**Functional Behavior Assessment**

School District USA

Student Name: XX DoB: 9/23/96 Age: 14 yrs Grade: **7th**

School: ZZ Middle School Student ID: 97531 Date: 2/24/10

Programs/Services: Other Health Impairment

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1. **Background Information**

**Student Strengths:** XX is helpful and polite. He seems to enjoy math and works well in small groups. He is energetic and has a good sense of humor.

**Brief Academic History**: In 2003,XX was found eligible for special education under the category of specific learning disability. In 2006, his eligibility category was changed to emotional disturbance. In 2009, his eligibility category was changed to Other Heath Impairment reflecting his ADHD diagnosis.

**Medical/Physical:** XX has a diagnosis of ADHD and is currently on a medical intervention.

**Social:** XX’s dad is currently home from deployment. He enjoys being with peers, but his parents state that he likes to tease which is sometimes OK, but sometimes can upset his peers. XX belongs to the youth group at church, a leadership/mentoring program.

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1. **Target Behavior:** *(Define the problem behavior or behaviors of most concern. If there are several, choose one or two*. *Include a clear description of the behavior.)*

* Not starting work when directed. Sits and does not work, or talks to peers.

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| Frequency  (How Often?) | Duration  (How Long?) | Location | Intensity Level 1-10 | | |
| Distracting (1-3) | Disruptive  (4-6) | Destructive  (7-9) |
| 3-4 times/wk | 5-15 minutes | Classroom | 2 |  |  |

1. **Identify events, times and/or situations when the problem behavior usually occurs and when it does not occur.** *(who, what, when, where):*

* **Trigger(s):** Asked to start work, especially it if involves writing

|  |  |  |
| --- | --- | --- |
| **Behavior Occurs** | **Most likely when…** | **Least likely when…** |
| **What** (activity, situation) | Written expression tasks | Favored activities, hands-on activities, sports |
| **When** (time, class period) | During academic class periods | Nonacademic times |
| **Where** (location, setting) | At school in the classroom | Hallway and home |
| **Who** (person) | Classroom teachers, TAs | Parents |

1. **Identify the consequences that maintain the behavior.** *(What happens after the behavior that increases the likelihood the student will perform the behavior again in the same circumstances.)*

|  |  |
| --- | --- |
| What are the reactions of others? | * Teachers offer support * Peers sometimes offer attention * Start of work is delayed * Reminders given of positive and negative consequences |
| What consequences have been used in the past?  Did they work? | * Medication was increased in December - moderate success * Time (delay) to start – somewhat successful * Assistance provided in first few steps – somewhat successful * Removal from peer group to quiet work area - somewhat successful |
| What seems to improve the behavior? | * Removal of distractions * Removing attention from peers and adults |

1. **Theory**: *(One or more hypotheses that describe specific behaviors, the situations in which they occur and the outcomes that maintain the behavior in that situation.)*

* Our analysis suggests the behavior occurs to meet the need for:
* Avoiding academic work, especially that involving writing
* Removing distractions
* Gaining adult attention

1. **Participants:**

Name: Mr. and Mrs. X Title: Parents

Name: Ms. M Title: School Psychologist

Name: Mr. H Title: Teacher

Name: Mr. J Title: Principal

Name: Mrs. C Title: Special Ed Teacher

**Behavior Intervention Plan**

School District USA

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1. **Components of a Behavior Intervention Plan (BIP):**

* **Preventing:** How will situations (who, what, when, where) change that seem to

be associated with the behavior?

* **Teaching:** What other behavior or skill will be taught to the student so he/she

can accomplish his/her purpose in a more acceptable way?

* **Response:** How will people react when the problem behavior occurs in a way

that does not feed into the student purpose?

1. **Target Behavior:** Not starting work when directed. Sits and does not work or talk to peers.

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| --- | --- | --- |
| **Preventing** | **Teaching** | **Response or**  **Reinforcement** |
| * Activities not requiring writing * Extended time * Give high interest work * Modify curriculum * Planned ignoring * Pre-teach * Provide choice * Provide highly structured activities * Talk through aggression/frustration * Self-monitoring * Work in small groups * Provide a work area with minimal distractions * Seat by positive peer or adult | * Anger Management Skills * Study Skills * Communication strategies (asking for help with academic or social situations) | * Give student positive feedback for appropriate behavior * Time to draw |

1. **Materials Needed:**

* Study skills class in place to help student stay on top of his assignments.
* Modified materials should be available in the classroom, as needed, to support reading and writing.
* Student may benefit from a place to work that is in the classroom, but away from peer distractions.

1. **Help from Others:**

* Student does need to have consequences for inappropriate behaviors. He will try to get out of the situation if he can find a means of avoiding work.
* Parents are very supportive and need to be informed of expectations and outcomes.

1. **Monitoring:**

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| --- | --- | --- | --- |
| **Person** | **Task** | **Date to Initiate** | **Date to Complete** |
| General Ed Teacher | * Monitor classroom behavior |  |  |
| Special Ed Teacher | * Monitor academic work * Monitor appropriate supports to achieve work outcomes |  |  |
| Parent | * Monitor homework and work completion |  |  |

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