ACES

Functional Behavior

Assessment

(FBA)

Process Manual

August 2023

Behavior Terms and Definitions

Antecedent: Event/s that precede behavior.

Antecedent-Behavior-Consequence (ABC*) Data*: An observer documents occurrences of the targeted behaviors and environmental events that occur immediately before and after such behaviors in the natural routine during a period of time.

Avoidance: Engaging in behavior to prevent an activity from occurring or item from being presented.

Applied Behavior Analysis (ABA): Science in which tactics derived from the principles of behavior are applied to improve socially significant behavior.

Behavior: Everything that people do. When selecting behaviors to modify, the behaviors must be observable (i.e., two people can see or hear the behavior) and measurable (i.e., people can document the behavior as it occurs or a physical result of a behavior, such as clean dishes on the counter).

Behavior Analysis: The science that studies environmental events that change behavior.

Behavioral Definition: Statement that specifies exactly what behavior to observe [and measure] and what behaviors are to be excluded.

Behavior Improvement Plan (BIP): Plan that outlines procedures selected for an intervention for targeted behavior. Includes behavioral definitions of targeted behaviors, proactive procedures, and reactive procedures.

Consequences: Event/s that immediately follow behavior.

Contingency: An event is delivered if and only if **a** specific behavior occurs. For example, if a student finishes his morning work, then he can spend 10 minutes playing on the computer.

Discrete Trial Teaching: An instructional approach to teaching social and academic skills. A discrete trial has a clear beginning and a clear end and includes three major components: the teacher delivers an instruction (and presentation of a card or object depending upon the skill being taught), the learner's response, and a programmed consequence (preferred item for a correct response or feedback for incorrect response).

Escape: Engaging in behavior to terminate an activity or remove an item.

Functional Behavior Assessment (FBA): A systematic method of assessment for obtaining information about the purposes (functions) a behavior serves for a person. Includes interviews of staff, review of data and other documentation, and observation of behavior and the antecedent and consequent events under natural, daily routines. FBA identifies the reinforcers currently maintaining target behavior. Results are

used to guide the design of an intervention for decreasing target behavior and increasing replacement behavior.

Maintenance: The extent to which the student continues to perform the target behavior after a portion or all of the intervention has been terminated. Maintenance also refers to a condition in which treatment has been discontinued or partially withdrawn.

Prompt: Any behavior that the teacher engages in that increases the likelihood of the student responding correctly. Examples of prompts include verbal, pointing, model, reduction of the field of items presented, hand over hand, partial physical.

Reinforcement: A procedure during which an event is presented following a behavior and increases the probability of that behavior occurring in the future.

Reinforcer: An event that follows behavior and increases the probability of that behavior occurring in the future. Reinforcers can be classified as edible, sensory, tangible, activity, or social.

Replacement Behavior: Behavior taught to an individual that accomplishes the same goal as the target behavior.

Reward System: Plan that outlines the delivery of preferred items and/or activity contingent upon specific behaviors or correct responding during tasks.

Self-*Injurious Behavior:* Self-inflicted bodily harm. Includes, but is not limited to, banging one's head on objects and/or other body parts, hitting the head and other body parts with open hands or fists, biting arms/hands/legs/lips, picking skin to the point of developing lesions.

Stereotypy or Self-Stimulatory Behavior: Repetitive or ritualistic movement, posture, or utterance, includes body movements or repetitive movement of objects.

Target Behavior: The behaviors selected for intervention.

Token System: A system whereby students earn tokens/chips/stickers/points as an immediate consequence for specific behaviors. Students accumulate tokens and exchange them for items and activities from a menu of items or activities.

Function of Behavior

1. Attention

2. Access to Preferred

Item/Activity

3. Escape

4. Avoidance

Five Functions of Behavior

What It Looks Like

Gaining positive or negative, verbal or non-verbal feedback from a staff member or peer.

Gaining access to desired toys, people, places, activities, etc.

Removing oneself from an undesirable situation (i.e., a person, classroom, activity, or instruction).

Making sure that you do not come into contact with an undesirable situation (i.e., person, classroom, activity, or instruction).

Example

Sam pinches his teacher as she walks past his desk. Ms. Z responds, "Stop that! Nice hands, Sam."

Ace chooses to play on his laptop during every break. He refuses to write his spelling words. His teacher allows him to type his spelling words on his laptop.

Mr. F hands out a math worksheet. Todd asks to use the restroom. When he returns, the class is working on a new activity. Todd is not asked to complete the worksheet.

Music class is at 9AM. At 8:55AM, Missy asks to go to the nurse and is given permission to do so. Mary never attends music class.

5. Automatic Reinforcement
(sensory input)

The behavior itself is reinforcing independent of the social environment.

Aly rocks back/forth and/or flaps her hands at times during any activity in her school day.

When we refer to the function of a behavior, we are essentially trying to identify the purposes a behavior serves for a person. It is important to know what function the behavior serves so that we are able to tailor an intervention to match the function of this specific behavior. Keep in mind that one behavior can have more than one function, and more than one behavior could have only one function.

Behavior Intervention Plan Explanation and Process

When does a student need a Behavior Intervention Plan (BIP) attached to their IEP?

1. Student's behavior impedes his/her ability to learn and/or the learning of others.
   Define Impede- To slow down or obstruct the progress of.
   Remember that to impede is more significant than to interfere. This is in terms of *halting* the education of the student or others.
2. Alternative strategies have been implemented and the rate of behavior has stayed

constant or increased.

3. Teacher has communicated/collaborated with school personnel (counselor, principal, etc.) regarding the student's behavior.

4. Student exhibits any unsafe behaviors (physical aggression toward staff or students, property destruction, elopement from classroom).

Why does a student need a Behavior Intervention Plan attached to their IEP?

Compliance

FAPE

Is BIP part of the IEP?

Regular education is not following BIP (not trained, doesn't know about BIP, just won't do it) This could be compliance and FAPE issue.

Has a Functional Behavior Assessment (FBA) been done?

Could the BIP be getting us in trouble with Free and Public Eduction (FAPE)

Ineffective process or ineffective BIP (may be a FAPE issue)

Remember the point of the BIP is to keep the student in the Least Restrictive Environment (LRE).

DESE requirement for an FBA and Behavior Intervention Plan (BIP)

1. Parent consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.

2. Any plan adopted to address behaviors identified by the IEP team, *even if unrelated* **to**

   the disability, must be included in the IEP and implemented as written

Process to add a Behavior Intervention Plan (BIP) to the IEP

1. Before meeting with the parents, the team will use the FBA data to create a draft behavior plan. This team will include several staff that work with the student. This may include but is not limited to regular education teacher, PE, Music, Art, counselor, nurse, and principal.

2. Send a NOM to parent, inviting them to an IEP meeting to implement a behavior plan.

At the IEP meeting, you will need to address the following:

Update the present level to reflect student's current behavior concerns

Mark "yes" under special considerations for behavior

If the team determines that the behavior rises to the level of impeding the students learning or the learning of others mark **YES** on special considerations.

Add the following statement to the box below question on special considerations section:

The following behaviors are addressed through a Behavior Intervention Plan and attached to this IEP. (Must include information regarding impact on educational performance). (Students Name) demonstrates

which requires the use of a

behavior intervention plan for his/her involvement in the general education curriculum.

If you mark "yes", then you must have a behavior plan attached to the IEP.

Add appropriate and obtainable behavior goals to the IEP (Best practice: align IEP behavior goals with goals on the BIP. This is how we will cover reporting progress on the BIP. If you do not have aligning goals, you must report progress on the BIP under "Changes in Current Functioning" annually in the present level. Focus on no more than 2 behaviors.

The BIP will be attached to the IEP

Write a NOA to reflect the implementation of the behavior plan and the new goals

***If the team determines that behaviors do not rise to the level of impeding their learning or the learning of other and/or that the behaviors do not go substantially beyond behaviors of same aged/grade peer mark **NO on** special considerations.

Add one of the following statements to the text box below the behavior question in the special considerations section:

Although (students name) exhibits

these behaviors are addressed through regular education supports and do not rise to the level of impeding their learning or the learning of others. The IEP team determined that there is no need for a Behavior Intervention Plan Although (students name) exhibits behaviors, they do not go substantially beyond behaviors of same aged/grade peers and can be addressed through (regular education support, goals and objectives, and/or accommodations/modifications). The IEP team determined that there is no need for a Behavior Intervention Plan.

ACES

Step One

Choose the appropriate data collection
tools

ABC Chart

Student:
School:
Grade: **Observer(s)**:
Problem
Student's
Date
Time
Activity Antecedent
Consequence
Behavior
Reaction

Student:

Teacher:

Observation/Activity:

Time-On-Task Observation Form

Date/Time:

Observer:

Directions: When observing, choose an average peer (be careful not to pick the most well-behaved student in the class) that is the same gender to compare with the student displaying concern. At the end of each 30 second interval, record a (-) if the student is displaying off-task behavior and a (+) if the student is displaying on-task.

Interval

1

2

3

4

5

Minute Minute Minute Minute Minute Minute Minute Minute Minute Minute

8

9

6

7

10

Target

Peer

Interval

11

12

Minute Minute Minute Minute Minute Minute Minute Minute Minute Minute

13

14

15

Target

Peer

Calculate the percentage of time the student displaying on-task behaviors:

40

% of time on task. (Target)

X 100 =

(Total
of (+)
symbols

Total # 30 second
intervals (Number
of minutes x 2)

X 100 =

% of time on task. (Peer)

For a 20 minute observation, there are 40 intervals total:

Summary (How on-task is your student compared to the average peer):

Student:

Date(s):

Behavior of Concern:

Setting:

Functional Assessment Scatter Plot

Grade:

Observer(s):

School:

Day of the Week

Total

Activity

Time

Monday

Tuesday

Wednesday

Thursday

Friday

Total

Data collection chart for Defiant Behavior (Mark a tally for each incident)

Date

Number of Tasks Given to Students

Refused to Complete Task Assigned

Number of Directions Given to

Refused to Follow Directions

Student/s

Student:

Disruptive Behavior Observation Form

Date/Time:

Teacher:

Observation/Activity:

Observer:

Directions: When observing, choose an average peer (be careful not to pick the most well-behaved student in the class) that is the same gender to compare with the student displaying concern. At the end of each 30 second interval, record a (-) if the student is displaying disruptive behavior (which can look like blurting out, leaving area, making noises, making off topic comments, speaking loudly, or horseplaying) and a (+) if the student is not disrupting.

Minute Minute Minute Minute Minute Minute Minute Minute Minute Minute

Interval

1

2

3

4

5

6

7

8

9

10

Target

Peer

Interval

11

12

Minute Minute Minute Minute Minute Minute Minute Minute Minute Minute

13

14

15

16

17

18

19

20

Target

Calculate the percentage of time the student was engaged in disruptive behaviors. For a 20 minute observation, there are 40 intervals total:

40

X 100 =

% of time engaging in disruptive behaviors.

(Total # of
(-) symbols

Total # 30 second

intervals (Number of
minutes x 2)

X 100 =

% of time engaging in disruptive behaviors. (Peer)

Summary (How disruptive is your student compared to the average peer):

ACES

Step **Two**

Parent Information

FBA Parent Questionnaire

Student Name

Age

Grade

Birth date

Date

 A. Child's Medical History

1. Are there any medical issues about your child you believe are important?

2. Is your child currently taking any medication? If so, please list type and dosage.

3. Has your child had previous testing or psychological examinations? If so, please provide date, agency and summary of the results.

B. Psychological and Social History

1. Please describe the kinds of activities in which your child engages in the neighborhood and in the home.

2. Have there been any unusual changes or events recently in the home?

3. Is there any evidence of emotional tension, fear, irritation, or lack of confidence in your child?

C. **Social and Behavior Checklist**

Place a check next to any behavior or problem that your child currently exhibits.

Withdrawn

Has low self-confidence

Has low motivation

Gets along with parents

Gets along with teachers

Gets along with peers

Gets along with siblings

Is aggressive

Is shy or timid

Shows daredevil behaviors

Gives up easily

Poor self-expression

Prefers to be alone

Sucks thumb

Bites fingernails

Eats poorly

Has poor bowel control

Is much too active

Has frequent tantrums

Has frequent nightmares

Has trouble sleeping

Wets the bed

Is more interested in things and objects than people

Other

Is stubborn

Is clumsy

Has blank
spells

Is impulsive

Engages in behavior that could be dangerous to self or others

1. Of the above, which behavior is of greatest concern to you?

2. Briefly describe your child's current difficulties.

3. How long has this problem existed?

4. What seems to help the problem?

5. What seems to make the problem worse?

D. Educational Concerns

1. What do you perceive to be your child's strengths at school?

2. How do you believe these problems can be best addressed?

3. Does your child seem to be experiencing difficulty at school? If **so**, please describe.

4. **What** do you see **your** child doing as an adult**?**
5. How do you believe that school can help your child reach this goal?

6. Do you have any additional comments/concerns regarding your child's education?

E. Disciplinary Techniques

1. What disciplinary techniques do you usually use when your child behaves inappropriately?

   Place a check next to each technique that you **use.**

   Ignore the problem

   Send your child to his/her room

   Scold your child

   Take away some activity or food

   Spank your child

   Reason with your child

   Threaten your child

   Redirect your child's interest

   Have your child sit on a chair

   Don't use any technique

   Other technique

2. What disciplinary techniques are usually effective?

3. What disciplinary techniques are usually ineffective?

4. What have you found to be the most satisfactory ways of helping your child**?**

5. **Is** there any other information that you think may help us in working with **your** child**?**

6. What are your child's favorite activities**?**

7. What activities would you like your child to engage in more often than he **or** she does at the

    present?

8. What activities do your child like the least?

ACES

Step Three

Teacher/Staff Information

Student:
Staff Person:
Functional Assessment Interview Tool: Staff Form
Date Completed:

One of your students,
has been having behavior difficulties at school. Your opinions and observations about the student are important and we want to make sure we are taking your information into consideration as a plan is developed.

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of this tool is to get information from you about five key things:

1. What are the

student's strengths/preferences and the effective strategies for the student?

2. Wh

at behavior(s) are a problem in your classroom?

3. What happens

right before the behavior (antecedent)?

4. How do you, the student, and the student's peers respond when the beha

vior occurs (consequence)? 5. What is your best guess on why the behavior is occurring (possible function)?

Any information you can provide will be extremely helpful in this process. Your input is greatly appreciated!

Please return this tool to:

by:

Adapted from Lohrmann, Martin, & Patil (2007). NJ Positive Behavior Supports in Schools.

www.njpbs.org

What Works Well for the Student?

What have you observed are the student's strengths or preferences?

Positive Things About the Student

Friendly

☐

Helpful

Sociable

Organized

Natural leader
Liked by peers
Self starter
Has lots of friends

Socially aware

Follows directions

Honest

E

a
sy
g
oi
n
g

Attentive to instruction
Kind to adults
Kind to other students
Student's Preferences or Interests
List known or suspected preferences:
Successful Learning Conditions
Lessons/activities that:

Enc
oura
ge
refle
ctive
think
ing
Use
anal
ytica
l
skill
s

Involve
buildin
g/const
ructing
Involve
applyin
g
concep
ts or
formulas

Invo
lve
exp
erim
ents
or
testi

ng
Use creative writing

Utilize the computer

Allow for artistic expression of concepts

Other:

Good sense of humor

Has a positive attitude/outlook

Good communication skills

Hard worker

Other:

☐ Other:

☐ Other:

Other:

Other:

Other:

Other:

Adapted from Lohrmann, Martin, & Patil (2007). NJ Positive Behavior Supports in Schools. www.njpbs.org

What Behaviors are a Concern for You?

In the blank space provided, please check the **top two** behaviors that are a concern for you in your classroom or area. Please check, on average, how often the student's behavior occurs (frequency). Then indicate, on average, how long the behavior lasts (duration).

Behavior 1:

Problem Behavior and Definition *(In each row, please choose only 1 behavior)*

Disrup

tive Behaviors: such as calling out in class, making noises, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Physical Aggression: such

as physical contact with others, hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.

☐ **Emotional Concerns:** such as crying easily,

withdrawing from peers, acting scared, and talking or writing about sad or tragic topics.

☐ **Defiant Behavior:** refusing to follow directions, work refusal, arguing with teacher requests, refusing to follow established

routines and procedures, and saying "no" when asked to do something.

Inappropriate Language: Verbal messages that include swearing, name calling or use of words in an inappropriate way. □ **Other**:

Behavior 2:

□ **Disruptive Behaviors:** such as calling

out in class, making noises, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Physical Aggression: such as physical contact with others, hitting, punching, hittin

g with an object, kicking, hair pulling, scratching, etc.

☐ **Emotional Concerns**: such as crying easily, withdrawing from peers, acting scared, and talking

or writing about sad or tragic topics.

- ☐ **Defiant Behavior:** refusing to follow directions, work refusal, arguing with teacher requests, refusing to follow established routines and procedures, and saying "no" when asked to do somethi

ng.

Inappropriate Language: Verbal messages that include swearing, name calling or use of words in an inappropriate way.

☐ **Other**.

How often does this behavior occur (frequency)?

1-2 times per month 3-4 times per month 1-2 times per week 3-4 times per

week □ 1-2 times per day

3-4 times per day 5-6 times per day 7-10 times per day >10 times per day □ Other:

1-2 times per month 3-4 times per month □ 1-2 times per week 3-4 times per week □ 1-2 times per day 3-4 times per day 5-6 times per day 7-10 times per day >10 times per day □ Other:

Adapted from Lohrmann, Martin, & Patil (2007). NJ Positive Behavior Supports in Schools. www.njpbs.org

Average amount of time this behavior lasts (duratio

n)

:

- < 1 min.
- 1-2 min.
- 3-5 min.
- ☐ 6-8 min.
- ☐ 9-10 min.
- 11-15 min.
- 16-20 min.
- ☐ > 20 min.
- Oth

<1 min.
☐ 1-2 min.
3-5 min.
☐ 6-8 min.
9-10 min.
11-15 min.
☐ 16-20 min.
☐ >20 min.
Other:

What Contributes to Occurrences of Problem Behavior?

Thinking about the problem behaviors you identified on the previous page, please review the following list and check any and all conditions (column 1-behavior 1, column 2=behavior 2) that have been observed.

What happens immediately prior to the problem behavior (Antecedent-possible trigger to the problem behavior)? 1 2

☐
☐
Adult request or redirection

☐
☐
Non-pref

erred activity

Difficult task/activity

☐
☐
When working/playing/entertaining independend

ently

☐
☐ When working in group activities

☐☐ Transitions
1 2

☐☐ Unstructured situations or settings Preferred activity or object is removed When told "no" or "stop"

When

there is a change in routine

☐☐ Adult attention given to others

☐☐ Other:

When the problem behavior occurs, how do you or the student's peers in the class typically respond (consequence-what happens immediately after the problem behavior occurs)?

1 2

☐
☐ Given redirection by adult

☐☐ Give the student assistance/h

elp Deliver choices to the student

☐
☐ Move the student's seat

☐
☐ Contact the student's parent/guar

dian

☐
☐ Loss of item/privilege

☐
☐ Move to calm down area

☐
☐ Remove the student fr

om the room

☐
☐ Give the student what they are requesting

1 2

☐
☐ Removal fro

m
ar
e
a/
a
cti
vit
y

☐☐ Send the student to an administrator

Other students laugh or "egg" the student on

Adult ignores the student's behavior

Peers ignore the student's behavior

Given sensory input

☐
☐
R
et
e
ac
hi
n
g/
pr
ac
tic
e
a
p

Other:

What is your best guess as to why the problem behavior is occurring (possible function)? 1 2

☐
☐ Obtain Adult Attention

☐
☐ Obtain Peer Attention

☐
☐ O

btain an Object

☐
☐ Obtain a Preferred Activity

☐
☐ Obtain Sensory Input

☐☐ Other:
1 2

☐
☐

Avoid Adult Attention

☐
☐

Avoid Peer Attention

☐
☐

Avoid a Task/Academic Work

☐
☐

Avo

id an Object/ Activity

☐ ☐ Avoid Sensory Input

☐☐ Other:

Name

Behavior Description_

Setting Description_

MOTIVATION ASSESSMENT SCALE

Rater

Date

Instructions: The Motivation **Assessment** Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behavior that is of particular interest. It is important that you identify the behavior very specifically. Aggression, for example, is not as good as a description as hits his sister. Once you have specified the behavior to be rated, read each question carefully and circle the number that best describes your observation of this behavior.

Never-0

Almost Never-1

Seldom=2

Half the Time=3

Usually-4
Almost Always=**5**
Always=6

1. Would the **behavior** occur continuously**, if this person were left alone** for long periods of time, for example, **several** hours?

0
1
2
3
4
5
6

2. Does **the** behavior **occur** following a request to perform a difficult **task**?

0
1
2
3
4
5
6

3. Does **the** behavior seem to occur in response to your talking to another person in **the** room?

0
1
2
3
4
5
6

4. Does the **behavior ever** occur to **get** a **toy,** food**, or** activity **that** this **person has been** told **that** he **or she** can't **have**?

0
1
2
3
4
5
6

5. **Would the** behavior occur **repeatedly** in **the** same **way** for very long periods of **time if no one were** around, for example rocking **back and** forth for **over** an hour**?** 6. Does the behavior occur when **any** request **is** made of **this** person**?**

0
1
2
3
4
5
6
0.
1
2
3
4
5
6

7. Does **the behavior** occur whenever you stop attending to this person**?**

0
1
2
3

4
5
6

8. Does **the behavior** occur **when** you take **away** a **favorite** toy**,** food**, or activity**?

0
1
2
3
4
5
6

9. Does it appear to you that this person enjoys performing **the behavior**? (It **feels, tastes**, looks, smells, and sounds pleasing.)

0
1
2
3
4
5
6

10. Does **this** person seem to do **the behavior** to upset or annoy you when you are trying to get **him** or her to do **what** you ask?

0 1
2
3
4
5
6

11. Does this person seem to do **the behavior** to upset or annoy **you when you** are not paying attention to **him** or her**,** for **example,** if you **are** sitting in a **separate** room, **interacting with** another **person?**

0
1
2
3
4
5
6

12. Does **the behavior** stop occurring shortly **after you** give **this person the** toy, food, or activity **he** or **she** has requested?

0
1
2
3
4
5
6

13. **When** the **behavior** is occurring does **this** person seem **calm** and **unaware** of anything else going on around **him** or **her?**

0
1
2
3
4
5
6

14. Does **the** behavior stop occurring **shortly after** (**one** to five minutes) **you** stop working or making **demands** of this person?

15. Does **this** person seem to do **the**

behavior to get you to **spend** some **time** **with** **him** or **her?**

0
1
2
3
4
5
6
0
1
2
3
4
5
6

16. Does **this behavior** seem to occur **when this** person **has** been told **that he** or she **can't** do something **he** or **she** **had wanted** to do?

0
1
2
3
4
5
6

Scoring Sheet

Sensory
Escape
Attention
Tangible

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

13.

14.

15.

16.

Total Score

Mean Score

Relative Ranking

INSTRUCTIONS FOR USING THE MOTIVATION ASSESSMENT SCALE

Person filling out the form had to be familiar with the individual who has the behavior challenge. To

direct our understanding of the behavior challenge to the intent of the challenge versus the way it appears or make use feel. To understand the correlation between the frequency of the challenging behavior and its potential for multiple intents. **To** identify those situations in which an individual is likely to behave in certain ways for example, placing work demands often leads to head banging. OUTCOMES: To assist in the identification of the motivation(s) of a specific behavior. From: Duran, V.M. & Crimmins,

D.B. (1988). Identifying the variables maintaining self-injurious **behavior**. *Journal of Autism and Developmental Disorders*, 18, 99-117. **Adapted** by J.M. **Cafiero**

Student:

School:

Grade:

PROBLEM BEHAVIOR QUESTIONNAIRE

Age:

Date:

Interviewer:

Respondent:

Problem Behavior:

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.
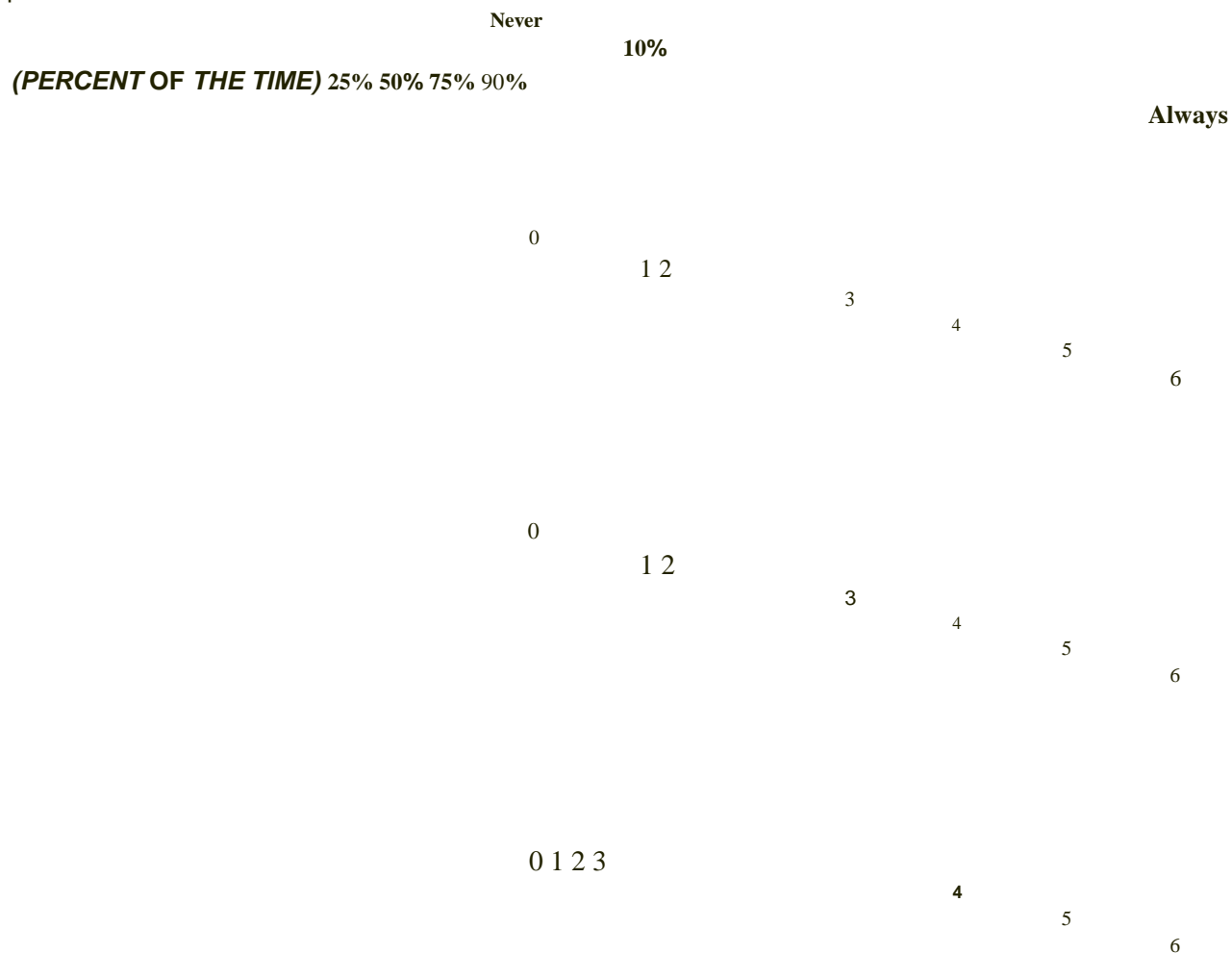
1. Does the problem behavior occur and persist when you make a

request to perform a task?

2. When the problem behavior occurs
   do you redirect the student to get
   back to task or follow rules?

3. Is the problem behavior more
   likely to occur when told that he/she
   cannot do something that he/she wanted
   to do?

4. During a conflict with peers, if the
student engages in the problem behavior,
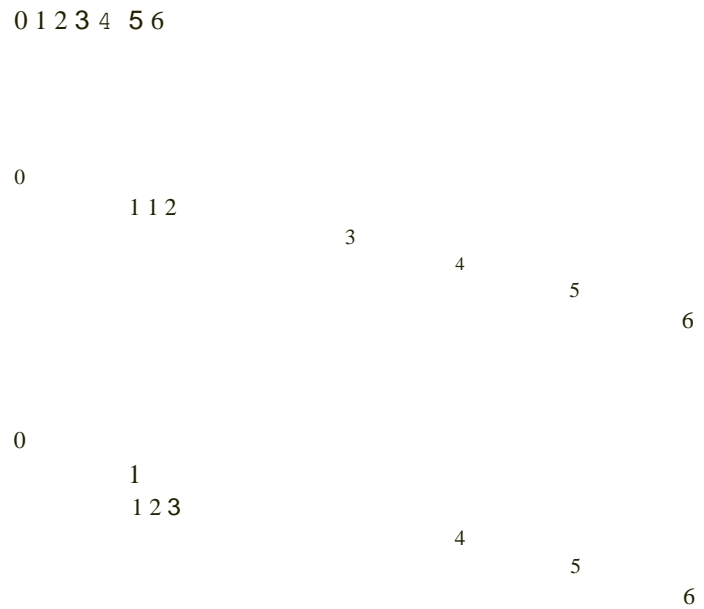do peers leave the student alone?

Never

10%

(PERCENT OF THE TIME) **25% 50% 75%** 90%

Always

0

1 2

3

4

5

6

0

1 2

3

4

5

6

0 1 2 3

4

5

6

0

1 2 3

4

5

6

5. When the problem behavior

occurs, do peers verbally respond

or laugh at the student?

0

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2 2 3

4

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6
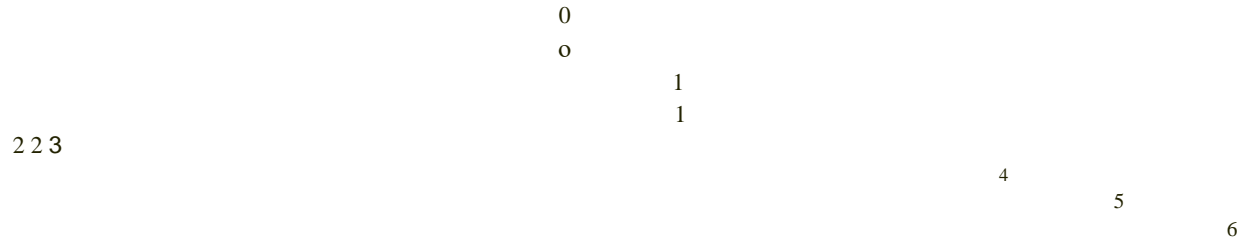
6. Is the problem behavior more likely to occur following a conflict outside of the classroom? (e.g., bus write up)

7. Does the problem behavior occur to get your attention when you are working with other students?

8. Does the problem behavior occur in the presence of specific peers?

0 1 2 3 4 5 6

0

1 1 2

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1 2 3

4

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6

9. Is the problem behavior more likely
    to continue to occur throughout the
    day following an earlier episode?

10. Will the student engage in the
    problem behavior if the student is told
    he/she cannot have a preferred
    item or activity?

11. Does the problem behavior occur
    during specific
    academic activities?

Never

(PERCENT OF THE TIME)
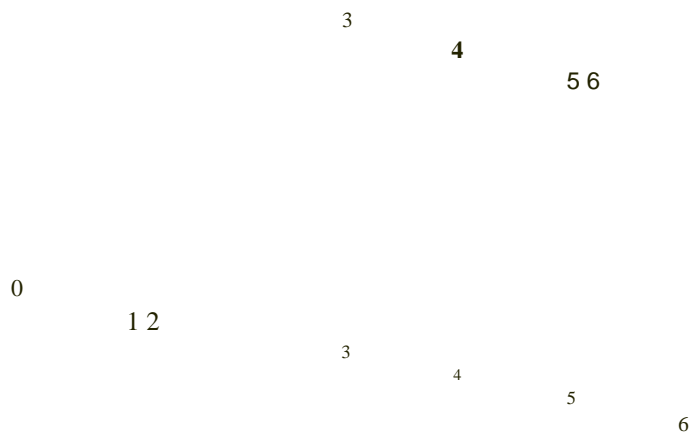
10% 25% 50% 75% 90%
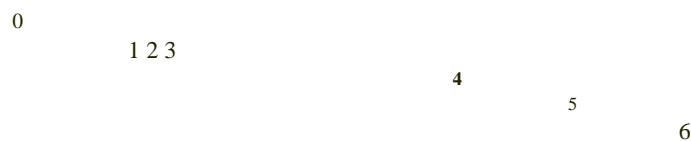
Always

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5 6

12. Does the problem behavior stop when peers stop interacting with the student?

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1 2

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13. Does the behavior occur when peers are attending to other students?

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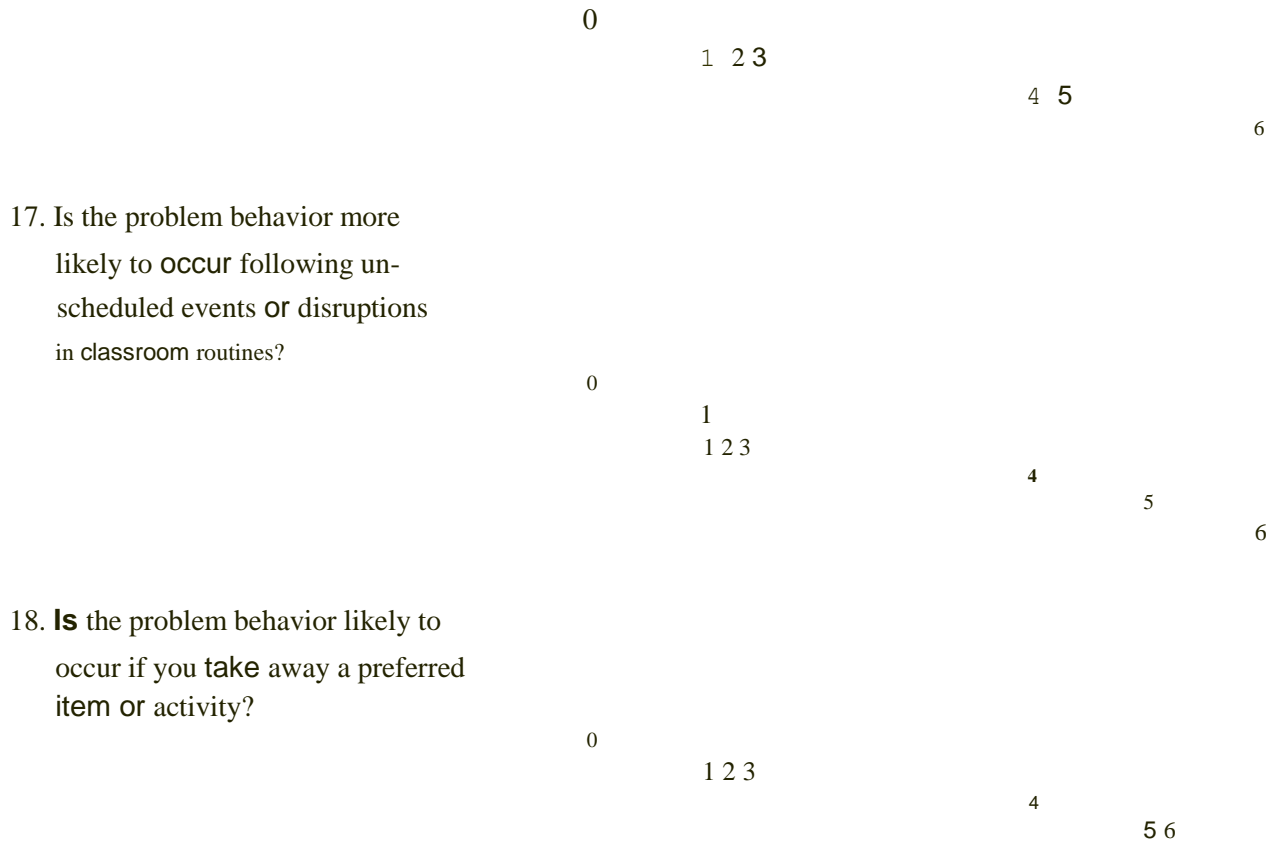## 14. If the student engages in the problem behavior, do you provide one-to-one instruction to get the student back on-task?

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1 2 3

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6

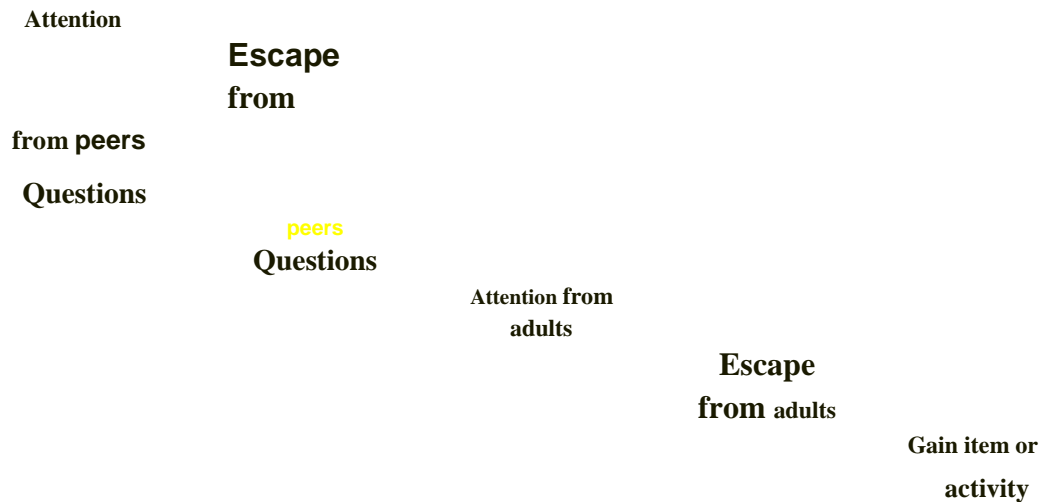## 15. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?

16. If the student engages in the problem behavior, do peers stop interacting with the student?

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17. Is the problem behavior more
likely to occur following un-
scheduled events or disruptions
in classroom routines?

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6

18. Is the problem behavior likely to
occur if you take away a preferred
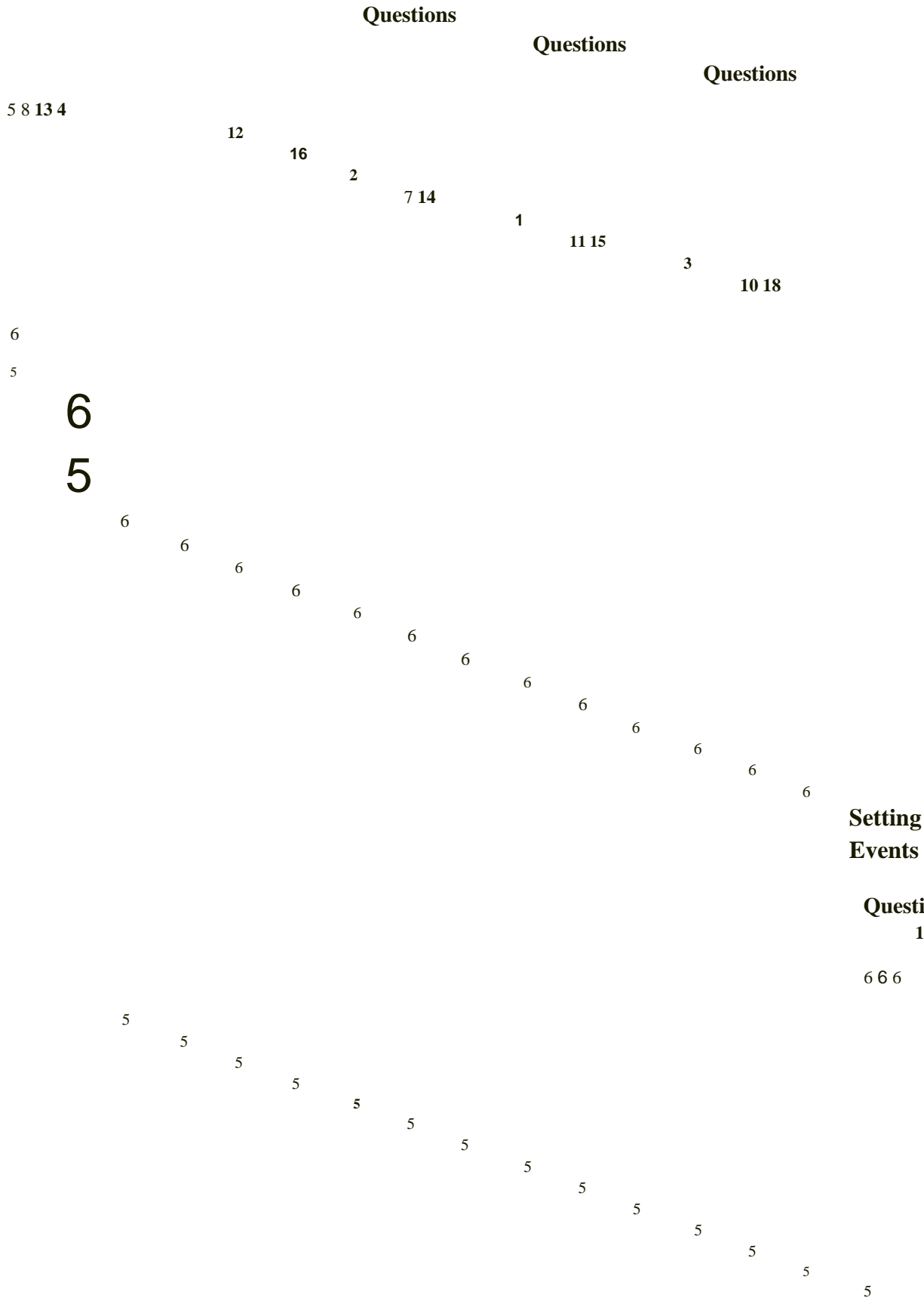item or activity?

0

1 2 3

4

5 6

Problem Behavior Questionnaire - 2 -

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question
number (in bold).

Attention

**Escape
from**

from peers

Questions

peers

Questions

**Attention from
adults**

**Escape
from adults**

**Gain item or
activity**

Questions

5 8 **13 4**

12

16

2

7 **14**

1

11 15

3

10 18

6

5

6

5

6

6

6

6

6

6

6

6

6

6

6

6

Setting Events

Questions 6 9

17

6 6 6

5

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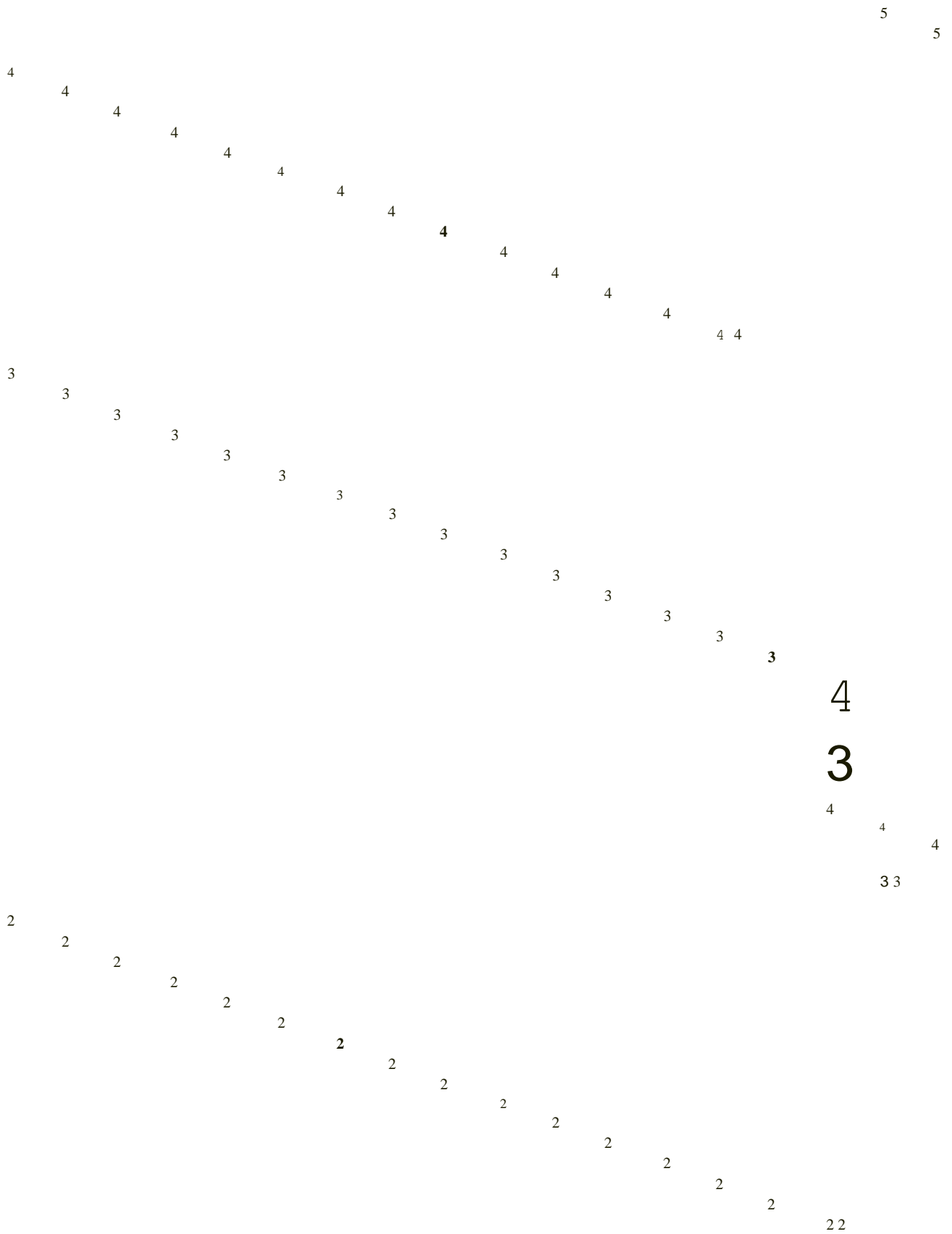   1
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                1

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          0
           0
            0
             0
              0
               0 0

TOTAL
  TOTAL
    TOTAL
      TOTAL
        TOTAL
          TOTAL

Other Comments

Problem Behavior Questionnaire - 3 -

ACES

Step Four

Student Information

Student Name:

Forced-Choice Reinforcement Menu

School:

Date:

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

1.

2.

3.

4.

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the box that comes in front of it. Remember; mark only one box for each pair."

Teacher writes "100" on your paper.
(A)
Be first to finish your work.
(CM)

A bag of chips. (CN)
Classmates ask you to be on their team. (P)

Be free to do what you like.
(I)
Teacher writes "100" on your paper.
(A)

Classmates ask you to be on their team. (P)
Be first to finish your work.
(CM)

Be free to do what you like.
(I)

5.
A bag of chips. (CN)

Teacher writes "100" on your paper.
(A)
6.
Classmates ask you to be on their team. (P)

Be first to finish your work. (CM)
7.
Be free to do what you like.
(I)

8.

A bag of chips. (CN)
Teacher writes "100" on your paper.
(A)

Classmates ask you to be on their team. (P)

9.

Be free to do what you like. (I)

10.

11.

12.

13.

14.

15.

Be first to finish your work. (CM)
A bag of chips. (CN)

Teacher writes "A" on your paper.
(A)
Be the only one that can answer a question. (CM)

A candy bar. (CN)
Friends ask you to sit with them. (P)

Be free to go outside. (I)
Teacher writes "A" on your paper.
(A)

Friends ask you to sit with them. (P)

Be the only one that answers a question. (CM)

Be free to go outside. (I)

A candy bar. (CN)

Teacher writes "A" on your paper.
(A)

16.

Friends ask you to sit with them. (P)

Be the only one that can answer a question. (CM)

17.

18.

19.

20.

21.

22.

Be free to go outside. (I)

A candy bar. (CN)
Teacher writes "A" on your paper. (A)

Friends ask you to sit with them. (P)
Be free to go outside. (I)

Be the only one that can answer a question. (CM) A candy bar.

(CN)

Teacher writes "Perfect" on your paper.
(A)
Have only your paper shown to the class. (CM)

A can of soda. (CN)
Classmates ask you to be class leader. (P)

23.

24.

25.

Be free to play outside. (I)
Teacher writes "Perfect" on your paper.
(A)

Classmates ask you to be class leader. (P) Have
only your paper shown to the class. (CM)

Be free to play outside. (I)
A can of soda. (CN)

26.

27.

28.

29.

30.

31.

32.

Teacher writes "Perfect" on your paper. (A)

Classmates ask you to be class leader. (P)

Have only your paper shown to the class. (CM) Be free to play outside. (I)

A can of soda. (CN)
Teacher writes "Perfect" on your paper. (A)

Classmates ask you to be class leader. (P) Be free to play outside. (I)

Have only your paper shown to class. (CM) A can of soda. (CN)

Teacher writes "Excellent" on your paper. (A)
Have your paper put on the bulletin board. (CM)

A pack of gum. (CN)

Friends ask you to work with them. (P)

33.

Be free to work on something you like. (1) Teacher writes "Excellent" on your paper. (A)

34.

Friends ask you to work with them. (P)

Have *your* paper put on the bulletin board. (CM)

35.

36.
○
□

37.

38.

39.
□

40.
□
Be free to work on something you like. (I) A pack of gum. (CN)

Teacher writes "Excellent" on your paper. (A) Friends ask you **to** work with them. (P)

Have your paper put on the bulletin board. (CM) Be free to work on something you like. (1)

A pack of gum. (CN)

Teacher writes "Excellent" on your paper. (A)

Friends ask you to work with them. (P)

Be free to work on something you like. (I)

Have your paper put on the bulletin board. (CM) A pack of
         gum. (CN)

Other suggestions about classroom rewards:
      **Thank you for taking the time to complete this
      survey**.

Reinforcement Inventory

Scoring Key

(Count all items marked in each area and enter the total number next to each area. For example, count all items that were marked throughout the inventory with an "A" and record the total number next to "Adult Approval." Areas with the highest total numbers are considered to be stronger areas of reinforcement.)

Adult Approval (A)

Competitive Approval (CM)

Peer Approval
(P)

Independent Rewards
(1)

Consumable Rewards (CN)

Modified by Gable, R. A. (1991) from:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. Teaching Exceptional Children, 2:3, 143-149.

Some **things I like are (**check all **that** apply**):**

Favorite **Edible** Reinforcers

candy (specify

□ **fruit (specify**

drinks (specify

cereal (specify

snacks (specify

□ **nuts** (specify

vegetables (specify

□ other **(specify**

Academic Reinforcers

going to library

baving good work **displayed getting good** grades

having parents **praise good** school **work** giving **reports making** projects

□ completing creative writing **projects**

earning teacher praise

helping grade

papers
getting a good note
home
☐ **earning stickers**, points**,
etc.**
☐ other
(specify

Activity Reinforcers

coloring**/drawing/painting**
making **things (specify**
going on **field trips**
taking care of/**playing with**
animals
☐ **going**
shopping
eating out in **a**
restaurant
going to
movies
spending **time**
alone
☐ reading
having free time in class
having extra gym**/recess**
time
☐ working on the
computer
other (**specify**.

pencils, **pens**, crayons paper (specify

sports equipment **(**specify. toys **(specify**

Favorite Tangible **Items**

stuffed animals

trucks**, tractors**

books
(specify
☐
puzzles

Social Reinforcers

teaching things to other people being the teacher's helper

☐ spending time **with** my friends ☐ spending time **with** the teacher ☐ spending time **with the principal**

spending time **with**

having class parties

☐ working **with** my friends in **class** ☐ being a tutor

being a leader in **the class**

☐ other (specify

☐ other **(specify**

Recreation/**Leisure Reinforcers**

listening to music

☐ singing

☐ playing a musical instrument

watching TV

☐ cooking

☐ building models

☐ woodworking/**carpentry**

favorite **sports (**specify

working **with** crafts

☐ other (**specify**

☐ other **(specify**

☐ other **(specify other**

(specify

ACES

Step Five

FBA Summary

Functional Behavior Assessment

Summary Form

Student Name:

School:

Date:

Grade:

Informants: Student

Scatter

plot

Parent Para

Information Reviewed and

Disciplinary Reports

☐ Parent Questionnaire

I. Description of Problem Behavior (in objective, measurable terms):

Regular Education Teacher Counselor

Special Education Teacher

Administrator

Other, specify:

Documentation Attached:

Observations

Anecdotal Records

Interviews

ABC Log

Other, specify:

Frequency:

Duration:

Location:

II. Antecedents to Behavior (What happened prior to the problem behavior?):

III. Consequences to Behavior (What results follow the behavior, e.g. how does staff respond, how do peers respond, and how might the student benefit from **the** behavior?):

IV. Function or Purpose the behavior serves for the student:

Obtain Adult Attention

Obtain Peer Attention

Obtain an Object

Obtain a Preferred Activity

Obtain Sensory Input

Miscellaneous Psychological Factors

Avoid Adult Attention

Avoid Peer Attention

Avoid a Task/Academic Work

Avoid an Object/Activity Avoid Sensory Input

Other:

ACES

Step Six

Behavior Intervention Plan
Guide to Writing a BIP

Review Date -must be the annual review date of IEP

Problem/ Target Behavior: (definition that is general to specific for example.....Max displays unsafe behavior such as hitting, scratching, kicking, biting, and throwing objects at adults)

Frequency of behavior: (example- approximately 5 times per hour)

Duration of behavior: (example- approximately 5 to 10 minutes)

Location of behavior: (example- all school settings/classroom)

Function of behavior: (example- escape/avoidance)

*** *Remember for IEP students: If appropriate, align behavior goals in the IEP to coincide with the behaviors addressed on the BIP. You must report progress on the BIP under "Changes in Current Functioning" annually in the present level***

Desired/ Replacement behavior (s):

(The long-term goal would be the opposite of the problem behavior. The replacement behavior needs to be a short-term goal that will serve as more of a baby step to the long-term goal. The replacement behavior must be something that the student will eventually do independently. This behavior should not be stated as something that the staff will do for the student. You may have more than one replacement behavior, depending on what you need to make sure you are addressing both problem behaviors.)

Make sure the replacement behavior MEETS THE SAME FUNCTION identified for each problem behavior, or allows appropriate communication tools for the student to request meeting the function as well. For example:

Replacing unsafe behavior: When Max becomes angry, he will use a feelings card/picture to communicate his feelings to the staff.

• Addressing escape from task: Max will be able to request a limited number of breaks for a limited duration of time each day, which he may use when he chooses- the break activities will be outlined with staff

● Addressing function of obtaining adult attention: Max will raise his hand and ask an adult for help.

Strategies used to teach and practice replacement behaviors:

(Explain how you are teaching the replacement behavior skills to the student)
For example...

- Practice recognizing feelings when calm
  Practice using feelings cards to explain the feelings of the person in a scenario or social story
- Practice, with an adult, how to utilize break passes throughout the day
  Utilize reinforcement system to recognize and reinforce positive behaviors, etc.

Prevention techniques/strategies:

(List anything that you are doing to try and prevent the problem behaviors from occurring) For example...

Triage

Sensory items

Movement breaks

Social stories

Timers

Frequent positive reinforcement

Visual schedule, etc.

1

Actions taken when the problem behavior occurs:

(List what steps will be taken when the problem behavior(s) occurs. Make sure that you include any de-escalation techniques that we are providing or implementing throughout this process. Actions taken when problem behavior occurs should attempt to AVOID MEETING THE FUNCTION (for example, if the function is attention, as much as possible, attention should be removed when the problem behavior occurs- if the function is escape, attempts to outlast)
For example...

When Max becomes angry, he will be asked to utilize his feelings cards to communicate his feelings appropriately. He will then be given the opportunity to get back on track and calm down. This may involve moving to a separate seat in the classroom, or being provided wait time after a directive is given. If he is unable to calm himself, Max may be asked to another room or calm down area. Max will be given a set timeframe to calm down alone. At the end of the timeframe, Max will be asked to process with staff members and practice appropriate replacement behavior.

For students who become unsafe, must consider statements regarding possible restraint or isolation.

If [STUDENT]'s behaviors escalate, and [HE/SHE] becomes unsafe to themselves or others, as a last resort to protect the student and/or others, [STUDENT] may be placed in a child protective hold or restraint by staff, escorted to another location by team members, asked to go to a room away from others (monitored by an adult) or placed in a room that cannot be opened from the inside and is free from objects with which

[STUDENT] could harm themselves or others (monitored by an adult).

(Need to be sure to outline how the parents will be informed if it is different from the district policy of immediate contact).
When [STUDENT] is placed in monitored isolation and/or is restrained or escorted, the parents will be made aware via notations on [STUDENT]'s daily report sent home.

In order to eliminate the need for the use of isolation or restraint, [STUDENT] will be provided with direct instruction on ways to manage overwhelming feelings and dealing with changes. [STUDENT] will be provided with tools to promote self-soothing and calming when triggers have been encountered. Additionally, [STUDENT] will be encouraged and taught to manage stressful changes by allowing for gradual exposure to experiences or activities that are expected of typically developing peers.

Behavioral Intervention Plan

Student Name:

Date:

School:

Date of Implementation:

I. State problem behavior(s) in **observable**, **measurable** terms.

Date of Birth

Grade:

II. State replacement behavior(s): those **observable**, **measurable** behaviors that will serve a similar function or achieve the same goals as the current problem behavior.

III. Strategies used to teach and practice replacement behaviors.

IV. Prevention techniques/ strategies:

V. Actions taken when the problem behavior occurs:

VI.

Team members and their responsibility for implementation.

Signatures

Responsibilities