

Instructions for Filling Out the Functional Assessment and BIP Forms

I. Student Strengths, Skills, and Difficulties Three questions must be answered

Student Strengths and Skills

- What are his/her greatest attributes? (sense of humor, flexible, likes people, is comfortable being alone etc.)
- What does he/she do that is helpful? (is organized, likes to run errands, enjoys office work, waters plants etc.)
- **When does the problem behavior not occur?** Must be addressed! (computer, art, math, recess, PE, etc.)
- What does the student spend their spare time doing? (building, looking at beauty magazines, sports, socializing, etc.)
- What do they like to do? (draw, motor activities, listen to music, etc.)
- Is more focus being placed on this student's inappropriate behavior rather than on his/her appropriate behavior?
- Detail the difficulties

II. Behaviors of Concern

Prior to completing a functional analysis, it is imperative that the behavior causing learning or discipline problem be defined using concrete terms that are easy to communicate and simple to measure and record. If descriptions of behavior are vague (e.g., poor attitude, aggressive), it is difficult to determine appropriate interventions. Provide documentation.

Examples of Concrete Descriptions of Problem Behaviors:

Problem Behavior	Description in Observable and Measurable Terms
Aggression -	Hits other students with an open hand during recess, when he/she does not get their way.
Disruption -	During class discussions, makes a comment unrelated to the subject being discussed.
Hyperactive -	Leaves his/her assigned area without permission. Completes only small portions of independent work. Blurts out answers without raising hand.
How Often	- Once a week, approximately 20 times/day, 5-6 times a day, isolated episode, etc.
Duration	- Momentary, 20-30 seconds, 30 minutes – 1.5 hours, ½ a day, etc.
Intensity	- Mild – not substantially interfering with own learning or that of others, but socially stigmatizing or irritating. Somewhat typical for a student of their age group and disability, but problematic nonetheless - Moderate – Interfering with own learning or that of peers. Unusual behavior for a student of their age group and disability - Severe – Completely interfering with educational process and/or a danger to self or others. Very unusual for a student of their age group and disability

Check **Y** if the behavior is addressed in the School Handbook and **N** if it is not addressed in the handbook

III. Environmental Issues and Situational Variables (Settings/Situations)

What triggers or causes the behavior? What happens before the behavior? Provide documentation as available.

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| Examples: | <ul style="list-style-type: none"> ◆ Being ignored or not attended to ◆ Instructional material too difficult ◆ Lack of functional vocabulary to communicate (verbal or an augmentative/alternative communication system) ◆ Is requested to change from one task to another ◆ Repeated practice of mastered skill (busy work) ◆ Student perceives activity as irrelevant ◆ Mode of instruction not addressing child's learning style ◆ Environment: For example, number of students, noise, lighting, student placement within the classroom ◆ A peer made derogatory statement(s) ◆ Teacher used "harsh" tone |
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Settings/Situations

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| Example: | <p>Provide information regarding the adults, peers, activities, settings, time of day etc. with which the behavior is most likely to occur. Do not use specific names, but rather describe personality characteristics. There may be instances when all sections are not addressed</p> <ul style="list-style-type: none"> ◆ Unstructured adult males with authoritative teaching styles who become loud when the students are noncompliant. ◆ Structured, classroom settings when there is little opportunity for movement ◆ Math and science class |
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IV. Child's Exposure to and Understanding of Rules Governing This Behavior

- Provide documentation when available
- Check the applicable choices

V. Previous Interventions and Supports

- Check the various interventions that have been used with the student in the past and indicate the frequency of use as well as when the intervention was used. Documentation of results if possible.

VI. Previous Consequences and Disciplinary Measures

- ◆ Check the types of consequences the student has received when this behavior has occurred in the past.

VII. Needs Being Met Through This Behavior

Questions to consider:

- ◆ What do you think s/he gets by behaving this way?
- ◆ What actually happens?
- ◆ What might s/he get out of, or avoid?
- ◆ What else could s/he be avoiding?

Means of escape/avoidance

- ◆ Earache, sinus pain, skin irritation, hunger, constipation, fatigue.
- ◆ Touching, difficult task (demand), change in routine, setting produces physical discomfort, environmental discomfort (heat, noise), social embarrassment.

Attention Seeking

- ◆ A communication attempt to indicate needs and wants.
- ◆ Student receives repeated attention for engaging in inappropriate behavior
- ◆ The delivery of reinforcement or punishment has been inconsistent thereby strengthening the behavior.

Expression of Anger/Frustration

- ◆ Student has issues managing their anger
- ◆ Behavior occurs during times of frustration, therefore, communication of frustration to others

Sensory feedback/stimulation

- ◆ To obtain reinforcement from internal stimulation, for example: visual, auditory, vestibular, gustatory, or tactual stimulation.

Power/Control

- ◆ Student engages in behavior due to lack of internal control, therefore gaining external control by way of conflict
- ◆ Student feels lack of control and refuses to engage in appropriate behavior to demonstrate control

Tangible

- ◆ Student engages in the behavior in order to gain access to an item or activity

Relief of Fear/ Anxiety

- ◆ Student has difficulties with appropriate expression of fear and anxiety

VIII. Goals to Appropriately Address Needs

GOALS

- ◆ Describe the overall goal of the behavioral intervention plan
- ◆ What is your hope that this plan will accomplish?
- ◆ It is hoped that the acquisition of an alternative or replacement skill will have a direct correlation on the reduction of the target behavior. Your goal may address both concerns.

Your plan will most likely have a dual focus:

1. decrease target behavior
2. increase an alternative or replacement skill

EXAMPLES:

Given the development of appropriate anger-management strategies, Johnny will decrease his tantrum behavior and verbal outbursts.

Escape - John will develop appropriate leave taking strategies to use when he wishes to terminate his participation in a task/activity.

Attention - John will develop appropriate strategies for obtaining staff attention.

Tangible - John will develop an appropriate requesting response for obtaining a desired stimulus.

Sensory - John will develop an alternative strategy for seeking visual stimulation.

IX. Preferred Activities and Reinforcers

Utilize Student-assisted functional assessment form, or reinforcer survey if possible.

List Preferred Activities: These are activities the student has identified, or demonstrated, to be highly motivating

- ◆ Working on the computer
- ◆ Helping with classroom errand
- ◆ Tutoring with younger children
- ◆ Bowling
- ◆ Going shopping
- ◆ Going out to lunch
- ◆ Doing science experiment

List Preferred Reinforcers: These are items the student actively seeks out and are known to be reinforcing

- ◆ Money
- ◆ CDs Tapes
- ◆ Videos
- ◆ Toys
- ◆ Edibles
- ◆ 1:1 time with peers/staff
- ◆ Certificates

X. Behavioral Plan

Preventative Strategies	Reinforcement Strategies	Procedures to Follow When Behavior Occurs
<p>Outline recommended preventative strategies or accommodations</p> <p><i>Caution: Avoid listing a preventative strategy which you cannot control compliance.</i></p>	<p>Methods of teaching and reinforcing appropriate skills needed to replace the target behavior</p> <p><i>Caution: Only list reinforcers or delivery schedules, which you are sure you can provide.</i></p>	<p>Specific Steps to follow when behavior occurs</p> <p><i>Caution: Do not list staff names when delineating procedures, due to the possibility of them being absent or unavailable. If necessary, list a title and include option for replacement designee.</i></p>
Samples	Samples	Samples
<ul style="list-style-type: none"> ◆ Avoid touching student when angry. 	<ul style="list-style-type: none"> ◆ A behavioral contract will be developed to outline incentives and expectations. 	<ul style="list-style-type: none"> ◆ When John becomes angry the following procedure will be utilized:

♦ Avoid giving student ultimatums when he is angry.	♦ A token economy will be established which will differentially reinforce absence of the target behaviors.	Step 1: Utilize staff proximity and redirection to the ongoing task.
♦ Provide ample opportunities to make choices.	♦ A premack procedure will be utilized to systematically reinforce participation. in challenging or less preferred tasks.	Step 2: Provide feedback that he is being too loud. Remind him he needs to work quietly if he is going to remain with the group.
♦ Provide at least 2 minutes to respond to staff directives.	♦ John will receive edible reinforcers for task completion and following staff directions	Step 3: If the behavior continues, just will be directed to a contingent separation area away from the group.
♦ Provide ongoing training in Anger Replacement Training.	♦ Mary will be placed on a point system in which she can earn privileges by accumulating points.	♦ Before proceeding to the office ♦ Staff insures that she is calm and has processed through the incident.
♦ Provide a daily agenda which sequences the days events	♦ John will utilize a self-evaluation procedure and choose rewards from ♦ a reinforcer menu.	♦ When John is aggressive the principal (or his designee) will be notified and a decision will be made as to whether he will remain at school.
		♦ When Mary become physically aggressive staff will use approved ♦ Physical restraint until she demonstrates 2 minutes of calm behavior.
		♦ If John continues to use put downs ♦ he will be required to perform a restorative processing activity with his victim.
		♦ Prior to returning from suspension, ♦ staff will process with Mary, perform a condition assessment and develop a plan for returning. ♦

Deviation of School Handbook?

Staff should indicate if the chosen procedure deviates from the discipline procedures outlined in the school handbook. This deviation should have the support of the special education supervisor and/or the school administrator.

XI. Data Collection

Describe how systematic/ measurable data will be collected for the behavioral plan:

Include the specific process that will be utilized for measuring the behavior and the utilization of specific interventions.

Example: Data will be collected on a daily basis noting the frequency of defiant behavior resulting in the use of the time-out procedure. Included in the data will be the targeted behavior displayed, the starting and ending times of the time-out procedure, the initials of the person implementing the procedure. In addition, the parents will receive a copy of this data at the end of each week.

Attached Sample Data Sheet:

It may be beneficial to attach a copy of the data collection form you will be utilizing.

Signatures below indicate the student and parent understand the interventions and consequences of the behaviors described in this plan:

Include the signatures of all staff directly involved in the implementation of the plan, as well as the signature of Parents, Building Administrators, and Special Education Supervisors, when intrusive or restrictive procedures will be utilized, or there is a deviation from the school handbook.

Date(s) plan reviewed/terminated:

- Attachments - may include point sheets, contracts, token cards, progress notes, referrals, suspension forms, etc.**

This information should generally be accessible. In case of multiple suspensions or a change of placement, or other forms may need to be attached.