

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

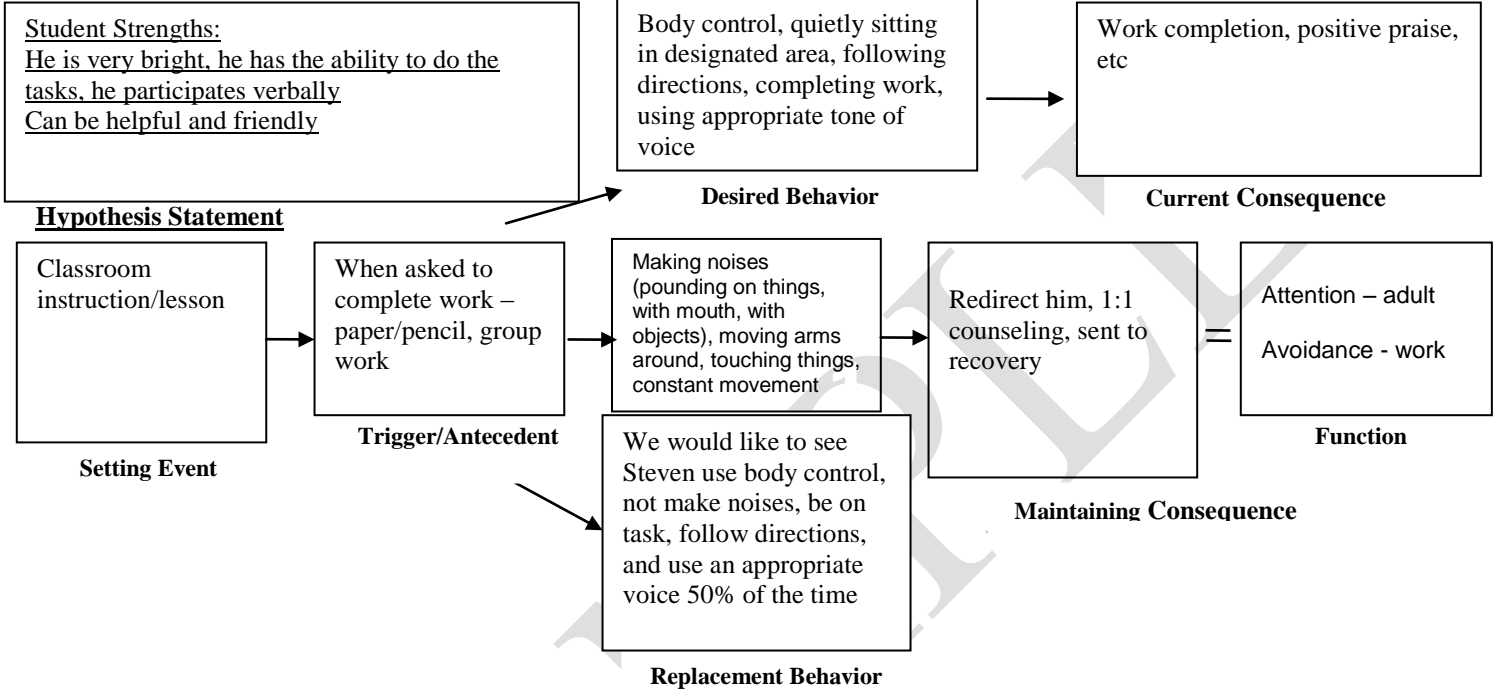
Student Name: Steven Murgth

Referred by: Ms. Santin, AP

Date: 2/13/2013

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).

Setting Event Strategies	Antecedent Strategies	Teaching/Instructional Strategies	Consequence Strategies
<p>Before entering the classroom Steven is escorted on a quick walk around the building by safety aide Mr. Frank. Mr. Frank talks to Steven and make a connection and also walks with Steven to allow Steven to release some energy and stress before entering the classroom.</p>	<p>Remind student of expectations of work time and ensure Steven has all appropriate materials and is ready to work.</p> <p>Offer Steven time to relax and compose himself before working (walking to back of room, getting a drink of water, talking to a friend or teacher for 3 minutes before working)</p>	<p>Steven participates in a SAIG group working on classroom survival skills (body control, not making noises, being on task, following directions, and using appropriate). He participates 1x per week starting 2/12/2013.</p> <p>Steven will have a specialized behavior form where he can earn points for demonstrating the behaviors listed</p>	<p>When he is causing a problem in the classroom, he will be sent to recovery 230 or 232. When he is asked to go to recovery, he refuses and needs to be escorted by administration/safety.</p> <p>Steven will be acknowledged verbally and with a Cougar Ticket when he is engaged appropriately in the lesson.</p>

Background Information:

Steven goes to his father's house after school. He stays overnight there some days. Other days his mother comes to pick him up after she is done with work between 5-7 pm.

Mom has scheduled a therapy appointment on March 1. She signed consent for the school to be able to talk with the therapist. Mom has also talked with her pediatrician about Steven being tired. Mom reports that he has an appointment on 2/19 to be seen by a doctor to discuss the possibility of sleep apnea.

Information provided by the teacher:

Steven is a bright boy but he is not showing his potential in the classroom. He is not completing his work. He has a difficult time controlling his body, being respectful during instruction (making noises with his mouth, tapping, etc), following directions, and using an appropriate voice.

If he earns 50% of his specialized CICO form, he can pick a reward off of reward menu

Earn a reward at home.

Behavior Intervention Plan Specifics



1. Strategies to prevent problem behavior from occurring
 - a. Modifications to setting event
 - b. Modifications to trigger/antecedent

2. Strategies to teach new behaviors

- a. Teach the replacement behavior

Steven is participating in a Small Academic Instructional Group once a week to practice the replacement behaviors in a small group setting.

- b. Teach the desired behavior

Steven is participating in a Small Academic Instructional Group once a week to practice the replacement behaviors in a small group setting.

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

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

At school: Steven can earn a reward off a reward menu when he is able to earn 50% of the points on his daily behavior chart.

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

At school: We hope that Steven will be able to reach this goal and with the success we can increase the amount of points he needs to earn to earn a reward.

4. Steps to minimize rewards for problem behavior

When Steven is disrupting the learning environment, he will be sent to recovery in room 230 or 232. He will need an escort to make sure he gets there safely.

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

We will continue to follow the district's policy regarding behavior infractions.

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

When Steven is feeling stressed or that he is going to have a bad incident he should grab his green "Go card" and walk out of the classroom and go to the main security desk. Once there someone will find Mr. Frank who will take Steven on a walk throughout the building and see what he needs to calm himself and return to the classroom. Mr. Frank will return him to the classroom and inform the classroom teacher of the situation.

Practices for Implementation



1. Target date to begin implementation:

Tuesday February 18, 2013

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

Mrs. Carpenter will create the behavior plan and have Mrs. B look it over to approve it.

Mrs. B will go over the plan with Mrs. K and Steven. Mrs. B will talk with Mr. D regarding the reward menu as he was included on some of the rewards that were used in the past.

Mrs. Carpenter will have a conference with Ms. B who needed to leave early from the meeting and with Mr. M who did not attend.

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

Those that work with Steven will receive a copy of his plan

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

The daily note will be sent home daily for the parents to review and also complete regarding his behavior at home.

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

N/A

6. Plan for notifying substitutes of intervention:

A copy of the plan should be placed in the sub folder

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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?)

We will have completed behavior sheets and/or log of the points earned each day.

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

We will see Steven meet his goal of earning 50% of the points and we will be able to increase his goal. We will also see a decrease in office incident referrals and suspensions.

*Only report on relevant items below	Baseline data:	2nd reporting period:	3rd reporting period:	4 th reporting period:
% Daily Progress Report points (DPR) for period	11/29/12 – 1/29/13 7/24 29%	2/12/13 – 5/3/13 18/33 55%	5/4/13-6/10/13 7/18 39%	
Office Discipline Referrals (ODRs) (total # for period)	8	3	4	
Suspensions (total # of ISS & OSS for period)	1 suspension 3 in house 1 pending	1 in house suspension 1 suspension	2 suspensions	
% Attendance for period	86% 7 excused, 7 unexcused	89% 6 additional absences	83% 2 additional absences 2 suspensions	
Tardies (total # for period)	6	5	1	
Grades/literacy scores	Math – MAP Fall 153 Winter – 175	MAP: Math: Spring – 184	N/A	

	Reading – Map Fall- 155 Winter - 163	Reading Spring - 181		
Other:				

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

We would like to see Steven earn 50% of his points at least 80% of the time. No more than 4 office incident referrals.

Follow Up Meeting: Tuesday May 6, 2013 at 2:00 pm

Participants:

Positives: There have been times when Steven has had a couple good days in a row. He is sleeping less in class. He is on level academically.

Academically: Steven has not taken the spring MAP assessment yet. When Steven is interested in a subject, he will complete. If he doesn't want to complete work, he won't do it. He is on level academically and is capable of grade level work, but doesn't always show it in his work because he rushes through it. Steven has a difficult time, receiving redirection and/or corrections. The afternoons are a little more difficult.

SAIG: (listening skills, accepting consequences, ignoring distractions) Steven participated in SAIG. When in a small group (with three other children), he did not like feedback or redirection. He would sometimes shut down. Mrs. R was also concerned about impulsive control and restlessness.

Medical Updates: Steven had a sleep study completed on April 25th, 2013 to test for sleep apnea. She is waiting for the results from the sleep study. Mrs. B reports that more recently, Steven has not been falling asleep during class. Steven's next therapy appointment is May 28, 2013 at 9:00 am. He has been seen one other time by the therapist. Steven's afternoon routine is the same; he goes to Dad's house after school and then his mother picks him up after she is done with work. Steven is completing homework inconsistently.

Home/School Connection: We will continue the behavior chart that was implemented in February. To try to increase Steven meeting his goal, he will be able to earn Chuckee Cheese tokens at home with his mother. When he earns between 28-41 points he will get 2 token and if he earns 42 points or more he will earn 4 tokens. That gives him the possibility of earning 100 tokens by the end of the school year for

his birthday. At school he earns computer time, time in room 114, time with Mr. D when he meets his goal.

Data Review 6/10/13

Steven met his specialized CICO goal of 50% of his points 38% of the time. He received two suspensions during the intervention period.

EXAMPLE