Functional Behavior Assessment and Behavior Intervention Plan

Presenter: Deborah S. Moore, Ph.D.
Burwell Program
LaGrange, GA
A TEAM APPROACH

The process of people working together—each doing his/her part— to accomplish a goal and/or objective(s).
Interconnecting components that merge to form an integrated whole system
FUNCTIONAL BEHAVIOR ASSESSMENT AND INTERVENTION PLANS

- Identify behaviors that are most problematic for the student and disruptive to the learning environment.
- Define behaviors into observable and measurable actions
- Determine the function of student behavior
- Determine the most effective interventions to address each specific behavior
- Develop accountability measures to assess intervention effectiveness
“…we were not structured to support struggling students in a holistic way, nor did we have the knowledge base to help. All of that has begun to change because we understand…as a school we are now proactive, where before we were reactive. We no longer just respond to students’ challenges and behaviors punitively. Teachers are more aware and feel empowered to intervene. They realize that supporting students socially, emotionally, and behaviorally will only improve a child’s ability to focus on academics.”
Behaviors

Thoughts

Emotions

Operation of behavior in the environment.
Through brain imagery and genetic studies, we are learning that our brain, as well as, our genes respond to **environmental exposure and relationship experiences**.
Case of Bill

Bill is a 9th grader at Cross Ridge High School. He was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in 6th grade and has been prescribed medication. Bill began having significant behavior problems in 9th grade and determined eligible for exceptional education services under the Other Health Impaired (OHI) criteria. In addition to ADHD symptoms, Bill has had a history of irritability, aggression, use of profanity, disrespectful behavior, defiance and disruptive behaviors. Teachers reported that Bill’s day seemed set from the time he got off the bus. Given that he has had “bad bus rides” about 3-4 times a week, his behavior issues are frequent. If the bus driver brings a discipline report to his principal, Bill immediately begins to scream, yell and throw items. Once he attempted to block the bus driver from entering the building. Bill typically continues to curse, make threats to “kick that bus driver in the face” and hit the wall on his way to the classroom. If the teacher gives Bill a directive, Bill will curse at the teacher and refuse to comply. Bill’s peers use to try to help him by telling him to calm down; but Bill seemed to get angrier, telling them to, “Shut up or I will bust you in your mouth.” Teachers reported that it often took several teachers and much of the morning to get Bill settled. Even on “good days”, Bill’s behavior could be disruptive. During instruction, Bill would yell out crude remarks, pull nearby students off task by talking to them or make disruptive noises (imitating faces or voices) to get the students to laugh at him. When separated from the group, Bill would leave the classroom, wander the halls often knocking on classroom doors and hiding. Teachers are at their wits end.
A comprehensive system for behavior analysis and intervention planning
What is a Functional Behavior Assessment?

A Functional Behavior Assessment (FBA) is the process used in understanding the underlying conditions and/or hidden conditions of a student’s behavior. By carefully studying the student’s behavior, we are able to answer the questions:

“Why is that student doing what he/she is doing?”

or

“What is that student trying to tell me with his/her behavior?”

Through the FBA process, a careful study of the student’s “behavior” (i.e. action) is conducted by breaking the behavior into smaller components of behavior “functions” (i.e. why the student engages in a particular behavior) and behavior “operations” (i.e. behavior–environment interaction; how the student uses behavior to get his/her needs met in the environment and the impact the environment has on the behavior).
Understanding the “Function” of Behavior

Behavior can be “appropriate” or “inappropriate” given the circumstances, particular situation and/or context. When behavior is appropriate, people typically respond with approval and acceptance. The student is likely to feel connected and a part of that community.

However, when behavior is inappropriate, people respond with disapproval and depending on the intensity, reactions typically include such strategies as isolation, disciplinary actions and other types of punitive consequences. These strategies are only “reformative” in the sense that their purpose is to change or alter the behavior. These strategies do not include the learning or “corrective” component necessary for sustained behavior change.

Behavior assessment is the first step to understanding the “function” of behavior through the process of behavior analysis. Critical to the process of behavior analysis is the method of defining behaviors into observable and measurable units. This process is called Operationalization.
While the use of categories and/or labels such as “anxiety” or “aggression” are useful for quick retrieval and communication, they are not helpful when trying to teach a student new or replacement behavior(s). The process of breaking down such concepts into meaningful, measurable behaviors is called “operationalization”. By operationalizing the behavior, we can answer the questions, “What specific behaviors are being observed when the student is anxious?” or “What specific behaviors are being observed when the student is aggressive?”

The examples below demonstrate operationalization of concepts. Each concept is defined by using behaviors that are observable and measurable.

- **Anxiety**
  - nail biting
  - tapping foot on floor repeatedly

- **Aggression**
  - yelling out profanity
  - hitting
Let’s “Operationalize” Some Behavior Concepts

Defiant

Aggression

Oppositional
Date: Include the date of the assessment is being conducted.

Student Name (write the full name of the student being assessed. Only one name per form should be used), D.O.B. (date of birth), School (present school in attendance), Grade (current grade level).

Assessing the Behavior: In descriptive form, write down those behaviors that are observed to be most problematic at this time. These are the behaviors that are critical behaviors and determined for target interventions. Although there may be many behaviors observed, the treatment team can list one (1) behavior but no more than three(3) for consideration.

Take the time in this section to operationalize general concepts (labels) into observable and measurable behaviors.

Days of the Week/Time of Day: Indicate the day(s) of the week or time of day the behavior(s) are observed most frequently. Feel free to write which behavior is observed the most on a particular day or time of day. You can note the target behavior above or below it. If you do not know, just write “don’t know” in that area and make sure you observe this for future reference.
Burwell Program
Functional Behavioral Assessment / Behavior Intervention Plan

Date: __________________________
Student Name: ___________________  D.O.B: _____________________________
School: __________________________  Grade: _____________________________

ASSESSING THE BEHAVIOR (Describe target behavior(s), include frequency, duration, intensity, etc.):

Days of the week target behavior(s) are most often observed: □ Mon □ Tues □ Wed □ Thurs □ Friday

______________________________

Time of day (i.e. 8:30) / Setting (i.e. science class) behavior(s) are most often observed:

1. ___________________________  /  ___________________________
2. ___________________________  /  ___________________________
3. ___________________________  /  ___________________________
Burwell Program

Functional Behavioral Assessment / Behavior Intervention Program

Date: 8/20/2013
Student Name: Case of Bill
D.O.B: 8/1/1998
School: Cross Ridge High School
Grade: 9th grade

ASSESSING THE BEHAVIOR (Describe target behavior(s), include frequency, duration, intensity, etc.):

**Aggressive** (screams, yells, throw items, attempted to block bus driver from entering the building, makes threats to kick the bus driver in the face, hits walls as he walks to the classroom, makes threats to “bust” students in the mouth)

**Disrespectful** (curses at teachers, tells others to shut up, rude to peers trying to help him)

**Defiant** (refuse to comply with teacher directives, leaves classroom without permission)

**Disruptive** (during instruction Bill yells out crude remarks, pulls nearby students off task by talking to them, makes noises, mimics facial expressions and voices of others, wanders the halls-knocking on classroom doors)

Days of the week target behavior(s) are most often observed:  
☐ Mon  ☐ Tues  ☐ Wed  ☐ Thurs  ☐ Friday

No particular day of the week

Time of day (i.e. 8:30) / Setting (i.e. science class) behavior(s) are most often observed:  

1. arrival time / when getting off the bus
2. 11:30 AM / in lunchroom
3. 2:00 PM / P.E. class
Functional Behavior Assessment

Instruction

Events observed to precede or trigger target behavior(s): Indicate all of those *triggers* observed to be present when the target behavior(s) are observed.

*Instructional demands* – teacher is providing academic direction or lesson to the class and/or to the student

*Provocation by peers* – verbal or physical actions by peers/classmates that seem to annoy the student

*Directive/Request from staff* – any command, mandate or asking for the student to do something

*Unstructured environment* – any setting that is not formally organized or planned out by the teacher

*Performance feedback* – the process of giving the student information about his/her performance on a task

*Social demands* – requirements or expectations that are placed on the student during social situations

*When unable to do task* – the student struggles with beginning or completing the required work or duty

*Redirected from inappropriate activity* – the student is required to change behavioral direction to more appropriate behavior

*Time of day* – the student exhibits the same behavior or the behavior intensifies around the same time of the day

*Off task* – the student is not engaged in the “right now” activity or is engaged in some unrelated behavior

*Transition* – the student engages in inappropriate behavior while in the process of moving from one activity to another

*Interruption of routine* – inappropriate behavior(s) are exhibited when an activity or action is stopped

*Home issues* – target behaviors are observed or intensified at school when the student is experiencing stressors from home

*Fatigue* – target behavior(s) are observed or intensified at school when the student is tired

*Consequences* – target behavior(s) are observed or intensified when the student receives disciplinary actions or repercussions

*Independent seat work* – target behavior(s) are observed or intensified when the student is required to work alone
**Functional hypothesis (possible reasons for target behaviors):** Indicate all of the *possible* explanations or reasons why the student is engaging in the target behavior(s). These are *not* guesses but statements about the behavior that can be investigated to determine to be valid or not valid reasons for the behavior.

*Attention seeking*— the student engages in the target behavior in order to draw attention to him/herself

*Social avoidance*— the student engages in the target behavior in order to prevent from having to interact with peers

*Skill deficit*— the student exhibits the target behavior(s) because he/she lacks the skills needed for activity competence

*Escape situation*— the student engages in the target behavior(s) in order to get away from or flee a setting

*Power/control*— the student engages in the target behavior(s) in order to have influence over a situation or activity

*Performance deficit*— the student engages in the target behavior(s) because he/she is unable to complete the task successfully

*Sensory stimulation*— the student engages in the target behavior(s) because it feels good to any of the five senses

*Tangible gratification*— the student exhibits the target behavior(s) in order to receive a physical reward

*Work/task avoidance*— the student engages in the target behavior(s) in order to prevent from completing assignment or task

**Brainstorming:** Discuss interventions and strategies that may (or may not) be effective in facilitating change in the student’s behavior. **THINK OUTSIDE THE BOX** in this section. Discuss interventions that have been used in the past, why they were or were not effective. Discuss “how” the strategies might be implemented successfully, “How will this intervention look in action?”
Events observed to precede or trigger target behavior(s): Check where appropriate.

- Instructional Demands
- Provocation by peers
- Directive/Request from staff
- Unstructured Environment (hallway, cafeteria)
- Performance Feedback
- Social Demands
- When unable to do a task
- Redirected from inappropriate activity
- Time of Day
- Off task
- Transition
- Interruption of routine
- Home Issues
- Fatigue
- Consequences
- Fatigue
- Independent seat work
- Other: _________________ __________________________________________________________________________________________

Functional hypothesis (possible reasons for target behaviors): Check where appropriate.

- Attention Seeking
- Escape Situation
- Sensory Stimulation
- Work/Task Avoidance
- Social Avoidance
- Power/Control
- Tangible Gratification (ie. food, computer, toys)
- Skill Deficit
- Performance Deficit
- Other: ________________________________

Brainstorming (List possible intervention strategies/ ideas and consequences- discuss the pros and cons of each):
1. ____________________________________________________________________________________________
2. ____________________________________________________________________________________________
3. ____________________________________________________________________________________________
4. ____________________________________________________________________________________________
5. ____________________________________________________________________________________________
6. ____________________________________________________________________________________________

Updated 7/2013
Events observed to precede or trigger target behavior(s): Check where appropriate.

| ☒ Instructional Demands | ☐ Performance Feedback | ☒ Time of Day | ☐ Home Issues |
| ☒ Provocation by peers | ☐ Social Demands | ☐ Off task | ☐ Fatigue |
| ☒ Directive/Request from staff | ☐ When unable to do a task | ☒ Transition | ☒ Consequences |
| ☒ Unstructured Environment (hallway, cafeteria) | ☒ Redirected from inappropriate activity | ☐ Interruption of routine | ☐ Independent seat work |
| ☐ Other: . |

Functional hypothesis (possible reasons for target behaviors): Check where appropriate.

| ☐ Attention Seeking | ☒ Escape Situation | �癯 Sensory Stimulation | ☐ Work/Task Avoidance |
| ☐ Social Avoidance | ☒ Power/Control | ☐ Tangible Gratification (ie. food, computer, toys) |
| ☒ Skill Deficit | ☐ Performance Deficit | ☐ Other: . |

Brainstorming (List possible intervention strategies/ideas and consequences-discuss the pros and cons of each):

Bill was diagnosed with ADHD since 6th grade, prescribed medication-have parent conference to discuss medication compliance and possible physician re-referral.

Provide a “cool down” location in the classroom-provide verbal prompts when he starts to show irritability and annoyances.

Use physical proximity (stand next to Bill) when Bill evidences on set of irritability and/or when circumstances are unstructured.

Develop alternative ways for the bus driver to give Bill’s discipline referrals to principal instead of hand delivering them

Allow Bill access to the school counselor.

Provide behavior modeling and mentor-ship for Bill to coach him through difficult times of the day

Teach coping skills and appropriate social communication skills
Behavior Intervention Plan
Understanding “Operations” of Behavior

Behavior Intervention Plan: The Behavior Intervention Plan (BIP) is a strategy plan used to teach students the necessary tools for changing their behavior and using their behaviors to successfully get their needs met in appropriate ways (operations). It consists of the target behavior (problematic actions), desired behavior (replacement behaviors) and intervention (strategies used to teach the desired behavior and eliminate the undesired or target behavior).

Target behavior: From the Assessing the Behavior section, write down the target behavior (with its operationalized definition) in the Target Behavior section. List these behaviors one (1) at a time. List a maximum of three (3) target behaviors.

Desired behavior: This is the behavior that you would like to observe in replace of the target behavior. It completes the statement:

“Instead of the target behavior, we would like for the student to exhibit desired behavior.”

Intervention Strategy: From the Brainstorming section, list the interventions or strategies that would be most effective in teaching the student the desired behavior. It is okay for new strategies to surface during this section and should also be listed in this section.
BEHAVIOR INTERVENTION/STRATEGY PLAN (Develop intervention programming for addressing target behavior(s):

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Desired Behavior</th>
<th>Intervention Strategy</th>
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## BEHAVIOR INTERVENTION PLAN (Develop intervention programming for addressing target behavior(s):

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<tr>
<th>Target Behavior</th>
<th>Desired Behavior</th>
<th>Intervention Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive (screams, yells, throw items, attempted to block bus driver from entering the building, makes threats to kick the bus driver in the face, hits walls as he walks to the classroom, makes threats to “bust” students in the mouth)</td>
<td>Use socially appropriate language to communicate feelings and thoughts. Establish positive interactions with classmates</td>
<td>Provide a “cool down” location in the classroom- provide verbal prompts when he starts to show irritability and annoyances. Give Bill a task that he enjoys when he first gets off the bus. Develop alternative ways for the bus driver to give Bill’s discipline referrals to principal instead of hand delivering them. Provide counseling-teach coping skills, conflict resolution skills and appropriate social communication skills. Plan and practice smooth transitions-Use physical proximity (stand next to Bill) when Bill evidences on set of irritability and/or when circumstances are unstructured.</td>
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<tr>
<td>Behavior</td>
<td>Strategies</td>
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<tr>
<td><strong>Disrespectful (curses at teachers, tells teachers to “shut up talking to me” and is rude to peers trying to help him)</strong></td>
<td>Use appropriate language to communicate feelings and thoughts</td>
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<td>Develop alternative ways for the bus driver to give Bill’s discipline referrals to principal instead of hand delivering them</td>
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<td>Teach coping skills, conflict resolution skills and appropriate social communication skills</td>
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<td>Ignore behaviors when you can to decrease unwanted provision of attention-provide praise when behaviors are appropriate.</td>
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<td><strong>Defiant (refuse to comply with teacher directives, leaves classroom without permission)</strong></td>
<td>Make requests known using socially appropriate/respectful language. Stay focused and complete classroom assignments in a timely manner.</td>
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<td>Provide a “cool down” location in the classroom- provide verbal prompts when he starts to show irritability and annoyances.</td>
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<td>When available-give Bill choices for completing tasks.</td>
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<td>Set clear limits and rules (state positively). Follow-through with consequences when warranted. Provide appropriate attention when student is compliant.</td>
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<td>Use counseling to teach social communication skills</td>
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<td><strong>Disruptive (during instruction Bill yells out crude remarks, pulls nearby students off task by talking to them, makes noises, mimics facial expressions and voices of others, wanders the halls-knocking on classroom doors)</strong></td>
<td>Use socially appropriate voice tone and volume when communicating.</td>
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<td>Provide a “cool down” location in the classroom- provide verbal prompts when he starts to show irritability and annoyances.</td>
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<td></td>
<td>Allow Bill access to the school counselor.</td>
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<td></td>
<td>Provide behavior modeling and mentor-ship for Bill to coach him through difficult times of the day</td>
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<td></td>
<td>Teach coping skills and appropriate social communication skills</td>
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<td></td>
<td>Set up positive reinforcements for appropriate behaviors</td>
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</table>
**Functional Behavior Assessment Instruction**

**Sources of data:** Check all resources used during this analysis/assessment process.

**Team members:** List the names of all team members that participated in this FBA/BIP. Signatures are not necessary.
**Sources of Data:**

- [ ] Incident/discipline reports
- [ ] Classroom data collected
- [ ] Previous behavior strategies
- [ ] Medical information
- [ ] Point sheets
- [ ] Psychological test results
- [ ] Parent reports
- [ ] Bus referrals
- [ ] Observations
- [ ] Behavior rating scales
- [ ] Social history
- [ ] Mid-term reports
- [ ] Anecdotal records
- [ ] Educational test results
- [ ] Other: ________________________________

**Team members:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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*Please forward a copy of this FBA/BIP to the appropriate teachers, administrators and social workers.*
### Sources of Data:

- ☒ Incident/discipline reports
- ☐ Classroom data collected
- ☒ Previous behavior strategies
- ☐ Medical information
- ☐ Point sheets
- ☐ Psychological test results
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- ☐ Observations
- ☐ Behavior rating scales
- ☐ Social history
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- ☒ Anecdotal records
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- ☐ Other: .

### Team members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Sandy Maine</td>
<td>Teacher</td>
</tr>
<tr>
<td>Bob Gam</td>
<td>Exceptional Ed. Teacher</td>
</tr>
<tr>
<td>Rick Bartney</td>
<td>School Counselor</td>
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<tr>
<td>Rena Stand</td>
<td>School Psychologist</td>
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</tbody>
</table>

*Please forward a copy of this FBA/BIP to the appropriate teachers, administrators and social workers.*
The behavior monitoring process is an accountability of the Desired Behaviors observed on a daily basis. It is completed following the Functional Behavior Assessment (FBA) and development of the Behavior Intervention Plan (BIP).

**INSTRUCTIONS:** Transfer behaviors listed in the Desired Behavior section of the BIP. Monitor these behaviors throughout the day. Determine the schedule for behavior feedback, if it will occur at the end of each academic period or academic lesson. Reviews should take place at minimum three (3) to four (4) times per day. Depending on the age, each desired and/or replacement behavior should be reviewed with the student.

**SCORING:** Following each period (or determined time schedule), the teacher provides feedback to the student. A student receives a [✓] when the desired behavior was observed during the scheduled time frame. If the behavior was not observed during the scheduled time frame, a [●] is used to demonstrate need for continued improvement. Developmentally appropriate counsel and coaching are provided when desired behaviors were not observed and praise/reinforcement when behaviors were observed. For more complex behaviors, the teacher may include prompts and praise for any “approximate” behaviors until the desired behavior has been successfully mastered. Mastery is determined when the student has displayed the desired behavior 80% of the time.
### Behavior Monitor Form

**NAME:**

**MONDAY**

<table>
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<tr>
<th>Behavior</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total Daily %</th>
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</thead>
<tbody>
<tr>
<td>1. Follow Class Rules</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<td>●</td>
<td>●</td>
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<td>2. Participate</td>
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<td>3. Show Respect to others</td>
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**Teacher**

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**Level: Level I Day 0**

**TUESDAY**

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<th>3</th>
<th>4</th>
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<th>7</th>
<th>Total Daily %</th>
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<tbody>
<tr>
<td>1. Follow Class Rules</td>
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<td>●</td>
<td>●</td>
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<td>2. Participate</td>
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<td>3. Show Respect to others</td>
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**Teacher**

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**Level: Level I Day 0**

**WEDNESDAY**

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<th>Total Daily %</th>
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<tbody>
<tr>
<td>1. Follow Class Rules</td>
<td>●</td>
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**Teacher**

0

**Level: Level I Day 0**

**THURSDAY**

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<tr>
<td>3. Show Respect to others</td>
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**Teacher**

0

**Level: Level I Day 0**

**FRIDAY**

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**Teacher**

0

**Level: Level I Day 0**

**Week of: ________, 2014**

**Rating Key**

- Not Observed
- Observed

**Days needed to advance Level**

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**No. Observed %**

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**Average**

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**Rating Key**

- Not Observed
- Observed
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**Teacher**

<table>
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<th>Bill</th>
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**Rating Key**

- ● Not Observed
- ✓ Observed

**Days needed to advance Level**

- 7= 100
- 6= 86
- 5= 71
- 4= 57
- 3= 43
- 2= 29
- 1= 14
- 0= 0

**Average**

31
Behavior Intervention Plan
BIP Review

Instruction: A follow-up review of the behavior interventions and strategies should be conducted in order to assess progress towards the desired (replacement) behaviors and the effectiveness of the intervention strategies used to shape these behaviors.

A review should be conducted one month (30 days) following the development of the BIP plan. However, this review can, and should, take place any time before 30 days if there is indication that the interventions are not effective.

The Behavior Sampling process can be used to determine the effectiveness of specific interventions on the target behavior(s).

If there are changes to the intervention strategies, these should be noted in the review notes.

If new target behavior(s) are identified, a new FBA/BIP should be developed to address the behavior(s).
Behavior Intervention Plan Review

Student Name: _____________________________ Program Location: ______________

Date: ______________________
Behavior or Issue:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________

Team Recommendation:
___________________________________________________________________________________________________________________________
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Date: ______________________
Behavior or Issue:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________
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Team Recommendation:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________
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**Burwell Program**  
**FBA/BIP Review Notes**

<table>
<thead>
<tr>
<th>Student Name: <strong><strong>Bill</strong></strong>________________</th>
<th>Location: ______Cross Ridge High ________</th>
</tr>
</thead>
</table>

Date: ___10/10/2013___________________

**Behavior or Issue:**
Review of behavior plan and behavior monitoring form notes that there have been moderate improvements but no mastery. Interventions that are being used appear effective.

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

**Team Recommendation:**
Continue BIP and behavior monitoring.

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

___________________________________  
Burwell Program FBA/BIP Review Notes
Behavior Sampling
Behavioral Sampling Form (BSF)

**Instruction:** Transfer the “Target Behaviors” that were identified on the FBA/BIP onto the behavior sampling form. These are the behaviors that you will be observing.

**SCORING:** Document “each” time you observe the target behavior. Be sure to document target behaviors “completely”. Observations should be conducted across several days and different settings for approximately 15–20 minutes in duration each time.

Add the observations for each category and place them on the designated line in the column below it. This will give you a quick analysis of the target behaviors. After a number of these samples have been completed, more comprehensive interpretative summaries can be computed in order to establish a baseline for behaviors.

Behavior Sampling can be used any time during the Behavior Monitoring process.
<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Context</th>
<th>Activity</th>
<th>Antecedent Event/ Trigger</th>
<th>Target Behavior</th>
<th>Intervention/Consequence</th>
<th>Student Reaction</th>
<th>Purpose of Behavior</th>
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<td>Activity</td>
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<td>A-Group work</td>
<td>A-Transition</td>
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<td>B-Indiv. work</td>
<td>B-Denied Access</td>
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<td>C-Hallway</td>
<td>C-Instruction/Directive</td>
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<td></td>
<td>D-Lunchroom</td>
<td>D-New Task</td>
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<td>F-Tchr Atten. to Other</td>
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Behavior Sampling

Student Name: Bill
Age: 15
Sex: M
Date of Observation: 9/19/2013

Teacher: Sandy Maine
School: Cross Ridge High
Observer Name: Rena Stand

Target Behavior:
- T1. Aggressive behaviors
- T2. Disrespectful behaviors
- T3. Defiant behaviors
- T4. Disruptive behaviors

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Context</th>
<th>Activity</th>
<th>Antecedent Event/ Trigger</th>
<th>Target Behavior</th>
<th>Consequence/Intervention</th>
<th>Student Reaction</th>
<th>Purpose of Behavior</th>
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<td>9:35</td>
<td>A</td>
<td>D</td>
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<td>B</td>
<td>D</td>
<td>C</td>
<td>1</td>
<td>B</td>
<td>D</td>
<td>B</td>
</tr>
</tbody>
</table>

**CONTEXT:**
- A- Group work
- B- Indiv. work
- C- Hallway
- D- Lunchroom
- E- Gym
- F- Playground

**ACTIVITY:**
- A- Reading
- B- Math
- C- Spelling
- D- Soc. Studies
- E- Science
- F- Free Choice
- G- Other (specify)

**T1**
- A- Transition
- B- Denied Access
- C- Instruction/Directive
- D- New Task
- E- Off Task
- F- Tchr Atten. to Other
- G- Told NO
- H- Redirection
- I- Choice Given
- J- Routine Task
- K- Waiting
- L- Other (specify)

**T2**
- A- Choice Given
- B- Redirection
- C- Discuss Behav
- D- Personal Space
- E- Changed Activ
- F- Peer Attention
- C- Stop
- B- Continued
- C- Intensified
- C- Slept
- D- Apologized
- E- Cried
- G- Verbal reprimand
- H- Physical prompt
- I- Time away
- J- Refuse activity

**T3**
- A- Told NO
- B- Move away
- C- Ignored
- L- Natural Conseq
- K- Profanity

**T4**
- A- Attention from tchr
- B- Attention from peers
- C- Escape/Avoid task
- D- Escape/Avoid teacher
- E- Escape/Avoid peer
- F- Powr/Control over tchr
- G- Powr/Control over peer
- H- Tangible reward
- I- Sensory reward
Triggers and Antecedents

### Time of Day

- 8AM-9AM: 3
- 9AM-10AM: 10
- 10AM-11AM: 13
- 11AM-12PM: 12
- 12PM-1PM: 8
- 1PM-2PM: 2
- 2PM-3PM: 2

### Days

- Monday: 10
- Tuesday: 15
- Wednesday: 5
- Thursday: 8
- Friday: 9

### Setting

- Math: 3
- Science: 2
- Reading/Lit: 4
- Hallway: 5
- Lunch: 6
- Soc.Stud: 4

### Triggers and Antecedents

- (A) Ins Dem
- (B) Provoc Peers
- (C) Direct by staff
- (D) Unstruct Sett
- (E) Feedback
- (F) Sec Demand
- (G) Not do task
- (H) Redirect
- (I) Time of Day
- (J) Off task
- (K) Transition
- (L) Inter Routine
- (M) Home issues
- (N) Fatigue
- (O) Consequence
- (P) Seat work
**Target Behavior**

- Instigate/inapp. sit: 8
- Interp. Conflict: 5
- Poor Boundaries: 10

**Intervention**

- Choice: 7
- Redirect: 3
- Counsel: 1
- Change Act: 0
- LSCI: 8
- V. Prompts: 7
- Modeling: 3
- Ignored: 3

**Purpose of Behavior**

- Attn. Seeking: 25
- Social Avoid: 0
- Escape: 0
- Power/Control: 0
- Sensory stim: 16
- Skill Deficit: 0
- Work Avoid: 21

**Student Reaction**

- Stopped: 16
- Continued: 6
- Intensified: 4
- Slept: 3
- Apologize: 4
- Cried: 3
- Verbal outburst: 2
- Profanity: 0

Hypothesized Function: 24 0 0 16 0 21 0
Identify behaviors that are most problematic for the student and disruptive to the learning environment.

Define behaviors into observable and measurable actions

Determine the function of student behavior

Determine the most effective interventions to address each specific behavior

Develop accountability measures to assess intervention effectiveness
QUESTIONS

AND

ANSWERS
ACKNOWLEDGEMENTS

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