#### Muskegon Area ISD – Functional Assessment/Behavior Intervention Form

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| General Information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Student:** | | Roxanne Jones | | | | | | | | | **Birthdate:** | | | | 03-23-2002 | | | | | | | **Eligibility Status:** | | | | | | |  | | | | **Date:** | | | | | | 10-12-2011 |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School:** | | Brandon Elementary School | | | | | | | | | | | | | **Medication:** | | | | | | None | | | | | | | | | | | | | | | | | | |
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| **C****aseload Teacher:** | | | | | | Ms. Brittany Douglas | | | | | | **Previous Funct Assess?** | | | | | | | | | | | Yes | |  | | No | | |  | | **When:** | | | | | None | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I. Student Strengths, Skills, and Difficulties | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| List Student Strengths and Skills: | | | | | Roxanne understands the material. She is eager to participate. She contributes to classroom discussion. | | | | | | | | | | | | **List Student Difficulties:** | | | | | Roxanne blurts out answers to questions. She talks during instructional time. She distracts her peers during work time. | | | | | | | | | | | | | | | | | |
| II. Behavior(s) of Concern | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Description - Observable/Measurable Target Behavior:Roxanne constantly answers questions without being called on or raising her hand.  Is this behavior addressed in the School Handbook? Y  N | | | | | | | | | | | | | | | | | | | | How Often | | | | | Duration | | | | | | Intensity | | | | | Problem has Existed (length of time)The behavior has existed since the beginning of the school year (approximately 2 months). | | | |
|  | | | | | | | | | | | | | | | | | | | | She does this approximately 4 times during each lesson. This adds up to an average of 20 times a day. | | | | | Each interruption last a minimum of 30 seconds each time she displays the behavior. | | | | | | The interrup -tion distracts the entire class. | | | | |  | | | |
| **III. Environmental Issues and Situational Variables** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What triggers or causes the behavior? What happens before the behavior? The teacher asks a question requiring a student response. Before the behavior occurs, Roxanne listens intently to the lesson but when a question is asked, she gives her response without being calledon. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **What happens immediately after the problem behavior occurs?** **(student reactions, staff reactions, environmental changes)**  The teacher reminds Roxanne to raise her hand when she has an answer. Instead of responding to Roxanne's answer she calls on a student who is raising his/her hand. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **In what settings/situations is the behavior of concern most and least likely to occur?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Settings/Situations | | | | | | | | | | Most Likely | | | | | | | | | | | | | | **Least Likely** | | | | | | | | | | | | | | | |
| **Adults?** (personality characteristics, teaching style, gender, disciplinary style, etc., no names) | | | | | | | | | | It occurs mostly with female teachers. The behavior is worse when her answers are acknowledged. | | | | | | | | | | | | | | In a classroom with a male teacher. | | | | | | | | | | | | | | | |
| **Peers? (**personality characteristics, gender, etc., no names) | | | | | | | | | | It occurs in all situations and with all peers. | | | | | | | | | | | | | | N/A | | | | | | | | | | | | | | | |
| **Certain Activities?** (independent work, lecture, writing activities, small group) | | | | | | | | | | Most often during lecture and occasionally in guided reading groups. | | | | | | | | | | | | | | During independent work, small group work, sciecne labs, and writing activities. | | | | | | | | | | | | | | | |
| Settings? (playground, math, science, lunch, school bus, unstructured time) | | | | | | | | | | It is most prevelant in the classroom during a direct instructional lesson. It occurs during all content area lessons (math, science, social studies, language arts). | | | | | | | | | | | | | | The behavior is least likely during specials, lunch, playground, and unstructured time (anytime questions are not being asked). | | | | | | | | | | | | | | | |
| **Time of Day or Class** (morning, end of class, afternoon) | | | | | | | | | | The behavior is worse in the afternooon, right after lunch and when she returns from recess. | | | | | | | | | | | | | | The beahavior is less frequent in the morning. | | | | | | | | | | | | | | | |
| **Other?** (home issues, bus, medication, health, sleep, etc.) | | | | | | | | | | N/A | | | | | | | | | | | | | | Parents have not experienced issues at home. The issue appears to be present only in school. | | | | | | | | | | | | | | | |
| IV. Child’s Exposure to Rules Governing This Behavior Check One or More and List How Often | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class Discussions | | |  | | Weekly Reminder. | | | 1-1 Discussions | | | | | |  | | | | Twice a week | | | | | | Behavior Plan | | | | | | | | | |  | | |  | | |
| Assemblies | | |  | |  | | | Handbooks | | | | | |  | | | |  | | | | | | Posted Classroom Rules | | | | | | | | | |  | | | All the time | | |
| Check Sheet | | |  | |  | | | Other | | | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | |
| V. Previous Interventions and Supports Check One or More and Indicate Frequency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Work Support | | |  | |  | | | Conflict Resolution | | | | | |  | | | |  | | | | | | Peer Mediation | | | | | | | | | |  | | |  | | |
| Behavioral Support Contracts | | |  | |  | | | Anger Management | | | | | |  | | | |  | | | | | | Staff/Student Awareness Regarding BIP | | | | | | | | | |  | | |  | | |
| Other | | |  | | Issue has not been addressed before | | |  | | | | | |  | | | |  | | | | | |  | | | | | | | | | |  | | |  | | |
| **VI. Previous Consequences and Disciplinary Measures** Check One or More and Indicate Frequency of Use | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time Out | | | |  | | |  | | Referred to Office | | | | | | | | |  |  | | | | | Detention | | | | | | | | | | |  | | |  | |
| Loss of Privilege | | | |  | | |  | | In-School Suspension/Suspension | | | | | | | | |  |  | | | | | Work Detail/Restitution | | | | | | | | | | |  | | |  | |
| Parental Notification | | | |  | | | 10% | | Behavior Ignored | | | | | | | | |  | 50% | | | | | Reprimand/Warning | | | | | | | | | | |  | | | 40% | |
| Other | | | |  | | |  | |  | | | | | | | | |  |  | | | | | \*Attached Documentation | | | | | | | | | | |  | | |  | |
| **VII. Needs Being Met Through This Behavior** Check One or More and Explain | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Escape/Avoidance | | | |  | | |  | Attention | | | | |  | | Receives attention through reprimands and class attention. | | | | | | | | | Expression of Anger/Frustration | | | | | | | | | | |  | | |  | |
| Sensory Stimulation | | | |  | | |  | Power/Control | | | | |  | | In small groups she dominates the conversation. | | | | | | | | | Tangible | | | | | | | | | | |  | | |  | |
| Relief of Fear/Anxiety | | | |  | | |  | Other | | | | |  | |  | | | | | | | | |  | | | | | | | | | | | | | | | |
| VIII. Goal to Appropriately Address Need(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Goal:** | Roxanne will use a white board to write down her answers to the teacher's questions instead of blurting out answers at 80% accuraacy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **IX. Preferred Activities and Reinforcers** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **List preferred activities**: Free reading time, group based activities, multiplication flashcards, and computer time. | | | | | | | | | | | | | | | | **List preferred reinforcers**: Free reading time and muliplication flashcards | | | | | | | | | | | | | | | | | | | | | | | |
| X. Skills Needed to be Taught to Replace Behavior of Concern What Behaviors Do You Want the Student to Engage in to Replace the Behavior? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1) When the appropriate time to answer a question out loud is.2) How to properly use a personal white board without disturbing other students.3) How to write responses instead of vocalizing them. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| XI. Behavior Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preventative Strategies Classroom Accommodations, Approach Strategies, Seating Arrangements, Instructional Strategies, etc. | | | | | | | | Reinforcement Strategies Methods of Teaching and Reinforcing Appropriate/Replacement Skills | | | | | | | | | | | | | | | | **Procedures to Follow When Behavior Occurs** Specific Steps to Take When Behavior Occurs | | | | | | | | | | | | | | | |
| Teaching Skills:  The teacher will review appropriate ways to respond to questions with the entire class. This issue will be addressed when any student displays the undesired behavior. Roxanne will also be called on when she displays the appropriate behavior.  Room Design:  Roxanne will sit in the front of the classroom so the teacher can see her responses on the white board. This proximity may help Roxanne remember not to blurt out answers and to use her white board.  Activities:  Besides being able to use the white board, Roxanne will have a journal where she can write questions or comments that the teacher will read every day after school. The teacher will then respond to Roxanne's entries. | | | | | | | | The teacher will call on Roxanne when she displays the appropriate behavior. Each time Roxanne uses the white board instead of blurting out her answer the teacher will give her a tally mark. After she receives 6 tally marks she will be given 10 minutes to free read or be able to use the multiplication flashcards. | | | | | | | | | | | | | | | | Step 1:  The teacher will signal Roxanne, as a reminder to use her white board, by tapping the white board. This is a previously discussed signal.  Step 2:  At a time that does not draw the attention of the rest of the students, the teacher will repeat the signal and quietly inform Roxanne to use the white board when she wants to answer a question.  Step 3:  The teacher will take Roxanne to the side and remind her how to properly use the white board or to raise her hand when she wants to answer a question.  Step 4:  The teacher will call the parent(s) and ask for a conference or meeting. In this meeting, the teacher will present the data that has been collected. If this data reflects that the target behavior has not changed, the behavior plan will be discussed again and the importance of changing the behavior will be emphasized. | | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | | | | | | | | | | | Deviation of School Handbook?Yes  No | | | | | | | | | | | | | | | |
| **XII. Data Collection** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Describe how systematic/measurable data will be collected for Behavior Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The teacher will keep track of when Roxanne uses the white board to answer a question. She will also keep track of how many times she interrupts, which will not affect the positive reinforcer. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | The General EducationTeacher | will inform the following staff of BIP: | | The Spanish specials teacher (the target behavior is not present in other specials classrooms). |
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| Signatures below indicate the plan has been reviewed and agreed upon for implementation: | | | | |
|  | | |  |  |
|  | | |  |  |
| Parent/Guardian | | |  | Teacher |
|  | | |  |  |
| Social Worker/Psychologist | | |  | Special Education Teacher |
|  | | |  |  |
| Student | | |  | Administrator |
|  | | |  |  |
| Other | | |  | Other |

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| Date(s) plan reviewed: | |  |  |  |  | | Date plan terminated: |  |
|  | \*Attachments – may include point sheets, contracts, token cards, progress notes, referrals, parent contacts. | | | | | MAISD 2/00 | | |