

SECTION 3:

FORMS

Introduction to Behavior Intervention Plan Form.....	Page 2
Behavior Intervention Plan with Progress Monitoring Grids (Blank).....	3
Introduction to Data Collection Forms.....	8
Environmental Observation Form.....	11
Environmental Analysis Summary of Observations.....	13
Sample: Diana’s Environmental Analysis.....	15
Response to Interventions.....	17
Time Sampling Record Sheet.....	18
Interval Data Sheet.....	19
Intensity Rating Scales.....	20
Communicative Intent Matrix.....	21
Behavioral Record.....	22
Direct Observation.....	23
Potential Reinforcers Interview and Observation Form.....	24
Behavioral Record (BAC).....	25
Functional Assessment Observation Form (Content).....	26
Functional Assessment Observation Form (Blank).....	34
Functional Behavior Assessment Report.....	35
Functional Behavior Assessment Summary Discipline Pathway.....	38
Optional Data Collection Documentation Form.....	39
Optional Data Collection during BIP Implementation.....	41
Notification of Behavior Plan.....	42
Order of Team Discussion Linked to BIP Lines for Pathway Charting.....	43
Three-Pathway Function-Based Summary: FBA and Intervention Planning (Blank).....	44
Three-Pathway Function-Based Summary (Samples).....	45
Case Studies for Pathway Charting Activity.....	50
Using a Three-Pathway Summary Chart.....	53
Consultant’s Script for Pathway Charting.....	56

INTRODUCTION TO BEHAVIOR INTERVENTION PLAN FORM

The following behavior intervention plan is in alignment with the scoring guide in the last section of this manual.

This plan incorporates the six key concepts in applied behavior analysis which are fully described in the BIP-QE scoring guide, in the last section of the manual.

- Behavior serves a purpose
- Behavior is related to the context and environment in which it occurs
- Two strands must be addressed in a complete behavior plan
 - Change the environment to better support general positive behaviors and reduce the need for the student to use the problem behavior to achieve a desired outcome
 - Teach a more socially acceptable functionally equivalent replacement behavior that allows to student to achieve his/her desired outcome
- New behavior must be reinforced
- Four reactive strategies for future occurrence of the problem behavior
- Communication between all stakeholders to progress monitor interventions

Writing on the Form:

This plan is available on line at: <http://www.pent.ca.gov/frm/BItype-in.doc> . **Important note: The BIP form expands as you type to allow the writers to write as much as is necessary.** (It is not possible to write on the web based form by printing out and then manually writing on the page. There will not be enough space.)

Additional forms for special circumstances and data collection for the purpose of analyzing and monitoring interventions and student outcomes are also included in this section.

Note: Numbers correspond with the scoring system on the BIP Quality Evaluation Guide

NOT FOR DISPLAY - FOR TEACHER/STAFF USE ONLY

BEHAVIOR INTERVENTION PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BIP attaches to: IEP date: 504 plan date: Team meeting date:

Student Name Today's Date Next Review Date

- 1. The behavior impeding learning is (*describe what it looks like*)
- 2. It impedes learning because
- 3. The need for a Behavior Intervention Plan early stage intervention moderate serious extreme
- 4. Frequency or intensity or duration of behavior
 reported by and/or observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>What are the predictors for the behavior? (<i>Situations in which the behavior is likely to occur: people, time, place, subject, etc.</i>)</p> <p>5.</p> <p>What supports the student using the problem behavior? (<i>What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?</i>)</p> <p>6.</p>
Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>What environmental changes, structure and supports are needed to remove the student's need to use this behavior? <i>(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</i></p> <p>7.</p> <p>Who will establish? Who will monitor? Frequency?</p>

(See <http://www.pent.ca.gov/frm/BIPtype-in.doc> for an online form that expands as you type.)

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis

Team believes the behavior occurs because: *(Function of behavior in terms of getting, protest, or avoiding something)*

8.

Accept a replacement behavior that meets same need

What team believes the student should do **INSTEAD** of the problem behavior? *(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)*

9.

Intervention

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

10.

Who will establish? Who will monitor? Frequency?

Intervention

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11.

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency?

What strategies will be employed if the problem behavior occurs again?

- 12.** 1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what contingent conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: yes no
- Are environmental supports/changes necessary? yes no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
- Are both teaching of new replacement behavior AND reinforcement needed? yes no
- This BIP to be coordinated with other agency's service plans? yes no
- Person responsible for contact between agencies yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other

INTRODUCTION TO DATA COLLECTION FORMS

FAST FACTS ON DATA COLLECTION VIA DIRECT MEASUREMENTS OF BEHAVIOR

Denise Keller

What is behavior data? Behavior data is the product of measuring and recording behavior.

What is behavior data used for? Behavior data can serve many functions. It can be used to establish a baseline of the target behaviors to increase or decrease. Data can give us information on when and where behaviors are most likely to occur, as well as how often, how long, how much, how intense and with whom and as a result of what. Data can be an objective means of providing information to the student, staff, families, and administrators. Behavior data allows for the comparison of behavior pre and post intervention. The analysis of data tells us whether our interventions are effective and should guide our decisions on making changes to a program, including whether to continue with an intervention.

What is a direct measurement of behavior? Direct measurement of behavior is accomplished through the direct measurement of permanent products and through direct observational recording.

When do we use measurements of permanent products? According to Cooper, Heron and Heward (pg. 61), there are two rules to be considered when using permanent products for data collection. Rule 1: "Each occurrence of the target behavior results naturally in the same permanent product...such as answers on a worksheet. Rule 2: "...the product can be produced *only* by the target behavior" (P. 61)

When do we use direct observational recording? When the behavior can be observed

What are the procedures for collecting data through direct observation? The most commonly used procedures for school settings include event recording, interval recording, duration recording, latency recording, and momentary time sample recording. ABC Charts are also commonly used.

What are the differences and how do I know when to use which procedure?

Event Recording is a tally or count of behaviors as they occur. Event recording is used when it is important to know the number of times a behavior occurs. Behaviors measured using event recording should be ones that occur for short periods of time, such as raising one's hand, rather than for extended periods, such as reading or playing. The number of occurrences of a behavior can be easily and unobtrusively recorded using a hand tally counter, making marks on masking tape applied to clothing, a desk or wrist, transferring pennies, buttons, or other small object from one pocket to another. To be useful, we want to know how many times a behavior occurred within a certain time frame. This becomes frequency.

Frequency recording is a simple counting of how many times a behavior occurs during a designated period of time. To calculate the frequency of the event, the number of occurrences of the event within a fixed time interval are counted, and then divided by the length of the time interval. To use, a target behavior should have a definite, observable beginning and ending and should not occur at high rates.

Latency Recording is the measurement of the length of elapsed time between the onset of a stimulus and the occurrence of a behavior. Latency recording is typically used when we want to decrease the amount of time it takes for a student to respond to an instruction or other stimulus, such as time it takes to get started on an assignment following a direction or to give a verbal response following a question. Latency can be measured using a stopwatch that is started when the stimulus is provided and stopped when the desired behavior begins.

Interval Recording is used to measure the presence or absence of behavior within specific time intervals. The observation period is divided into equal time periods, such as 5 minute intervals. Interval recording is useful for estimating the number of occurrences and/or duration of behavior and can be used for high frequency behaviors. There are two kinds: Partial-interval recording and Whole-interval recording.

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 is able to 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.

Duration Recording: When it is important to know how long a behavior occurs, either to target an increase or decrease in behavior, duration recording can also be used. It is more precise than momentary time sampling or interval recording. Duration recording records the total time or percent of time that a behavior occurs within a specified time period. Duration recording can be used to measure behaviors emitted at high rates. Behavior is measured from the moment of onset until the moment it stops. A stop watch or other clock that can measure in seconds is needed.

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.

What is a scatter plot and how do you use it?

(From Special Connections www.specialconnections.ku.edu/)

"The scatter plot is an interval recording method that can help you discover patterns related to a problem behavior and specific time periods. The scatter plot is a grid with time plotted on the vertical line divided into periods of time. For instance, the time listed on the grid might be divided into 15-minute periods. The first time on the grid could be listed as 9:00-9:15, the next as 9:15-9:30, and followed by 9:30-9:45. In another situation it may be more useful to use 30 minute or 1-hour periods depending upon the type of behavior and the length of time you are observing. The horizontal line on the scatter plot grid designates the date the observation occurs."

Data taken from ABC charting can be transferred to a scatter plot form for a quick visual display of the data.

How to Use Behavioral Recording (From Dr. Mac's excellent website listed below)

1. Define the behavior that you wish to observe. Be very specific. Be sure that your definition is so narrow in scope that others would observe only what you had in mind.
2. Decide which type of behavioral recording is best suited to monitor the behavior.
3. Decide when you will observe the behavior. Do you want to observe the behavior in a number of situations or just one (e.g., math class, story time)?
4. Decide how long each of your observations will last. Ten to twenty minutes is usually adequate, but the more time you spend observing, the more accurate will be your results. Repeat your observations at least three more times to give a more representative picture.
5. Observe and record the student's behavior.
6. If you used frequency recording, figure the average number of occurrences per minute, hour, or day. If you used duration recording, figure the percentage of the total observation time that the behavior occurred. If you used momentary time sampling, figure the percent of intervals when the behavior was occurring. Plot the occurrence rate on a graph.

References

Cooper, Heron and Heward (1987) Applied Behavior Analysis. Columbus, Ohio: Prentice-Hall

Thomas McIntyre:

http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html

Special Connections: www.specialconnections.ku.edu/

Links for Information on Data Collection and Data Collection Forms

Antecedents, behavior and consequence are recorded in narrative form.

<http://www.polyxo.com/documents/>

<http://cecp.air.org/fba/problembehavior2/direct2.htm>

http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html (Dr. Mac)

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=assessment§ion=main&subsection=ddm/main>

ENVIRONMENTAL OBSERVATION FORM

Student Name: _____ **Date of Birth:** _____

Observation Date(s): _____

Location(s) of Observation(s): _____

Observer(s): _____

Problem Behavior(s):

Identified skill deficit(s) requiring teaching:

Physical Setting (e.g., noise, crowding, temperature)

Social Setting: (interaction patterns, with and around the student)

Activities: (activities/curriculum match learner needs?)

Scheduling Factors: (timing, sequencing and transition issues)

Degree of Independence: (reinforcement intervals appropriate to foster independence)

Degree of Participation: (group size, location, and participation parameters)

Social Interaction: (social communication needs match instruction and opportunities)

Degree of Choice (amount of choice making and negotiation present in the environment)

Comments

ENVIRONMENTAL ANALYSIS SUMMARY OF OBSERVATIONS

Student:

Observer(s):

Date of Observation(s):

Problem Behavior(s):

Identified skill deficit(s) requiring teaching:

Suggested Changes in Environment

Environmental Factors Observed	Alter? Yes No	Factor to be added or removed	Why?
Physical Setting: (e.g., noise, crowding, temperature)			
Social Setting: (e.g., interaction patterns, with and around the student)			
Activities: (e.g., activities/curriculum match learner needs?)			
Scheduling Factors: (e.g., timing, sequencing and transition issues)			

Environmental Factors Observed	Alter? Yes No	Factor to be added or removed	Why?
<p>Degree of Independence: (e.g., reinforcement intervals appropriate to foster independence)</p>			
<p>Degree of Participation: (e.g., group size, location, and participation parameters)</p>			
<p>Social Interaction: (e.g., social communication needs match instruction and opportunities)</p>			
<p>Degree of Choice (e.g., amount of choice making and negotiation present in the environment)</p>			

SAMPLE: DIANA’S ENVIRONMENTAL ANALYSIS

Diana is an 10 year old, 4nd grade student served in a self contained special education classroom with 12 peers with moderate to severe cognitive developmental disabilities. Diana has a diagnosis of Intellectual Disability and Autism.

Problem Behavior:

Diana exhibits problem behavior which escalates from rocking back and forth, to spitting and biting her hand to screaming and headbanging. Without adult intervention, her behavior frequently escalates to screaming, dropping to the floor and head banging. These behaviors are hypothesized as serving a PROTEST function (Her face looks angry and is often red. Her voice quality is high pitched and she frequently moans and looks unhappy.) These behaviors have occurred in structured and unstructured activities, in multiple settings. The team is not sure what she may be protesting.

Identified skill deficit requiring teaching:

Diana inconsistently uses 1-2 word utterances to make her needs and wants known. On mornings that she arrives at school looking very tired she attempts to avoid contact with adults and peers. On these days she is especially likely to use problem behavior and does not readily verbalize needs and wants. She also uses problem behavior on days she does NOT appear tired. Sometimes she does express needs and wants in the earlier stages if an adult says, “What do you want?”

Physical Setting (e.g., noise, crowding, temperature)

The classroom is physically small, but adequate space for whole class activities and individual desks is present. The room is relatively quiet and the teacher emphasizes “inside voice” with the other student. Diana has not demonstrated sensory avoidant behaviors for sounds in class, but has done so in the large assembly hall.

Social Setting: (interaction patterns, with and around the student)

Diana’s teacher and 1 classroom aide are soft spoken and frequently affectionately touch students. All students respond positively, including Diana, unless she has already begun the problem behavior or it is a day in which she appears very tired when she arrives at school. One aide has a loud voice and moves very rapidly. Diana does have more difficulty with him than others.

Activities: (activities/curriculum match learner needs?)

Diana’s IEP focuses on functional reading and math. Worksheets are commonly used, employing “Touch Math” in this classroom. During circle time, Diana often enjoys the music, but after 15 minutes of a 25 minute circle, will sometimes begin problem behavior. If removed, she typically does not escalate further, but she also does not appear to purposefully use the behavior to escape. Activities are given in sequence but no container organization system (series of numbered trays or folders, rolling charts with sequenced drawers, etc.) is used.

Scheduling Factors: (timing, sequencing and transition issues)

Diana often has to wait for 5+ minutes as the teacher prepares new activities, collects work, or transitions to lunch, recess, etc. Problem behavior is sometimes seen at this time.

No use of an individualized picture schedule has been observed, though there is a generic picture-with-symbol schedule in the front corner of the room.

The schedule of the day does not intersperse Diana's desired activities (computer touch screen games, making marks on the chalkboard, watching a specific video) with less desired activities. Desired activities usually occur back-to-back at the end of the day.

Degree of Independence: (reinforcement intervals appropriate to foster independence)

Diana prefers the close presence of a specific female aide. She pats this aide on the leg, smiles and hugs frequently. The aide frequently smiles and sometimes hugs. She is quite patient and is often able to get Diana to do "work" she has refused previously, or refused with other adults. Problem behavior has occurred one-on-one with this aide as well, but not as frequently.

Degree of Participation: (group size, location, and participation parameters)

Diana frequently works alone, but will tolerate some reciprocal games (UNO) with one adult and a few peers if an adult is present. She enjoys circle time most of the time and delights in identifying peers names as well as putting the date card on the calendar. She used to participate in assemblies, but parents believe she does not tolerate this well, so she now remains in the room.

Social Interaction: (social communication needs match instruction and opportunities)

Diana rarely initiates interactions beyond initial greeting of a familiar adult. Adults are working on tolerating reciprocal interactions. One non-disabled 12 year old student seeks her out at recess and Diana now anticipates and shrieks with delight when she appears.

Degree of Choice (amount of choice making and negotiation present in the environment)

Diana is allowed to choose activities following a problem behavior and during free time. All other activities are required and no choices are given. She has no negotiation skills as of yet.

Prepare your analysis describing:

- *What is IN the environment*
- Or
- *MISSING in the environment*
that needs changing to potentially remove or reduce the student's need to use the problem behavior?

Develop your recommended environmental supports and changes for team consideration based on your analysis.

Response to Interventions: Student Outcomes Form

Student: _____

Dates: Changes from: _____ through _____

Problem Behavior addressed in the BIP: _____

Data on student outcomes obtained from:

- | | | | |
|--------------------------|---------------|--------------------------|---------------|
| <input type="checkbox"/> | Teacher _____ | <input type="checkbox"/> | Teacher _____ |
| <input type="checkbox"/> | Staff _____ | <input type="checkbox"/> | Staff _____ |
| <input type="checkbox"/> | Parent _____ | <input type="checkbox"/> | Parent _____ |
| <input type="checkbox"/> | Other _____ | <input type="checkbox"/> | Other _____ |
| <input type="checkbox"/> | Peer _____ | <input type="checkbox"/> | Peer _____ |
| <input type="checkbox"/> | Student _____ | | |

Outcome	Baseline Data	Current Direct Observation Data	Current Assessment Data	Comments
Academic Achievement in:				
Academic Achievement in:				
Academic Achievement in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:				
Social Skills mastery of:				
Social Skills mastery of:				
Social Skills mastery of:				
Parent report of behavioral change				
Peers report of behavioral change				
Staff report of behavioral change				
Student Report				

Time Sampling Record Sheet

10-minute intervals

Student: _____ Date: _____

Behavior: _____

Type of Time Sampling (Circle 1, 2, or 3 below)		
Type 1: Whole Interval += behavior is continuous in the interval	Type 2: Partial Interval += single instance is observed in the interval	Type 3: Momentary += record only if behavior present at end of the interval

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:49		
9:20-9:29			12:30-12:49			3:50-3:59		
9:30-9:49			12:50-12:59			4:00-4:09		
9:50-9:59			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:49		
10:20-10:29			1:30-1:49			4:50-4:59		
10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

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																																

Notes:

Intensity Rating Scales

Student: _____

Page: _____ of _____

Behavior: _____ Scale # _____

1	2	3	4	5
6	7	8	9	10

Behavior: _____ Scale # _____

1	2	3	4	5
6	7	8	9	10

Behavior: _____ Scale # _____

1	2	3	4	5
6	7	8	9	10

Example of Intensity: Swearing, Scale 1-4

1 – soft mouthing of swear words – no sound

2 – barely audible swear word

3 – normal voice swearing

4 – shouting swear words

Communicative Intent Matrix

BEHAVIORS	Aggression	Making Odd Noises	Self-Injurious Behaviors	Self-Stimulation	Tantrum	Touching/Feeling	Gesturing/Pointing	Object Manipulation	Pushing/Pulling	Reaching/Grabbing	Running Away	Cussing/Profanity	Repeated Statements	Screaming/Yelling	Verbal/Physical Threats	Other Behaviors				
MEANINGS																				
<i>INTERACTIONS</i>																				
I want attention																				
I want to talk to you																				
I want to play																				
I like you																				
Can I do this?																				
I want/need help																				
I don't know how...																				
I'm hungry/thirsty																				
I want this																				
<i>BACK-OFF Statements</i>																				
"No"																				
I don't want to do this																				
I want to stop this																				
Give me some space																				
<i>DECLARATIONS</i>																				
I've got something to say																				
I'm embarrassed																				
I'm saying "Hello"																				
I'm saying "Yes"																				
I'm joking																				
<i>FEELINGS</i>																				
I'm worried/anxious																				
I'm bored																				
I'm afraid																				
I'm mad/angry																				
I'm frustrated																				
My feelings are hurt																				
I'm in pain																				
I feel good																				
I'm happy																				
It's just a habit																				
I'm releasing tension																				
I need to move like this																				
OTHER																				

Direct Observation

Student: _____ Observation Date(s): _____

Observer: _____ Title: _____

Observation Setting(s): _____

Problem Behavior (operationalized terms): _____

Positive Replacement Behavior (operationalized terms): _____

Has the IEP Team determined that instructional/behavioral approaches specified in the IEP are ineffective? Yes No

OBSERVER'S ANALYSIS OF ANTECEDENTS & CONSEQUENCES

ANTECEDENTS	Operationalized Problem Behaviors	CONSEQUENCES
	See above	
ANTECEDENTS (currently present)	Operationalized Problem Behaviors	CONSEQUENCES (currently in effect)
	See above	

Tentative hypotheses of Functions of Problem Behavior: _____

Potential Reinforcers Interview and Observation Form

What activity does the student frequently select when given a choice?

What objects or edibles does the student select frequently when given a choice?

What consequences have worked to motivate or increase other positive behaviors?

What activities or tangibles have been (or may be) used effectively in an “if-then” contingent reinforcement system for the presence of a positive behavior?

What activities or tangibles have been (or may be) used effectively in an “if-then” contingent reinforcement system for the absence of a problem behavior (DRO)?

Functional Assessment Observation Form

THE CONTENT OF THE FUNCTIONAL ASSESSMENT OBSERVATION FORM

This Functional Assessment Observation Form has eight major sections (see next page). A blank copy of the form is included on page 9. Each labeled section is described below. This form combines an event-recording system with hypothesis generation. Once learned, it can provide a streamlined data collection system that implementers value and use consistently.¹

SECTION A: IDENTIFICATION/DATES

In Section A, you show who is being observed and the dates on which the data are being collected. Note that a single page can be used across multiple days.

Section B: Time Intervals

Section B is separated into blocks that can be used to designate specific intervals (1 hour, a half-hour, 15 minutes). List here the periods and settings/activities in which observation is taking place. These can be arranged in a variety of ways, depending on a person's daily schedule. For a school student you might list class period times and content (for example, 8:30-9:00, Homeroom; 9:05-9:50, Language Arts; 9:55 - 10:40, Computer; 11:45-12:30, Lunch; 1:25-3:00, Job Training). For an adult in a less structured home setting, you might simply list time periods (3:00-4:00; 4:00-5:00; 5:00-6:00). Depending on a person's typical pattern of behavior or typical schedule, you may want to use unequal interval periods within the blocks, such as 15-minute intervals during busy morning routines and two-hour intervals during the evening when problem behaviors are much less frequent. If targeted behaviors are very frequent during a particular time period or activity, multiple blocks can be used to record data for that period. A row for summarizing total frequencies of behaviors or incidents is labeled at the bottom of the form.

Section C: Behaviors

In Section C, list the individual behaviors you have identified for monitoring during the observations. These targeted behaviors should be the ones identified during your interviews with relevant people. You may also decide to list *positive* behaviors such as appropriate communication responses or attempts that seem important to document or are of interest. The form allows flexibility in monitoring behaviors. For example, if a particular behavior (eye-poking or aggression) occurs in both low-intensity and high-intensity forms, you can list each form as a separate behavior to identify differences or similarities in their patterns of occurrence. When several behaviors occur regularly in combinations, you may monitor them all within a single behavior notation (dropping to the floor, screaming, kicking feet and flailing arms to pound the floor may all be recorded under tantrum). However, be cautious about grouping behaviors together for coding. One of the more useful pieces of information obtained through the FAO is the individual behaviors that tend to occur together and those that do not. Initial perceptions that certain behaviors always go together may not always be supported by direct observation data.

¹ Text and forms adapted from *Functional Assessment and Program Development for Problem Behavior* (second edition), by Robert E. O'Neill, Robert H. Horner, Richard W. Albin, Jeffrey R. Sprague, Keith Storey, and J. Stephen Newton (Belmont, Calif.: Wadsworth Publishing Co., 1997, pp. 37-44), by permission of the publisher.

Section D: Predictors

In Section D, list important events or stimuli identified in your interviews as potential predictors for the occurrence of problem behaviors. Such events typically are present or occur just before or at the same time as the problem behaviors. The FAO form already lists several potential predictors that have often been found in the research literature and in the authors' clinical experiences to be related to the occurrence of problem behaviors. These are Demands/Requests, Difficult Tasks, Transitions (place to place or activity to activity), Interruptions, and being left Alone (no attention). Additional empty slots are provided for you to list potential predictors specific to the person being observed. These might include the names of different support persons present; particular activities or tasks; conditions such as noise, schedule changes, or confusion; and the presence of particular classmates, housemates, or co-workers. You might also label a column "Don't Know" or "Unclear" to be used when the person recording data cannot identify particular setting events or antecedent stimuli that may be related to the occurrence of problem behaviors.

Section E: Perceived Functions

In Section E, we ask observers to make their "best guess" regarding what they perceive as the apparent function of behaviors that occur during an incident. In other words, note why you think the person did what he or she did. This section has two major areas: obtaining desired things and escaping/avoiding undesired things. The specific "things" that would be designated on the form would depend on information gathered during the interview process. However, as in the Predictors section, the form lists several outcomes that individuals have been interested in obtaining or escaping through problem behavior. These outcomes include obtaining attention, specific items or activities (you might list specific items or activities), and self-stimulation; and escaping or avoiding demands/requests, specific activities, or people. A column for "Don't Know" is included for situations in which observers are unsure of possible functions of the behavior observed.

Focusing on the particular outcome of a behavior and judging its function may be somewhat new ideas for many observers. People are often more accustomed to attributing the occurrence of problem behaviors to a person's "personality traits" or disability labels (for example, "she likes to hurt people because she is mean," "he does that because he is angry," "he does that because he has autism"). Because of this tendency, some observers may need repeated explanations and extra help to understand the important purpose of this section. We believe it is more respectful of a person's dignity to assume that functional reasons exist for problems behaviors rather than to think that such behaviors occur because of some personal trait or characteristic that is unchangeable.

Section F: Actual Consequences

In Section F, you record data on the actual consequences that follow problem behaviors—for example, the person was told "no," was ignored, was redirected. This information gives you some idea of the consistency with which certain consequences are being provided. It also provides further clues to the potential functions of problem behaviors. For instance, if time away to a quiet place is used with problem behaviors that appear to be escape motivated, then putting the student in such an area may actually be reinforcing the behaviors.

Section G: Comments

Observers can write brief comments here regarding behaviors that occurred during the corresponding block of time. We also recommend that observers use this space to write their initials for a block of time in which no targeted behaviors were observed. This practice verifies that observation was occurring and that no problem behaviors were observed. As

we noted earlier, knowing when and under what circumstances problem behaviors do not occur can be very informative.

Section H: Event and Date Record

The rows of numbers in Section H are designed to help the observer keep track of the number of problem behavior events that have occurred and the days across which these events were observed. The numbers are used to show each event with one or more problem behaviors.

Box 2.2	Step for Setting Up a Functional Assessment Observation Form for Collecting Data
<ol style="list-style-type: none">1. Write basic identifying information and dates of observations.2. List the time intervals and settings/activities down the left side of the form.3. List the behaviors to be monitored.4. List potentially relevant setting events and/or more immediate antecedent events in the Predictors section.5. List any additional possible functions of behaviors, if necessary, in the Perceived Functions section.6. List the actual consequences that are typically delivered when behaviors occur.	

The first time a behavior or incident occurs, the data recorder should mark the appropriate boxes on the form with the number 1 to identify the first recorded event of the behavior. The number 1 in the Events row of Section H would then be crossed off. The next occurrence of problem behaviors and the relevant boxes in each section of the form would be recorded by using the next number in the row (2 indicates the second occurrence, 3 indicates the third, and so on). Each time a number is used, it is crossed off. When recording is finished on a particular day, a slash can be drawn after the last number and the day's date recorded in the Date row below to indicate the date on which those incidents occurred. During the next day's data collection, the first incident would be recorded using the next unused number in the row (such as 5 or 6) and would then continue with the following numbers (7, 8, 9, 10). Using numbers in this way for each incident or occurrence of targeted behaviors enables you to link specific predictors, functions, and consequences with behaviors. If the same data sheet is used across multiple days, notations in the Date row help you see which incidents occurred on which days. Such information can be helpful as you look for patterns across time or try to validate what people tell you about the way a person's behaviors may vary on particular days (for example, "Her behavior is always worst on Mondays"). The steps for setting up the FAO to collect data are summarized in Box 2.2. The next page shows a form on which behaviors, predictors, perceived functions, and actual consequences are filled in and ready for use.

A quick analysis and interpretation of the data presented in the completed FAO reveal several pieces of important information. Joe was observed for 2 days (3/16 and 3/17) during which a total of 17 events of problem behavior were coded (see Events row at bottom). Three problem behaviors were observed: slapping others, spitting on the desk, and screaming. Predictors added to the form for monitoring were the three classroom assistants who work with Joe: Marsha, Bill, and John. Actual consequences to Joe were blocking and redirection or having the behavior ignored. The Time column shows the school periods and times during which data were collected.

Name: *Joe*

Functional Assessment Observation Form

Starting Date: *3-16* Ending Date: *3-17*

Time	Behaviors										Predictors					Perceived Functions					Actual Conseq. Comments: (if nothing happened in period, write initials)									
	Slap cheeks		Spit on desk		Scream		Demand/Request		Difficult Task		Transitions		Interruption		Alone (no attention)		Masks		Bell			John		Get/Obtain		Escape/Avoid				
8:50-9:35 <i>Reading</i>	1		2		1		1					2	1															2	1	<i>2-read on own</i>
9:40-10:25 <i>Lang Arts</i>	11		10		11		11					10	11															10	11	<i>10-read on own</i>
10:30-11:15 <i>Choir</i>	3	4			12		3	4				3	4															3	4	<i>M.J.</i>
11:20-12:05 <i>Math</i>	5	12			5	12		5	12			5	12															5	12	<i>14 - seat work</i>
12:05-12:50 <i>Lunch</i>	13				13							14																		<i>B.W.</i>
12:55-1:40 <i>Social Studies</i>																														
1:45-2:30 <i>Science</i>	6		14		6		6				14		6															14	6	
2:35-3:20 <i>P.E.</i>	7				7		7					7																7	7	<i>J.S.</i>
Totals	13		4		9																									
Events:	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					
Date:	3/16										3/17																			

The observation data shows clear patterns in the occurrence of problem behaviors. Look at the very first event involving problem behaviors. It is coded with a 1. This first event included both slapping others and screaming (a 1 in both columns). It occurred when a demand/request was made during the reading period (1's are in the row for 8:50 to 9:35). Marsha was working with Joe (see a 1 under Marsha for the period) and she implemented a block/redirect procedure. The perceived function was escape from the demand/request.

In looking for overall patterns, we see that slapping others (which occurred 12 times in the two days) and screaming (9 occurrences) frequently occurred together—but not always (see events 3, 4, and 5). This finding suggests that these two behaviors are members of the same response class and are used for the same function. The perceived function for both behaviors is escape from demands/requests. Note that screaming did occur once by itself during Science on 3/17 (see the event coded with 16). The predictor was a difficult task and the perceived function was escape from the task. This particular screaming incident was ignored. Blocking and redirection were used in the other slapping and screaming events. Spitting on the desk, which was observed four times, was seen as serving an attention-getting function. The predictor noted was that Joe was working alone (no attention). The Comments column provides even further information for events 2, 10 and 14. Despite the perceived function, the spitting was ignored by school staff, at least during the observation period presented here.

USING THE FUNCTIONAL ASSESSMENT OBSERVATION FORM

Recording

The basic use of the FAO form is straightforward. Recording is event driven, occurring whenever a problem behavior or a behavioral episode or incident involving problem behaviors occurs. When problem behaviors occur during a time interval, place the appropriate number from Section H (1 for the first occurrence or episode, 2 for the second, 3 for the third, and so on) in the appropriate box or boxes in the Behaviors section. Then move horizontally across the rest of the form and place the same number in the appropriate boxes in the other sections, thereby recording the Predictors (setting events and antecedent stimuli) that were present when the behaviors occurred, the Perceived Functions of the behaviors, and the Actual Consequences that followed the occurrence of the behaviors. Finally, cross off the number used in Section H so you can easily see which number will be used next. If a comment is needed or desired, write it in the corresponding Comments box. Also, to facilitate follow-up on observations, observers could write their initials in the Comments box at the end of a time period, particularly if there is no other way to identify who was observing during a period. The example (on the previous page) illustrates how several occurrences of problem behaviors might be recorded.

When problem behaviors occur relatively infrequently, information may be recorded for each occurrence of the behaviors. In such a case, an actual frequency count of the behavior can be obtained from the form. However, sometimes problem behaviors will occur in high-frequency bursts (such as several head hits or face slaps in rapid succession), or in episodes that include multiple occurrences of one or more problem behaviors (such as a 5-minute tantrum that involves dropping to the floor, kicking feet, screaming, several hits, and attempted bites). In such cases observers should code the entire burst or episode with a single entry on the form—that is, one number representing the entire episode or burst. Using this method, the frequency of bursts or episodes can be determined but not the actual frequency of each problem behavior.

Finally, for behaviors that occur with high frequency, the form should be used for brief time sample periods in which only a few, or even just one, occurrence or incident is recorded. This approach greatly reduces demands related to data collection but may also result in information being missed. The hope in such a case would be that high frequency behaviors occur so often that a clear picture will emerge even if all occurrences are not recorded.

No matter the recording approach used, support personnel and observers should ensure that the health, safety, and support needs of a person engaging in problem behaviors are met before they shift their attention to recording information on the observation form. Data collection should not interfere with the delivery of needed support or intervention. However, the person responsible for collecting data should record information when possible following the occurrence of problem behaviors to ensure accuracy and guard against the loss of information. The copy of the FAO form that is being used for data collection should be located in a convenient, central place where those responsible for observation have ready access for recording, such as on a clipboard or in a file on the teacher's desk.

As noted earlier, knowing where and when problem behaviors are not occurring can be very useful. If no problem behaviors occur during a time period, we recommend that the observer write his or her initials in the appropriate Comments column box to indicate that observation was occurring during this period. This eliminates the question of whether the absence of data during a period means that no problem behavior occurred or nobody was observing at that time. Having observers include their initials also allows you to know who was observing during a given time period in case you want to follow up on what was happening during the period. Box 2.3 summarizes the basic steps in the recording process.

Box 2.3	Basic Steps for Recording Data on the Functional Assessment Observation Form
	<ol style="list-style-type: none">1. If problem behaviors occur during a recording interval:<ol style="list-style-type: none">a. Recorder puts first unused number (from bottom list, Section H) in appropriate box or boxes in Behaviors section.b. Recorder uses the same number to mark appropriate boxes in the Predictors, Perceived Functions, and Actual Consequences sections.c. Recorder crosses out just-used number in the list at the bottom of the form.d. Recorder writes any desired comments in the Comments column.e. At the end of the time period the recorder puts his or her initials in the Comments box.2. If problem behaviors do not occur during a recording interval:<ol style="list-style-type: none">a. Recorder puts his or her initials in the Comments box for that interval and writes any desired comments.

Initial Training

People who will be using the FAO form need to be trained before using the form independently. Training should involve describing the different sections of the form and how they are used, and providing practice on recording on the form before actual observation begins. Training also should include specific information on the logistics of the observation and recording processes to be used. This includes writing on the form the actual time intervals to be employed, identifying the persons responsible for recording data, specifying where the form will be located and stored, and determining the planned schedule for observations. Once actual observation has begun, someone in a supervisory or monitoring capacity should discuss with the observers any issues or problems that arise. It is not unusual to need to revise the observation form or procedures after a day or two of actual recording. For example, behaviors or predictors may occur that were overlooked in the initial interviews and form setup and will need to be added to the form. Behaviors or predictors (difficult tasks, transitions) may need to be more clearly defined for consistent recording. Procedures (such as where the form is kept) may need to be modified.

FUNCTIONAL BEHAVIOR ASSESSMENT REPORT

An FBA is an analytical process based on observations, review of records, interviews, and data analysis to determine the function the behavior serves for the student, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors.

Date of Report: _____

Date(s) of FBA Data Collection: _____

SECTION 1: Student Information

Student Name: _____ Male Female
Last (legal) *First (no nicknames)* *M.I.*
Birthdate: _____ Grade: Drop down menu
Resident District: _____ School of attendance: _____

SECTION 2: Parent/Guardian Contact Information

Parent Name: _____ Home Phone: (____) ____ - ____
 Foster Parent Address: _____ Work Phone: (____) ____ - ____
 Guardian City/State: _____ Cell Phone: (____) ____ - ____
 Surrogate Zip: _____ E-mail: _____@_____
 Student

SECTION 3: Behavior Analysis

1. Behavior(s) of concern (*State a clear, measurable, and observable description of the behavior or behaviors of concern*)

2. Frequency, Intensity, and/or Duration of current behavior:

3. Analysis of this behavior was based on:

- Interviews with _____
 Student observation(s) on _____ at _____
 Review of records, consisting of: health discipline other: _____
 Environmental analysis for supportive and unsupportive variables on _____

Summary of Interview, Observation, Record Review, and Environmental Analysis:

4. Is the behavior impeding learning of the student or peers? Yes No

If yes, please describe:

5. Have Tier II Strategies or other Interventions been tried? (e.g., school/home notes, behavior contracts, self-monitoring)
 Yes No
 Describe previously selected intervention:
6. Result of selected Tier II or other Positive Behavior Interventions and Strategies:
7. Is a behavior intervention plan recommended? Yes No Rationale:
8. Environmental Factors:
- What are the reported and observed predictors for the current behavior(s)? (Antecedent events that trigger problem behavior)
 - What supports the student using the current problem behavior(s): summary based on the environmental assessment portion of this assessment: (e.g., what is in the environment that should be eliminated or reduced? What is not in the environment that should be added?)
9. Functional Factors:
- Hypothesis of function (purpose) of this behavior for this student based on data collected in Section 3. above
 - Suggested functionally equivalent replacement behavior:

SECTION 4: Conclusion/Recommendation

1. Conclusions: (Recommendations for IEP, 504, or school team consideration)
2. Estimate of need for behavior intervention:
- Extreme
 - Serious
 - Moderate
 - Needs attention, early stage intervention
 - Monitor behavior only; no formal behavior intervention plan is recommended at this time
3. If a Behavior Intervention Plan is NOT now recommended:
- Behavior goals to be developed by: _____ and contained in: _____
 - Consider Tier II interventions, or other interventions, such as _____
 - Consider assistance to student's teacher to enhance environmental/student
 - Consider other Tier III interventions, such as district provided Cognitive Behavioral Therapy such as a Related Service to address emotionally driven behavior
 - Consider WrapAround or Multiagency teaming

Rationale for selection of an alternate approach:

4. This team has determined that if a behavior plan is NOT to be developed as a result of this assessment, a functional behavioral assessment will be considered again if:

data demonstrates the problem behavior intensity, duration or frequency escalates or continues at current rate or
data demonstrates non-responsiveness to selected other approaches

Describe:

5. This student has: a current IEP a current 504 Plan neither

6. Goals to monitor future behavior will be added to:

- a new or amended IEP
- a new or amended 504 Plan
- a school team's plan (no IEP or 504 Plan)

SECTION 5: Evaluation Personnel

Individuals contributing to this evaluation:

Name	Position	Name	Position

Contact person for this report:

Phone: () -
E-mail: @

Functional Behavioral Assessment Summary*

DISCIPLINE Pathway

***A FBA Analysis is required for "involuntary placement changes": e.g., every suspension past 10 days in a school year or when expulsion is being considered IF the behavior is a manifestation of the disability following the Manifestation Determination Process**

Student _____ Date(s) of FBA data collection _____ Date of Incident _____

Staff conducting FBA _____

Behavior resulting in this FBA _____

Date of Manifestation Determination IEP meeting: _____

Behavior frequency: behavior has occurred only one time behavior has occurred on multiple occasions

This behavior has now resulted in: Cumulative suspension beyond 10 days in a school year
 Recommendation for an involuntary placement change
 Recommendation for expulsion

Analysis of this behavior was based on:

interviews with _____

observations on _____ at _____

review of records, consisting of: health discipline other: _____

Hypothesis of function of this behavior for this student: _____

Analysis of why this is the probable function: _____

If unclear, state why: _____

FBA has identified these current predictors or triggers for this behavior and these consequences the student achieves by this behavior (antecedent and consequence analysis): _____

Estimate of need for behavioral intervention: extreme serious moderate needing attention, early stage intervention monitoring of behavior needed only; no formal behavior plan is deemed necessary at this time.

Rationale: _____

What factors in the school environment and/or instruction and/or interactions should be altered to prevent the behavior from reoccurring (which will be presented to IEP team for inclusion in a behavior plan) _____

Any other recommended additional services to address the problem behavior?

goals & objectives to be developed in IEP (next IEP meeting date and goal area(s)) _____

in-school services for inclusion in IEP: (next IEP date and recommended services) _____

off-campus agencies and providers to be specified in IEP (next IEP meeting date and agencies/providers to discuss) _____

services for parents to be discussed at IEP meeting ((recommended services) and IEP meeting date) _____

other service or communication provision (recommended services or communication exchanges and IEP meeting date) _____

Recommended environments where a behavior plan should be used (to be presented to IEP team):

1. _____

Results of FBA

See IEP date _____ for the Behavior Intervention Plan (BIP) which will be developed to address behavior analyzed in this Functional Behavioral Assessment. This plan describes what staff will do to support alternative behavior. If no plan is to be developed as established by the IEP team on: (date) _____, complete the following:

If a BIP is NOT to be developed as a result of this assessment, the IEP team's final rationale

The IEP team has determined that if a BIP is NOT to be developed as a result of this assessment, a formal BIP will be developed if:

Problem behavior continues or escalates _____

Date of IEP in which behavioral goals to monitor future behavior will be (or have been) developed: _____

DATA COLLECTION DOCUMENTATION FORM

I. Demographics:

Student Name: Date of Birth: Date of Report:

Developmental/cognitive ability range:

Communication skills:

II. IEP Team Documentation: All four conditions have been met prior to assessment

- Student has an IEP
 - Parent has signed assessment plan for this functional behavioral assessment
- Date:

III. Staff supervising data collection

IV. All three required data collection methods were used

- A. Interview(s) with:
- B. Direct observation(s) to determine relationship of behavior to antecedents and consequences conducted on Date(s): Location(s):
- C. Review of data (check all that apply) and summarize:
 - Previous assessments
 - Discipline records
 - Classroom behavioral data
 - Reports from other settings

V. Additional Baseline Data Analysis

Method of systematically gathering data on antecedents/consequences

- Using Functional Observation Form (see attached)
- Using other data collection form (see attached)
- Other (describe)

VI. Sources of Information from a variety of sources, including caregiver/parent

- parent(s)
- other family members
- teacher(s)
- former staff/teachers
- staff
- other

VII. Targeted Behaviors

- A. **Frequency, Intensity, Duration** of targeted behavior was determined across all required components:
 - activities (specify):
 - settings (specify):
 - people present (specify):
 - times of day (specify):
 - summary:
 - frequency: intensity: duration:

B. Rate of occurrence of targeted (problem) behavior:

- i. Associated antecedents and consequences:
- ii. All settings in which problem behavior occurs:

VIII. Alternative Behaviors

Rate of occurrence of alternative behavior:

Associated antecedents and consequences:

IX. Analysis of history of behavior and effectiveness of previous interventions (gathered through review records, verbal reports)

- INEFFECTIVE previous interventions include:
- EFFECTIVE previous interventions include:

X. Review of records for health and medical factors which may influence behavior

(Consider medication effects, sleep difficulties, health, diet, behavioral correlates of specific disabilities, etc.) Findings to consider:

XI. Conclusion: A Behavior Intervention Plan is necessary

- Student has not responded to lesser interventions which included:
- This behavior problem is impeding the learning of this student or peers.

XII. Conclusion: Recommendations for IEP team consideration

Choose one finding:

- Develop a Behavior Intervention Plan based on the attached Functional Behavioral Assessment Report
- No intervention required
Rationale for recommendation:
- A behavioral approach is not recommended because the behavior is not purposefully used, i.e., "socially mediated" (used to gain or escape/reject something in the environment but rather, the behavior is emotionally driven and should be addressed with a Related Service to systematically desensitize the emotional response at the root of the problem behavior

BEHAVIORAL INTERVENTION PLAN DATA COLLECTION

I. Specified data collection during behavior intervention plan implementation

- A. Schedules for recording the frequency of the use of the interventions
 - How often:
 - By whom:
 - Method of recording:
- B. Schedules for recording frequency of targeted (problem) behavior
 - How often:
 - By whom:
 - Method of recording:
- C. Schedules for recording frequency of replacement behaviors
 - How often:
 - By whom:
 - Method of recording:
- D. Criteria for discontinuing the use of the interventions:
 - If ineffective**, discontinuation criteria and next steps:
If (condition),
then (next steps).
 - If alternative interventions required**, discontinuation criteria and next steps:
If (condition),
then (next steps).

II. Evaluation of program effectiveness-personnel, frequency, method, data to evaluate

- A. **Designated Frequency** of scheduled intervals to evaluate the behavior plan determined by IEP team:
 - Daily:
 - Weekly:
 - Monthly:
 - Report card periods:
 - Other:
- B. **Program Effectiveness Conducted** between/by: (teacher, consultant, parent(s), other(s): (Specify)
- C. **Designated Method** of conducting program effectiveness review:
 - Meetings at (location/times):
 - Telephone conferences (times):
 - Email (time sent):
 - Other:
- D. **Data to Evaluate:** measures of frequency, duration and intensity of targeted behavior to be evaluated by comparison with baseline

III. Other settings receiving copies of this plan

- A. Notification only. Setting(s):
- B. Implement across setting(s):
Personnel responsible for implementing in other sites include:

NOTIFICATION OF BEHAVIOR PLAN

Student Name _____

Teacher(s) or Implementers _____

Class/Subject/Service Location or Area _____

Date the attached Behavior Plan was developed _____

This student's Behavior Plan is a component of:

An IEP A 504 Plan

A school's team pre-referral intervention plan

A Tier III intervention

Other _____

Date of the above plan: _____

If for any reason this Behavior Plan cannot be fully implemented, or proves unsuccessful, please immediately contact the case manager _____ available (time/dates) _____ phone/location _____ for assistance on next steps.

DO NOT DISCONTINUE PROVIDING THE FULL SPECIFIED PLAN COMPONENTS OR INTERVENTIONS WITHOUT SPECIFIC TEAM AUTHORIZATION. (An IEP or 504 plan is a legally binding document. The attached BIP is to address necessary behavioral strategies and supports.)

Staff distributing this Behavior Intervention Plan: _____

This document is necessary to complete the behavior intervention planning process.

Please sign and return the portion below to: _____ Deadline: _____

X

tear off

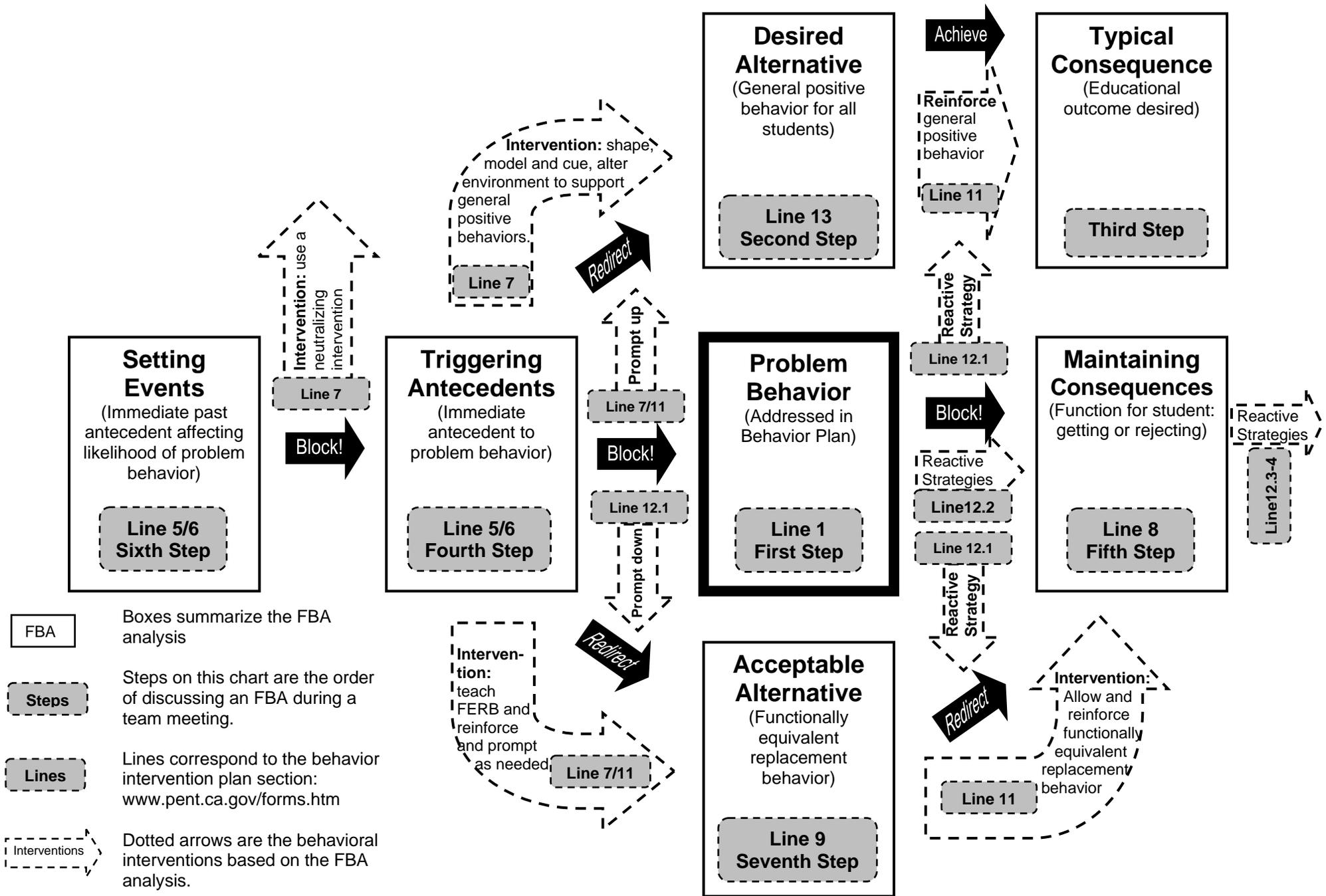
I understand that _____ has a behavior intervention plan. I have received a copy, and explanation of content. I understand that I am required to refer to and follow this plan. _____ has met with me and reviewed **my specific role** in following the student's behavior plan. I understand that further support and assistance on how to implement and follow this student's behavior plan is available to me to assure I am implementing the full plan in my setting as specified. I understand that a new behavior plan team meeting with my participation can/will occur at any point necessary to help assure the student's behavioral success if for any reason the currently specified behavior plan proves unsuccessful. I will contact _____ as needed at the following email address _____. **My signature below indicates I have carefully read this page and am fully aware of all of the above provisions.**

Signature: _____

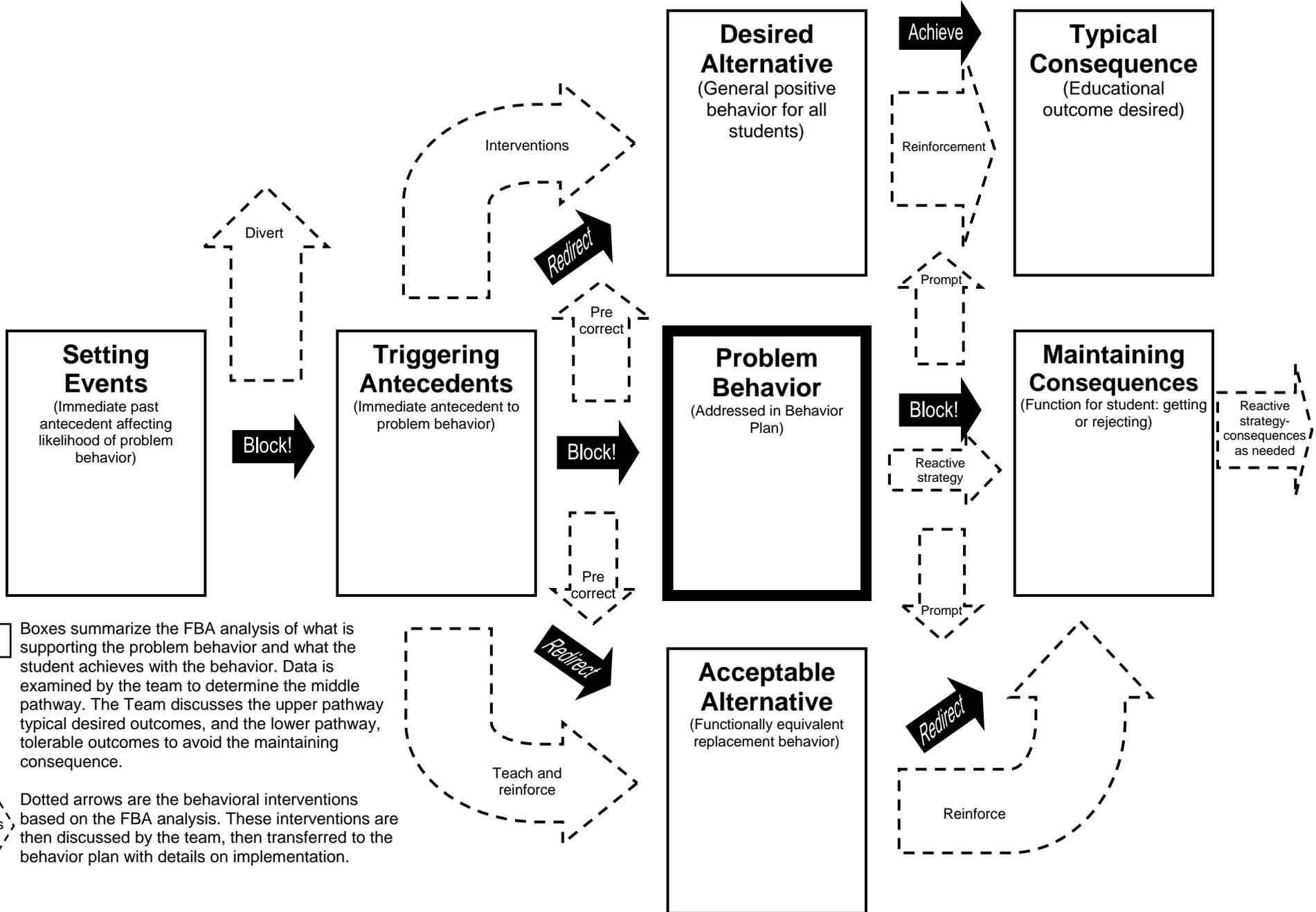
Title: _____

Date: _____

ORDER OF TEAM DISCUSSION LINKED TO BIP LINES FOR PATHWAY CHARTING



THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

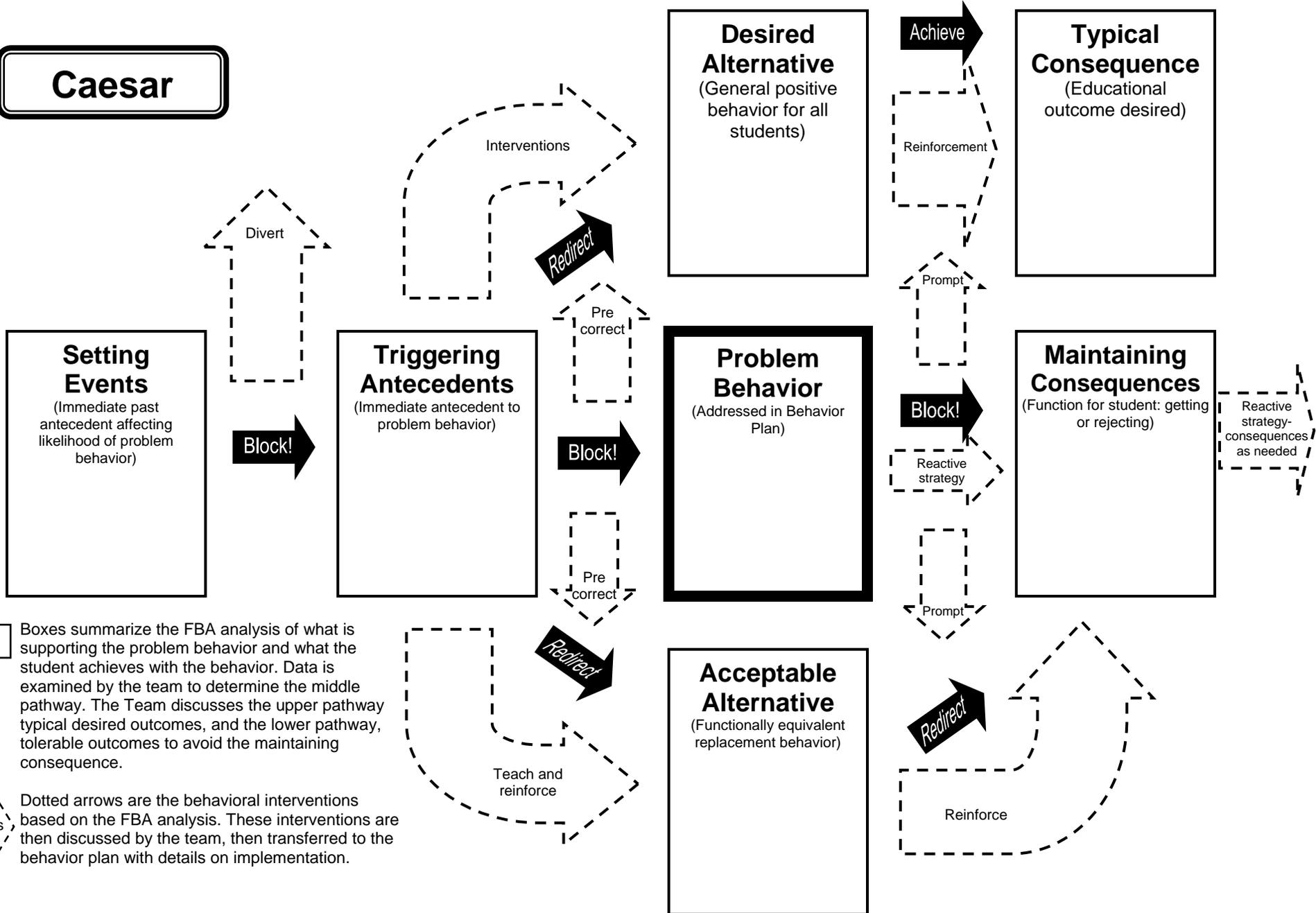


FBA Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Interventions Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

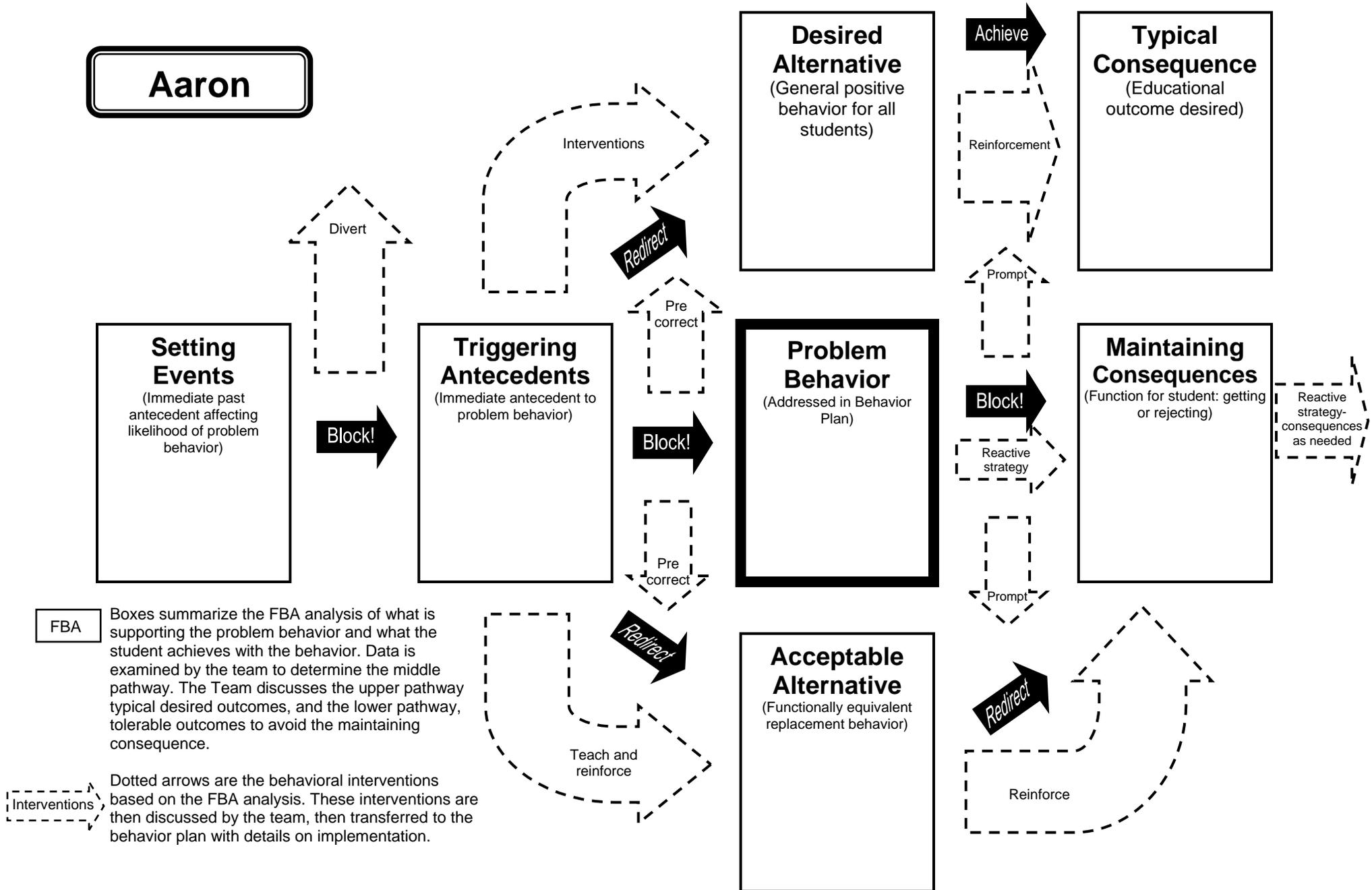
Caesar



FBA Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

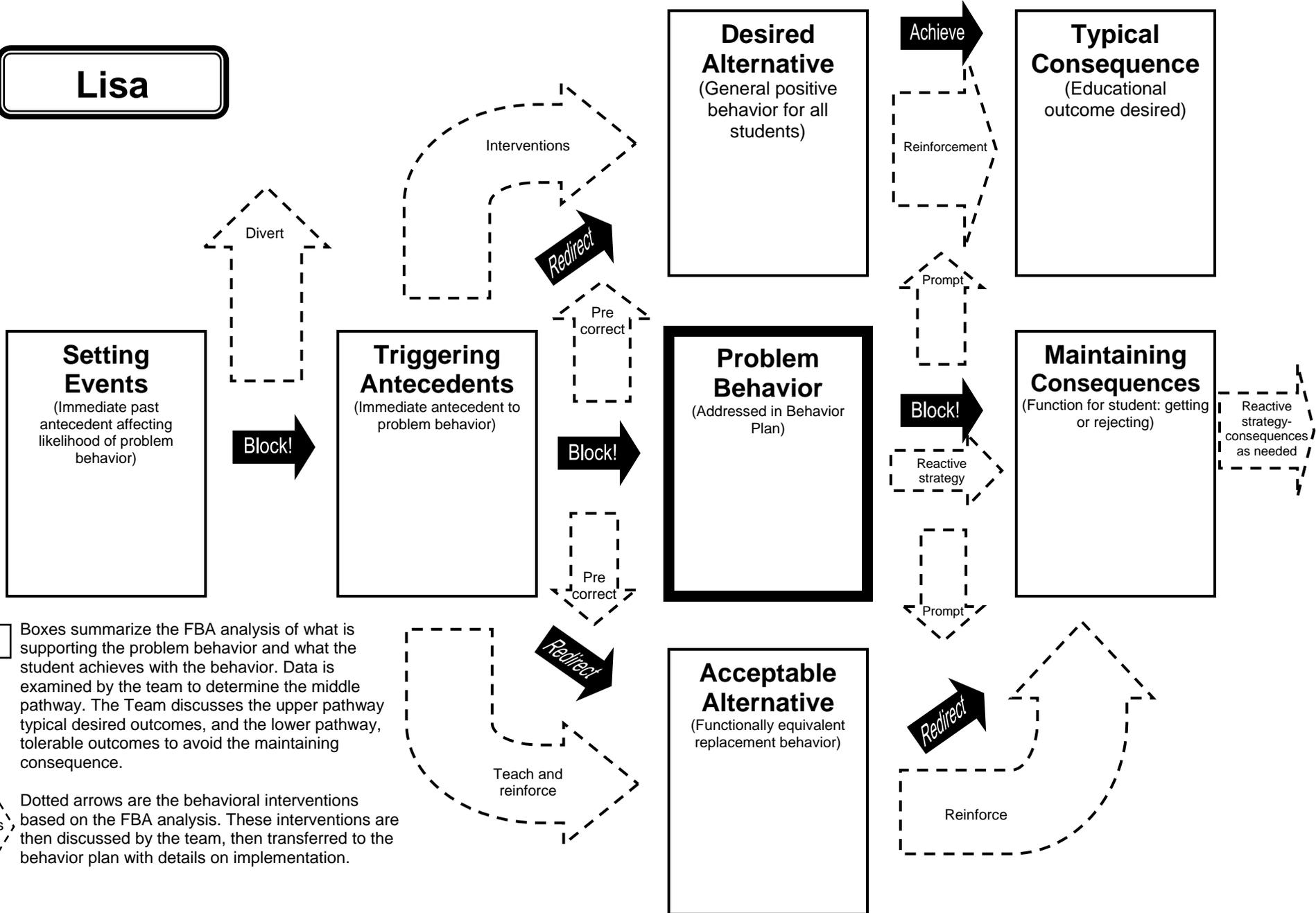
Interventions Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING



THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

Lisa

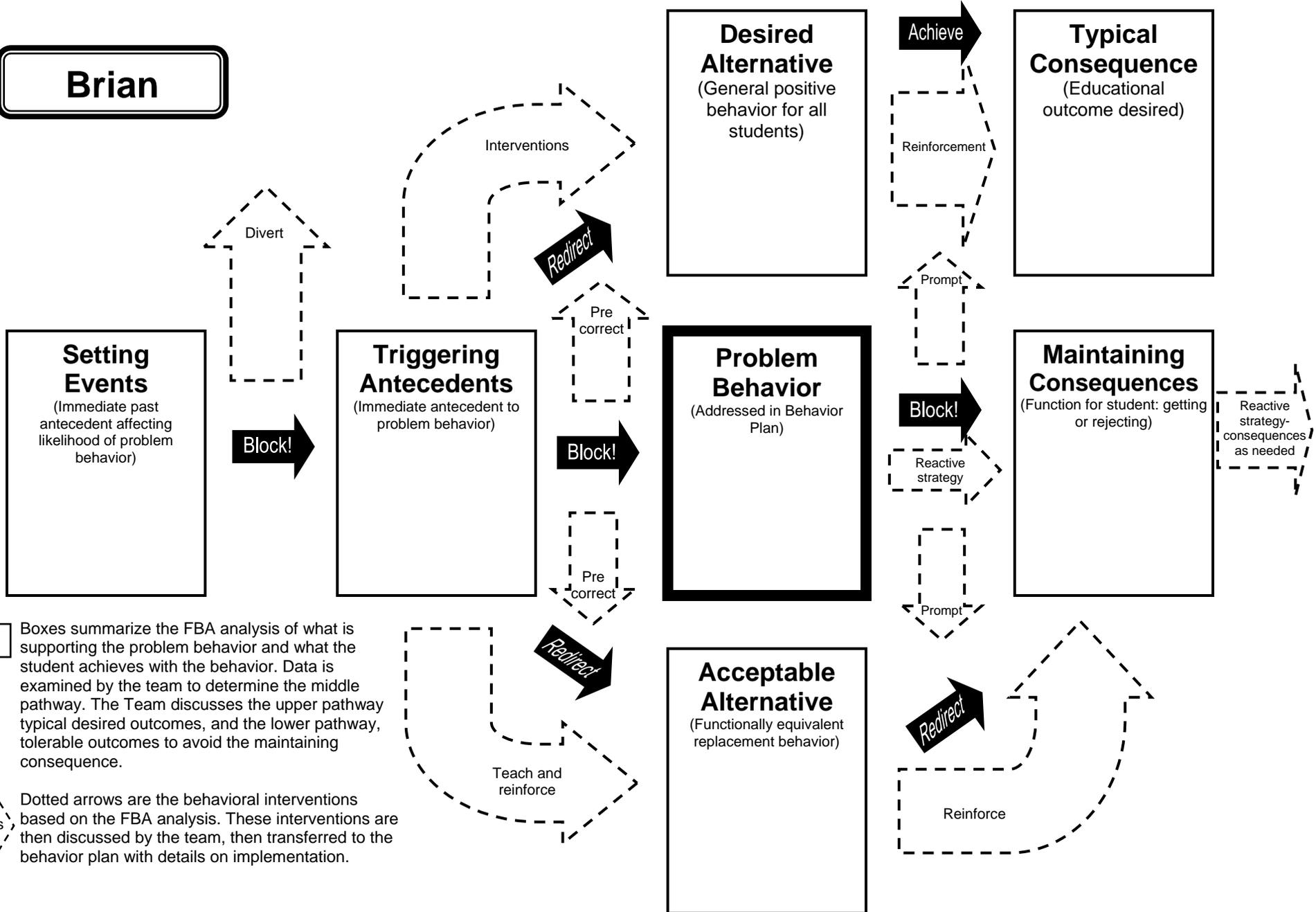


FBA Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Interventions Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

Brian

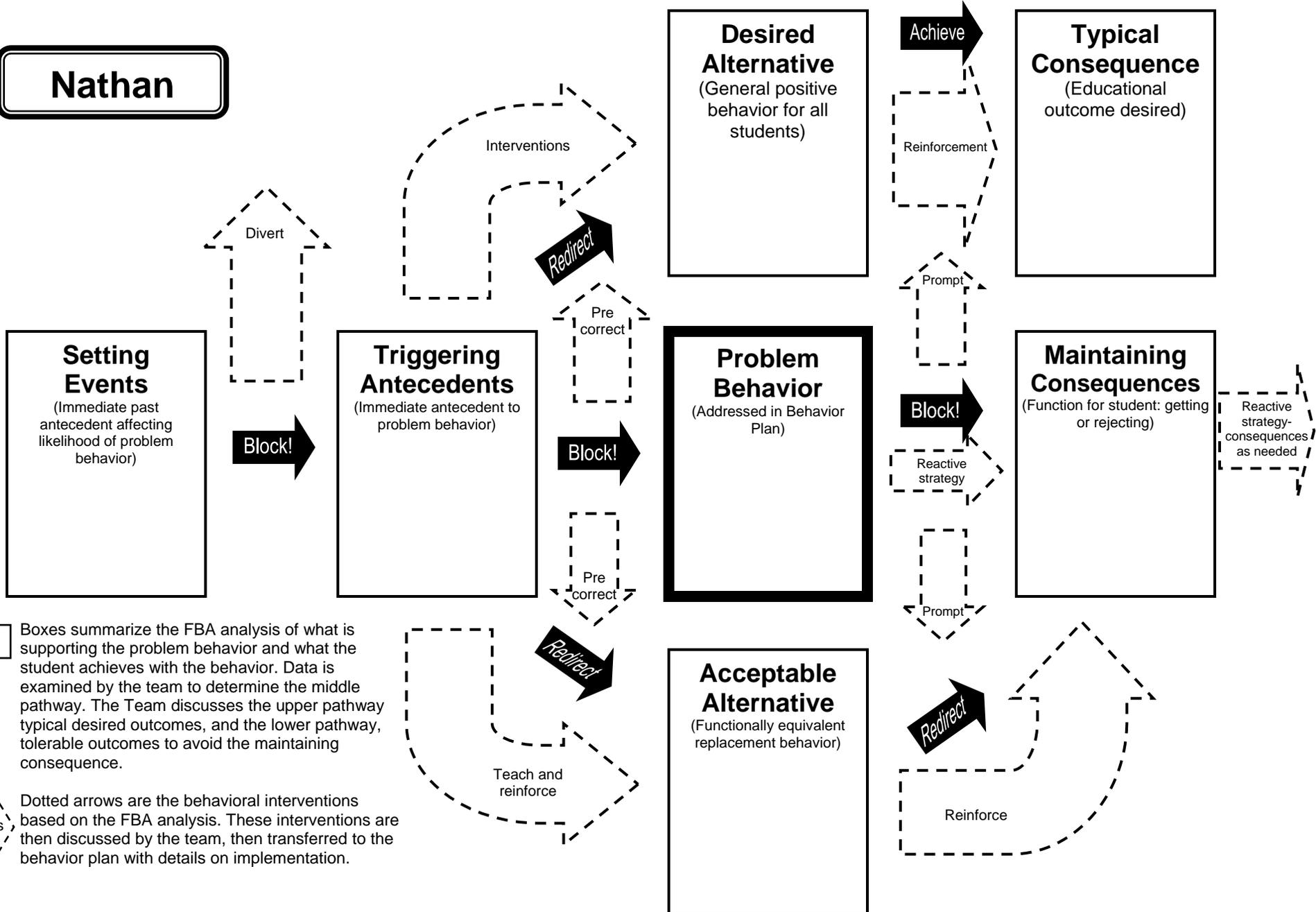


FBA Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Interventions Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

Nathan



FBA Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Interventions Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

CASE STUDIES FOR PATHWAY CHARTING

Diana Browning Wright

CAESAR

Caesar is a 6th grader with ADHD and learning disability in reading. Last year he had a difficult time on the playground without adult supervision due to his temper. When confronted with a rule he believes to be unjust, or a peer conflict, Caesar would explode, hitting and kicking the offending peer or adult. However, he has had only minor difficulty this year, due to increased supervision and positive points for refraining from physical fighting that he exchanges for home privileges and school access to desired computer games and access to participation in team sports. Though he has not had any physical fighting this year, verbal outburst and peer conflict have occurred on occasion which “set him up for problems” according to his teacher. After those occasions, staff know he will have difficulty.

The curriculum this year has been difficult for Caesar, due to his 3rd grade reading and writing skills, though his oral skills are exceptional, and he is very fond of science and social studies. He is making steady progress in reading this year, gaining more growth than expected. He gets along well with peers, despite the previous recess problems. Currently, Caesar has been upset about one teacher’s expectation that he complete an increasing amount of work independently. At times, he will refuse to follow the directions, and will escalate to swearing if the adult persists. He has also hit or pushed the adult away when highly escalated.

AARON

Aaron is a highly social and popular 4th grader with a twinkle in his eye, a big grin most of the time, and a high activity level. He has no disabilities. Everyone enjoys being paired with Aaron, but often the work produced is less than adequate. When Aaron has had a 30 minute period in which he has not been able to talk to his peers, he will immediately start talking off task when the teacher changes the activity to another task in which he has the opportunity to talk to his peers, such as during a lecture or when isolated during seatwork. The teacher knows Aaron is striving for attention and has often left him out of activities because “he is just too hard to manage.”

LISA

Lisa is a quiet, shy 10th grader with no disabilities. She will speak in class sometimes, but has a preference not to do so. Parents report she is a real “chatter box” at home. Typically, when any teacher calls on Lisa to answer a question, Lisa will just put her head down on her desk. Then she waits until the teacher calls on someone else before she puts her head back up again. This effectively leads to Lisa avoiding talking. Her teacher is concerned, and wants to address this problem.

BRIAN

Brian is a kindergartener with a special education eligibility diagnosis of speech/language disorder but with many features suggestive of autism. He is verbal, and uses 3-4 word sentences routinely to express needs and wants, but never to comment on something in the environment. Brian likes routines, and becomes very upset if the bus is late, or if the bus driver is not the expected one. On those days, when Brian’s bus routine has changed, staff members say they “know he will have problems.” Each school day Brian puts his coat away, and goes to circle time. After going to circle, on many days, Brian will run away, and kick and head butt if captured after running away, if the activity at circle time lasts more than five minutes. Brian is more likely to leave circle by running away, on days when the bus routine has changed from the typical bus routine.

NATHAN

Nathan is a freshman in high school with average academic achievement, but a diagnosis of high functioning autism or Asperger's Syndrome. He has required a 1 on 1 aide for all of his academic career, and has a history of withdrawal into verbal perseverative behavior when stressed. He repeats movie scripts, book excerpts or other memorized material when anxious, but can be interrupted sometimes. At other times, a short class removal for a few moments has been effective.

On the first day of school it was especially hot, and Nathan has a history of responding poorly to hot weather. The autism specialist had taken Nathan around to meet teachers and learn the pathways between classes to help de-stress the transition to the new school. Nathan's current perseverative interest transitioned over the summer from Pokémon card characters to Nazis, which was of concern to his family. However, Nathan's interests, while intense, often transition to a new topic within a few months. Nathan has no history of aggression towards peers or adults, despite periodic intense interest in violent themes, such as Nazi activity he learned about on the history channel over the summer.

Nathan entered his German class and sat down immediately in a desk near the door. His assigned aide entered the room and accidentally bumped Nathan as she entered. As other students entered the room, Nathan leaped up and loudly stated, "What do I have to do to get you people to leave this place! Should I kill you all! Do I have to put you in the gas chamber, etc. etc." for several sentences related to his current Nazi interest.

Chart the pathway for this problem behavior. What school issues are present related to threatening behavior? What behaviors would you recommend as a functionally equivalent replacement behavior for future situations? How might you diffuse the issue of "hot days" that are challenges for Nathan?

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 the 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 in order 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.

CONSULTANT'S SCRIPT FOR PATHWAY CHARTING

Opening: *“Let’s begin by graphically illustrating why we think this problem is occurring, and once we have a working hypothesis diagrammed, we will move on to designing interventions to address the problem. (Place Pathway diagram on chart paper, overhead, or projected computer screen to focus team on the analysis, not the consultant.) Those interventions will be in three areas: what we can do to help this student perform well in school, the upper pathway, how we can prevent and safely handle the problem if it occurs again, the middle pathway, and then an acceptable alternative when our efforts to achieve the upper pathway are not entirely effective, the lower pathway. Our behavior plan will be built on this three pathway analysis we are about to begin. The science of behavior is built on core beliefs that behavior is learned, and that lasting change occurs when we approach behavior change from a positive behavioral intervention perspective. Thus, our plan will be built on developing student skills, reinforcing desired behavior, and altering environments to remove variables that lead to problem behavior or adding variables that would support the desired behaviors. This pathway process will help us focus our thinking of how we can accomplish this.”*

Point to each box on your blank Three Pathway Summary as you complete this sequence.

First Step: *“Let’s describe the behavior in such a way that anyone would know what we are talking about. So, we can’t just say he/she is defiant; we need to describe what it looks and sounds like when a behavior we call defiant is occurring. How shall we describe this problem behavior?”*

Second Step: *“What exactly would we want this student to be doing at the time the problem occurs? What are all the students doing that we consider positive behavior, e.g., are the students working on tasks we have assigned? This is the general positive behavior that supports academic and social success.” (Turn to the teacher(s) present for your lead on steps two and three.)*

Third Step: *“If the student engaged in the step two general positive behaviors, what would be the typical consequence or educational outcome be for the students?”*

Fourth Step: *“Ok, exactly what are the variables present, the antecedents, to this problem behavior? Looking at the environmental analysis we conducted, let’s discuss these observations.” Review your observations of what is present that you hypothesize is the trigger for the problem behavior. Remember to use “not yet” if a variable is not present that therefore results in the student engaging in the problem, e.g., “Johnny has not yet been taught an individual schedule to anticipate what is coming next in his day.”*

Fifth Step: *“Let’s consider this now from the student’s perspective. Something happens after this behavior that supports the student choosing this behavior. It has worked in the past, and is working now to produce something the student desires. The science of behavior analysis says all behavior is learned, and that behavior is reinforced and occurs again and again because of*

an outcome. That outcome is either 1) getting something or 2) rejecting something (avoiding, protesting or escaping something). Let's examine our data and experience with this student and generate a hypothesis that summarizes this chain of events."

Sixth Step: "Ok, I think we now have a pretty clear picture of what we want the student to be doing, and a pretty clear picture of the triggers for our problem. Now, has anyone noticed any periodically occurring events that make it even more likely that when confronted by the antecedents we have identified that XXX will use the problem behavior? For example, when he doesn't sit in the usual spot, when someone has said something unpleasant to him, when he is late for school, etc. We call these "setting events" and we want to be sure to have an intervention to use in our plan if a setting event is present."

Seventh Step: "Now we come to the hardest part of a function-based analysis. We are going to design a plan that helps XXX do the desired alternative positive behavior. And, our plan will block XXX from using the problem behavior to get or reject what we have identified. But to achieve that, we will want to consider acceptable alternative behavior that allows him to either get or reject, but through using a different behavior. The function will be the same, but the form of the behavior will be different. For some students this will be a tolerable, temporary behavior, and we can expect that it will be chosen less and less by the student as the supports we put in place for the upper pathway become more effective. For other students with greater behavioral challenges, and often greater general skill deficits or intellectual disability, we may wish to encourage this behavior for a longer period of time."

Summarize: "So, we have outlined three distinct pathways. **(Point and describe the graphed content you have just charted.)** The upper pathway we will support through interventions, environmental changes and increasing reinforcement for the desired behavior. **(Gesture the upper pathway.)** The middle pathway we will block through ways we prompt replacement behaviors, and how we react to the problem if it occurs. **(Gesture the middle pathway.)** The lower pathway is the tolerable path we will teach, reinforce and prompt the student to use." **(Gesture the lower pathway.)**

Moving Functional Assessment to Behavior Planning: "We are now ready to design the interventions that match the analysis we have just completed. Our plan will include environmental changes that support XXX in achieving the desired positive behaviors we want. **(Gesture the upper pathway and read the content of the dotted arrows.)** Our plan will specify how to prompt the student to either the upper pathway or lower pathway when triggering antecedents are present. **(Gesture the dotted arrows between triggering antecedents and problem behavior.)** Our plan will describe how staff should respond after the problem behavior is present, either allowing the student to switch to the acceptable alternative or the desired alternative." **(Gesture the two reactive strategies up and down.)**

"We will also describe how to handle the problem safely if our intervention did not divert the behavior, **(Gesture to arrow between problem behavior and maintaining consequence)** and how we will debrief with the student or apply school based consequences if required

following the students return to acceptable behavior.” (Gesture to the straight arrow reactive strategies to the right of the maintaining consequences box.)

Preview the Behavior Plan Sequence: *“We are now ready to develop a function based behavior intervention plan based on our analysis. As we complete this process, let’s keep referring to our analysis we just charted to be sure our interventions directly address the problem. Here is a preview of how other teams have found they can address this process efficiently:*

- *Let’s begin by addressing the environmental changes we need to put in place and how we can reinforce this student more effectively for either pathway. (Gesture to the line 7 arrows-environmental changes, and line 11-reinforcement.)*
- *After we finish the upper pathway interventions, we will be ready to address the lower pathway, functional equivalent behavior, how we will teach, reinforce and prompt this behavior and going back and adding any environmental changes we will need to facilitate this pathway, line 9.*
- *Finally, we will address the middle pathway, the reactive strategies we will use to prevent the expression of the problem behavior, line 12, section 1,2,3,4)”*