

# INDIVIDUAL STUDENT FBA / BIP TEMPLATE

## FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

Student Name: Jason Gumble

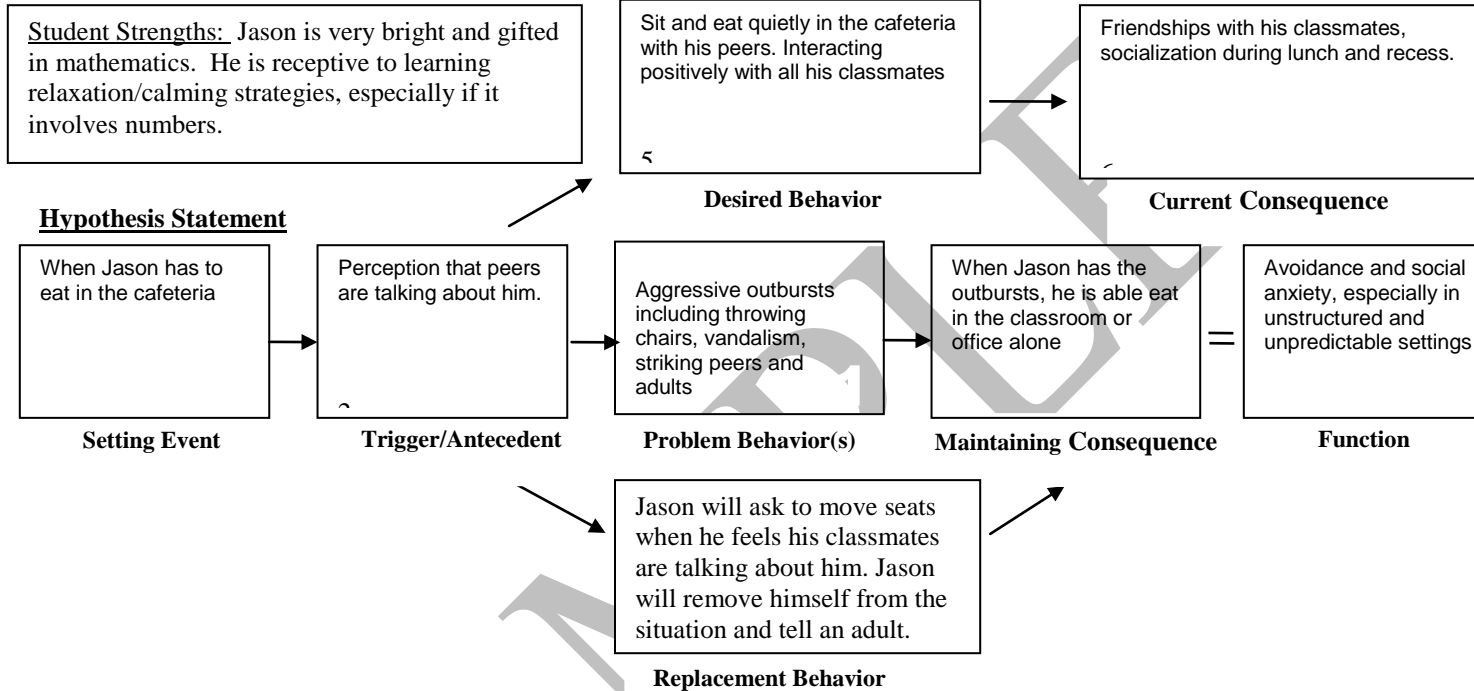
Referred by: Parent

Date: 10/20/2011

### The Competing Behavior Pathway

**Jas**

**Section 1: FBA**



### List all team members involved in building the intervention plan:

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

Setting Event Strategies	Antecedent Strategies	Teaching/Instructional Strategies	Consequence Strategies
<ul style="list-style-type: none"> <li>- Eating with younger students, eating at a table by himself facing the wall, eating with his sister, and having a lunchroom aide monitor/ensure Jason's personal space in the cafeteria.</li> <li>- Jason will be allowed to eat facing away from students as he does not want other to look at him while eating. He will be permitted to eat lunch at a different time than his class peers. His mother will send him with a cold lunch so he does not have to wait in line with other</li> </ul>	<ul style="list-style-type: none"> <li>- School psychologist will help transition him from classroom to the cafeteria and teach relaxation strategies.</li> <li>-Teachers will mentally prepare him for the transition</li> <li>-Familiar lunchroom aide with provide supervision</li> </ul>	<ul style="list-style-type: none"> <li>- School psychologist will bring Jason to the lunchroom when it is empty and practice relaxation strategies that will keep him calm. We will identify exits, bathrooms, lunch line, cafeteria procedures, and his special assigned table. He will meet the lunchroom aide that will supervise him. The school psychologist will remain with Jason during the first week to ease the transition.</li> <li>-Childynamics therapy sessions</li> </ul>	<p>Student was able to call or check-in with his mother and/or sister when eats independently and they will praise him. He will be able to keep a toy in the coatroom and will be able to play with it.</p> <p>Jason is receiving encouragement by his teachers, mother and sister, and support staff when he uses one of the strategies.</p> <p>Jason's mother helped to set long-term goals with him and would reinforcement them by rewarding him with tangibles (i.e. video games). Jason will be starting day treatment services to address his anxiety and continue to provide him with strategies.</p> <p>Even if Jason has an outburst, he will have to spend some of the lunch hour in the cafeteria. He will not be able to eat in the classroom or principal's office.</p> <p>Because he has such as close relationship with his mother and her approval is very important to him, the school with contact her if Jason has an outburst. We feel that the idea of disappointing her will motivate</p>

**Page 1****Behavior Intervention Plan Specifics****1. Strategies to prevent problem behavior from occurring****a. Modifications to setting event**

Jason will give input on how we can increase the chance that he will eat in the cafeteria. Some choices that already been approved are: eating with younger students, eating at a table by himself facing the wall, eating with his sister, and having a lunchroom aide monitor/ensure Jason' personal space in the cafeteria.

**b. Modifications to trigger/antecedent**

Jason will be allowed to eat facing away from students as he does not want other to look at him while eating. He will be permitted to eat lunch at a different time than his class peers. His mother will send him with a cold lunch so he does not have to wait in line with other students.

**2. Strategies to teach new behaviors****a. Teach the replacement behavior**

School psychologist will help transition him from classroom to the cafeteria and teach relaxation strategies.

**b. Teach the desired behavior**

School psychologist will bring Jason to the lunchroom when it is empty and practice strategies that will keep him calm. We will identify exits, bathrooms, lunch line, cafeteria procedures, and his special assigned table. He will meet the lunchroom aide that will supervise him. The school psychologist will remain with Jason during the first week to ease the transition.

**3. Strategies to reinforce appropriate (replacement and desired) behavior**

Student was able to call or check-in with his mother and/or sister when eats independently and they will praise him. He will be able to keep a toy in the coatroom and will be able to play with it.

**a. Steps to reward during initial instruction and skill building (what you will do now)**

Jason is receiving encouragement by his teachers, mother and sister, and support staff when he uses one of the strategies.

b. Steps to reward appropriate behavior over time — to maintain new skills

Jason's mother helped to set long-term goals with him and would reinforce them by rewarding him with tangibles (i.e. video games). Jason will be starting day treatment services to address his anxiety and continue to provide him with strategies.

4. Steps to minimize rewards for problem behavior

Even if Jason has an outburst, he will have to spend some of the lunch hour in the cafeteria. He will not be able to eat in the classroom or principal's office.

5. Disciplinary consequences for problem behavior, if needed / appropriate:

Because he has such a close relationship with his mother and her approval is very important to him, the school will contact her if Jason has an outburst. We feel that the idea of disappointing her will motivate Jason to change his behavior.

6. Safety procedures/Crisis Plan (if needed): Steps to ensure the safety of all in a dangerous situation

Mom did not consent for MUTT to be contacted. She was always readily available when needed.

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**Practices for Implementation**

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1. Target date to begin implementation:

11/16/2011

2. Getting the intervention plan started (what materials/resources are needed? what training is needed?):

School psychologist has access to materials needed to teach Jason relaxation strategies.

3. Process for communicating and partnering with other district/school stakeholders and team members (who, what, when):

School psychologist will speak with cafeteria assistants. Plan will be relayed to parent, teachers and administration during next meeting. Additional feedback will be solicited to make sure that the intervention is effective for Jason. School psychologist will speak with community care providers.

4. Process for communicating and partnering with families, community members and stakeholders (who, what, when):

Verbal conversations, daily communication log between teachers, parent and community care provider.

5. Others who need to be informed (Who else might intervention impact?):

Lunchroom aide, van driver who transports student to Childynamics, mom may also want to bring roommate as a support for her. Jason' sister also attends this school and parent may want to inform her of intervention.

6. Plan for notifying substitutes of intervention:

SAGE classroom – one teacher familiar with intervention and Jason will always be available.

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### **Evaluation, Review and Adaptation**



1. How will we know if the plan is being implemented? (What information will be collected, by whom, how summarized, and when reviewed?)

ABC chart (antecedent, behavior, consequence) will continue to be used to monitor frequency of Jason's outbursts. It will be reviewed at regularly scheduled meetings. The daily communication log will also be used.

2. How will we know if the plan is being successful? (What student outcomes will be monitored, by whom, how summarized, and when reviewed?)

Jason will independently eat in the lunchroom within 3 months and will be eating with his class by the end of the year.  
Data collected will be reviewed at regularly scheduled meetings.

*Only report on relevant items below	Baseline data:	2nd reporting period:	3rd reporting period:	4 <sup>th</sup> reporting period:
% Daily Progress Report points (DPR) for period	NA	NA	NA	NA
Office Discipline Referrals (ODRs) (total # for period)	NA	2	1	2
Suspensions (total # of ISS & OSS for period)	NA	0	0	0
% Attendance for period	NA	NA	NA	84%
Tardies (total # for period)	NA	0	0	0
Grades/literacy scores	Proficient	Proficient	Proficient	Proficient
Other: Child's attendance impacted by participation in day treatment program.				

a) Target goal for use of replacement behavior (*i.e.* 70% DPR points & no further ODRs):

Jason will be able to calm himself down when experiencing anxiety 4/5 times.