

Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)

Date of FBA/BIP Approval: /08

Developers of FBA/BIP: Psychologist, School Psychologist; Counselor, Guidance Counselor, Teacher, Special Educator, Teacher, Math Teacher, Teacher, Science Teacher, Teacher, English Teacher, Teacher, Social Studies Teacher,

Date(s) of Revisions: 2/11/24

I. Student Information

Name of Student: Student
School: Middle School
Service Coordinator/Case Manager: Ms. Manager

II. Reason for Referral

Student was referred for a FBA/BIP because he:

- Demonstrates a pattern of problem behavior that interferes with his learning,
- Demonstrates a pattern of problem behavior that interferes with others' learning,
- Has repeatedly been removed from class due to problem behavior.

III. Background Information

Student is currently a seventh grade student who is new to Middle School. Previously, he attended several different public schools in State from kindergarten through sixth grade. He attended School through second grade (this school ended at second grade). Mom reported that he was retained in the second grade. He attended School for second through fourth grade. Mom took Student out of public school for fifth grade and placed him in Catholic School. He had behavioral problems in Catholic school and was retained. Following this, Mom moved and he attended school in new city for fifth and sixth grade. He currently resides with his mother and three younger siblings. Student's father is incarcerated and has been for at least the last two years.

Student was evaluated 11/14/2006 while he was in sixth grade. At the time of evaluation teachers reported that Student did not complete classwork and homework assignments. He required one to one intervention to complete classwork. He demonstrated inappropriate behavior in class which interfered with academic progress. (A history of disciplinary problems dates back to fourth grade).

Results of the WISV-IV revealed an overall IQ score of 90 placing his abilities in the low average to average range. Verbal Comprehension skills were measured to be in the low average range (IQ score = 89), Perceptual Reasoning skills were in the low average range (IQ score = 84) and Processing speed was in the low average range (IQ score = 80). Working Memory skills were in the Superior range (IQ score = 126).

The Woodcock Johnson Tests of Achievement-Third Edition (WJ-III) were administered 10/25/2006. Results of the WJ-III indicated Broad Reading skills within the Average range (standard score 92-96), Broad Math skills within the Low Average to Average range (standard score 86-93). Student was noted to give up easily on difficult test items.

Student prides himself on his “street smarts” but is self-conscious about being fourteen years old and in the seventh grade. He has been retained twice and appears afraid to succeed because if he succeeds and fails it confirm what he hopes is not true, which is that he is “dumb”.

IV. Functional Behavior Assessment (FBA) Results

Hypothesis Statements Regarding ABC Data:

Antecedents	Interfering Behaviors	Previous Responses (of peers and/or staff)	Hypothesized Functions of Interfering Behaviors
1. Independent assignment given and he is unsure/unclear of how to complete task; Teacher beginning classroom instruction	1. Talking to Peers- During classroom instruction or during independent seatwork, Student will engage his peers in side conversations.	1 Verbal reminders of expected behaviors; Provide encouragement to listen/start assignment; Reprimand; Peer attention	1. To gain teacher attention and/or avoid task demands.
2. When confronted by a teacher for failing to follow school /classroom rules. Unresolved conflict/issue unrelated to the situation/task at hand but decreases his tolerance for frustration -Time of day (classes that occur after lunch).	2. Verbal Refusal /Noncompliance States he wasn't doing something that he was (talking, kicking chairs, chewing gum, eating skittles). Student may refuse to comply with adult requests to: be in classroom, stay in assigned area.	2. Verbal reminders of expected behaviors; Offer assistance; Reprimand;	2. To gain teacher or peer attention; express feelings; avoid task demands; seeking power/control.
3. When Student is denied something that he wants (to leave class) or asked to do something that he doesn't want to do. Unresolved conflict/issue	3. Verbal Disrespect- He will get loud and use crass language.	3. Verbal reminders of expected behaviors; Redirection; Offer calm down time; Reprimand; Referral to administrator	3. Seeking power/control and expression of frustration.

unrelated to the situation/task but that decreases his tolerance for frustration			
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Student Strengths

Student is a likable young man who possesses many strengths. In a one-on-one setting, Student is pleasant to interact with and expresses himself well. He possesses a strong memory and math appears to be a perceived, relative strength. Student is doing relatively well in his science class and has been noted, at times, to positively contribute to class discussion.

Contributing Factors

The following “slow triggers” appear to be impacting Student’s behavior:

- There are multiple stressors in Student's life, including family relations and his living situation.
- Student does not have a regular bedtime or bedtime routine.
- Student has a history of attendance and disciplinary problems in school.

VI. Behavior Intervention Plan (BIP) for Student

Preventative/Antecedent Management Strategies

The purpose of these recommended modifications is to prevent the challenging behaviors by modifying the circumstances that cause the challenging behavior to occur.

Daily Behavior Feedback Sheet:

- Student will obtain a copy of his daily behavior feedback sheet each morning from his homeroom teacher.
- Student will independently carry the sheet all day, to each of his classes.
- At the beginning of each class/block, Student will hand the sheet to his teacher.
- At the end of each class/block, Student will briefly meet with the teacher and/or instructional assistant to discuss his behavior.
- Teachers will fill out the sheet and return it to Student.
- Student will also meet with his guidance counselor and/or school psychologist at the end of the day to photocopy his checksheet and to review his day.
- Student will meet with his guidance counselor and or school psychologist at the end of the week to review his overall progress.

Beginning and Continuing Academic Tasks:

- Break down assignments into small segments (i.e., "Please complete problems 1-5 then I will come back to check with you before you go on.")

- Check in with Student to be sure he understands the task (i.e., clarify that he understands the directions, has the prior knowledge to respond, etc.).
- If Student has indicated he understands the task, provide direction and walk away.
- Provide ongoing monitoring and prompting to complete assignments.
- Provide preferential seating near students who are calm and on-task.
- Provide increased opportunities to respond during classroom discussions.
- Provide daily opportunities for instructional support with organization and study skills during Tutorial.

Delivering Corrective Feedback:

- Provide forced choices (i.e., "There are two assignments that need to be completed before the end of class, which one would you like to complete first?").
- Keep voice tone even and business-like when directing. Do not yell or show excessive emotion.
- Use the speak and retreat strategy- deliver a direction and walk away allowing Student time to make choice without further redirection (within 2-5 minutes).
- Whenever possible, ignore minor verbal protests.
- Remind Student of expectations by stating in a positive manner what you would like to see Student doing.
- Avoid creating ultimatums, especially ones that cannot be followed through. Any direction that implies that Student begin a task immediately (i.e., "right now, this second") will invite noncompliance. Instead, state directions in a calm, matter of fact tone of voice and walk away allowing him time to respond.
- Do not use an extremely authoritative manner or issue an ultimatum when directing Student. This may lead to a power struggle.
- Do not cajole, threaten, debate or bribe- rely on predetermined, consistent consequences.

Homework completion:

- Monitor and encourage use of agenda book to record assignments- check for completion and accuracy.

Educative Strategies

These strategies should assist Student in achieving the same functions, as did his challenging behaviors, but in a more appropriate way. These strategies should be used as a basis for providing direct instruction in problem solving, coping strategies (including anger management).

Review Expectations/Incentives/Consequences:

- Review the school rules and expectations with Student often.
- Review the consequences for disruptive, noncompliant, and aggressive /other unsafe behaviors.

Coping, Problem-Solving Skills:

- **Student receives direct services from the school psychologist and/or guidance counselor daily to address coping and problem-solving skills.**

Reinforcing Desired Behaviors

Encourage Student to use replacement behaviors by consistently applying preferred consequences (rewards) when he exhibits these alternative behaviors.

- Use praise and positive feedback to encourage appropriate behavior.
- Provide positive attention any time he is engaged in any behavior associated with work.

A daily behavior feedback sheet will be used to track Student's performance throughout the day. Compliance with specified behaviors (i.e., completing and returning the sheet to his case manager; maintaining a specific total percentage of points earned; etc.) will result in Student earning the opportunity to earn a preselected reward.

Responsive Strategies

Strategies recommended to manage the identified interfering behaviors if they continue to occur.

If Student Calls Out:

- Remind Student of the expectations by stating in a positive manner what you would like to see Student doing.
- Keep voice tone even and business-like when directing. Do not yell or show excessive emotion.
- Do not use an extremely authoritative manner or issue an ultimatum when directing Student. This may lead to a power struggle.
- Avoid creating ultimatums, especially ones that cannot be followed through. Any direction that implies that Student begin a task immediately (i.e., "right now, this second") will invite noncompliance. Instead, state directions in a calm, matter of fact tone of voice and walk away allowing him time to respond..
- Do not cajole, threaten, debate or bribe- rely on predetermined, consistent consequences.
- At the end of the class, the teacher will provide Student with specific feedback about his behavior and record the appropriate rating on Student's daily behavior feedback sheet.

If Student Demonstrates Verbal Refusal or Noncompliance:

- Encourage Student to tell someone what the problem is.
- Try to determine why Student is refusing (Does he understand the task? Does he have the prior knowledge/skills needed to complete task?). Use reflections and restatement to show Student that his concern/feelings are understood.
- Attempt to address Student's concerns.

- If Student continues to refuse/not comply, remind him he may take an in class break (lasting no more than 2-5 minutes) for self-calming and to regain focus so he is ready to work. Remind him that the break is limited and an adult will be back within 5 minutes to explain the assignment, next task, etc.
- Following a short break, if Student demonstrates he is ready to work, restate the directions for the task, check to be sure he understands, explain that if he needs help he can ask and walk away. Monitor work completion, as needed.
- If Student does not demonstrate that he is ready to work, ask him to make a choice about the following: 1) complete the assignment with assistance (in or out of general education area) OR 2) take an out of class break to go to Student Services for calm down time OR 3) explain that if he does not choose either option an administrator will be contacted. Allow 2-5 minutes before returning to redirect.
- If Student chooses to work on the assignment with an adult, provide assistance (in or out of class) to complete assignment.
- If he chooses to go to Student Services he will be provided the opportunity to talk with the school psychologist or school counselor.
- Once in Student Services, support staff will explain the goal of the support (i.e., to allow Student time to problem-solve and/or apply an effective coping strategy necessary for him to return to class ready to work. At the end of the allotted time, Student should return to class ready to work. If he is not ready to work, explain that an administrator will be contacted).
- If Student chooses neither option, but is non-disruptive in the class, allow him to sit in class.
- If Student chooses neither option, and is disruptive in class, provide him one more opportunity to make a choice and warn him if he chooses neither, he will need to go to the main office for disciplinary action.
- At the end of the class, the teacher will provide Student with specific feedback about his behavior and record the appropriate rating on Student's daily behavior feedback sheet.
- If Student is refusing to attend class AND is not problem-solving with support staff, he will earn a "0" for any missed work that class period. The teacher is under no obligation to ensure that he makes-up the work or give late credit for this work.

If Student is Verbally Disrespectful:

- Remind Student of the expectations by stating in a positive manner what you would like to see Student doing.
- Keep voice tone even and business-like when directing. Do not yell or show excessive emotion.
- If Student continues to be verbally disrespectful, contact his guidance counselor or the school psychologist for an escort down to student services.
- Once in Student Services, support staff will explain the goal of the support (i.e., to allow Student time to problem-solve and/or apply an effective coping strategy necessary for him to return to class ready to work. At the end of the allotted time, Student should return to class ready to work. If he is not ready to work, explain that an administrator will be contacted).
- If Student does not choose any of the options and continues to be disruptive and disrespectful, contact an administrator.
- At the end of the class, the teacher will provide Student with specific feedback about his behavior and record the appropriate rating on Student's daily behavior feedback sheet.

VI. Implementation and Documentation

Person(s) Responsible for Implementation: All individuals who instruct and interact with Student

Supports/Training for Implementers(s): The BIP will be reviewed at the grade level Kid Talk meetings; Consultation with school psychologist or case manager

Methods of Data Collection: Data will be collected on a regular basis to monitor Student's success and the effectiveness of the interventions.

Regarding restraint¹ or seclusion² as a behavior intervention:

Indicate Yes/No, if intervention will be used: Restraint Yes No **X**

Seclusion Yes No **X**

Identify specific behavior(s) requiring intervention: **NONE**

¹Restraint means the use of physical force, without the use of any device or material, that restricts free movement of all or a portion of the student's body.

² Seclusion means the confinement of a student alone in a room from which the student is physically prevented from leaving (Per State Regulations, Student Behavior Interventions).

Parent Signature