

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

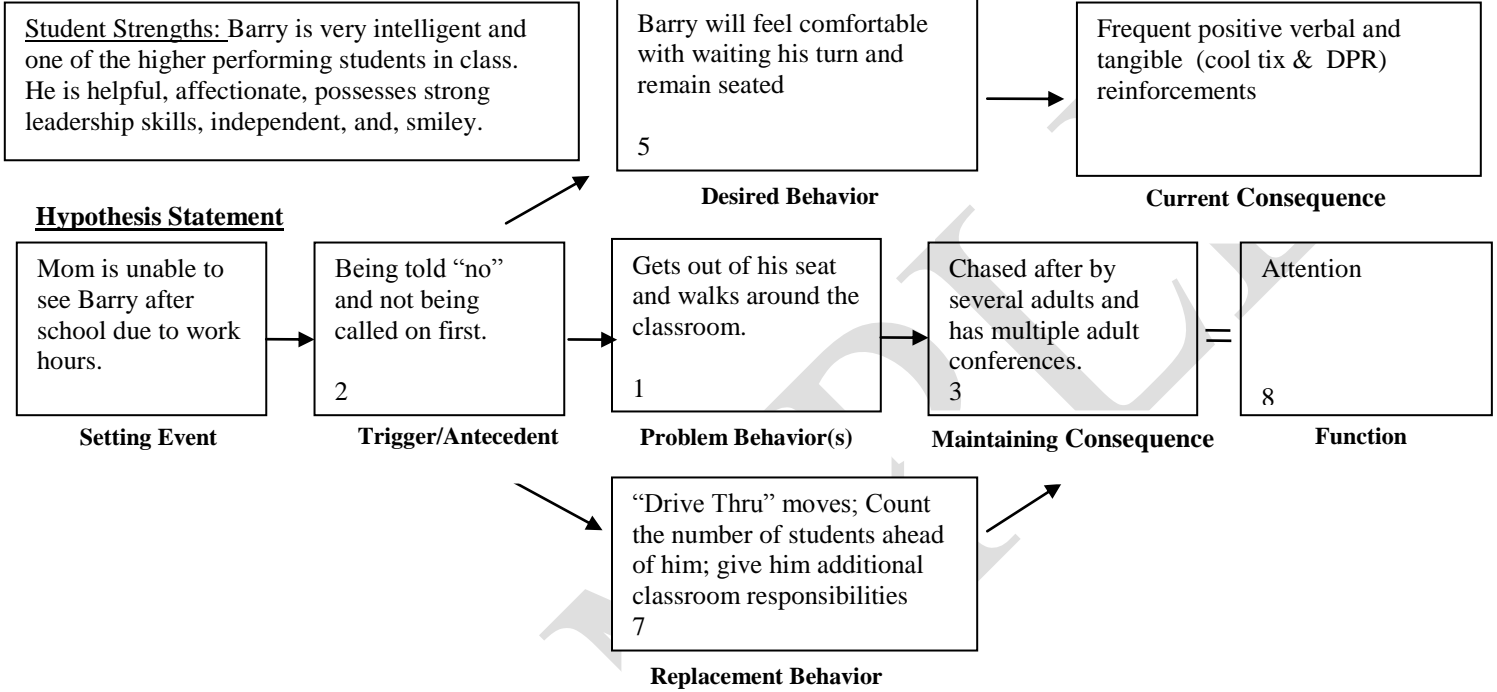
FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

Student Name: Barry Hunter Referred by: Ms. YuneY

Date: March 7, 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).

Section 2: BIP

Setting Event Strategies	Antecedent Strategies	Teaching/Instructional Strategies	Consequence Strategies
Mom will continue morning talks and CICO	Give a word that represents the word "no" or "wait" that the student chooses. BARRY will be instructed to use a "Drive Thru" move of his choosing	Teach BARRY how to do "Drive Thru" moves and when to use them (during waiting periods) Teach BARRY to count the number of students that will be called upon before him.	Cool Tix and frequent praise when student uses "Drive Thru" moves, counts students and waits, completes tasks during nap time, and is socially appropriate. High scores on DPR



1. Strategies to prevent problem behavior from occurring
 - a. Modifications to setting event: Parent will continue to do morning talks and is working on bringing student to work with her.
 - b. Modifications to trigger/antecedent: Instead of saying “no”, student will create a fun work to replace “no”. Student will create a fun word to mean wait.
2. Strategies to teach new behaviors
 - a. Teach the replacement behavior: Teach “drive thru” moves and counting
 - b. Teach the desired behavior: Student will increase the number of students to wait for prior to being called on. Over-time student will learn to delay gratification and tolerate waiting longer.
3. Strategies to reinforce appropriate (replacement and desired) behavior
 - a. Steps to reward during initial instruction and skill building (what you will do now)

Student will receive frequent verbal praise for doing replacement behavior
 - b. Steps to reward appropriate behavior over time — to maintain new skills

Cool tix and DPR feedback
4. Steps to minimize rewards for problem behavior

Teachers will ignore Barry when negative behavior is displayed. If the behavior becomes a safety issue, only one teacher will respond to Barry.
5. Disciplinary consequences for problem behavior, if needed / appropriate:

Once student is de-escalated, student will discuss what happened and will be given a consequence determined by Mr. Ryan or school administrator.
6. Safety procedures/Crisis Plan (if needed): Steps to ensure the safety of all in a dangerous situation

If the teacher is unable to redirect Barry, the teacher will call the office. The office will notify either Ms. Lane, Ms. Hook or Mr. Ryan to de-escalate Barry. The teacher will remove the students from the classroom . Once calm, the students will return to their classroom and Barry will receive consequence determined by Mr. Ryan or school administrator. Once student returns from consequence (example: no recess), Ms. Yuney or Mr. Greer will speak with Barry using the DPR card to start the next part of the day over.

Practices for Implementation



1. Target date to begin implementation: Monday, March 11, 2013
2. Getting the intervention plan started (what materials/resources are needed? what training is needed?): Drive Thru menu booklet will be reviewed by teacher. SSW will communicate plan with office staff and Ms. Nune. Ms. Yunev will set up a calm corner for all students to utilize the drive thru moves and to provide all students a place to de-escalate.
3. Process for communicating and partnering with other district/school stakeholders and team members (who, what, when): Ms. Yunev will communicate with SSW as needed in person regarding needs/concern/successes
4. Process for communicating and partnering with families, community members and stakeholders (who, what, when): Family will continue to receive daily DPR cards.
5. Others who need to be informed (Who else might intervention impact?): SSW will communicate with office staff regarding plan, as well as, Ms. Nune.
6. Plan for notifying substitutes of intervention: Mr. Greer will communicate information to substitutes.

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 daily DPR will be collected

The daily progress report (DPR) will used

2. How will we know if the plan is being successful? (What student outcomes will be monitored, by whom, how summarized, and when reviewed?) Frequency of incident referrals will be monitored and reviewed at follow-up meeting

*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	79%	82%		
Office Discipline Referrals (ODRs) (total # for period)	1	0		
Suspensions (total # of ISS & OSS for period)	1	0		
% Attendance for period	91%	68%		
Tardies (total # for period)	5	1		
Grades/literacy scores	On-level in all areas	On-level in all areas		
Other:				

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

EXAMPLE