

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

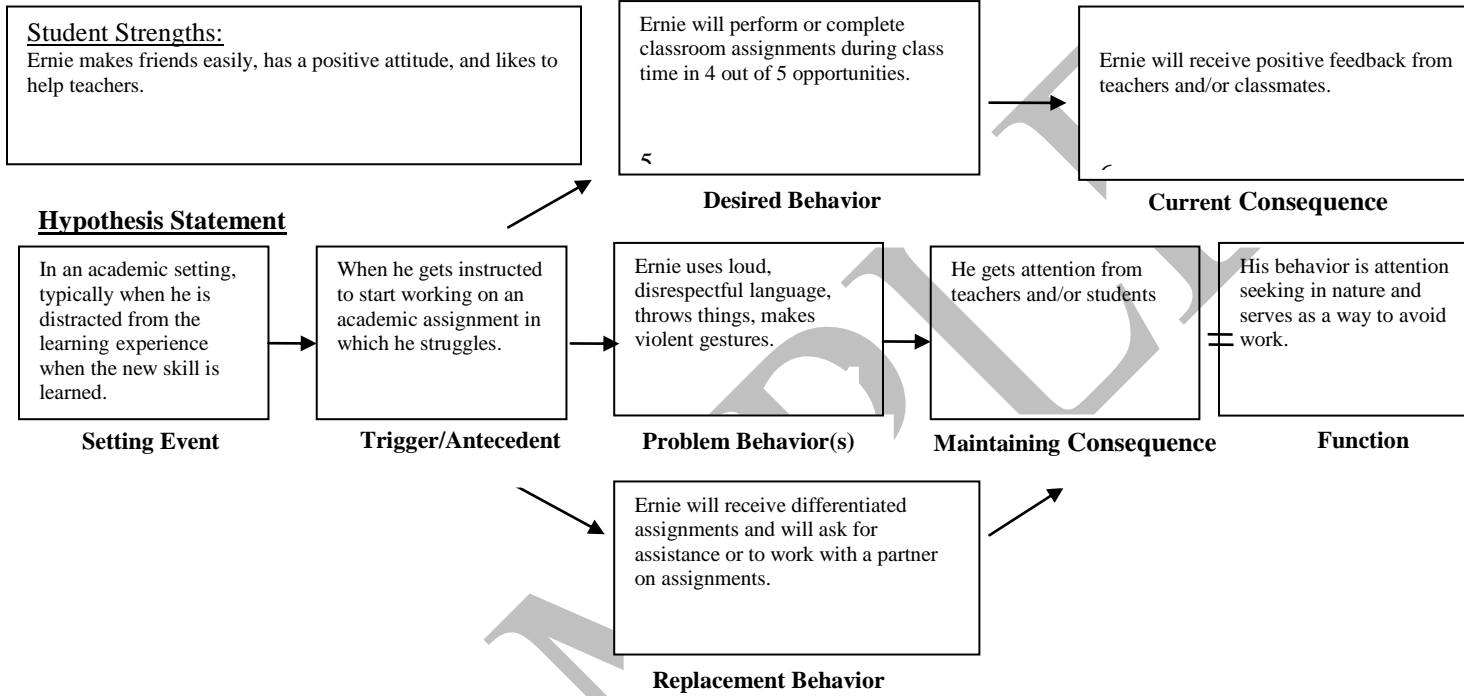
FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

Student Name: Ernie Albert Referred by: Mr. Steven

Date: 12/12/2012

The Competing Behavior Pathway

Section 1: FBA



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
Provide acceptable, distraction free working space. Establish rules for work completion and reiterate them frequently.	Consider academic assignments consistent with Ernie's functional level. Present tasks in the most attractive manner.	Explain assigned activities in details. Provide opportunity for any questions Ernie might have. Clearly state expectations regarding independent study behavior.	Provide positive feedback. Consider tangible rewards

Section 2: BIP



1. Strategies to prevent problem behavior from occurring

a. Modifications to setting event

Provide acceptable, distraction free physical space for Ernie.

b. Modifications to trigger/antecedent

Consider assigning academic tasks at Ernie's functional level. Reduce the number of assignments at first and gradually increase the number/length of assignments as Ernie demonstrates success.

2. Strategies to teach new behaviors

a. Teach the replacement behavior

Speak with Ernie to explain the expectations and rules. Reiterate rules frequently using a neutral tone of voice. Provide Ernie with a written list of expectations. Assess the clarity of his understanding

b. Teach the desired behavior

Speak with Ernie to explain the expectations and rules. Reiterate rules frequently using a neutral tone of voice. Provide Ernie with a written list of expectations. Assess the clarity of his understanding

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

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

Use frequent immediate reinforcement for demonstrating desired behaviors (praise, smile, classroom privileges etc.)

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

Gradually decrease the amount of immediate positive reinforcement but continue to recognize Ernie's desirable behavior with rewards that are meaningful for him.

4. Steps to minimize rewards for problem behavior

Reduce the amount of attention Ernie gets when he demonstrates inappropriate behavior. Use a point system that is centered around feedback/reinforcement for positive behavior .

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

Redirection, less earned points for desirable behavior, time out, office referral, phone call home, in-house suspension, and suspension from school

Page 2

Practices for Implementation



1. Target date to begin implementation:

12/12/2012

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

An interview will be conducted with Ernie regarding what tangible rewards he values the most.

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

Mr. Steven will be available to discuss any issues regarding Ernie's academic/behavior progress.

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

When needed Mrs. United will be communicating with Ernie's case worker.

5. Plan for notifying substitutes of intervention:

A copy of the plan will be place in a substitute teacher's folder.

Page 3

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 classroom teacher will be collecting work samples and observations.

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

The classroom teacher will be monitoring Ernie's progress. A new plan will be developed as soon as Ernie reaches his current goal.

*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:				

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