

INDIVIDUAL STUDENT FBA / BIP TEMPLATE

FUNCTIONAL BEHAVIOR ASSESSMENT / BEHAVIOR INTERVENTION PLAN

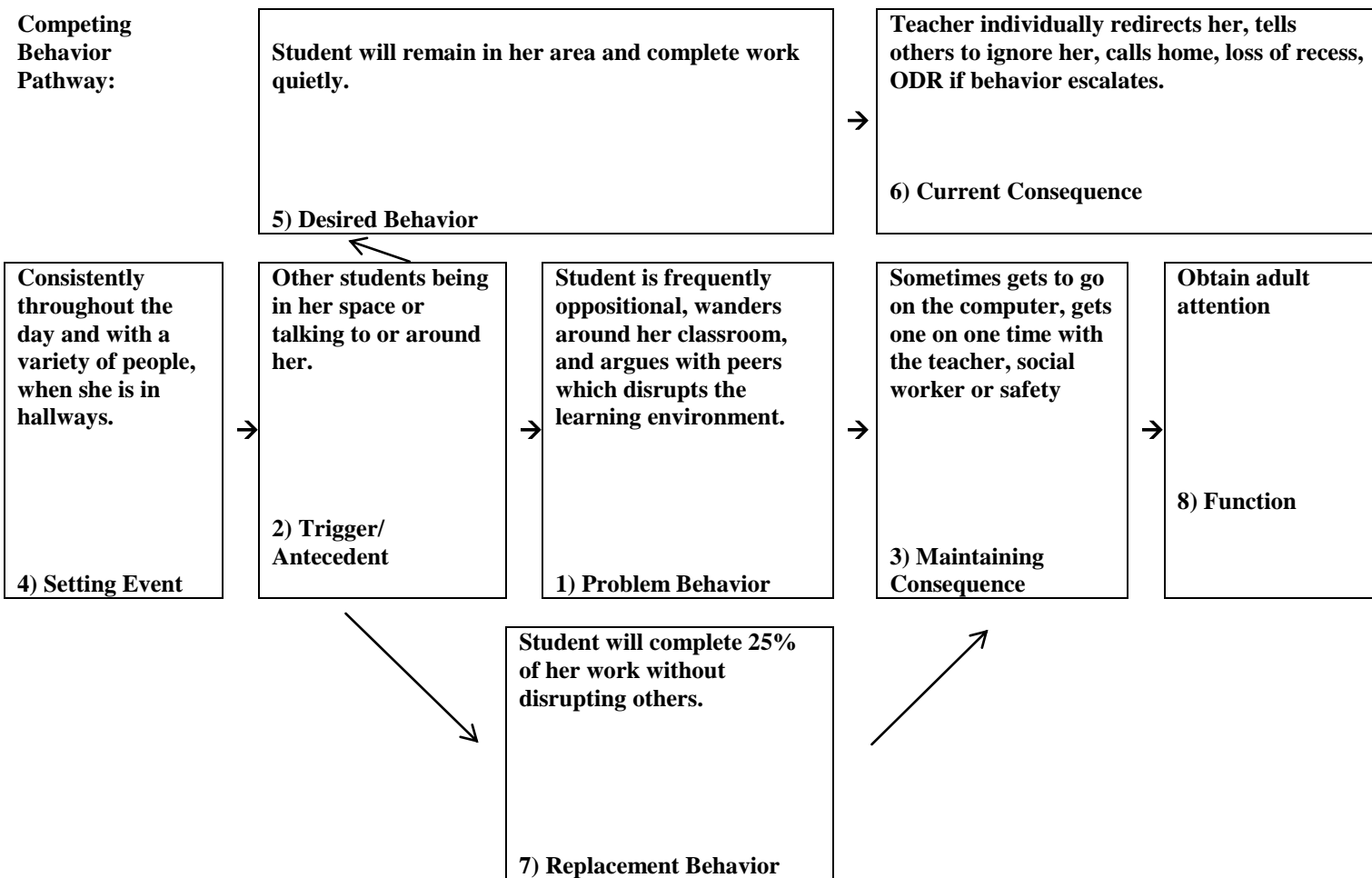


Student Name:

Referred by:

Date:

List all team members involved in building the intervention plan:



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
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<p>*Continue use of taped off area for her to move within classroom *Adapt group activities so student can work on something independently *Regular work time in another, predesignated classroom, allowing for more movement</p>	<p>*Student will complete work in a middle school classroom to avoid confrontation with peers. *This work area may change frequently to avoid acclimation to a setting *Student will be assigned a work / mentor buddy in the other classroom</p>	<p>*Work expectations to be explained to student, followed by independent work period *If she completes 25% of her work, she receives a short reward or computer time or time with safety or mentor. * Student's uncle will check in on her at school once weekly regarding her behavior and work completion. *Teacher and mentors in Room 31 with encourage to stay on task and complete work.</p>	<p>*No reward *Student's uncle will retrieve uncompleted work during the week for her to complete on the weekends. *loss of recess</p>
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Behavior Intervention Plan Specifics



1. Strategies to prevent problem behavior from occurring

a. Modifications to setting event:

Continued use of taped off area to allow movement in classroom.

Work time in both classroom and another predesignated classroom providing movement.

b. Modifications to trigger/antecedent:

Student will complete work in a middle school classroom to avoid peer confrontations. This classroom will change frequently to avoid acclimation.

2. Strategies to teach new behaviors

a. Teach the replacement behavior:

Work expectations will be explained, followed by work that she can complete independently.

b. Teach the desired behavior:

In the alternate classroom, student will have an older female student mentor to sit with her and encourage her. This work mentor escorts her to and from the classroom settings. Student returns to class and gets reward for 25% work completion. There will be designated alternate work periods in the morning and afternoon.

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 work expectations are met, student gets to choose her reward: time with Safety, SSW, or computer time. Work completion at school results in a reward at home. Uncle will stop weekly to check on progress and pick up missing work.

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

Work completion expectations will gradually increase over time, with success.

4. Steps to minimize rewards for problem behavior:

Student will have established ground rules for meeting with the Safety or SSW. SSW will see her

for skill building 30 mins at week. To see SSW more often, student must complete her work goal.

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

No reward: complete unfinished work on the weekends.

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

If student expresses intent for self-harm, she will be immediately escorted to support staff for a risk assessment and follow-up.

Practices for Implementation



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1. Target date to begin implementation: 5/13/13
2. Getting the intervention plan started (what materials/resources/training are needed?)

SSW and Middle School Teacher will talk to designated class about mentoring and including student in classroom for her work time. Student's classroom teacher and SSW will meet with student and train her on procedures.

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

FBA/BIP and Wrap Plan provided to parent, caregiver, teacher, Principal, School Psychologist, and Mentor Teacher.

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


Stakeholders have exchanged email addresses for communicating efficiently. Uncle will check in with school weekly.

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

6. Plan for notifying substitutes of intervention:

Teacher has plan 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?) 

Teacher will keep a notebook with completed and uncompleted assignments. % of work completed daily will be recorded by teacher. Info will be share with SSW for data collection.

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

Percentage of work completion will rise over time, from now, at 0-10%, through the end of the school year.

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	18%			
Office Discipline Referrals (ODRs) (total #	15			

for period)				
Suspensions (total # of ISS & OSS for period)	1			
% Attendance for period	86%			
Tardies (total # for period)	18			
Grades/literacy scores	Generally proficient			
Other:				

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

25% work completion, to start.