

Instructions for Filling Out the MAISD Functional Assessment and BIP Forms

I. Student Strengths, Skills, and Difficulties Both questions must be answered

Student Strengths and Skills

- What are his/her greatest attributes? (sense of humor, flexible, likes people, is comfortable being alone etc.)
- What does s/he do that is helpful? (is organized, likes to run errands, enjoys office work, waters plants etc.)
- When does the problem behavior not occur? (computer, art, math, recess, PE, etc.)
- What does the student spend their spare time doing? (building, looking at beauty magazines, sports, socializing, etc.)
- What do they like to do? (draw, motor activities, listen to music,
- Is more focus being placed on this student's inappropriate behavior rather than on his/her appropriate behavior?

II. Behaviors of Concern

Prior to completing a functional analysis, it is recommended that the behavior causing learning or discipline problem be defined using concrete terms that are easy to communicate and simple to measure and record. If descriptions of behavior are vague (e.g., poor attitude), it is difficult to determine appropriate interventions.

Examples of Concrete Descriptions of Problem Behaviors:

Problem Behavior	Description in Observable and Measurable Terms
Aggression -	Hits other students with an open hand during recess, when does not get her way.
Disruption -	During class discussions, makes comments unrelated to the subject being discussed.
Hyperactive -	Leaves her assigned area without permission. Completes only small portions of independent work. Blurts out answers without raising hand.
How Often	- Once a week, approximately 20 times/day, 5-6 times a day, isolated episode, etc.
Duration	- Momentary, 20-30 seconds, 30 minutes – 1.5 hours, ½ a day, etc.
Intensity	- Mild – not substantially interfering with own learning or that of others, but socially stigmatizing or irritating. Somewhat typical for a student of their age group and disability, but problematic nonetheless - Moderate – Interfering with own learning or that of peers. Unusual behavior for a student of their age group and disability - Severe – Completely interfering with educational process and/or a danger to self or others. Very unusual for a student of their age group and disability

Circle **Y** if the behavior is addressed in the School Handbook and **N** if it is not addressed in the handbook

III. Environmental Issues and Situational Variables (Settings/Situations)

What triggers or causes the behavior? What happens before the behavior?

- Examples:
- ◆ Being ignored or not attended to
 - ◆ Instructional material too difficult
 - ◆ Lack of functional vocabulary to communicate (verbal or an augmentative/alternative communication system)
 - ◆ Is requested to change from one task to another
 - ◆ Repeated practice of mastered skill (busy work)
 - ◆ Student perceives activity as irrelevant
 - ◆ Mode of instruction not addressing child's learning style
 - ◆ Environment: For example, number of students, noise, lighting, student placement within the classroom
 - ◆ A peer made derogatory statement(s)
 - ◆ Teacher used "harsh" tone

Settings/Situations

- Provide information regarding the adults, peers, activities, settings, time of day etc. with which the behavior is most likely to occur. Do not use specific names, but rather describe personality characteristics. There may be instances when all sections are not addressed
- Example:
- ◆ Unstructured adult males with authoritative teaching styles who become loud when the students are noncompliant
 - ◆ Structured, classroom settings when there is little opportunity for movement
 - ◆ Math and science class

IV. Child's Exposure to and Understanding of Rules Governing This Behavior

- Provide documentation when available
- Circle the applicable choices

V. Previous Interventions and Supports

- Circle the various interventions that have been used with the student in the past and indicate the frequency of use as well as when the intervention was used

VI. Previous Consequences and Disciplinary Measures

- ◆ Circle the types of consequences the student has received when this behavior has occurred in the past.

VII. Needs Being Met Through This Behavior

Questions to consider:

- ◆ What do you think s/he gets by behaving this way?
- ◆ What actually happens?
- ◆ What might s/he get out of, or avoid?
- ◆ What else could s/he be avoiding?

Means of escape/avoidance

- ◆ Earache, sinus pain, skin irritation, hunger, constipation, fatigue.
- ◆ Touching, difficult task (demand), change in routine, setting produces physical discomfort, environmental discomfort (heat, noise), social embarrassment.

Attention Seeking

- ◆ A communication attempt to indicate needs and wants.
- ◆ Student receives repeated attention for engaging in inappropriate behavior
- ◆ The delivery of reinforcement or punishment has been inconsistent thereby strengthening the behavior.

Expression of Anger/Frustration

- ◆ Student has issues managing their anger
- ◆ Behavior occurs during times of frustration, therefore, communication of frustration to others

Sensory feedback/stimulation

- ◆ To obtain reinforcement from internal stimulation, for example: visual, auditory, vestibular, gustatory, or tactual stimulation.

Power/Control

- ◆ Student engages in behavior due to lack of internal control, therefore gaining external control by way of conflict
- ◆ Student feels lack of control and refuses to engage in appropriate behavior to demonstrate control

Tangible

- ◆ Student engages in the behavior in order to gain access to an item or activity

Relief of Fear/ Anxiety

- ◆ Student has difficulties with appropriate expression of fear and anxiety

VIII. Goals to Appropriately Address Needs

- GOALS**
- ◆ Describe the overall goal of the behavioral intervention plan
 - ◆ What is your hope that this plan will accomplish?
 - ◆ It is hoped that the acquisition of an alternative or replacement skill will have a direct correlation on the reduction of the target behavior. Your goal may address both concerns.

Your plan will most likely have a dual focus:

1. decrease target behavior
2. increase an alternative or replacement skill

EXAMPLES: Given the development of appropriate anger-management strategies, Johnny will decrease his tantrum behavior and verbal outbursts.

Escape - John will develop appropriate leave taking strategies to use when he wishes to terminate his participation in a task/activity.

Attention - John will develop appropriate strategies for obtaining staff attention.

Tangible - John will develop an appropriate requesting response for obtaining a desired stimulus.

Sensory - John will develop an alternative strategy for seeking visual stimulation.

IX. Preferred Activities and Reinforcers

List Preferred Activities: These are activities the student has identified, or demonstrated, to be highly motivating

- ◆ Working on the computer
- ◆ Helping with classroom errand
- ◆ Tutoring with younger children
- ◆ Bowling
- ◆ Going shopping
- ◆ Going out to lunch
- ◆ Doing science experiment

List Preferred Reinforcers: These are items the student actively seeks out and are known to be reinforcing

- ◆ Money
- ◆ CDs Tapes
- ◆ Videos
- ◆ Toys
- ◆ Edibles
- ◆ 1:1 time with peers/staff
- ◆ Certificates

X. Behavioral Plan

Preventative Strategies	Reinforcement Strategies	Procedures to Follow When Behavior Occurs
<p>Outline recommended preventative strategies or accommodations</p> <p>Caution: Avoid listing a preventative strategy which you cannot control compliance.</p>	<p>Methods of teaching and reinforcing appropriate skills needed to replace the target behavior</p> <p>Caution: Only list reinforcers or delivery schedules, which you are sure you can provide.</p>	<p>Specific Steps to follow when behavior occurs</p> <p>Caution: Do not list staff names when delineating procedures, due to the possibility of them being absent or unavailable. If necessary, list a title and include option for replacement designee.</p>
Samples	Samples	Samples
<ul style="list-style-type: none"> ◆ Avoid touching student when angry. 	<ul style="list-style-type: none"> ◆ A behavioral contract will be developed to outline incentives and expectations. 	<ul style="list-style-type: none"> ◆ When John becomes angry the following procedure will be utilized:
<ul style="list-style-type: none"> ◆ Avoid giving student ultimatums when he is angry. 	<ul style="list-style-type: none"> ◆ A token economy will be established which will differentially reinforce absence of the target behaviors. 	<p><i>Step 1:</i> Utilize staff proximity and redirection to the ongoing task.</p>

◆ Provide ample opportunities to make choices.	◆ A premack procedure will be utilized to systematically reinforce participation. in challenging or less preferred tasks.	Step 2: Provide feedback that he is being too loud. Remind him he needs to work quietly if he is going to remain with the group.
◆ Provide at least 2 minutes to respond to staff directives.	◆ John will receive edible reinforcers for task completion and following staff directions	Step 3: If the behavior continues, just will be directed to a contingent separation area away from the group.
◆ Provide ongoing training in Anger Replacement Training.	◆ Mary will be placed on a point system in which she can earn privileges by accumulating points.	◆ Before proceeding to the office ◆ Staff insure that she is calm and has processed through the incident.
◆ Provide a daily agenda which sequences the days events	◆ John will utilize a self-evaluation procedure and choose rewards from a reinforcer menu.	◆ When John is aggressive the principal (or his designee) will be notified and a decision will be made as to whether he will remain at school.
		◆ When Mary become physically aggressive staff will use approved ◆ Physical restraint until she demonstrates 2 minutes of calm behavior.
		◆ If John continues to use put downs ◆ he will be required to perform a restorative processing activity with ◆ his victim.
		◆ Prior to returning from suspension, ◆ staff will process with Mary, perform a condition assessment and develop a plan for returning.

Deviation of School Handbook?

Staff should indicate if the chosen procedure deviates from the discipline procedures outlined in the school handbook. This deviation should have the support of the special education supervisor and/or the school administrator.

XI. Data Collection

Describe how systematic/ measurable data will be collected for the behavioral plan:

Include the specific process that will be utilized for measuring the behavior and the utilization of specific interventions

Example: Data will be collected on a daily basis noting the frequency of defiant behavior resulting in the use of the time-out procedure. Included in the data will be the targeted behavior displayed, the starting and ending times of the time-out procedure, the initials of the person implementing the procedure. In addition, the parents will receive a copy of this data at the end of each week.

___ Attached Sample Data Sheet:

It may be beneficial to attach a copy of the data collection form you will be utilizing.

Signatures below indicate the plan has been reviewed and agreed upon for implementation:

Include the signatures of all staff directly involved in the implementation of the plan, as well as the signature of Parents, Building Administrators, and Special Education Supervisors, when intrusive or restrictive procedures will be utilized, or there is a deviation from the school handbook.

Date(s) plan reviewed/terminated:

- Attachments - may include point sheets, contracts, token cards, progress notes, referrals, suspension forms, etc.**

This information should generally be accessible. In case of multiple suspensions or a change of placement, forms may need to be attached.

MAISD – Functional Assessment/Behavior Intervention Form

General Information

Student: _____ **Birthdate:** _____ **Eligibility Status** _____ **Date:** _____
School: _____ **Medication:** _____
Caseload Teacher: _____ **Previous Funct Assess?** Yes No **When:** _____

I. Student Strengths, Skills, and Difficulties

List Student Strengths and Skills:

List Student Needs:

II. Behavior(s) of Concern

Description - Observable/Measurable	How Often	Duration	Intensity	Problem has Existed (length of time)
Is this behavior addressed in the School Handbook? Y N				

III. Environmental Issues and Situational Variables

What triggers or causes the behavior? What happens before the behavior?

What happens immediately after the problem behavior occurs? (student reactions, staff reactions, environmental changes)

In what settings/situations is the behavior of concern most and least likely to occur?

Settings/Situations	Behavior Most Likely Occurs	Behavior Least Likely Occurs
Adults? (personality characteristics, teaching style, gender, disciplinary style, etc., no names)		
Peers? (personality characteristics, gender, etc., no names)		
Certain Activities? (independent work, lecture, writing activities, small group)		
Settings? (playground, math, science, lunch, school bus, unstructured time)		
Time of Day or Class (morning, end of class, afternoon)		
Other? (home issues, bus, medication, health, sleep, etc.)		

IV. Child's Exposure to Rules Governing This Behavior Circle One or More and list How Often

Class Discussions <input type="checkbox"/>	1-1 Discussions <input type="checkbox"/>	Behavior Plan <input type="checkbox"/>
Assemblies <input type="checkbox"/>	Handbooks <input type="checkbox"/>	Posted Classroom Rules <input type="checkbox"/>
Check Sheet <input type="checkbox"/>	Parental Notification <input type="checkbox"/>	

V. Previous Interventions and Supports Circle One or More and Indicate Frequency

Social Work Support <input type="checkbox"/>	Conflict Resolution <input type="checkbox"/>	Peer Mediation <input type="checkbox"/>
Behavioral Support Contracts <input type="checkbox"/>	Anger Management <input type="checkbox"/>	Staff/Student Awareness Regarding BIP <input type="checkbox"/>

VI. Previous Consequences and Disciplinary Measures Circle One or More Indicate Frequency of Use

Time Out <input type="checkbox"/>	Referred to Office <input type="checkbox"/>	Detention <input type="checkbox"/>
Loss of Privilege <input type="checkbox"/>	In-School Suspension/Suspension <input type="checkbox"/>	Work Detail/Restitution <input type="checkbox"/>
Other <input type="checkbox"/>		Attached Documentation * <input type="checkbox"/>

VII. Needs Being Met Through This Behavior Circle One or More and explain

Escape/Avoidance <input type="checkbox"/>	Attention <input type="checkbox"/>	Expression of Anger/Frustration <input type="checkbox"/>
Sensory Stimulation <input type="checkbox"/>	Power/Control <input type="checkbox"/>	Obtain Item or Activity <input type="checkbox"/>
Relief of Fear/Anxiety <input type="checkbox"/>	Other - <input type="checkbox"/>	

VIII. Goal to Appropriately Address Need(s)

Goal:

IX. Preferred Activities and Reinforcers

List preferred activities:

List preferred reinforcers:

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?

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

Deviation of School Handbook?
Yes No

XII. Data Collection

Describe how systematic/measurable data will be collected for Behavior Plan:

Attach Sample Data Sheet

_____ will inform the following staff of BIP: _____
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

Date(s) plan reviewed:

Date plan terminated:

Attachments – may include point sheets, contracts, token cards, progress notes, referrals, parent contacts.