

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

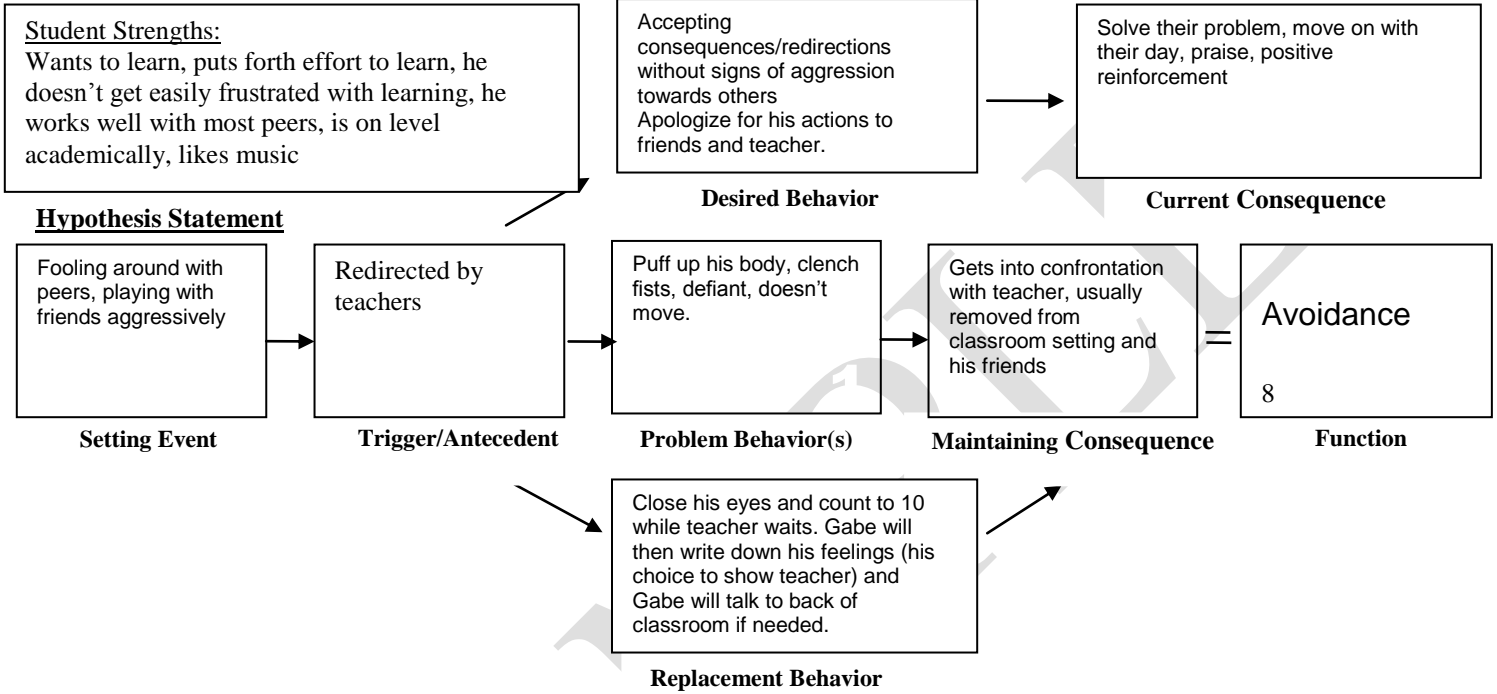
Student Name: Gabe Sting

Referred by: Mr. Phunk

Date: 10/26/12

The Competing Behavior Pathway

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).

Section 2: BIP

Setting Event Strategies	Antecedent Strategies	Teaching/Instructional Strategies	Consequence Strategies
Making eye contact with him (or the other kids that he is with), non verbal signals, preferential grouping (separating him from other students that he gets in conflict with)	<p>Teacher will redirect other students involved in the situation first before Gabe. Gabe will then receive a one-on-one conversation.</p> <p>Teacher will use a secret signal with Gabe to inform him that his playing with his friends is too aggressive</p>	<p>Praise – focus on the positive of what he did in the process of accepting the consequence and then look at the next time something happens what he could do differently</p> <p>Mrs. B is teaching the whole class how to read body language of students, cool down strategies, and how to manage emotions</p> <p>Mrs. R could practice anger management strategies with him on a non-sen basis, if his mother gives consent</p>	<p>Delaying consequences until you see that Dererious' body has relaxed and he has smiled.</p> <p>When Gabe is upset, give him the choice to recover or join the group to complete work. (He usually chooses to join so he doesn't miss work as he knows it will have to be completed later).</p>

EXAMPLE



1. Strategies to prevent problem behavior from occurring

a. Modifications to setting event

Making eye contact with him (or the other kids that he is with), non verbal signals, preferential grouping (separating him from other students that he gets in conflict with)

b. Modifications to trigger/antecedent

Teacher has tried different ways of redirecting him (pulling him aside, whispering to him, etc) but none of these have had success

2. Strategies to teach new behaviors

a. Teach the replacement behavior

Praise Gabe by focussing on the positive of what he did in the process of accepting the consequence and then look at the next time something happens what he could do differently

Mrs. B is teaching the whole class how to read body language of students, cool down strategies, and how to manage emotions

Mrs. R could practice anger management strategies with him on a non-sen basis, if his mother gives consent

b. Teach the desired behavior

We hope that with the strategies listed above, Gabe will be able to accept consequences within a shorter period time and move on with his day.

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

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

Praise, positive phone calls home

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

Praise, positive phone calls home

4. Steps to minimize rewards for problem behavior

Gabe is responsible for any work he misses while he is recovering. He will also have to deal with the consequences of his actions, even if these are delayed.

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

Consequences must be delayed until Gabe is calm.

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

Mrs. B will call safety or administration if he is in crisis. Mom signed consent for the focus room in case of a crisis. Mom should be contacted immediately.

Practices for Implementation



1. Target date to begin implementation:

This plan has been on going since the beginning of the school year. Mrs. B has seen some progress using this plan.

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

Mrs. B will continue to implement this plan in the classroom. Mrs. L will address possible referrals to community resources during conference set for 11/1 at 8:30 am. Ms. R did not attend this conference.

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

Conference with mother on November 1 at 8:30 am with teacher. Ms. Reed did not attend this conference.

Copies of the plan will be given to team members and the safety assistant.

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

Phone calls to the mother will be made as needed for positive and/or negative behavior.

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

Safety assistant.

6. Plan for notifying substitutes of intervention:

Copy of the plan in the sub folder

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?)

Input from teacher.

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

Office incident referrals, Mrs. L will bring information to the follow up meeting.

*Only report on relevant items below	Baseline data: 9/4 – 10/26	2nd reporting period: 10/26-12/14	3rd reporting period:	4 th reporting period:
% Daily Progress Report points (DPR) for period	n/a - teacher feels this would not be effective with student	N/A		
Office Discipline Referrals (ODRs) (total # for period)	2	0		
Suspensions (total # of ISS & OSS for period)	1 CO Hearing (5 day suspension)	0		
% Attendance for period	76%	100%		
Tardies (total # for period)	0	0		
Grades/literacy scores	MAP – Math – 212 Reaching 199 Pro/Adv in 2011 WKCE			
Other:				

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

We would like to see Gabe have no further ODRs

Follow up meeting: Friday December 14, 2012 at 10:45

Participants:

Outcomes:

Is he accepting consequences within a half hour? Mrs. B reports that he is able to accept consequences within a half an hour. He has had to go to recovery one time in the past 8 weeks. He has no formal incident referrals.

Ms. R never signed consent for D to work with Mrs. R.

Gabe still needs to work on mumbling under his breath when re-directed by an adult. The teacher can hear him but ignores this behavior. Mrs. B would like to see him respect adults within the school. Mrs. R is going to also talk with him at home about this because she has noticed this behavior as well.

Gabe is a leader in the classroom. He is aware that other kids watch him in the classroom. We believe he mumbles or is disrespectful to “save face.” Mrs. B has talked with D on how to respectfully let her know if he feels something wasn’t fair. He has been able to do this with her.

Mrs. B completed a few lessons with the entire class about reading body language and how to calm down.

D is on grade level academically. He is participating a lot in class. At the beginning of the year, he tested at the middle 4th grade level and is now performing at the middle of 5th grade. He went from a 199 in the Fall MAP for Reading and scored a 217 on the Winter Map for Reading. Mrs. B notes that a lot of his progress has to do with his attitude.