Appendix E

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.

IEP teams can use this form to guide them through the process of developing the Positive Behavioral Intervention Plan.

Student____Trish_____ Age____9_____ Sex___F_____

Teacher(s)_____Ms. Day, Mr. Jones, & Ms. Wilson_____ Grade___3____

Case Manager_____Ms. Day_____ Date__4/18/05_

Reason for intervention plan: Trish currently calls out and attempts to engage peers during class. This behavior is interfering with Trish's learning and the learning of her classmates. These disruptions are most evident in Language Arts and Social Studies.

Participants (specify names):
(x) student __Trish Brown_____ (x) special education administrator __Mr. Johnson_____
(x) family member __Alice (mother)_____ (x) general education administrator __Mrs. Kelley_____
(x) special educator __Ms. Day_____ (x) school psychologist_____Dr. Nelson_____
(x) general educator _Mr. Jones_____ (x) other agency personnel _____Ms. Slentz (Social Services)_____
( ) peer(s)_____
( ) others (specify)_____

_____

<u>**Fact Finding**</u>

1. **General learning environment:** Describe the student's classroom structure (i.e., schedule, grouping, content area). Include any special programs or services.

    Trish is in the general education classroom for the majority of her day. While the problem behavior is generalized, it is particularly evident in Mr. Jones' language arts class. Trish sees the resource special education teacher (Ms. Day) twice a week for 30 minutes. The special education teacher also consults with the language arts teacher 3x per week.

2. **Problem behavior:** Define the problem behavior(s) in observable, measurable, and countable terms (i.e., topography, event , duration, seriousness, and/or intensity). Include examples of the behavior.

    Trish has verbal outbursts in language arts class and has recently begun to have them in other classes (social studies).

    Definition of problem behavior(s): Trish has verbal outburst during language arts class, she makes both irrelevant and disruptive statements. Statements are directed at the teacher: "This class is stupid"; "Why do I have to do this dumb stuff?"

3. **Setting events:** Describe important things that are happening in the student's life that may be affecting the behavior(s) of concern.

    Trish stated that there was a new foster child in the home. The team was unaware of any other outside events that may be influencing Trish's responses. Her special education resource services have been reduced in the last year, and speech and language services were discontinued.

4. **Review existing data:** Summarize previously collected information (records review, interviews, observations, and test results) relevant to the behavior(s). Attach additional sheets if necessary.

    After interval sampling across a variety of settings, Trish was found to have verbal outbursts only during classes and particularly during language arts.

    A follow-up with continuous observation across 5 days showed a median frequency of 6 verbal outbursts per language arts class. This was compared to a .31 class median for verbal outbursts or disruptive statements.

<u>**Possible Explanations**</u>

5. **Identify likely antecedents:** Precipitating events to the behavior(s).

    - There has not been a planned intervention, but during the observations it was noted that the teacher alternated between ignoring the behavior and recognizing the student with statements such as "That is correct, too bad you yelled it out." Such responses seem likely to maintain the behavior.

    - The behavior increases when the tasks become more difficult.

6. **Identify likely consequences:** Occurrences immediately following the behavior(s).

- In some cases, other students will also call out answers. Trish immediately brings attention to their inappropriate behavior

- When other students call out, Trish is able to "fly below the radar" and her lack of work goes mostly unnoticed.

- Trish appears relieved when she is removed from the class to a spot in the rear of the room.

7. **Identify and describe any academic or environmental context(s) in which the problem behavior(s) does _not_ occur.**

The problem seldom occurs in the special education resource setting, or in Art & Music.

Validation

8. **Functional Assessment:** Do you already have enough information on the possible function(s) of the behavior to plan an effective intervention?
   a. If yes, go to Step 9; if no, then what additional data collection is necessary?

   (x)   Review of IEP goals and objectives
   ( )   Review of medical records
   ( )   Review of previous intervention plans
   (x)   Review of incident reports
   ( )   ABC (across time and situations)
   (x)   Motivational analysis
   ( )   Ecological analysis
   ( )   Curricular analysis
   ( )   Scatterplot
   (x)   Parent questionnaire/interview
   ( )   Student questionnaire/interview
   ( )   Teacher questionnaire/interview (specify who)_____
   ( )   Other (explain)_____

   b. Summarize data. Attach additional sheets if necessary.

   - There are no specific objectives on the IEP that address the disruption created by Trish's verbal outbursts.

   - Incident reports did not reveal any remarkable information. Most of the issues have been addressed in the classroom by the teacher.

   - Trish's behavior serves more than one function. She gains attention from both adults and peers, which she finds positively reinforcing. She also is able to avoid tasks she perceives as too difficult, which she finds negatively reinforcing. See table under the Planning section for Dr. Nelson's findings.

   - Trish's mother stated that she has noted increased difficulty with homework and greater reluctance to work independently.

Planning

9. **Formulate hypothesis statement:** Using the table below, determine why the student engages in problem behavior(s), whether the behavior(s) serves a single function or multiple functions, and what to do about the behavior(s).

	Internal	External
Obtain Something		Trish's verbal outbursts gain attention from adults and peers.
Avoid Something	Feelings of inadequacy related to her inability to complete work that her peers readily complete.	When moved from the class to the back, she is left alone and does not complete task.

10. **Current level of performance:** Describe problem behavior(s) in a way the team will recognize; include onset and conclusion of behavior(s).

   - Trish has no incidents during lessons that she has identified as less difficult or demanding.
   - Trish will blurt out incorrect or irrelevant statements to draw attention. She continues until the teacher moves her and ignores her.

   - Trish will wait until the task is complete, then request to return, thus "saving face" with her classmates.

11. **Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.**

- Trish has been trained to use a red/green dot on her desk. When the work is in her comfort zone she displays the green dot; likewise if the task is more demanding she displays the red dot, at which time the teacher or the assistant attends.

- The students were given personal "white boards" on which to write answers and show to the teacher. This variation of choral responding allows Trish to respond without fear of being acknowledged as incorrect.

12. **Measurement procedures for problem behavior(s) and replacement behavior(s):**

a. Describe how (e.g., permanent products, event recording, scatterplot), when, and where student behavior(s) will be measured.

- Scatterplot revealed settings in which the behavior is most/least likely to occur.

- Interviews with student and teachers indicated student frustration with language arts.

b. Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.

Problem Behavior(s):
(1)   Verbal outbursts that disrupt instruction and interfere with student progress.
(2)   Failure to complete assignments.

Replacement Behavior(s):
(1)   Use red/green dot to signal comfort with assigned task.
(2)   Improved work completion in language arts.

13. **Behavioral intervention plan:**

a. Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).

Behavior change goal:
To reduce from 6 outbursts to an average of .6; a reduction of 90%.
To increase appropriate responses (dot system; use of board) to 9 correct out of 10 opportunities.

Proactive social skills goal:
Trish will ask peers for assistance, utilizing the "Ask three before me" strategy. Given 5 opportunities, she will select the strategy 4 times.

Objectives to help Trish meet the function in a positive way include:
(1)   Trish will ask for assistance using either the red dot or raised hand.
(2)   Trish will monitor her own behavior by self-recording on time sampling basis.
(3)   Trish will state the expectations of language arts class.
(4)   Trish will state consequences for both appropriate and inappropriate behavior(s).

b. Specify instructional strategies that will be used to teach the replacement behavior(s).

(1)   The special education teacher will teach Trish to use the dot system and will encourage the language arts teacher to refer to the dot rather than getting into a struggle with Trish.
(2)   The special education teacher will continue to see Trish twice per week, but will go to her class rather than current pull-out model.
(3)   The special education teacher will help the language arts teacher with status building strategies to help Trish gain appropriate attention from her peers.

c. Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).

The plan is to decrease Trish's need to use the verbal outbursts through greater reinforcement of the replacement behavior(s).

d. Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.

None

e. Specify the extent to which the intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of the plan.

See 13b

14. **Evaluation plan and schedule:** Describe the plan and timetable to evaluate effectiveness of the intervention plan.

    a. Describe how, when, where, and how often the problem behavior(s) will be measured.

- The behaviors, both appropriate and inappropriate, will be monitored on a variable schedule by the special education teacher.
- The student will be taught to self-record behavior by using time sampling.
- The behavior will be observed on a daily basis during the 1 hour language arts class period.

    b. Specify persons and settings involved.

Mr. Jones & Ms. Day

    c. Specify a plan for crisis/emergency intervention, if necessary.

Not needed

    d. Determine a schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.

Mr. Jones, Ms. Day, & Trish will review the plan each week.
The behavioral data will be graphed to provide the teachers, parent, and Trish with visual representation of the change.

15. **Describe the plan and timetable to monitor the degree to which the plan is being implemented**.

See #14 above.

IEP teams can use this form to guide them through the process of developing the Positive Behavioral Intervention Plan.

Student_____ Age_____ Sex_____

Teacher(s)_____ Grade_____

Case Manager_____ Date_____

Reason for intervention plan:

Participants (specify names):
( ) student __ _____ ( ) special education administrator _____
( ) family member _____ ( ) general education administrator _____
( ) special educator _____ ( ) school psychologist_____
( ) general educator _____ ( ) other agency personnel _____
( ) peer(s)_____
( ) others (specify)_____

_____

Fact Finding

1. **General learning environment:** Describe the student's classroom structure (i.e., schedule, grouping, content area). Include any special programs or services.

2. **Problem behavior:** Define the problem behavior(s) in observable, measurable, and countable terms (i.e., topography, event , duration, seriousness, and/or intensity). Include examples of the behavior.

3. **Setting events:** Describe important things that are happening in the student's life that may be affecting the behavior(s) of concern.

4. **Review existing data:** Summarize previously collected information (records review, interviews, observations, and test results) relevant to the behavior(s). Attach additional sheets if necessary.

Possible Explanations

5. **Identify likely antecedents:** Precipitating events to the behavior(s).

6. **Identify likely consequences:** Occurrences immediately following the behavior(s).

7. **Identify and describe any academic or environmental context(s) in which the problem behavior(s) does _not_ occur.**

Validation

8. **Functional assessment:** Do you already have enough information on the possible function(s) of the behavior to plan an effective intervention?
    a. If yes, go to Step 9; if no, then what additional data collection is necessary?

        ( )   Review of IEP goals and objectives
        ( )   Review of medical records
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        ( )   Review of incident reports
        ( )   ABC (across time and situations)
        ( )   Motivational analysis
        ( )   Ecological analysis
        ( )   Curricular analysis
        ( )   Scatterplot

( )   Parent questionnaire/interview
( )   Student questionnaire/interview
( )   Teacher questionnaire/interview (specify who)_____
( )   Other (explain)_____

   b. Summarize data. Attach additional sheets if necessary.

Planning

9. **Formulate hypothesis statement:** Using the table below, determine why the student engages in problem behavior(s), whether the behavior(s) serves a single function or multiple functions, and what to do about the behavior(s).

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Obtain Something		
Avoid Something		

10. **Current level of performance:** Describe problem behavior(s) in a way the team will recognize; include onset and conclusion of behavior(s).

11. **Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.**

12. **Measurement procedures for problem behavior(s) and replacement behavior(s):**

   a. Describe how (e.g., permanent products, event recording, scatterplot), when and where student behavior(s) will be measured.

   b. Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.

13. **Behavioral intervention plan:**

   a. Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).

   b. Specify instructional strategies that will be used to teach the replacement behavior(s).

   c. Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).

   d. Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.

   e. Specify extent to which intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of the plan.

14. **Evaluation plan and schedule:** Describe the plan and timetable to evaluate effectiveness of the intervention plan.

   a. Describe how, when, where, and how often the problem behavior(s) will be measured.

   b. Specify persons and settings involved.

   c. Specify a plan for crisis/emergency intervention, if necessary.

   d. Determine a schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.

15) **Describe the plan and timetable to monitor the degree to which the plan is being implemented**.