Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ Date of Parent Contact: \_\_\_\_\_\_\_\_

Team Members (Including Student): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STUDENT STRENGTHS:** Begin with what the student does well (academically and socially). How do they contribute to the learning community? When are they more likely to be successful?

**FUNCTION OF BEHAVIOR**

Problem behaviors usually occur during: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Time of day/class/activity/routine/setting)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent**  *(Trigger/Predictor)* | **Problem Behavior**  *(Describe in observable terms)* | **Outcome**  *(Response that benefits student)* | **Function**  *(What is obtained/avoided?)* |
| When …  **What happens right before the behavior occurs?**  Antecedents are observable and not what the team assumes the child is thinking.  **EX:** transitions, redirections, seat work, going to lunch, dismissal procedures, writing task, PE, recess, etc. | The student will …  **Focus on one behavior. Include baseline data.** Prioritize safety issues but sometimes solving lower level behaviors could alleviate others.  **EX:** Student puts head on desk 8/10 observations, walks from the expected area 80% of the time, starts drawing/reading, increases voice volume, taps on desk, gets in peer’s personal space, etc. | The student gets...  **This is what happens or what staff do when the behavior occurs.**  This is **NOT** the discipline/ punishment  **EX:** peers/adults respond verbally, student asked to leave the area, verbal prompts by adults, peers laugh, does not engage in task | So, the function of the behavior is to …  **What is the student seeking or avoiding in the situation?**  **EX:** Adult/peer attention, avoid academic task, obtain an item/activity, laggings skills in organization, avoids correction, obtains/avoids sensory  **Pick 1 or 2 as a team**. Your interventions will need to fulfill this function. |

Other information to consider: **EX:** family changes, new school, medication, processing challenges, doctor reports, sensory

**BEHAVIORAL INTERVENTION**

After conducting a FBA, identify school based supports that match the function of the student’s behavior.

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific Instruction/Program/Interventions** | **Person(s) Responsible** | **By When?** | **Data to be Collected to Monitor Progress** |
| **2-3 specific strategies that will be used to encourage and teach expected behaviors that *result in the same function* as the problem behavior**  **EX:** make all transition structured, break down tasks into a visual checklist, teach how to follow visuals, check-in/check-out, reinforcement system for specific behaviors, social skills group, games group during recess, teach Zones of Regulation, 5 point scale, etc. | **Who will make sure the intervention is set up and all staff that work with student know and understand it?** Case Manager usually does this like they would for accommodations, modifications, and SDI  Sometimes General Education teacher, Counselor, Principal, SLP, OT (**whoever is best suited to make it happen**). It may be a different person for each intervention.  Use the person’s title, instead of name, especially if students are transitioning between schools/programs (**EX:** Learning Specialist, SLP, Counselor) |  | **Meaningful data begins with a clear and concise question. Determine a baseline and measure growth from there.**  **Prioritize data collection to focus on the most high leverage elements of the baseline data**  **EX:** Various tools can be used to measure student progress including: behavior tracking tools such as: likert scale, percentage of work completed, time on task, attendance, tally system, review of occurrences of desired behavior, number of times observed independently using a self-calming strategy, etc. |

Scheduled Date for Follow-up Meeting: **Interventions should be in place consistently for at least two weeks**, then review progress/data. Minimally, this should be done annually

**FOLLOW-UP MEETING**

|  |
| --- |
| DATA SUMMARY:  TEAM DECISION BASED ON DATA  Continue & Monitor Modify & Monitor  Discontinue Convene for More Extensive FBA  (Attach modified plan) |