

Functional Behavior Assessment and Behavior Intervention Plan

Simpson School District USA

Student Name: Bart Simpson DoB: 9/01/98 Age: 14 Grade: 9th

School: Homer Elementary School Student ID: 97531 FBA Date: 10/19/12

Programs/Services: General education

Background information: *Bart was referred for FBA by the RtI team on 9/5/12. He is not currently receiving any special education services. He is not presently on any medications per nurse report.*

Team Members:

Signatures

<u>Mr. Stage</u>	<i>Teacher/Case Manager</i>
<u>Ms. Iamgreat</u>	<i>School Psychologist</i>
<u>Mr. Superbowl</u>	<i>T3 Behavior Coach</i>
<u>Ms. Supervisor</u>	<i>Assistant principal</i>
<u>Ms. Skinner</u>	<i>Behavior specialist</i>

Step 1: Problem ID-Target Behavior that will be the focus of the FBA and BIP: *Off task—After initially answering questions or writing sentences related to the assigned task, Bart will stop, look around the room, and talk with peers sitting nearby, laugh, and move materials around on his desk and will not independently return back to task.*

Baseline Data:

Between 10/1/12 and 10/18/12, four direct observations during the independent work routine in English/Language arts using duration recording were conducted.

Between 10/1/12 and 10/18/12 the English/language arts teacher completed daily ratings of off-task behavior (in which a rating of 5 indicated off-task duration of 80-100% of independent work time while a rating of 1 represented 0-20% off-task)

Summary: Both the direct observations and the teacher daily ratings showed that on average between 10/1/12 and 10/18/12, Bart was off task during English/Language arts 80% of the independent work routine.

Step 2: Problem Analysis:

Sources of FBA/Data for Analysis

- *Teacher interview-10/12/12—English/Language arts teacher*
- *Student interview-10/12/12*
- *Direct observations—School Psychologist-10/1/12, Behavior Specialist-10/5/12*

Setting events: *The team considered setting events and based on teacher and student interview, there are currently no setting events that would be considered slow triggers to the problem behavior.*

Antecedent events:

Behavior has a high probability of occurring in the following conditions:

- *Non-preferred academic task demands, specifically independent assignments that require writing/paper-pencil;*
- *Tasks that are perceived boring, repetitive, non-meaningful*
- *The behavior is considered to be a performance deficit—Bart does have the academic skills to read and answer content comprehension questions and write paragraphs at grade level.*

Behavior has a low probability of occurring in the following conditions:

- *During preferred activities that are more interactive and cooperative in nature (e.g., PE, extra-curricular activities, science lab)*
- *Activities in which writing is not required or is minimal (e.g., checking boxes or responses on tasks that do not go beyond one-page).*

Consequence/Responses of others following problem behavior:

The following are the most typical responses that follows Bart's off-task behavior:

- *Teacher verbally redirects*
- *Teacher moves closer to Bart by walking over to table*
- *Teacher provides assistance to Bart*
- *Some peers begin to converse with Bart or make comments toward him*
- *Teacher verbally reprimands by warning Bart that he will not finish the task and will not earn a grade. Teacher verbally reprimands by telling Bart he will need to take the incomplete assignment home for homework.*

Hypothesis: *When Bart is presented with a demand to do a non-preferred task, specifically a task that is independent and requires writing/paper-pencil use, Bart will get off-task (defined as after initially answering questions or writing sentences related to the assigned task, Bart will stop, look around the room, and talk with peers sitting nearby, laugh, and move materials around on his desk and will not independently return back to task). As a result, Bart gets (a) to avoid/delay doing a non-preferred task and (b) teacher and peer attention.*

Functional Equivalent Replacement Behavior: *Ask for a break*

Desired behavior: *Be academically engaged in non-preferred academic tasks*

Behavior Intervention Plan:

Antecedent/Setting Event Strategies—to **prevent** behavior from occurring:

- | | | |
|---|--|--|
| <input type="checkbox"/> Increase supervision | <input type="checkbox"/> Other: <u>Peer cooperative work</u> | <input type="checkbox"/> Modify amount of work |
| <input checked="" type="checkbox"/> Provide choices | <input type="checkbox"/> Modify presentation of work | <input type="checkbox"/> Provide extra help |

Teaching Interventions-what desired skills will you **teach** to replace the problem behavior?

- | | | |
|--|--|---|
| <input type="checkbox"/> Asking for help | <input checked="" type="checkbox"/> Asking for a break | <input type="checkbox"/> Managing feelings |
| <input type="checkbox"/> Asking for alone time | <input type="checkbox"/> Asking for attention | <input type="checkbox"/> Asking for an activity |
| <input type="checkbox"/> Problem solving | <input checked="" type="checkbox"/> Other <u>Academic engagement</u> | <input type="checkbox"/> Other |

Reinforcement: How will you **reinforce** the desired skills?

- | | | |
|---|---|---|
| <input type="checkbox"/> Provide attention | <input type="checkbox"/> Provide work choice | <input type="checkbox"/> Provide down time |
| <input checked="" type="checkbox"/> Provide breaks | <input type="checkbox"/> Allow to pick class activity | <input type="checkbox"/> Preferred activity or object |
| <input checked="" type="checkbox"/> Other: <u>Provide preferred breaks contingent upon being academically engaged</u> | | |

Consequences: How will you **minimize** the payoff for the problem behavior?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Redirect to replacement behavior | <input type="checkbox"/> No eye contact or response ignored |
|--|---|

- Acknowledge when student does right thing Reward other students who are on task

Intervention Plan Details

Antecedent Interventions: Provide Choices

What will be done?

1. *Immediately after writing task is assigned to class, the teacher will call Bart up to her desk.*
2. *The teacher will present a choice to Bart. The choice will be between 2 activities from one of the following categories: (a) within—a choice of materials to do the task (e.g., type of pen, computer or pencil/paper); (b) where—a choice of where within the classroom Bart can do the writing (at desk, at table in back of room); (c) who—a choice of who Bart may work with to do the task (e.g., specific peer, alone).*
3. *When presenting the choice, the teacher will say, “Bart, to do your writing, do you want to use a pencil or do it on the computer?”*
4. *As soon as Bart makes his choice, the teacher will honor his choice by acknowledging it and providing it—“You made a great choice selecting the pencil/paper today. Go ahead.”*

Who will do this?

Teacher

When will it occur?

Every day prior to independent writing assignment

Where will it occur?

In the classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Antecedent Interventions: Peer Cooperative Work

What will be done?

1. *At the beginning of each week, the teacher will determine which writing assignments will be appropriate for peer cooperative work. Initially, at least 2 assignments will be arranged for peer cooperative work.*
2. *Prior to beginning the intervention, the teacher will solicit ground rules for expected behaviors when working cooperatively with peers. Examples may be (a) keep volume to whispers; (b) interact with materials in a way that gets the assignment completed during the timeframe; (c) raise hand to ask for help or to ask a question.*
3. *On the days that peer cooperative work will be appropriate, the teacher will select the Who category of choice to present to Bart. Immediately after announcing the peer cooperative assignment, the teacher will go over to Bart and present 2 peer options to him. The peer options will be peers with whom Bart gets along and are responsible peers (i.e., consistently stay engaged).*

Who will do this?

Teacher

When will it occur?

A minimum of 2 times a week during writing

Where will it occur?

In classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Teach Intervention: Functional Equivalence—Ask for a break using break passes

What will be done?

1. *Prior to implementing the intervention in the classroom, the teacher will introduce the break passes to Bart and review exactly how Bart will use the break passes. The instruction will include (a) when he can use them; (b) what he does/says to use them; (c) what will happen when he uses them.*
 - a. *When—the teacher will review academically engaged behaviors with Bart. Academic engaged behaviors include: (a) interacting with materials in a way that gets work completed; (b) raising hand to ask questions; (c) letting peers work. The teacher will model examples and non-examples of each behavior. The teacher will explain to Bart that as soon as he is getting ready to become disengaged (by doing a non-example behavior), he is to get the teacher’s attention (initially, the teacher will be vigilant in checking up on Bart at least once every 15 seconds), pick up a break card and put it at the corner of his desk. The teacher will come over to Bart’s desk, pick up the card, and set a timer for two minutes. Bart will be allowed to sit back and “chill” for the two minutes. Bart will be allowed to use all 5 of his break cards during an assignment, and each time the teacher will release him to a 2 minute break.*
2. *Implementing the intervention: At the beginning of English/Language Arts, Bart will be provided with 5 break passes. Initially, the teacher will remind Bart briefly how and when he is to use his break cards.*
3. *At the first sign of Bart getting off-task, the teacher will wait 5 seconds. If the teacher does not see Bart use a break card, the teacher will go over to Bart, pick up a break card and put it on the corner of his desk while saying, “It looks like you are taking a break. You have 2 minutes”. The teacher will say this in a matter of fact tone/pitch.*

Who will do this?

Teacher

When will it occur?

Every day throughout independent writing

Where will it occur?

In classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Teach Intervention: Desired Behavior—Be Academically Engaged

What will be done?

1. *Prior to implementing the intervention in the classroom, the teacher will review academically engaged behaviors with Bart. Academic engaged behaviors include: (a) interacting with materials in a way that gets work completed; (b) raising hand to ask questions; (c) letting peers work. The teacher will model examples and non-examples of each behavior. The teacher will*

explain to Bart that if he has at least one break card left (out of 5) AND he has performed the academic engaged behaviors when he was not taking a requested break, he will earn 2 minutes of down time that will be subtracted from the time that he was to do the assignment. If he has 2 cards left, he will get 5 minutes. If he has 3 cards left, he will get to select a peer to do a preferred activity during the 5 minutes. If he has 4 cards left, he will earn 4 minutes free time event at the end of the week. If he has all 5 cards left, he will earn 5 minutes of extra free time on Friday and will get to select 2 peers to do an activity with him during that time. For the last 2 (4 and 5 cards left), the time will accumulate so that on Friday, Bart might have 16 – 20 minutes of free time max).

- 2. The teacher will also explain to Bart that if he comes back to task after using a break card, he will earn one extra minute to add on to the free time.*
- 3. Implementing the intervention: At the beginning of English/Language Arts, the teacher will remind Bart of the academic engaged behaviors and how performing the behaviors will earn him free time at the end of the period as well as at the end of the week.*
- 4. During the independent writing time, the teacher will scan the room often (e.g., every 15 minutes do a visual sweep of the room) and will walk around the room often (e.g., at least once every 5 minutes). When the teacher notices that Bart is being engaged, a positive comment will be provided (e.g., “I like how you are being persistent.” “That sentence you just wrote is really interesting, I can’t wait to see all of it.”).*

Who will do this?

Teacher

When will it occur?

Every day throughout independent writing

Where will it occur?

In classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Reinforce Intervention: Functional Equivalence—Ask for a break using break passes

What will be done?

- 1. Each time Bart asks for a break by using his break card accurately, the teacher will respond within 15 seconds and release him to a break by picking up the break card and setting the timer for 2 minutes. This will occur as long as he has break cards to use.*

Who will do this?

Teacher

When will it occur?

Every day throughout independent writing

Where will it occur?

In classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Reinforce Intervention: Desired behavior-academic engagement

What will be done?

1. *The teacher will scan the room every 15 seconds and will walk around the room at least once every 5 minutes. The teacher will provide a positive comment or positive verbal gesture (e.g., thumbs up) to Bart each time during a scan or during a walk around the room contingent upon his engaged behavior.*
2. *The teacher will continually observe the number of break cards Bart has left. Approximately 6 minutes prior to the end of the writing period, the teacher will either go over to Bart or call him up to his desk. Bart and the teacher will review his performance by noting the number of break cards that are left. The teacher will provide the immediate reinforcement (e.g., free time from writing) when Bart has the appropriate number of break cards left. The teacher will also record the minutes for any break cards left that earn Bart additional escape/free time at the end of the week.*
3. *Upon providing the reinforcement, the teacher will note the reinforcement earned as well as why Bart received it (e.g., “Bart, you have 2 break cards left showing that you didn’t need to take breaks from your task and that you stayed engaged. You’ve earned X minutes. Great job”*
4. *The teacher will provide the time earned at the end of the writing period and at the end of the week.*

Who will do this?

Teacher

When will it occur?

Every day throughout independent writing

Where will it occur?

In classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Consequence Intervention: Responses following problem behavior (off-task)

What will be done?

1. *As soon as the teacher notes that Bart is getting off-task and does not use a break card (e.g., within 5 seconds of getting off-task), the teacher will go over to Bart and remove a break card while saying in a calm, factual voice, “It looks like you need a break. Take 2 minutes.”*
2. *If Bart does not have any break cards left and is off-task, the teacher will note this on the fidelity sheet and will request a meeting with the team to refine the plan.*

Who will do this?

Teacher

When will it occur?

Every day throughout independent writing

Where will it occur?

In classroom

How will support be provide for the intervention?

The school psychologist and behavior specialist will review the intervention with the teacher and the student prior to starting the plan. Role play and practice will be used. The school psychologist or the

behavior specialist will touch base with the teacher within the first week of implementing the intervention to provide support.

Need for a Crisis Plan:

The team reviewed the behavior and determined that the behavior does not cause harm or the threat of harm to the student, to the peers, or to the adults/teachers. A crisis plan is not needed at this time.

Step 4: Evaluation

How will the outcomes be measured? What is our progress monitoring plan?

Method: The teacher will continue to take daily ratings of off-task behavior each day. The rating sheet is a 5-point Likert scale with 5 representing a terrible day for off-task (80-100% off-task) and a 1 representing a fantastic day (0-20% off-task).

When: Daily during English/Language Arts-independent writing routine

Who: Mr. Stage, teacher.

Follow-up date: The data will be reviewed by the team on 11/2/12.

How will fidelity of the plan implementation be measured? What is our plan?

Method: A checklist will be developed (attached) that will be used as a self-assessment by the teacher. The teacher will indicate which steps he did and did not do each day.

The behavior specialist and/or school psychologist will conduct a minimum of one fidelity observation each week for the purpose of gathering data to help support the teacher and to help determine next steps. They will use the same checklist for the observation.

When: The fidelity checklist will be completed daily by the teacher. An external observations will occur at least once each week by the school psychologist and/or behavior specialist.

Who: Teacher (daily); school psychologist/behavior specialist (weekly).

Follow-up date: The data will be reviewed by the team on 11/2/12.