input type="checkbox"/> d. when I work alone <input type="checkbox"/> e. teacher tells me what to do or not do <input type="checkbox"/> f. teacher gives me work that's too hard <input type="checkbox"/> g. work is too boring or too long <input type="checkbox"/> h. when work is too easy <input type="checkbox"/> i. when I need to talk to teacher or need help <input type="checkbox"/> j. Other, describe _____	<p>If b or c -- what classmates? _____</p> <p>If d – what work do you do alone that leads to problem? _____</p> <p>If e –what don't you like about how the teacher tells you _____</p> <p>If f, g, h -- describe what is too hard/easy/long/boring? What assignments or activities? _____</p> <p>If i –why do you need to talk to the teacher? _____</p>

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. get adult attention/ to talk to me <input type="checkbox"/> b. get peer attention/get peers to look /talk/laugh at me <input type="checkbox"/> c. get preferred activity/ something I like to do <input type="checkbox"/> d. get money/things <input type="checkbox"/> e. get other, describe _____ <input type="checkbox"/> f. avoid work that's too hard <input type="checkbox"/> g. avoid activities I don't like <input type="checkbox"/> h. avoid boring or easy work <input type="checkbox"/> i. avoid peers I don't like <input type="checkbox"/> j. avoid adults I don't want to talk to <input type="checkbox"/> k. avoid adults telling me what to do <input type="checkbox"/> l. avoid other, describe _____	<p>If a or b -- Whose attention is obtained? _____</p> <p>How is the attention provided? _____</p> <hr/> <p>If c or d -- What specific items or activities are obtained? _____</p> <hr/> <p>If f, g or h – Describe specific task/ activity avoided? _____</p> <p>Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____</p> <p>_____ Can the student perform the task independently? Y N</p> <p>Is academic assessment needed to ID specific skill deficits? Y N</p> <hr/> <p>If i, j or k -- Who is avoided? _____</p> <p>Why avoiding this person? _____</p>

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger conflict at home conflict at school missed medication illness failure in previous class
 lack of sleep change in routine homework not done not sure Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

For Teachers/Staff: Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: _____ Grade _____ Date: _____
 Staff Interviewed: _____ Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - _____
Social/Recreational - _____
Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior						Specific Problem Behavior	Current Intervention for the Problem Behavior
		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		
		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		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
If problem behaviors occur in more than 2 routines, refer case to behavior specialist		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
Describe prioritized problem behavior(s) in observable terms: _____			

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Is Behavior Immediate Danger to self/others?	Y N If Yes, refer case to behavior specialist

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <u>Get as Specific as possible</u>														
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> a. task too hard</td> <td style="width: 50%; border: none;"><input type="checkbox"/> g. large group instruction</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> b. task too easy</td> <td style="border: none;"><input type="checkbox"/> h. small group work</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> c. bored w/ task</td> <td style="border: none;"><input type="checkbox"/> i. independent work</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> d. task too long</td> <td style="border: none;"><input type="checkbox"/> j. unstructured time</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> e. physical demand</td> <td style="border: none;"><input type="checkbox"/> k. transitions</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> f. correction/reprimand</td> <td style="border: none;"><input type="checkbox"/> l. with peers</td> </tr> <tr> <td style="border: none;">Other _____</td> <td style="border: none;"><input type="checkbox"/> m. isolated/no attention</td> </tr> </table> Describe _____	<input type="checkbox"/> a. task too hard	<input type="checkbox"/> g. large group instruction	<input type="checkbox"/> b. task too easy	<input type="checkbox"/> h. small group work	<input type="checkbox"/> c. bored w/ task	<input type="checkbox"/> i. independent work	<input type="checkbox"/> d. task too long	<input type="checkbox"/> j. unstructured time	<input type="checkbox"/> e. physical demand	<input type="checkbox"/> k. transitions	<input type="checkbox"/> f. correction/reprimand	<input type="checkbox"/> l. with peers	Other _____	<input type="checkbox"/> m. isolated/no attention	<p>If a,b,c,d or e - describe task/demand in detail _____</p> <p>If f - describe <u>purpose</u> of correction, voice tone, volume etc. _____</p> <p>If g, h, l, j or k - describe setting/activity/content in detail _____</p> <p>If i – what peers? _____</p> <p>If m – describe - _____</p>
<input type="checkbox"/> a. task too hard	<input type="checkbox"/> g. large group instruction														
<input type="checkbox"/> b. task too easy	<input type="checkbox"/> h. small group work														
<input type="checkbox"/> c. bored w/ task	<input type="checkbox"/> i. independent work														
<input type="checkbox"/> d. task too long	<input type="checkbox"/> j. unstructured time														
<input type="checkbox"/> e. physical demand	<input type="checkbox"/> k. transitions														
<input type="checkbox"/> f. correction/reprimand	<input type="checkbox"/> l. with peers														
Other _____	<input type="checkbox"/> m. isolated/no attention														

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <u>Get as Specific as possible</u>												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> a. get adult attention</td> <td style="width: 50%; border: none;"><input type="checkbox"/> g. avoid adult attention</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> b. get peer attention</td> <td style="border: none;"><input type="checkbox"/> h. avoid peer attention</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> c. get preferred activity</td> <td style="border: none;"><input type="checkbox"/> i. avoid undesired activity/task</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> d. get object/things/money</td> <td style="border: none;"><input type="checkbox"/> j. avoid sensation</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> e. get sensation</td> <td style="border: none;"><input type="checkbox"/> k. avoid/escape other, describe _____</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> f. get other, describe _____</td> <td style="border: none;"></td> </tr> </table>	<input type="checkbox"/> a. get adult attention	<input type="checkbox"/> g. avoid adult attention	<input type="checkbox"/> b. get peer attention	<input type="checkbox"/> h. avoid peer attention	<input type="checkbox"/> c. get preferred activity	<input type="checkbox"/> i. avoid undesired activity/task	<input type="checkbox"/> d. get object/things/money	<input type="checkbox"/> j. avoid sensation	<input type="checkbox"/> e. get sensation	<input type="checkbox"/> k. avoid/escape other, describe _____	<input type="checkbox"/> f. get other, describe _____		<p>If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided?</p> <hr/> <p>If c,d, e, or f -- What specific items, activities, or sensations are obtained?</p> <hr/> <p>If g or h – Who is avoided? _____ Why avoiding this person?</p> <hr/> <p>If i, j, or k- Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area?</p> <hr/> <p>Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p>
<input type="checkbox"/> a. get adult attention	<input type="checkbox"/> g. avoid adult attention												
<input type="checkbox"/> b. get peer attention	<input type="checkbox"/> h. avoid peer attention												
<input type="checkbox"/> c. get preferred activity	<input type="checkbox"/> i. avoid undesired activity/task												
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<input type="checkbox"/> e. get sensation	<input type="checkbox"/> k. avoid/escape other, describe _____												
<input type="checkbox"/> f. get other, describe _____													

SETTING EVENT(s): Rank Order any events that <u>happen outside of the immediate routine</u> (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.
<input type="checkbox"/> hunger <input type="checkbox"/> conflict at home <input type="checkbox"/> conflict at school <input type="checkbox"/> missed medication <input type="checkbox"/> illness <input type="checkbox"/> failure in previous class <input type="checkbox"/> lack of sleep <input type="checkbox"/> change in routine <input type="checkbox"/> homework not done <input type="checkbox"/> not sure <input type="checkbox"/> Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6