

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Shane Grade 8th Date: Nov. 12th 2015
 Staff Interviewed: Mr. Torborg (Math) Interviewer: Chris B (SPSY)

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - Reading skills are adequate, very good in keyboarding & like computers

Social/Recreational - Good at sports, athletic, knowledgeable of music, well liked by peers, popular

Other - Good sense of humor, usually respectful

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention
8:30-8:40	HomeRm Mrs. K	Low <u>2</u> 3 4 5 6 High	Late to class	Send to office
8:40-9:40	Math Mr. T	1 2 3 4 5 <u>6</u>	Refuses to work , does not follow directive, disruptive	
9:40-10:40	Language Arts Mrs. K	1 2 <u>3</u> 4 5 6	Doesn't participate, work not done, talks to peers	
10:40-10:55	Keyboarding Ms. P	<u>1</u> 2 3 4 5 6	No problem	
10:55-11:40	Computer- Ms. P Science - Mr. T	<u>1C</u> 2 3 4 <u>S5</u> 6	S -Refuses to work , does not follow directive, disruptive	S – Send to office
11:40-12:00	Lunch – Mr. J	<u>1</u> 2 3 4 5 6	None	
12:00-12:20	Recess – Mr. J	1 <u>2</u> 3 4 5 6	Argument w/ peer once, verbal harassment	
12:20-1:20	US History – Mr. H	1 2 3 <u>4</u> 5 6	Doesn't participate, work not done, talks to peers	
1:20-2:20	P.E. – Mr. V	1 <u>2</u> 3 4 5 6	None	
		1 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	Math – given math work or directive - Mr. T	Refuses to work , does not follow directive, doodling, disruptive, yells at teacher
Routine # 2	Science – given science work or directive, especially labs - Mr. T	Refuses to work , does not follow directive, disruptive, yells at teacher
If problem behaviors occur in more than 2 routines, refer case to behavior specialist		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

<input checked="" type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input checked="" type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input checked="" type="checkbox"/> Unresponsive	<input checked="" type="checkbox"/> Inappropriate Language	<input checked="" type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input checked="" type="checkbox"/> Verbal Harassment	<input checked="" type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
Describe prioritized problem behavior(s) in observable terms: _____			
<u>Doodling and head down, not looking at board, ignoring teacher directives and instruction, talking back to the teacher, refusing to follow teacher directives, talking back to teacher, "leave me alone", yelling "I don't know", walking out of class</u>			

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	4/5 days
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	10 s – 10min.
Does the Behavior Escalate?	<u>Y</u> N If Yes, complete the Behavior Escalation worksheet
Is Behavior Immediate Danger to self/others?	<u>Y</u> N If Yes, refer case to behavior specialist

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable
Math – given math work or directive - Mr. T	Refuses to work , doodling, does not follow directive, disruptive, yells at teacher

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above.

Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
1 <u>X</u> a. task too hard ___ b. task too easy ___ c. bored w/ task ___ d. task too long ___ e. physical demand 2 <u>X</u> f. correction/reprimand ___ Other _____ Describe _____	3 <u>X</u> g. large group instruction ___ h. small group work ___ i. independent work ___ j. unstructured time ___ k. transitions <u>X</u> l. with peers ___ m. isolated/no attention If a,b,c,d or e - describe task/demand in detail <u>any basic math word problem if asked to do it individually, or on the board – homework is never completed</u> If f - describe <u>purpose</u> of correction, voice tone, volume etc. <u>I ask him to do work or tell him he needs to quit drawing</u> If g, h, l, j or k - describe setting/activity/content in detail If l – what peers? _____ If m – describe- _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – Get as Specific as possible
___ a. get adult attention ___ b. get peer attention <u>X</u> c. get preferred activity ___ d. get object/things/money ___ e. get other, describe _____ 1 <u>X</u> f. avoid hard tasks/failure <u>X</u> g. avoid undesired task/activity ___ h. avoid physical effort ___ i. avoid peer negatives 2 <u>X</u> j. avoid adult attention 3 <u>X</u> k. avoid reprimands ___ l. avoid/escape other, describe _____	If a or b -- Whose attention is obtained? _____ How is the attention provided? _____ If c or d -- What specific items or activities are obtained? _____ If f, g or h – Describe specific task/ activity avoided? _____ <u>Math - any basic math word problem</u> Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? <u>Student may not know multiplication or division facts and relies on fingers for addition/subtraction, seems to struggle w/ reading</u> _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? <u>Y</u> N If i, j or k -- Who is avoided? _____ teacher Why avoiding this person? Looking dumb in front of peers

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

___ hunger ___ conflict at home ___ conflict at school ___ missed medication ___ illness 2 X failure in previous class
 ___ lack of sleep ___ change in routine 1 X homework not done ___ not sure ___ Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
Difficult math tasks, any word problems and most math operations problems -- particularly problematic if asked to go to front of the board	Refuses to work , doodling, does not follow directive, disruptive, yells at teacher	1. Avoid math task – word problems; not fluent with basic math facts, struggles w/ reading Doodling, work refusal, Sent to office
SETTING EVENTS		
Homework not done		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
		4
		5
		6

ABC Recording Form

Observer: Chris B Student: Shane Date & Time: 11/15/2015 8:40-9:40

Routine/Setting (Subject, gym, hall, etc.): Math/ large group instruction

What to Look for: (from FBA Interview summary)		Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
#	Time	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
1	8:59	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/asked question <input checked="" type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "open book to p. #"</i>	<i>Insubordination head down, doodling, work refusal, out of seat</i>	<i>Gets out of working on math assignment</i>
2		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/asked question <input checked="" type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "Shane take out math book"</i>	<i>Takes out math book & slams it on desk; returns to drawing</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>T: "Shane, would you work problem for me?"</i>
3		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given task/asked question <input type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "Shane, work that problem for me?"</i>	<i>Looks up briefly then head down & returns to drawing</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input checked="" type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>T: Asks for another student to do problem</i>
4		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given task/asked question <input type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "Problem 2 Shane"</i>	<i>Says, "I don't know what page we're on" & returns to drawing</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>T: "take a seat in back"</i>
5		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/asked question <input checked="" type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "take a seat in the back of the room"</i>	<i>Stands up angrily, grabs paper & goes to back desk</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>T: "With your math book"</i>

#	Time:	Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
6		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/asked question <input checked="" type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "With your math book"</i>	<i>Returns to desk to get math book, then slams book on desk in back of the room</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>No real response - asks "Who'd like to work on problem 2?"</i>
7		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given task/asked question <input type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Peer finishes problem & teacher asks "Is that correct Shane?"</i>	<i>Says, "I'm not playing your stupid games"... pushes over desk & walks past teacher</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>T: "I need you to have a seat" & grabs Shane's arm</i>
8		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/asked question <input checked="" type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "I need you to have a seat" & grabs Shane's arm</i>	<i>Pulls away & keeps walking</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes: <i>T: "Shane don't walk away from me"</i>
9	9:08	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/asked question <input checked="" type="checkbox"/> Given directive/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/unclear directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>T: "Shane don't walk away from me"</i>	<i>Walks out the classroom door</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Other _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other _____ Other/Notes:
TALLY ABC Results	Within each column (Activity/Trigger/Outcome) identify the most frequently observed event & write it next to #1 in the corresponding box below. Total the number of observed occurrences of #1 in the numerator of the ratio... & the total intervals observed in the ratio denominator (Ratio= # occurred / # total intervals)				
		Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
		#1 – Large Group Instruction Ratio <u>9</u> / <u>9</u>	#1 – Given Directive or Task Ratio <u>9</u> / <u>9</u>	Doodle/drawing, nonresponsive	#1 – Adult Attention Provided Ratio <u>6</u> / <u>9</u>
General Observation Notes: Throughout the observation, the teacher was solely focused on Shane and was rather aggressive in provoking Shane... really to the neglect of all other students in the class. Though the ratio for Consequence shows that Shane received a high rate of adult attention... from Shane's perspective it appeared as though he was trying to get away from the teacher (looking away, head down, doodling, moving to the back of the room) but the teacher would not let him, until Shane finally left the room.					

ABC OBSERVATION SUMMARY

Routine/Activity	Trigger/Antecedent	Behavior	Outcome/Consequence
<u>DURING...</u> <i>Math - Large Group Instruction</i>	<u>WHEN...</u> <i>Teacher repeatedly gives directive or asks student to do math task (without really engaging other students in classroom)</i>	<u>THE STUDENT WILL...</u> <i>Draw/doodle, not respond, move to back of room, yell at teacher, leave room</i>	<u>BECAUSE THIS HAPPENS...</u> <i>He doesn't have to do math work & teacher goes on to another student</i> So, the Pay-Off/Function for the student is to Get <u>or</u> Avoid (circle one): What? <u>1. Teacher Attention</u> <u>2. Math work</u>
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?			
Not real sure		100% Sure/No Doubt	
1	2	3	4
		5	6

Summary of Behavior

Student: Shane

Date: 11/16/2015

Case Manager Chris B (SPSY)

	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
Routine: <u>Math</u>			
Setting Event Homework not done	Difficult math tasks, any word problems and most math operations problems -- particularly problematic if asked to go to front of the board	Refuses to work , doodling, does not follow directive, disruptive, yells at teacher	Doodling, work refusal, Sent to office Function: Avoid math task – word problems; not fluent with basic math facts, struggles w/ reading
ABC Recording Form Summary			
Routine: <u>Math/Large Group Instruction</u>			
<u>DURING...</u> Math – Large Group Instruction	<u>WHEN...</u> Teacher repeatedly gives directive or asks student to do math task (without really engaging other students in classroom)	<u>THE STUDENT WILL...</u> Draw/doodle, not respond, move to back of room, yell at teacher, leave room	<u>BECAUSE THIS HAPPENS...</u> He doesn't have to do math work & teacher goes on to another student Function: 1. Avoid Teacher Attention & 2. Avoid Math work
Final Summary of Behavior			
Routine: <u>Math/Large Group Instruction</u>			
Setting Event Homework not done	<u>WHEN...</u> Teacher repeatedly gives directive or asks student to do math task (without really engaging other students in classroom)	<u>THE STUDENT WILL...</u> Draw/doodle, not respond, move to back of room, yell at teacher, leave room	<u>BECAUSE THIS HAPPENS...</u> He doesn't have to do math work & teacher goes on to another student Function: Avoid Teacher Attention

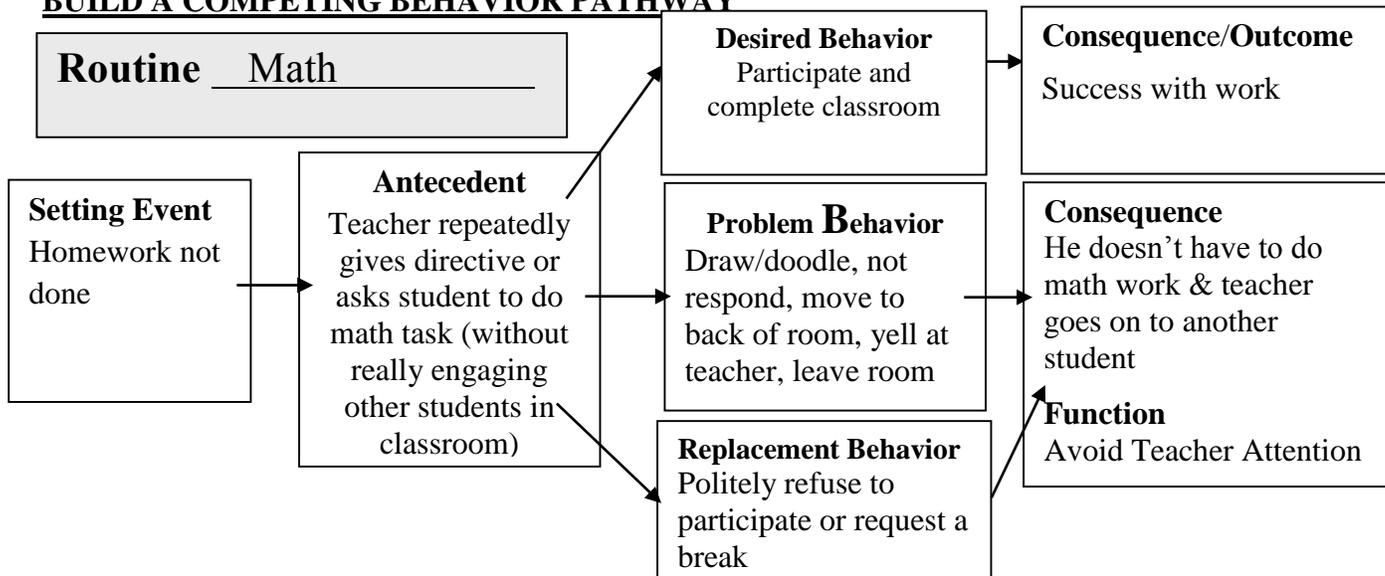
Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student Shane Grade 8th Date 11/16/2015

School Portland School Case Manager Chris B

BUILD A COMPETING BEHAVIOR PATHWAY



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	<u>Manipulate Antecedent to prevent problem & prompt Replacement/Desired behavior</u>	<u>Teach Behavior</u> Explicitly Teach Replacement & Desired Behaviors	<u>Alter Consequences to Reinforce Replacement & Desired behavior; Redirect & Minimize Reinforcement of Problem Behavior</u>
Sign up for homework club Daily check-in/check-out with counselor to turn in homework Develop a homework plan at home with parents	<u>Prevent problem behavior</u> Do not call on Shane more than 2 x's in class; call on other students instead Give Shane problem in advance to work out before asking him to do problem on board <u>Prompt Replacement/Desired Behavior</u> Remind Shane he can use signal to politely refuse to participate or ask for a break	<u>Teach Replacement Behavior</u> Teach Shane to politely refuse to participate and request a break Teach him to look at teacher/board, not doodle and nod <u>Teach Desired Behavior/ Academic/ Social Skills</u> Provide additional math instruction and potentially social skills instruction for how to interact with adults	<u>Reinforce Replacement & Desired Behavior</u> Do not call on Shane and go on to another student when Shane politely refuses & provide a break if he asks for a break Provide Shane with added incentive when he goes to board and tries to/completes math problem & completes work in class <u>Redirect to Replacement Behavior & Minimize Reinforcement of Problem Behavior</u> Redirect Shane to politely refuse/ask for break at first signs of unresponsiveness **Minimizing Reinforcement for problem behavior is challenging; don't want to escalate behavior by not withdrawing teacher attention

BEHAVIOR SUPPORT IMPLEMENTATION PLAN

Tasks	Person Responsible	By When	Review Date <u>12/2/2015</u>									
			Impl. Rating: 2 = Yes - 90%+ 1 = Kinda 50-90% 0 = No - <50%			Evaluation Decision Monitor, Modify, or Discontinue						
<p><u>Prevent & Prompt:</u> Make problem behavior irrelevant (antecedent intervention)</p> <p><i>Can only call on Shane 2 times or less during class; unless he volunteers to participate</i></p> <p><i>Have peer (girlfriend) prompt him to pay attention in class</i></p>	<p>Mr. T (math)</p> <p>Ms. P (couns)</p>	<p>11/17 – daily</p> <p>Teach 11/17</p>	2	1	0							
<p><u>Teaching:</u> teach Replacement Behavior & skills to engage in Desired Behavior</p> <p><i>Teach Shane to politely refuse to participate and request a break & point card w/ ratings</i></p> <p><i>Teach Shane “good student” behaviors – eyes on teacher/board, no doodling, nodding</i></p> <p><i>Conduct assessment of math skills/deficits and provide additional math instruction to address needs</i></p>	<p>Ms. P (couns) w/ Mr. T</p> <p>Ms. P (couns)</p> <p>Mrs. R (SPED)</p>	<p>Teach 11/17</p> <p>Teach 11/17 – daily review week 1</p> <p>Assess 11/22 Inst 11/25</p>	2	1	0							
<p><u>Reinforcement:</u> Make Replacement & Desired behavior more rewarding than problem behavior</p> <p><i>If Shane politely refuses, let him off the hook</i></p> <p><i>Set up point card with incentives for class participation & being engaged</i></p> <p><i>Talk w/ Shane to ID preferred incentives & daily point check</i></p>	<p>Mr. T (math)</p> <p>Mr. B (SPSY)</p> <p>Ms. P (couns)</p>	<p>11/17 – daily</p> <p>11/17</p> <p>11/17</p>	2	1	0							
<p><u>Redirect to Replacement Behavior:</u> Prompt replacement behavior at earliest signs of problem.</p> <p><i>Have peer (girlfriend) redirect Shane to politely refuse at first signs of agitation to teacher request</i></p>	<p>Ms. P (couns)</p>	<p>Teach 11/17 – daily</p>	2	1	0							
<p><u>Minimize Reinforcement of Problem Behavior:</u> Make problem behavior ineffective -- N/A</p>												
<p><u>Safety:</u> Is safety a concern? Y <input checked="" type="radio"/> N If yes, attach crisis plan to Behavior Support Plan</p>			2	1	0							
<p><u>Implementation Supports (w/ Who & How)</u> <i>(circle preferred method(s) below or ID another method below)</i></p>	<p>Person Responsible</p>	<p>When (circle)</p>	2	1	0							
<p><u>Provide Training to the Implementers:</u> <u>Demonstration / with Practice / with Feedback (circle)</u> Other:</p> <p><u>Provide Implementation Feedback:</u> b. Enter Fidelity Data into Graph c. Share Graphed Data with implementers d. <u>Personal check-in / Email</u> Rating Scale (circle) Other: <i>will email if not in building that day</i></p>	<p>Mr. B (SPSY)</p> <p>Ms. P (couns)</p> <p>Ms. P (couns)</p> <p>Mr. B (SPSY)</p>	<p>11/17</p> <p>11/17 - Daily Daily 1st wk then 2/wk</p>	<table border="1"> <tr> <td>Impl Score</td> <td>##</td> <td>##</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Possible</td> </tr> </table>			Impl Score	##	##	Total Possible			
Impl Score	##	##										
Total Possible												

EVALUATE PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal (Reduction in Problem Behavior)?

During Math *large group instruction* when teacher is lecturing or student is *given directives or asked to do a math task in class*, Shane will be engaged by looking at the teacher/board, use respectful language, refrain from doodling and politely refuse at least 80% of the time as measured by a Daily Point Card (see attached).

12/2/2015 Expected date

What is the long-term behavioral goal (Approximations toward Desired Behavior)?

During Math, when asked to do a math task in class on the board or in writing, Shane will complete the problem/assignment with no resistance at least 75% of the time as measured by assignment review and teacher estimate (for responding to requests to do problem on the board).

6/5/2016 Expected date

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented?	Daily Implementation Checklist	Mr. T	11/17 & ongoing daily
Is Plan Making a Difference?	Daily Point Card	Mr. T	11/17 & ongoing daily
Graphing Data	Enter Daily Point card data (student progress & implementation fidelity) into Excel graphing template	Ms. P	11/17 & ongoing daily

Date for BSP Review Meeting (suggested in 2 weeks) 12/2/2015

Mr. B (SPSY)
Behavior Specialist

Mrs. G.
Administrator

Mr. T (Math)
Implementing Teacher/Staff

Ms. P (couns)
Implementing Teacher/Staff

Parent/Guardian

Mr. R (Sped)
Additional Team member

Student Shane Date 11/17/2015

Targeted Routine Math Time 8:40 to 9:40

Number of Intervals 4 Interval Length (Total min./# of intervals) 15

FRONT

Expectations	Routines/Class Period				TOTALS
	1 8:40-8:55	2 8:55-9:10	3 9:10-9:25	4 <9:25-9:40	
Engaged: Eyes on Teacher/ No doodling	2 1 0	2 1 0	2 1 0	2 1 0	/8
Respectful language and tone	2 1 0	2 1 0	2 1 0	2 1 0	/8
Politely refuses when called on or requests a break	2 1 0	2 1 0	2 1 0	2 1 0	/8
TOTALS	/6	/6	/6	/6	/24

2 = Great! No problem.

1 = Needed a reminder

0 = Didn't follow direction

Goal = 80% - 19/24

Total Points = /24

Daily Implementation Checklist

Implementing Staff Mr. T (Math) Date 11/17/2015

Rate the extent you implemented each assigned intervention below with fidelity:

BACK

INTERVENTION AGREED TO IMPLEMENT FOR BEHAVIOR SUPPORT PLAN	Rating
1. Can only call on student 2 times or less per class; unless he volunteers to participate	2 1 0
2. If student refuses politely, let him	2 1 0
3. Enter daily point card data rating student's behavior	2 1 0
NOTES:	Total /6

2 = Great! Implemented consistently, accurately & on time

1 = OK, room to improve (moderate consistency & quality)

0 = Not so good; limited implementation in consistency & quality

Goal = 80% - 5/6

Behavior Support Plan Review Meeting

Student Shane Grade 8th Date 12/2/2015

School Portland School FBA/BSP Case Manager Mr. B

Participants: Behavior Specialist Administrator Implementing Staff Parent

Documents presented for review: Graph for Data Analysis Implementation Plan

AGENDA

1. Review Implementation Fidelity & Summarize below:

- a. Review graph with daily Implementation Fidelity ratings
- b. Review each task on the BSP Implementation Plan form and **complete an Implementation Rating** (2 / 1 / 0) for each task and decide whether to Monitor / Modify / Discontinue.

2. Review Student Progress Data & Summarize below:

- a. Review graphed daily Student Progress ratings

DATA SUMMARY

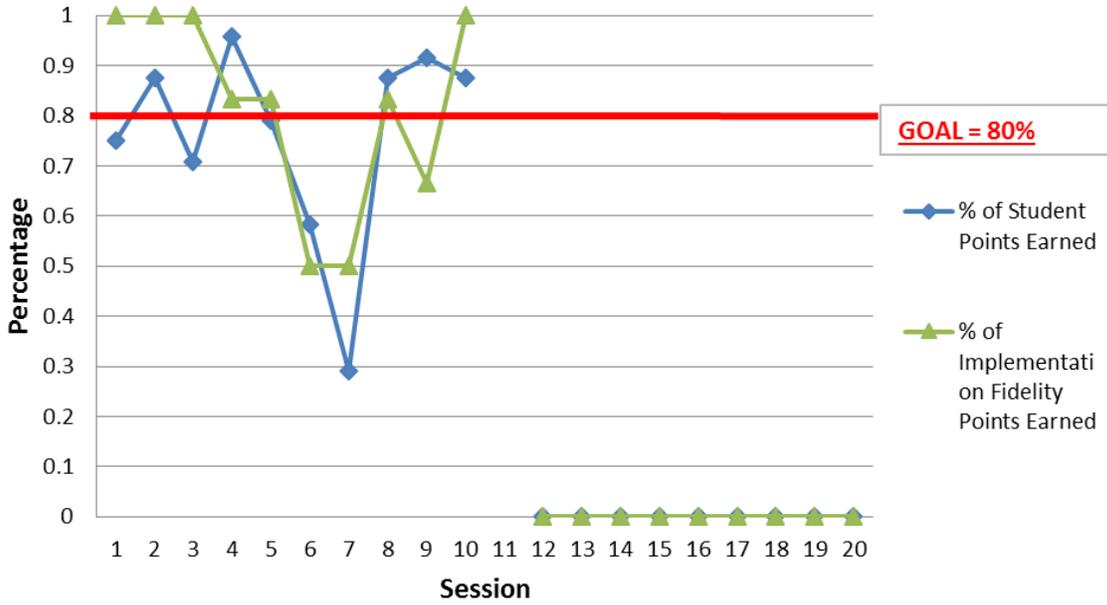
	Summary of the data	Evaluation Decision
Is Plan Being Implemented with Fidelity?	Do we have sufficient data for decision making (at least 80% of data points)? <input checked="" type="radio"/> Y <input type="radio"/> N Are tasks being implemented with fidelity? <input checked="" type="radio"/> Y <input type="radio"/> N	Great job with Data collection – keep up good work! Mostly – see tasks below
Is Plan Making a Difference?	Do we have sufficient data for decision making (at least 80% of data points)? <input checked="" type="radio"/> Y <input type="radio"/> N Is the student making adequate progress? <input checked="" type="radio"/> Y <input type="radio"/> N	Continue with intervention as is

3. Document changes & additions to the original Implementation Plan below

Tasks	Person Responsible	By When	Impl. Rating:			Evaluation Decision Monitor, Modify, or Discontinue
			2 = Yes - 90%+	1 =Kinda 50-90%	0 = No - <50%	
<i>Conduct assessment of math skills/deficits and provide additional math instruction to address needs</i>	<i>Mrs. R (SPED)</i>	<i>12/5</i>	<i>2</i>	<i>1</i>	<i>0</i>	
<i>Talk w/ Shane about changing incentive & shifting to earning incentive 1 time/week</i>	<i>Ms. P (couns)</i>	<i>12/3</i>	<i>2</i>	<i>1</i>	<i>0</i>	
<i>Revise with Mr. T emphasis on letting Shane refuse politely without pushing him if he refuses politely</i>	<i>Mr. B (SPSY) w/ Mr. T</i>	<i>12/3</i>	<i>2</i>	<i>1</i>	<i>0</i>	

Date & Time of the Next BSP Review meeting 12/17/2015

Shane-- BSP Data 11/17 -



Int.
Chg

	Date mm/dd/yyyy	Session	Student Outcomes			Implementation Fidelity			NOTES
			Points Earned	Points Possible	% of Student Points Earned	Points Earned	Points Possible	% of Implementation Fidelity	
Graph 1	11/17/2015	1	18	24	0.75	6	6	1	
	11/18/2015	2	21	24	0.875	6	6	1	
	11/21/2015	3	17	24	0.708333333	6	6	1	
	11/22/2015	4	23	24	0.958333333	5	6	0.833333333	
	11/23/2015	5	19	24	0.791666667	5	6	0.833333333	
	11/28/2015	6	14	24	0.583333333	3	6	0.5	Return from Thanksgiving break
	11/29/2015	7	7	24	0.291666667	3	6	0.5	
	11/30/2015	8	21	24	0.875	5	6	0.833333333	
	12/1/2015	9	22	24	0.916666667	4	6	0.666666667	
	12/2/2015	10	21	24	0.875	6	6	1	
		11							
		12			#DIV/0!			#DIV/0!	
		13			#DIV/0!			#DIV/0!	
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		20			#DIV/0!			#DIV/0!	

BEHAVIOR SUPPORT IMPLEMENTATION PLAN

Tasks	Person Responsible	By When	Review Date <u>12/2/2015</u>	
			<u>Impl. Rating:</u> 2 = Yes - 90%+ 1 = Kinda 50-90% 0 = No - <50%	<u>Evaluation Decision</u> Monitor, Modify, or Discontinue
<p>Prevent & Prompt: Make problem behavior irrelevant (antecedent intervention)</p> <p><i>Can only call on Shane 2 times or less during class; unless he volunteers to participate</i></p> <p><i>Have peer (girlfriend) prompt him to pay attention in class</i></p> <p>Teaching: teach Replacement Behavior & skills to engage in Desired Behavior</p> <p><i>Teach Shane to politely refuse to participate and request a break & point card w/ ratings</i></p> <p><i>Teach Shane "good student" behaviors – eyes on teacher/board, no doodling, nodding</i></p> <p><i>Conduct assessment of math skills/deficits and provide additional math instruction to address needs</i></p> <p>Reinforcement: Make Replacement & Desired behavior more rewarding than problem behavior</p> <p><i>If Shane politely refuses, let him off the hook</i></p> <p><i>Set up point card with incentives for class participation & being engaged</i></p> <p><i>Talk w/ Shane to ID preferred incentives & daily point check</i></p> <p>Redirect to Replacement Behavior: Prompt replacement behavior at earliest signs of problem.</p> <p><i>Have peer (girlfriend) redirect Shane to politely refuse at first signs of agitation to teacher request</i></p> <p>Minimize Reinforcement of Problem Behavior: Make problem behavior ineffective -- N/A</p> <p>Safety: Is safety a concern? Y <input checked="" type="radio"/> N If yes, attach crisis plan to Behavior Support Plan</p>	<p><i>Mr. T (math)</i></p> <p><i>Ms. P (couns)</i></p> <p><i>Ms. P (couns) w/ Mr. T</i></p> <p><i>Ms. P (couns)</i></p> <p><i>Mrs. R (SPED)</i></p> <p><i>Mr. T (math)</i></p> <p><i>Mr. B (SPSY)</i></p> <p><i>Ms. P (couns)</i></p> <p><i>Ms. P (couns)</i></p>	<p><i>11/17 – daily</i></p> <p><i>Teach 11/17</i></p> <p><i>Teach 11/17</i></p> <p><i>Teach 11/17 – daily review week 1</i></p> <p><i>Assess 11/22 Inst 11/25</i></p> <p><i>11/17 – daily</i></p> <p><i>11/17</i></p> <p><i>11/17</i></p> <p><i>Teach 11/17 – daily</i></p>	<p><input checked="" type="radio"/> 2 1 0</p> <p>2 1 <input checked="" type="radio"/> 0</p> <p>2 <input checked="" type="radio"/> 1 0</p> <p><input checked="" type="radio"/> 2 1 0</p>	<p><i>Monitor</i></p> <p><i>Monitor</i></p> <p><i>Review w/ Shane</i></p> <p><i>Review w/ Shane</i></p> <p><i>Need to do it ASAP – by 12/5</i></p> <p><i>Needs a little work</i></p> <p><i>Continue</i></p> <p><i>Talk w/ Shane again about modifying incentives to new incentive 1 x / week</i></p> <p><i>Monitor</i></p>
<p>Implementation Supports (w/ Who & How) <i>(circle preferred method(s) below or ID another method below)</i></p>	<p>Person Responsible</p>	<p>When (circle)</p>		
<p><u>Provide Training to the Implementers:</u> <u>Demonstration / with Practice / with Feedback (circle)</u> <i>Other:</i></p> <p><u>Provide Implementation Feedback:</u> b. Enter Fidelity Data into Graph c. Share Graphed Data with implementers d. <u>Personal check-in / Email</u> Rating Scale (circle) <i>Other: will email if not in building that day</i></p>	<p><i>Mr. B (SPSY)</i></p> <p><i>Ms. P (couns)</i> <i>Ms. P (couns)</i></p> <p><i>Mr. B (SPSY)</i></p>	<p><i>11/17</i></p> <p><i>11/17 - Daily</i> <i>Daily 1st wk then 2/wk</i></p>	<p>2 <input checked="" type="radio"/> 1 0</p> <p><input checked="" type="radio"/> 2 1 0</p> <hr/> <p>Impl Score <u>18</u> Total Possible <u>22</u></p>	<p><i>Revisit Replacement Behavior w Mr. T</i></p> <p><i>Continue</i></p>