Functional Behavior Assessment Summary Sheet

Step 1: Student Information and Support Team Information

Last name: Stevens	First name: Shane	Gender: Male	Age: 13	Grade: 8th	Date Started: 11/22/2024

School: Bramble Middle School	☐ Student has an IEP ☐ Student is an English Learner	Does this student receive SPED services? ☐ Yes ☒ No If yes, SPED Eligibility Category:

Team Members: ☒ Parent ☒ General Education Teacher ☐ Special Education Teacher ☐ Related Service Provider ☐ School Psychologist ☐ Licensed Behavior Analyst ☒ Student ☐ Other School Personnel (list:)

Team Lead: Mrs. Barnes	Team Lead Title: School Psychologist

Reason(s) the FBA was conducted (check all that apply):

☐ The student receiving Special Education or Related Services engaged in conduct that resulted in a change of placement and the LEA, the Parent, and relevant IEP team members determined that conduct was a manifestation of the student's disability.

☐ The IEP provides for the use of restraint or isolation.

☒ The student exhibits a pattern of behavior that impedes their learning or that of others.

☐ The student exhibits a pattern of behavior that places the student or others at risk of harm or injury.

☐ The student's IEP team is considering a more restrictive placement as the result of the student's behavior.

☐ The IEP team determined that an FBA was appropriate.

☐ The student receiving Special Education and Related Services is removed from their current placement for more than 10 consecutive school days for behavior *not* determined to be a manifestation of the student's disability.

☐ The student receiving Special Education and Related Services is removed to an interim alternative education setting for up to 45 school days for weapons, drugs, or serious bodily injury, *irrespective* of whether the student's behavior is a manifestation of the student's disability.

Step 2: Data Gathered to Understand Target Behavior

Item Reviewed	Staff Interview	Family Interview	Student Interview	Record Review
Date Completed	11/12/2024	11/14/2024	11/15/2024	11/13/2024

Step 3: Target Behavior(s) (If more than one behavior is included, identify which one is the top priority)

Target Behavior Definition(s): Work not done – putting head down, not looking at board, ignoring teacher directives and instructions, talking back to teacher, doodling, refusing to follow directions yelling "leave me alone" or "I don't know", walking out of class. Non-examples including doodling when work is completed, leaving the room with permission.

Step 4: Summary of Interviews and Record Reviews (attach supporting documentation)

Summary of Staff Interview

During math, Shane is likely to become defiant (putting head down, not following directions, talking back to teacher, doodling, yelling, or walking out of class) when he is asked to do a math problem, and we believe that s/he does this to avoid math tasks. It is more likely to occur when homework is not completed.

Summary of Record Review

Were any skill deficits identified (e.g., academic, adaptive behavior, speech and language, mobility) that contribute to the target behavior?
No

When reviewing the student's record, what are documented concerns regarding the student's behavior or previous interventions used to support the student included in the review *(e.g., Office Discipline Referrals, Behavior Intervention Plans, teacher nominations, universal behavior screener scores)?*
Shane's scores in externalizing and internalizing behaviors for the universal behavior screener both fell in the at-risk category. He currently receives Tier II behavior intervention in the form of Check-In/Check-Out daily. He has 6 office discipline referrals so far this school year.

If the student has an IEP, does a skill deficit contribute to the target behavior?
☐ *Yes* ☐ *No*
If yes, the IEP must include measurable annual goal(s) to address the skill deficit.

Step 5: Systematic Observation (attach observation forms as documentation)

Date(s) Completed: 11/17/2024, 11/19/2024
Total count of target behaviors observed (this number should match the denominators in the ratios below):

Activity	Antecedent	Consequence
List most frequently occurring activity: Independent work Ratio 7/11	List most frequently occurring antecedent: Given task/asked question Ratio 8/11	List most frequently occurring consequence: Task/activity avoided Ratio 11/11

Does the summary of systematic observation match the staff interview summary of behavior (Step 4)?
☒Yes   ☐No (if no, conduct another systematic observation or review staff interview(s))

Step 6: Hypothesized Function

Based on all available data (e.g., interviews, record reviews, observations), indicate the hypothesized function(s) of the target behavior below.
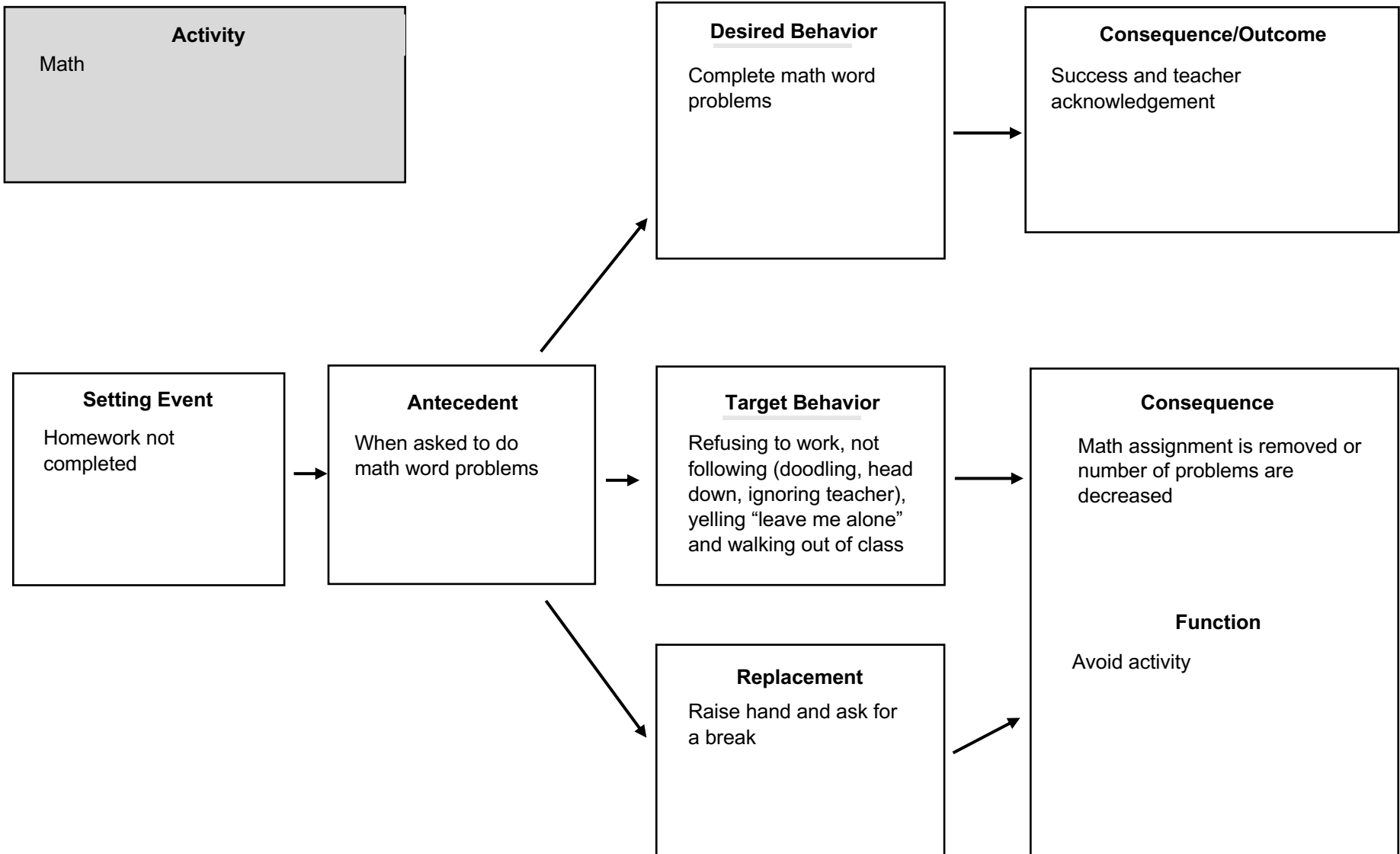
Seek/Obtain	Avoid/Escape
☐ Adult Attention ☐ Peer Attention ☐ Activities/Tasks ☐ Items/Materials ☐ Sensory Stimulation	☐ Adult Attention ☐ Peer Attention ☒ Activities/Tasks ☐ Items/Materials ☐ Sensory Stimulation

Step 7: Summary of Baseline Data (attach baseline data as documentation)						
Check the type of data collected						
☐ Rate (count/time) ☒ Time Sampling ☐ Duration ☐ Direct Behavior Rating ☐ Trial Based						
Enter at least 3 baseline data points into the table below and calculate the baseline average						
Data #1 Date: 11/17/24	Data #2 Date: 11/19/24	Data #3 Date: 11/20/24	Data #4 Date: 11/21/24	Data #5 Date: 11/22/24	Data #6 Date:	Average
92%	100%	100%	92%	100%		96.8%

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Step 8: Competing Behavior Pathway

Activity

Math

Desired Behavior

Complete math word problems

Consequence/Outcome

Success and teacher acknowledgement

Setting Event

Homework not completed

Antecedent

When asked to do math word problems

Target Behavior

Refusing to work, not following (doodling, head down, ignoring teacher), yelling "leave me alone" and walking out of class

Consequence

Math assignment is removed or number of problems are decreased

Function

Avoid activity

Replacement

Raise hand and ask for a break

Staff Interview
Efficient Functional Behavior Assessment:
The Functional Assessment Checklist for Teachers and Staff (FACTS): Part A

The FACTS is a brief, semi-structured interview to inform behavior intervention plans. The FACTS should be completed with a staff member who knows the student well and should take about 20 minutes.

Step 1: Demographic Data

Record the student's name and grade level, the date the interview was completed, who was interviewed (name and title), and who administered the interview (name and title).

Student: Shane	Grade: 8th	Date: 9/4/2024
Respondent: Mr. Torberg (Math), Ms. Pettigrew (Language Arts), Mr. Spencer (Technology Teacher) Mrs. Smith (Science), Mrs. Holder (History)	Interviewer: Ms. Shuster (School Counselor)	

Step 2: Student Profile

Identify at least three strengths or special attributes of the student. These can include activities the student is good at, activities they enjoy, or special qualities. This step helps the team identify strengths and activities that could potentially be used as part of the intervention.

1. Strong computer skills

2. Enjoys sports and music

3. Good sense of humor and friendly with other students

Step 3: Challenging Behaviors

Mark the challenging behavior(s) shown by the student. Circle the one of greatest concern.

☐ Tardy ☐ Unresponsive ☐ Inappropriate Language ☐ Theft
☒ Disruptive ☒ Work not done ☐ Property Destruction ☐ Fight/ Physical Aggression
☐ Withdrawn ☐ Defiance ☐ Verbal Harassment ☐ Self-Injury
                                                 ☐ Other

Describe the Challenging Behavior: Verbal or nonverbal refusal to comply with an adult-given directive. Examples include putting head down, not looking at board, ignoring teacher directives and instructions, talking back to teacher, doodling, refusing to follow directions, yelling "leave me alone" or "I don't know," walking out of class. Non-examples include doodling when work is completed, leaving the room with permission.

Step 4: Target Routine for Behavior Support

Identify the school routines or activities in which the challenging behavior is most likely to occur. Write the name of the routine and the most common challenging behavior occurring during that time.

	Activities	**Challenging Behavior(s)** *From Step 3*
Example	*Math- whole group instruction*	*Disruptive*
Routine #1	Math- whole group lesson and independent work	Work not done
Routine #2	Science- whole group lesson and independent work	Work not done

The Functional Assessment Checklist for Teachers and Staff:
Part B
Complete a FACTS-Part B for each activity identified in Step 4 of Part A

Step 5: Target Routine (From Part A Step 4)

Complete this part of the interview separately for each targeted activity and challenging behavior of the FACTS-Part A. Use multiple Part B forms if more than one activity was targeted.

Activity	Challenging Behavior(s)
Math – whole group lesson and independent work	Work not done

Step 6: Challenging Behavior Details

Provide details about challenging behavior(s).

Describe the challenging behavior(s). What does it look like? Provide examples.
Putting head down, not looking at board, ignoring teacher directives and instructions, talking back to teacher, doodling, refusing to follow directions, yelling "leave me alone" or "I don't know," walking out of class

How often does the challenging behavior(s) occur (one per week or day, hourly)?
4 out of 5 days of the week

How long does this challenging behavior(s) last when it does occur (minutes, hours)?
10 seconds when redirection is given – 10 minutes when behavior escalates to yelling and walking out of class

How intense is the challenging behavior(s)? Does the behavior cause injury to self? Injury to others?
When escalated, learning in the classroom is disrupted; however, the behavior does not cause physical injury to the student or others.

Step 7a: Antecedents

Identify the events that occur prior to the challenging behavior(s) by asking the following guiding questions.

In this activity, what happens most often just before the challenging behavior?
Being asked to complete a math word problem individually or on the board, reviewing homework, telling him to stop drawing.

If you put this trigger in place 10 times, how often would it result in challenging behavior?
At least nine times

Does the challenging behavior ever happen when the trigger is absent? Or when the opposite of the trigger occurs?
No

Step 7b: Antecedents

Once the antecedent has been identified, place a check mark in the corresponding box and complete the corresponding row.

Trigger	Features to Describe	Description
☒ If tasks (e.g. group work, independent work, small-group instruction)…	Describe the task in detail (e.g., duration, ease of task for student). What features of the task are likely aversive to the student, and why might this be the case?	Student avoids math word problems which are challenging for him either individually or on the board. Multi-step word problems, assignments with more than 5 problems, and independent tasks taking longer than 5 minutes are most difficult for Shane.

	Describe the setting, activities occurring, and other students or adults in the environment.	
☐ If unstructured time…		
☒ If corrective feedback or reprimand…	Describe who delivers the corrective feedback or reprimand, what is said, and what the purpose of the correction is.	The teacher delivers a redirection or reprimand asking him to do work or telling him to stop drawing.
☐ If structured, nonacademic activities…	Describe the context, who is around, what activities are going on, and what behaviors are expected.	
☐ If transitions…	Describe the activity that is ending and the one that is beginning. Are the activities unstructured or structured? Is the student asked to transition from a preferred activity to a non-preferred activity?	
☐ If isolated…	Where does the challenging behavior occur? What features of the environment might be relevant?	

Step 8: Setting Events

Setting events are things that happen well before a challenging behavior that make certain antecedents more likely to trigger the behavior (e.g., conflict at home, hunger, lack of sleep, medication, assignments not completed). Ask the following guiding questions to find out if a setting event is involved.

Besides the immediate triggers identified above, are there other events or factors you think are impacting target behavior, whether in or outside of school?

Not having homework complete and being late to school
If yes, is this event present sometimes and absent others?

Not having homework complete is a setting event which always triggers problem behaviors. Being late to school or class may not always trigger problem behaviors.
Does the behavior occur only when the event is present?

No, it also occurs when given a task or reprimand.

Step 9: Consequences

This section identifies what consequences appear most likely to maintain or reinforce the challenging behavior(s). Ask the following guiding questions to consider what the student might be trying to seek/obtain or avoid/escape. Once you have identified the consequence, check the corresponding box. If there is more than one relevant consequence, add number labels to rank each relevant consequence with respect to value or importance (1 = most valued/important).

In the activity identified, when the trigger and challenging behavior(s) occur, what usually happens next?

What do you do? Ignore Shane, remove math problems from his assignment, let him calm down in the hallway

What do other students do? Ignore Shane and continue working

What activities happen or stop happening? Shane's work does not get completed.

Seek/Obtain			Avoid/Escape		
☐ adult attention ☐ peer attention	☐ tasks/activities ☐ items	☐ sensory stimulation	☐ adult attention ☐ peer attention	☒ tasks/activities ☐ items	☐ sensory stimulation

Consequence	Features to Describe	Description
☐ If adult or peer attention is obtained or avoided…	Define who provides attention, what they say or do, and how long the attention/or lack of attention typically lasts. What does the student do following this attention or lack of attention? Does the challenging behavior escalate?	
☒ If a task/activity is obtained or avoided…	*Obtained:* Describe the specific activity including who else is present, what the activity consists of, and how long it lasts. *Avoided:* Describe what activity is removed, for how long it is removed, and what the student does instead.	Avoided: Math assignment is removed or number of problems are decreased for the duration of the activity. Shane typically sits at his desk and draws or goes into the hallway to calm down.
☐ If items are obtained or avoided…	Describe the specific item(s) obtained or avoided, including who else is present and how long the student has (or avoids) access to the item.	
☐ If sensory stimulation is obtained or avoided	Describe the context, the type(s) of stimulation present (or absent), who is around, what activities are going on, and what behaviors are expected.	

Step 10: Summary of Behavior		
Antecedent(s)/Triggers *From Part B Step 7b* Challenging math word problems	**Challenging Behavior(s)** *From Part B Step 5 and 6* Work not done	**Consequence(s)/Function** *From Part B Step 9* To avoid challenging tasks
Setting Events *From Part B Step 8* Not doing homework or arriving late		

| How confident are you that this Summary of Behavior accurately explains the identified behavior occurring?

Unsure   100% Sure

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☒ 6 | During Math class, Shane is likely to be defiant, when he is asked to answer a challenging math problem, and we believe that s/he does this to avoid difficult math tasks. It is more likely to occur when he has not completed the previous day's math homework or arrived at school or class later. |

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Family/Caregiver Interview

Complete the interview below with the student's family member/caregiver. Items written in **bold** are the questions to ask family members. Answers should be written or typed in the space below the questions. The summary statement at the bottom should be completed by the interviewer (not the family member) to reflect upon the answers provided by the family.

Demographic Information		
Student: Shane	Grade:8th	Date:11/14/2024
Family member (name and relationship to student): Mrs. Stevens, mother		Interviewer (name and title): Mrs. Barnes

What are your child's strengths? *(Interviewee can select more than 1 option)*			
☐ Friendly	☐ Liked by peers	☐ Easygoing	☐ Hard worker
☐ Helpful	☐ Self-starter	☐ Respectful	☐ Good communicator
☒ Sociable	☐ Follows directions	☐ Kind	☒ Other: Athletic
☐ Organized	☐ Honest	☒ Funny	
☒ Natural leader	☐ Creative	☐ Positive	

What are some of your child's favorite things to do? *(Interviewee can list preferred items, activities, food/snacks, people, locations, etc.)*
Sports (especially football and basketball), listening to music, technology (loves being on the computer and his cell phone), telling jokes/making people laugh (especially his friends), junk food (chips, candy, Taco Bell)

What does your child like to do during his/her free time?
On the football team, plays pickup basketball games in the neighborhood, hangs out in his room listening to music and playing games on his phone or computer

Do you have any concerns or struggles with your child's behavior at home? If so, what behaviors concern you?
He can be very disrespectful – talks back, refuses to do what Is asked (particularly chore- or math-related). Struggles to get him to do his homework. Very concerned about his grades, particularly in math.

Possible Antecedents: When challenging behavior happens at home, describe what usually happens right before the challenging behavior.

If he's told to do something or gets in trouble

If the interviewee has difficulty identifying antecedents, the interviewer can ask the below questions and check off antecedents that match what the family member says. The interviewer does not need to read every check box, but some check boxes can be read if the family member is struggling to give examples or identify an antecedent.

Does challenging behavior happen when you give your child a <u>task</u> to complete? See examples below.		Does challenging behavior happen when your child has <u>unstructured time</u> at home? See examples below.	Does challenging behavior happen when you <u>reprimand</u> your child for something? See examples below.	Does challenging behavior happen when your child has to <u>transition</u> to or away from something? See examples below.	Does challenging behavior happen when your child is not getting any attention/<u>isolated</u>? See examples below.	
☒ When asked to do a chore or task ☒ When it is time to do homework ☐ When told to do something non-preferred	☐ When given a task that is difficult or confusing ☐ When he/she does not have the materials needed to complete a task ☐ When given a direction to follow ☐ When given multi-step directions	☐ During unstructured situations or settings	☒ When told "no" or "stop" ☐ When given a correction ☐ When he/she cannot have something they would like ☐ When given an ultimatum	☐ During a transition ☐ When the routine changes	☐ When working or playing independently ☐ When adult attention is on other people	☐ Other:

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Possible Consequences: For the behaviors you are concerned about, how do you or others at home typically respond when those challenging behaviors occur?

If he's told to do a chore or homework, or told to stop doing something (usually to try and get him to do a chore or his homework), he gets disrespectful and is sent to his room.

If the interviewee has difficulty identifying consequences, the interviewer can ask the below questions and check off consequences that match what the family member says. The interviewer does not need to read every check box, but some check boxes can be read if the family member is struggling to give examples or identify a consequence.

When challenging behavior happens, do you give your child attention in some form? See examples below. *Obtain attention…*	When challenging behavior happens, do you give your child what they're asking for? See examples below. *Obtain item/activity…*	When challenging behavior happens, do you give your child access to sensory things? See examples below. *Obtain sensory…*	When challenging behavior happens, do you require your child to spend time by themselves? See examples below. *Avoid attention…*	When challenging behavior happens, does your child get anything taken away, or do they no longer have to complete a task they were supposed to be doing? See examples below. *Avoid item or task…*	Does something else happen? If yes, please provide a description of what happens after your child demonstrates challenging behavior.
☐ Give a nonverbal cue to your child (e.g., give "the look") ☐ Verbally correct or prompt your child ☐ Assist your child ☐ Speak to your child afterward ☐ Provide a reminder of what is and isn't appropriate ☐ Explain and discuss the issue with your child ☐ Comfort or soothe your child	☐ Let them have what they are asking for (or what they want)	☐ Provide the child with tickles or other input ☐ Provide the child access to movement (e.g., running, hand motions, rocking) ☐ Let them have access to visual stimulation (e.g, sparkling lights, strobe lights, dark room)	☐ Send child to bedroom or quiet area by themselves	☒ Allow him/her to avoid or delay doing the task ☐ Take away an activity or free time ☐ Take a privilege away ☒ Send child to bedroom or quiet area by themselves (e.g., they don't have to do what they were supposed to do)	☐Other:

Summary Statement		
Identify the hypothesis that summarizes the function of the student's challenging behavior. Mark your confidence in the hypothesis statement.		
Antecedent(s)	**Challenging Behavior:**	**Consequences:**
If asked to do a chore or homework	Talks back and/or refuses to follow directions	Avoids doing a chore or homework

Unsure   **100% Certain**
☐1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☒ 6

Functional Behavior Assessment Student Interview

Complete the interview with the student. The items written in **bold** are the questions the interviewer should ask the student. Answers should be written or typed in the spaces below the questions. The summary statement on the final page should be completed by the interviewer once the interview is complete.

Demographic Information	
Student: Shane	**Grade: 8th**
Interviewer (name and title): Mrs. Barnes	**Date: 11/15/2024**

What is your favorite class at school?
Keyboarding
What do you like about that class?
Technology, computers
What are some things you do very well?
Sports (football and basketball), technology
When do you have the most difficulty at school? *Or* **What things are hard for you to do at school?**
Math is really hard.
What is it about *(above answer)* **that you find to be the most difficult?** *Or* **Why do you think** *(above answer)* **is so hard?**
Feels like other students understand it more than he does. Doesn't like having to do work by himself.

The following is a list of possible rewards for doing good work.
Read the options to the student and check any items the student is interested in earning. Some options might not be mentioned depending on the age and developmental level of the student.

SEEK/OBTAIN		
Attention	**Preferred Items/Activities**	**Other**
☐ Be a helper to an adult in the building	☐ Earn drawing time	☐ Earn the use of sensory tools during instruction (e.g., wiggle cushion, ball chair, etc.) *(only read this option if available at the school)*
☐ Be a helper to younger student	☐ Choose a reward from the Treasure Box	☐ Earn a movement break
☐ Work with a friend	☐ Use a preferred writing tool	☐ Earn extra time for a sensory activity (e.g., swings, water play, listening to music)
☐ Get a positive note/call home	☐ Choose a video for class to watch or a movement break	☐ Be the class helper for sensory tasks (e.g., erase board, take down chairs, carry books)
☐ Pick your seat for a period	☐ Earn a special snack	
☐ Use a teacher's chair or desk	☐ Earn stickers	
☐ Participate in Lunch Bunch	☐ Earn extra technology time	
☐ Tell a joke or story to the class	☒ Listen to music at the end of class	
☐ Deliver announcements		
☐ Share your work, art, or item with class		
☐ Earn a reward for the whole class		
☐ Change your name for the period or day		

ESCAPE/AVOID		
Attention	**Items/Activities**	**Other**
☐ Earn a pass to get out of a speaking assignment	☐ Be a helper to an adult in the building during a non-preferred activity	☐ Earn a temporary break from non-preferred sensation/activity (e.g., break from swinging, break from noisy cafeteria)
☐ Be allowed to choose to write answers instead of sharing them aloud	☐ Be a helper to a younger student during a non-preferred activity	☐ Earn exemption from non-preferred sensation/activity (e.g., stay inside during recess, eat lunch in classroom instead of cafeteria)
☐ Get to choose small group or individual work	☐ Earn ____ minutes of free choice time	☐ Earn temporary control of volume, intensity, duration of an activity or experience
☐ Get to see in-class questions before the class starts	☒ Go to lunch/recess early	☐ Choose seating, lighting, or noise level in the classroom
☐ Earn a no speaking pass (e.g., get out of answering questions out loud for the period)	☒ Listen to music for part of a non-preferred activity	☒ Earn a break pass
	☒ Do only part of an assignment	
	☐ Earn a "No Bell-Ringer" activity pass	
	☒ Earn a "No Homework" pass	

Other items or activities the student would like to earn: *(List the options shared by student)*

Candy, chips

Summary Statement *(To be completed by the interviewer)*

Identify the hypothesis that summarizes the function of the student's challenging behavior. Mark your confidence in the hypothesis statement.

Antecedent(s):	Challenging Behavior:	Consequences:
When doing math, especially independent math work	Engages in defiant behavior	To avoid doing math work

Not Real Sure   **100% Sure**

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☒ 6

Student Record Review

Student Information			
Student Name: Shane Stevens	Gender: Male	Age: 13	Grade: 8th
Staff Member Completing: Mrs. Barnes	Does the Student have an IEP? ☐Yes ☒No ☐ Being Evaluated	Is the student an English Learner? ☐Yes ☒No	Date: 11/13/2017

Medical History	
Does the student have any relevant medical information (e.g., medication history, medical or psychiatric diagnoses or conditions, mental health information)?	No

Educational History	
How long has the student been enrolled at the current school?	Since the beginning of his sixth grade school year
Has the student previously had an FBA/BIP? If yes: ● when was it completed or last updated? ● what was the target behavior addressed in the Behavior Intervention Plan? ● what interventions were used to address the target behavior? ● were the interventions effective in reducing target behavior occurrences and teaching replacement behaviors?	No
Has the student ever been removed from the school environment? *(e.g., placed at an alternate setting/school, expelled)*	No
Does the student have a psychological evaluation and/or Individualized Education Plan on file? If yes: ● did the student go through the support team process? ● was the process initiated by the parent or school? ● what are the student's IEP goals? ● is behavior addressed in the IEP? ● does the psychological evaluation provide any results from behavioral assessments?	No

Student Record Review

Does the student receive any related services (e.g., speech, occupational therapy, physical therapy)?	No

Academic Information		Behavior/Attendance Information	
Benchmark Assessment Scores	Reading: 80% Math: 73%	Unexcused Absences (year-to-date)	1
Reading Screener Scores (e.g., MAP, AimsWeb, FastBridge)	FastBridge aReading: 551	Number of Office Referrals (year-to-date)	6
Math Screener Scores	iReady Diagnostic: 599	Suspensions/Expulsions (year-to-date)	0
List interventions and intensity (i.e., tier)	Tier II intervention (Check-In/Check-out daily)	Universal Behavior Screener Scores	16 on externalizing behaviors (high risk) 7 on internalizing behaviors (low risk)

ABC Recording Form

Observer: Mrs. Barnes		Student: Shane Stevens	
Setting: Math class (Mr. Torburg)	Date: 11/17/2024		Time: 8:45 – 9:15 am

Description of Target Behavior
Target Behavior: Work not done– Putting head down, not looking at board, ignoring teacher directives and instructions, talking back to the teacher, doodling, refusing to follow directions, yelling "leave me alone" or "I don't know," walking out of class

#	Time	Activity	Antecedent	Behavior	Consequence	Obtain	Avoid
1	8:49 am	☒ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☒ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐ ☐
2	8:52 am	☒ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Task ☐ Unstructured Time ☒ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐
3	9:00 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☒ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐
4	9:10 am	☐ Large group instruction ☐ Small group work	☒ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☐ ☐ ☐ ☐	☐ ☐ ☒ ☐

#	Time	Activity	Antecedent	Behavior	Consequence	Obtain	Avoid
		☒ Independent work ☐ Unstructured time Specify:	☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated			☐	☐
5	9:13 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☒ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐
6	9:22 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☐ Task ☐ Unstructured Time ☒ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐

General Observations: Observed during whole-group math instruction and independent work time

	Instructions: Within each column, tally how often each event occurred. Next, identify the most frequently observed event by writing the event next to the #1 in the corresponding box below. *Ratio is the total number of observed occurrences of #1/ total occurrences of target behavior.*

				Obtain	Avoid
Large Group Instruction: II Small group work: Independent work: IIII Unstructured time: Specify:	Task: IIII Unstructured Time: Reprimand: II Structured, nonacademic activities: Transitions: Isolated:	Behavior	Adult Attention Peer Attention Task/Activity Tangible Items Sensory Stimulation		IIIIII

Tally ABC Results

Activity	Antecedent	Behavior	Consequence
#1 Independent work Ratio **4/6**	#1 Give task/asked question Ratio **4/6**		#1 Task/activity avoided Ratio **6/6**

Activity	Definition
Large Group Instruction	All students in the class are attending to the same person or event (e.g., teacher is lecturing, working problems out on the board).
Small Group Work	Students are working in small groups.
Independent Work	Students are working by themselves (e.g., worksheet, individual tasks).
Unstructured Time	Student(s) has not been given a specific activity to engage in (e.g., transitions between activities, free time).

Antecedent	Definition
Task	The teacher gives a task, an assignment has been given, or teacher asks student a question.
Unstructured Time	The student(s) has not been given a specific activity to engage in (e.g., recess, free time).
Reprimand/Corrective Feedback	The teacher corrects a student's incorrect response or behavior.
Structured, nonacademic activities	The students engage in non-academic activities where there is a known routine (e.g., lunch, non-academic center time, assembly, related arts).
Transitions	The time between the end of one activity and the start of another activity (e.g., changing centers, changing activities within the classroom, moving to a different location in or out of the building).
Isolated	Student is separated from peers and/or adults (e.g., time out, ISS).

Consequence	Obtain	Avoid
Adult or peer attention	Teacher or peers talk or respond to student in a negative, neutral, or positive way.	Student avoids attention from teacher or peers.
Task/activity	Student is given access to a preferred task or activity.	A task or activity is removed from the student.
Items	Student is given access to a preferred item.	An item is removed from the student's vicinity.
Sensory stimulation	Student accesses some sort of sensory input (e.g., sounds, movement).	Student avoids some sort of sensory input (e.g., loud noises, textures, etc.).

ABC Recording Form

Observer: Mrs. Barnes		Student: Shane Stevens	
Setting: Math class (Mr. Torburg)	Date: 11/21/2024		Time: 8:45 – 9:15 am

Description of Target Behavior

Target Behavior: Defiance– Putting head down, not looking at board, ignoring teacher directives and instructions, talking back to the teacher, doodling, refusing to follow directions, yelling "leave me alone" or "I don't know," walking out of class

#	Time	Activity	Antecedent	Behavior	Consequence		Obtain	Avoid
1	8:48 am	☒ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☒ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐ ☐
2	8:53 am	☒ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Task ☐ Unstructured Time ☒ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation		☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐
3	8:58 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☐ Task ☐ Unstructured Time ☒ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation		☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐

#	Time	Activity	Antecedent	Behavior	Function		Obtain	Avoid
4	9:11 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☐ Task ☐ Unstructured Time ☒ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation		☐ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☐
5	9:16 am	☐ Large group instruction ☐ Small group work ☒ Independent work ☐ Unstructured time Specify:	☐ Task ☐ Unstructured Time ☒ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation		☐ ☐ ☐ ☐ ☐	☐ ☒ ☐ ☐ ☐

General Observations:

Instructions: Within each column, tally how often each event occurred. Next, identify the most frequently observed event by writing the event next to the #1 in the corresponding box below.
Ratio is the total number of observed occurrences of #1/ total occurrences of target behavior.

Tally ABC Results	Large Group Instruction: II Small group work: Independent work: III Unstructured time: Specify:	Task: I Unstructured Time: Reprimand: IIII Structured, nonacademic activities: Transitions: Isolated:	Behavior	Adult Attention Peer Attention Task/Activity Tangible Items Sensory Stimulation	Obtain	Avoid IIIII
	Activity	**Antecedent**	**Behavior**	**Consequence**		
	#1 Independent work Ratio **3/5**	#1 Reprimand/corrective feedback Ratio **4/5**		#1 Task/activity avoided Ratio **5/5**		

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Behavior Intervention Plan

Step 1: Student Information

Last name: Stevens	First name: Shane	Gender: M	Age: 13	Grade: 8th	Date of Draft: 11/24/2024

School: Bramble Middle School	☐ **Student has an IEP** ☐ **Student is an English Learner**	**Does this student receive SPED services?** ☐ Yes ☒ No **If yes, SPED Eligibility Category:**

Team Members: ☒ Parent ☒ General Education Teacher ☐ Special Education Teacher ☐ Related Service Provider ☒ School Psychologist ☐ Licensed Behavior Analyst ☒ Student ☒ Other School Personnel (list: School Counselor)

Date of Most Recent FBA: 11/24/2024 **Primary Target Behavior(s) Assessed:** Work not done
Date(s) of Annual BIP Review(s): 11/25/2025

Step 2: Description of Target Behavior(s)

Target Behavior Definition(s) and Frequency: Work Not Done – putting head down, not looking at board, ignoring teacher directives and instructions, talking back to teacher, doodling, refusing to follow directions, yelling "leave me alone" or "I don't know," walking out of class. Non-examples include doodling when work is completed, leaving the room with permission.

Step 3: Hypothesized Function(s) of Behavior

Seek/Obtain	Avoid/Escape
☐ Adult Attention ☐ Peer Attention ☐ Activities/Tasks ☐ Items/Materials ☐ Sensory Stimulation	☐ Adult Attention ☐ Peer Attention ☒ Activities/Tasks ☐ Items/Materials ☐ Sensory Stimulation

Step 4: Summary of Baseline Data

Check the type of data collected

☐ Rate (count/time)   ☒ Time Sampling   ☐ Duration   ☐ Direct Behavior Rating   ☐ Trial-based

Enter at least 3 baseline data points into the table below and calculate the baseline average

Data #1 Date: 11/13/2024	Data #2 Date: 11/14/2024	Data #3 Date: 11/15/2024	Data #4 Date: 11/16/2024	Data #5 Date: 11/17/2024	Data #6 Date:	Average
92%	100%	100%	92%	100%		96.8%

Attach the most recent graph or summary of target behavior(s) *(required)* and replacement behavior(s) *(optional)*.

Step 5: Replacement Behavior Goals

Description of current replacement behavior performance: At this time, when Shane is presented with a nonpreferred task, he is more likely to engage in target behaviors than he is to appropriately ask for a break by using vocal or physical cues.

Context/Setting *(Specific, Achievable, Relevant)*	Replacement Behavior *(Specific, Achievable, Relevant)*	Criteria *(Measurable and Time Bound)*
When asked to complete a math word problem that Shane is confused about,	Shane will raise his hand and ask for a break	in 4 out of 5 opportunities.

Step 6: Strategies to Teach the Replacement Behavior				
Intervention Description	**Who will implement?**	**When will it occur?** *(e.g., time of day, days of week)*	**When will the intervention begin?**	**Materials Needed**
Teach Shane to politely request a break or help with his math work.	School counselor and math teacher will meet with Shane to discuss appropriate ways to request a break and how to ask for help.	12/7/2024 during Advisory	12/7/2024	A list of phrases for how to ask for a break and how to ask for help

Step 7: Consequence Strategies to Reinforce Replacement Behavior				
Intervention Description	**Who will implement?**	**When will it occur?** *(e.g., time of day, days of week)*	**When will the intervention begin?**	**Materials Needed**
When Shane raises 1 index finger in the air, he can take a 1-min break from a math problem or ask for help during work time.	Math teacher	Daily during math class	12/9/2024	N/A
Use a point card for him to earn points for attempting to answer questions, class participation, and homework completion. When Shane earns 70% of his points weekly, he will earn an incentive determined by Shane and the school counselor.	Math teacher, Shane, school counselor	Daily	12/8/2024	Daily point card, point total graph, pen

Step 8: Antecedent (Preventative) Strategies				
Intervention Description	**Who will implement?**	**When will it occur?** *(e.g., time of day, days of week)*	**When will the intervention begin?**	**Materials Needed**
Only call on Shane 2 times in class. Call on other students instead.	Math teacher	Daily during math class	12/9/2024	N/A
The math teacher will give word problems in advance to work on before asking him to work on before asking him to do the problem on the board in front of other students.	Math teacher	Whenever necessary	12/9/2024	Future math problems
Remind Shane at the beginning of each class that he can signal to take a 1-minute break from a math problem or ask for help at any time.	Math teacher	Daily during math class	12/9/2024	N/A
Shane will sign up for and attend Homework Club.	Shane will speak to Mr. Vetri about signing up and the school counselor will check with Mr. Vetri to ensure it has happened.	Lunch	12/4/2024	Pen

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| Daily Check-In/Check-Out with school counselor to turn in homework and review homework to be completed | School counselor and Shane | Daily at 8:25 am and 2:50 pm | 12/4/2024 | Shane's agenda and homework |
| Provide Shane with additional math instruction to help close gaps in his math skills. | RTI2 Intervention Teacher | 3 times per week during intervention block | 12/5/2024 | RTI2 Intervention curriculum |

Step 9: Responding to Target Behavior(s)				
Intervention Description	**Who will implement?**	**When will it occur?** *(e.g., time of day, days of week)*	**When will the intervention begin?**	**Materials Needed**
When Shane engages in non-compliance and refusal to do work, Shane's teachers will pull him out into the hallway to discuss his behavior.	Math teacher	Daily during math class	12/4/2024	N/A

Note: If target behavior occurs at an intensity or duration that requires emergency action, the team should follow their Safety Plan. The Safety Plan should not be considered a component of intervention. Attach the Safety Plan for documentation.

Step 10: Progress Monitoring Plan Attach the most recent graph or summary of target behavior(s) *(required)* and replacement behavior(s) *(optional).* Include documentation of fidelity checks (i.e., data informing whether the intervention is being delivered as planned).				
Assessment Type	**Who will implement?**	**When and how often will it be completed?**	**When will it be reviewed by the team?**	**Materials Needed**
Progress Monitoring *Record progress monitoring tool here*	Math teacher	Daily during math class	Weekly	Daily point card, point total graph, pen
Fidelity Checks *Enter fidelity target here*	Math teacher	Weekly (by teacher and Shane)	Weekly	Daily point card, fidelity checklist

Step 11: Training Plan for School Personnel who Regularly Interact with Student Include supporting documentation (e.g., training scripts, handouts, activities) when available.			
Personnel to be Trained	**Plan for Training**	**Date Training will Occur**	**Date Training Occurred**
Math teacher, school counselor	Training steps are as followed: (1) the school psychologist will explain the steps of the intervention, (2) the school psychologist will model the intervention (3) the math teacher will roleplay the procedures, (4) the school psychologist will provide feedback, and (5) rehearsal will repeat until intervention procedures are mastered. These training steps will be used to train the math teacher on each intervention to be used during the math block.	12/3/2024	12/3/2024

	Training steps are as followed: (1) the school psychologist will explain the steps of the Check-in/Check-out intervention, (2) the school psychologist will model the intervention (3) the math teacher will roleplay the procedures, (4) the school psychologist will provide feedback, and (5) rehearsal will repeat until intervention procedures are mastered.		
School counselor		12/2/2024	12/2/2024

Step 12: Changes Made to Behavior Intervention Plan Note any additional interventions, changes to interventions, or removal of interventions on this sheet and explain why the action was taken.	
Date	**Decision**
2/26/2024	The last four weeks, Shane has exceeded his point goal of 70% earned on his point card. Therefore, we will increase his point goal to 80% to receive his incentive, upping the success criteria.

Note: If a change is made to intervention, make sure to add a phase line to the progress monitoring graph to indicate when the change occurred.