

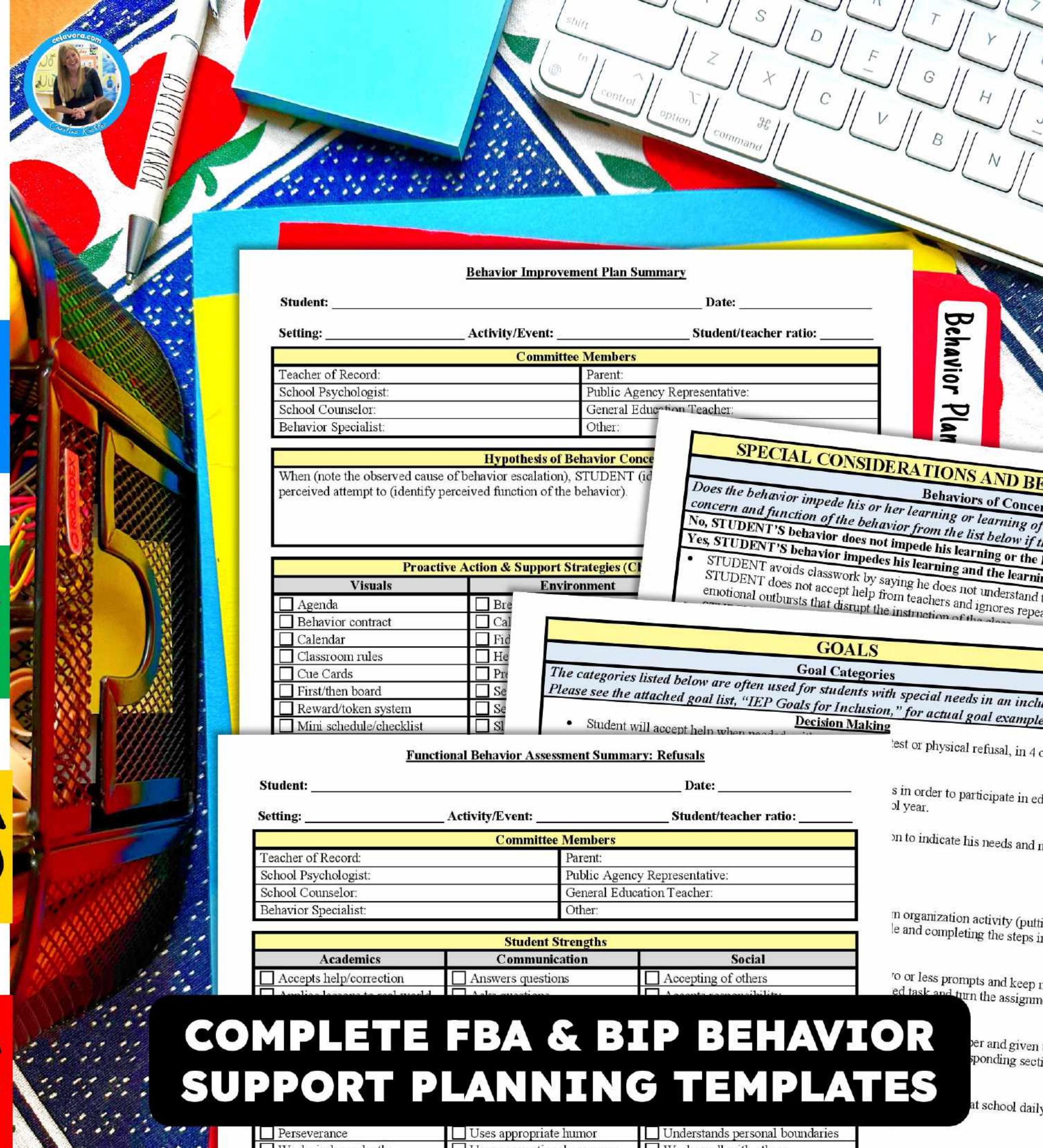
SPECIAL ED FBA + BIP

➤ ASSESSMENT TOOLS

➤ FREQUENCY CHARTS

➤ STUDENT SURVEYS

➤ SUMMARY PAGES



COMPLETE FBA & BIP BEHAVIOR
SUPPORT PLANNING TEMPLATES

FREQUENCY OBSERVATION FORMS

[illegible]

Notes:

[illegible][illegible]

4 EDITABLE SHEETS

STUDENT-TEACHER-PARENT SURVEYS

Student Reinforcement Survey

Name: _____

Date: 12/11

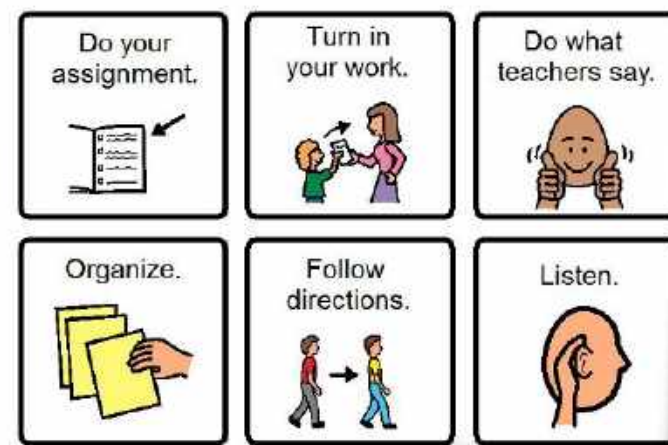
Put a check in the boxes of your top 3 choices.

- ☐ Arts and crafts
- ☐ Book break
- ☐ Call home
- ☐ Computer time
- ☐ Drawing
- ☒ Drink
- ☐ Gym or recess time
- ☒ Homework pass
- ☐ Note home
- ☐ Play a game
- ☐ Relax
- ☐ Snack
- ☒ Stickers
- ☐ Talk with favorite adult
- ☐ Treasure box toy
- ☐ Watch a movie
- ☐ Other ideas: _____



**STUDENT
REINFORCEMENT
SURVEYS & SUPPORTS**

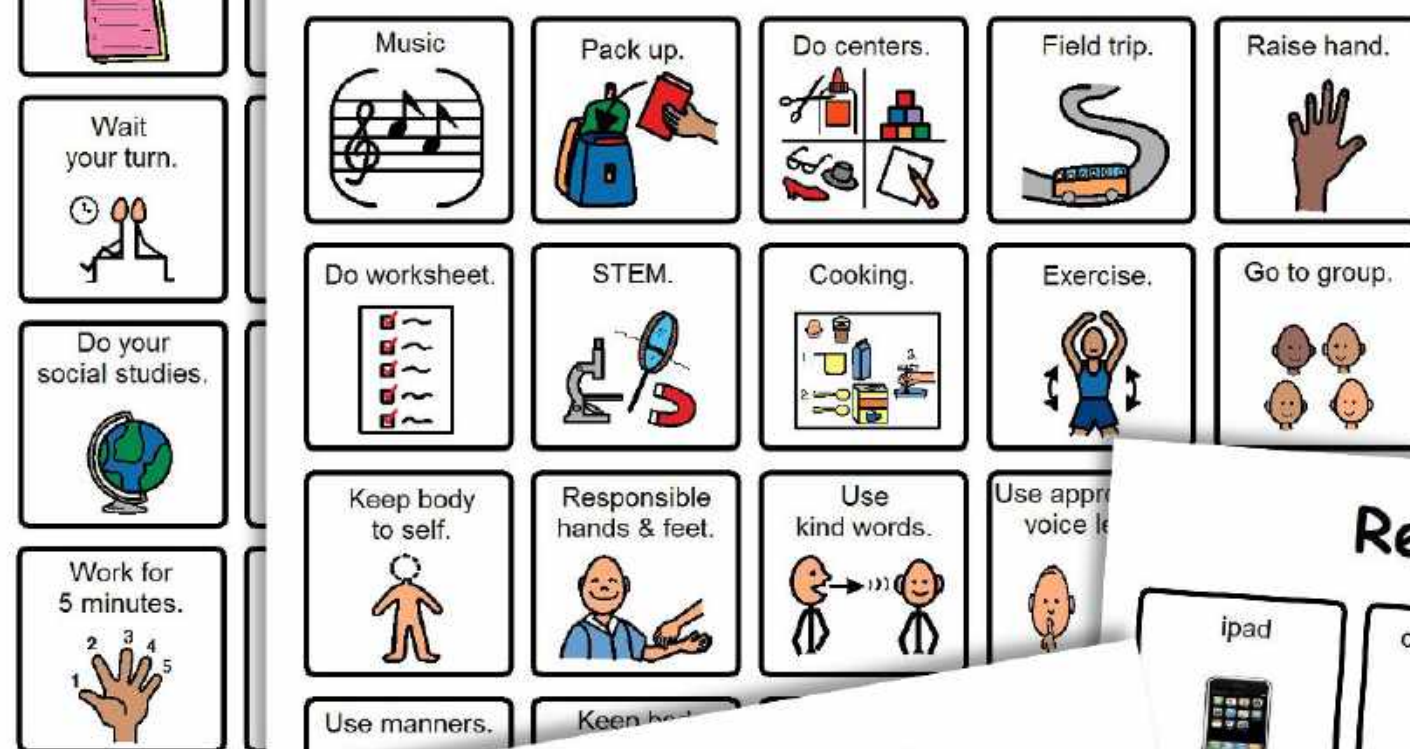
Goals



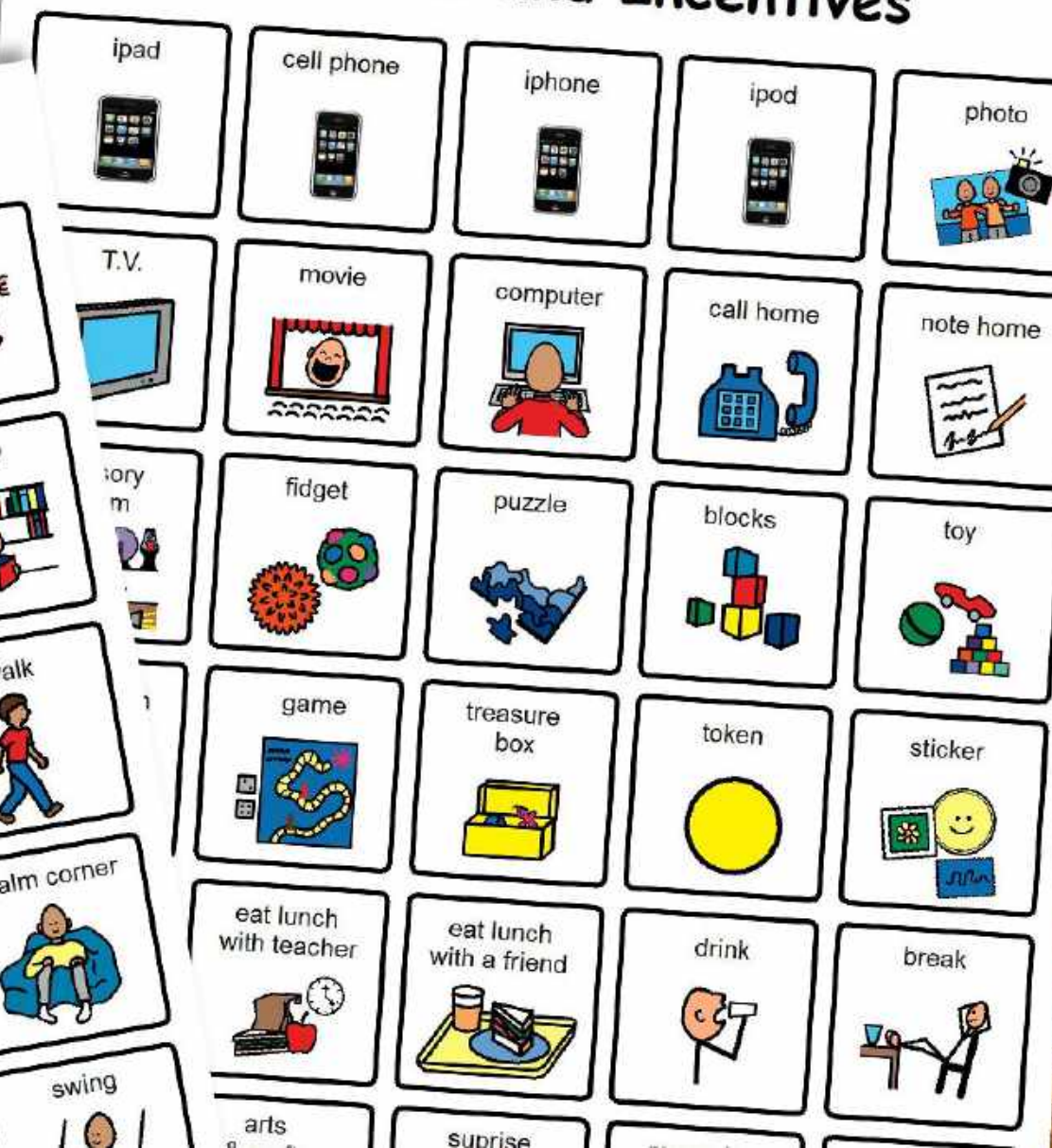
Goals



Goals



Rewards and Incentives



Parent/Teacher Survey

Parent/Teacher Survey

Student: _____

Date: 9-1-17

1. What are the student's strengths? Sense of humor, creative, math
2. What are the student's weaknesses? Organization
3. What are the student's preferred activities? basketball, video games
4. What are the student's non-preferred activities? chores
5. What are the student's interests? basketball, football, frisbee
6. What are the student's dislikes? getting in trouble, loud noises
7. What subject is the student most successful in? math
8. What subject does the student struggle the most in? Spelling
9. What extracurricular activities is the student involved in? basketball, cross-country, martial arts, Student Council
10. How does the student interact with others socially? very well

**INTERVIEW
TOOLS FOR DATA
COLLECTIONS**

TIME-SAVING FBA TEMPLATES

Functional Behavior Assessment: Frequency Analysis of Engagement Level

Name: [REDACTED] Date: 11-14

Time	Behaviors										Predictors										Perceived Functions											
	Difficulty remaining seated	Difficulty responding	Disturbing others/bullying	Doodling	Fidgeting/restless	Inattentive	Making noises	Nonresponsive	Off task	Off topic remarks	Trouble remaining upright	Alone/attention on others	Demand/request	Difficult task	Direct group instruction	Interruption	Told "no"	Unknown predictor	Waiting/transitions	Work: individual	Work: partner/group	Attention desired person	Desired item/activity	Self-stimulation	Activity	Demand/request	Person	Unknown	Assistance	Ignore	Redirect	Removal from class
8:05					1													1														
8:07			2						2									2														
8:15			3		3				3									3														
8:19					4													4														
8:20	6		6															6														
8:26			7															7														
8:29	8		8		8				8									8														
8:30			9		9													9														
8:35				10					10									10														
Totals																																
Events:	1	2	3	4	5	6	7	8	9	10	11																					
	36	37	38	39	40	41	42	43	44	45																						
	69	70	71	72	73	74	75	76	77																							

**ORGANIZED
DATA
COLLECTION**

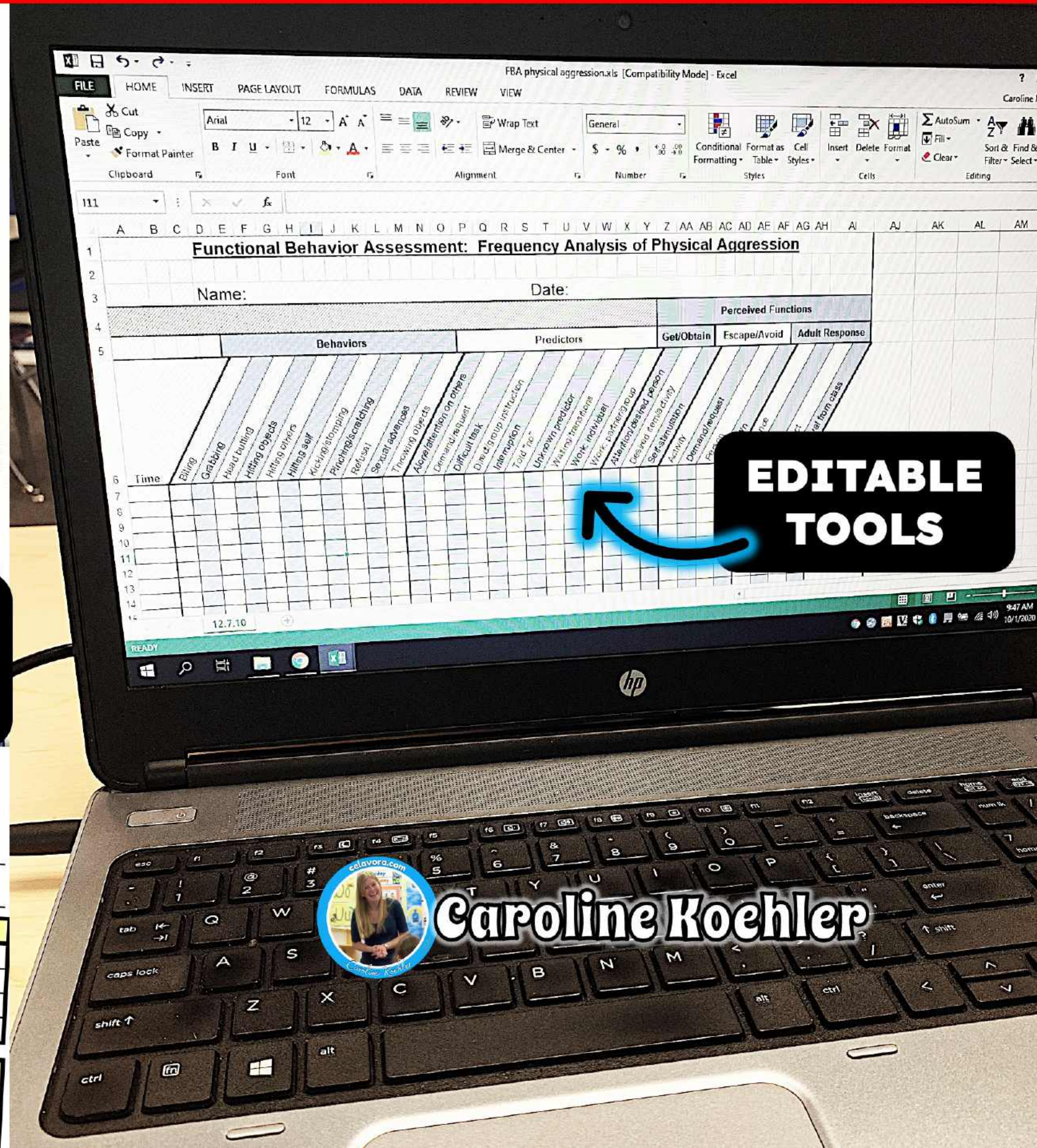
Functional Behavior Assessment Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members		
Teacher of Record:	Parent:	
School Psychologist:	Public Agency Representative:	
School Counselor:	General Education Teacher:	
Behavior Specialist:	Other:	

Student Strengths		
Academics	Communication	Social
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of others
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts responsibility
☐ Creativity	☐ Completes written work	



**EDITABLE
TOOLS**



Caroline Koehler

EVIDENCE-BASED INFORMATION GATHERING TOOLS



Caroline Koehler

ABC BEHAVIOR ANALYSIS

Functional Behavior Assessment Tool

Student: _____ **Date:** _____

ABCs of Behavior Concerns		
Antecedents	Behavior Concern	Consequences

ABC Behavior Incident Report

Name: _____ Date: _____

Duration of Incident: _____ Location: _____ Time: _____

Staff: _____

<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>
What happened before? ☐ Asked to do something ☐ Attention given to others ☐ Change in routine ☐ Did not want to do scheduled activity ☐ Difficult Task/Not Understood ☐ Environment (loud/disruptive, hot/	What was the behavior? ☐ Arguing ☐ Property destruction ☐ Falling to floor ☐ Noncompliance ☐ Off task ☐ Physical Aggression ☐ Provoking/teasing others ☐ Rude remarks ☐ Ran or walked away ☐ Screaming/tantrum ☐ Self-injurious behavior ☐ Threatening ☐ Took off clothes ☐ Verbal Aggression ☐ Other: _____	What happened after? ☐ Allowed "break" time ☐ Gave attention/choices ☐ Gave communication device/display ☐ Loss of incentives or privileges ☐ Ignored ☐ Physical redirection ☐ Physical restraint ☐ Pointed out expected social behavior/rules ☐ Rephrase request ☐ Removed from area ☐ Reprimand/warning ☐ Sent to office

ANALYZE PERCEIVED FUNCTION



Functional Behavior Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Include the top (3) identified items in each category along with the number of event.

Specific Behavior Data

1. _____

2. _____

3. _____

Predictors

1. _____

2. _____

3. _____

Perceived Functions

1. _____

2. _____

3. _____

Present Behavior Supports

1. _____

2. _____

3. _____

Present Positive Behavior Supports

1. _____

2. _____

3. _____

Present Accommodations

1. _____

2. _____

3. _____

Additional Positive Behavior Supports

1. _____

2. _____

3. _____

Additional Notes

1. _____

**FBA
SNAPSHOT**



Caroline Koehler

Functional Behavior Assessment Summary: Engagement

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members		
Teacher of Record:	Parent:	
School Psychologist:	Public Agency Representative:	
School Counselor:	General Education Teacher:	
Behavior Specialist:	Other:	

Student Strengths		
Academics	Communication	Social
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of others
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts responsibility
☐ Creativity	☐ Completes written work	☐ Follow rules and
☐ Critical thinking	☐ Engages in conversation	☐ Establishes eye c
☐ Finishes work in given time	☐ Expresses self clearly	☐ Honest
☐ Prepared	☐ Follows directions	☐ Makes and mainta
☐ Makes predictions	☐ Makes choices	☐ Makes good choic
☐ Recalls details	☐ Initiates communication	☐ Responds to socia
☐ Organized	☐ Participates in discussions	☐ Takes turns/share
☐ Perseverance	☐ Uses appropriate humor	☐ Understands perso
☐ Works independently	☐ Uses conventional grammar	☐ Works well with othe

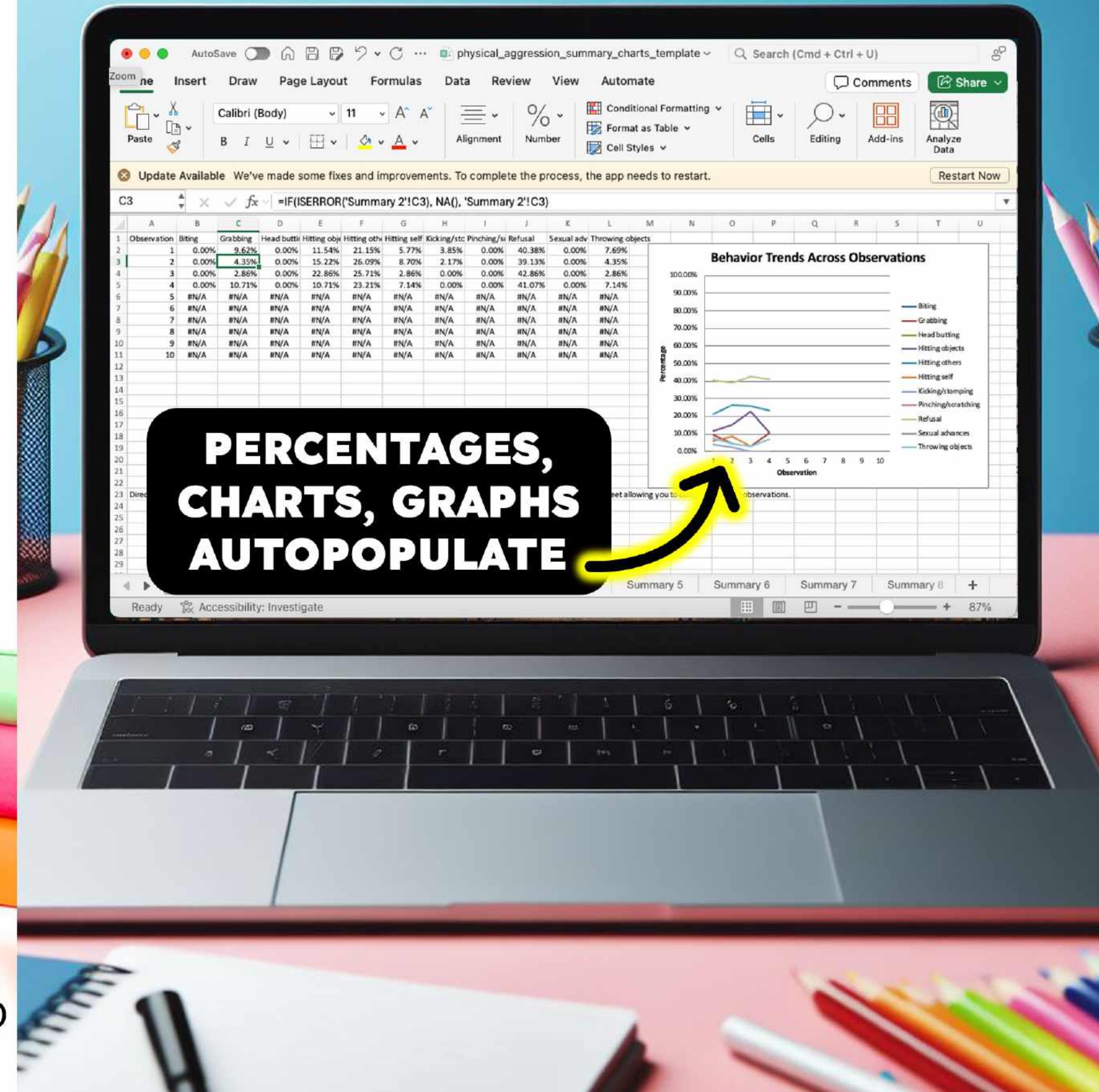
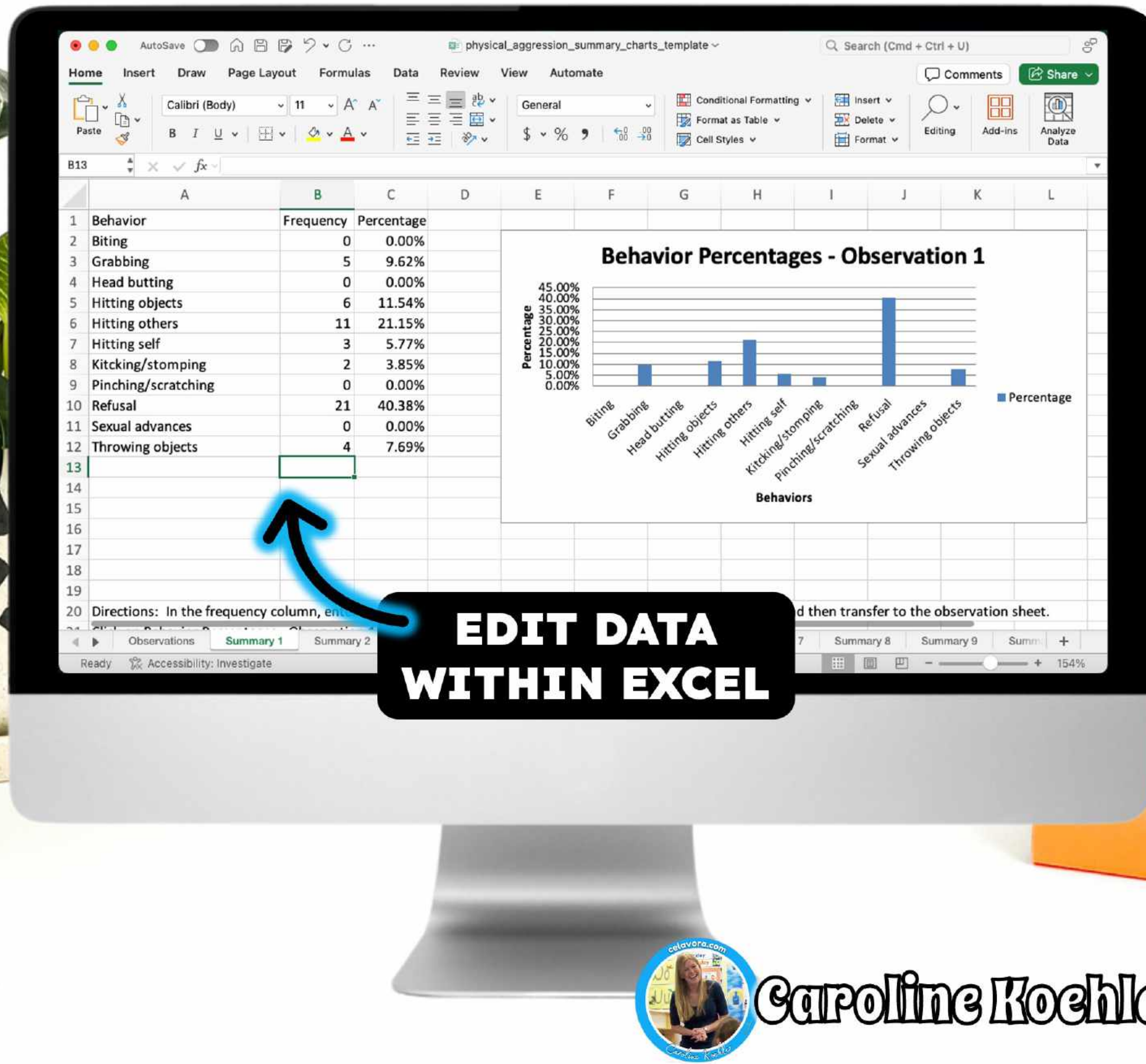
Assessment Tools Used		
☐ Anecdotal notes	☐ ABC documentation	☐ Discipline records data
☐ Frequency analysis chart	☐ Medical records	☐ Observations
☐ Parent interview	☐ Student interview	☐ Student reinforcement survey
☐ Teacher interview	☐	☐

Present Positive Behavior Supports (Check all that apply.)		
Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☐ Social worker

**SUMMARY
TEMPLATES**

ENGAGEMENT, PHYSICAL AGGRESSION, REFUSALS, & COMMUNICATION FREQUENCY CHARTS

CHARTING AND GRAPHING TOOLS



Caroline Koehler

QUICKLY SUMMARIZE FBA RESULTS

Functional Behavior Assessment Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher: _____

Committee Members

Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Student Strengths

Academics	Communication	Other
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts resp
☐ Creativity	☐ Completes written work	☐ Follow rules
☐ Critical thinking	☐ Engages in conversation	☐ Establishes e
☐ Finishes work in given time	☐ Expresses self clearly	☐ Honest
☐ Prepared	☐ Follows directions	☐ Makes and n
☐ Makes predictions	☐ Makes choices	☐ Makes good
☐ Recalls details	☐ Initiates communication	☐ Responds to
☐ Organized	☐ Participates in discussions	☐ Takes turns/s
☐ Perseverance	☐ Uses appropriate humor	☐ Understands
☐ Works independently	☐ Uses conventional grammar	☐ Works well v
☐	☐	☐

Assessment Tools Used

☐ Anecdotal notes	☐ ABC documentation	☐ Discipline
☐ Frequency analysis chart	☐ Medical records	☐ Observati
☐ Parent interview	☐ Student interview	☐ Student r
☐ Teacher interview	☐	☐

Present Positive Behavior Supports (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends gro
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school adviso
☐ Classroom rules	☐ Headphones	☐ Instructional assistan
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-
☐ Reward/token system	☐ Sensory room/tub	☐ Outsour
☐ Mini schedule/checklist	☐ Slant board	☐ Peer bu
☐ Monitoring controls	☐ Study carrel	☐ Peer tut
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/r
☐ Video modeling	☐ Walk/pace area	☐ Social v
☐	☐	☐

Functional Behavior Assessment Summary (page 2)

Present Accommodations (Check all that apply.)

Presentation	Response	Setting	
☐ Acetate film	☐ Alternative indicating	☐ Special lighting	☐ A
☐ Access to own materials	☐ Assistive device	☐ Tested individually	☐ A
☐ Assistive technology	☐ Bilingual dictionary	☐ Tested small group	☐ E
☐ Braille	☐ Calculator		☐ L
☐ Interpreter	☐ Scribe		☐ S
☐ Large print text			☐
☐ Own materials			☐
☐ Paper copy			☐
☐ Read aloud to self			☐
☐ Read aloud to student			☐
☐ Sound amplification			☐
☐ Special furniture			☐
☐			☐

Specific Behavior Data (Highlight top 3 concerns.)

# of events	Behavior	# of events	
	Difficulty remaining seated		Making noises
	Difficulty responding		Nonresponsive
	Distracting others/bothering		Off task
	Doodling		Off topic remar
	Fidgeting/restless		Trouble remain
	Inattentive		

Predictors

# of events	Behavior	# of events	B
	Alone/attention on others		Told "no"
	Demand/request		Unknown predic
	Difficult task		Waiting/transiti
	Direct instruction/whole group		Work: individual
	Interruption		Work: partner/gr

Perceived Functions

# of events	Get/Obtain	# of events	Escape/Avoid	# of events
	Attention/desired person		Activity	
	Desired item/activity		Demand/request	
	Self stimulation		Person	
			Unknown	

Functional Behavior Assessment Summary (page 3)

Lacking or Missing Skills

Academics	Life Skill
☐ Comprehension	☐ Asking/accepting help
☐ Expressive Language	☐ Communication
☐ Fluency	☐ Making and maintaining fri
☐ Math facts	☐ Motor skills
☐ Math procedures	☐ Organization
☐ Phonological processing	☐ Self care
☐ Punctuation/grammar	☐ Social skills
☐ Receptive Language	☐ Stress management
☐ Spelling	☐ Time management
☐ Written expression	☐ Working (alone or with oth
☐	☐

Frequently Observed Causes of Behavior De-escalation

Activity	Action
☐ Calm down room	☐ Calm tone
☐ Drawing	☐ Controlled choices
☐ Isolation/timeout	☐ Deep breathing
☐ Non-preferred activity ended/removed	☐ Planned ignoring
☐ Physical exercise	☐ Praise for good choices
☐ Preferred activity	☐ Removal
☐ Redirection	☐ Removal of environmental
☐ Sensory (brush, fidget, swing, weighted blanket)	☐ Rewarding positive behavio
☐ Silence	☐ Simple, positive communic
☐ Technology	☐ Talking with trusted adult
☐	☐

Frequently Observed Causes of Behavior Escalation

Activity	Action
☐ Academic Task	☐ Argument/disagreemen
☐ Extraneous environmental stimulus	☐ Competition
☐ Homework	☐ Confrontation
☐ Independent work	☐ Criticism
☐ Multistep directions	☐ Disruption in routine
☐ Non-preferred activity	☐ Raising voice
☐ Presence of non-preferred person	☐ Removal
☐ Presence of non-preferred	☐ Power struggle
☐ Preferred activity ended	☐ Deactivation
☐ Teacher instruction	☐
☐ Technology	☐
☐ Test	☐ Told no
☐ Working with others	☐ Transition
☐	☐

Functional Behavior Assessment Summary (page 4)

Present Positive Behavior Supports (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends gro
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school adviso
☐ Classroom rules	☐ Headphones	☐ Instructional assistan
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☐ Social worker
☐	☐	☐

Additional Proposed Accommodations (Check all that apply.)

Presentation	Response	Setting	Time
☐ Acetate film	☐ Alternative indicating	☐ Special lighting	☐ Additiona
☐ Access to own materials	☐ Assistive device	☐ Tested individually	☐ Altered te
☐ Assistive technology	☐ Bilingual dictionary	☐ Tested small group	☐ Extended
☐ Braille	☐ Calculator		☐ Longer br
☐ Interpreter	☐ Scribe		☐ Several se
☐ Large print text			
☐ Own materials			
☐ Paper copy			
☐ Read aloud to self			
☐ Read aloud to student			
☐ Sound amplification			
☐ Special furniture			

Hypothesis of Behavior Concern

When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Conclusion (Check all that apply.)

- ☐ The student's behavior negatively effects the learning of self or others.
- ☐ The student's behavior requires the development of a Behavior Implementation Plan (BIP).

FAST, USER-FRIENDLY CHECKLIST FOR FBA OVERVIEW



Caroline Koehler

SAMPLE STUDENT BEHAVIOR PLANS

Proactive Strategies and Positive Correction

1. Student will receive social skills instruction in target areas in the special education classroom, at least one time daily.

2. Student will be given preventive prompts of expected behavior before each task when the skill is new, difficult, or considered weak.

3. Reinforcement will be given in random, but frequent intervals when student demonstrates appropriate desired behaviors.

4. Consequences will be implemented when student chooses not to demonstrate a necessary target skill or a policy violation.

5. Student can request break time in the calming area if they feel they are becoming agitated or angry within a general education setting.

6. 80% appropriate behavior in accordance with target behaviors will be considered a successful day - this does not include major misbehaviors or policy violations.

Reinforcers

1. Student will be given verbal praise and attention for following school/classroom rules and for demonstrating desired target behaviors.

Consequences

The following consequences will be used when dealing with target/inappropriate behaviors.

1. Student will be given a preventive prompt prior to a new or difficult situation in relation to target behaviors.

2. Student will receive a verbal prompt/reminder of expectations.

An annual goal designed to address behavioral skill development is included in this IEP.

BEHAVIOR PLAN EXAMPLE 3

Add a narration with supporting details from the FBA frequency charts, summaries, and surveys.

Use this plan as an example to write your own.

1. STUDENT has defined rules in the classroom including keep your body to yourself, follow your schedule, do what your teachers tell you to do, accept directions, use kind school play, and if you need a break, use the break room.

BEHAVIOR PLAN EXAM

Add a narration with supporting details from the FBA frequency charts, summaries, and surveys.

Use this plan as an example to write your own.

Behavioral Goals Skills to be Taught and Learned

To give student consistent reinforcement of positive and negative behaviors and supervision and support, student will initially start with a daily and will work toward weekly, monthly, etc. until weaned off of program teaching will be provided in the special education classroom until they which time full time teaching will happen in the general education classroom and modifications and support given from the point program.

Document any information on local and regional resources....

Information regarding our in-house Adult and Child Services was offered.

Interfering:

STUDENT has interfering behaviors that include sleeping, self-stimulus calling.

Precipitating Factors:

Precipitating factors include:

Sensory Issues: STUDENT tends to fidget with his legs, hands, and feet.

Medical Concerns: STUDENT seems to have a lack of rest when he comes to school.

Setting Events and Triggers:

Classroom setting: STUDENT falls asleep in class. He also can become likely to fall asleep in the morning classes. He is more likely to become overstimulated in the hallway or in the classroom.

Maintaining Consequences:

Through STUDENT'S FBA, it can be seen that he is looking to obtain stimulation. He is also looking to avoid a demand.

Related Deficits:

STUDENT is missing the ability to use and apply social cues to communicate appropriately.

Hypothesis:

STUDENT upsets himself and others when he becomes overly stimulated, argue, name-call, interrupt, and refuse teacher directives. These actions are often followed by escape or demand.

Replacement:

STUDENT needs to be taught and to learn how to enter a classroom without identifying what task(s) he is being requested to do. He then needs to do clarification/assistance if he does not understand the requirements of the task.

Instructional:

Student will use point sheet to record instances of appropriate and inappropriate behaviors throughout each school day, until on Merit off card, if appropriate.

a set time, at which no point card will be carried - length of time carry Point room staff on an individual basis and discussed with home school.

Antecedent:

1. Student will be given verbal praise and attention for following school desired target behaviors. They will earn points for target behaviors each day.

2. Student will use points for earned positive behaviors which can be used to purchase tangible privileges within the point system.

Maximizing:

Proactive Strategies and Positive Correction

1. Student will receive social skills instruction in target areas in point room.

2. Student will be given preventive prompts of expected behavior before each task when the skill is new, difficult, or considered weak.

3. Reinforcement will be given in random, but frequent intervals when student demonstrates appropriate desired behaviors.

4. Consequences will be implemented when student chooses not to demonstrate a necessary target skill or a policy violation.

5. Student will be placed on the point system which will track daily (or weekly) basis.

6. Points earned through positive behavior can be used to purchase tangible privileges within the point system.

In addition, points can be used to purchase bonds to help move up the time out of the program and in the general education room will be based on student moves through the system - 1st core class will progress system and as they move towards Merit, more classes will be added.

7. 80% appropriate behavior in accordance with target behaviors will be considered a successful day - this does not include major misbehaviors or policy violations.

8. If behavior, poses harm to self or others, or is considered a school safety issue, result and student may be sent home.

9. If an inappropriate behavior occurs within a target behavior or an e corrective teaching with student, if behavior continues to escalate, an e office will be contacted. Student will be able to return to class once re successfully completed a corrective teaching interaction.

10. Behaviors that result in physical harm to self or others, may result in physical hold.

The following consequences will be used when dealing with target/inappropriate behaviors:

1. Student will be given a preventive prompt prior to a new or difficult situation in relation to target behaviors.

2. Student will receive a verbal prompt/reminder of expectations.

3. Student will receive a verbal prompt/reminder of expectations.

4. Student will receive a verbal prompt/reminder of expectations.

5. Student will receive a verbal prompt/reminder of expectations.

6. Student will receive a verbal prompt/reminder of expectations.

7. Student will receive a verbal prompt/reminder of expectations.

8. Student will receive a verbal prompt/reminder of expectations.

9. Student will receive a verbal prompt/reminder of expectations.

10. Student will receive a verbal prompt/reminder of expectations.

corrective teaching interaction.

7. Student will apologize before returning to class where initial behavior occurred, apology will be given in intervention referral.

8. Consequences for intervention referral will be determined based on Continuum on consequences for the special education program.

*Any behavior that is a direct policy violation can/will result in an immediate office referral. Consequences for policy violations will be decided by the administration.

BEHAVIOR PLAN EXAMPLE 2

Add a narration with supporting details from the FBA frequency charts, summaries, and surveys.

Use this plan as an example to write your own.

Behaviors of Concern:

When presented with assignments that STUDENT does not think he is able to complete perfectly, ST becomes very frustrated and will say "I am stupid" or cry to himself. He is unable to work cooperatively with group of peers on specific assignments. His frustration can lead to him feeling that he has failed. ST will hit his head with his forearm or against a wall when he is upset.

Factors Affecting Behaviors:

Although STUDENT is capable of doing his work, he may need extra instruction, additional time, and to role playing actions in order to carry out the assignments. STUDENT benefits from visuals and a amount of verbal expression from the individual instructing him.

Strategies/Instructional Experiences:

Proactive Strategies:

1. Allow STUDENT to place unfinished work in a designated area to be done at a later, mutually agreed time.

2. Provide STUDENT with a "break" card that signifies to his teacher the need to take a break (the break occur within the general classroom or in the special education teacher's classroom).

Skill Teaching:

1. STUDENT's special education teacher will teach and practice frustration coping strategies with ST as needed.

2. STUDENT's special education teacher and general education teacher will practice role playing with STUDENT as needed to show appropriate behaviors when he is frustrated with his grades or work.

3. STUDENT's teachers will teach him to use organizational strategies such as folders, an agenda, and "do" lists.

4. Visuals such as cue cards and monitoring controls will be utilized to allow STUDENT an outlet to express his frustration.

5. Student will receive a verbal prompt/reminder of expectations.

6. Student will receive a verbal prompt/reminder of expectations.

7. Student will receive a verbal prompt/reminder of expectations.

8. Student will receive a verbal prompt/reminder of expectations.

9. Student will receive a verbal prompt/reminder of expectations.

10. Student will receive a verbal prompt/reminder of expectations.

SPECIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS

Behaviors of Concern

Does the behavior impede his or her learning or learning of others? Identify the behavior of concern and function of the behavior from the list below if the answer to the question is "yes"

No, STUDENT'S behavior does not impede his learning or the learning of others.

Yes, STUDENT'S behavior impedes his learning and the learning of others.

- STUDENT avoids classwork by saying he does not understand the work and cannot do an assignment. STUDENT does not accept help from teachers and ignores repeated requests to complete work. He has emotional outbursts that disrupt the instruction of the class.
- STUDENT will attempt to remove himself from an undesirable room, walking away, pushing away, or focusing his attention on something else.
- When presented with assignments STUDENT does not think he is able to complete perfectly. He is very frustrated, makes self-deprecating statements, and cries to himself. He will hit his head with his forearm or against a wall when he is upset.
- STUDENT struggles with completing tasks within the classroom. He is unable to work cooperatively with group of peers on specific assignments. His frustration can lead to him feeling that he has failed. ST will hit his head with his forearm or against a wall when he is upset.
- STUDENT has made threatening statements towards himself and others.
- STUDENT is often inattentive during classroom academic activities. He is unable to complete his homework and any necessary supplies to participate in class.
- STUDENT is able to participate in the general education classroom with an instructional assistant. Along with curriculum and understanding teachers' directions. STUDENT often and within the classroom which distracts others. STUDENT built-in sensory breaks and walking breaks.
- STUDENT demonstrates off-task behaviors and has difficulty following directions. STUDENT appears to not know or understand when presented with assignments.
- STUDENT exhibits many off-task physical behaviors, noises that interfere with his ability to focus and organize his work and curriculum.
- STUDENT often exhibits disruptive behavior including leaving the classroom without permission.
- STUDENT struggles with appropriate peer and adult attention. When asked to complete work, STUDENT often and within the classroom which distracts others. STUDENT built-in sensory breaks and walking breaks.
- STUDENT often comes to school in an escalated state of aggression. Due to STUDENT'S increased level of in his educational programming. STUDENT refuses academics and if the direction is in regards to a non-academic activity, STUDENT becomes physically aggressive towards peers and adults and has become physically aggressive towards members, bit staff members, and threatened bodily harm to others.
- STUDENT demonstrates concerns in the areas of social skills. STUDENT is able to carry on a conversation with others in a social setting. STUDENT is able to carry on a conversation with others in a social setting.

Behavior Improvement Plan Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members

Teacher of Record: _____ Parent: _____

School Psychologist: _____ Public Agency Representative: _____

School Counselor: _____ General Education Teacher: _____

Behavior Specialist: _____ Other: _____

Hypothesis of Behavior Concern

When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Proactive Action & Support Strategies (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/hub	☐ Outreach provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☐ Social worker

Incentives and Reinforcements for Replacement Behaviors

Attention	Escape	Sensory	Tangible
☐ Tickle	☐ Break	☐ Blow bubbles	☐ Arts and crafts
☐ Visual	☐ Break	☐ Blocks	☐ Draw
☐ Tickle	☐ Break	☐ Fidget	☐ Drink
☐ Visual	☐ Break	☐ Gym	☐ Lotion
☐ Tickle	☐ Break	☐ Music	☐ Homework pass
☐ Visual	☐ Break	☐ Play dough	☐ Snack
☐ Tickle	☐ Break	☐ Squeeze	☐ Snack
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BEHAVIOR PLANNING CHEAT SHEET

Behavior Improvement Plan Summary

Student: _____ Date: _____

Setting: Regular Education Classroom Activity/Event: Math Student/teacher ratio: 27:2

Committee Members

Teacher of Record: Caroline Koehler	Parent: _____
School Psychologist: _____	Public Agency Representative: _____
School Counselor: _____	General Education Teacher: _____
Behavior Specialist: _____	Other: _____

Hypothesis of Behavior Concern

When the schedule changes without a 24 hour advanced notice, _____ refuses to participate in a perceived attempt to escape or avoid the new schedule.

Proactive Action & Support Strategies (Check all that apply.)

Visuals	Environment	People
☒ Agenda	☒ Break (scheduled/allowed)	☐ Circle of friends group
☐ Behavior contract	☐ Calm down room	☒ Counselor
☒ Calendar	☒ Fidget	☐ Home/school advisor
☒ Classroom rules	☐ Headphones	☐ Instructional assistant
☒ Cue Cards	☒ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☒ Reward/token system	☐ Sensory room/tub	☒ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☒ Study carrel	☐ Peer tutor
☒ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☒ Social worker
☐	☐	☐

Incentives and Reinforcements for Replacement Behaviors

Attention	Escape	Sensory	Tangible
☒ Call home	☐ Bean bag	☐ Blow bubbles	☐ Arts and crafts
☒ Eat lunch with teacher	☐ Book break	☐ Blocks	☒ Draw
☐ Favorite person	☐ Computer	☒ Fidget	☒ Drink
☐ Game	☒ iPad/iPod	☒ Gym	☐ Lotion
☐ Helper	☐ Library	☐ Music	☐ Homework pass
☐ Note home	☐ Magazine	☒ Play dough	☒ Snack
☐ Pet	☐ Movie	☐ Sensory room	☐ Sticker
	☐ Puzzle	☐ Swing	☐ Treasure box
	☒ Relax	☐ Trampoline	☐ Token
	☐ T.V.	☐ Wet/dry table	☐ Toy
	☐	☐	☐

EDIT IN
MICROSOFT
WORD

Behavior Improvement Plan Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members

Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Hypothesis of Behavior Concern

When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Proactive Action & Support Strategies (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant



Caroline Koehler

POSITIVE SUPPORT – REAL SOLUTIONS

- communication does occur, STUDENT often communicates with either one word, a simple, short response, or a stare.
- STUDENT can become very stressed and anxious. This can lead to “melt downs” in the classroom where STUDENT will cry, hide under furniture, shout, throw items, and/or flee the room. STUDENT appears to lack coping skills and has difficulty making decisions.
- STUDENT appears to struggle with a negative self-image along with a difficulty expressing emotions, specifically frustration and disappointment. STUDENT’S inability to express and cope with his emotions often restrict his ability to participate in class without being verbally harsh towards himself or others as his negativity will cause him to shut down and become unable to complete a task.
- STUDENT has difficulty processing his anger and understanding the viewpoints of others. During moments of anger, STUDENT will become verbally aggressive and will call others names, make threats, increase his volume level, use a disrespectful tone, and cry. He will also throw items such as papers, writing utensils, and books. STUDENT will flee a classroom when frustrated without informing adults of his need to take a break or his planned destination.

Behavior Improvement Plan Summary (page 2)	
Replacement Behavior (Include top 3 behavior of concerns and strategies.)	
Behavior of Concern	Replacement Strategies

Implementation of Replacement Behavior	
Behavior Tool	Staff Responsible for Implementation
☐ Agenda	☐ Administrator
☐ Calendar	☐ Behavior therapist
☐ Circle of friends group	☐ Circle of friends group sponsor
☐ Clearly defined and posted rules	☐ Counselor
☐ First/then board	☐ Home/school advisor
☐ Monitoring control visual	☐ Instructional assistant

☐ Visual schedule	☐ Teacher of Record
☐	☐ Teacher of Service
De-escalation Strategies to Reduce Behaviors of Concern	
Activity	Action
☐ Break (scheduled or as needed)	☐ Calm tone
☐ Calm down room	☐ Controlled choices
☐ Drawing	☐ Deep breathing
☐ Isolation/timeout	☐ Planned ignoring
☐ Non-preferred activity ended/removed	☐ Praise for good choices
☐ Physical exercise	☐ Removal
☐ Preferred activity	☐ Removal of environmental
☐ Redirection	☐ Rewarding positive behavior
☐ Sensory (brush, fidget, swing, weighted blanket)	☐ Simple, positive communication
☐ Silence	☐ Talking with trusted adult
☐ Technology	☐ Use of visuals (monitors, screen)
☐	☐

SPECIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS	
Behaviors of Concern	
<i>Does the behavior impede his or her learning or learning of others? Identify the behavior of concern and function of the behavior from the list below if the answer to the question is "yes."</i>	
No, STUDENT'S behavior does not impede his learning or the learning of others.	
Yes, STUDENT'S behavior impedes his learning and the learning of others.	
- STUDENT avoids classwork by saying he does not understand the work and cannot do an assignment. STUDENT does not accept help from teachers and ignores repeated requests to complete work. He has emotional outbursts that disrupt the instruction of the class. - STUDENT will attempt to remove himself from an undesirable situation or environment by leaving the room, walking away, pushing away, or focusing his attention elsewhere. - When presented with assignments STUDENT does not think he is able to complete perfectly, he becomes very frustrated, makes self-deprecating statements, and cries. STUDENT refuses to work cooperatively with peers in a partner or group setting. He will hit his head against an object when he is upset. STUDENT has made threatening statements towards himself, peers, and adults including bodily harm. - STUDENT struggles with completing tasks within the classroom including actively participating in education individually, with a partner, within a group, or in a whole group setting. STUDENT is often off-task and has difficulty controlling his internet use. If a computer is not available, STUDENT is observed doodling on paper and his body or playing with a small item. STUDENT has told teachers he is unwilling to do classwork. When STUDENT has begun working, he will often discard his assignment to the floor if he does not immediately know the answer. STUDENT often cries in class and has stated that he is depressed. STUDENT has used profanity at school, thrown away work, and shouted at teachers. - STUDENT is often inattentive during classroom academic instruction. He often comes to school without his homework and any necessary supplies to participate in class. STUDENT is often off-task and	

order to carry out the assignments. Increased effect STUDENT'S participation in school. peers and adults while avoiding the task at manipulate or intimidate authority, and relieve stress and avoid situations which make him feel in excessive noise production and/or increased expressive language.

BEHAVIORS OF CONCERNS

QUICKLY & EASILY CREATE EFFECTIVE INTERVENTION PLANS

INTERVENTION GOALS AND GUIDES

Work Completion

- Student will complete tasks in the allotted time by using a behavior monitoring checklist with a motivator/time with two or fewer prompts 4 out of 5 times.
- Student will follow classroom rules (keep his body to self, do what teachers say, and use the break room) by using pro-social forms of communication, including using words to tell others his needs, or with a break card), and using a fidget/sensory tool to deescalate to physically aggressive behavior to 0.

progress toward independence in the general education classroom by tions without additional verbal prompts in 80% of academic activities in a fied location of the classroom and attend jointly with adult caregivers or o an adult-directed activity for a minimum of 10 minutes by the end of the of his classroom assignments and homework by the end of the school year. of the class assignments and tasks presented both at school and home. bal or non-verbal cues, student will attend to a non-preferred and/or small e statements, self-control, and remain on task for 20 minutes 80% of the

- Student will use appropriate words to express anxiety or frustration to his teachers and peers and will ask a teacher for help when needed, rather than using an escape/avoidance behavior, in 4 out of 5 documented occurrences by the end of the third grading period.
- Student will follow a teacher direction with no more than 1 prompt by the end of the school year in 4 out of 5 observed opportunities.
- When redirected, student will say “okay” and adhere to the given instruction instead of arguing or making excuses 4 out of 5 times.
- Student will comply with teacher instructions and directions with one or less prompts throughout all academic subjects in 4 out of 5 times.

- Routines**
- Student will use individual activity schedule to transition appropriately from tasks and activities in school environments.
 - Student will transition from activity to activity indepen
 - Student will independently transition throughout the scho
 - Student will make choices by communicating verbally or
 - Student will complete the steps of his visual schedule by
 - Student will independently to the location indicated on the schedule at location 4 out of 5 times.
 - Student will accept changes in the schedule or environme

- Self-Advocacy**
- Student will communicate the need for help with no promt the end of the school year.
 - Student will ask for help for a specific task in at least diff opportunities by the end of the school year.
 - Upon wanting a particular item/activity, student will use l sentence including an “I want” picture and a reinforce pic
 - Student will participate in class discussions to initiate cor interject a statement or ask a questions 3 out of 5 days.
 - Given his daily schedule, student will tell an assistant or t focus and not disturb those around him 100% of the time.

- Social**
- Student will engage in appropriate turn-taking skills 4 out of 5 opportunities.
 - Student will raise their hand and wait to be called to befo opportunities to do so.
 - Student will work cooperatively with peers in sm group
 - Student will
 - Student will
 - Student will
 - Student will
 - Student will

43 SMART GOALS IN 8 BEHAVIOR CATEGORIES

GOALS

Goal Categories

The categories listed below are often used for students with special needs in an inclusion setting. Please see the attached goal list, “IEP Goals for Inclusion,” for actual goal examples.

Decision Making

- Student will accept help when needed, without verbal protest or physical refusal, in 4 out of 5 observed opportunities by the end of the school year.
- Student will independently select among controlled choices in order to participate in educational activities in 4 out of 5 opportunities by the end of the school year.
- Student will demonstrate pro-social forms of communication to indicate his needs and make selections with 0 incidences of physically aggressive behavior.

Organization

- Student will express and/or complete the steps of a classroom organization activity (putting away supplies, pack/unpacking backpack) by using a mini schedule and completing the steps in the sequence listed.
- Given a task to complete, student will begin working with two or less prompts and keep materials in a system (folder, notebook, etc.) so he can retrieve the completed task and turn the assignment in on time 4 out of 5 times.
- When provided with an assignment, homework sheet or other take-home paper and given the direction, “Put the paper in (area) or (folder),” student will place the paper in the corresponding section within 1 minute of being handed the paper with 80% accuracy.
- Student will keep track of assignments and record when tasks are completed at school daily by using a recording keeping notebook while maintaining a grade of a C or above.

Problem Solving

ent will demonstrate pro-social forms of communication to indicate his needs with 0 sically aggressive behavior.

ngry, she will express her anger in an appropriate manner, such as saying she is angry, , or implementing other strategies that are acceptable in the classroom setting in 4/5 uties by the end of the school year.

ppropriate words to express frustration or unhappiness with a gestural prompt and 2 mpts by the end of the weeks of school year in 4 out of 5 observed

- ppropriate word is anxiety or frustration teachers and
- cher for help wh
- times.
- Student will increase her ability to solving strategies in 4 out of 5 oppo

Behavior of Concern	Replacement Strategies
Grabbing	Holding preferred item busy with fidget
Fidgeting/restless	Holding preferred item busy with fidget, w
Emotional	Using words to exp
Fleeing/running	Taking an exercise scheduled/increased break
Hyperactivity	Holding preferred item busy with fidget, w
Impulse control	Holding preferred item busy with fidget, w
Inappropriate language	social scripting, inn journaling
Inappropriate noises	Use inner monolog distractor music/so
Inattentive, lack of engagement/participation	Use of headphones, graphic organizers, utilizing study carrel, organizers, charts, study carrel, use a cushion/ball
Invading personal space	Use “arm’s length a
Lying	Use of manners, use
Misuse of technology	Use an applied time technology rules
Nonresponsive	Social scripting, use of visuals, use of graphic organizers, utilizing technology, utilizing study carrel, select from a given choice, utilizing a schedule
Off task	Use of fidget, utilizing study carrel, use a schedule, verbal or physical prompt
Remarks	social scripting, inner monologue, journaling

REPLACEMENT BEHAVIORS		
Define the desired behavior necessary to replace the behavior of concern.		
Use the Behavior of Concern column to help you quickly identify replacement strategies and the related implementation tools. Add these within your behavior plan.		
Behavior of Concern	Replacement Strategies	Implementation Tool
Attendance	Talk with an adult, use a schedule for morning routine, use of alarm, stress reduction strategies (deep breathing, use of stress ball, use of fidget)	Established schedule, possible schedule change to place with peer support, practice with setting alarm
Arguing	Ask questions, use a calm tone, select from a given choice	Circle of Friends group, visual monitoring controls, choice board
Biting	Use a chewy, chew gum, snacking	Behavior contract, social stories, provide chewies and ways to use them
Bodily Harm	Use a fidget, hands in pockets/clasp, Teach asking for hug, handshake, hi-five; model	Behavior contract, social stories, clearly defined rules, role playing
Bullying	Manner	
Defiance/refusal/insubordination	Asking use a s	
Destruction of property	Increase fidget	
Destruction of materials	Altern scribe, exercis	
Difficulty remaining seated	Stretch perching	
Difficulty responding	Use cu writer choice	
Disorganization	Use of reminding folders	
Disruptive	Asking using	
Doodling		

Behavior of Concern	Replacement Strategies	Implementation Tool
Outburst	Stretching, deep breathing, pressure points, brushing, raising hand to talk, increased physical exercise, scheduled breaks	Clearly defined classroom rules, role playing, calming techniques taught via role playing, soft brush
Physically aggressive	Teach asking for hug, handshake, hi-five; model soft touching, increase daily physical exercise, asking to take a break	Behavior contract, clearly defined classroom rules, calm down room, role playing, social stories, video modeling
Physically aggressive	Teach asking for hug, handshake, hi-five; model soft touching, increase daily physical exercise, asking to take a break	Behavior contract, clearly defined classroom rules, calm down room, role playing, social stories, video modeling
Refusal	Asking for help, raising hand, use a schedule, select from a given choice, using a schedule, using a break	Agenda, calendar, behavior contract, choice board, role playing, social stories, cue cards
Sexual harassment	Use of appropriate fidget, social scripting, teach asking for hug, handshake, hi-five, manners	Behavior contract, classroom rules, social stories, video modeling, role playing, scripted language guide
Shouting	Calm talking with social scripting, volume and voice tone monitor	Behavior contract, social stories, role playing, volume control visual
Social interactions	Handshaking, hi-fives, hugs (if permission granted first), scripted	Circle of Friends group, role playing, social stories, video modeling, scripted
Theft	utilizing study carrel, use a schedule, raising hand to receive help, select from a given choice	choice board, social stories
Throwing objects	Working for rewards, manners	Behavior contract, clearly defined rules, stealing monitor, truth telling monitor, Circle of Friends group
Throwing self on the floor	Holding preferred item, keeping hands busy with fidget	Behavior contract, clearly defined rules, fidget box, reward/token system
Trouble remaining upright	Stretching, deep breathing, pressure points, brushing, utilizing a schedule, use of a seat cushion/therapy ball	Behavior contract, seat cushion, therapy ball seating, role playing to teach calm down strategies, brush, schedule
	Stretching, use walk/pace/stand area, perching/crouching, use of a seat cushion, use of a slant board	Seat cushion, therapy ball seating, slant board, designated walk/stand area, teaching stretching techniques

REPLACEMENT STRATEGIES + IMPLEMENTATION TOOLS



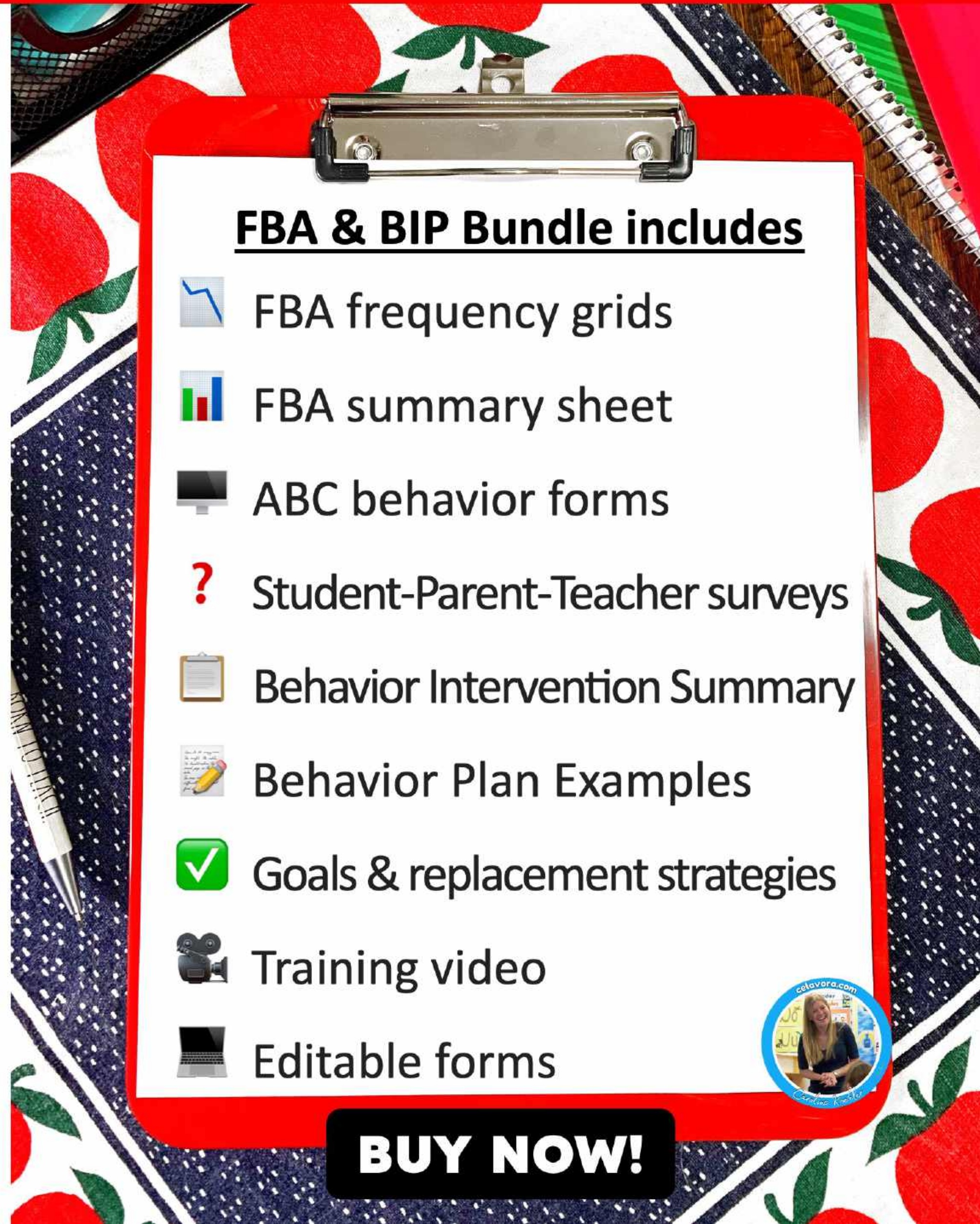
Caroline Koehler

PRAISE FOR FBA-BIP BUNDLE

★ resource feedback ★

This was a great resource that I used to track behavior and I was able to provide it to my aide when I asked her to keep track of the behavior as well. I loved that it broke it down so nicely and made the chart easy to work with. Seriously a great resource!

-Dionne M.



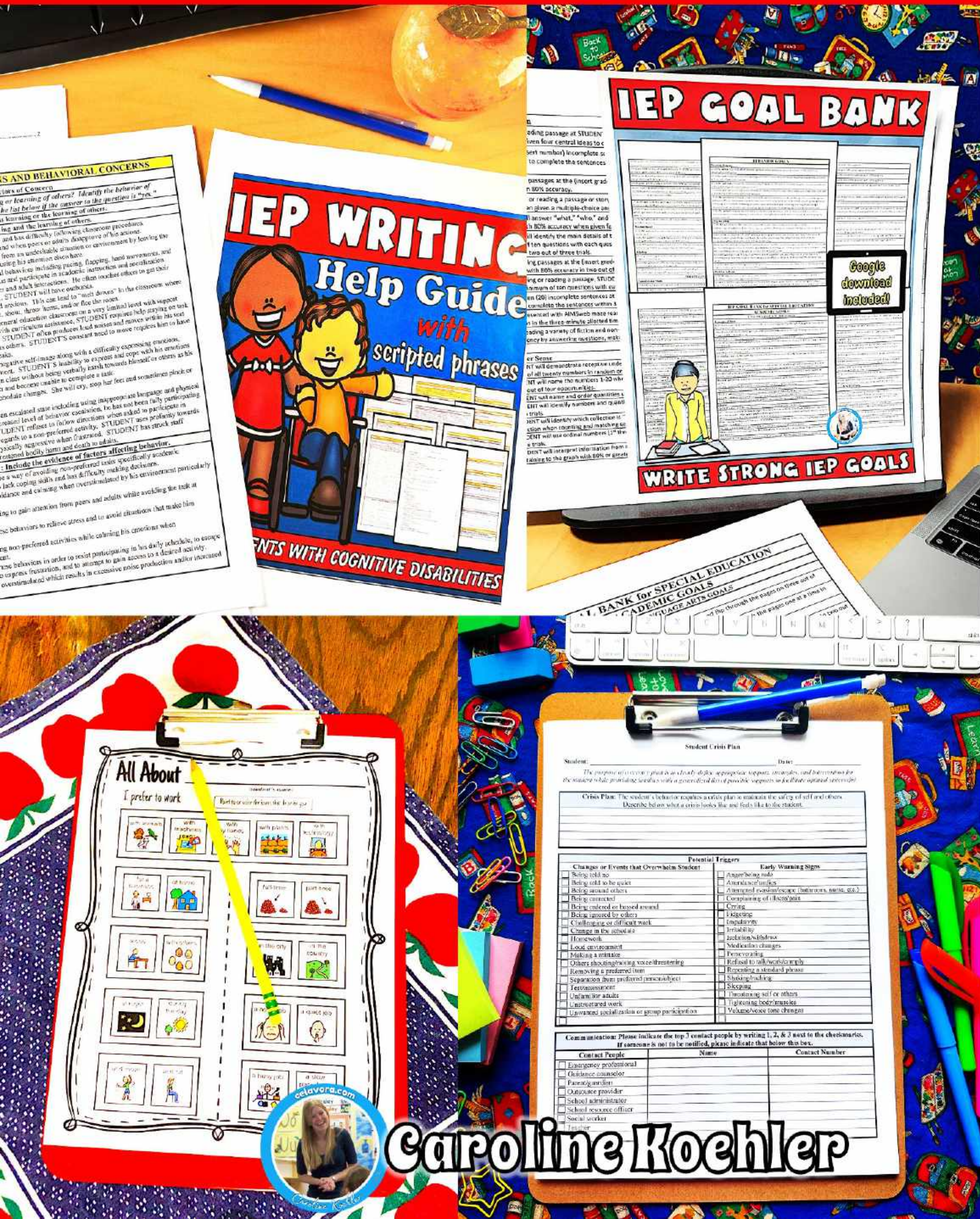
★ resource feedback ★

"This has been very helpful to determine the source of behaviors with it not being too much for teachers. It is simple and able to be used by anyone.

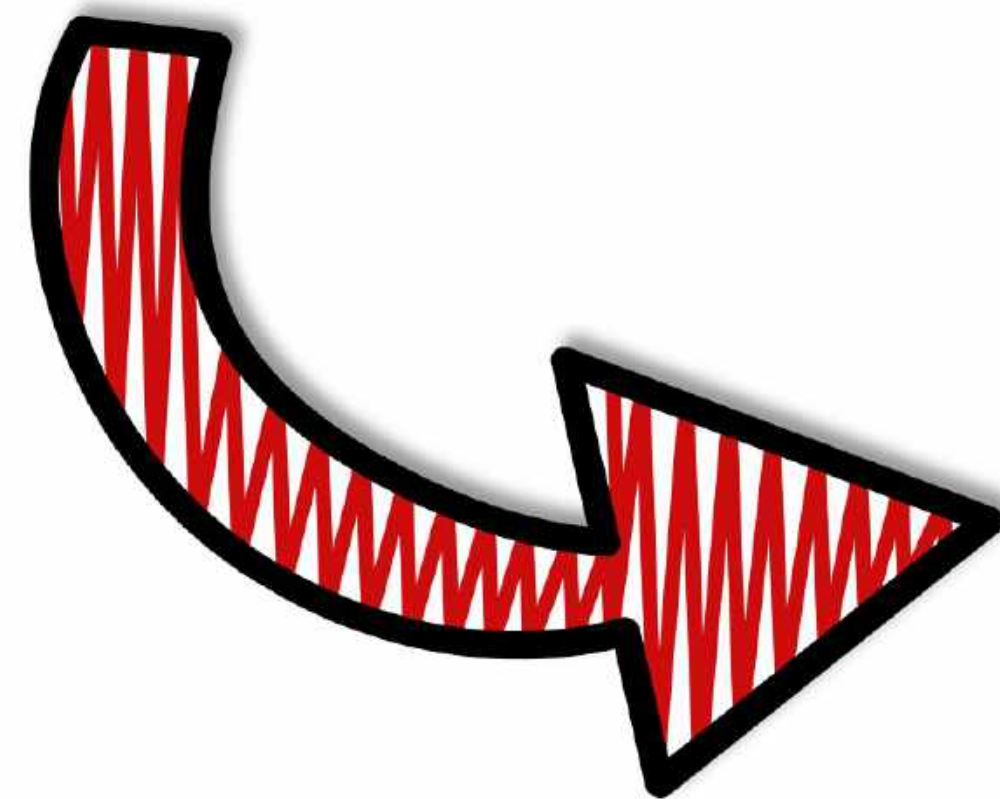
-Sarah T.

Easy to use, clear, and comprehensive! Just print what you need and go. -Cathryn H.

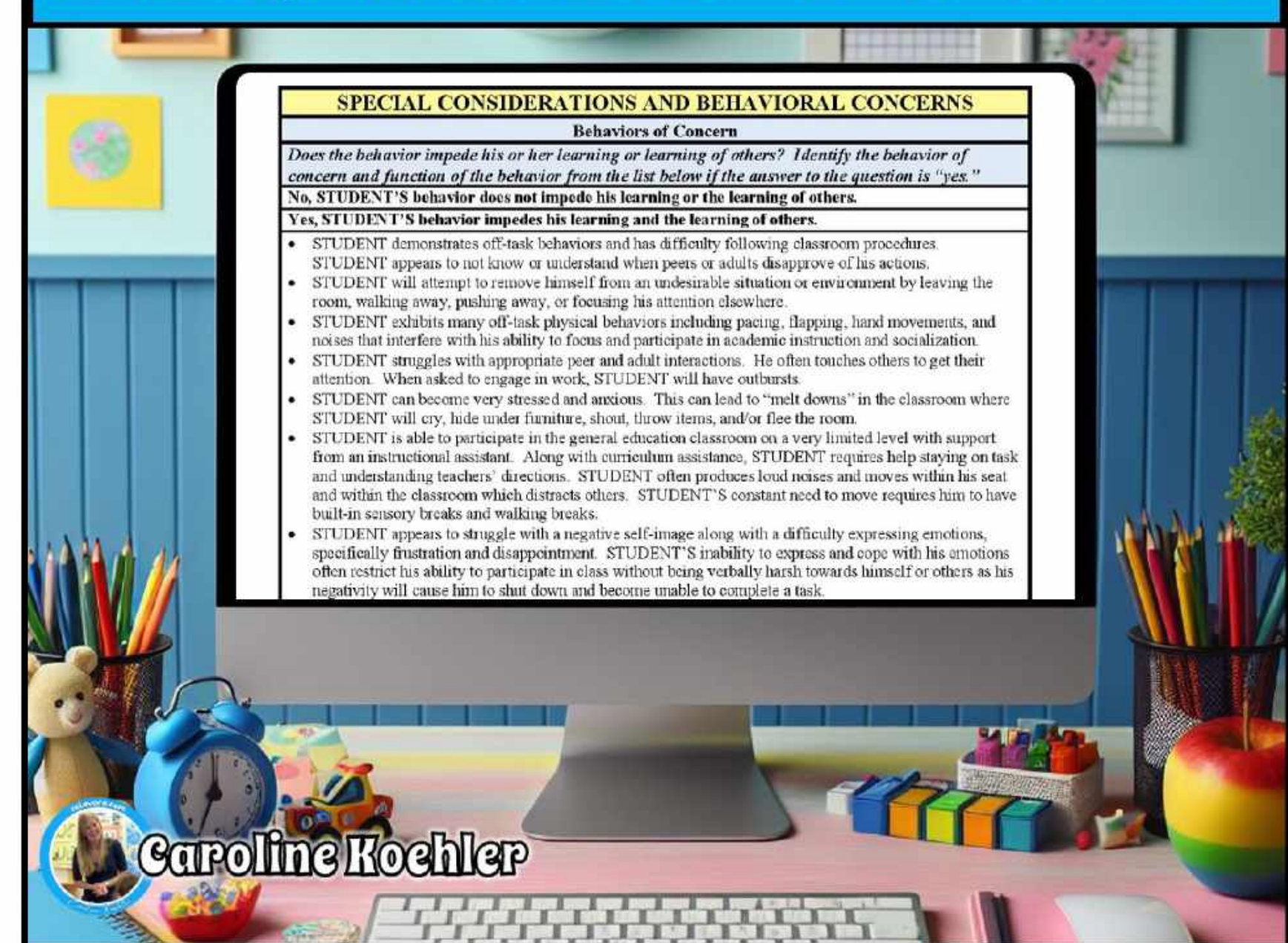
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