

# INDIVIDUAL STUDENT FBA / BIP TEMPLATE

## FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN



Student Name: Susie Student

Referred by: Tier 2 team

Date: 10/23/13

List all team members involved in building the intervention plan:

### Competing Behavior Pathway:

**Student Strengths**  
likes math-feels proud when she completes; responds well to praise, 1:1 attention likes to help/have classroom jobs; wants to learn

Tell teacher that student wants to sit in the Chill Chair  
**5) Desired Behavior**

Positive reinforcement from teacher for handling frustration appropriately.  
**6) Current Consequence**

asks about father; father is not involved  
substitute teacher in room  
afternoon episodes more frequent/loss of focus in PMs  
Inconsistent parenting  
**4) Setting Event**

appears to be frustration  
**2) Trigger/ Antecedent**

Off-task/disruptive behaviors  
**1) Problem Behavior**

attention from peers and adults  
**3) Maintaining Consequence**

Attention  
**8) Function**

High-five/teacher attention when feeling frustrated  
**7) Replacement Behavior**

Section 1: FBA

1. Brainstorm possible elements of behavior support, to neutralize setting events and/or 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><b>Lunchroom check-in between teacher/admin and Susie</b></p> <p><b>Referral to Rogers for day treatment services</b></p> <p><b>Medical check-up with primary care physician</b></p>	<p><b>carrying clipboard between cafeteria and classroom after lunch</b></p> <p><b>modify assignments</b></p> <p><b>personal stamp for completing first problem</b></p> <p><b>teacher model</b></p> <p><b>passing papers for table (Table Captain)</b></p> <p><b>sit next to teacher in afternoon</b></p> <p><b>frequent eye contact and thumbs up</b></p> <p><b>hugs at time of direction</b></p>	<p><b>Teacher will meet with Susie and teach mutually-determined replacement behavior--a hug or high-five.</b></p>	<p><b>Rewards for replacement behaviors:</b></p> <p><b>Good phone call to mom or Ms. L.</b></p> <p><b>Hand stamp</b></p> <p><b>Hug</b></p> <p><b>Classroom incentives</b></p> <p><b>Call Ms. G./time with Ms. G.</b></p> <p><b>Consequences for acting out behaviors:</b></p> <p><b>Warning re:phone call home</b></p> <p><b>Actual phone call home</b></p> <p><b>Removal from classroom</b></p>

## Behavior Intervention Plan Specifics



### 1. Strategies to prevent problem behavior from occurring

#### a. Modifications to setting event:

AP and Ms. S. will check-in with Susie during lunch to help resolve/smooth any difficulties from AM or recess and helping her get ready for a successful afternoon

Community-based assessment and services through mental health hospital

#### b. Modifications to trigger/antecedent:

Increased teacher attention to Susie throughout the day: jobs (Table Captain, remembering and carrying clipboard for teacher), modified assignments with stamp after independent attempt/completion of first assignment, model for teacher, will sit next to teacher in PM, frequent eye contact from teacher with personalized "good job" signal, hug/some sort of individual attention when giving whole group directions

### 2. Strategies to teach new behaviors

#### a. Teach the replacement behavior:

Ms. S. will talk with Susie and practice new behavior

#### b. Teach the desired behavior:

deferred

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

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

Hand stamp, positive phone call to mother and Ms. L., hug, classroom incentives, call to CICO mentor Ms. G.; special time with Ms. G.

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

deferred

Steps to minimize rewards for problem behavior:

ignoring, warning of phone call to mother or Ms. L.

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

actual phone call home

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

call to Safety and removal from classroom

### Practices for Implementation



1. Target date to begin implementation: Monday 10/28/13
2. Getting the intervention plan started (what materials/resources/training are needed?)

10/23/13 - Ms. S has initial conversation with Susie re: new plan and rewards; continue reminding and practicing for start day on Monday

10/23/13 - Phone call placed to medical provider with parent re: community resources

10/24/13 - Biweekly follow-up form located or created (Mr. B)

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

Date set for follow-up meeting (12/13/13 at 1:00pm)

Ms. G will continue with DPR card; she will count the number of stamps on Susie's hand and record that number on the DPR card; these will be given to Ms. N for tracking (Ms. N will then give DPR cards to Exceed data person for input)

Biweekly form given to Ms. S asking for input

Ms. S will write referrals for any behaviors requiring outside-the-classroom interventions for

documentation purposes

Parent will receive DPR cards nightly

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

see above


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

6. Plan for notifying substitutes of intervention:

Ms. S will provide this in the substitute folder.

### Evaluation, Review and Adaptation

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

DPR cards used daily and tracked in Exceed-- Ms. S, Ms. G, Ms. N, Ms. P

DPR card will use Be Present to indicate Susie's compliance with replacement behavior as well as..

number of hand stamps recorded daily

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

<p>DPR cards will reflect increased scores - Tier 2/3 team</p> <p>Number of hand stamps will increase (demonstrating use of replacement behavior)</p> <p>Office referrals will decrease</p>
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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				
Office Discipline Referrals (ODRs) (total # for period)				
Suspensions (total # of ISS & OSS for period)				
% Attendance for period				
Tardies (total # for period)				
Grades/literacy scores				
Other:				

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

<p>No further office referrals; 80% of DPR points</p>
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