

7db38398

Chicago Public Schools

Functional Behavior Assessment and Behavior Intervention Plan

Identifying Data:

**Student Name:** Brian Plurt (invented student)

**Age:** 7

**Disability:** None

**Grade:** 2

**Part I: Functional Behavioral Assessment (FBA)**

**Observational and Baseline Data:** See attached forms; Brian engages in target behavior 1 (task refusal) about 3x a day, and engages in target behavior 2 (destructive out of seat outbursts) about 1x a week.

**Student's Behavioral Strengths:** When Brian is on task, he is a quick and happy worker, and can be a huge help to a group.

Targeted Behavior (#1):

**Targeted inappropriate behavior:** Work refusal and destruction

**Frequency:** average of 3 times per day

**Duration:** Moment of intense refusal, 20 minutes of work refusal

**Intensity:** Low - Moderate

**Settings in which the targeted behavior occurs:** Instructional settings (math, reading, science class).

**Triggers or actions which occur immediately before the targeted behavior:** Presentation of worksheet or group work. Brian will either say: "This is too easy!" or "This is too hard!"

**Environmental conditions that affect the targeted behavior:**

**Condition** Comes in late to school

**Effect** almost guaranteed that task refusal will occur within the first hour of instruction

**Changes after the behavior occurred:** plays with fidget spinner at desk, will ignore any and all teacher instructions

**Presumed purpose of the targeted behavior:** task avoidance / control / attention

**Interventions, supports, and consequences attempted within the last year and the results:**

behavior and work completion monitoring worksheet sent home to be signed by parents daily – no change in behavior, difficult to schedule and keep meeting with parents. Also had student earning free time for work completion, which motivated him for a week before losing interest.

**Student view of positive reinforcement:** loves fidget spinners, Spiderman or Batman paraphernalia, time to watch Spiderman/Batman clips on YouTube

**Expected behavior changes:** Brian will refuse work less than one time per day

**Planned non-restrictive interventions:** I am planning on implementing a reward system. He will be given a “Star Card” with 20 stars on it. For each class period where he completes all his work, he will be given a star sticker to cover up one of the stars. When all 20 stars are covered, he will earn his prize, which will be agreed upon at the start of the week/end of the previous week. This can feasibly be done in the span of a week, as anything much longer would not maintain his motivation. He has six classes during the day, so a perfect week would consist of 30 stars. As his behavior improves, the number of stars required for a prize will increase.

**Planned restrictive or highly restrictive interventions:** None

**Methods/criteria for measuring outcome:** Classroom teacher will write a checkmark in log if Brian engaged in work refusal behavior. If he had an outburst at his desk (ripping up paper, slamming pencil on desk / break pencil, etc.) a red box will be drawn around the check and will be recorded in the notes.

**Targeted Behavior (#2):**

**Targeted inappropriate behavior:** destructive out of seat outbursts

**Frequency:** 1 time per week

**Duration:** a moment – 30 seconds

**Intensity:** moderate - severe

**Settings in which the targeted behavior occurs:** Instructional classes, generally Reading, Math, or ELA

**Triggers or actions which occur immediately before the targeted behavior:** Brian is asked a question, asked to complete some work, or asked to transition from a more enjoyable activity to a less enjoyable activity

**Environmental conditions that affect the targeted behavior:**

**Condition** Brian appears sleepy (yawning, head on desk a few times, etc.)

**Effect** Brian is more likely to engage in destructive behavior at some point in the day

**Changes after the behavior occurred:** Brian has a cool down period and does not do work. He appears immediately contrite and is willing to continue working after a period.

**Presumed purpose of the targeted behavior:** task avoidance / attention

**Interventions, supports, and consequences attempted within the last year and the results:** Brian has been sent to the office for periods of time and has had reflective time with his teacher to discuss his actions and come up with better ways to deal with his frustration. His parents have been contacted for a meeting and will make an appointment to come in, only to reschedule at the last minute. I have tried allowing him to earn a sticker for each day that he does not engage in these behaviors, but that has proved unmotivating.

**Student view of positive reinforcement:** loves fidget spinners, Spiderman or Batman paraphernalia, time to watch Spiderman/Batman clips on YouTube

**Expected behavior changes:** Brian will not have any severe destructive outbursts at all during the week.

**Planned non-restrictive interventions:** Brian will have a weekly Batman chart. For each day that he does not have an outburst, he will cross out one of Batman's villains. If he "beats" every villain, he will earn fifteen minutes of free time on Friday at the end of the day to watch Batman (or Spiderman) videos. The chart will refresh every week (i.e. if he only defeats 4 villains, the sheet will still start over on Monday with 5 new ones).

If Brian does have an outburst, he will sit with the counselor and/or teacher to discuss why he engaged in those actions, other things he could have done, what he will do in the future, etc.

**Planned restrictive or highly restrictive interventions:** Brian will spend time with the school counselor 2x a week (during pull-out instruction time) to work on other behaviors that are more beneficial / nondestructive that he could engage in instead of the target behavior. These strategies will be shared with his classroom teacher

**Methods/criteria for measuring outcome:** Classroom teacher will continue to fill out A-B-C chart, noting down the time, intensity, and a description of the behavior.

## Part II: Behavior Intervention Plan (BIP)

1. **Person(s) responsible for implementing this plan:** School Counselor, Classroom teacher, Specials/Gym Teachers if necessary
2. **Person(s) responsible for monitoring this plan:** Classroom teacher
3. **Person(s) who receive a copy of this plan:** Classroom teacher, school counselor
4. **Person(s) who will coordinate the plan with the student's parent(s):** Classroom teacher, school counselor
5. **Manner in which this plan will be coordinated with parent(s):** Likely via phone conversation, they are difficult to pin down.
6. **Plan Summary:**

| Target Behavior                               | Expected Behavior Change – New behaviors or skills which will be taught to eliminate the targeted behavior | Nonrestrictive Interventions – Changes to environment or instruction/ curriculum or other positive supports | Restrictive/ Disciplinary Measures and when they are to be used  | Methods/ Criteria to Measure Behavior Change  |
|---|--|---|--|---|
| <b>#1 – Task refusal</b>                      | Brian will engage in task refusal less than 1 time per day   | Token reward star card system; one star earned for each class spent with no task refusal                    | Brian will have a letter sent home / a phone call home if he engages in task refusal three or more times | Classroom teacher will continue to fill out scatterplot data chart; to be reviewed once a month to gauge progress |
| <b>#2 – Destructive out of seat outbursts</b> | Brian will not have any destructive out of seat outbursts  | Daily incentive chart   | Pull out work with school counselor 2x a week  | Teachers will continue to fill out A-B-C chart  |

**7. Crisis Plan – Description of how an emergency situation or behavior crisis will be handled:**

In the case of an emergency, Brian will be removed from the room and allowed to calm down with the school social worker.

**8. Monitoring:** (The following documentation will be collected at regular intervals.)

**Documentation:** A-B-C Chart, Incentive Chart

**Timeline for Collection of Data:** Reviewed Monthly

A copy of the CPS behavior intervention procedures was provided to the parent.