

Functional Behavior Assessment and Behavior Intervention Plan

Simpson School District USA

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

School: Springfield Elementary School Student ID: 97531 FBA Date: 10/19/12 BIP 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>	Teacher/Case Manager
<u>Ms. Iamgreat</u>	School Psychologist
<u>Mr. Superbowl</u>	T3 Behavior Coach
<u>Ms. Supervisor</u>	Assistant principal
<u>Ms. Skinner</u>	Behavior specialist

Step 1: Problem ID-Target Behavior: *Failure to complete and turn in assignments-When writing, Bart starts an assignment and may write 2 sentences, then will stare off into space for several seconds, whisper to peers sitting nearby, and rarely finishes and turns in completed work. At the end of 1st quarter, he was missing 15 assignments. Currently has 10 missing assignments.*

Step 2: Problem Analysis (ABC data):

Behavior has a high probability of occurring in writing-independent work, English, Science. Behavior has a low probability of occurring in PE. Behavior most often occurs after an adult prompts Bart to do his work. Behavior gets Bart away from an activity.

Hypothesis: *When Bart is prompted by an adult to finish an activity/assignment, he will start an assignment and may write 2 sentences, then will stare off for several seconds and whisper to peers sitting nearby, and rarely finishes and turns in completed work in order to avoid/non-preferred activities and assignments. When he does work, it is to avoid persistent feedback from the teacher.*

Desired behavior: *Complete assignments within timeframes assigned by Bart's teacher.*

Behavior Intervention Plan:

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Increase supervision | <input checked="" type="checkbox"/> Other: <u>Change class schedule</u> | <input type="checkbox"/> Modify amount of work |
| <input 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? (Note: **No boxes were checked on the form**)

- | | | |
|--|---|---|
| <input type="checkbox"/> Asking for help | <input 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 |

Problem solving

Other

Other

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

Provide attention

Provide work choice

Provide down time

Provide breaks

Allow to pick class activity

Preferred activity or object

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

Provide consistent verbal praise for new skill

No eye contact or response ignored

Offer assistance with academics

Acknowledge when student does right thing

Prompt appropriate behavior

Reward other students who are on task

Intervention Plan Details

What will be done?

Switch writing and PE classes to provide increased supervision

Who will do this?

Guidance Counselor

When will it occur?

2nd semester

Where will it occur?

N/A

How will support be provide for the intervention?

N/A

What will be done?

Complete student interview (what he's interested in; what motivates him)

Who will do this?

Mr. Stage, teacher

When will it occur?

By end of semester

Where will it occur?

In classroom

How will support be provide for the intervention?

N/A

Fidelity Check:

What will be done?

Review schedule for schedule change; have Mr. Stage provide information from interview