General Information

Student Name	DOB	Gender	Grade Level	School	School District
Sample Resources	1/1/2000	O	5	Elk Grove Elementary	EGUSD

Contributors	Assessment Dates	Meeting Date
Teacher, School Psychologist, BCBA	11/4/2019, 11/7/2019, 11/11/2019	12/10/2019

Reason for Referral

(The following FBA and BIP reports provide an example of function-based assessment and corresponding behavior supports for a student exhibiting persistent problem behaviors primarily functioning to escape-avoid non-preferred academic tasks.)

Example School referred student for a functional behavior assessment (FBA) and behavior intervention plan (BIP) within his educational placements. Direct observations, record review, and staff interviews detail a history of interfering behaviors that have impeded student's ability to learn and access curriculum. These behaviors have included: disruptive behaviors and work refusal. Preventative recommendations and positive behavior supports are provided. The following report is based on direct observations over three days, clinical interviews, record review, and other functional behavior assessments.

Assessment Results

Baseline: Averages 4 out of 5 instances during non-preferred reading or writing tasks; duration averages 15 minutes with a range of 5 - 60 minutes.

Target Behavior	Operational Definition
Work refusal	Not following teacher instructions, ignoring teacher instructions and re-directions, failure to initiate and complete tasks, verbal protest or refusal, increased voice volume, tearing materials, disrupting others during tasks.

Setting Event Strategies

Increase home-school communications

Consistent communication between home and school can increase consistency and provide regular feedback regarding intervention effectiveness. Tip: Home-school communications should be objective, supportive, useful, and practical.

Pre-K/Elementary Example: Ms. Schaffer knew that Brian's parents received many calls from the school reporting problem behaviors. Ms. Schaffer increased home-school communications by taking time to call Brian's parents more frequently following good school days where Brian performed well.

Middle/High Example: Mr. Patterson utilizes the Behavior Advantage auto-email communication system, so that every Tracker point sheet with comments are automatically emailed to his students' parents after each school day.

Prepare in advance for changes in routines

Previewing upcoming events and any changes to routine beforehand helps children to better cope and prepare for the future.

Prevention Strategies

Escape or Avoidance

Chunking/Break tasks or lessons into manageable sections

Breaking a larger task into smaller, more manageable sections, prevents escape or avoidance behaviors to activities a student may find difficult or tedious. Instead of asking a student to complete the entire activity, consider asking the student to complete the first section; or start with the even numbered problems; or use a highlighter to outline the 'chunk' of the activity to complete first. Chunking improves task initiation, on-task, and task completion behaviors.

Pre-K/Elementary Example: Louis' teacher asks him to complete the reading worksheet, and folds the worksheet in half so he only sees the first 6 questions.

Middle/High Example: Elle's teacher uses two different colored highlighters to outline different sections of the essay analysis activity. He asks her to choose one highlighted section to start and finish first.

Frequently recognize, acknowledge, and reinforce effort and work ethic

Recognition, acknowledgement, and social reinforcement delivered frequently following appropriate behaviors is likely to increase those behaviors over time. Use instructional supports, such as priming and prompting strategies, to help students practice initiating and completing tasks. Provide immediate positive feedback to the student recognizing effort and work ethic behaviors. Tip: If a specific student does not yet value social or public feedback from a particular staff member, adjust how the feedback is delivered so maximize any reinforcing effects (e.g., facilitate positive feedback from peers or preferred adults, or use private versus public feedback).

Pre-K/Elementary Example: While Conrad only completed less than 50% of assigned tasks, Ms. Valchev started emphasizing recognition and acknowledgement for the 50% of tasks that Conrad actually initiated and completed across the week. She consistently noted that she was proud of him for working hard and finishing tasks that he started. Over time, Conrad began completing more tasks.

Middle/High Example: Ms. Epstein wanted to increase the positive feedback Adrian received for completing tasks, but understood that her public praise often was met with resistive or dismissive comments. She talked with several of Adrian's peers and instructed them to recognize and acknowledge Adrien's efforts when he pro-actively participated in small group activities.

Motivation system to increase task initiation, on-task, and task completion behaviors

Developing a motivation system to specifically provide reinforcement for task initiation, remaining on-task, and task completion can help students develop these important skills when task avoidance, off-task, and/or disruptive behavior has commonly been a problem.

Pre-K/Elementary Example: During each task, Andy can earn one "star" on his visual motivation system card for each of the following, 1) starting his work right away with one or fewer reminders, 2) staying on-task most of the time and completing his work on time. If he earns both stars, he can earn the role of "class leader" during the next transition.

Middle/High Example: During independent work, Ms. Bonnie has a system of reinforcing Bo by tallying on the board when he initiates the task within 30 seconds, stays on-task with 2 or fewer reminders, and completes the task within the allotted time. If Bo earns all three tallies, she can earn 5 minutes of free time.

Responsible Party	When	Where
Teaching staff	Daily	Classroom

Functional Replacement Behaviors

• Teach a protocol for "Taking Space"

Teaching Strategies	Prompting Strategies	Motivation Strategies
• Role-play and practice opportunities	• Visual "break" card	• Provide break time or time away from activity

Details

"Taking Space" Protocol:
'Taking space' is a pre-taught protocol showing students exactly what to do when they are overwhelmed, emotionally escalated, or stressed. 'Taking space' protocols often include: learning to recognize triggers and signs of escalation, self-directing to a designated area, practicing a calming routine, and returning appropriately to a routine. 'Taking space' promotes self-regulation skills and preserves the learning environment for others. Tip: Post 'taking space' steps in target learning environments as a teaching tool and visual prompt.

Pre-K/Elementary Example: Sally engages in screaming and yelling when denied access to favorite items. Sally's teachers use a 'Tucker Turtle' social story to teach her how to 'tuck,' 'think,' and 'breathe.' Sally practices these skills when upset on a green bean bag called the 'turtle shell.'

Middle/High Example: When an assignment is challenging Matthew yells out "I can't do this!" Matthew can be taught to put aside the assignment when he is overwhelmed and take space. 'Taking space' choices include sitting quietly at his desk, getting a drink of water, standing outside the classroom for 5 minutes.

Responsible Party	When	Where
Teaching and support staff	Daily	Classroom

Alternative Replacement Behaviors

• Teach student how to try even when work is difficult (work ethic)

Teaching Strategies	Prompting Strategies	Motivation Strategies
• Home-school behavior contracts	• Visual schedules and task analyses	• Home based rewards

Details

Home School Behavior Contract:

Home-school behavior contracts promote consistency across settings and increase student motivation to participate. The contract involves establishing a link between behaviors at school and reinforcement received at home. The team identifies appropriate behaviors to be demonstrated at school and caregivers deliver agreed upon rewards at home if the goal is met by the student. See Behavior Contracts for more information.

Pre-K/Elementary Example: Simone, her parents, and her teacher agreed that for every day that she stays in the learning area during reading, she would earn a stamp on her chart. Once she earns 7 stamps, then her parents will take her out for ice cream.

Middle/High Example: Cody, his parents, and his teachers agreed that every paragraph he writes per day would equal 2-minutes playing video games at home, once he completed his homework and chores.

Visual schedules and task analysis:

Task analysis is the process of breaking a skill or activity down into smaller more manageable components. Listing these steps in a checklist or visual support can then be used to organize, teach, and prompt a student through each step of the skill or activity. Task analysis can be taught in combination with many other instructional strategies, such as modeling, discrete trial teaching, video modeling, prompting strategies, and more. Tip: Task analysis and checklists can significantly increase student independence, if direct instruction strategies are carefully faded over time.

Pre-K/Elementary Example: Ready for class: 1. Sit at my desk, 2. Get a pencil, 3. Get subject book or workbook, 4. Face front quietly, 5. Wait for teacher to start lesson.

Middle/High Example: Taking space: 1. Raise hand to get teacher attention, 2. Ask to "Take Space," 3. Go to the "Chill Zone" or outside the classroom, 4. Practice breathing, 5. Wait until I feel in control, 6. Return to my desk or learning area.

Responsible Party	When	Where
Teaching staff	Daily	Classroom
Parents	Daily	Home

Response Strategies	
Student Escalation Behaviors	**Staff Response**
Consistent Trigger Student asked to initiate a reading or writing task	**De-escalation** • Stay calm • Wait calmly for 5 - 10 seconds to allow processing time and compliance
Initial Escalation Ignores teacher, sits quietly	**De-escalation** • Remind student of choices _Details:_ Remind student to utilize the "break" card.
Increased Escalation If teacher provides additional redirection, student argues with teacher, raises voice volume and becomes disruptive in class	**De-escalation** • Signal student to practice a calming routine

Target/Unsafe Behavior	Extinction
Student may engage in property destruction, usually tearing or throwing work materials	• Withhold reinforcement and privilege until replacement behaviors are observed *Details:* Across home and school settings.

Signatures

Name	Signature	Date