

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

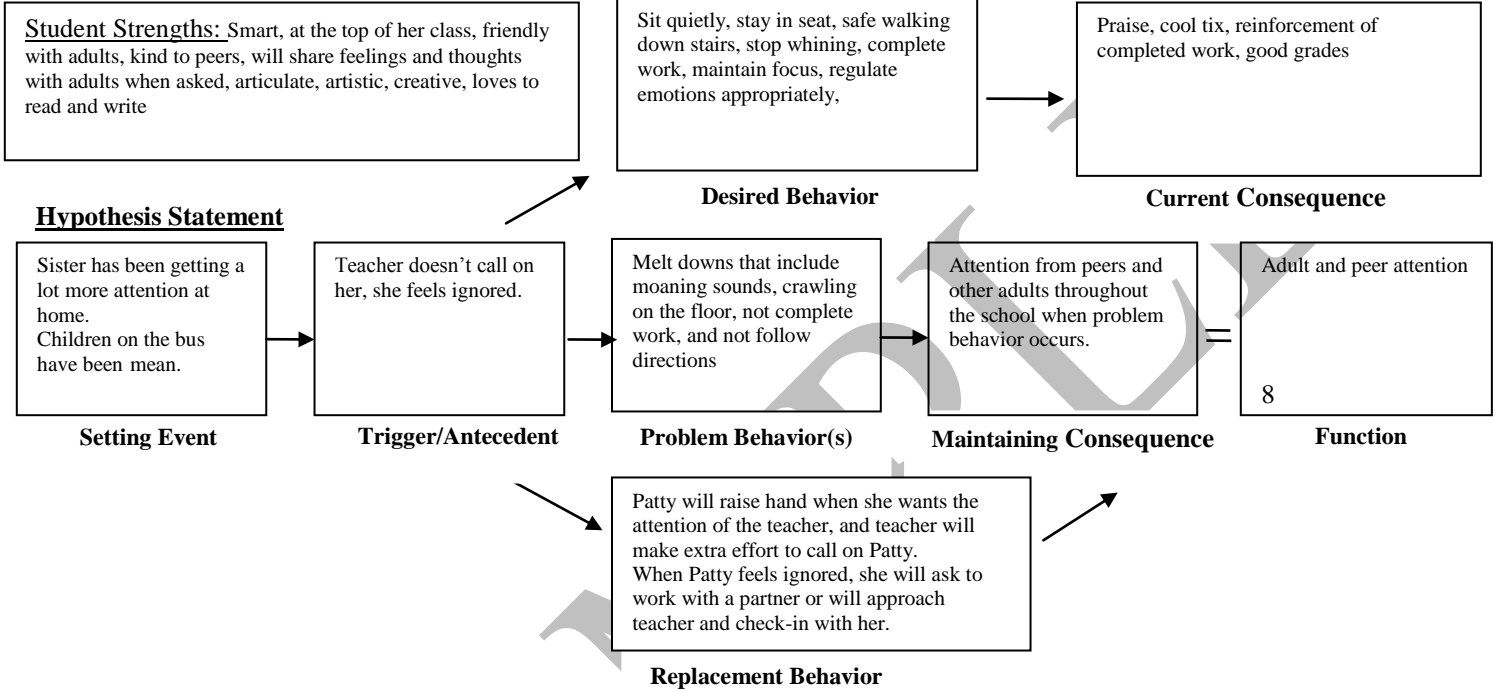
Student Name: Patty Wilson

Referred by: Ms. Grown

Date: 5/1/13

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 |
|--|---|---|--|
| <p>Patty will check in with Mr. Larison in the morning just to chat and talk so Patty does not feel ignored at school.</p> <p>School will work with mother to give mother strategies to engage Patty at home so Patty does not feel ignored at home.</p> | <p>Teacher will make extra effort to call on Patty when Patty has her hand raised.</p> <p>Patty will have the opportunity to work with a partner.</p> <p>Patty will have the opportunity to work with the teacher on assignments or check in with teacher to show progress on her work.</p> | <p>Tell Patty to ask for help when something is hard. Allow Patty to work with peers when possible.</p> | <p>Praise, cool tix, reinforcement of completed work, teacher will acknowledge Patty's work and efforts in class and show she cares.</p> |



1. Strategies to prevent problem behavior from occurring

a. Modifications to setting event

Spend more time with Patty at home. Give her special time to have with mom.

b. Modifications to trigger/antecedent

Allow Patty to be a part of groups when possible. Make sure Patty understands the task required before asking her to work. She has indicated that sometimes the work is too hard.

2. Strategies to teach new behaviors

a. Teach the replacement behavior

Instead of making moaning sounds, crawling around on the floor, and not completing work, ask for help when work is too difficult. Ask a peer if possible or the teacher.

b. Teach the desired behavior

Complete work seated quietly. Show her what that looks like, using another student as a model. This may need to be taught in a social skills group as well.

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

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

Give praise multiple times throughout the day when this behavior is shown. As much as 5 times per hour or more may be necessary to reinforce the behavior. Try to vary in interval (amount of time between praises), frequency (amount of praises in a period of time) and words used to keep it fresh. ie. Nice work staying seated, Patty! I love how you are completing your work seated and quiet! You are doing a great job staying on-task! etc... Refer to 100 Ways to Praise worksheet

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

Continue to praise intermittently. Offer cool-tix daily or more frequently if it is too difficult to maintain seated work for a complete day. Patty is highly reinforced by adult and peer attention.

Giving her time to spend with the teacher for a few minutes at the beginning or the end of the day may be reinforcing. She also indicated that she would like to have friends ask her to sit with them or classmates asking her to be the class leader. Perhaps she could choose a special friend to spend time with at the end of the day, working on an activity of her choice, (reading a book together, playing a

computer game together, doing a puzzle). Patty may also like to spend time choosing a book from the library as a reward because she loves to read.

4. Steps to minimize rewards for problem behavior

Do not give her attention when problem behavior occurs. Tell other students to ignore behavior. If behavior continues to occur and there is a safety issue, refer to Safety procedures.(#6) At the immediate moment Patty sits down and starts her work, give immediate praise. For instance, when seated give praise for sitting correctly, then prompt her to start work. Give praise for starting work.

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

None needed.

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

If Patty becomes physically aggressive, remove others from the area and call the office to page Ms. Lasin. Patty's parents will be informed. Conference with Patty. State, "Hitting is not ok. It is against school rules. You will be given this consequence..." (No further attention or discussion should be had).

Practices for Implementation



1. Target date to begin implementation:

Monday 5/13/13

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

Cool-tix, identify a peer model of behavior, have Patty identify a friend to spend time with and an activity to do if earned that reward, have Patty attend a social skills group on completing work.

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

Conference or email with team as needed.

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

A staff member will call home biweekly to discuss progress.

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

Other staff members that work with her such as the school principal, librarian, school social worker, school psychologist

6. Plan for notifying substitutes of intervention:

Keep a copy of this in 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?)

The teacher could complete a modified CICO form for Patty, completing only the responsible section. If a meltdown occurs, Patty gets a 1. If Patty struggles but finds a solution to her problem by asking for help she may get a 2 or a 3. If Patty does her work, she gets a 3!

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

If Patty earns mostly 3s (80% of her total score about 80% of the time) over a period of two to four weeks then we know she has been successful.

| *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 | | | | |
| 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: | | | | |

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

80% of total possible points, 80% of the time.

EXAMPLE