

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

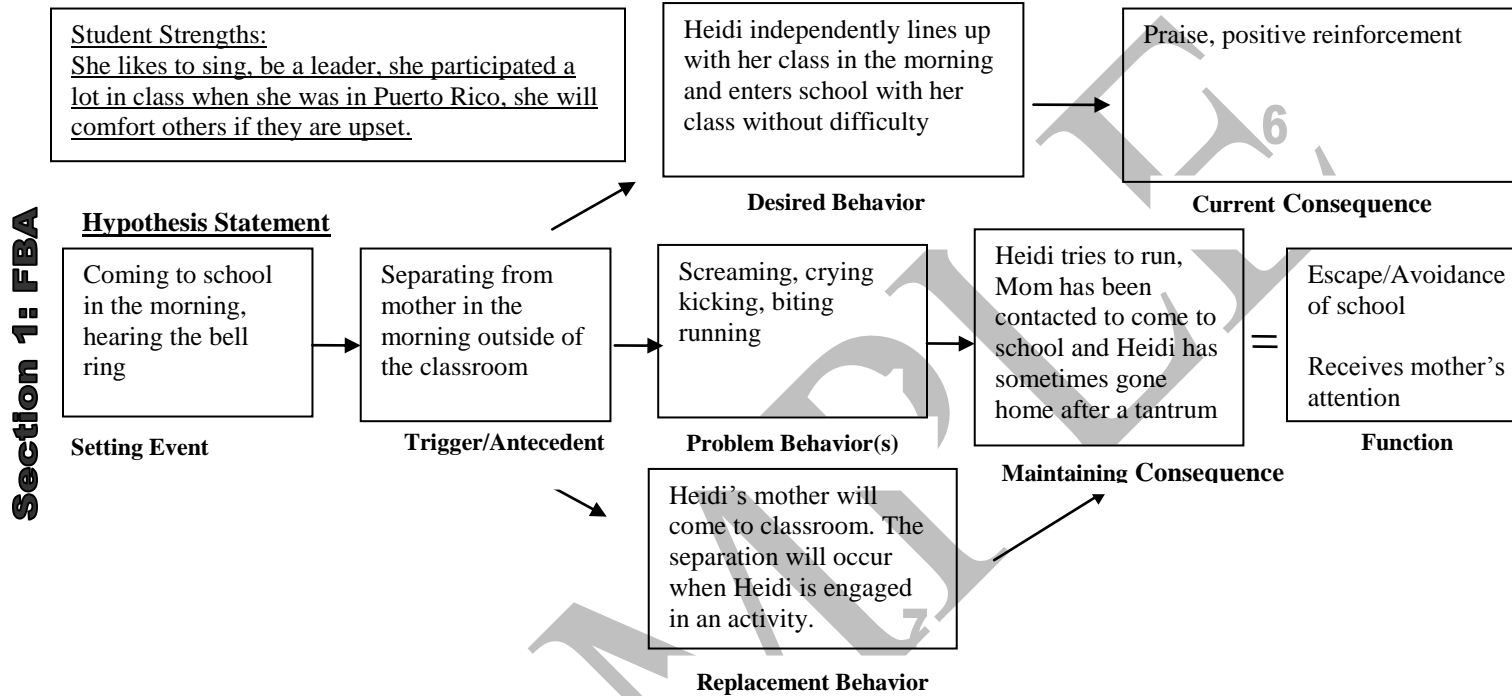
FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

Student Name: Heidi Santeg

Referred by: Mrs. Hunger

Date: 11/30/12

The Competing Behavior Pathway



List all team members involved in building the intervention plan:

- Brainstorm possible elements of behavior support [Make problem behavior irrelevant, inefficient and ineffective]
- 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>Heidi comes on time, when she hears the bell ring in the morning she starts to get nervous.</p> <p>Mother will enter the school with Heidi from the playground with the class.</p> <p>Heidi will complete tasks independently (hanging coat up, hanging backpack).</p>	<p>Mother will be in the classroom with Heidi in the morning (9:00 am) until lunch time (1:00 pm). She will not sit right next to Heidi, but will be in the classroom completing tasks for the teacher. Slowly, her mother will start to spend less time in the classroom.</p> <p>Heidi responds better when she has transitioned into the classroom with her mother and separated her mother in the afternoon.</p>	<p>Once she has transitioned into the classroom, she doesn't have difficulties in the afternoon in the classroom. She does have difficulties transitioning into the lunchroom after recess. If no one is looking she has tried to run away from the cafeteria.</p>	<p>If Heidi is in crisis and her mother is not present, her mother signed permission for school staff will call the MUTT team.</p>

Background Information:

Her K4 teacher reported that Heidi had a difficult time transitioning into the classroom. She often cried, yelled, and tried to leave the classroom. The teacher stood in front of the door daily to prevent her from leaving. At times, Heidi would try to scratch the teacher and bit her once. The teacher reported that the behavior continued for at least two months. It slowly started to improve by the end of November and into December. She still had difficulties after long weekends or breaks.

Heidi has the following appointments at the Street Clinic to address the behavior concern noted above.

12/06/12, therapist

12/17/12, psychiatrist

Academics:

In reviewing her grades, she is at a basic level in all areas. We would like Heidi to take CPAA to get more specific information on her academic levels. Mr. Russel reports that Heidi is below level. She has difficulties with phonemic awareness and decoding. She works well in small groups.

The team discussed setting limits with Heidi. Heidi often acts like an adult and has a difficult time accepting directions from adults.

Behavior Intervention Plan Specifics



1. Strategies to prevent problem behavior from occurring

a. Modifications to setting event

Ms. Santig will enter the building with Heidi and her class in the morning. Heidi will complete morning tasks independently, but her mother will be present in the classroom completing tasks for the teacher.

b. Modifications to trigger/antecedent

Ms. Santig will stay in school from 9:00 am – 1:00 pm. She will then leave the school. This is a temporary modification. The amount of time Ms. Santig spends in the classroom will slowly decrease (by running errands for the teacher and then ultimately, spending less time at school) The teacher reports that after transitioning in from lunch, Heidi does not have difficulties in the classroom.

2. Strategies to teach new behaviors

a. Teach the replacement behavior

Heidi's mother will stay in the room from 9-1 pm. The separation from her mother will occur when Heidi is engaged in an activity. Slowly, Heidi's mother will decrease the time she spends in the classroom and in the school building.

b. Teach the desired behavior

By slowly decreasing the time Heidi's mother spends in the classroom, we hope Heidi will start to feel more comfortable in the classroom without her mother. We hope to decrease the time so eventually Heidi will separate from her mother on the playground in the morning.

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

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

If she has 3 days without a tantrum while separating from her mother, she can go to the classroom of her K4 classroom teacher to be a helper. Heidi needs an escort to go and come back.

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

Positive reinforcement from teacher and parent

4. Steps to minimize rewards for problem behavior

Heidi will not be sent home if she tantrums when separating from her mother

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

Office incident referral, reflection

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

If Heidi has a tantrum that jeopardizes her safety or the safety of other and her mother is not present, school staff will call the MUTT team to respond.

Practices for Implementation



1. Target date to begin implementation:

11/30/12

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

The parent signed the MUTT team form.

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

A copy of the plan will be provided to the school staff members that work directly with Heidi or may have contact with Heidi in case of a crisis.

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

Ms. Santig will sign consent with Tammy so the school can communicate with the therapist about the behaviors we see in school. When this has been completed, school staff will speak with therapist regarding Heidi's plan and to explain the behaviors we have seen at school.

Ms. Santig will speak to the social worker connected to W-2 so that she can complete her volunteer hours at school. Ms. Santig will provide the social worker with a copy of this plan. Mrs. Puntney can advocate for her hours to be completed here if there are questions/concerns about this.

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

Ms. Rang, classroom teacher

Mr. Winter, assistant principal

Safety Assistant

Adults on duty during lunch/recess

6. Plan for notifying substitutes of intervention:

A copy of the plan will be 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?)

Teachers will keep track of the number of tantrums Heidi has and the time the mother spends in the classroom.

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 know the plan is successful if Heidi has fewer tantrums at school and her mother is decreasing the amount of time she spends in the classroom.

*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	N/A – team felt this was not an appropriate intervention at this time	N/A		
Office Discipline Referrals (ODRs) (total # for period)	1	0		
Suspensions (total # of ISS & OSS for period)	0	0		
% Attendance for period	17/19 days 89%	26/33 79%		
Tardies (total # for period)	1	1		
Grades/literacy scores	According to records from Puerto Rico, she is basic in all areas	Please see data below		
Other:				

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

Heidi will decrease the number of tantrums when separating from her mother from 5/5 days in a week to 2/5 days in a week.

We would like to see Ms. Santig decrease the time she spends in the classroom from 4 hours to 1 hour.

Follow Up Meeting:

1/31/2013

Members Present:

Reading: Last unit test (test was read to her, she gave verbal answers): Proficient

CPAA: Phonics and Writing: Approaching expectations

Phonemic awareness: Approaching expectations

Reading: At expectations

Math Operations: approaching grade expectations

Math Numeracy: Approaching grade expectations

Math Patters/Functions: At expectations

Heidi is completing grade level work in Math.

Heidi is performing a little below grade level in writing.

The plan to transition Heidi into the classroom was implemented for almost 3 weeks prior to starting the school bus. Ms. Santig was not in the classroom consistently due to appointments, but she stayed approximately 6 days during that 3 week period. Heidi started to take the school bus 12/19/12 because she moved into the bussing region. After starting to take the school bus to school, Heidi did not have any difficulties transitioning into the classroom. According to the classroom teacher, Heidi is no longer crying in the classroom and has not tried to run away. Occasionally, she still will kick other students under the desk.

Heidi is participating in therapy with Tammy at the Street Clinic. Heidi has also started to take medication. She is currently taking 5 mg of focalin and 1 mg of clonidine. This has helped her with her behavior in the classroom. The teacher has noticed the improvements in her attention and behavior when she takes her medication. There have been days when she hasn't taken her medication, and he can tell the difference in her behavior. Ms. Santig has noticed that she seems more motivated with her school work.

The CST team discussed attendance data because Heidi was absent 7 days in the past 36 school days. Mother reports that she has had absences due to therapy appointments. Ms. Santig has said that she hasn't been able to get her to school before/after the appointments due to the lack of transportation. She feels it is very important for her to continue this treatment and she has asked for later appointments after school but she has to go when the therapist has openings. Ms. Santig was given the number to Logisticare to utilize their transportation services to help get Heidi to her appointments and make sure she attends part of the school day on those days.