FBA/BIP User Guide

Creating Functional Behavior Assessments and Behavior Intervention Plans

Version 2.0

What is a Functional Behavioral Assessment?

According to O'Neill, et al (1997), functional behavioral assessment is a "process for gathering information that can be used to maximize the effectiveness and efficiency of a behavior support plan." They note that a comprehensive FBA has five primary components:

1. Describes the problem behavior(s) clearly.
2. Identifies predictive antecedents for when problem behaviors occur and *don't* occur.
3. Indicates consequences that maintain problem behaviors.
4. Collects direct observation data from which to build behavioral hypotheses.
5. Develops one or more summary statements or hypotheses for the function of the problem behavior based on the collected data.

Note: Although it can be tempting to have a "meeting of the minds" to put together an FBA by committee in one session, that practice will not produce a sound, meaningful document unless participants have gathered the required data to provide the five components mentioned previously.

Who Should Conduct an FBA?

An FBA, like a BIP, should not be completed in isolation, but rather, should be the product of a team. It should have varied inputs, even if one person ends up compiling the physical document. Those who might write an FBA could include, but would not be limited to, teachers, a school psychologist, a behavior specialist, or any other school personnel who help with behavior planning for a student and understand the philosophy behind, and purposes of, an FBA. That is, staff should be knowledgeable about the fact that an FBA will provide the foundation for a student's behavior support plan.

Using the FBA Form

In the next section, the fields for the latest version of HBM's FBA are walked through in chronological fashion. The purposes of the inputs are defined and include some references to more comprehensive options and tools in the Appendices. Also, a case example follows the diagrammed template, showing how the form might be filled out for a hypothetical student.

Important things to know about these forms. The format of these forms is .PDF, and they are fillable, which means that most of the latest .PDF readers will allow you to enter responses and save them. Adobe Acrobat Reader XI is recommended as the lowest version to consider if you use that product on a desktop or laptop computer, as earlier versions required users to print but not save completed forms. Additionally, as of 1/2015 there are a variety of paid apps available at a nominal fee which allow for filling out these documents on tablets. A couple options include PDF Expert and PDF Reader Pro.

The .PDF format can be helpful because it keeps the look of documents relatively standard across computing platforms. Schools using Apple devices are likely to see the same document as those using PCs. The downside of the standard look and feel is that users have less flexibility to do things such as extend the length of the document and expand fields. Users of these documents will need to write judiciously and concisely.

Note: Many of the fields in these documents will allow users to continue typing characters into fields even after exceeding the limit of what displays on the screen. Unless you stop typing as you reach the end of a field, any characters that are typed beyond the visible parameters will not display for the readers.

Function Behavior Assessment

Student Name: _____   Date of Birth: _____

School: _____ ▼

What does the student do well? _____

What are the student's interests? _____

List some potential incentives or motivators: _____

Skill Deficits or "Lagging Skills" (Greene, R., 2008) – Check all that apply:

Intrapersonal

___ Difficulty handling transitions, shifting from one mindset or task to another.

___ Difficulty doing things in a logical sequence or prescribed order.

___ Difficulty persisting on challenging or tedious tasks.

___ Poor sense of time.

___ Difficulty maintaining focus.

___ Difficulty considering a range of solutions to a problem.

___ Difficulty seeing the "grays"/concrete, literal, black-and

___ Difficulty deviating from rules, routine.

___ Difficulty handling unpredictability, ambiguity, uncertainty, novelty.

___ Difficulty shifting from original idea, plan, or solution.

___ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action.

___ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me,").

Interpersonal

___ Difficulty expressing concerns, needs, or thoughts in words.

___ Difficulty understanding what is being said.

___ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances.

___ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills.

___ Difficulty seeking attention in appropriate ways.

___ Difficulty appreciating how his/her behavior is affecting other people.

___ Difficulty empathizing with others, appreciating another person's perspective or point of view.

___ Difficulty appreciating how s/he is coming across or being perceived by others.

Self-Regulation

___ Difficulty considering the likely outcomes or consequences of actions (impulsive).

___ Difficulty managing emotional response to frustration so as to think rationally.

___ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration.

Problem Behaviors. Provide a narrative about student's most concerning behaviors:

5. Describe any problem behaviors for the student, using familiar, constructive behavioral terms (i.e., observable and measurable). Avoid using this space to rant, make motivational inferences, criticize, or use psychobabble. For example, "Johnny scratches his arms until they bleed, hits peers with his fists, and shoves his teacher almost daily" is preferred to "Johnny is mean, has control issues stemming from his bad upbringing, and often doesn't have a clue."

Is the problem behavior related to a deficit? If yes, address this area when writing a behavior plan.

Behavioral Data. Summarize results of ~~...~~ ~~...~~ views, inventories, etc.).

Data Source	Timeframe		Findings

7. Indicate the point in time or the date range for when the data were collected.

6. Cite three or more discrete sources (e.g., observations, interviews, and ratings) from which the behavioral function will be triangulated. Common examples are included in Appendix B. **Note**: This data should be relevant to one or two target behaviors pinpointed in section 4. Problem Behaviors.

8. Break down the findings into simple metrics. Examples:
- On-task rate of 54% for observation;
- Behavior motivated by tangible rewards, per Motivational Assessment Scale;
- Behavior occurs right after lunch per teacher interview.

9. State one or two target behaviors for the FBA. If you feel more behaviors need to be analyzed for the same student, then create another document. Defining in measurable and observable terms means that most individuals would have a high level of agreement if they saw the described behavior. A good example might be, *Johnny knocks over desks.* A poor example would be, *Johnny acts aggressively.*

Define Target ~~...~~ most problematic behaviors for student in *measurable* and *observable* terms.

1.

2.

10. Note how often, severe, and long-lasting the first behavior is. This helps form a baseline picture of the target behavior and expands the definition.

Indicate frequency (hourly/daily), intensity (dis~~...~~ ~~...~~tive/destructive), and duration (how long-lasting).

Behavior #1: Frequency: _____ Intensity: _____

Setting Event	Antecedent (Trigger)	

13. Check suspected consequences that likely maintain the target behavior. An ABC observation can be helpful in this determination (*see* Appendix B for resources).

11. Check setting events suspected for this behavior. Similar to antecedents, these occur before a behavior; however, they are contributors, not immediate causal stimuli. For example, skipping morning meds could set the occasion for problems later.

12. Select conditions suspected of occurring **immediately** prior to the problem behavior.

Other? Other? _____

~~...~~ doesn't occur or is less prevalent? When, where, and with whom?

14. Comment on those circumstances within which the problem behavior occurs less frequently, severely, or persistently. This may rule out certain functions and inform the BIP construction later.

Behavior #2: Frequency: _____ Intensity: _____ Duration: _____

Setting Event	Antecedent (Trigger)	Consequence
	▼	▼
	▼	▼
	▼	▼
		Other? _____

15. Select from a variety of possible functions for the behavior. Ideally, your data sources confirm one or two likely functions. Selecting more than a pair suggests there may be a need to triangulate the data more effectively or perhaps look to a more precise, additional data source.

occur or is less prevalent? When, where, and with whom?

Function of Behavior. the function/purpose that is best supported by the data.

Behavior#1:

Gain	Avoid
▼	▼
▼	▼
__other:	__other:

Behavior #2:

▼	▼
▼	▼
__other:	__other:

Hypothesis. Describe when, where, and why the behavior(s) occurs.

Antecedent/Trigger WHEN:	Behavior:	Consequence/ Outcome:
	Behavior:	Consequence/ Outcome:

Behavior 1

16. Construct the hypothesis for the functional explanation, noting a statement for the antecedent such as, WHEN: General teacher requests students put computers away…

17. State the problem behavior: (e.g., Johnny knocks over desks.)

18. Indicate the specific outcome (e.g, "Peers wail and cry.")

Prepared by

Staff Name/Role:	_____	Date:	_____
Staff Name/Role:	_____	Date:	_____
Staff Name/Role:	_____	Date:	_____
Staff Name/Role:	_____	Date:	_____

20. Repeat sections 10-18 for a second behavior, if needed for this FBA. The team reviews, discusses and signs the finished document.

Functional Behavior Assessment

Student Name: Johnny Doe   Date of Birth: 1 January 2008

School: Intense Behavior Program   Date: 7 January 2015

What does the student do well? He makes nice line-art drawings and shows good fine-motor control with working puzzles, using scissors, and holding eating utensils.

What are the student's interests? Johnny collects Japanese anime and breeds toy poodles.

List some potential incentives or motivators: Calls or notes home to his mom are helpful. He enjoys meeting with the principal.

Skill Deficits or **"Lagging Skills"** (Greene, R., 2008) – Check all that apply:

Intrapersonal
__ Difficulty handling transitions, shifting from one mindset or task to another.
__ Difficulty doing things in a logical sequence or prescribed order.
√ Difficulty persisting on challenging or tedious tasks.
__ Poor sense of time.
__ Difficulty maintaining focus.
__ Difficulty considering a range of solutions to a problem.
√ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking.
__ Difficulty deviating from rules, routine.
__ Difficulty handling unpredictability, ambiguity, uncertainty, novelty.
__ Difficulty shifting from original idea, plan, or solution.
__ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action.
__ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me,").

Interpersonal
__ Difficulty expressing concerns, needs, or thoughts in words.
__ Difficulty understanding what is being said.
__ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances.
√ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills.
__ Difficulty seeking attention in appropriate ways.
__ Difficulty appreciating how his/her behavior is affecting other people.
__ Difficulty empathizing with others, appreciating another person's perspective or point of view.
__ Difficulty appreciating how s/he is coming across or being perceived by others.

Self-Regulation
__ Difficulty considering the likely outcomes or consequences of actions (impulsive).
√ Difficulty managing emotional response to frustration so as to think rationally.
__ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration.

Problem Behaviors. Provide a narrative about student's most concerning behaviors:

Johnny has struggled since kindergarten with compliance. He has preferred activities, such as working on an iPad or drawing. When asked to do any kind of academic work, he has demonstrated a variety of behaviors such as putting his head down on his desk, remaining silent and avoiding eye contact with the teacher, running out of the room, throwing objects, destroying property, crying, and shouting. Shutting down in some form, such as crawling under his desk, ignoring requests, or hiding his face, occurs almost daily. The other, sometimes more disruptive behaviors, happen about once a week.

Is the behavior related to a deficit? If yes, address this area when writing a behavior plan.

Behavioral Data. Summarize results of data (e.g., observation, interviews, inventories, etc.).

Data Source	Timeframe	Findings
Motivation Assessment Scale	1/06/2015	Teacher rating shows 'Escape' to be likely motivation for not complying.
ABC Observation	1/06/2015	Three instances of task refusal seen in 20 minutes. Teacher consequated target behavior by redirecting each time, without success.
Student Functional Interview	1/07/2015	Johnny says he hates school, especially math and writing.
Daily Behavior Sheet	10/06/14 – 1/06/15	Johnny averaged 3 incidents daily of non-compliance across 10 weeks.

Define Targets. Define 1-2 most problematic behaviors for student in *measurable* and *observable* terms.

1. Johnny refuses when asked to do academic work, especially math and writing.

2.

Indicate frequency (hourly/daily), intensity (distracting/disruptive/destructive), and duration (how long-lasting).

Behavior #1:   Frequency: Daily   Intensity: Disruptive   Duration: 10-15 min.

Setting Event	Antecedent (Trigger)	Consequence
	difficult task	given help/attention
		redirected - verbal/physical
Other?	Other?	Other?

Are there situations where the behavior doesn't occur or is less prevalent? When, where, and with whom?

Johnny does fine at his specials. He did well for a male substitute once but not a second time.

Behavior #2:   Frequency: _____   Intensity: _____   Duration: _____

Setting Event	Antecedent (Trigger)	Consequence
⏷	⏷	⏷
⏷	⏷	⏷
⏷	⏷	⏷
Other? _____	Other? _____	Other? _____

Are there situations where the behavior doesn't occur or is less prevalent? When, where, and with whom?

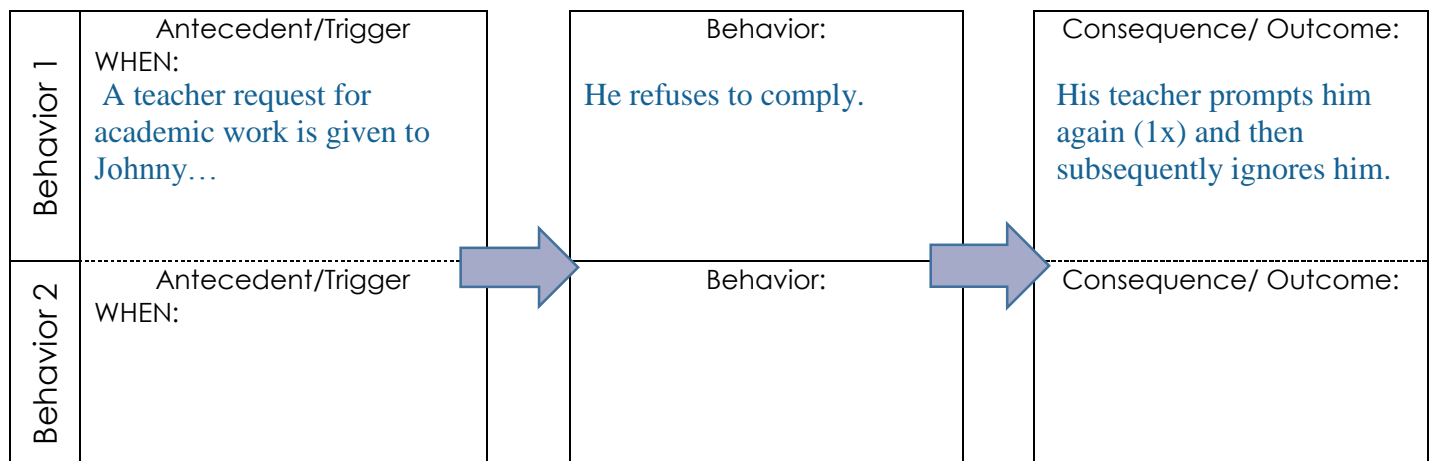## Function of Behavior(s). Select the function/purpose that is best supported by the data.

Behavior#1:

Gain		Avoid	
	⏷	avoid a demand/request	⏷
	⏷	avoid activity/task	⏷
__other:		__other:	

Behavior #2:

	⏷		⏷
	⏷		⏷
__other:		__other:	

Hypothesis. Describe when, where, and why the behavior(s) occurs.

	Antecedent/Trigger	Behavior:	Consequence/ Outcome:
Behavior 1	WHEN: A teacher request for academic work is given to Johnny…	He refuses to comply.	His teacher prompts him again (1x) and then subsequently ignores him.
Behavior 2	WHEN:		

Prepared by

Staff Name/Role: _____   Date: _____

Staff Name/Role: _____   Date: _____

Staff Name/Role: _____   Date: _____

Staff Name/Role: _____   Date: _____

What is a Behavior Intervention Plan?

Whereas the FBA is intended to answer *why* particular problem behaviors are occurring, the BIP, sometimes referred to as a Behavior Support Plan, is a plan that formalizes *how* a team will systematically deal with challenging behavior(s). O'Neill, et al (1997) suggest there are four broad themes to address in designing behavior supports, including the following:

1. Focus on how staff, family and support personnel, rather than just the student, can change.
2. Tie the behavior plan directly to the findings of an FBA.
3. Produce a plan that is technically consistent with what is commonly understood about laws of human behavior. (E.g., positive strategies are more likely to elicit lasting behavior change than punitive ones.)
4. Provide a good fit for the values, resources and competencies of the people involved in implementation.

The same authors provide some additional guidance for constructing more useful BIPs. They observe that technically sound behavior plans make problem behaviors "*irrelevant*, *inefficient*, and *ineffective*" (p. 66). Specifically, you might consider the following efforts:

- Make problem behavior ***irrelevant*** by incorporating "structural changes: altering the physical settings, enriching the environment, improving the activities or curriculum, increasing predictability and choice options available to the person" (p.67).
- Make problem behaviors ***inefficient*** through targeted efforts to render the obtaining of established reinforcement more taxing than it's worth for the student. That is, consider ways to increase the physical effort, repetitions of behavior, or time elapsing between behavior and reinforcement, so as to make the behavior unproductive for the child.
- Make problem behaviors ***ineffective*** by planning how to extinguish the behavior. If reinforcement for a problem behavior can be consistently stopped or removed, behavioral law dictates that the problem behavior will eventually cease.

Who Should Create a BIP?

Consider assembling a BIP by committee, just as you would an FBA. Input from those who contributed to constructing the FBA is sensible, which might include teachers, interventionists, a school psychologist, or any other school personnel who know or work with the student.

Using the BIP Form

Specific guidelines for using HBM's BIP form are provided in the next section. As mentioned with the FBA, this document is in .PDF format and has the benefits and limitations of that document format (see the discussion at the bottom of page 2). Please look for additional thoughts and suggestions that can aid with behavior planning in the Appendices.

Behavior Intervention Plan

1. Identify the student, his/her grade, and the date of completing the BIP. The School field provides a drop-down list of available HBM schools (type the first letter to jump to your school in the list).

Student: _____   Grade: _____

School: _____ ▾   Date: _____

Behavior: _____

2. Enter the target behavior being addressed from the FBA. (This could be more than one behavior, if for example, a class of behaviors could be served by one BIP.)
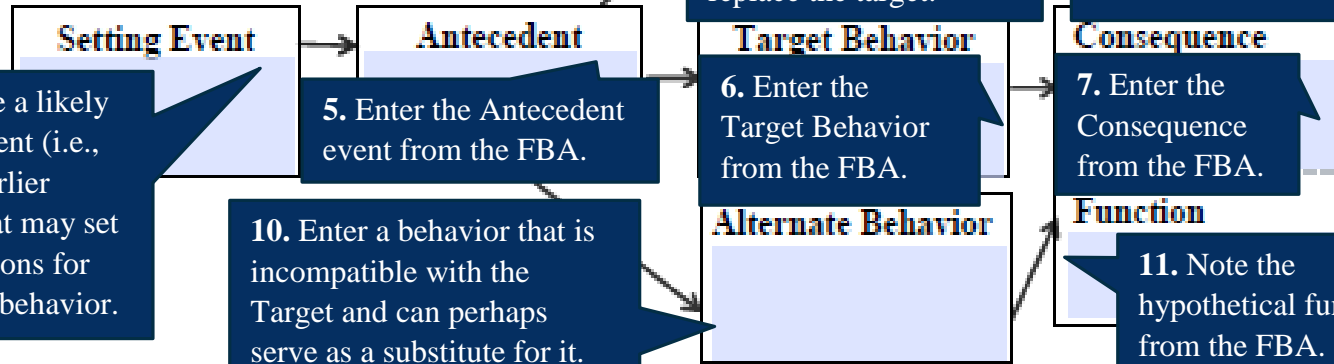
Previous Interventions. What has been done? How did it work?

Intervention	Duration	Results/Comments

3. State past behavioral interventions, including the name/type (Intervention), how long it was attempted (Duration), and important outcome data and implementation factors (Results/Comments).

Competing Behavior Pathway. (Build contingencies based on FBA data.)

Note: **Target behavior** is the problem behavior defined in the FBA (ex: tantrums). **Desired behavior** is the ideal replacement behavior (e.g., completes task). An **alternate behavior** is a positive alternative (e.g., takes break).

Setting Event → **Antecedent**

Desired Behavior → **Consequence**

8. Indicate the behavior that should optimally replace the target.

9. Enter the consequence likely to reinforce the desired behavior.

Target Behavior → **Consequence**

6. Enter the Target Behavior from the FBA.

7. Enter the Consequence from the FBA.

4. Indicate a likely setting event (i.e., remote earlier factor) that may set up conditions for the target behavior.

5. Enter the Antecedent event from the FBA.

Alternate Behavior → **Function**

10. Enter a behavior that is incompatible with the Target and can perhaps serve as a substitute for it.

11. Note the hypothetical function from the FBA.

Intervention Strategies. Provide the following based on the competing behavior pathway above.

Setting Event Strategies	Antecedent Strategies	Behavior Instruction	+/- Consequences
Ex: Administer meds at school.	Ex: Provide visual schedule	Ex: Teach calming techniques	+ Ex: Verbal praise
			− Ex: Loss of

12. List strategies for addressing conditions prior to the immediate behavior contingency (*see* Appendix E).

13. List strategies for affecting circumstances immediately before the behavior occurs (*see* Appendix E).

14. Recall from the FBA any skill deficits. Identify explicit teaching strategies here that can help.

15. Identify positive consequences (rewards) first (*see* Appendix F). Also, detail aversive consequences that are appropriate.

BEHAVIOR INTERVENTION PLAN | HBM Special Services Cooperative

Behavioral Goal Statement.

16. Include a behavioral goal for the BIP that might be suitable for an IEP or for a behavioral RTI case. It should be specific enough that one can determine whether the goal has been achieved within a defined period of time based on measures of progress.

BIP Implementation. (Complete only those areas that apply.)

Tasks	Person Responsible	Progress Measure
Prevention: Make pr—		
Teaching: Teach new skills/alternate behavior		
Extinction: Make target behavior ineffective (minimize reward/		
Reinforcement: Make alternate & desired behaviors more		
Responding to target behavior: Prompt alternate behavior consequences.		
Safety. Is safety a concern? Y (If yes, attach crisis/care/POD plan to BIP.)		

17. If an antecedent strategy is to be used, describe it here (e.g., "Give Jimmy alternative to reading out loud."). Note responsible party and means of measuring progress (e.g., event recording, daily behavior chart, etc.)

18. Discuss new skill instruction to be provided (e.g., Social Skills class, review modeled behavior video, etc.). Note responsible party and progress monitoring method.

19. Document any extinction procedure (e.g., Class prompted to ignore behavior before Jimmy joins group, divider used during math, etc.). Note responsible party and progress monitoring method.

20. Reference any reward for desired behavior and alternate behavior. Note responsible party and progress monitoring method.

21. State the consequence for the problem behavior (e.g., response cost procedure). Note responsible party and progress monitoring method.

22. If district requires a safety plan (e.g., child is a runner or self-harming), confirm here and attach needed documentation.

Duration of Intervention	Review Date	Decision (Monitor, Modify, Stop)

23. Note the length of the intervention and a review date. The decision field here is to designate the team's finding after convening for the review.

Prepared by

Staff Name/Role:	Date:
Staff Name/Role:	
Staff Name/Role:	

24. The team signs off the completed document.

Adapted from C. Borgmeier (2002)
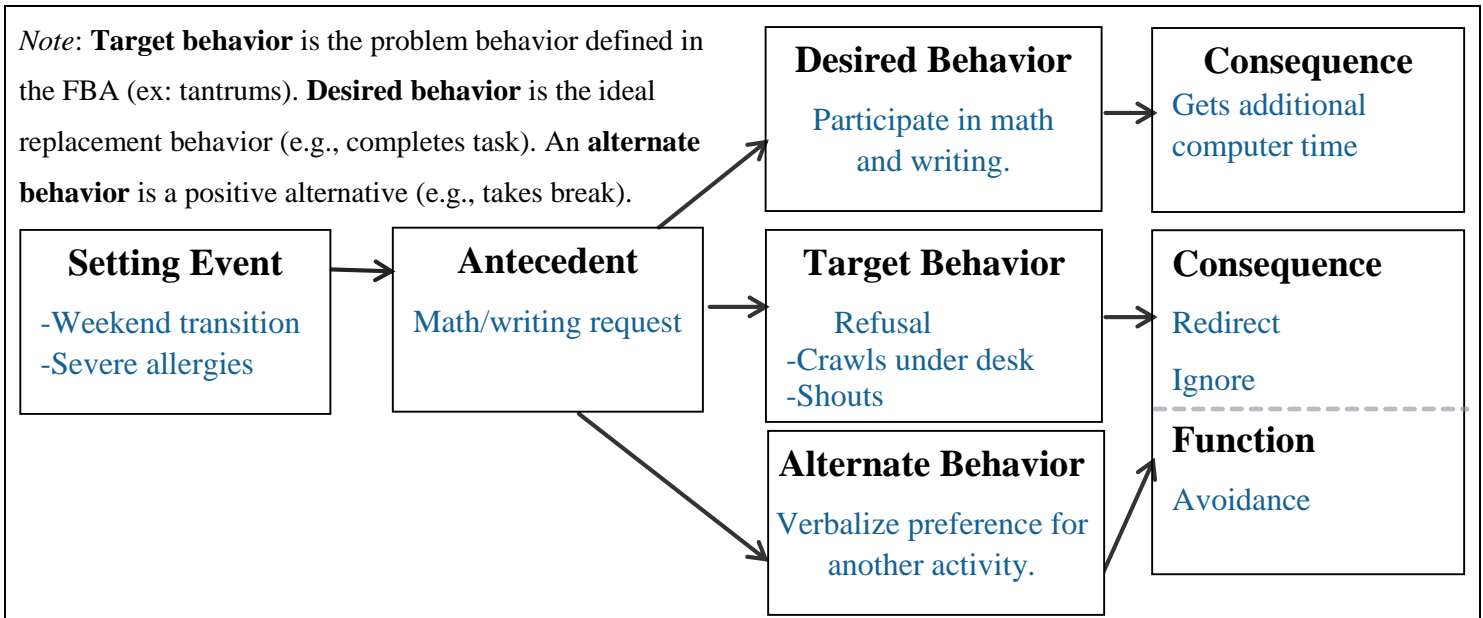
Behavior Intervention Plan

Student: Johnny Doe   Grade: 2nd

School: Intense Behavior Program   Date: 12 January 2015

Behavior: _____

Previous Interventions. What has been done? How did it work?

Intervention	Duration	Results/Comments
Good Behavior Game	Spring 2014 (1st Grade) – 4 weeks	Incidents of task refusal persisted at a steady rate of 3x/daily.
Peer-Mediated Intervention	Fall 2014 (Oct. – Dec.). 6 weeks	Positive effect initially for first week, then behavior seemed to worsen. Increase to 4x/daily

Competing Behavior Pathway. (Build contingencies based on FBA data.)

Note: **Target behavior** is the problem behavior defined in the FBA (ex: tantrums). **Desired behavior** is the ideal replacement behavior (e.g., completes task). An **alternate behavior** is a positive alternative (e.g., takes break).

Setting Event
-Weekend transition
-Severe allergies

Antecedent
Math/writing request

Desired Behavior
Participate in math and writing.

Consequence
Gets additional computer time

Target Behavior
Refusal
-Crawls under desk
-Shouts

Consequence
Redirect
Ignore

Function
Avoidance

Alternate Behavior
Verbalize preference for another activity.

Intervention Strategies. Provide the following based on the competing behavior pathway above.

Setting Event Strategies	Antecedent Strategies	Behavior Instruction	+/- Consequences
Ex: Administer meds at school.	Ex: Provide visual schedule	Ex: Teach calming techniques	+ Ex: Verbal praise
-Note from home to share if Johnny had rough weekend	-Modify math curriculum to include computer-based component	-Review modeling video to show effective transition.	-15 minutes on computer
-Dispense allergy med at school.	-Give Johnny a 5-minute warning for transition.	-Explicit instruction on appropriate assertiveness.	-Phone call to mom
			− Ex: Loss of privileges
			Response cost (computer time)
			Time-out in chill room.

Behavioral Goal Statement.

Johnny will initiate math and writing work in class with no more than one verbal prompt 100% of the time across three observed sessions by mid-semester of spring 2015.

BIP Implementation. (Complete only those areas that apply.)

Tasks	Person Responsible	Progress Measure
Prevention: Make problem irrelevant (antecedent intervention) Note from home and medication arrangement.	1. TOR (note) 2. Nurse (medication)	1. Behavior log. 2. Med. chart
Teaching: Teach new skills/alternate behavior Transition modeling video and assertiveness training.	Counselor	Behavior log (communication book w/ parent).
Extinction: Make target behavior ineffective (minimize reward/pay-off for target behavior) Persist with task request.	TOR	Daily behavior chart/event recording
Reinforcement: Make alternate & desired behaviors more rewarding than target behavior. Add computer time; student call to parent.	TOR	Daily behavior chart/event recording
Responding to target behavior: Prompt alternate behavior and consequences. Response cost procedure. Time-out in chill room.	TOR	Daily behavior chart/event recording
Safety. Is safety a concern?　　　　Y　　　N　√ (If yes, attach crisis/care/POD plan to BIP.)		

Duration of Intervention	Review Date	Decision (Monitor, Modify, Stop)
9 weeks – Jan. – Mar 2015	27 Mar 2015	

Prepared by

Staff Name/Role:　Ms. Behavior/Teacher of Record　　　　　　Date:　1/12/2015

Staff Name/Role:　Mrs. Intervention/School Counselor　　　　　Date:　1/12/2015

Staff Name/Role:　Mr. Plan/School Psychologist　　　　　　　Date:　1/12/2015

Adapted from C. Borgmeier (2002)

References

Developing IEP Goals: Effective Goal Processes (n.d.). Retrieved January 8, 2015 from
http://www.indianaieprc.org/index.php/iep-processes/measureable-goals.

Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O'Reilly, M. (2012). *Comprehensive behavior management: Individualized, classroom, and schoolwide approaches*. (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

O'Neill, R. E. Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brooks/Cole Pub.

Student Interest Survey
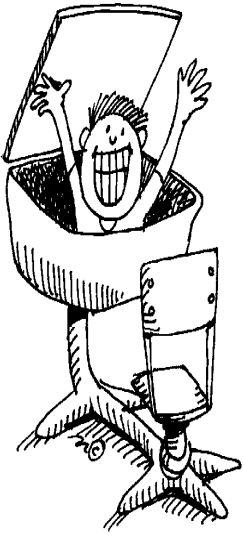
1.   The three things that I do best in school are:

    1._____

    2._____

    3._____

2.   Some of the things that I would like to work on this year are
_____

_____.

3. I would like to learn more about_____

_____

4. Outside of school, my favorite activity is_____

_____

5. My hobbies are_____

_____

6. The clubs, organizations or private lessons that I participate in are _____

_____

_____

7. My favorite sport is _____

8. The sports that I play in and out of school are_____

_____

9. My three favorite books are:

    1._____

    2._____

    3._____

10. One of my favorite authors is _____

    because_____.

11. If I could choose between watching television, playing video games or using the computer, I would
pick_____because_____
_____.

12. I enjoy these types of reading: (circle those that apply)

    Story Books   Craft/Games/Puzzles

    Fiction   Fairy Tales

    Non-Fiction   Geography

    Comics   Sports

13. The person that I consider to be a hero is _____
    because_____
    _____.

14. I have traveled to _____.
If I could pick a place to travel to, I would choose_____
_____.
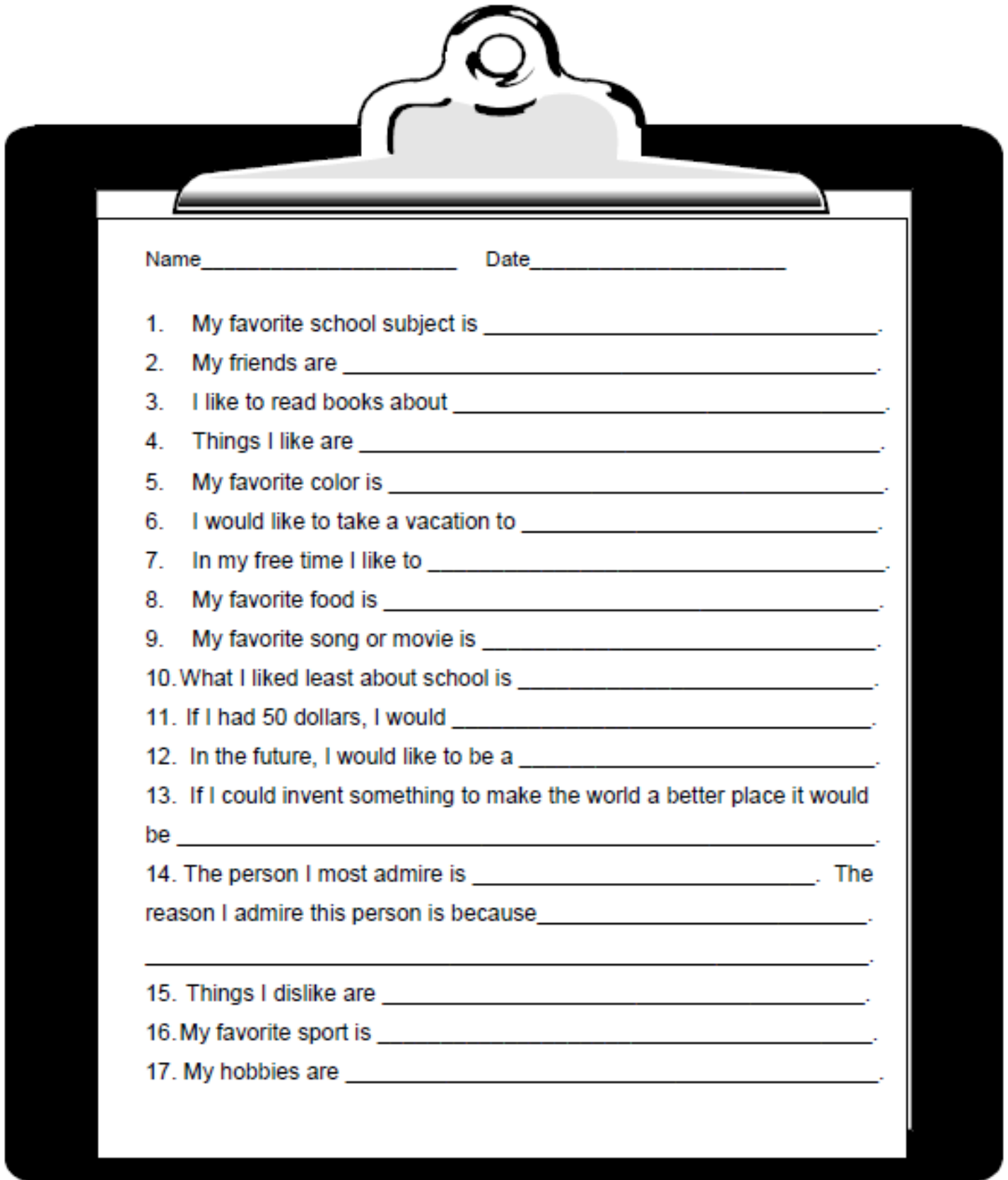
15. Some of the chores and responsibilities that I have at home are _____
_____.

16. My best friend is: _____ _____. When

I am with my friend we like to _____.

17. Something about me that I'd like to share with you is _____

_____.

Student Interest Inventory

Name_____   Date_____

1. My favorite school subject is _____.

2. My friends are _____.

3. I like to read books about _____.

4. Things I like are _____.

5. My favorite color is _____.

6. I would like to take a vacation to _____.

7. In my free time I like to _____.

8. My favorite food is _____.

9. My favorite song or movie is _____.

10. What I liked least about school is _____.

11. If I had 50 dollars, I would _____.

12. In the future, I would like to be a _____.

13. If I could invent something to make the world a better place it would be _____.

14. The person I most admire is _____. The reason I admire this person is because_____

_____.

15. Things I dislike are _____.

16. My favorite sport is _____.

17. My hobbies are _____.

Adapted from: Holzschuher (1997).*How to Handle Your Classroom.*

Two sample reinforcement inventories are shown, one for a younger child, and the other for an older child. These are for illustrative purposes only and can be found in a more print-friendly version by doing a simple internet search or by consulting with a school psychologist.

Reinforcement Menu

For _____

Academic Activities

- ❑ Go to the library to select a book
- ❑ Help a classmate with an academic assignment
- ❑ Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity)
- ❑ Invite an adult "reading buddy" of student's choice to classroom to read with student
- ❑ Listen to books-on-tape
- ❑ Play academic computer games
- ❑ Read a book of his/her choice
- ❑ Read a story aloud to younger children
- ❑ Read aloud to the class
- ❑ Select a class learning activity from a list of choices
- ❑ Select a friend as a "study buddy" on an in-class work assignment
- ❑ Select friends to sit with to complete a cooperative learning activity
- ❑ Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- ❑ 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
- ❑ Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
- ❑ Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- ❑ Complete chores or helpful activities around the classroom
- ❑ Deliver school-wide announcements
- ❑ Help the custodian
- ❑ Help the library media specialist
- ❑ Help a specials teacher (e.g., art, music, gym)
- ❑ Take a note to the main office
- ❑ Work at the school store

Praise/Recognition

- ❑ Be awarded a trophy, medal, or other honor for good behavior/caring attitude

- ❑ Be praised on school-wide announcements for good behavior or caring attitude
- ❑ Be praised privately by the teacher or other adult
- ❑ Design--or post work on--a class or hall bulletin board
- ❑ Get a silent "thumbs up" or other sign from teacher indicating praise and approval
- ❑ Have the teacher call the student's parent/guardian to give positive feedback about the student
- ❑ Have the teacher write a positive note to the student's parent/guardian
- ❑ Post drawings or other artwork in a public place
- ❑ Post writings in a public place
- ❑ Receive a "good job" note from the teacher

Prizes/Privileges/Rewards

- ❑ Allow student to call parent(s)
- ❑ Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other children) during story time or independent seat work
- ❑ Be dismissed from school 2 minutes early
- ❑ Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- ❑ Be permitted to sit in a reserved section of the lunchroom
- ❑ Be sent to recess 2 minutes earlier than the rest of the class
- ❑ Draw a prize from the class 'prize box'
- ❑ Earn behavior-points or -tokens to be redeemed for prizes or privileges
- ❑ Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments
- ❑ Have lunch in the classroom with the teacher
- ❑ IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- ❑ Receive a coupon to be redeemed at a later time for a preferred activity
- ❑ Receive a sticker
- ❑ Receive candy, gum, or other edible treats
- ❑ Receive pass to "Get out of one homework assignment of your choice"
- ❑ Select a class fun activity from a list of choices
- ❑ Select the pizza toppings for a class pizza party
- ❑ Sit near the teacher
- ❑ Take the lead position in line
- ❑ Tell a joke or riddle to the class

Recreation

- ❑ Be selected by the teacher to accompany another student to a fun activity
- ❑ Get extra gym time with another class
- ❑ Get extra recess time with another class
- ❑ Listen to music
- ❑ Play a game with a friend
- ❑ Play non-academic computer games
- ❑ Select fun activity from "Activity Shelf" (stocked with play materials, games)
- ❑ Spend time (with appropriate supervision) on the Internet at recreational sites
- ❑ Watch part or all of a video (preselected by the teacher and cleared with the student's parent)
- ❑ Work on a jigsaw or other puzzle
- ❑ Write or draw on blackboard/whiteboard/easel paper

Forced-Choice Reinforcement Menu

Name:

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
   _____ Be first to finish your work. (CM)

2. _____ A bag of chips. (CN)
   _____ Classmates ask you to be on their team. (P)

3. _____ Be free to do what you like. (I)
   _____ Teacher writes "100" on your paper. (A)

4. _____ Classmates ask you to be on their team. (P)
   _____ Be first to finish your work. (CM)

5. _____ Be free to do what you like. (I)
   _____ A bag of chips. (CN)

6. _____ Teacher writes "100" on your paper. (A)
   _____ Classmates ask you to be on their team. (P)

7. _____ Be first to finish your work. (CM)
   _____ Be free to do what you like. (I)

8. _____ A bag of chips. (CN)
   _____ Teacher writes "100" on your paper. (A)

9. _____ Classmates ask you to be on their team. (P)
   _____ Be free to do what you like. (I)

10. _____ Be first to finish your work. (CM)
    _____ A bag of chips. (CN)

11. _____ Teacher writes "A" on your paper. (A)
    _____ Be the only one that can answer a question. (CM)

12. _____ A candy bar. (CN)
    _____ Friends ask you to sit with them. (P)

13. _____ Be free to go outside. (I)
    _____ Teacher writes "A" on your paper. (A)

14. _____ Friends ask you to sit with them. (P)
     _____ Be the only one that answers a question. (CM)

15. _____ Be free to go outside. (I)
     _____ A candy bar. (CN)

16. _____ Teacher writes "A" on your paper. (A)
     _____ Friends ask you to sit with them. (P)

17. _____ Be the only one that can answer a question. (CM)
     _____ Be free to go outside. (I)

18. _____ A candy bar. (CN)
     _____ Teacher writes "A" on your paper. (A)

19. _____ Friends ask you to sit with them. (P)
     _____ Be free to go outside. (I)

20. _____ Be the only on that can answer a question. (CM)
     _____ A candy bar. (CN)

21. _____ Teacher writes "Perfect" on your paper. (A)
     _____ Have only your paper shown to the class. (CM)

22. _____ A can of soda. (CN)
     _____ Classmates ask you to be class leader. (P)

23. _____ Be free to play outside. (I)
     _____ Teacher writes "Perfect" on your paper. (A)

24. _____ Classmates ask you to be class leader. (P)
     _____ Have only your paper shown to the class. (CM)

25. _____ Be free to play outside. (I)
     _____ A can of soda. (CN)

26. _____ Teacher writes "Perfect" on your paper. (A)
     _____ Classmates ask you to be class leader. (P)

27. _____ Have only your paper shown to the class. (CM)
     _____ Be free to play outside. (I)

28. _____ A can of soda. (CN)
     _____ Teacher writes "Perfect" on your paper. (A)

29. _____ Classmates ask you to be class leader. (P)
     _____ Be free to play outside. (I)

30. _____ Have only your paper shown to class. (CM)
     _____ A can of soda. (CN)

31. _____ Teacher writes "Excellent" on your paper. (A)
     _____ Have your paper put on the bulletin board. (CM)

| 32. | _____ | A pack of gum. (CN) |
| | _____ | Friends ask you to work with them. (P) |

| 33. | _____ | Be free to work on something you like. (I) |
| | _____ | Teacher writes "Excellent" on your paper. (A) |

| 34. | _____ | Friends ask you to work with them. (P) |
| | _____ | Have your paper put on the bulletin board. (CM) |

| 35. | _____ | Be free to work on something you like. (I) |
| | _____ | A pack of gum. (CN) |

| 36. | _____ | Teacher writes "Excellent" on your paper. (A) |
| | _____ | Friends ask you to work with them. (P) |

| 37. | _____ | Have your paper put on the bulletin board. (CM) |
| | _____ | Be free to work in something you like. (I) |

| 38. | _____ | A pack of gum. (CN) |
| | _____ | Teacher writes "Excellent" on your paper. (A) |

| 39. | _____ | Friends ask you to work with them. (P) |
| | _____ | Be free to work on something you like. (I) |

| 40. | _____ | Have your paper put on the bulletin board. (CM) |
| | _____ | A pack of gum. (CN) |

Other suggestions about classroom rewards:

Thank you for taking the time to complete this survey.

Reinforcement Inventory

Scoring Key

_____ Adult Approval (A)

_____ Competitive Approval (CM)

_____ Peer Approval (P)

_____ Independent Rewards (I)

_____ Consumable Rewards (CN)

Appendix B: Types of Functional Behavior Assessment Data

One intent of this User Guide is to help raise awareness that there are many types of observations, interviews, and scales that could be used to inform an FBA. Consider using interview forms for teacher, parent, and student that have been prepared for HBM. Those forms are available for both print and electronic completion to members of the HBM Psychologists community in Learning Connection at *Files and Bookmarks/Forms/FBA*.

Other forms can be obtained with a simple online search or at http://www.pbisworld.com/ (as of 1/2015). Refer to the following for examples of data sources with their respective advantages and disadvantages in putting together an FBA.

Indirect Assessments: Subjective verbal reports of behavior under naturalistic conditions

Examples:	Interviews, checklists, rating scales
Advantages:	Efficient, easy to use, good starting point
Disadvantages:	Reliability and validity questionable, starting point not endpoint

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Descriptive Analyses: Quantitative direct observation of behavior under naturalistic conditions

Examples:	A-B-C analyses, observation forms, scatter plots
Advantages:	Objective, conducted in actual setting, see behavior firsthand, may be endpoint
Disadvantages:	Complexity, inability to identify subtle or intermittent variables, time-consuming, potential masking by irrelevant events, may not be endpoint

Functional Analyses: Quantitative direct observation of behavior under preselected and controlled conditions
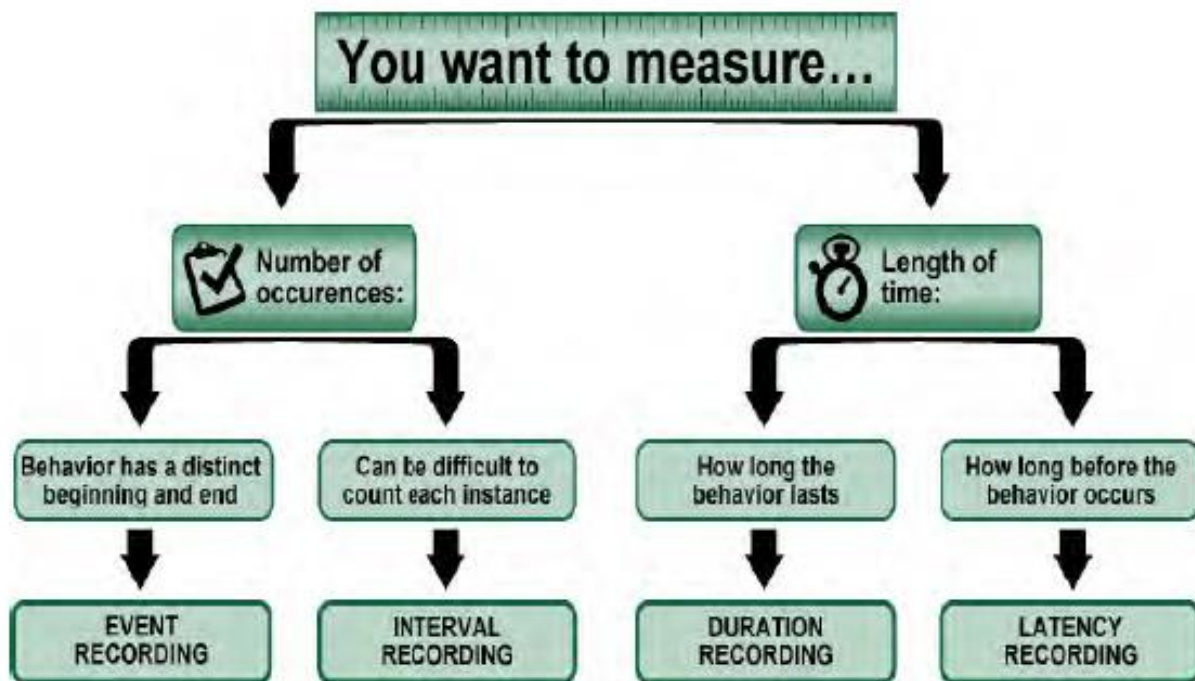
Examples:	Alternating treatments designs, other designs
Advantages:	Objective, high degree of control over behavior, high reliability and validity, endpoint
Disadvantages:	Complexity, potential insensitivity to high idiosyncratic events, prompting unwanted behavior to occur, potential risk of establishing new behavioral function

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Source: Adapted from Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O'Reilly, M. (2012). *Comprehensive behavior management: Individualized, classroom, and schoolwide approaches*. (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

The following information was obtained from a document, *Measuring Behavior* by Sara C. Bicard and David F. Bicard, for the Iris Center at Vanderbilt University. This was obtained online at http://iris.peabody.vanderbilt.edu on January 8, 2015.

Data collection can serve as a way to gather evidence to help improve student behavior. Teachers should choose a data collection method that provides the most accurate picture of student performance in the classroom. When they select a data collection method, teachers can refer to the flowchart below:

You want to measure...

Number of occurences:
- Behavior has a distinct beginning and end → **EVENT RECORDING**
- Can be difficult to count each instance → **INTERVAL RECORDING**

Length of time:
- How long the behavior lasts → **DURATION RECORDING**
- How long before the behavior occurs → **LATENCY RECORDING**

Regardless of the data collection system implemented, students sometimes behave differently if they know they are being observed or when a new person is in the classroom. Some ways to reduce this reactivity are to observe other students as well so that the target student does not feel like he or she is being singled out, to practice observing a few times so that the student gets used to the observer before official data collection begins, and to try to be discrete to reduce the likelihood that the student will notice that he or she is being observed.

Appendix D: Social Behavior Interventions

The following rubric was obtained from an Evidence-Based Intervention Manual created by Dr. T. Chris Riley-Tillman. He has subsequently created a more comprehensive manual that was available through the EBI Network at http://ebi.missouri.edu/ as of January 8, 2015. If creating a BIP for a student involved in a behavior RTI process, these interventions can be linked to specific functions identified in an FBA.

Common Reason for Social Behavior Failure	Intervention	Citation
Student has not learned the behavior	Sit and Watch: Contingent Observation	Porterfield, Herbert-Jackson & Risley (1976); White & Bailey (1990)
	Active teaching of classroom rules	Johnson, Stoner & Green (1996)
Appropriate behavior is positively punished	Positive Peer Reporting	Moroz & Jones (2002)
Appropriate behavior results in loss of desired activity (negatively punished)	Response Cards	Randolph (2007)
Inappropriate behavior removes student from something they do not want to do (negatively reinforced)	Choice of Task Sequence	Kern, Mantagna, Vorndran, Bailin & Hilt, (2001)
	Antecedent Modifications	Dunlap, Kern-Dunlap, Clarke, Robbins (1991); Ervin, Kern, Clarke, DuPaul, Dunlap & Friman (2000); Clarke, Worchester, Dunlap, Murray, & Bradley-Klug (2002)
Inappropriate behavior is positively reinforced	Response Cost	Proctor & Morgan (1991)
	The Good Behavior Game	Barrish, Saunders & Wolf (1969)
	Reducing disruptive behavior with randomized group contingencies	Kelshaw-Levering, Sterling-Turner, Henry & Skinner (2000)

Antecedent and Setting-Event Modifications

Strategies	Instructional Examples	Social or Health Examples
Remove a problem event.	* Avoid giving difficult work problems for independent seatwork. * Avoid requiring repetitive tasks (e.g., writing out spelling words).	* Avoid giving caffeinated drinks * Avoid bringing student to large crowds. * Avoid exposing student to long delays.
Modify a problem event.	* Shorten lessons. * Reduce the number of problems on a page. * Modify instruction to decrease errors (e.g., errorless learning strategy). * Increase lesson pace.	* Change voice intonation. * Modify a boring schedule. * Use suggestive rather than directive language (e.g., "What should you do now?") * Increase fiber in diet. * Treat the illness.
Intersperse difficult or un-pleasant events with easy or unpleasant	* Mix difficult word problems with easy ones. * Mix mastered tasks with acquisition Tasks for independent seatwork.	* Schedule nonpreferred activities (e.g., cleaning) among preferred activities (e.g., leisure). * Precede directives for nonpreferred events. activities (e.g., "Brush your teeth") with easily followed directives (e.g., "Open the cabinet; choose your favorite toothpaste").
Add events that promote desired behaviors.	* Provide choice of tasks, materials, and activities. * Include student preferences in Curriculum development (e.g., meaningful, functional curriculum). * Use cooperative learning strategies to encourage participation. * State clear expectations for student performance at the start of each lesson.	* Schedule preferred activities in daily routines; involve student in planning to increase predictability. * Provide a rich variety of activities from which to choose. * Provide increased opportunities for social interactions before problems arise. * Provide opportunities for daily exercise. * Promote a healthy diet.
Block or neutralize the impact of negative events. experience.	* Allow the individual to take frequent breaks during difficult work activities. * Reduce academic demands when the Student appears agitated or upset.	* Provide opportunities for rest when the student is tired or ill. * Provide time alone or time to regroup after a negative

From: Babbara, L. & Knoster, T., *Designing Positive Behavior Support Plan*, 1998 AAMR

These prevention (i.e., antecedent) strategies were obtained from http://challengingbehavior.fmhi.usf.edu/ on 1/12/2015.

Function	Strategy
Obtain (e.g., attention, object, activity)	• Modify task length, modify expectations • Modify materials • Modify instructions, modify response mode • Provide more frequent attention/reinforcement • Activity schedule • Contingency for activity completion • Schedule time with adult or peer • Scheduled access to desired object/event • Choice of activity, material, and/or partner • Peer support • Provide frequent offers of assistance • Add manipulatives • Incorporate child's interests • Use timer, alarm to delay reinforcement
Escape (e.g., activity, demands, social interaction)	• Modify task length, • Modify expectations • Modify materials • Modify instructions, • Modify response mode • Break task down • Provide choice • Modify seating arrangements • Reduce distractions • Provide activity schedule • Select reinforcer prior to activity • Incorporate child's interest • Use timer • Self-management system • Provide peer supports • Add manipulatives • Provide visual supports • Follow least preferred with most preferred

Appendix F: Positive Behavior Consequences

The following lists from *www.successfulschools.org* provide a number of rewards/consequences that could be used as positive supports.

PreK-2nd Grade

- Move the teacher's chair to your table and sit in 15 minutes.
- Do work at the teacher's desk for 15 minutes.
- Have first pick for playtime for a day.
- Sit in the rocking chair during story time.
- Have an older student come to class and read to you.
- Bring slippers to school and wear them in class.
- Feed the class pet.
- Have teacher call home to say you are doing a good job at school.
- Pledge leader for one week.
- Playing a board game with school counselor or other preferred adult.
- Homework due date extended for one day.
- Help custodian clean cafeteria after lunch for one day or week.
- Read the morning announcements over loudspeaker to the school.
- Pass out materials for teacher for the day.
- Room messenger to office for the day.
- Receive a paper award/certificate.
- Allow student to call parent(s).
- Note sent home to preferred adult about good behavior (aunt, etc.)
- Eat lunch with a preferred adult at school.
- Seating (with a friend) in a reserved section of the lunchroom.
- Help a specials teacher (e.g., art, music, gym).
- Select a fun class activity from a list of choices (e.g. Headsup 7up).
- Let student choose a story or earn extra story for class.
- Let student be first in line for lunch, recess, and/or bus.
- Let student use computer.
- Let student dictate a story that someone types and prints for the student to illustrate.
- Let the student earn extra minutes of recess for entire class.
- Let student wear a sign or a badge.
- Let student work near a class pet or have caged pet on desk for the day.
- Have class give student applause at end of day.
- Identify student as "special student of the day" with a badge they can wear.
- Allow student to keep a special trophy or stuffed animal on desk for the day.
- Congratulate student in front of class.
- Take student's picture and post it in public place in the school.
- Offer a stamp/sticker on back of student's hand.
- Give student a paper crown to wear.
- Post banner or poster with student's name and accomplishment.
- Go to the library to select a book.
- Write or draw on blackboard/whiteboard/easel paper.
- Go to the library to select a book.

- Invite an adult "reading buddy" of student's choice to classroom to read with student.
- Listen to booksontape.
- Play academic computer games.
- Read a book of his/her choice.
- Read aloud to class.
- Select a friend as a "study buddy" on an inclass work assignment.
- Spend time (with appropriate supervision) on the Internet at academic sites.
- Deliver schoolwide announcements.
- Help the custodian.
- Help the library media specialist.
- Be praised on schoolwide announcements for good behavior or caring attitude.
- Be praised privately by the teacher or another adult.
- Get a silent "thumbs up" or other sign from teacher indicating praise andapproval.
- Post drawings or other artwork in a public place.
- Post writings in a public place.
- Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other students) during story time or independent seat work.
- Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments.
- Receive a coupon to be redeemed at a later time for a preferred activity.
- Tell a joke or riddle to the class.
- Sit near the teacher.
- Be selected by the teacher to accompany another student to a fun activity.
- Get extra gym time with another class.
- Get extra recess time with another class.
- Listen to music.
- Play a game with a friend.
- Play nonacademic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games).
- Spend time (with appropriate supervision) on the Internet at recreational sites.
- Watch part or all of a video (preselected by the teacher and cleared with the student's parent).
- Work on a jigsaw or other puzzle.
- Wear your favorite hat for a work period.
- Show or tell the class something you have or did.
- Earn a free story for the whole class.

K-8th Grade

- Write or draw on blackboard/whiteboard/easel paper.
- Go to the library to select a book.
- Help a classmate with an academic assignment.
- Let student dictate a story that someone types and prints for the student to illustrate.
- Let the student earn extra minutes of recess for entire class.

- Let student wear a sign or a badge.
- Let student work near a class pet or have caged pet on desk for the day.
- Let student perform for the class.
- Have class give student applause.
- Identify student as "special student of the day".
- Allow student to keep a special trophy or stuffed animal on desk for the day.
- Congratulate student in front of class.
- Take student's picture and post it.
- Draw stars on back of student's hand.
- Give student a paper crown to wear.
- Post banner or poster with student's name and accomplishment.
- Let student be first in line.
- Let student use piano, computer, etc.
- Let student choose a story.
- Assist in office sorting mail for one week.
- Pledge leader for one week.
- Feed the class pet.
- Have teacher call home to say you are doing a good job at school.
- Ask for guaranteed playtime for a day.
- Bring slippers to school and wear them in class all day.
- Read with students in a lower grade.
- Help custodian clean cafeteria after lunch for one week.
- Have a tardy forgiven.
- Homework due date extended for one day.
- Playing a board game with school counselor or other preferred adult.
- Read the morning announcements.
- Pass out treats.
- Room messenger.
- Receive a paper award/certificate.
- Administrator sends a letter home saying he/she is doing a good job.
- Allow student to call parent(s).
- Note sent home to preferred adult about good behavior (aunt, etc.)
- Eat lunch with a preferred adult at school.
- Seating (with a friend) in a reserved section of the lunchroom.
- Work at the school store.
- Help a specials teacher (e.g., art, music, gym).
- Be dismissed to recess/lunch or from school 2 minutes early.
- Design or post work on a class or hall bulletin board.
- Select a fun class activity from a list of choices.
- Let student teach a portion of the lesson.
- Let student tell a joke to the class.
- Let student supervise or tutor younger students.
- Let student repair a broken desk or replace batteries in calculator.

- Let student choose a modified or independent assignment.
- Let student choose a peer with whom to play a board game or computer game.
- Publicly congratulate (but be careful not to embarrass) the student.
- Congratulate student in front of another adult.
- Give (or loan from the library) student a book that was special to you at the same age.
- Give student a job or responsibility (e.g., staple papers, clean room, pass out papers, etc.).
- Give student a ticket to school dance or sporting event.
- Ask the principal or counselor to call student in and congratulate student on classroom success.
- Sent student or parent(s) a letter via the mail.
- Shake student's hand and congratulate in a very "adulttoadult" manner.
- Give student a "Free Homework Pass"
- Write a positive note to student
- Call student at home to congratulate for classroom success.
- Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity).
- Invite an adult "reading buddy" of student's choice to classroom to read with student.
- Listen to booksontape.
- Play academic computer games.
- Read a book of his/her choice.
- Read aloud to class.
- Select a friend as a "study buddy" on an inclass work assignment.
- Select friends to sit with to complete a cooperative learning activity.
- Spend time (with appropriate supervision) on the Internet at academic sites.
- 'Adopt' a younger student and earn (through good behavior) daily visits to checkin with that student as an older mentor.
- Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over.
- Be given responsibility for assigning other students in the class to helping roles, chores, or tasks.
- Deliver schoolwide announcements.
- Help the custodian.
- Help the library media specialist.
- Be praised on schoolwide announcements for good behavior or caring attitude.
- Be praised privately by the teacher or another adult.
- Get a silent "thumbs up" or other sign from teacher indicating praise and approval.
- Post drawings or other artwork in a public place.
- Post writings in a public place.
- Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other students) during story time or independent seat work.
- Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments.
- IOU redeemable for credit on one wrong item on a future inclass quiz or homework assignment.
- Receive a coupon to be redeemed at a later time for a preferred activity.
- Tell a joke or riddle to the class.

- Sit near the teacher.
- Be selected by the teacher to accompany another student to a fun activity.
- Get extra gym time with another class.
- Get extra recess time with another class.
- Listen to music.
- Play a game with a friend.
- Play nonacademic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games).
- Spend time (with appropriate supervision) on the Internet at recreational sites.
- Watch part or all of a video (preselected by the teacher and cleared with the student's parent).
- Work on a jigsaw or other puzzle.
- Work on a crossword puzzle sheet.
- Read a comic book.
- Wear your favorite hat for a work period.
- Show or tell the class something you have or did.
- Earn a free story for the whole class.
- Earn a class party.
- Free time to socialize.

7th-12th

- Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity).
- Homework due date extended for one day.
- Select a joke from a jar and tell to class. Student can keep joke to take home.
- Playing a board game with school counselor or other preferred adult.
- Be dismissed to recess/lunch or from school 2 minutes early.
- Administrator sends a letter home saying he/she is doing a good job.
- Select a teacher to call home to tell parents they are doing a good job.
- Pass to front of the lunch line.
- Allow student to call parent(s) with a teacher.
- Note sent home to preferred adult about good behavior (aunt, etc.).
- Eat lunch with a preferred adult at school.
- Seating (with a friend) in a reserved section of the lunchroom.
- Work at the school store.
- Assist in office sorting mail for one week.
- Help a specials teacher (e.g., art, music, gym).
- Design or post work on a class or hall bulletin board.
- Select a fun class activity from a list of choices.
- Select a friend as a "study buddy" on an inclass work assignment.
- Select friends to sit with to complete a cooperative learning activity.
- Spend time (with appropriate supervision) on the Internet at academic sites.
- 'Adopt' a younger student and earn (through good behavior) daily visits to checkin with that student as an older mentor.
- Help the library media specialist.

- Be praised privately by the teacher or another adult.
- Post drawings or other artwork in a public place.
- Post writings in a public place.
- IOU redeemable for credit on one wrong item on a future inclass quiz or homework assignment.
- Receive a coupon to be redeemed at a later time for a preferred activity.
- Get extra gym time with another class.
- Get extra recess time with another class.
- Listen to music.
- Play a game with a friend.
- Play nonacademic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games).
- Spend time (with appropriate supervision) on the Internet at recreational sites.
- Watch part or all of a video (preselected by the teacher and cleared with the student's parent).
- Work on a jigsaw or other puzzle.
- Work on a crossword puzzle sheet.
- Minutes to read a book for pleasure.
- Play academic computer games.
- Have a tardy forgiven.
- Wear your favorite hat for a work period.
- Permission to use Walkman or IPod for a period of time.
- Earn a class party.
- Free time to socialize.

These response (i.e., consequence) strategies were obtained from http://challengingbehavior.fmhi.usf.edu/ on 1/12/2015.

Function	Strategy
Obtain (e.g., attention, object, activity)	• Redirect/cue to use appropriate "new replacement skill" • Cue with appropriate prevention strategy • State "exactly" what is expected • Offer choices • Use "wait-time" • Praise/reinforce when replacement skill is performed • Respond in a way that does NOT maintain problem behavior
Escape (e.g., activity, demands, social interaction)	• Redirect/cue to use appropriate "new" replacement skill" and then allow escape • Cue with appropriate prevention strategy • State "exactly" what is expected • Offer alternatives • Use "wait-time" • Praise/reinforce when replacement skill is performed • Respond in a way that does NOT maintain problem behavior