

South East SELPA



South East SELPA
Making a Difference

Functional Behavioral Assessment and Behavior Intervention Plan Resource Guide 2024

2024 PENT Cadre Members:

Helen Huynh, Program Administrator, South East SELPA
Michele Villarreal, Program Administrator, South East SELPA
Kathryn Vera, Program Specialist, East Side Union High School District
Nicole Wesson, School Psychologist/Behaviorist, Alum Rock Union School District

Contributing Members:

Helen Huynh, Program Administrator, South East SELPA
Michele Villarreal, Program Administrator, South East SELPA
Nicole Wesson, School Psychologist/Behaviorist, Alum Rock Union School District

Special thanks to:

East County SELPA
Ventura County SELPA
Chris Borgmeier, Ph.D, Portland State University
Midwest PBIS Network
Nicole Wesson, School Psychologist/Behavior Specialist, Alum Rock Union School District
Positive Environments, Network of Trainers (PENT)
Shelly Ota Director, South East SELPA
Operations Committee, South East SELPA

South East Special Education Local Plan Area
3434 Marten Ave.
San Jose, CA 95148
<https://www.mpesd.org/Page/4997>
July 2024

Table of Contents

Introduction	1
Qualifications for Conducting FBAs.....	2
General Guidelines.....	3
FBA/BIP Flowchart.....	4
FBA Report Instructions	5
FBA Report Template	8
FBA Report Sample.....	13
BIP Instructions	19
BIP Template	22
BIP Sample.....	24
BIP Classroom Implementation Plan Instructions	28
BIP Classroom Implementation Plan Samples.....	29
BIP Classroom Implementation w/Implementation Rating	35
APPENDICES	37-141
A. General Strategies to Increase "Quality of Life/Adaptive Skills"	38
B. Strategies Organized by Communicative Function.....	39
C. General Strategies for Teaching or Increasing Replacement Behaviors.....	43
D. Strategies by 20 Behaviors	44
• Attendance.....	45
• Biting	47
• Difficulty Organizing and Caring for Materials.....	49
• Dishonesty.....	51
• Drops to Ground	53
• Inappropriate Social Interactions with Peers and/or Adults	55
• Inappropriate Personal Touching	57
• Minor Fine Motor Annoyances.....	59
• Non-Compliance with Requests from Teachers and Other Adults.....	61
• Difficulty Focusing On/Completing Tasks	63
• Out of Seat	65
• Physical Aggression.....	67
• Resists Transitions Between Activities or Places	69
• Runs Away/Elopment.....	71
• Spitting	73
• Stealing.....	75
• Talking Out/Back/Inappropriate Comments	77

• Throwing Objects	79
• Verbal Aggression	81
• Withdrawn	83
E. Using a Three-way Pathway Summary Chart.....	85
• Three-way Pathway Function-Based Summary: FBA and Intervention Planning Template	88
F. Functional Behavioral Assessment Forms	
• Behavior Questionnaire	90
• Functional Assessment Checklist for Teachers and Staff (FACTS)	91
• Functional Assessment Screening Tool (FAST)	95
• Preference Assessment Interview	97
G. Common Data Collection Methods	
• Introduction/Overview	104
• Frequency Data Sheets	106
• Duration Data Sheets	111
• Latency Data Sheets.....	113
• Interval Data Sheets.....	115
• Time Sampling.....	122
• Behavior Rating Scale.....	123
• ABC Data Collection	130
H. Special Education Teaching Staff Behavior Implementation Checklist.....	133
I. Behavior Emergency Intervention Report	137

Introduction

The South East SELPA is an active participant in the Positive Environments, Network of Trainers (PENT). PENT is a California initiative, designed to provide information and resources for evidence-based approaches and positive practices. This resource guide was developed to reflect PENT's work and to assist school staff in creating Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students with behaviors that are challenging in the school system. It is our mission to ensure educational benefit by assisting students in learning positive social emotional and behavioral skills.

In July 2013, regulations regarding Behavior Interventions for Special Education pupils in place since the early 1990s were repealed under Assembly Bill 86. The Disabilities Education Act requires that the IEPs of students with disabilities include strategies to address "behavior interfering with learning of self or others." As of July 2017, the manner of communication is no longer a mandated section, however, information regarding communication between the school and parent should be documented in the IEP meeting notes should that be necessary for the student to receive a free and appropriate education. Although there is flexibility in the law regarding BIPs, we strongly encourage educational professionals to use best practice and judgment in supporting students with social emotional and behavioral needs. This resource is meant to be a guide for potential users. We encourage users to supplement with other materials as this is not meant to be an exhaustive resource.

We highly recommend that prior to conducting Functional Behavioral Assessments (FBA) and developing Behavior Intervention Plans (BIP), staff should consider and have documentation on the use of evidence-based Positive Behavioral Supports with fidelity. All BIPs are required to be revisited at least annually.

Qualifications for Conducting FBAs and Developing BIPs

According to the South East SELPA's adopted policies and procedures, qualified personnel with training in behavior analysis, including positive behavioral interventions may conduct Functional Behavioral Assessments.

Education Code Section 56320 (b) (3) establishes that "a person recognized by the national Behavior Analyst Certification Board as a Board-Certified Behavior Analyst (BCBA) may conduct behavioral assessments for individuals with exceptional needs." However, educational entities are not required to use a BCBA to perform a behavioral assessment, indicating that other "trained and knowledgeable" personnel may perform behavioral assessments. It should be noted that the California Commission on Teacher Credentialing standards relating to preparation for the School Psychology credential state that candidates must be well versed in a variety of assessment methods, including behavioral assessment. [Education Code sections 56322, 56525(a) and (b)].

A site administrator, special education teacher(s), school psychologist, counselor, general education teacher(s), student, and parent/guardian are all critical in providing data for the FBA and developing the BIP. The case carrier who interacts with the student on a regular basis is responsible for facilitating the development and implementation of the BIP in collaboration with the student's IEP team and affected teachers and school staff.

General Guidelines

If the IEP team decides that a FBA is not warranted, the following information should be documented in the student's record:

- 1) Description of instructional strategies needed to ensure that the student learns alternative replacement behaviors to support success in the classroom.
- 2) Reinforcement procedures and reactive strategies to support the student.
- 3) Identification of desired alternate behavior.
- 4) Development or revision of IEP goal(s) addressing behavior(s) of concern.

If a FBA is conducted and the IEP team decides that a BIP is not needed, including the need for a FERB, the team should consider lower level positive behavior supports, such as proactive strategies, token economy, small group instruction, contracts, self-monitoring, flexible scheduling, extra prompts, etc.

Functional Behavioral Assessment/Behavior Intervention Plan Flowchart

Student with an IEP does not respond to previous evidence-based positive behavioral supports and continues to exhibit a pattern of problem behavior(s) which involves any of the following circumstances:



1. Impedes learning of self and/or others
And/or
2. Requires an emergency intervention
And/or
3. Manifestation Determination
And/or
4. Removed to an interim alternative educational setting for not more than 45 school days



Individual has an existing BIP



Student does not have an existing BIP



IEP team to review and determine if the incident constitutes a need to modify the existing BIP



1. IEP team documents reason for not conducting a FBA assessment and/or develop an interim plan

Or
2. Obtain parent consent for FBA and BIP

Functional Behavioral Assessment (FBA) Report Instructions

An FBA requires an Assessment Plan and parent permission to proceed. An FBA-based BIP is *required* for students on the 10th day of suspension with a pattern of misbehaviors, or students being considered for expulsion, if an FBA-based BIP is not already in place. It also must be considered if there has been a behavior emergency. It may be considered when students are not responding to basic or moderate positive behavioral interventions and supports.

The report must be presented at an IEP meeting and must include all the elements below. Parents may request an Independent Educational Evaluation (IEE) if they disagree with the report.

I. Reason for Referral– Check the reason the referral was made. Indicate any detail to clarify if needed.

II. Sources of Assessment Data– Describe the sources of data used. Results are not included here as they will be captured in the rest of the report.

A. Records- List and describe the records that were reviewed. These should include past cumulative files, assessment reports, and behavioral intervention reports.

B. Observations- Describe when, where and by whom student was observed. Should be across a variety of environments, with some direct observation by the assessor, although data observational checklists can be left for others to record. List specific dates and times of observations.

C. Interviews- List all who were interviewed. Should include classroom staff, parents, and student, if appropriate.

D. Other assessment tools- List all tools that were used for assessment, including motivational assessment scales, reinforcement surveys and/or quality of life and ecological questionnaires.

III. Background Information– The record reviews and interviews will provide information to address the following questions:

A. **Ability to Communicate**– Describe the student's expressive as well as receptive abilities for both verbal as well as non-verbal communication. This will help when selecting replacement behaviors for the student.

B. **Cognitive/Developmental level**– Describe the student's cognitive strengths and weaknesses related to the behavior. This may include the ability to understand cause and effect, readiness to learn, ability to delay gratification and reinforcement, abstract reasoning skills, etc. These will all be considered when developing replacement behaviors and reinforcement schedules that are appropriate to the developmental level of the student.

C. **Health and Medical Factors**– Describe any that may contribute to the behavior, including medical or psychological diagnoses, medication, metabolic or seizure disorders, etc.

D. Environmental, Cultural, or Economic Factors– Describe any factors which may be relevant to the behavior. This may include changes in the family structure due to divorce, death or illness, changes in the family’s financial status due to layoff or illness, a new baby, parent’s illness, or cultural reactions of the family to the behaviors or social emotional issues.

E. History of the Behavior– Include any past behaviors and behavior interventions that have been implemented and whether they were successful. Describe the fidelity of implementation of previous plans, if known. Include the duration of attempted interventions and relevant data.

F. Effects of English Language Acquisition– If the student is an English Learner, describe the level of acquisition of English and any possible effects on the behavior. For example, describe whether any social or linguistic cues may be missed due to the lack of language proficiency. Or, whether student is using inappropriate behavior to “fit in” with peers. Indicate language used at home.

IV. Problem Behavior

A. Description- Describe the behavior in specific terms that leave no doubt as to whether the behavior occurred. Avoid terms such as “tantrums” or “defiant,” instead describe exactly what the observer would see, including frequency, intensity, and duration if applicable/necessary (e.g., “drops to the ground and lays there,” “leaves red marks,” or “lasting 1-2 minutes”).

B. Impact of behavior on academic and social functioning- Describe how the behavior impacts educational or social performance. Indicate the areas of the school day where it is considered to be a problem, and why (e.g., it may impact the student’s grades, time in class, peer relationships, etc.).

C. Baseline- Describe how often the behavior is occurring, (weekly, daily, etc.) on average. May identify different baselines for varying intensities of behavior. It is best to document two or more: frequency, duration and/or intensity of problem behavior.

D. Antecedents- Describe the activities, setting factors, people, demands and/or time of day when the behavior most often occurs. Common antecedents may include directive/prompt to complete an academic task, presentation of a non-preferred task/activity, provoked or teased by a peer, schedule change, transitioning from a preferred to non-preferred activity, long periods of time without social interaction.

E. Consequences- Describe what typically happens after the behavior occurs (positive or negative)- who does what, where does the student go, etc.

V. Ecological/Setting Factors and Events

A. Grid- For each of the questions, describe the ecological factors that are most typical when the problem behavior occurs as well as when it does not.

B. Quality of life- Describe opportunities the student has for quality life experiences, including independence, choice and variety at both home and school. Describe any activities they participate in at home or school.

VI. Summary of assessment, including factors affecting educational performance– In this section, summarize all the sources of data and findings, including observations and interviews. Highlight any background or ecological factors that may be contributing to the behavior. This will lead to the hypothesis.

VII. Function of Behavior– Using the summary above, state your hypothesis of what the student is trying to access or avoid by using this problem behavior. All problem behavior serves a function for the student. The behavior continues because it works to fulfill the student’s needs in some way. Almost all problem behavior occurs because the student is trying to access something (an object, adult attention, peer attention, a privilege, pacing of activity, etc.) or avoid something (certain tasks that are too long, hard, or not meaningful, transitions, people, challenging work, embarrassment, a perceived threat to physical or emotional safety, etc.). Automatic reinforcement indicates that the behavior functions to either access or avoid some sort of internal stimulation. These behaviors are not socially mediated and a clear pattern of when the behavior occurs and when the behavior does not occur is often difficult to identify.

NOTE: – For behaviors serving more than one function, document that in the report, but choose only one function to target. This is extremely critical because the replacement behavior needs to **achieve the same outcome**.

VIII. Positive/Replacement Behavior– Describe the behavior that you will teach the student to use instead of the problem behavior. *It is imperative that this behavior achieves the same outcome (serves the same function) as the problem behavior (FERB- Functionally Equivalent Replacement Behavior)*. It must meet the function that you have described above.

Please be sure not to select a lack of the problem behavior as the replacement behavior. It must be a new behavior that will meet the same need in a socially appropriate and safe way. This behavior should also be easier to engage in relative to the problem behavior. It is optimal if the replacement behavior is incompatible with the problem behavior. For example, an incompatible behavior to self-biting of the hand is squeezing a fidget toy in a pocket.

Indicate whether the student is currently demonstrating the replacement behavior to some degree.

If the student is not currently demonstrating the replacement behavior at all, indicate any prerequisite skills you have seen the student use. For example, student attempts to communicate negation or will get up out of seat when needing a break.

If the replacement behavior is currently used by the student at all, indicate the baseline, and the antecedents and consequences. It is possible that some positive behaviors being used by students at a low rate of occurrence or are not recognized and reinforced when they occur.

In the grid, note the setting factors that are most typical when the replacement behavior or prerequisite skills occur. This will give you ideas for altering the ecology to assist the student in using the replacement behavior more effectively and consistently.

IX. Reinforcement– Note activities, people, tangibles, or food that the student prefers. Indicate the assessment tool that was used to establish student preferences.

X. Recommendations

- A. Describe the factors that will assist the student in making progress in school. These may include instructional strategies, changes to classroom structure, accommodations to instruction or materials, reinforcers, etc.
- B. Check the appropriate box to indicate the options for Special Education and related services that are recommended based on assessment findings.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) REPORT

Student Name _____

Date _____

Date of Birth _____

Age _____

Case Manager _____

Disability _____

School _____

English Level _____

REASON FOR REFERRAL

- Prior behavior interventions ineffective
- Tenth day of suspension
- Behavior Emergency Report
- Other (Specify below)

Detail if needed:

SOURCES OF ASSESSMENT DATA

- **Records:** *(describe and summarize records which were reviewed)*
- **Observations:** *(list dates student was observed, by whom and in what environments)*
- **Interviews:** *(list persons interviewed and when)*
- **Other assessment tools:** *(list instruments and who administered)*

BACKGROUND INFORMATION

Ability to communicate: *(verbal or non-verbal)*

- Expressive –
- Receptive –

Cognitive/Developmental level: *(describe student's cognitive strengths and weaknesses, including ability to understand cause and effect, learning readiness skills, ability to delay gratification, abstract reasoning skills, etc.)*

Health and medical factors: *(describe factors which may contribute to the problem behavior)*

Environmental, cultural or economic factors: *(describe factors which may contribute to the problem behavior)*

History of behavior: *(describe past behaviors, including effectiveness of previously used positive behavioral interventions and supports)*

If the student is an English Learner, describe any possible effects of English language acquisition process on the above assessment results:

- Materials and procedures were provided in the student’s native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Student was assessed in all areas of suspected disability necessary for this report.
- Assessment was tailored to assess specific areas of educational need.
- Assessment was conducted to not be discriminatory on racial, cultural, or sexual bias.
- Assessment tools were used for the purpose for which they were designed and are valid and reliable.
- Assessment was conducted by trained and knowledgeable personnel.
- Assessment was conducted to produce results that accurately reflect the student’s current abilities, not the student’s impairments, including impaired sensory, motor, or speaking skills.

PROBLEM BEHAVIOR

Description of behavior: *(include frequency, intensity, and/or duration)*

Impact of behavior on academic and social functioning:

Baseline: *(indicate how often it occurs)*

Antecedents: *(describe setting events and what typically triggers or is happening before the behavior occurs)*

Consequences: *(describe what typically happens as an immediate and/or delayed result of the behavior or is the “payoff” of the behavior)*

ECOLOGICAL/SETTING FACTORS AND EVENTS FOR PROBLEM BEHAVIOR

For each of the following, describe what is typical:

	<i>When the problem behavior occurs...</i>	<i>When the problem behavior does not occur...</i>
Physical setting:		
Day or Time/ Scheduling factors:		
After a certain event:		
Before a certain event:		
People present: (students and adults)		
Subject/Activity/ Curriculum:		
Type of activity/Participation: (quiet, group, hands-on)		

Location: (cafeteria, playground)		
Type of instruction: (oral, visual)		
Support available/social setting/social interaction: (one-on-one, group)		
Degree of choice:		
Degree of Independence:		
Other:		

Quality of life: *(describe student’s current opportunities and/or participation in desired life-enhancing activities both at home and at school)*

Summary of assessment, including factors affecting educational performance: *(describe information which leads to hypothesis)*

FUNCTION OF BEHAVIOR

Hypothesis of the function of the behavior: *(describe what the behavior allows the student to “get” or avoid/escape or protest, such as, attention, items, tasks or events, or sensory input)*

POSITIVE/REPLACEMENT BEHAVIOR

Behavior the student will use instead of the problem behavior: *(cannot be simply a lack of the problem behavior - must be a new behavior which will serve the same function and is at least as easy to utilize for the student as the problem behavior)*

Student currently does/does not demonstrate the replacement behavior

(If no), Prerequisite skills the student demonstrates that would lead to acquisition of the positive/replacement behavior:

(If yes)

- Baseline –
- Antecedents –
- Consequences –

Ecological/setting factors and events for Positive/Replacement Behavior: *(describe what is typical when the behavior occurs)*

Physical setting:	
Day or Time/ Scheduling factors:	
After a certain event:	
Before a certain event:	
People present: (students and adults)	
Subject/Activity/ Curriculum:	
Type of activity/Participation: (quiet, group, hands-on)	
Location: (cafeteria, playground)	
Type of instruction: (oral, visual)	
Support available/social setting/social interaction: (one-on-one, group)	
Degree of choice:	
Degree of Independence:	
Other:	

REINFORCEMENT

Student likes/seeks: *(list and specify as needed)*

Activities:

People:

Tangibles:

Food/Drink:

Other:

Determination of reinforcement based on:

- Reinforcement Survey
 Student Interview
 Parent Interview
 Teacher Interview
 Preference Assessment
 Observation
 Other (describe):

RECOMMENDATIONS

Factors to enable student to be involved and make progress in core curriculum: *(describe essential elements to address the problem behavior, including instructional strategies, classroom structure, accommodations/modifications, and reinforcement)*

Possible special education and related services or additions or modifications to current services needed to meet goals and participate in core curriculum/appropriate activities:

- Behavior Intervention Plan not needed
- Environmental Changes Specified on Accommodations page
- Revision of current plan
- Behavior Intervention Plan needed
- Other _____

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature _____ Title _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) REPORT

Student Name Lady G. Date XXX
 Date of Birth XXX Age 10 years 5 months
 Case Manager A.B. Disability Autism School XYZ
 Elementary School _____ English Level ELD

REASON FOR REFERRAL

- Prior behavior interventions ineffective
 Tenth day of suspension
 Behavior Emergency Report
 Other (Specify below)

Detail if needed: A recent Behavioral Emergency Report was completed after Lady G. kicked a staff member in the groin during a noncompliant episode. The IEP team met and reviewed Lady G.'s current Positive Behavior Intervention Plan (PBIP) which was developed for noncompliant behaviors of dropping to the ground, rolling on the ground, and refusing to make a transition. The IEP team determined that an FBA was warranted and had an assessment plan signed during the IEP meeting.

SOURCES OF ASSESSMENT DATA

- **Records:**

IEP records (2011, 2012, 2013 up to date)
 Psycho-Educational Assessment Report from 2012
 Behavior Emergency Report

- **Observations:**

Social Emotional Services Specialist (SESS) observed Lady G. on 1/8/13 for 2 hours (classroom and hallways), on 1/12/13 for 2 hours (cafeteria, community park), and on 1/19/13 for 1 ½ hours (classroom, school gymnasium)

- **Interviews:**

AB, Special Education Teacher/Case Manager, on 1/8/13 (in person meeting)
 Mrs. G., Parent, on 1/12/13 (telephone conference)

- **Other assessment tools:**

- FASTs completed by SESS during interviews with AB and Mrs. G.
- ABC data sheets completed by classroom staff between 1/9 and 1/19/13
- Reinforcement Survey completed by Mrs. G.

BACKGROUND INFORMATION**Ability to communicate:**

- **Expressive** – Lady G. is primarily non-verbal in her communications, but she is able to produce some simple words when they are modeled (e.g., hi, please). She will typically point, gesture, vocalize, and use body language to make her needs known. She is able to communicate some of her choices with pictures with adult prompting and modeling and presentation of a PECS book (“Show me what you want. I want...”).
Receptive – Lady G. understands simple commands and follows a visual schedule. She has demonstrated the ability to understand and use photographs in a modified PECS book.

Cognitive/Developmental level:

According to the most recent psycho-educational assessment, Lady G.'s cognitive skills are significantly delayed, with global developmental delays and some scattered skills into pre-conceptual thought. Her communication skills are commensurate with her cognitive level. She is able to use expanded problem-solving skills and foresight when she is motivated.

Health and medical factors:

Lady G. has been diagnosed with Autism Spectrum Disorder with significant cognitive delays. She has had a recent change in medication, from Zyprexa to Haldol. She also takes Zoloft and Melatonin. According to Mrs. G., it is difficult to get Lady G. to take her medications, and as a result, they sometimes don't get administered. Lady G. has difficulties sleeping at night and as a result, she is often sleep deprived during the day.

Environmental, cultural or economic factors:

Lady G. lives with her biological parents and younger sister in a two-bedroom apartment. Mr. G. works in agriculture, and Mrs. G. is currently unemployed. The apartment complex does not have a playground, and Mrs. G. takes the children to a local park for their daily play times. However, sometimes she gets too busy to take them, and this is difficult for Lady G. as she becomes highly active and "bounces off the walls" in the apartment.

History of behavior:

Lady G. has had difficulties with noncompliant and aggressive behaviors dating back to preschool. Her current BIP, addressing noncompliant episodes with dropping to the ground, rolling on the ground, and refusing to transition, has been in place for two years and was being implemented with consistency and fidelity in the previous classroom. When Lady G. transitioned to a new classroom this school year, some inconsistencies in plan implementation occurred, and the new staff did not feel comfortable with all aspects of implementation due to safety concerns. Teacher A.B. reports that the BIP does not appear to be working at this time, with aggressive behaviors towards staff increasing.

If the student is an English Learner, describe any possible effects of English language acquisition process on the above assessment results: Spanish is the primary language spoken in the home. Lady G. responds to both English and Spanish, but her compliance tends to be enhanced when people who work with her use some Spanish words and phrases.

- Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Student was assessed in all areas of suspected disability necessary for this report.
- Assessment was tailored to assess specific areas of educational need.
- Assessment was conducted to not be discriminatory on racial, cultural, or sexual bias.
- Any assessment tools were used for the purpose for which they were designed and are valid and reliable.
- Assessment was conducted by trained and knowledgeable personnel.
- Assessment was conducted to produce results that accurately reflect the student's abilities, not the student's impairments, including impaired sensory, motor, or speaking skills.

PROBLEM BEHAVIOR**Description of behavior:**

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes), duration typically averaging 5-10 minutes, intensity of kicking moderate (painful to the average person but not leading to injury) to severe (leading to bruising, swelling or other injury).

Impact of behavior on academic and social functioning:

Due to her aggressive behaviors, Lady G. is not allowed to work with peer tutors from general education classes who volunteer in the special education classroom. In addition, she misses much instructional time due to her noncompliant episodes in the school hallways. Some days Lady G. does not make it to the classroom at all and instead spends her time in other settings (hallways, school gymnasium, and/or sensory room).

Baseline:

From 1-2 times per hour (average once per hour).

Antecedents:

Staff is requesting a transition to a non-preferred activity; the communication book is not available or is in another location; Lady G. is requesting a food item or is attempting to reach a food item in the classroom, with staff either blocking her access or telling her she can't have a food item after she requested it.

Consequences:

After Lady G. becomes aggressive toward staff, staff will back away and call for another staff to assist. The other staff member (typically Teacher A.B.) will approach, show Lady G. a food item (goldfish crackers), and ask her firmly to stand up while reaching out one hand. As soon as Lady G. stands up, Teacher A.B. will give Lady G. two goldfish crackers and say, "No kicking!" Lady G. will immediately eat the crackers and reach out for more. At this time the crackers are put away, and Lady G. may drop to the ground again. It appears that Lady G. gains access to what she wants (food items), as well as attention from the teacher, when she engages in problem behaviors, which appears to be a payoff for her.

ECOLOGICAL/SETTING FACTORS AND EVENTS FOR PROBLEM BEHAVIOR

For each of the following, describe what is typical:

	<i>When the problem behavior occurs...</i>	<i>When the problem behavior does not occur...</i>
Physical setting:	Sitting at the back table near staff and food storage area	Sitting away from back table and away from food storage area
Day or Time/Scheduling factors:	May occur throughout the school day but most likely prior to snack and lunch	For approximately 30 minutes after snack and lunch times
After a certain event:	Denial of a request for food, physical redirection while on the ground	After mealtimes
Before a certain event:	Transitions back to the classroom after being outside	Transition to a preferred activity
People present: (students and adults)	Staff and students	Less likely with Teacher A.B.
Subject/Activity/ Curriculum:	Transitions, academic subjects	Walking outside, playing with sensory items, using sensory equipment
Type of activity/Participation: (quiet, group, hands-	Group activities	Sensory activities, community walks
Location: (cafeteria, playground)	Hallways, classroom	Gymnasium, sensory room, community settings (park, grocery store)
Type of instruction (oral, visual):	Oral	Less likely with visuals (modified PECs)

Support available/social setting/social interaction: (one-on-one, group)	Large group	One-on-one work, small group
Degree of Independence:	Staff demands or prompts	Using communication board to respond to staff
Other:	When hungry or fatigued	Rested

Quality of life:

Lady G. has limited opportunities to access the community and to meet her physical and sensory needs when she is not at school. At school she goes on community outings at least once per week, and she especially enjoys visiting the local community park and the grocery store. Lady G.’s family lives in crowded conditions, which appears to increase her agitation. According to Mrs. G., the family is struggling to meet their basic needs, and the children don’t have many toys at home.

Summary of assessment, including factors affecting educational performance:

During the first observation, Lady G. demonstrated two problem behaviors (dropped to the floor and attempted to kick staff who were redirecting her). During the second observation (cafeteria, followed by a community walk to the local park), Lady G. did not engage in problem behaviors, except when she returned to school and briefly dropped to the ground while saying, “oh, no.” During the third observation, Lady G. demonstrated problem behaviors (dropped to the ground, kicked a staff member in the leg) during the transition from the school gymnasium back to the classroom. Teacher A.B. was called who redirected Lady G. through strategies listed in the consequence section.

Observational data, data collected by staff, and data from the FAST point to a tangible function as well as a social communicative function (protesting lack of access, protesting non-preferred transitions, protesting physical redirection). Lady G. appears to be seeking access to preferred items and activities and expressing her dissatisfaction when access is denied or blocked. In addition, she usually does not have access to a functional communication system when she needs to express her needs.

FUNCTION OF BEHAVIOR

Hypothesis of the function of the behavior:

Aggressive behaviors can best be described as serving a tangible function (seeking access to preferred items and activities) and a function of protest when preferred items or activities are unavailable, inaccessible, or when physical redirection is used.

POSITIVE/REPLACEMENT BEHAVIOR

Behavior the student will use instead of the problem behavior:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations (“Oh, no”), with verbal modeling.

Student currently does/does not demonstrate the replacement behavior

1. Not as specified
2. Yes

(If no), Prerequisite skills the student demonstrates that would lead to acquisition of the positive/replacement behavior:

1. Lady G. can communicate her needs when she has access to her communication book and during structured, one-on-one sessions with the speech and language therapist.

(If yes)

- Baseline – 2. Observed once in the transition from community outing back to the classroom. Not recorded on ABC data sheets.
- Antecedents – Staff was observed to say, “oh no” when Lady G. dropped to the ground, prior to Lady making that same statement.
- Consequences – Staff was observed to smile and repeat “oh no,” followed by verbal redirection to stand up and walk to the classroom; student complied.

Positive/Replacement Behavior:

Physical setting:
Day or Time/Scheduling Factors: transitions
After a certain event: walking back to class
Before a certain event:
People present: (students and adults): adults
Subject/Activity/Curriculum: non-preferred academics
Type of activity/Participation: (quiet, group, hands-on) large group
Location: (cafeteria, playground) classroom and hallway
Type of instruction: (oral, visual) oral instruction
Support available/social setting/social interaction: (one-on-one, group) Request to work in small group
Degree of Choice: Use communication book to decline activity or make requests for preferred activities or Sensory item
Degree of Independence:
Other:

REINFORCEMENT

Student likes/seeks:

Activities: eating, going for walks, exploring her environment, playing with toy animals, listening to preferred songs, dancing, watching music videos, playing in water, playing with a parachute, having her shoes off, squeezing or playing with fidget items, climbing on play structure, bouncing and rolling on the big ball, squeezing into tight places, receiving deep pressure, going for bus rides, working on some puzzles, watching others, visiting the park and grocery store.

People: Teacher A.B.

Tangibles: sensory items (soft, squishy toys, vibrating toys, big ball, squeeze machine), puzzles, music videos, toy animals, parachutes.

Food/Drink: fruit, bread, plain noodles, goldfish crackers, pizza, gummy candy.

Other:

Determination of reinforcement based on:

- Reinforcement Survey Student Interview Parent Interview Teacher Interview
 Preference Assessment Observation Other (describe):

RECOMMENDATIONS

Factors to enable student to be involved and make progress in core curriculum:

1. Consistently use the modified PECS book in all educational environments. Ensure that photographs of preferred items and activities are included in the communication book.
2. Consistently implement a sensory diet to help meet Lady G.'s sensory needs (planned proactive access to needed sensory input).
3. Ensure that all staff working with Lady G. is trained in NCPI strategies to protect safety for all
4. Ensure that Lady G. has access to the outdoors and favorite activities throughout her school day (non-contingent access).
5. Revise the reactive plan to give the staff a step-by-step procedure in responding to all stages of the problem behaviors in a consistent manner.
6. Ensure that Lady G. has access to Teacher A.B. several times per day (non-contingent access).
7. Collaborate with other agencies to ensure that the family receives the services they need in order to meet Lady G.'s needs.
8. Consistently implement a token economy to provide Lady G. with frequent social and tangible reinforcement for appropriate and replacement behaviors.
9. Task analysis for difficult or non-preferred transitions: break down transitions into small steps and reinforce each step. Use tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition.
10. On days when Lady G. is sleep deprived, reduce demands and increase sensory activities and rest periods.

Possible special education and related services or additions or modifications to current services needed to meet goals and participate in core curriculum/appropriate activities:

- Behavior Intervention Plan not needed
 Environmental Changes Specified on Accommodations page
 Revision of current plan
 Behavior Intervention Plan needed
 Other _____

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature _____ Title _____

Behavior Intervention Plan (BIP) Instructions

I. Note source(s) of data on which the plan is based. Some BIPs will be developed without a FBA, by informal means, such as interviews, review of existing classroom data collection, or observations. Other behaviors will require a more systematic approach, and an Assessment Plan and Functional Behavioral Assessment (FBA) will be developed to be able to more carefully analyze the behaviors.

II. Description of inappropriate behavior which interferes with learning (problem behavior – must be observable/measurable)–

A problem behavior must be described in observable/measurable terms. Define the behavior in ways that are clear, specific, and observable to anyone. If a category or label is given, add an observable description. This means any two people would agree whether or not the behavior has occurred. If there is more than one behavior, number each behavior unless they are identified as a cluster or chain of behaviors.

III. Current frequency/intensity/duration of problem behavior–

Indicate how much the problem behavior is currently happening. Include frequency (how often) as well as duration (how long) and intensity (magnitude, strength, amplitude, force, or effort of a response) if applicable. Best practice is to include two or more measures of the problem behavior to detail the extent of the problem behavior. Examples of frequency for hitting with open hands (an average of four times daily). Examples of duration for hitting with an open hand (single hits of less than a second to cluster of hits lasting for about 10 seconds). Examples of intensity for hitting with open hand (mild: brief, light touch; moderate: leaves red mark on skin; severe: requires medical attention).

IV. Current predictors (antecedents) for problem behavior–

Predictors occur in the immediate environment and/or past environments that trigger a particular or set of behaviors. When, where, and under what conditions is the behavior most likely to occur? If there is an FBA, you can determine the predictors/antecedents from the FBA report. Predictors may include: physical setting (noise level, crowding, temperature, material availability, lighting work space organization, level of sensory stimulation), social setting (absence or presence of individuals, interaction patterns around the student), instructional strategies/curriculum/activities (missing accommodations), scheduling factors (time of day, transition supports, changes in routine), degree of independence (reinforcement and prompts appropriate to promote independence and foster communication, available of functional communication supports and systems), degree of participation (frequency, group size, location), social interaction (social communication needs match opportunities), degree of choice (choice making and negotiating options) and/or other setting events.

V. Environmental structures and supports needed to reduce the student's need to use this problem behavior–

Consider what has not yet been removed, changed, or modified within the educational environment that could reduce the probability of the behavior occurring. This may include environmental changes in how time is structured (e.g., reduced number of transitions, decreased demands), space is organized (e.g., preferential seating, increased access to teacher), materials are selected (e.g., behavior chart, timers, communication system, visual schedule, curricular modifications), and/or positive interactions are increased (e.g., positive to negative feedback ratio, peer tutors, assigning tasks in the classroom).

VI. IEP Team believes behavior occurs because (hypothesis of function)–

Based on FBA or team hypothesis, check the box that best summarizes the function of the problem behavior by selecting only one function because the replacement behavior needs to

achieve the same outcome as the problem behavior. Then describe what the student is trying to access or avoid by using this problem behavior. Consequences/outcomes for a problem behavior may include: access (peer/adult attention, desired item, activity or tangible, pacing of activities), avoid or escape something perceived as unpleasant in the environment (task that is too hard, too long, or not meaningful, transitions, people, environment, embarrassment, threat to physical or emotional safety, etc.) either by leaving the environment voluntarily, refusing to do something, or by being asked or forced to leave), or access or avoidance of internal stimulation (automatic reinforcement).

VII. Description of the positive functionally equivalent replacement behavior (FERB)–

Describe what student should do to gain the same outcome as the problem behavior in an acceptable/safe, socially appropriate, and efficient or easier way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing).

The FERB should maximize the benefits (e.g., more positive feedback from staff or peers) and minimize the cost to the student and others in the environment (e.g., loss of instructional time).

NOTE: - The FERB must meet the same function as the problem behavior and be at least as easily performed as the problem behavior once it is learned.

VIII. Teaching/Action Plan–

The teaching/action plan describes the proactive interventions for the behavior plan and specific procedures and strategies for increasing the positive replacement behavior and decreasing the problem behavior. List successive teaching steps for student to learn replacement behavior(s). It is also important to note any needed materials or curriculum that will be used. Interventions should include the responsible personnel and/or implementers of specific strategies.

IX. Reinforcement–

In this section, the reinforcement procedures aimed at **reducing the problem behavior(s)** are listed. Specify:

- What behavior(s) you are reinforcing (e.g., low rate of task refusal, participating in a recess without hitting or kicking another student)
- What the reinforcement is (e.g., verbal praise, social reinforcement, token, points on point sheet)
- The schedule of reinforcement (how often it is given)
- The criteria for delivering the reinforcer (what exactly the student has to do to gain access to the reinforcer)
- Responsible personnel (this could be different people, e.g., the teacher provides points on the point sheet, and the principal provides a daily reward when a certain number of points are earned).

Elements to consider for reinforcement procedures: specific reinforcing items (tangible, activities, social reinforcement), immediacy (providing the reinforcer right after a target behavior), consistency (providing the reinforcer for each interval of lack of or low rates of Problem Behavior), choice (a variety of reinforcers), contingency (only given when the problem behavior does not occur) and effectiveness (e.g., the reinforcer has proven to be motivating for the student).

B. Plan for fading interventions and reducing reinforcement for problem behavior–

Specify target rate(s) for reduction in the occurrence of problem behavior or use of the replacement behavior, including period of time in which rate will be maintained (e.g. – “no more than two times a week for three weeks”). As those rate(s) are achieved, specify changes to be made in the interventions. These could include changes to be made in the ecology (e.g.,

reducing number of breaks; reducing physical supports such as study carrels or separate seating; reintroducing back into group activities), instructional strategies (e.g., reintroducing more demanding tasks; less intrusive prompts; less curricular modifications; reducing number of verbal prompts; allowing peers to step in to prompt/model rather than the teacher); and/or reinforcement schedule (e.g., lengthening reinforcement intervals, changing to intermittent reinforcement; fading artificial reinforcement in favor of more natural outcomes; moving toward more intrinsic reinforcement).

X. Response to Problem Behavior Strategies

C. At precursor/first sign of problem behavior–

Typically, the first step in a reactive strategy is to prompt/remind the student to use the replacement behaviors to prevent the problem behavior from continuing or escalating. During early escalation, a prompt may be verbal, visual, gestural, etc. Further steps may also include reminding the student of what they are working for, reminding of consequences to behaviors, encouraging choice-making, offering emotional or task support, etc.

Indicate personnel who will do this (e.g., Some staff may be better at being less emotionally involved, others may prefer to do the re-directing).

D. If problem behavior continues or escalates–

This would be the next step in case the problem behavior continues or escalates. Specify how the staff will redirect the problem behavior and/or maintain the safety of everyone, e.g., escorting the student to a safe area, redirecting to a quiet space, removing the audience, planned ignoring, call for backup from support staff, etc. De-escalation strategies may also be employed to assist the student with co-regulation.

E. Debriefing/follow up with staff and/or student if necessary–

This follows the occurrence of a problem behavior and, depending on the student's level of functioning, may include: a verbal dialogue, a written process, or a behavior practice session (e.g., practicing the replacement behavior, reading a social narrative, or reviewing a picture sequence of the appropriate behavior steps).

NOTE: - - Indicate the frequency that interventions will be applied (avoid being general such as "as needed," but indicate when, e.g., before a task is introduced, as student begins to get agitated); also indicate "Responsible Personnel" who are responsible for providing the interventions be specific; do not put general terms such as "IEP Team," or specific terms "Jane Doe." Describe who is to do what (e.g., is the teacher responsible for changing the schedule, prompts, tone of instruction, materials or are paraeducators to provide interventions as well?).

XI. IEP Goals–

There should be one goal to increase the Positive Replacement Behavior and one goal to either decrease Problem Behavior or to develop new general skills that remove the student's need to use the Problem Behavior (e.g. If the problem behavior is getting out of the seat during an activity and running around the classroom, a general skill development goal would be to increase the student's skills and strategies for attending to task). Every goal has to include all the elements required for IEP goals.

**State SELPA IEP Template
Behavior Intervention Plan**

Student Name: _____ Birthdate: __/__/__ IEP Date: __/__/__ Date of BIP: __/__/__

This Behavior Intervention Plan is based on a Functional Behavior Assessment No Yes

If marked no, Behavior Intervention Plan is based on the following:

The problem behavior impeding learning is (*describe what it looks like*)

Frequency _____ Intensity _____ Duration _____

reported by _____ and/or observed _____

PREVENTION, PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

What are the antecedents for the problem behavior? (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.)

What environmental structure and supports are needed to reduce the problem behavior? (Provide specific examples)

ANALYSIS, PART II: FUNCTIONAL FACTORS

Team believes the behavior occurs because:

Access:

Avoid:

Automatic Reinforcement:

Other:

FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

What team believes the student should do INSTEAD of the problem behavior? *(Replacement behavior that meets the same identified function of problem behavior)*

List teaching Strategies/Necessary Curriculum/Materials that are needed *(List successive teaching steps for student to learn replacement behavior/s)*

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?

Selection of reinforcer based on:

RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES

Student Behaviors	Staff Response
Student early escalation behaviors may include:	Staff response to early escalation behaviors may include: <i>(e.g. prompting relaxation strategies, offering distractions)</i>
Student behaviors during problem behavior may include:	Staff response during problem behavior may include: <i>(e.g. monitor for safety, one step directions, neutral tone and affect)</i>
Student behaviors during de-escalation may include:	Staff response to promote de-escalation may include: <i>(e.g. model deep breathing, encouragement)</i>
Student behaviors during post incident may include:	Post incident strategies may include: <i>(e.g. offer choices, refrain from discussing consequences)</i>

Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered:

_____.

- During non-preferred activities, provide choice within activities and allow Lady G. to reschedule.
- Keep food out of sight until appropriate time.
- Allow for a scheduled snack time of choice.
- Check to ensure Lady G. eats breakfast and lunch.

ANALYSIS, PART II: FUNCTIONAL FACTORS

Team believes the behavior occurs because:

Team believes the behavior occurs because:

Access: Lady G. appears to want access to food items.

Avoid:

Automatic Reinforcement:

Other: Lady G. appears to protest oral instruction and group work.

FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

What team believes the student should do INSTEAD of the problem behavior? (Replacement behavior that meets the same identified function of problem behavior)

- 1) When needing to access preferred items, Lady G. will communicate her needs appropriately with the assistance of verbal or visual prompts by staff (gestures, words, pictures, or portable communication book) and/or accept contingencies (first this, then that) in order to access preferred items.
- 2) Lady G. will express her needs (protest) using appropriate vocalizations (“Oh, no.”) with verbal modeling.

List teaching Strategies/Necessary Curriculum/Materials that are needed (List successive teaching steps for student to learn replacement behavior/s)

1. In individual sessions with SLT twice per week, SLT will teach Lady to use the communication book to request tangible items and activities, through direct teaching, hand over hand, modeling, and direct reinforcement. SLT will review these sessions weekly once Lady is able to use the communication book in 50% of opportunities with prompts and review monthly once Lady is able to use the communication book in 80% of opportunities with no prompts.
2. In individual sessions with SLT twice per week, SLT will teach Lady G. to express protest through her communication book, using modeled expressions and photographs of feelings. SLT will review these sessions weekly once Lady is able to use the communication book in 50% of opportunities with prompts and review monthly once Lady is able to use the communication book in 80% of opportunities with no prompts.
3. SLT will teach staff on the use of the communication book and demonstrate how to use the “I want...” sentence strip with photographs. Staff will initially model how to use the sentence strips daily until Lady is able to do this at least 50% of opportunities with prompts, and then fade to weekly modeling once Lady is able to use the sentence strips independently in 80% of opportunities.
4. Teacher and support staff will use the communication book throughout the school day and have it accessible for Lady G., to practice and strengthen her appropriate communications. Teacher and support staff will honor each appropriate request or attempt (verbal, gestures, pictures) if it does not involve dropping to the ground or aggression to staff, and will

model and prompt use of appropriate communications throughout the school day using sentence strips with pictures or verbalizing "Oh, no".

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?

1) For each successful transition from a non-preferred activity (without aggression), teacher and/or staff will provide one token on the token board, paired with specific verbal praise or social reinforcement.

For each completed transition without aggression, teacher and/or support staff will provide Lady G. with a choice of five goldfish crackers or gummy candy.

For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

2) For every two successful transition from a preferred activity to a non-preferred activity (without aggression), teacher and/or staff will provide one token on the token board, paired with specific verbal praise

For every two transitions without aggression, teacher and/or support staff will provide Lady G. with a choice of five goldfish crackers or gummy candy.

For two consecutive days of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and/or access to a sensory activity of her choice (from communication book).

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. on every 2-3 responses and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely after a few correct responses.

3) At random days during the week when Lady demonstrates a successful transition from a preferred activity to a non-preferred activity (without aggression), teacher and/or staff will provide either one token on the token board or specific verbal praise. During a non-typical day, Lady will receive three bonus points for being able to successfully transition.

On random days during the week, when Lady transitions without aggression, teacher and/or support staff will provide Lady G. with social reinforcement.

When Lady exhibits no aggression for two consecutive weeks, teacher and/or support staff will provide Lady G. with either verbal praise (nice hands, good job), attention, or access to a sensory activity of her choice (from communication book).

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will smile at Lady G provide her with the requested item/activity.

If the request cannot be granted, point to the "first...then..." card. Provide Lady G. with the requested item/activity after follow through.

Selection of reinforcer based on: Parent input, student preferences, and staff observation

RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES

Student Behaviors	Staff Response
<p>Student early escalation behaviors may include:</p> <ul style="list-style-type: none">-Looks down at the table and begins to tense and look rigid, turning red-Refusing to follow directives	<p>Staff response to early escalation behaviors may include: <i>(e.g. prompting relaxation strategies, offering distractions)</i></p> <ul style="list-style-type: none">-Present Lady G. with her communication book and point to two different activities that have been identified to be preferred or low in task demand. If she does not respond after 30 seconds to a minute, prompt her by saying, "Show me what you want. I want..." Assist as needed. Point to sentence strip or prompt for "Oh, no." if she wants to protest what was presented.Remind student of earning tokens for appropriate behavior. Offer her sensory items.
<p>Student behaviors during problem behavior may include:</p> <ul style="list-style-type: none">-Aggression – kicking staff-Lying or rolling on the ground-Dropping to the ground	<p>Staff response during problem behavior may include: <i>(e.g. monitor for safety, one step directions, neutral tone and affect)</i></p> <ul style="list-style-type: none">-Move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. if she remains non-compliant. Offer choice by saying and prompting for a break or use of positive replacement behavior to earn tokens. Present the request every 3-5 minutes until she makes an appropriate request or response. Use Therapeutic Crisis intervention non-verbal de-escalation techniques.
<p>Student behaviors during de-escalation may include:</p> <ul style="list-style-type: none">-Return to a sitting or standing position-Body appears calm	<p>Staff response to promote de-escalation may include: <i>(e.g. model deep breathing, encouragement)</i></p> <ul style="list-style-type: none">-Wait for Lady G. to stop aggression, then prompt her again (point to communication book or sentence strip) to show what she wants. Remind Lady G. of her sensory items and access to reinforcements. Award tokens for appropriate behavior.
<p>Student behaviors during post incident may include:</p> <ul style="list-style-type: none">-Standing next to staff calmly	<p>Post incident strategies may include: <i>(e.g. offer choices, refrain from discussing consequences)</i></p> <ul style="list-style-type: none">-Involved staff will debrief with Lady G. by reading a social story. Role play with Lady G. on how to use the communication book and how to take a break.

Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered: 3 and 4.

Behavior Intervention Plan (BIP) Classroom Implementation Plan Instructions

This form may be used to inform various staff about their responsibilities related to implementing a student's BIP.

The Implementation Plan will already be filled out with the Information from the CBIP. Type in the name of the person (e.g., support staff, OT, paraeducator, general education teacher, etc.) who will be using the Implementation Plan. Then, you can edit any of the strategies to be very understandable and instructive for that person. You may choose to delete strategies that *other people* are working on, just leaving those that are most important for this person.

Print out the page when it is complete. The edits that you have made will not save, unless you save as a PDF form to somewhere else on your computer. Once you have printed out the Implementation Plan, close the form. You may reopen and produce other versions of the Implementation Plan for other users in the same way

BEHAVIOR CLASSROOM IMPLEMENTATION PLAN

For (staff) _____

Student Name _____
(first only)

Behavior we want to change:

New behavior we would like student to use instead:

Please implement these strategies:

To reduce problem behavior –
Reinforcement for reduction in rate of problem behavior –
To help teach/remind student to use the new behavior –
Reinforcement for student using the new behavior –

If the problem behavior occurs:

At the first sign of the behavior: Staff that will assist: _____
If the behavior does not stop or continues to escalate: Staff that will assist: _____
After the incident is over: Staff that will assist: _____

Additional comments:

Questions? Please contact _____

Thank you for your support in making a difference in this student's life!

BIP CLASSROOM IMPLEMENTATION PLAN

For (staff) _____ **Speech and Language Therapist (SLT)** _____

Student Name _____ **Lady** _____
(first only)

Behavior we want to change:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to trans _____ (liant episodes).

New behavior we would like student to use instead:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Please implement these strategies

To reduce problem behavior:

2. SLT will ensure that photographs of preferred items and activities are included in the communication book.

Reinforcement for reducing the rate of the problem behavior:

For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.
For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.
For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

To help teach/remind student to use the new behavior:

1. In individual sessions with SLT twice per week, SLT will teach Lady G. to use the communication book to request tangible items and activities, through direct teaching, hand over hand, modeling, and direct reinforcement.
2. In individual sessions with SLT twice per week, SLT will teach Lady G. to express protest through her communication book, using modeled expressions and photographs of feelings.
3. SLT will teach staff on the use of the communication book and demonstrate how to use the "I want..." sentence strip with photographs.

Reinforcement for using the new behavior:

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

If the problem behavior occurs

At the first sign of the behavior:

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

Staff that will assist: Teacher, Support Staff

If the behavior does not stop or continues to escalate:

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

Staff that will assist: Teacher, Support Staff

After the incident is over:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

Staff that will assist: Teacher, Support Staff

Additional comments:

Questions? Please contact _____ Case Manager at xx@school.com or XXX-XXXX

BIP CLASSROOM IMPLEMENTATION PLAN

For (staff) _____ Behavior Specialist _____

Student Name _____ Lady _____
(first only)

Behavior we want to change:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

New behavior we would like student to use instead:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Please implement these strategies

To reduce problem behavior:

7. Behavior Specialist will develop a token economy and train teacher and support staff in its consistent use.
8. Behavior Specialist will develop task analysis for difficult or non-preferred transitions and train teacher and support staff to break down transitions into small steps and reinforce each step, using tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition.

Reinforcement for reducing the rate of the problem behavior:

For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.
For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.
For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

To help teach/remind student to use the new behavior:

Reinforcement for using the new behavior:

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

If the problem behavior occurs

At the first sign of the behavior:

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

Staff that will assist: Teacher, Support Staff

If the behavior does not stop or continues to escalate:

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

Staff that will assist: Teacher, Support Staff

After the incident is over:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

Staff that will assist: Teacher, Support Staff

Additional comments:

Questions? Please contact _____ Case Manager at xy@school.com or XXX-XXXX

Thank you for your support in making a difference in this student's life!

BIP CLASSROOM IMPLEMENTATION PLAN

For (staff) _____ Support Staff _____

Student Name _____ Lady _____
(first only)

Behavior we want to change:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

New behavior we would like student to use instead:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Please implement these strategies

To reduce problem behavior:

1. Teacher and support staff will consistently use the modified PECs book in all educational environments.
3. Teacher and support staff will consistently implement a sensory diet, under OT's guidance.
9. On days when Lady G. is sleep deprived, teacher and support staff will reduce demands and increase sensory activities and rest periods on Lady G.'s schedule.

Reinforcement for reducing the rate of the problem behavior:

For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.
For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.
For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

To help teach/remind student to use the new behavior:

4. Teacher and support staff will use the communication book throughout the school day and have it accessible for Lady G., to practice and strengthen her appropriate communications.
5. Teacher and support staff will honor each appropriate request or attempt (verbal, gestures, pictures) as long as it does not involve dropping to the ground or aggression to staff, and will model and prompt use of appropriate communications throughout the school day.

Reinforcement for using the new behavior:

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

If the problem behavior occurs

At the first sign of the behavior:

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

Staff that will assist: Teacher, Support Staff

If the behavior does not stop or continues to escalate:

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

Staff that will assist: Teacher, Support Staff

After the incident is over:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

Staff that will assist: Teacher, Support Staff

Additional comments:

Behavior Intervention Plan- Classroom Implementation with Rating

Tasks	Person Responsible	By When	Review Date		
			Impl. Rating: 2 = Yes - 90%+ 1 =Kinda 50-90% 0 = No - <50%	Evaluation Decision Monitor, Modify, or Discontinue	
<p><u>Prevent & Prompt:</u> Make problem behavior irrelevant (antecedent intervention) (Independent Silent reading)</p> <p><u>Teaching:</u> teach Replacement Behavior & skills to engage in Desired Behavior (Teach student to read Independently)</p> <p><u>Reinforcement:</u> Make Replacement & Desired behavior more rewarding than problem behavior</p> <p><u>Redirect to Replacement Behavior:</u> Prompt replacement behavior at earliest signs of problem.</p> <p><u>Minimize Reinforcement of Problem Behavior:</u> Make problem behavior ineffective</p> <p><u>Safety:</u> Is safety a concern? Y (N) If yes, attach crisis plan to Behavior</p>	Mrs. Howell	1/20/20	(2) 1 0		
			(2) 1 0		
			(2) 1 0		
			(2) 1 0		
			(2) 1 0		

Support Plan			(2) 1 0							
Implementation Supports (w/ Who & How) <i>(circle preferred method(s) below or ID another method below)</i>	Person Responsible	When <i>(circle)</i>	<table border="1"> <tr> <td>Impl</td> <td>##</td> </tr> <tr> <td>Score</td> <td>##</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total Possible</td> </tr> </table>	Impl	##	Score	##	Total Possible		
Impl	##									
Score	##									
Total Possible										
<u>Provide Training to the Implementers:</u> a. Demonstration / with Practice / with Feedback <i>(circle)</i> <i>Other:</i> <u>Provide Implementation Feedback:</u> b. Complete the Daily Implementation Checklist c. Enter Daily Implementation Data into Graph d. Share Graphed Data with implementers e. Personal check-in / Email / Rating Scale <i>(circle)</i>	<i>Mrs. Howell</i>	1/2020 Daily 3 x /wk weekly								

APPENDICES

Strategies to increase “Quality of Life”/Adaptive Skills and Reduce Some Problem Behaviors

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Encourage participation in school sports and other extracurricular activities. <input type="checkbox"/> Establish non-verbal signals between teacher and student. <input type="checkbox"/> Establish regular teacher/parent communication (e.g., email, log, home or school contract, weekly progress report, face to face meetings). <input type="checkbox"/> Give leadership responsibilities. <input type="checkbox"/> Give student important jobs. <input type="checkbox"/> Give student opportunities to show off good work. <input type="checkbox"/> Have a paraeducator or parent volunteer work one-on-one with student. <input type="checkbox"/> Have a peer model appropriate behavior. <input type="checkbox"/> Help parent/caregiver set up home reward/management system. <input type="checkbox"/> Ignore negative behavior when possible. <input type="checkbox"/> Immediately recognize positive behaviors. <input type="checkbox"/> Implement reinforcers in the classroom/home. <input type="checkbox"/> Introduce supportive school staff (e.g., counselor, nurse, psychologist). <input type="checkbox"/> Invite parent/caregiver to visit or spend time in classroom. <input type="checkbox"/> Match learning tasks with learning style strengths. <input type="checkbox"/> Model positive thinking and attribution statements. <input type="checkbox"/> Model, teach and reinforce anger management strategies. <input type="checkbox"/> Move seat to optimal learning location. <input type="checkbox"/> Offer choices of ways to perform work. <input type="checkbox"/> Organize playground activities and passing periods to reduce fighting or inappropriate behavior. <input type="checkbox"/> Pair with older or younger students for structured activity, with emphasis on social skills. | <ul style="list-style-type: none"> <input type="checkbox"/> Post, model and practice expected behavior. <input type="checkbox"/> Praise others for appropriate behavior. <input type="checkbox"/> Provide assignments that match instructional level. <input type="checkbox"/> Provide frequent breaks for relaxation or small-talk. <input type="checkbox"/> Remind to use words, not aggression. <input type="checkbox"/> Role-play social interactions. <input type="checkbox"/> Schedule lunch time with principal. <input type="checkbox"/> Showcase student strengths in group learning situations. <input type="checkbox"/> Survey/interview to determine interests, then capitalize. <input type="checkbox"/> Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors). <input type="checkbox"/> Teach how to identify feelings. <input type="checkbox"/> Teach how to set short-term daily goals. <input type="checkbox"/> Teach relaxation techniques. <input type="checkbox"/> Teach self-monitoring/self-management. <input type="checkbox"/> Teach self-talk strategies. <input type="checkbox"/> Teach the link between effort and outcomes. <input type="checkbox"/> Use creative formats to engage students in learning. <input type="checkbox"/> Use high-interest activities. <input type="checkbox"/> Use music to help class focus during independent work activities. <input type="checkbox"/> Use “wait time” after giving a request, to avoid power struggle. <input type="checkbox"/> Utilize site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist). <input type="checkbox"/> Work cooperatively to create group expectations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Strategies Organized by Communicative Function

Once the team has made a hypothesis about *why* the behavior is happening, there are specific strategies that may help to address that underlying *need*. They are organized here by the four primary causes of behavior. (Escape, Attention, Sensory, Tangible)

Escape:

Changes to Assignment

- 1. Adapt length of lesson.
- 2. Allow choice of activities within subject.
- 3. Break assignments into segments.
- 4. Provide more challenging work.
- 5. Ask student what adaptations would be helpful to make it easier/more interesting.
- 6. Change level of task/number of demands.
- 7. Create more visual structure.
- 8. Simplify task, reduce difficulty, shorten length.
- 9. Check student's work frequently for understanding.
- 10. Draw connection between the work and the student's life; e.g., CAHSEE, college requirements, job responsibilities.
- 11. Alternate assignments between easy/more difficult.
- 12. Assess to determine if student has pre-requisite skills to complete task.
- 13. Provide different modes of completing work (oral, written, pictures, graphs).
- 14. Provide more interesting, simple work. Include student interests in assignment.
- 15. Provide student a list of all work that must be completed in the hour/period/day and let him/her choose the order (and the reinforcement).
- 16. Provide student with checklist of steps to be completed.
- 17. Use high interest lessons at ability level.
- 18. Allow student to type or tape responses.
- 19. Provide multiple choice assignments/assessments.

Changes to Configuration/Proximity

- 20. Allow student to move seat away from non-preferred peer.
- 21. Allow students to select groups to work in.
- 22. Allow to work alone, if appropriate
- 23. Allow to work in another teacher's room, library, etc.
- 24. Change proximity to other people.
- 25. Reduce the number of people in group.
- 26. Pair with strong peer for support.

Changes to Schedule

- 27. Change class schedule.
- 28. Provide a timer to set for short periods to structure work.
- 29. Provide self-monitoring checklist.
- 30. Provide schedule of activities.

Changes to Emotional Supports

- 31. Encourage student to write down feelings
- 32. Maintain a safe classroom where it is okay to make mistakes.

- 33. Offer rewards for completion of non-preferred task.
- 34. Offer support if requested.
- 35. Prompt student prior to a stressful situation letting them know that this may be challenging, but they can ask for help.
- 36. Provide a limited number of “escapes” per day/week.
- 37. Provide appropriate escape (break, change) if requested appropriately.
- 38. Give feedback for effort.
- 39. Develop work completion contract with access to reward/preferred activities for following contract.
- 40. Provide rewards for finishing all assignments.
- 41. Provide safe way for students to let the teacher know if they feel uncomfortable with an assignment.
- 42. Reinforce other students who are working.
- 43. Teach breathing/relaxation techniques to reduce tension.
- 44. When student requests escape, acknowledge as soon as possible and respond/mediate.

Attention:

Attention from Students

- 1. Allow student to lead lessons, discussions.
- 2. Give time for students to “check in” with each other.
- 3. Encourage other students to respond to appropriate attempts for attention.
- 4. Pair with peer.
- 5. Plan supervised socialization period in schedule.
- 6. Provide opportunities to shine by sharing particular talents/interests.
- 7. Use classroom buddies to provide appropriate attention.
- 8. Use socially competent peers to model and reinforce appropriate behavior.

Positive Attention from Adults

- 9. Allow each student opportunities for recognition and leadership.
- 10. Provide opportunities to be involved in lesson; e.g., hold or pass out materials, be a leader.
- 11. Provide student opportunity to get attention at end of lesson.
- 12. Reduce size of groups so student gets more frequent turns.
- 13. Assign class jobs on a rotational basis.
- 14. Promptly respond to request for leadership or remind of upcoming turn.
- 15. Allow students to request counseling time.
- 16. Call home on a good day.
- 17. Establish communication procedures with family/parents.
- 18. Increase amount of attention/praise.
- 19. Frequent, “high fives”, handshakes.
- 20. Greet student each day.
- 21. Provide a daily check-in with student.
- 22. Provide extra time with teacher to connect.
- 23. Provide frequent feedback on positive behavior. (3 positives to 1 correction)

Corrective Attention from Adults

- 24. Allow choices to address anger issues.
- 25. Correct calmly, immediately and respectfully.

- 26. Interact in a welcoming manner.
- 27. Provide opportunity to check-in with counselor/principal.
- 28. Include principal, counselor, preferred adults in sharing success.
- 29. “Walk away” from student rather than engage in power struggle.
- 30. Give “wait time” after making a request.
- 31. Provide opportunity to take a break, and then set time to check-in with student.

Sensory:

Avoiding Sensations

- 1. Allow opportunities for students to adjust their seats, positions, etc., if needed for sensory reasons.
- 2. Allow scheduled stretch breaks.
- 3. Allow to stand to work.
- 4. Allow use of “wobble cushion”, heavy rubber bands, “squish balls”, weighted lap pad, tilted chair, slant board, bean bag chairs.
- 5. Be conscious of sensory elements in the environment that may be overwhelming and attempt to regulate (lower lights, less noise, machine sound, less things on walls, students in smaller groups, etc.)
- 6. Mediate the sensory need when student asks appropriately, (remove it, provide headphones, change of seating, reduce volume, etc.)
- 7. Move desk away from noxious stimuli.
- 8. Provide break to re-group.
- 9. Provide immediate relief when student indicates that he is overwhelmed, (i.e., allow student to go to quiet area, walk with adult, turn off lights, ask student to quiet down, provide earphones, etc.).
- 10. Provide kinesthetic involvement (i.e., “desk aerobics”).
- 11. Provide large motor activity, have students run laps in morning, or walk on playground before class, or hang on monkey bars, wall push-ups, desk aerobics, etc.
- 12. Provide opportunities in gym for rolling.
- 13. Start the day with some floor calisthenics for students to get some deep pressure in joints.
- 14. Provide reinforcement for tolerating sensory issues in longer intervals.
- 15. Provide sensory materials in regular routine to maintain optimum learning level.
- 16. Reduce distractions.
- 17. Talk to the student about the next environment (which he dislikes) and how soon it is coming.
- 18. Use multi-sensory instructional strategies.
- 19. Allow student to run an errand involving heavy work; take a box of books or wear a backpack.

Obtaining Sensations

- 20. Allow student to walk around while reading.
- 21. Allow to move seat toward desired element (light, heat, good smell).
- 22. Allow younger students to do some class work while laying on the carpet.
- 23. Give opportunity to “work off” energy when requested.
- 24. Give student opportunities for preferred sensory stimulation (i.e., music, object while on task, weighted vest, etc.).

- 25. Give student preferred item to hold during lessons (younger child – small toy).
- 26. Provide access to bathroom pass.
- 27. Provide healthy snacks (if hungry).
- 28. Provide selection of activities for student to choose from when bored/overwhelmed (drawing, classroom chore, stretch in back of the room).
- 30. Try to provide the same sensation (tactile, brightness, smell, sounds) that student is trying to maintain in non-obtrusive ways.
- 31. Allow student to leave jacket hood “up” if on-task.

Tangible:

Obtaining Objects

- 1. Acknowledge appropriate requests for items.
- 2. Attempt to provide comparable tangible items (e.g., toys pens) if requested appropriately.
- 3. Consider seating and proximity of possible desired items.
- 4. Encourage other students to put items away.
- 5. Have more than one popular item available.
- 6. Keep items out of sight/reach.
- 7. Provide access to desired item, when appropriate.
- 8. Provide supervision/guidelines for use of items which may come under dispute.
- 9. Use a timer to structure access to preferred items.
- 10. Use a visual schedule to let students know when their turn will come.

Obtaining Food

- 11. Provide ready access to inexpensive food items (crackers, water).
- 12. Give opportunity to finish lunch or snack before starting class/lesson.
- 13. Give opportunity to purchase snack on campus.
- 14. Remind him/her of upcoming lunch, etc.

General Strategies for Teaching or Increasing Positive Replacement Behaviors (PRB)

If the student already uses the PRB, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:

- Develop and implement contract with student to reinforce skill.
- Reinforce for attempts to use the skill.
- Reinforce for increased use of the skill.
- Prompt to use more often.

If the student does not demonstrate the PRB, refer to the following list of suggestions for systematically instructing the PRB.

- Teach, model, practice, and reinforce the PRB in the school setting (class, cafeteria, playground, etc.) with the individual student on a regular basis (e.g., daily or weekly) or as a whole class lesson followed by practice within the whole group.
- Create a network of support through an integrated school and community approach, such as the Student Assistance Program, to address self-management, social skills, a new skill, and/or an underlying need. Support networks include (but are not limited to) the following:
 - weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the PRB
 - small group facilitation, per district protocol, implemented by an appropriately trained person (teacher, counselor, speech-language pathologist, school nurse, occupational therapist, school psychologist, school administrator, paraeducator, etc.)
 - individual counseling provided by an appropriately qualified professional who addresses acquisition of desired skills
- Model and practice desired skills by using programs such as Peer Helping, Peer Leaders, or Mentoring.
- Expand learning opportunities through forums such as After School programs or clubs where desired skills can be practiced.

Strategies
by 20
Behaviors

1. ATTENDANCE

Definition: Poor attendance. "Ditching classes." School refusal.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work
<input type="checkbox"/> Wants to avoid social situations
<input type="checkbox"/> Wants to avoid problems on bus or on walk to school | <input type="checkbox"/> Wants to avoid individuals or groups of people
<input type="checkbox"/> Hates to get up
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeks attention from peers
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants to avoid attention from staff |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Wants to avoid element in school (e.g., noise, temperature, overcrowding, smells)
<input type="checkbox"/> Feels overloaded by environmental or work demands
<input type="checkbox"/> Feels overwhelmed <input type="checkbox"/> Feels hungry <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When feeling wary about situations at school or on the way to school, student will:**

- Ask for help.
- Let the teacher know about a specific concern.
- Request time with teacher or counselor.
- Seek out a trusted friend.
- Other _____



The student will...

Attention **When needing assurance or attention, student will:**

- Request counseling time.
- Ask to work with a peer.
- Request opportunity to lead lesson, state opinion, help others, etc.
- Other _____

When seeking to avoid attention, student will:

- Ask for acceptable alternatives to class, setting, or responsibilities.
- Request counseling time to work on coping strategies.
- Other _____

Sensory **When preparing for next day's activities, student will:**

- Ready materials for closure and next day.
- Let the teacher know about elements contributing to feelings of being overwhelmed.
- Other _____

When feeling hungry, student will:

- Ask the teacher for access to available food items.
- Plan to bring acceptable food items to school on another day.

Tangible Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- Reward for reduced or lack of absences.
- Arrange with peer or relative to call in morning.
- Develop a contract for attendance.
- Refer to School Attendance Review Committee (SARC).
- Speak to parents about better transportation.
- Develop acceptable alternative to transportation.
- Speak to bus driver about issues on bus.
- Pair with a peer for walking to school or taking bus.
- Other _____

Attention

- Give lots of attention to those in attendance when student is present.
- Connect family with cultural community center to validate school participation.
- Give awards or rewards for perfect attendance (e.g., certificate of recognition, school T-shirt, opportunity to assist a younger student, lunchtime or end-of-school parties).
- Calculate and publish the unearned Average Daily Attendance (ADA) from unexcused absences.
- Display chart comparing school-wide attendance year to year.
- Support student in making friends (e.g., pair for activities, encourage peers to mentor).
- Interact in a welcoming manner.
- Other _____

Sensory

- Organize assignments and class activities in ways that are less overwhelming.
- Sit with student daily or weekly to help with organization and planning.
- Regulate classroom environment to be less overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level).
- Other _____

Tangible

- Provide small, healthy snacks for students to access if hungry.
- Allow students to bring acceptable snacks to eat according to classroom rules.
- Other _____

2. BITING

Definition: Biting with teeth of self, others or objects

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral**

- | | | | |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants to avoid groups of people | <input type="checkbox"/> Wants to avoid situations |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Attempts to play or socialize with peers
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Seeks attention from an adult | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks deep pressure
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Seeks taste | <input type="checkbox"/> Seeks oral sensory input |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Socially inappropriate attempt to obtain a desired object <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- Express need using appropriate words, cards, pictures, or signals.
- Ask for a break.
- Ask for a different peer or setting.
- Use arm gestures to express the need for personal space.
- Other _____



The student will...

Attention

When desiring the attention of others, student will:

- Ask for an opportunity to share his or her work with the class.
- Ask to work or play with a peer.
- Raise hand.
- Other _____

Sensory

When seeking deep pressure or oral sensory input, student will:

- Use agreed-upon card, picture, or signal to request appropriate item.
- Request food or other items for oral input (crunchy, sweet, or sour food, plastic straw, etc.).
- Use predetermined deep tissue activity (stress ball, hand massage, etc.).
- Use appropriate words to express need.
- Request whole class or individual stretch break.
- Other _____

Tangible

When desiring an item from another person, student will:

- Ask for it politely.
- Let the teacher know.
- Select another activity until it is his or her turn.
- Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

- Escape**
- Change proximity to other people or reduce number of peers in group.
 - Provide a designated break area.
 - Change level of task.
 - Change number of demands.
 - Reward socially appropriate behavior demonstrated by others.
 - Work with parents to develop a consistent response to biting which will not result in escape.
 - Require task completion after intervention.
 - Other _____
- Attention**
- Supervise play to prompt appropriate social interactions.
 - Praise students who demonstrate appropriate social interactions.
 - Structure social interaction to help student get involved in preferred activity or play with preferred peer.
 - Other _____
- Sensory**
- Speak to parents/guardians about recommended food items that meet school guidelines.
 - Provide acceptable food items or chewy toy for oral sensory input.
 - Provide opportunities for varied sensory activities (e.g., running, carrying item, using weighted lap pad, doing push-ups on desk or wall, or safely stretching arms through exercise or on play equipment).
 - Change or modify meal, nutrition, snack, or eating schedule.
 - Teach student to recognize need and use appropriate communication to request oral sensory object or food.
 - Other _____
- Tangible**
- Communicate with parents/guardians about supplying desired items.
 - Provide access to desired item when appropriate.
 - Structure turn-taking by using a visual schedule or timer.
 - Articulate process for sharing.
 - Other _____

3. DIFFICULTY ORGANIZING AND CARING FOR MATERIALS

Definition: Student does not bring, store or care for materials such as books, papers, writing instruments.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid task perceived to be too difficult
<input type="checkbox"/> Lacks skills to organize | <input type="checkbox"/> Resists making time to organize
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants others to take care of him or her
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Cry for help ("I need someone to pay attention!") |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Dislikes pens, pencils, or paper provided (too scratchy, too large to hold, etc.)
<input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants items others have | <input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When student is frustrated or trying to avoid a task, he/she will appropriately:**

- Let the teacher know his concerns.
- Ask for choice of alternate activity.
- Ask for assistance.
- Use a daily or weekly "opt out" card (a pass for an activity or task).
- Other _____

When lacking organization skills or willingness to get organized, student will:

- Use a checklist to bring required materials
- Ask peer for help organizing
- Ask teacher for extra set of materials
- Use "help" flag or a similar signal.
- Other _____



The student will...

Attention **When seeking attention from others, student will:**

- Raise hand.
- Ask only one student for help.
- Approach teacher's desk.
- Offer to share materials with others.
- Ask for leadership opportunity.
- Other _____

Sensory **When having sensory difficulty with certain materials (pens, pencils, paper, etc.), student will:**

- Let the teacher know.
- Ask to use an alternate type.
- Bring alternate materials.
- Other _____

Tangible **When desiring a different item, student will:**

- Let the teacher know.
- Ask the teacher to call home or write parents a note.

- Talk to parents/guardians.
- Other _____

Strategies for Reducing the Problem Behavior

- Escape** **When student lacks organization skills or willingness to get organized,**
- Give student time to put away materials each day.
 - Draw direct connections between being organized and the student's life (e.g., college requirements, job responsibilities).
 - Provide extra set of materials that student can access during school and return at end of period.
 - Provide a checklist of materials to bring each morning.
 - Assign peer to help with organizing materials.
 - Assign peer to help with organizing daily activities or homework.
 - Other _____

- When student is frustrated or trying to avoid a task,**
- Assist student in organizing materials prior to activity.
 - Provide necessary materials.
 - Other _____

- Attention**
- Give specific positive feedback for bringing materials or being organized.
 - Allow student to share materials with others.
 - Avoid giving attention when student is not organized.
 - Give extra responsibilities or privileges when student comes prepared for class.
 - Other _____

- Sensory**
- Provide preferred materials (pens, pencils, pencil adapters, type of paper, etc.).
 - Other _____

- Tangible**
- Give opportunity to earn desired materials (pens, notebooks, etc.).
 - Communicate with parents/guardians about supplying desired materials.
 - Other _____



The teacher will...

4. DISHONESTY

Definition: Not telling truth to adults or peers.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid consequences for inappropriate behavior.
<input type="checkbox"/> Wants to hide a particular problem to avoid embarrassment | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to get someone else in trouble
<input type="checkbox"/> Seeks attention by "gossiping" | <input type="checkbox"/> Seeks attention by bragging or trying to look "cool"
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep an item that he or she is not supposed to have (toy, food, etc.)
<input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid the consequences of behaviors, student will:

- Talk it over with an adult.
- Request counseling time.
- Other _____

Attention

When wanting to get someone in trouble, student will:

- Talk it over with an adult to explore better options.
- Other _____

When wanting to use gossip to gain attention, student will:

- Use interesting conversation starters to engage a peer.
- Tell interesting stories that are flattering to peers.
- Tell interesting stories about self.
- Other _____

Sensory

- Other _____

Tangible

When wanting to keep an item that he or she is not supposed to have, student will:

- Ask to keep it five minutes longer.
- Ask to have it later.
- Ask to have it first tomorrow.
- Other _____



The student will...

Strategies for Reducing the Problem Behavior



The teacher will...

- Escape**
- Keep behavior chart and give reward for good “truth-telling” behavior.
 - Provide positive reinforcement for truthful acts.
 - Give fair consequences and then an opportunity for a fresh start after an incident.
 - If student tells you that he or she is afraid to face the consequences of telling the truth, explain the consequences in greater detail and remind student that he or she will get a fresh start once the consequence has been “paid.”
 - Agree to negotiate the consequences if student talks to you.
 - Reinforce others who tell the truth in difficult situations.
 - Model/discuss honesty.
 - Other _____
- Attention**
- Encourage other students to ignore gossip.
 - Use socially competent peers to model and reinforce socially appropriate conversation that is not hurtful to others.
 - Increase amount of attention/praise for honesty.
 - Other _____
- Sensory**
- Other _____
- Tangible**
- Keep out of reach or sight the items that student is not supposed to have.
 - Acknowledge appropriate requests for items.
 - Use a “check in” system to be sure that everyone has turned in their items.
 - If student asks appropriately for an allowable item, let student keep the item for a set amount of time.
 - Use a visual schedule to let students know when their turn will come.
 - Encourage student to speak up about his or her needs and reward student for honesty.
 - Surprise student with other acceptable desired items if truthful about this one.
 - Other _____

5. DROPS TO GROUND

Definition: Student drops when asked to do something or go somewhere.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | | |
|-------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work | <input type="checkbox"/> Wants to avoid people | <input type="checkbox"/> Wants to avoid destinations |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeks negative attention from an adult | <input type="checkbox"/> Seeks attention from peers, e.g., by being "class clown" | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks deep tissue input by rolling or laying on the ground | | |
| | <input type="checkbox"/> Wants to avoid a sensory element in the environment | | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

- Escape** **When feeling the need to escape, student will:**
- Let the teacher know that he or she needs more time, help, support, etc.
 - Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
 - Ask for help from an adult or peer.
 - Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
 - Other _____



The student will...

- Attention** **When wanting to get the attention of others, student will:**
- Request counseling time.
 - Ask to talk to an adult.
 - Use office pass.
 - Ask to be a leader or helper.
 - Ask to pass out papers.
 - Ask to work with a peer.
 - Request time to entertain peers.
 - Other _____

- Sensory** **When feeling the need to avoid sensory elements in the environment, student will:**
- Let the teacher know what is overwhelming or overstimulating.
 - Move his or her chair away from the sensory element.
 - Stand up and walk to the opposite side of the room.
 - Choose a deep pressure activity, such as wearing a weighted backpack.
 - Other _____

- Tangible** **When wanting access to desired object, student will:**

- Ask the teacher.
- Refer to his or her visual schedule to know when it is time for turn.
- Other _____



The teacher will...

Strategies for Reducing the Problem Behavior

- Escape** **If student must complete assignments before moving on, consider the following suggestions:**
- Shorten work or allow separate location for student to finish.
 - Set up another time when student can finish or continue first activity.
 - Give warning before transition.
 - Provide a choice of two activities.
 - Ask student to be a helper by carrying important items to the next activity.
 - Other _____
- Attention**
- Have student be line leader or give responsibility, such as turning out lights.
 - Have student pass out materials for activity.
 - Pair with positive or preferred peer.
 - Provide opportunities to entertain others (with presentations, jokes, etc.).
 - Other _____
- Sensory**
- Have student wear backpack with 3-5 pounds of books during transition. (Check with occupational therapist).
 - Have student put all the chairs up on desks for class when leaving.
 - Check out specific sensory aspects of the next location or activity and create a plan to minimize overstimulation.
 - If the cafeteria is too loud and crowded, have peer get lunch and meet student outside at a set location.
 - For assemblies, create special seat at back and have student enter last.
 - If carpet time is too unstructured, allow student to sit on chair to the side or on designated square, beanbag, or cushion.
 - If the student is uncomfortable being in line due to space and noise sensitivity, allow student to transition after other students have left.
 - Other _____
- Tangible**
- Write students' names on the board with the times that they will have access to preferred item.
 - Consider having the student be the last in rotation. Provide another fun activity during the wait.
 - Other _____

6. INAPPROPRIATE SOCIAL INTERACTIONS WITH PEERS AND/OR ADULTS

Definition: Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | | |
|-------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Avoids social contact situations | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Attempts to socialize | <input type="checkbox"/> Inappropriate play attempt | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Needs physical input (hugging, pushing, "smacking" people, etc) | <input type="checkbox"/> Avoids overwhelming sensory situations | |
| | <input type="checkbox"/> Neurological, i.e., Tourette Syndrome. | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants an item that another student has | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling uncomfortable in a social situation, student will:

- Let the teacher know.
- Excuse himself.
- Walk away.
- Ask for a library pass.
- Seek out a trusted friend alternate setting.
- Other _____



The student will...

Attention

When wanting to greet a friend or join a conversation or social group, student will:

- Use appropriate words.
- Use *Stop & Think* strategy and ask self, "What are you going to do?"
- Use *Mind Gap Map* strategy.
- Initiate an activity asking peers to join.
- Select a structured activity (such as school club) during unstructured time.
- Use a "cool" conversation starter.
- Make a plan for social activities.
- Maintain appropriate space.
- Other _____

Sensory

If seeking tactile input or avoiding overwhelming sensory situations, student will:

- Shake hands to greet.
- Request a sensory activity that provides physical input (e.g., climbing on monkey bars, carrying books to another classroom).
- Request a less-stimulating space (e.g., back of the line, table alone).
- Give "high fives," etc.
- Other _____

Tangible

When wanting to obtain an item from another person, student will:

- Ask politely.
- Let the teacher know so that teacher can help mediate.

- Ask parents if student can earn the item.
- Negotiate with peer.
- Use established self-monitoring tool to wait for turn.
- Other _____

Strategies for Reducing the Problem Behavior

Escape

- Allow to work alone, if appropriate
- Prepare and prompt student prior to possibly stressful social situations and encourage him or her to ask for help if needed.
- Provide a limited number of “escapes” from social contact situations per day or per week.
- When student requests escape, acknowledge as soon as possible and respond or mediate.
- Reduce the number of people in a group.
- Allow student to choose social group with which to work.
- Other _____

Attention

- Include unit on social greetings, proxemics, etc., as part of overall curriculum.
- Pair with a peer of high social status.
- Provide frequent feedback on positive behavior.
- Intentionally pair students.
- Provide decision-making strategies such as *Stop & Think* or *Mind Gap Map*.
- Other _____

Sensory

- Arrange workspace so there is always appropriate adult supervision.
- Provide sensory input prior to social situations (e.g., jumping, rolling, or “crashing” on soft items).
- Arrange student’s furniture to discourage inappropriate touching.
- Allow scheduled stretch breaks.
- Provide immediate relief when student indicates need for sensory input.
- Remind of appropriate and inappropriate hugs.
- Encourage peers to acknowledge appropriate interactions.
- Other _____

Tangible

- Consider seating and proximity of desired objects.
- Use a visual schedule to let students know when their turn will come.
- Develop self-monitoring tool to assist student in waiting for turn.
- Review “sharing” rules with class.
- Other _____



The teacher will...

7. INAPPROPRIATE PERSONAL TOUCHING

Definition: Any sexually self-stimulating behavior including touching private parts, hands in pants, masturbation, rocking, etc.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- Escape** Wants to avoid non-preferred activities or people Other _____
 Attention Wants attention from teacher Wants attention from peers Other _____
 Sensory Seeks Pleasure Seeks reduction of stress Feels Bored
 Other _____
 Tangible Other _____

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid a non-preferred activity, student will:

- Use words, signs, pictures, or gestures to appropriately express need and will participate in finding a mutually acceptable solution.
- Let the teacher know his or her concerns.
- Ask for choice of alternate activity.
- Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task
- Request a supervised walk for a brief period of time.
- Other _____

Attention

When desiring attention, student will:

- Ask to tell a joke or read a story.
- Request a leadership role (passing out papers, etc.).
- Other _____

Sensory

When feeling the need to inappropriately touch himself or herself, student will:

- Ask to use the restroom.
- Use another relaxation technique.
- Engage in physical activity (e.g., sports).
- Choose a socially appropriate activity from choice board.
- Other _____

Tangible

- Other _____



The student will...



Strategies for Reducing the Problem Behavior

- Escape**
- Reward for reduced or lack of incidence.
 - Teach appropriate ways to request help.
 - Other _____
- Attention**
- Teach appropriate ways to touch at school, explaining personal space and privacy.
 - Give frequent attention when student is not engaged in behavior.
 - Ignore mild behaviors.
 - Other _____
- Sensory**
- Provide opportunity for vigorous exercise or more interesting activities.
 - Provide fidget items to keep hands busy.
 - Teach stress management and relaxation strategies.
 - Discuss socially appropriate behaviors and concepts.
 - Call in school nurse to confer with family or find out health issues (rashes, etc.).
 - If behavior plan specifies, allow student to go to bathroom when requested.
 - Other _____
- Tangible**
- Other _____

The teacher will...

8. MINOR FINE MOTOR ANNOYANCES

Definition: Any mildly disruptive, in seat behavior such as pencil tapping, tics, finger drumming, toe tapping, chair rocking, skin picking, nail biting, etc.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | | | |
|-------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid non-preferred activity | <input type="checkbox"/> Feels uncomfortable or nervous | | |
| | <input type="checkbox"/> Other _____ | | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher | <input type="checkbox"/> Wants attention from peers | | |
| | <input type="checkbox"/> Other _____ | | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Feels restless | <input type="checkbox"/> Feels anxious | <input type="checkbox"/> Feels bored | <input type="checkbox"/> Feels overwhelmed |
| | <input type="checkbox"/> Other _____ (May be a symptom of Tourette Syndrome, ADHD or autism.) | | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

- Escape** **When frustrated or trying to avoid a task, student will:**
- Let the teacher know his or her concerns.
 - Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
 - Ask for choice of alternate activity.
 - Ask for assistance.
 - Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
 - Other _____



The student will...

- Attention** **When wanting attention, student will:**
- Ask to tell a joke or read a story.
 - Request leadership role (passing out papers, etc.).
 - Other _____

- Sensory** **When feeling uncomfortable, nervous, or trying to increase alertness, student will:**
- Let the teacher know.
 - Select a calming activity, such as one that provides tapping, drumming, etc.
 - Select an alternative activity.
 - List steps needed to complete task and check with peer or teacher.
 - Select an activity to increase alertness.
 - Ask for opportunity to explain to class the cause of symptoms (e.g., Tourette Syndrome, ADHD, autism, etc.).
 - Other _____

- Tangible** Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

- Escape**
- Give opportunity to change seat to location that will not impact others.
 - Give movement breaks after acceptable intervals of time, (e.g., 10 or 20 minutes).
 - Teach relaxation/stress reduction techniques.
 - Teach student to doodle or take notes.
 - Provide selection of activities for student to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretch in back of the room).
 - Other _____
- Attention**
- Give special tokens or praise for increments of time when target behavior does not occur.
 - Other _____
- Sensory**
- Teach strategies to adjust alertness level.
 - Allow student to stand up to do work.
 - Provide opportunity for vigorous exercise before task which requires long periods of sitting/attending.
 - Replace pencil with item that makes less noise.
 - Provide fidget items (squeeze balls, etc.) to keep hands busy.
 - If behavior stems from Tourette Syndrome, consult parents and medical/mental health professionals for ideas of triggers.
 - Place "quiet" card on student's desk when behavior begins.
 - Other _____
- Tangible**
- Other _____

9. NON-COMPLIANCE TO TEACHER AND OTHER ADULTS REQUESTS

Definition: Refusing to comply with requests of teachers or other adults in authority.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work, activities, or people
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants to avoid situations which may be embarrassing |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher
<input type="checkbox"/> Feels angry, sad, or frustrated about something else
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants attention from peer |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Wants to maintain something in the environment which is present in the current activity
<input type="checkbox"/> Wants to avoid something in the environment of the upcoming activity
<input type="checkbox"/> Feels overloaded by environmental or work demands
<input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep something the teacher is asking him or her to return
<input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- Request teacher's help.
- Request to work on an alternate assignment or choose a different book or different materials.
- Ask to be in a different group.
- Let the teacher know what task or activity he or she does not want to do, e.g., read out loud, participate in P.E.
- Request to move to private area.
- Request to talk to appropriate adult about feelings of embarrassment.
- Other _____



The student will...

Attention

When wanting attention from the teacher or a peer, student will:

- Ask to be teacher's helper.
- Ask to show off completed work.
- Ask to work with specific peer.

When feeling angry, sad, or frustrated about something else, student will:

- Request to talk about feelings with an adult.
- Write out feelings.
- Other _____

Sensory

When trying to maintain or avoid elements in the sensory environment, student will:

- Use words, cards, pictures, or signals to let the teacher know.
- Other _____

Tangible**When possessing an item that he or she does not want to return when asked, student will:**

- Negotiate a plan with teacher to get item back at a more appropriate time.
- Develop a plan to earn the item.
- Refer to a visual schedule to know when it is his or her turn.
- Other _____

**The teacher will...****Strategies for Reducing the Problem Behavior****Escape**

- Teach student to identify feelings (embarrassment, fear, etc.).
- Give student specific expectations for assignment.
- Develop behavior contract with student to include both specific rewards for compliant behaviors and consequences for non-compliance.
- Allow student not to participate, which will result in loss of reward or lower grade in participation.
- Encourage student to work toward reward for being compliant, which will result in reduction in noncompliance or increase in completed assignments).

- Tell student the assignment and then walk away to allow processing time and reduce power conflict.
- Provide appropriate time-away area in or adjacent to classroom.
- Other _____

Attention

- Seat close to you for frequent positive feedback if on task.
- Seat next to positive role models.
- Allow students who have finished their work to share or show what they have done
- Allow student to hand out papers, help someone having difficulty understanding the material, or be a peer tutor if own work is done.
- Ignore student when non-compliant.
- Give lots of attention when student is compliant.
- Provide counseling time.
- Acknowledge student's feelings when angry.
- Allow access to talk to a trusted adult (school counselor, other teacher, or someone at home).
- Address source of anger if possible.
- Other _____

Sensory

- Teach relaxation strategies, e.g., deep breathing, progressive relaxation, creative visualization.
- Work with student to identify what is uncomfortable in a setting and develop a plan to address that specifically.
- Allow younger students to bring a preferred item with them during transition.
- Assist student in developing a prioritized checklist for work.
- Other _____

Tangible

- Give early warning for time to return tangible item.
- Delay privileges until item is returned.
- Reward other students for turning in item.
- Control access to the tangible item.
- Other _____

10. DIFFICULTY FOCUSING ON/COMPLETING TASK

Definition: Student often does not stay focused on or complete task within time allowed. Student does not participate in classroom activities and discussions. Does not complete tasks that he/she is capable of.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Avoids task perceived to be too difficult or too easy | <input type="checkbox"/> Avoids task perceived too embarrassing |
| | <input type="checkbox"/> Avoids task perceived to be not interesting and relevant | |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants reassurance | <input type="checkbox"/> Wants physical/social contact |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Feels overloaded with environmental demands | <input type="checkbox"/> Feels restless |
| | <input type="checkbox"/> Focuses on irrelevant environmental stimuli | <input type="checkbox"/> Experiences low level of alertness |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When frustrated or trying to avoid a task, student will:

- Let teacher know his or her concerns
- Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Ask for choice of alternate activity
- Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
- Other _____



The student will...

Attention

When needing assurance or attention to complete task, student will:

- Raise hand
- Express need by using appropriate words, cards, pictures, or signals.
- Ask only one student for help
- Approach teacher’s desk to ask for help.
- Other _____

Sensory

When having difficulty focusing on or completing tasks due to low level of alertness, student will:

- Take deep breaths.
- Stand and stretch limbs.
- Ask to get a drink of water.
- Ask to take a quick walk to an approved location.
- Ask to carry a heavy load, e.g., books, to a specified location.
- Other _____

When having difficulty focusing on or completing tasks due to overstimulation, student will:

- Ask to use appropriate quiet workspace or “private” office.
- Ask to use headphones
- Ask to use wiggle cushion.

- Ask to use cardboard desk partition.
- Other _____

Tangible Other _____

Strategies for Reducing the Problem Behavior

- Escape**
- Provide a checklist linking acquired skills with mandatory assessment requirements.
 - Assess task difficulty in relation to ability.
 - Have student set own time limits based on student contract.
 - Remove competition.
 - Require student to finish uncompleted work at lunch or after school.
 - Other _____

- Attention**
- Utilize small group instruction to give student more individual attention.
 - Allow student to share completed work with class or partner.
 - Establish signals to request assistance.
 - Give student extra responsibilities or privileges as work production increases.
 - Assist student with complete assignments.
 - Other _____

- Sensory**
- Divide assignments into parts and check off as completed.
 - Reduce auditory and visual distractions.
 - Create a quiet area to reduce environmental distractions.
 - Change schedule to promote success – (e.g., schedule preferred subject after non-preferred).
 - Train student to keep only necessary materials on desk.
 - Provide carrel or divider to offer separation from others.
 - Other _____

Tangible Other _____



The teacher will...

11. OUT OF SEAT

Definition: Getting out of seat or out of desk and leaving group.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- Escape** Wants space, a break, to get away from person or situation
 Is avoiding task perceived as too difficult, not interesting, or irrelevant
 Other _____
- Attention** Wants attention Other _____
- Sensory** Wants something more stimulating to do Needs distance from others
 Needs to use restroom Needs to stretch muscles
 Other _____
- Tangible** Wants an item or food Other _____

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

- Escape** **When feeling the need to escape, student will:**
- Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
 - Ask for help.
 - Put a sign or sticky note on the desk to indicate the need for assistance.
 - Put head down.
 - Request shortened or alternative assignment.
 - Other _____

**The student will...**

- Attention** **When seeking attention, student will:**
- Raise hand.
 - Use “help” card.
 - Let the teacher know he or she would like to be leader.
 - Ask only one peer for help.
 - Other _____

- Sensory** **When experiencing sensory needs, student will:**
- Request access to predetermined activity or item.
 - Let the teacher know by using appropriate words, signs, cards, or signals.
 - Use one of a limited number of bathroom passes, “stretch” cards, etc.
 - Other _____

- Tangible** **When desiring a particular item or food, student will:**
- Use checklist to gather all needed supplies prior to lesson.
 - Let teacher know if hungry.
 - Use card, sign, or signal to indicate need.
 - Be able to increase *wait* times for desired items.

- Keep acceptable items in desk.
- Other _____

Strategies for Reducing the Problem Behavior

Escape

- Schedule short activities.
- Prevent lag time between activities.
- Reduce competitiveness.
- Provide high-interest tasks.
- Other _____

Attention

- Publicly acknowledge increasing time in seat.
- Interact frequently.
- Other _____

Sensory

- Allow to sit on edge of group if sensitive to crowds.
- Provide carrel to offer separation from others.
- Allow student to carry item to another location.
- Consider age and expectations.
- Other _____

Tangible

- Establish specific times for access to preferred items.
- Allow limited access or remind of upcoming access when food is requested
- Provide checklist for gathering required materials (by subject).
- Provide a *wait* card.
- Other _____



The teacher will...

12. PHYSICAL AGGRESSION

Definition: Any instance of hitting, kicking, scratching, pinching of adults or other students, instigating fights, or sexually provocative touching.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid a non-preferred demand or task | <input type="checkbox"/> Wants to protest a non-preferred demand or task |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention | <input type="checkbox"/> Displaying control or domination over others. |
| | <input type="checkbox"/> Attempt at social interaction | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks sensory stimulation through physical contact. (especially children with autism) | |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Attempts to obtain an item that another person has | <input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid or escape a task, student will:

- Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Express need by using appropriate words, cards, pictures, or signals, and participate in establishing an acceptable solution.
- Other _____

When wanting to avoid or escape a task, student will:

- Select feelings from *Feelings* chart.
- Select problem-solving strategy from chart.
- Use “I feel...” statement to express feelings.



The student will...

Attention

When seeking attention from peers or adults, student will:

- Ask peer to play.
- Show *Play* card.
- Ask the teacher for help.
- Ask to be leader.
- Other _____

Sensory

When feeling need for stimulation through hitting, kicking, scratching, etc., student will:

- Go to his or her pillow or bean bag.
- Other _____

Tangible

When wanting a specific toy or item that another child has, student will:

- Request a turn by using appropriate words, cards, pictures, or signals.
- Other _____

Strategies for Reducing the Problem Behavior



Escape

- Reduce activities that might be threatening.
- Reduce emphasis on perfection.
- Other _____

Attention

- Reward, support and assist attempts to get peer's attention.
- Reinforce productivity vs. accuracy.
- Other _____

The teacher will...

Sensory

- As appropriate, provide non-human item (pillow, bean bag, etc.) for student to hit, kick, or scratch in a non-disruptive way when necessary.
- Prompt student to hit or kick pillow or bean bag if he or she appears to be agitated, unfocused, etc.
- Provide deep-tissue sensory input (rolling, pulling, "high fives," etc.).
- Provide vestibular input (spinning, etc.).
- Reduce or remove sources of overstimulation.
- Other _____

Tangible

- Make desired items more readily available if appropriate.
- Ensure that student gets item when appropriately requested or acknowledge appropriate request and reward ability to delay
- Other _____

13. RESISTS TRANSITIONS BETWEEN ACTIVITIES or PLACES

Definition: Student shows misbehavior when asked to stop one task or activity and begin another or going from one setting to another.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | | |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Avoidance of new task | <input type="checkbox"/> Avoidance of leaving a current preferred activity | <input type="checkbox"/> Avoidance of change |
| | <input type="checkbox"/> Wary of new environment | <input type="checkbox"/> Wary of factor in transitional environment (e.g., hallway) | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Enjoys peer interaction during transition and wants to prolong | | |
| | <input type="checkbox"/> Wants to prolong attention from specific adult or peer in the previous setting | | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Avoidance of some sensory aspect of next task | <input type="checkbox"/> Difficulty shifting attention | <input type="checkbox"/> Doesn't like being in a crowd |
| | <input type="checkbox"/> Loses track of time and purpose | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep playing with or using item in current environment (ie, toy ,computer) | | |
| | <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid transitions, student will:

- Let the teacher know of concerns.
- Negotiate more time with current activity or a later time.
- Other _____

Attention

When seeking time with peers or adults, student will:

- Talk to friends about more appropriate times to interact.
- Ask to be a leader when at the next activity.
- Request limited time with peers or adults at beginning of new activity.
- Other _____

Sensory

When preparing for transition, student will:

- Monitor when end of task is near.
- Prepare materials for closure and change.
- Ask for a peer escort.
- Ask to go early (or later).
- Use prearranged support.
- Use a stopwatch to remind self of timeframe.
- Use a checklist of classes.
- Other _____

Tangible

When reluctant to give up an item, student will:

- Use a schedule to determine the next turn.
- Negotiate with teacher for more time with the item at a more appropriate time.
- Other _____



The student will...



The teacher will...

Strategies for Reducing the Problem Behavior

Escape

- Make sure the next task is at the instructional level of the student.
- Provide schedule.
- Provide a schedule which shows activities for class.
- Change order of activities (preferred following not preferred).
- Schedule with time on board or at student desk, countdown clock on student's desk.
- Use transitional objects to carry to the next activity.
- Provide safe, familiar environments with clear boundaries.
- Provide support during transition, e.g., escort.
- Other _____

Attention

- Provide opportunities for peer or adult interactions in the next environment.
- Allow extra peer or adult time on subsequent day for timely transition.
- Other _____

Sensory

- Change unpleasant sensory aspect of the next task.
- Provide students specific directions to indicate a task is ending, i.e., write your last sentence...pencils down...close books and hands on desk.
- Clearly mark spots for student to stand while waiting.
- Allow to leave early or late.
- Provide stopwatch to remind of timeframe.
- Assist students in putting away items before requesting transition.
- Adjust line-up area to be less noisy or crowded.
- Other _____

Tangible

- Have students put all items away in advance of transition time.
- Other _____

14. RUNS AWAY/ELOPEMENT

Definition: Student runs out of classroom, playground area, or school. Student leaves class without permission.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | | | |
|-------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid a new task | <input type="checkbox"/> Wants to avoid a situation | <input type="checkbox"/> Wants to avoid people | <input type="checkbox"/> Wants to avoid work |
| | <input type="checkbox"/> Other _____ | | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeking attention from teacher | | | |
| | <input type="checkbox"/> Other _____ | | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Doesn't like some sensory aspect of current of upcoming task or activity | <input type="checkbox"/> Is overstimulated | | |
| | <input type="checkbox"/> Needs large motor activity such as running or walking | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to get food or other item available on campus | | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to escape an activity in the classroom, student will:

- Use appropriate words to express need.
- Ask for help.
- Let the teacher know.
- Put head down quietly on the desk.
- Ask to complete work at home.
- Ask to take a walk (with a hall pass) and return.
- Do task differently (e.g., orally, with pictures, as a PowerPoint).
- Ask to work with a peer.
- Use a study carrel.
- Other _____



The student will...

Attention

When needing attention, student will:

- Ask the teacher.
- Raise his or her hand.
- Ask to be a leader for the next activity.
- Other _____

Sensory

When feeling overstimulated, student will:

- Use appropriate words to let the teacher know.
- Use "quiet area" card.
- Request use of headphones.
- Ask to use or go to the quiet area.
- Go to the tent in the classroom and stay there until a five minute timer rings (small children only).
- Ask to use a study carrel.
- Other _____

When needing large motor activity, student will:

- Ask to take a walk to an approved location.
- Ask to stand while working.

- Stand and stretch arms.
- Ask for "whole class" desk aerobics.

When seeking to avoid some sensory aspect of the environment, student will:

- Let the teacher know.
- Tell a trusted friend who will inform the teacher.
- Talk to the teacher about acceptable alternative methods of participating in the task.

Tangible Other _____

Strategies for Reducing the Problem Behavior

Escape

- Give daily reinforcement for attendance.
- Reinforce student as he or she is getting work done and participating in activities.
- Reinforce attendance at end of each day.
- Give points for attendance which can be cashed in for "early-out" or "free time."
- Other _____

Attention

- Provide lots of attention to all students for staying with group.
- Do not run after student if not necessary for safety.
- Provide fun activities for students who are with the group.
- Remind student of next turn to be in leadership role.
- Give attention for staying with group.
- Other _____

Sensory Other _____

Tangible

- Provide food items sought.
- Allow students to purchase needed food items and return/bring to class.
- Other _____



The teacher will...

15. SPITTING

Definition: Spitting of saliva, regurgitation, food items or water.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Attempts to avoid non-preferred people or activities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from adults or peers | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Enjoys sensation of spitting | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Attempt to inappropriately obtain a desired food item from another person | |
| | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape**When wanting to avoid a task, student will:**

- Use appropriate words, cards, pictures, or signals to communicate displeasure, anger, frustration, etc. and participate in establishing acceptable solutions.
- Go to quiet area when recognizing escalation of feelings.
- Use signs, etc. to let the teacher know, and participate in acceptable solutions.
- Use break card.
- Other _____

**Attention****When seeking attention from peers or adults, student will:**

- Use words, cards, pictures, or signals to express need.
- Engage other students.
- Request to lead a group, help a peer, or have some other responsibility.
- Other _____

The student will...

Sensory

When feeling the need to spit, student will:

- Take a drink.
- Spit into a tissue.
- Ask for a chewy item.
- Spit into trash can.
- Swallow when prompted.
- Other _____

Tangible:

When wanting a specific toy or item that another child has, student will:

- Use words, cards, pictures, or signals to ask for item.
- Ask the teacher to help mediate.
- Other _____

Strategies for Reducing the Problem Behavior

Escape

- Teach student to recognize internal feelings of frustration and remove self from situation.
- At beginning of lesson or period, remind student of rewards being earned for not spitting, and then reward student each time he or she appropriately requests escape.
- Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- Other _____

Attention

- Encourage student to use appropriate communication to request attention.
- Remind student of rewards for requesting attention appropriately.
- Encourage student to get attention by helping others, leading group, etc.
- Change groupings so that student can "shine" in his or her group.
- Other _____

Sensory

- Allow free access to water fountain for all students.
- Allow students to have water bottles at desks.
- Provide appropriate items for oral stimulation (gum, chewy candies, etc.).
- Provide tissues.
- Teach student to use tissue.
- Make students aware of social implications of spitting.
- Remind student to take a drink if desired.
- Schedule regular drink breaks.
- Allow student to go to restroom to spit in sink or toilet.
- Remind student to use oral stimulator items.
- Provide visual cue to swallow.
- Other _____

Tangible

- Provide small, healthy snacks for students to access if hungry.
- Allow students to bring acceptable snacks to eat according to classroom rules.
- Other _____

Appendix D



The teacher will...

16. STEALING

Definition: Taking something that belongs to somebody else, illegally or without the owner's permission.
Presenting someone's work as own.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- Escape** Other _____
- Attention** Seeks attention from adults or peer Other _____
- Sensory** Seeks sensory input from the item (manipulative or toy) Other _____
- Tangible:** Socially inappropriate attempt to obtain a desired object Student is hungry (wants food item)
 Student wants to keep an item that he/she is not supposed to have
 Other _____

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape Other _____

- Attention** **When seeking adult or peer attention, student will:**
- Ask to be leader, share a story, tell a joke, etc.
 - Ask a teacher or adult for assistance.
 - Use appropriate words to ask another student to play.
 - Ask in an appropriate way to be included in an activity.
 - If feeling excluded from a group, scan the area for someone who is alone and engage that person.
 - Other _____



The student will...

- Sensory** **When seeking sensory input from an item, student will:**
- Ask the person if he or she can borrow it for an agreed upon period of time.
 - Let the teacher know he or she is feeling restless and ask for alternatives.
 - Other _____

- Tangible** **When trying to obtain or keep a desired item that does not belong to him or her, student will:**
- Ask the person if he or she can borrow it for an agreed upon period of time.
 - Let the teacher know of desire and ask for assistance in mediating.
 - Ask for a plan to earn the item back if returned appropriately.
 - Other _____

Strategies for Reducing the Problem Behavior

- Escape** Other _____
- Attention** Encourage student to engage other children in play or joint activities appropriately.
 Encourage student to quietly seek adult intervention if needed.
 Other _____
- Sensory** Allow student to bring own item to school which meet s the sensory need.
 Provide limited access to desired items at appropriate times.
 Encourage other students to keep items put away.
 Talk with student about other ways to get the sensory need met (e.g., stretching hands, doodling, holding a pen or pencil, etc.).
 Other _____
- Tangible** "Check in" items to be sure that everyone has turned theirs in.
 Encourage him/her to speak up about his/her needs and reward for his/her honesty.
 Keep the items that student is not supposed to have out of reach and sight.
 Make a chart that limits the amount of times student can have the item, then check off when he or she has had it.
 Other _____



The teacher will...

17. TALKING OUT/BACK/INAPPROPRIATE COMMENTS

Definition: Talking out of turn during class time, talking back in rude manner to adults, inappropriate comments in class.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | | |
|-------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid a demand or non-desired activity | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> "Showing off" for peers | <input type="checkbox"/> Wants to get the teacher's attention | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Difficulty due to ADHD | <input type="checkbox"/> Difficulty due to Tourette Syndrome | <input type="checkbox"/> Has difficulty waiting |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid a task, student will:

- Use appropriate words, cards, pictures, or signals to let the teacher know and participate in finding a mutually acceptable solution.
- Politely suggest an appropriate alternative for participating in the activity.
- Other _____



The student will...

Attention

When seeking attention, student will:

- Raise hand or use pre-determined "secret signal" to gain teacher's attention
- Use a card to indicate desire to speak. (Require increasing intervals of delay.)
- Ask for time to speak with a person privately if there are problems.
- Ask for a problem-solving session with an adult mediator if there are issues with another student.
- Request opportunity to be line leader, supply person, office runner, etc.
- Other _____

Sensory

When having difficulty with waiting, student will:

- Use a written or pictorial system to record ideas, questions, or comments he or she would like to make.
- Explain disability to group leader beforehand and ask for assistance and support.
- Count silently to ten.
- Put head on desk and breathe deeply.
- Other _____

Tangible

- Other _____



The teacher will...

Strategies for Reducing the Problem Behavior

Escape

- If requested inappropriately, ask to rephrase more appropriately.
- If request is rephrased appropriately, acknowledge and attempt to mediate (e.g., provide alternatives, other means of participating, other ways to complete work).
- Remind student of classroom rule for speaking respectfully and remind of rewards/consequences.
- Ignore (if possible and not too disruptive) and praise others for appropriateness.
- Ask another student to model an appropriate way of disagreeing.
- Other _____

Attention

- Provide activities that require talking or reporting back to large group.
- Ignore talking back and talking out of turn if not too disruptive.
- Remind student of classroom rule for speaking respectfully and remind of rewards and consequences.
- Reward others not talking out.
- Give student visible means of requesting attention, such as note or sticky note on desk, flag, or pre-determined "secret signal."
- Do not respond to blurted remarks.
- Reinforce students who are using appropriate behavior.
- Acknowledge student who is talking out, but remind to raise hand or use other system for getting attention.
- Other _____

Sensory

- Provide opportunities to talk, be noisy, and express self in an appropriate place (e.g., quiet space, empty room).
- Teach student to wait.
- Reward gradual improvements in using appropriate means.
- Allow to state remarks quietly to an elbow partner if not disruptive to whole group.
- Allow to jot down questions or comments on paper or dry-erase board.
- Allow to stand up at seat if having difficulty with waiting.
- Other _____

Tangible

- Other _____

18. THROWING OBJECTS

Definition: Any instance of throwing objects whether aimed at people or not.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- | | | |
|-------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid certain people | <input type="checkbox"/> Wants to avoid certain tasks |
| | <input type="checkbox"/> Wants to avoid certain environments | <input type="checkbox"/> Wants to protest or get back at someone |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants someone to pay attention to him/her | |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Enjoys proprioceptive or large muscle input from throwing motion | <input type="checkbox"/> Enjoys sound as items hit. |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Speak politely to teacher about ideas for alternate ways to participate and complete the work.
- Other _____

When wanting to protest or get back at someone, student will:

- Use appropriate words, cards, pictures, or signals and participate in establishing acceptable solutions.
- Write down “I feel...” statements.
- Other _____



The student will...

Attention

When seeking attention, student will:

- Ask to be a leader, read story out loud, help others, etc.
- Count to ten if needing to wait.
- Will write ideas or questions on paper or dry-erase board.
- Other _____

Sensory

When feeling the need to throw, student will:

- Use appropriate words, cards, pictures, or signals to request appropriate activities (shooting baskets, playing Nerf target games, etc.).
- Other _____

Tangible

- Other _____

Strategies for Reducing the Problem Behavior

- Escape**
- Encourage student to speak to teacher if feeling the need to escape something in the environment.
 - Reward when student engages in non-preferred activities and in other appropriate behaviors.
 - Limit access to items which can be thrown.
 - Other _____

- Attention**
- Model and practice appropriate strategies for getting attention.
 - Teach student to ask for roles that promote positive attention (leader, reader, helper, etc.).
 - Other _____

- Sensory**
- Provide appropriate games and activities that include throwing.
 - Incorporate active games into the curriculum as appropriate.
 - Play music as appropriate to meet need for auditory input.
 - Other _____

- Tangible**
- Other _____



The teacher will...

19. VERBAL AGGRESSION

Definition: Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- Escape** Wants to avoid work Wants to avoid of groups of people Wants to avoid frustrating situations
 Wants to avoid "down" time Other _____
- Attention** Wants to appear "cool" to peers Seek attention from an adult.
 Other _____
- Sensory** Likes sound or pitch of voice Talks for self stimulation
 Other _____
- Tangible** Inappropriate attempt to obtain a desired object through threats or intimidation
 Other _____

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid work, people, or situations, student will:

- Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Go to a pre-determined quiet area when recognizing escalation of feelings.
- Use acceptable ways to communicate displeasure, anger, or frustration.
- Let the teacher know by using a card, sign, note, or signal.
- Request change of group.
- Request to work alone.
- Other _____



The student will...

When wanting to avoid "lag" time, student will:

- Write, draw, or read.
- Select a "free time" activity.
- Other _____

Attention

When wanting to be "cool," student will:

- Work with a peer of choice.
- Request to help others.
- Ask to help a peer, lead a lesson, etc.
- Other _____

When wanting attention from an adult, student will:

- Let the teacher know that he or she wants to share his or her work.
- Raise hand.
- Approach the teacher's desk quietly.
- Show "help" card.
- Other _____

- Sensory** **When feeling the need for “verbal vocalization,” student will:**
- Ask to sing or rap for a group.
 - Ask to step outside to vocalize.
 - Other _____

- Tangible** **When wanting a particular item that someone else has, student will:**
- Ask for it politely.
 - Ask the teacher to help mediate.
 - Use a self-monitoring checklist to help with “wait time.”
 - Other _____

Strategies for Reducing the Problem Behavior

- Escape**
- Prevent lag time between activities.
 - Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
 - Remind student at beginning of lesson or period of rewards for not using verbal aggression, and reward student each time he or she requests escape in a socially appropriate way.
 - Teach student to recognize internal feelings of frustration and to remove self.
 - Provide quiet area when student recognizes escalation of aggressive feelings.
 - Give acceptable choices for completing work.
 - Allow some work to be finished at home if requested appropriately.
 - Other _____



The teacher will...

- Attention**
- Provide socially appropriate ways for student to shine, e.g. by demonstrating work or accomplishments to peers.
 - Allow student to voice opinion in socially appropriate ways to help him or her avoid escalation of anger.
 - Separate student from person who is primary focus for aggression.
 - Avoid arguing with student.
 - Avoid embarrassing student in front of others.
 - Try various groupings for student success.
 - Pair with a peer.
 - Other _____

- Sensory**
- Provide verbal activities, such as choral reading, drama, role-playing, chanting of facts, etc.
 - Other _____

- Tangible**
- Encourage peers to share when student appropriately requests an item.
 - Provide frequent access to desired object.
 - Put objects away.
 - Encourage other students to seek adult help if intimidated.
 - Develop a schedule for use of item.
 - Other _____

20. WITHDRAWN

Definition: Student refuses to talk or engage in classroom discussions or activities. Student often alone.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavioral Assessment**, and check the most appropriate description.

- Escape** Wants to avoid non-preferred activity Wants to avoid people Wants to avoid interactions.
 Wants to avoid public speaking Other _____
- Attention** Wants to avoid attention from adults or peers
 Other _____
- Sensory** Feels nervous Feels anxious Feels overwhelmed.
 Other _____
- Tangible** Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid a task, people, social interactions, or oral sharing, student will:

- Privately let teacher know of concerns.
 Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
 Ask for choice of alternate activity.
 Ask for help from an adult.
 Use a daily or weekly “opt out” card when wanting to avoid an activity or task.
 Ask to work alone.
 Ask to share in a one-to-one setting.
 Other _____



The student will...

- Attention** **When wanting to avoid attention, student will:**
- Ask to sit at the back of room.
 - Ask to share work one-on-one.
 - Ask to work alone.
 - Other _____

- Sensory** **When nervous, anxious, or overwhelmed, student will:**
- Let the teacher know which variables in the environment are causing student to withdraw.
 - Select a calming activity.
 - Select an alternate activity.
 - Use deep breathing to calm self.
 - Use positive self-talk.
 - Other _____

- Tangible** Other _____

Strategies for Reducing the Problem Behavior

- Escape**
- Reduce competition.
 - Allow student to choose activities within subject to reduce stress.
 - Provide lessons at student's ability level.
 - Allow student to work alone when appropriate.
 - Allow student to attempt something new in private before doing it in front of peers.
 - Allow student to opt-out of oral presentations or to co-present.
 - Allow student to move seat away from non-desired persons.

 - Allow student to leave class and go to agreed upon location after assignment is completed.
 - Provide a quiet, reasonably private area where student can work.
 - Provide counseling.
 - Other _____

- Attention** **If avoiding attention**
- Allow student to avoid attention if on-task.
 - Encourage student to share publicly in short intervals in which he or she can experience success.
 - Encourage student to work with one or two trusted peers to increase ability to work with others.
 - Other _____

- Sensory**
- Resolve source of anxiety (fear of speaking, fear of feeling "stupid," misunderstanding of instructions, etc.).
 - Teach calming activities.
 - Teach positive, self-talk strategies.
 - Provide checklist of strategies to reduce feelings of being overwhelmed.
 - Other _____

- Tangible** Other _____



The teacher will...

USING A THREE PATHWAY SUMMARY CHART

Diana Browning Wright & Clayton R. Cook

What does the Three Pathway Summary Chart summarize?

All functional behavioral assessments examine the predictors for current problem behavior (immediate and immediate past antecedents to the behavior) to determine what is supporting the problem behavior as well as the maintaining consequence (function) of the behavior. This chart summarizes those findings graphically and illustrates the relationship of interventions to the FBA analysis.

What are the Three Pathways?

- Upper Pathway: Intervene and alter conditions to support this path General positive behavior expected of all students under similar conditions that we hope to attain through adopting the behavior plan.
- Middle Pathway: Redirect to either upper or lower pathway This is the problem sequence A-B-C that identifies the context of the undesirable behavior we wish to eliminate.
- Lower Pathway: Teach to redirect from middle pathway This is the tolerable functionally equivalent replacement behavior we wish to teach and support as an alternate to the middle pathway. When the supports put in place to gain the general positive behaviors on the upper pathway are not yet sufficient, we allow the student to achieve the same outcome as the problem behavior, only with a different form of behavior we can tolerate.

Why should I use a pathway chart?

Typically teams meet to address behavior problems and start discussing interventions prior to a full analysis of why the problem is occurring in the first place. This can result in behavior plans lacking clarity and breadth of analysis. When the eight steps below are followed, this chart provides a sequential problem-solving format for the team, is time efficient and summarizes the FBA. The chart clearly communicates what is an analysis (the boxes) versus what is an intervention (the dotted arrows) and provides clarity in understanding why the behavior is occurring. It highlights the three paths that will be addressed in the behavior plan and allows the consultant to steer the team to the conceptual basis of a function-based plan. Using this approach, more consensus can be reached and interventions designed by the team can more directly address the problem.

Where do we get the data for the Pathway Summary Chart?

Complete the functional behavioral assessment data collection that included the necessary three elements of all assessments:

- Direct Observation
- Review of Records
- Interviews This data will demonstrate the purpose the behavior serves for the student, and the predictors, setting events and maintaining consequences (function achieved by the behavior) that are “triggers” for the problem.

How does the team meeting use the Three Pathway Summary Chart and why?

If the lead behavior consultant collaboratively structures the team in graphing the pathways in the following order, the team will gain an understanding of the foundation of the subsequent behavior plan and opposition minimized. The necessary interventions to support success can then be addressed in the behavior plan with buy in from all members already procured.

- **Step One:** Begin by agreeing on the problem behavior definition
Rationale: The team must agree on one problem behavior to graph and address in the plan. This is the logical beginning
- **Step Two:** Agree on general positive behavior expected (what all students are expected to do)
Typically, the teacher will be able to easily provide this statement
Rationale: The teacher must readily grasp that the intent of the plan is to remove behavioral barriers to educational success. This step gains that buy in.
- **Step Three:** Agree on the outcome of the general positive behavior. Why would it be desirable for the student to use this behavior? Typically, the teacher will readily provide this rationale.
Rationale: The team has now completed the pathway that will be supported by one third of the behavior plan through supportive interventions and environmental changes. These first three steps reassure implementers that the plan will be addressing desired outcomes as a priority.
- **Step Four:** Discuss the predictors, the triggering antecedents that are the context of the problem behavior. Your environmental analysis will have pointed out variables that support problem behavior rather than the desired positive behaviors, e.g., lengthy wait times, task complexity and skill mismatches, etc. See www.pent.ca.gov for environmental assessment tools in the BIP Desk Reference.
Rationale: The team is now ready to look at the core problem that will need to be altered in the behavior plan.
- **Step Five:** Identify what your data analysis has yielded and your hypothesis on what is supporting the problem. What is the student getting or rejecting (avoiding, removing, protesting) by the behavior? This is the “communicative intent” of the behavior which is the reason an FBA has been conducted.
Rationale: The team has now identified the maintaining consequence of the behavior. The lower pathway discussed in step seven will allow the student to meet this need through an acceptable alternative (functionally equivalent replacement behavior). We must have a consensus understanding of the purpose of the behavior before developing the functionally equivalent behavior.
- **Step Six:** Sometimes, but not always, immediate past antecedents or setting events strengthen the likelihood that on this day, at this time, in this situation, the student is especially likely to use problem behavior when confronted by the triggering antecedents. The teacher and family may have data to contribute in this section. The behavior plan will address altering the environment, task or instruction when the setting event occurs to reduce the likelihood of problem behavior.
Rationale: The team will wish to pre plan how to prevent escalation if setting events, periodic variables, strengthen the possibility that environmental variables will trigger problem behavior. If the team brings up constantly occurring variables, such as parent neglect, presence of a disability, etc., the consultant can demonstrate that this is “off the chart” and dealt with through other interventions such as counseling, agency referrals, etc.
- **Step Seven:** This is the most difficult element of function-based behavior analysis for most teams. The consultant will need to point out that for some students, this is only a temporary step until such changes to support the upper pathway are systematically addressed. For other more complex cases, this lower pathway will be needed continuously. For example, if the student runs out of the room because he wished to escape difficult work, our primary upper pathway interventions will be designed to increase task compliance through altering work or providing supports to aid completion.

Rationale: There will likely be times when the student begins the tried-and-true middle pathway, e.g., terminate a task through running away. Rather, we want this function to be achieved with a different behavior form, such as putting work in a “break now” folder. The task is terminated through the lower pathway method and the middle path is eliminated. Once we have charted this final lower pathway, and the team has reached consensus, the behavior plan can be more rapidly and skillfully completed.

Note: This revised pathway chart is based on an original Three Pathway Summary Chart developed by O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Newton, S., & Storey, K. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brookes/Cole. It has been revised and expanded by Diana Browning Wright.

Functional Behavioral Assessment

Individual Student FBA

Indicate type of FBA:

- Brief FBA
- Complex FBA

Student Name: _____

I.D.#: _____

Date Completed: _____

Information based on multiple sources :

- Observation of Student
- Student interview
- Parent/Guardian interview
- Student's record review
- Teacher/Related Services Provider:
- Other relevant Information

Hypothesis Statement
(Competing Behavior Pathway)

(5) Setting Event

(Condition(s) under which behavior usually occurs- makes it more likely that trigger will bring about the problem behavior)

(3) Trigger/Antecedent

(What happens immediately prior to the problem behavior)

(2) Problem Behavior w Baseline Data

(Concrete/observable/measurable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

(4) Maintaining Consequence

(What happens in the environment immediately following the problem behavior)

(8) Function

(Why the student engages in the behaviors that impede learning- what is the "payoff" for the student?)

(1) Student Strengths and Preferences for Reinforcement:
(Consider interests and hobbies in addition to strengths)

(9) Replacement/Alternative Acceptable Behavior

(What can we teach the student to do instead of what he/she is currently doing)

Behavior Intervention Plan Required
Safety Plan Required

- Yes No
- Yes No

FBA/BIP Facilitator: _____

Team Members: _____

Name/signature: _____

Names/roles: _____

BEHAVIOR INTERVENTION PLAN (BIP)

Student name: _____

Date: _____

Hypothesis statement:

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
<p>Consider strategies to eliminate or neutralize identified setting event(s)</p>	<p>Consider strategies to prevent/modify identified "triggers"- (prevent problem behavior)</p> <p>Consider strategies for prompting for the replacement/alternative behavior</p>	<p>Consider strategies for teaching the replacement/alternative behavior</p> <p>Consider strategies for teaching the desired behavior</p>	<p>Consider strategies for reinforcing the use the of replacement behavior</p> <p>Consider strategies for responding to the problem behavior</p> <p>Is a Safety Plan Needed? Attach Here</p>

Behavior Questionnaire

Date of Interview:

Child/Client:

Respondent's relation to child/client:

Respondent:

Interviewer:

RELEVANT BACKGROUND INFORMATION

1. **Describe his/her language abilities. (i.e. age appropriate, etc.)**
2. **Describe his/her play skills and preferred toys or leisure activities.**
3. **What are the student's strengths and weaknesses**

To develop objective definitions of observable problem behaviors:

4. **What are the problem behaviors? What do they look like? How often do they occur?** (ex. 2-3 times per day, class period etc.)
5. **Describe the range of intensities of the problem behaviors and the extent to which he/she or others may be hurt or injured from the problem behavior.**

To assist in identifying precursors to dangerous problem behaviors that may be targeted in the functional analysis instead of more dangerous problem behaviors:

6. **Do the different types of problem behavior tend to occur in bursts or clusters and/or does any type of problem behavior typically precede another type of problem behavior (e.g., yells preceding hits)?**

To determine the antecedent conditions that may be incorporated into the functional analysis test conditions:

7. **Under what conditions or situations are the problem behaviors most likely to occur?** (please be specific about each behavior)
8. **Do the problem behaviors reliably occur during any particular activities?**
9. **What seems to trigger the problem behavior?**
10. **Does problem behavior occur when you break routines or interrupt activities? If so, describe.**
11. **Does the problem behavior occur when it appears that he/she won't get his/her way? If so, describe the things that the child often attempts to control.**
12. **How do you and others react or respond to the problem behavior?** (Are the reactions the same for each behavior? Please specify if different)

Peers:

Adults:
13. **What do you and others do to calm him/her down once he/she engaged in the problem behavior?**
14. **What do you think he/she is trying to communicate with his/her problem behavior, if anything?**
15. **Do you think this problem behavior is a form of self stimulation? If so, what gives you that impression?**
16. **Why do you think he/she is engaging in the problem behavior?**

The Functional Assessment Checklist for Teachers and Staff (FACTS): Instructions

The FACTS is a two-page interview used by school personnel who are building behavior intervention plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior intervention plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part A

Step #1: Complete Demographic Information:

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step #2: Complete Student Profile

Begin each assessment with a review of the positive and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

Step #3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as "routines for future analysis".

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

How to Complete the FACTS-Part B

Step #1: Complete Demographic Information:

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a “1”, and other possible consequences with a “2” or “3.” Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Step #6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

Step #7: Determine “Level of Confidence”

Use the 1-6 scale to define the extent to which you, the interviewer or the team are “confident” that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

Step #8: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

Step 3 **Problem Behavior(s): Identify problem behaviors**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
<input type="checkbox"/> Verbally Inappropriate			
<input type="checkbox"/> Self-injury			

Describe problem behavior: _____

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Step 5 **Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.**

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)	Environmental Features
___ illness Other: _____ ___ drug use _____ ___ negative social _____ ___ conflict at home _____ ___ academic failure _____	___ reprimand/correction ___ structured activity ___ physical demands ___ unstructured time ___ socially isolated ___ tasks too boring ___ with peers ___ activity too long ___ Other ___ tasks too difficult _____

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From
___ adult attention Other: _____ ___ peer attention _____ ___ preferred activity _____ ___ money/things _____	___ hard tasks Other: _____ ___ reprimands _____ ___ peer negatives _____ ___ physical effort _____ ___ adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

How confident are you that the Summary of Behavior is accurate?

Not very confident	1	2	3	4	5	6	Very Confident
--------------------	---	---	---	---	---	---	----------------

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change Other: _____ ___ seating change _____ ___ curriculum change _____	___ reprimand Other: _____ ___ office referral _____ ___ detention _____

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: _____ Age: _____ Date: _____

Behavior Problem: _____

Informant: _____ Interviewer: _____

To the Interviewer. The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant. After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

Informant-Person Relationship

Indicate your relationship to the person: _____ Parent _____ Teacher/Instructor _____ Residential Staff
_____ Other

How long have you known the person? _____ Years _____ Months

Do you interact with the person on a daily basis? _____ Yes _____ No

If "Yes," how many hours per day? _____ If "No," how many hours per week? _____

In what situations do you typically observe the person? (Mark all that apply)

_____ Self-care routines _____ Academic skills training _____ Meals _____ When (s)he has nothing to do
_____ Leisure activities _____ Work/vocational training _____ Evenings _____ Other: _____

Part I. Social Influences on Behavior

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. The behavior usually occurs in your presence or in the presence of others | Yes | No |
| 2. The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. | Yes | No |
| 3. The behavior often is accompanied by other "emotional" responses, such as yelling or crying | Yes | No |

Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.

Part II. Social Reinforcement

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 4. The behavior often occurs when he/she has not received much attention | Yes | No |
| 5. When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection) | Yes | No |
| 6. (S)he often engages in other annoying behaviors that produce attention | Yes | No |
| 7. (S)he frequently approaches you or others and/or initiates social interaction | Yes | No |
| 8. The behavior rarely occurs when you give him/her lots of attention | Yes | No |
| 9. The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity (If "Yes," identify: _____) | Yes | No |
| 10. The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: _____) | Yes | No |
| 11. When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: _____) | Yes | No |
| 12. (S)he often engages in other annoying behaviors that produce access to preferred items or activities. | Yes | No |
| 13. The behavior rarely occurs during training activities or when you place other types of demands on him/her. | Yes | No |

(If "Yes," identify the activities: ___self-care ___academic ___work ___other)

- | | | | |
|-----|---------------------------------------------------------------------------------------------------|-----|----|
| 14. | The behavior often occurs during training activities or when asked to complete tasks. | Yes | No |
| 15. | (S)he often is noncompliant during training activities or when asked to complete tasks. | Yes | No |
| 16. | The behavior often occurs when the immediate environment is very noisy or crowded. | Yes | No |
| 17. | When the behavior occurs, you often respond by giving him/her brief "break from an ongoing task. | Yes | No |
| 18. | The behavior rarely occurs when you place few demands on him/her or when you leave him/her alone. | Yes | No |

Part III. Nonsocial (Automatic)Reinforcement

- | | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 19. | The behavior occurs frequently when (s)he is alone or unoccupied | Yes | No |
| 20. | The behavior occurs at relatively high rates regardless of what is going on in his/her immediate surrounding environment | Yes | No |
| 21. | (S)he seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior. | Yes | No |
| 22. | (S)he is generally unresponsive to social stimulation. | Yes | No |
| 23. | (S)he often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, mouthing, etc. | Yes | No |
| 24. | When (s)he engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior.) | Yes | No |
| 25. | The behavior seems to occur in cycles. During a "high" cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a "low" cycle the behavior rarely occurs. | Yes | No |
| 26. | The behavior seems to occur more often when the person is ill. | Yes | No |
| 27. | (S)he has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). | Yes | No |

Scoring Summary

Circle the items answered "Yes." If you completed only Part II, also circle items 1, 2, and 3

Likely Maintaining Variable

1	2	3	4	5	6	7	8	Social Reinforcement (attention)
1	2	3	9	10	11	12	13	Social Reinforcement (access to specific activities/items)
1	2	3	14	15	16	17	18	Social Reinforcement (escape)
19	20	21	22	23	24			Automatic Reinforcement (sensory stimulation)
19	20	24	25	26	27			Automatic Reinforcement (pain attenuation)

Comments/Notes: _____

Section 2:

Drink Items				
Please think about certain drinks that your child prefers such as water, juice, soda. Below please check whether each food is highly preferred, somewhat preferred, not preferred at all. There is space at the end to add additional items not listed.				
Item:	Highly Preferred	Somewhat Preferred	Not Preferred at All	Notes: (types, brands, allergies, etc..)
Soda				
milk				
juice				
tea				
coffee				
Kool-aid				
Chocolate milk				
Hot chocolate				

Section 3:

In this section, try to note and think about items your child enjoys looking at that includes specific videos, tv shows, computer games, books, etc... This may even include things that mean seem "strange" like watching his/her hand move through the air or other toy items that he/she may watch closely There is space at the end to add additional items not listed.				
Item:	Highly Preferred	Somewhat Preferred	Not Preferred at All	Notes: (types, brands, allergies, etc..)
Mirrors				
Bright lights				
Shiny objects				
Spinning objects				
TV shows (list in list box)				
Movies (list in last box)				

Long objects (like pencils, flags, sticks)				
Computer Games (list in last box)				

Section 4:

In this section, try to note and think about items your child enjoys looking at that includes specific videos, tv shows, computer games, books, etc... This may even include things that mean seem "strange" like watching his/her hand move through the air or other toy items that he/she may watch closely
There is space at the end to add additional items not listed.

Item:	Highly Preferred	Somewhat Preferred	Not Preferred at All	Notes: (types, brands, allergies, etc..)
Mirrors				
Bright lights				
Shiny objects				
Spinning objects				
TV shows (list in list box)				
Movies (list in last box)				
Long objects (like pencils, flags, sticks)				
Computer Games (list in last box)				

Section 5:

In this section, try to note and think about items your child enjoys listening to... There is space at the end to add additional items not listed.				
Item:	Highly Preferred	Somewhat Preferred	Not Preferred at All	Notes: (types, brands, allergies, etc..)
Music (list types)				
Car sounds				
Whistles				
Alarm/Siren Sounds				
Clicking noises				
Clapping				
echoes				
Funny voices				
Whispering				
Water sounds (splashing, dripping, pouring)				

Section 6:

In this section, try to note and think about items your child enjoys smelling. There is space at the end to add additional items not listed.				
Item:	Highly Preferred	Somewhat Preferred	Not Preferred at All	Notes: (types, brands, allergies, etc..)
Foods				
Soaps				
Perfumes				
Flowers				
Grass				
Candles				

Section 9:

Finally, please list any other things your child really enjoys or really dislikes that wasn't mentioned above.

A large, empty rectangular box with a thin black border, intended for the user to list other things their child enjoys or dislikes.

Thank again for your input and support!!

Common Data Collection Methods

Frequency and Rate

These methods involve counting the number of times a behavior occurs in a specific time period. Use these methods if the behavior can be easily counted and the behavior has a clear beginning and end. Do not use these methods if the behavior is occurring at such a high rate that an accurate count is impossible (e.g., pencil tapping) or the behavior occurs for extended periods of time (e.g., 2 tantrums, but the duration of each tantrum is one hour).

A **frequency** measure should be used only when the length of observation time is consistent from day to day (e.g., always 2 hours). A **rate** measure should be used if the length of observation time varies from day to day (e.g., 60 minutes on Monday, 300 minutes on Tuesday).

Duration Data

This method documents the length of a behavior by recoding the e the behavior begins and ends. Use this method if your primary concern is the length of time the student engages in the behavior and the behavior has a clear beginning and end. Do not use this method if the behavior occurs at a high frequency or the behavior starts and stops rapidly.

Latency Data

Use latency recording if you are interested in measuring the time that it takes for the student to respond to a prompt. For example, if a teacher makes a request for a student to put an activity away, the observer would be interested in the length of time it takes for the student to comply with the request. Use this method if the opportunity and the behavior have a clear beginning and end.

Examples of behaviors where you might want to measure latency include how long it takes to go sit at one's desk, how long it takes to take out materials, how long it takes to begin writing, etc.

Interval Data

The observer divides the observation period into a number of smaller time periods or intervals, observes the student throughout each interval, and then records whether the behavior occurred or not in that interval. This method is considered a partial interval method and it is useful for understanding how behaviors are distributed across an observation. Use this method if the behavior occurs at a high frequency or if the behavior occurs continuously. Do not use this method if the behavior is a low frequency behavior.

Interval recording often takes less time and effort, especially if the behavior occurs at a high frequency, because the observer records the behavior only once during the interval, regardless of how many times the behavior occurs. However, interval recording only provides an estimate of the actual number of times that a behavior occurs. If the intervals are too long (e.g., 1 hour), the results can overestimate the frequency of behavior. The shorter the interval, the more accurate representation of how often the behavior is occurring.

Partial-Interval Recording:

Records whether the behavior was present or absent at any time during the interval (not concerned with how many times the behavior occurred). A data sheet divided into the

appropriate intervals is used to record occurrences of the behavior. This procedure tends to produce a slight overestimate of the presence of the target behavior and should therefore be used when the goal is to produce a behavior reduction.

Whole-Interval Recording: The behavior is only recorded if it is present throughout the entire interval. This procedure tends to produce a slight underestimate of the presence of the target behavior and should be used when the goal is to produce an increase in behavior. Both partial interval and whole-interval recording requires that someone experienced in taking data can fully attend to the student during the time recording is taking place. A stop watch or other timing device, such as a digital kitchen timer, is needed along with a pencil and paper divided into the desired intervals to record on.

Momentary Time Sampling

Records the presence or absence of behaviors immediately following specified time intervals. This is sometimes easier for teachers to use as observation takes place only momentarily at set intervals. For example, every 15 minutes the teacher may look to see if a student (s) is on task. Momentary time sampling provides an estimate of the number of occurrences and can also be used to estimate the duration of a behavior

Behavior Rating Scale (BRS)

The BRS is a team-developed measure to assist in collecting data on the student's targeted behaviors. The BRS is a simple, flexible, easily adjusted tool for daily data collection. There are three key areas to be addressed when developing the BRS. First, the team must have well-defined, operation definitions for each target behavior. Second, they will need to decide on the best method for measuring those behaviors by focusing on the area of greatest concern; **how often** the behavior occurs, **how long** the behavior lasts, or the behavior's **intensity**. Finally, the team will need to establish appropriate anchor points for recording the target behaviors. It is essential for the team to determine the most effective and accurate way to measure and record the student's behavior since the information obtained throughout the data collection process will allow the team to make appropriate decisions when completing the functional behavioral assessment and developing the behavior intervention plan.

A-B-C Recording

During direct observation, the operationally defined target behavior is recorded along with the antecedent (stimulus that preceded/ triggered the behavior) and consequence that followed/was the result of the behavior. Additionally, any behavior that resulted from consequence can also be recorded. Antecedents, behavior and consequence are often recorded in narrative form.

DAILY FREQUENCY/RATE DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____ Date: _____

Instructions: Write the definition for each behavior in the box below. Each day, use tally marks to record the frequency of each behavior exhibited during the relevant time period. Only use this form if data is being collected for the same amount of time each day. Calculate the frequency or rate (frequency divided by time) at bottom of the data sheet

	Behavior	Definition
Behavior 1		
Behavior 2		

From	To	Target Student		Comparison Peer	
		Behavior 1	Behavior 2	Behavior 1	Behavior 2
7:00	7:30				
7:30	8:00				
8:00	8:30				
8:30	9:00				
9:00	9:30				
9:30	10:00				
10:00	10:30				
10:30	11:00				
11:00	11:30				
11:30	12:00				
12:00	12:30				
12:30	1:00				
1:00	1:30				
1:30	2:00				
2:00	2:30				
2:30	3:00				
3:00	3:30				
3:30	4:00				
4:00	4:30				
4:30	5:00				
FREQUENCY					
RATE					

FREQUENCY-RATE DATA SHEET

Student Name: _____ School: _____

Grade: _____ Observer(s): _____

Problem Behavior: _____

Instructions: Write a description of the target behavior. Place a tally mark under the appropriate day for each occurrence of the target behavior.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Date:	Date:	Date:	Date:	Date:
Total Time Observed					
Frequency					
Rate (Frequency divided by total time)					

Comments:

FREQUENCY-RATE DATA SHEET

Student Name: _____ School: _____

Grade: _____ Observer(s): _____

Problem Behavior: _____

Instructions: Write a description of the target behavior. Place a tally mark under the appropriate day for each occurrence of the target behavior.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Date:	Date:	Date:	Date:	Date:
Total Time Observed					
Frequency					
Rate (Frequency divided by total time)					

Comments:

30 MINUTE WEEKLY FREQUENCY/RATE DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____

Instructions: Write a description of the target behavior. Place a tally mark under the appropriate day for each occurrence of the target behavior.

Target Behavior: _____

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
		Date:	Date:	Date:	Date:	Date:
7:00	7:30					
7:30	8:00					
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:30					
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00					
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
4:00	4:30					
4:30	5:00					
FREQUENCY						
RATE						

DURATION WEEKLY DATA SHEET

Student Name: _____ **School:** _____ **Grade:** _____

Observer(s): _____

Instructions: Write the definition of the target behavior in the blank below. Record the start and end time of the each occurrence of the behavior under the appropriate day. Summarize the behavior at the bottom of the data sheet.

Target Behavior: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:	Date:
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Start	Start	Start	Start	Start	Start
End	End	End	End	End	End
Total durations:					
# of Min observed:					
Monday:	Tuesday:	Wednesday:	Thursday:	Friday:	
% of Observation:	% of Observation:	% of Observation:	% of Observation:	% of Observation:	
Average Duration:	Average Duration:	Average Duration:	Average Duration:	Average Duration:	

% of Observation with Behavior (# of Minutes of Behavior divided by total # of minutes observed, multiply by 100)
Average Duration: Sum the total durations from each episode and divide by the total number of episodes.

DURATION DATA SHEET

Student _____ Week: From _____

To _____

Observer _____

Behavior _____

Monday		Tuesday		Wednesday		Thursday		Friday	
Date:		Date:		Date:		Date:		Date:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	
Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:	Start:	Duration:
End:		End:		End:		End:		End:	

Avg Duration: _____

Average Duration: Sum the total durations from each episode and divide by the total number of episodes.

% of Observation

With Behavior: _____

% of Observation with Behavior (# of Minutes of Behavior divided by total # of minutes of observation, then multiply by 100)

LATENCY DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____

Instructions: Write in the request or opportunity presented to the student (e.g., prompt, presentation or work, etc.) and the behavior of interest below. Record the amount of time it takes for the student to start the behavior once the request or opportunity is presented. Circle seconds or minutes and record the latencies in that format. Summarize the data each day by calculating the average latency (Sum the total latencies and divide it by the total number of latencies recorded).

Request/Opportunity: _____

Behavior/Response: _____

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

15 MINUTE DAILY INTERVAL DATA SHEET

Student Name: _____ School: _____ Grade: _____ Observer(s): _____ Date: _____

Instructions: Write a description of the behaviors in the box below. Each day, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if data was not collected during that interval.

	Behavior	Definition
Behavior 1		
Behavior 2		

		Target Student				Comparison Peer					
Behaviors		Behavior 1	Behavior 2	Behavior 1	Behavior 2	Behaviors		Behavior 1	Behavior 2	Behavior 1	Behavior 2
7:00	7:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A	12:00	12:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:15	7:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	12:15	12:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:30	7:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A	12:30	12:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:45	8:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	12:45	1:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:00	8:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A	1:00	1:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:15	8:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	1:15	1:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:30	8:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A	1:30	1:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:45	9:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	1:45	2:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:00	9:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A	2:00	2:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:15	9:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	2:15	2:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:30	9:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A	2:30	2:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:45	10:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	2:45	3:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:00	10:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A	3:00	3:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:15	10:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	3:15	3:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:30	10:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A	3:30	3:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:45	11:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	3:45	4:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:00	11:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A	4:00	4:15	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:15	11:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	4:15	4:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:30	11:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A	4:30	4:45	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:45	12:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	4:45	5:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A

Data Summary			
Percentage of Intervals with Behavior: # of intervals with behavior divided by the total # number of intervals data was collected x 100			
How many "Y"s are circled?	How many "Y"s plus "N"s are circled?	X 100	
Target Student		Comparison Peer	
Behavior 1	→ + x 100 =	Behavior 1	→ + x 100 =
Behavior 2	→ + x 100 =	Behavior 2	→ + x 100 =

30 MINUTE DAILY INTERVAL DATA SHEET

Student Name: _____ School: _____ Grade: _____ Observer(s): _____ Date: _____

Instructions: Write a description of the behaviors in the box below. Each day, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if data was not collected during that interval.

	Behavior	Definition
Behavior 1		
Behavior 2		

		Target Student		Comparison Peer		DATA SUMMARY	
Behaviors		Behavior 1	Behavior 2	Behavior 1	Behavior 2		
7:00	7:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Percentage of Intervals with Behavior: # of intervals with behavior divided by the total # number of intervals data was collected x 100	
7:30	8:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	How many "Y"s divided by # of "Y"s and "N"s x 100	
8:00	8:03	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Target Student	
8:30	9:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Behavior 1	<input type="text"/> → ÷ <input type="text"/> x 100 =
9:00	9:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Behavior 2	<input type="text"/> → ÷ <input type="text"/> x 100 =
9:30	10:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Comparison Peer	
10:00	10:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Behavior 1	<input type="text"/> → ÷ <input type="text"/> x 100 =
10:30	11:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Behavior 2	<input type="text"/> → ÷ <input type="text"/> x 100 =
11:00	11:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
11:30	12:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
12:00	12:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
12:30	1:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
1:00	1:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
1:30	2:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
2:00	2:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
2:30	3:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
3:00	3:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
3:30	4:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
4:00	4:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
4:30	5:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A		

30 MINUTE WEEKLY INTERVAL DATA SHEET

Student Name: _____ School: _____ Grade: _____
 Observer(s): _____

Instructions: Write a definition of the target behavior below that is descriptive and specific. For each 30 min interval, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if you could not observe the behavior because the student was not in class at that time.

Target Behavior:

From	To	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
7:00	7:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:30	8:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:00	8:03	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:30	9:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:00	9:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:30	10:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:00	10:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:30	11:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:00	11:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:30	12:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:00	12:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:30	1:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:00	1:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:30	2:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:00	2:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:30	3:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:00	3:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:30	4:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:00	4:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:30	5:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
% of intervals		___ / ___ x 100 = _____ %	___ / ___ x 100 = _____ %	___ / ___ x 100 = _____ %	___ / ___ x 100 = _____ %	___ / ___ x 100 = _____ %

Calculate % of intervals with target behavior:

Divide the # of intervals circled "Y" (with problem behavior) by the total # of intervals collected ("Y" and "N" circled) and multiply by 100.

Example: 10 "Y" intervals / 26 total "Y" and "N" intervals = .38 x 100 = 38% of 15 minute intervals with behavior.

ACTIVITY DAILY INTERVAL DATA SHEET

Student Name: _____ **School:** _____ **Grade:** _____ **Observer(s):** _____ **Date:** _____

Instructions: Write a description of the behaviors in the box below. Write the daily activities or schedule in the column on the left. Each day, circle "Y" (Yes) if the target behavior occurred during the activity and circle "N" (No) if the behavior did not occur during the activity. Circle "N/A" (Not available) if data was not collected during that interval.

	Behavior	Definition
Behavior 1		
Behavior 2		

Activity	Target Student		Comparison Peer		DATA SUMMARY	
	Behavior 1	Behavior 2	Behavior 1	Behavior 2		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Percentage of Activities with Behavior: # of activities with behavior divided by the total # number of activities when data was collected x 100 # of "Y"s divided by # of "Y"s and "N"s x 100 Target Student Behavior 1 <input style="width: 50px; height: 20px;" type="text"/> → ÷ x 100 = Behavior 2 <input style="width: 50px; height: 20px;" type="text"/> → ÷ x 100 = Comparison Peer Behavior 1 <input style="width: 50px; height: 20px;" type="text"/> → ÷ x 100 = Behavior 2 <input style="width: 50px; height: 20px;" type="text"/> → ÷ x 100 =	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		
	Y N N/A	Y N N/A	Y N N/A	Y N N/A		

BEHAVIOR INTERVAL PEER COMPARISON CHART

DATE:							
		Student:			Comparison Peer		
From	To	Check behaviors that occurred during this 30 minute interval for both the target student and the comparison peer. Check NONE if none occurred.					
7:30	7:59	_____	_____	None	_____	_____	None
8:00	8:29	_____	_____	None	_____	_____	None
8:30	8:59	_____	_____	None	_____	_____	None
9:00	9:29	_____	_____	None	_____	_____	None
9:30	9:59	_____	_____	None	_____	_____	None
10:00	10:29	_____	_____	None	_____	_____	None
10:30	10:59	_____	_____	None	_____	_____	None
11:00	11:29	_____	_____	None	_____	_____	None
11:30	11:59	_____	_____	None	_____	_____	None
12:00	12:29	_____	_____	None	_____	_____	None
12:30	12:59	_____	_____	None	_____	_____	None
1:00	1:29	_____	_____	None	_____	_____	None
1:30	1:59	_____	_____	None	_____	_____	None
2:00	2:29	_____	_____	None	_____	_____	None
2:30	2:59	_____	_____	None	_____	_____	None
3:00	3:29	_____	_____	None	_____	_____	None
DATA SUMMARY							
Percentage of Intervals with Behavior							
<p># of intervals with behavior divided by the total # of intervals data was collected X 100</p> <p>Student:</p> <p>Behavior 1 (i.e., _____): _____ / _____ = _____ %</p> <p>Behavior 2 (i.e., _____): _____ / _____ = _____ %</p> <p>Peer:</p> <p>Behavior 1 (i.e., _____): _____ / _____ = _____ %</p> <p>Behavior 2 (i.e., _____): _____ / _____ = _____ %</p>							

Interval Data Sheet

Student: _____ Chart Started: _____

Behavior: _____

Days of the month

Behavior did NOT occur

Behavior DID occur

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
6:30 am																																
7:00 am																																
7:30 am																																
8:00 am																																
8:30 am																																
9:00 am																																
9:30 am																																
10:00 am																																
10:30 am																																
11:00 am																																
11:30 am																																
12:00 pm																																
12:30 pm																																
1:00 pm																																
1:30 pm																																
2:00 pm																																
2:30 pm																																
3:00 pm																																
3:30 pm																																
4:00 pm																																
Total Intervals Observed																																
Percent																																

Interval Recording Form

Target Person's Name: _____

Person completing this form: _____

Location: _____ **Date(s):** _____

Procedures:

- * Write down the behavior that you will be looking for and its definition
- * Write down how long you will be observing every time: Total Observation Time
- * Divide the total observation time into same length intervals (here we included 10 intervals); write down the length of each interval
 - All intervals need to be the same length: Intervals can be from a few seconds long to a few minutes long
 - Note:** Total observation time and length of intervals need to be the same each time that you observe
- * Enter the date and time of your observation
- * Make sure that you have your timing instrument available prior to beginning your observation
- * Keep an eye on your timing instrument to keep track of the intervals
- * **During each time interval:**
 - Look to see if the behavior occurs
 - Once the behavior occurs, place a checkmark (✓) for that interval
 - If, at the end of the interval the behavior did not occur, place an X for that interval
- * At the end of your observation time, total the number of checkmarks (**This is what you graph**)

Behavior Definition (in specific, observable, measurable terms):

Total Observation Time: _____ **Length of each interval:** _____

Date:	Interval #										Total times behavior occurred (✓)
	1	2	3	4	5	6	7	8	9	10	
Time:											
✓ or X											

Date:	Interval #										Total times behavior occurred (✓)
	1	2	3	4	5	6	7	8	9	10	
Time:											
✓ or X											

Date:	Interval #										Total times behavior occurred (✓)
	1	2	3	4	5	6	7	8	9	10	
Time:											
✓ or X											

Time Sampling Data Collection Sheet- Multiple Students

Observer: _____ Environment: _____

Student #1 Name: _____ Target Behavior: _____

Student #2 Name: _____ Target Behavior: _____

Student #3 Name: _____ Target Behavior: _____

Observation Period: _____ **Minute Intervals (e.g., 1 min, 5 min)**

Date: _____ Start Time: _____ Stop Time: _____

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1																														
2																														
3																														

Date: _____ Start Time: _____ Stop Time: _____

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1																														
2																														
3																														

Date: _____ Start Time: _____ Stop Time: _____

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1																														
2																														
3																														

Behavior Rating Scale - Overview

One simple tool for collecting data is the *Behavior Rating Scale (BRS)* (cf., Kohler & Strain, 1992). The *BRS* is a team-developed measure to assist in collecting data on the student's targeted behaviors.

Developing the *Behavior Rating Scale (BRS)*

There are three key areas to be addressed when developing the *BRS*. These include: (1) clearly **defining the target behavior(s)**, (2) determining the **best method** (i.e., scale) for measuring the target behavior(s), and (3) establishing appropriate **anchor points** for recording behavioral occurrence. All these elements are essential for accurately measuring behavior change.

Defining Target Behaviors

The first step in the development of the *BRS* is to determine appropriate operational definitions for each behavior the team wants to track (behavior, social and/or academic). The team will need to describe exactly what each behavior 'looks like', being as specific and descriptive as possible. The team will use the short-term goals previously developed to create the *BRS*. However, several behaviors of concern were probably identified by the team as being significant (e.g., tantrums, out-of-seat, crawling under desks). As the team begins to develop the *BRS*, it is not necessary to try and target all the problem behaviors identified in the short-term goals, as this could be quite overwhelming. Instead, the team should prioritize the problem behaviors and gain consensus regarding which behavior is *the* most significant, which behavior ranks second and so forth. The team will select only the top one or two behaviors of concern to track using the *BRS*. Tracking only the top one or two problem behaviors helps ensure that the behavior intervention plan developed later focuses on the primary behavior problem(s), is feasible for the teacher to implement, and allows for obtainable behavioral changes for the student.

Returning to the previous example, Johnny's team determined that his daily tantrums were the most significant behaviors of concern. Johnny's short-term behavioral goal was to decrease tantrums. The team needs to agree on an operational definition (a clearly defined description) of Johnny's tantrums that will allow each member to consistently recognize when Johnny is engaged in a tantrum. The team begins by making a list of all the different behaviors Johnny demonstrates that were of greatest concern to each member. Those behaviors include screaming, repeatedly calling out, kicking furniture, throwing pencils and papers, mumbling, kicking others, and scribbling on his assignment. After discussing all the behaviors, the team agrees that the operational definition of Johnny's tantrums will include 'screaming, kicking furniture and/or people, and throwing work materials.' At a minimum, all three of these behaviors will need to occur to label Johnny's behavior as a tantrum.

In addition, the team had decided that Johnny's short-term academic goal was to increase academic engagement time. First, the team must determine what behaviors will indicate that Johnny is academically engaged. Again, the team lists all the behaviors they

believe should be present in order for Johnny to be considered 'engaged' in an academic task. After discussing the list, the team agrees on the following as an appropriate operational definition for on-task behavior: Johnny will remain in his seat with his eyes focused on the teacher or work materials during academic activities.

The team will develop operational definitions, similar to the examples above, for each behavior they want to track on the *BRS*. The definitions must be clear and easily understood by each member. The *BRS* key will include the behavioral descriptions developed by the team for each targeted behavior to ensure accuracy of measurement.

Methods of Measurement

After the behavior(s) are clearly defined, the team will determine the most effective and appropriate method to measure the behavior(s) by asking the following questions:

- What will be the easiest way to measure this behavior?
- What measure (frequency, duration or intensity) will most likely capture significant behavioral changes?

Some behaviors have discrete start and end points (i.e., slap or hit, kick, bite, calling-out). For these types of behaviors, measuring the *frequency* might be most effective. If the team chooses to measure the frequency of a targeted behavior, they will simply estimate how many times the behavior occurs within a given period and document that number on the *BRS*.

However, some behaviors may not be as discrete (clear start and end points) but may involve (1) the repetition of a single behavior (i.e. fist-pounding, head-banging), (2) the rapid successive occurrence of a group or chain of behaviors (i.e. a tantrum involving cursing, hitting, kicking, throwing objects), or (3) one behavior occurring over a sustained period of time (i.e. crying, rocking, finger-flapping, academic engagement). These types of behaviors might be more accurately and effectively measured by recording the *duration* of the event. If the team decides the best way to measure a target behavior is by recording its duration, they will document the length of time the student engaged in the problem or desired behavior on the *BRS*.

Finally, some behaviors might best be measured using changes in *intensity* (i.e., ear-piercing scream vs. a whimper; a tap on the cheek vs. a slap leaving a red mark). This method of measurement involves defining the various degrees of the targeted behavior. If the team chooses to measure the intensity of a behavior, it is important to develop a reliable system for ranking each intensity level. For example, if the targeted behavior is 'fighting' the *BRS* intensity scale may include the following degrees for the behavior.

- 5= all out brawl on the floor with several peers (really bad day)
- 4= multiple punches/hits and kicks to peer (typical/normal day)
- 3= a few punches or kicks to peer (good day)

2= slight slap toward, or an attempted hit or kick toward peer (better day)
 1= No fighting (exceptional day/goal)

Developing Anchor Points

Once the team agrees upon the best method (frequency, duration, or intensity) for measuring the targeted behaviors, the next step is to establish appropriate anchor points for the *BRS*. The process for setting anchors on the *BRS* is similar across all metrics. When setting anchor points for **challenging behavior**; the first step is to determine the behavior's occurrence on a typical day. This response (e.g., 4-6 times, 10 minutes, 10% of opportunities) becomes Anchor 4. Next, the team discusses the reasonable goal they would like to achieve by the end of the intervention period and sets this as Anchor 1. The team now completes the remainder of the anchor points. Anchor 5 represents a day that is worse than a typical day; therefore, the anchor point will be set at a measure greater than Anchor 4. For example, if the team determines that a student typically uses curse words in group work about 8-10 times per day (Anchor 4), Anchor 5 would represent the student having an extremely bad day by cursing more often than usual (i.e., more than 10 times per day). Anchors 3 and 2 will represent intermediate performances between the typical day (Anchor 4) and the reasonable goals (Anchor 1). Anchor 3 represents 5-7 occurrences of cursing behavior, whereas Anchor 2 represents 3-4 occurrences.

Setting the *BRS* anchors for **appropriate behavior** is identical to the challenging behavior process described above; however, because the teams wants to see theses behaviors improve (or increase), the scale is reversed. That is, the typical day is set at Anchor 2 (rather than 4), the most undesirable day is set at Anchor point 1 (rather than 5), and the reasonable goal is set at Anchor 5 (rather than 1). The interim anchors points for appropriate behavior are points 2 and 3. Revisiting the student above, the team determined that the behavior they would prefer the student use suitable or kind words when interacting with peers and adults during group work in place of the cursing. They estimate that on a typical day, the student performed this skill approximately once or twice. The team set Anchor 2 at 1-2 times. Next, the team determined that increasing the student's use of kind words to 10 or more times a day would be ideal. Anchor 5 was set at 10 or more times. Anchor 1, representing extremely bad days was set at 0 times (lower than the 1-2 times of Anchor 2). Anchor 3 is 3-6 times, whereas Anchor 4 is 7-9 times.

Frequency Anchor Points

There are several ways to measure the frequency of a behavior. The team may measure the actual occurrences of the behavior, a range (e.g., 10-20 times per day) for behavioral occurrence, or the percentage of time (e.g., 0-25%, 26-50%) that the behavior occurs. The following examples may assist when developing *BRS* frequency anchor points.

Range Example:

- 5 = 10+ times/day (bad day)
 4 = 7-9 times/day (typical/normal day)
 3 = 4-6 times/day (good day)
 2 = 2-3 times/day (really good day)
 1 = 0-1 time/day (exceptional day/goal)

Behavior		Date					
Tantrums	10+ daily	5	5	5	5	5	5
	7-9	4	4	4	4	4	4
	4-6	3	3	3	3	3	3
	2-3	2	2	2	2	2	2
	0-1/day	1	1	1	1	1	1

Percentage Example

- 5 = 41-50% of the day (bad day)
 4 = 31-40% of the day (typical/normal day)
 3 = 21-30% of the day (good day)
 2 = 10-20% of the day (better day)
 1 = <10% of day (exceptional day - goal)

Behavior		Date					
Tantrums	41-50% of day	5	5	5	5	5	5
	31-40%	4	4	4	4	4	4
	21-30%	3	3	3	3	3	3
	10-20%	2	2	2	2	2	2
	<10% of day	1	1	1	1	1	1

Duration Anchor Points

- 5 = 10+ minutes (bad day)
 4 = 6-9 minutes (typical/normal day)
 3 = 3-5 minutes (good day)
 2 = 1-2 minutes (better day)
 1 = < 1 minute (exceptional day - goal)

Behavior		Date					
Tantrums	10+ min	5	5	5	5	5	5
	6-9 min	4	4	4	4	4	4
	3-5 min	3	3	3	3	3	3
	1-2 min	2	2	2	2	2	2
	<1 minute	1	1	1	1	1	1

Intensity Anchor Points

- 5 = Ear-piercing scream
 (Hear it on the street)
 4 = Louder than playground
 voice (Hear it in the
 parking lot)
 3 = Playground voice
 (Hear it in the next class)
 2 = Louder than inside voice
 1 = Whimper, squeal

Behavior		Date					
Screaming	Ear-piercing scream	5	5	5	5	5	5
	Louder than playground voice	4	4	4	4	4	4
	Playground voice	3	3	3	3	3	3
	Louder than inside voice	2	2	2	2	2	2
	Whimper/squeal	1	1	1	1	1	1

Once the team gains consensus on how to measure the target behavior(s) and establishes the *BRS* anchor points for recording the behavioral occurrences, they will select a start date for collecting data and identify who will be responsible for completing the *BRS*. At a minimum, the classroom teacher primarily responsible for the student will complete the *BRS* daily. However, there may be other team members working with the student on a consistent and/or frequent basis who may also collect *BRS* data.

It is important to clarify one point with respect to the development and use of the Behavior Rating Scale. The *BRS* is a flexible tool meant to gather relevant data on problem behaviors, pro-social behaviors and replacement behaviors. Because the initial anchor points developed by the team are only estimates or approximations of how often the student engages in each behavior, it is imperative to remember that the team may need to adjust the anchors once data collection has started if it is determined that the original anchor points do not accurately reflect the student's behavior.

However, not only is the team able to adjust the anchor points for the behaviors initially recorded on the *BRS*, they may also add behaviors to the form, as needed. For example, the team initially decided to collect data on Johnny's tantrums (problem behavior) and his task engagement time (appropriate academic behavior). However, as the team begins to develop the behavior intervention plan (Chapter 5) they decide to teach Johnny to raise his hand to request help vs. engaging in the tantrums. The chosen replacement behavior to be taught (hand-raising) was not initially listed on the *BRS*. In order to track Johnny's hand-raising behavior, the team operationally defines the new behavior, develops anchor points and adds it to the *BRS*. It is important for the team to remember that the *BRS* is a simple, flexible, easily adjusted tool for daily data collection throughout the PTR process.

In conclusion, when starting the data collection process, the team must have well-defined, operational definitions for each target behavior. They will need to decide on the best method for measuring those behaviors by focusing on the area of greatest concern; *how often* the behavior occurs, *how long* the behavior lasts, or the behavior's *intensity*. Finally, the team will need to establish appropriate anchor points for recording the target behaviors. It is essential for the team to determine the most effective and accurate way to measure and record the student's behavior since the information obtained throughout the data collection process will allow the team to make appropriate decisions when completing the functional behavior assessment and developing the behavior intervention plan.

BEHAVIOR RATING SCALE

Student Name: _____

School: _____

Grade: _____

Observer(s): _____

Instructions: On the left side of the data sheet, write in the behaviors that will be tracked. In the next column, develop the scale that will be used to rate the behavior #1 – 5. For example, 1 = Rare 0-2 incidents, 2 = 3-4 incidents, 3 = Moderate 5-6 incidents, 4 = 7-8 incidents, and 5 = Frequent 9+ incidents. The scale you develop will vary per student and behavior. When collecting data, write the date at the top of the form, and circle the appropriate rating. To graph the data, connect the circles across dates within each type of behavior.

Behavior	Date																		
Inappropriate Behavior:	_____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	_____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	_____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	_____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	_____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Replacement Behavior:	_____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	_____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	_____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	_____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	_____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other Behavior:	_____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	_____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	_____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	_____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	_____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY:

Behavior Rating Scale (BRS)

Directions:

1. Complete the BRS for each target behavior (problem and replacement/pro-social).
2. Operationally define each of the target behaviors and write the definition in the key.
3. Determine the best method for measuring each target behavior (i.e. frequency, duration, intensity).
4. Establish appropriate anchor points for recording behavioral occurrence.
5. List each target behavior on the left-hand side of the form.
6. Determine the start date for collecting data and write it on the form.
7. Determine who will complete the BRS (i.e. the primary teacher must complete the scale, but other team members who see the student on a regular basis and would be able to provide important information may also be included).
8. Complete the BRS at the end of each day, routine, or observational period by circling the number that best corresponds with the rater's perception of the student's behavior for that measurement period.
9. Connect the points for each behavior from day to day.
10. The graph will readily provide the team with a visual description of the student's behavioral changes.

EXAMPLE

Student: Johnny

School: _____

Behavior		Date										
Task Engagement appropriate behavior	>10 min	5	5	5	5	5	5	5	5	5	5	5
	8-10 min	4	4	4	4	4	4	4	4	4	4	4
	5-7 min	3	3	3	3	3	3	3	3	3	3	3
	2-4 min	2	2	2	2	2	2	2	2	2	2	2
	0-1 minute	1	1	1	1	1	1	1	1	1	1	1
Tantrums problem behavior	10+ daily	5	5	5	5	5	5	5	5	5	5	5
	7-9	4	4	4	4	4	4	4	4	4	4	4
	4-6	3	3	3	3	3	3	3	3	3	3	3
	2-3	2	2	2	2	2	2	2	2	2	2	2
	0-1/day	1	1	1	1	1	1	1	1	1	1	1

KEY:

1. **Task Engagement:** Rate your perception of the *amount of time* Johnny remains in his seat with eyes focused on the teacher and/or work materials during independent academic work.
2. **Tantrums:** Rate your perception of the *number of times* Johnny engages in screaming, kicking furniture and/or people, and throwing objects (all 3 behaviors must be present).

Student: _____

ABC Coded Behavior Tracking Form

Date, time, duration	Setting	Subject	Antecedent	Behavior	Consequence
Date: _____ Time: _____ How long was the behavior? _____	_ class: 1:1 work _ class: group work _ hallway _ lunch _ recess _ bathroom _ elective _ other:	_ reading _ writing _ math _ P.E. _ speech _ OT _ other:	_ request for tangible (item) _ transition _ individual demand _ group demand _ preferred activity interrupted _ asked to wait _ loud/noisy environment _ presence of specific person _ attention given to others _ error correction _ other:	_ work refusal _ crying or yelling _ biting _ dropping to the floor _ physical aggression _ verbal aggression _ property destruction (destroying work, throwing objects) _ elopement _ self-injurious behavior (SIB) _ other:	_ ignored behavior _ verbal redirection _ non-verbal prompt (gesture) _ removal from activity or task _ removal from location _ given another task _ time out _ physical prompt _ reprimand _ other:
Date: _____ Time: _____ How long was the behavior? _____	_ class: 1:1 work _ class: group work _ hallway _ lunch _ recess _ bathroom _ elective _ other:	_ reading _ writing _ math _ P.E. _ speech _ OT _ other:	_ request for tangible (item) _ transition _ individual demand _ group demand _ preferred activity interrupted _ asked to wait _ loud/noisy environment _ presence of specific person _ attention given to others _ error correction _ other:	_ work refusal _ crying or yelling _ biting _ dropping to the floor _ physical aggression _ verbal aggression _ property destruction (destroying work, throwing objects) _ elopement _ self-injurious behavior (SIB) _ other:	_ ignored behavior _ verbal redirection _ non-verbal prompt (gesture) _ removal from activity or task _ removal from location _ given another task _ time out _ physical prompt _ reprimand _ other:
Date: _____ Time: _____ How long was the behavior? _____	_ class: 1:1 work _ class: group work _ hallway _ lunch _ recess _ bathroom _ elective _ other:	_ reading _ writing _ math _ P.E. _ speech _ OT _ other:	_ request for tangible (item) _ transition _ individual demand _ group demand _ preferred activity interrupted _ asked to wait _ loud/noisy environment _ presence of specific person _ attention given to others _ error correction _ other:	_ work refusal _ crying or yelling _ biting _ dropping to the floor _ physical aggression _ verbal aggression _ property destruction (destroying work, throwing objects) _ elopement _ self-injurious behavior (SIB) _ other:	_ ignored behavior _ verbal redirection _ non-verbal prompt (gesture) _ removal from activity or task _ removal from location _ given another task _ time out _ physical prompt _ reprimand _ other:

ABC Data Sheet

Student: _____

Grade: _____

Date	Time	Antecedent	Behavior	Consequence	Function
					<input type="checkbox"/> escape/avoidance <input type="checkbox"/> gaining attention <input type="checkbox"/> expression of anger <input type="checkbox"/> frustration <input type="checkbox"/> obtain tangible item <input type="checkbox"/> sensory stimulation <input type="checkbox"/> fear/anxiety other: _____
					<input type="checkbox"/> escape/avoidance <input type="checkbox"/> gaining attention <input type="checkbox"/> expression of anger <input type="checkbox"/> frustration <input type="checkbox"/> obtain tangible item <input type="checkbox"/> sensory stimulation <input type="checkbox"/> fear/anxiety other: _____
					<input type="checkbox"/> escape/avoidance <input type="checkbox"/> gaining attention <input type="checkbox"/> expression of anger <input type="checkbox"/> frustration <input type="checkbox"/> obtain tangible item <input type="checkbox"/> sensory stimulation <input type="checkbox"/> fear/anxiety other: _____
					<input type="checkbox"/> escape/avoidance <input type="checkbox"/> gaining attention <input type="checkbox"/> expression of anger <input type="checkbox"/> frustration <input type="checkbox"/> obtain tangible item <input type="checkbox"/> sensory stimulation <input type="checkbox"/> fear/anxiety other: _____

Student Name: _____

A-B-C Data Collection Form

Date: _____

Time	Setting & Staff	Antecedent (What happened before the Behavior?)	Behavior (Describe the behavior of concern?)	Consequence (What were the results/reactions?)	Comments

Special Education Teaching Staff
Behavior Plan Implementation Checklist

Teacher Name: _____

Observer: _____ Title: _____ District: _____

Dates of observation/verification: _____

Changing or Eliminating Non-Desired Behaviors

1. All staff are well-versed in the details of Behavior Intervention Plan (BIP) (PBIP or CBIP)

Not Evident 1	Somewhat Evident 2	Full Implementation 3	N/A

To increase use of the replacement behavior:

2. Student is taught the replacement behavior (s).
3. Staff intentionally model the replacement behavior to allow the student to practice to ensure learning.
4. Student is instructed to practice using the replacement behavior in non-stressful times and settings.
5. At the beginning of the instructional period, student is reminded to use the replacement behavior to get his/her needs met, if appropriate.
6. Student is reminded (e.g., verbally, in pictures) at the beginning of instructional period of reinforcers to be earned for appropriate use of replacement behavior, if appropriate.
7. If student begins to show signs of using the non-desired behavior, student may be prompted to use the replacement behavior. (Verbal, pictures, modeling)
8. Staff ensure that tools or supports the student may need for replacement behavior (e.g., communication boards or cards, weighted vest, access to calming area) are readily available.

Not Evident 1	Somewhat Evident 2	Full Implementation 3	N/A

Total checks in column _____

Special Education Teaching Staff
Behavior Plan Implementation Checklist

	Not Evident 1	Somewhat Evident 2	Full Implementation 3	N/A
9. If student attempts to use the replacement behavior, staff immediately reinforces, prompts or encourages according to the plan.				
10. If student uses the replacement behavior, reinforcement is given as specified in the plan.				
11. Staff chart incidence of prompting and interventions to increase the replacement behavior, as specified in the plan.				
12. Staff chart incidence of the use of the replacement behavior, as specified in the plan.				
13. Staff chart incidence of reinforcement given for use of the replacement behavior, as specified in the plan.				
14. Team continues to evaluate effectiveness of the reinforcer (to ensure that student continues to be motivated by that reinforcer).				
15. Team meets regularly to review progress toward use of the replacement behavior.				
16. If student is increasing in successful use of the replacement behavior, a plan is made for fading the number of interventions and/or reinforcement.				

Total checks in column

Special Education Teaching Staff
Behavior Plan Implementation Checklist

To decrease use of the non-desired behavior:

1. Student is reminded, as appropriate, at the beginning of the instructional period to use the replacement behavior to get his/her needs met, rather than the non-desired one (e.g., pictures, modeling, verbally, etc.).
2. Student is reminded, as appropriate, of the reinforcers to be earned for lack (or reduction of) non-desired behavior, if specified in the plan.
3. At the beginning of the instructional period in which a non-desired behavior is likely to occur, staff ensure that all necessary accommodations and supports are in place, as specified in the plan. (e.g., appropriate materials, environment, level of instruction, people, etc.).
4. If student shows signs of using the non-desired behavior (escalation), student is prompted (or reminded) to use the replacement behavior and/or reminded of potential reinforcers, according to the plan.
5. Staff redirect student to another place or activity or change the stimulus as necessary to reduce use of non-desired behavior
6. If student completes a specified amount of time without the use of the non-desired behavior, student is immediately reinforced as specified in the plan.
7. Staff collect data on the use of interventions to reduce the non-desired behaviors as specified in the plan.
8. Staff collect data on the incidence of the non-desired behavior.

	Not Evident 1	Somewhat Evident 2	Full Implementation 3	N/A

Total checks in column:

—

—

—

—

Special Education Teaching Staff
Behavior Plan Implementation Checklist

	Not Evident 1	Somewhat Evident 2	Full Implementation 3	N/A
9. Staff collect data on the incidence of reinforcement earned for reducing or eliminating the use of the non-desired behavior.				
10. Team meets regularly to analyze the data.				
11. If student is improving in reduction of the non-desired behavior, fading may begin to reduce the level of prompting and/or reinforcement needed.				
12. If student is improving in the reduction of the non-desired behavior, staff may be rotated to assure generalization.				
13. If the behavior increases again, the interventions and reinforcement may be increased to readdress.				

Column Totals: ___x1= ___x2= ___x3=

Total _____
Average _____
 (divide total by number of items scored, do not include "N/A")



**South East SELPA
Behavioral Emergency Report
3434 Marten Ave.
San Jose, CA 95148**

Phone: 408.223.3771 / Fax: 408.532.9311

Educational providers must document and record all instances of emergency behavioral restraints and/or seclusion incidents involving students for annual reporting purposes to the state of California for students in general education, students with Section 504 plans, and students with exceptional needs (Assembly Bill 2657).

Emergency interventions, including behavioral restraint and/or seclusion “**may only be used** to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior” [*Education Code* § 56521.1(a)].

Education Code § 49005.1 definitions:

- “**Behavioral restraint**” means a “mechanical restraint” or “physical restraint,” defined below. Behavioral restraint does not include postural restraints or devices used to improve a pupil’s mobility and independent functioning rather than to restrict movement.
- “**Mechanical restraint**” means the use of a device or equipment to restrict a pupil’s freedom of movement.
- “Mechanical restraint” does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. It also does not include the use of devices by trained school personnel, or by a pupil, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but not be limited to:
 - Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports.
 - Vehicle safety restraints when used as intended during the transport of a pupil in a moving vehicle.
 - Restraints for medical immobilization.
 - Orthopedically prescribed devices that permit a pupil to participate in activities without risk of harm.
- “**Physical restraint**” is a personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely. “Physical restraint” does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a pupil who is acting out to walk to a safe location or (2) the use of force by peace officers or security personnel for detention or for public safety purposes.
- “**Seclusion**” is the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving. “Seclusion” does not include a timeout, which is a behavior management technique that is part of an approved program, that involves the monitored separation of the pupil in a non-locked setting and is implemented for the purpose of calming. Locked seclusion is a prohibited intervention.

BEHAVIORAL EMERGENCY REPORT CHECKLIST

Directions: Complete all steps below for any incident involving an emergency intervention, a behavioral restraint and/or seclusion, with serious property damage.

*Items #5 and #6 only apply to individuals with exceptional needs.

1. The parent and/or legal guardian shall be notified within one school day when an emergency intervention is used.

_____/_____
Staff initials date

2. The Behavioral Emergency Report shall immediately be completed by staff involved in the intervention/incident.

_____/_____
Staff initials date

3. The Behavioral Emergency Report shall immediately be forwarded to and reviewed by the designated responsible administrator.

_____/_____
Staff initials date

4. Place a copy of the Behavioral Emergency Report in the student's file.

_____/_____
Staff initials date

5. If the Behavioral Emergency Report is completed for an individual with exceptional needs who does not have a Behavior Intervention Plan, the designated responsible administrator shall, within two days, schedule an IEP to review the emergency report, to determine the necessity for a Functional Behavioral Assessment (FBA) and to determine the necessity for an interim Behavior Intervention Plan. If a FBA is not conducted and/or an interim Behavior Intervention Plan is not developed, the IEP team shall document the reasons for such decisions. Parent notice is given and consent must be obtained prior to commencement of a Functional Behavioral Assessment.

_____/_____
Staff initials date

6. If the Behavioral Emergency Report is completed for an individual with exceptional needs who has a Behavior Intervention Plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the Behavior Intervention Plan.

_____/_____
Staff initials date

7. The responsible administrator will forward a copy of the Behavioral Emergency Report to the Special Education Director and site administrator.

_____/_____
Staff initials date

8. The responsible administrator will ensure the incident is documented in the local student information system.

_____/_____
Staff initials date



South East Special Education Local Plan Area
3434 Marten Ave.
San Jose, CA 95148
Phone: 408.223.3771 / Fax: 408.532.9311

BEHAVIORAL EMERGENCY REPORT

**To be completed in the following circumstances: (1) when a behavioral emergency intervention has been used to control unpredictable, spontaneous behavior which poses a clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior; (2) when a behavioral restraint and/or seclusion is used; and/or (3) when a behavioral incident involving serious property damage occurs.*

****A separate Behavioral Emergency Report must be completed for each behavioral incident.**

Report Date: _____ Report Completed by: _____ School Site: _____
Pupil's Name: _____ Birth Date: _____ Gender: _____ Age: _____
Date of Incident: _____ Time of incident: _____
Setting and location of incident: _____
District of Residence: _____

Describe the incident, as observed, including what led up to the emergency and any interventions used, including implementation of any current behavior plan strategies:

Describe emergency behavior and interventions utilized to contain the unexpected behavioral emergency:

Name(s) of staff involved: _____

Indicate the type of behavioral emergency intervention(s) used per Education Code § 49005.1

Seclusion- *The involuntary confinement of a pupil alone in an unlocked room or area from which the pupil is physically prevented from leaving.*

Mechanical Restraint- *Use of a device or equipment to restrict a pupil's freedom of movement (does not include vehicle safety restraints, adaptive or mechanical supports for proper body positioning, devices used by peace officers or security personnel for safety purposes, or restraints for medical Immobilization).*

Physical Restraint- *A personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely.*

Injuries sustained by student: _____

Injuries sustained by others (including other students and staff): _____

Description of any property damage: _____

Other pertinent information: _____

The following two check boxes apply only to individuals with exceptional needs (check one):

Student does not have a current Behavior Intervention Plan (BIP): Within two days of the behavioral emergency, the designated responsible administrator shall schedule an IEP meeting to review the emergency report, to determine the necessity for a Functional Behavioral Assessment and to determine the need for an interim BIP. If the IEP decides an FBA need not be conducted and/or an interim BIP need not be developed, the IEP team must document the reasons for such decisions.

Student has an existing Behavior Intervention Plan (BIP): When an incident involving a previously unseen serious behavior problem occurs or where a previously designated intervention is not effective, student shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.

COPIES OF BEHAVIORAL EMERGENCY REPORTS WERE SENT TO:

POSITION	NAME	DATE
Site Administrator		
Parent, Guardian, or Residential Care Provider**		
District of Residence*		
District of Special Education Accountability (if applicable)		
Student's File*		
Special Education Director		
Site Level Incident Reporter (documents incident in the Student Information System)		

*California Education Code requires that an "emergency intervention report shall immediately be completed and maintained in the individual's file".

**California Education Code requires parent or guardian, or residential provider shall receive a report within one school day. The report may be verbal or in writing.

Signature of Person Completing this Report: _____

Title: _____

Date: _____

Revised 6/11/24