

**FUNCTIONAL BEHAVIORAL ASSESSMENT/
BEHAVIORAL INTERVENTION PLAN**

Student Richard Moore _____ DOB _____ Date of Assessment/Plan _____
School Parkside Middle School _____ Disability Learning Disability/Emotional Behavioral Disorder

I. Identification of Behavior: Describe behavior/incident in observable and measurable terms answering who, what, where, how and why questions. Describe what the behaviors look like and how they occur.

Richard's interactions are often negative in nature. He seldom initiates contact with peers or teachers, and when he does so it is often to complain, voice opposition, or argue. Richard's English teacher indicates that he has difficulty working in groups because other students do not want to work with him. Richard does not seem to know how to make friends and often uses physical means in interacting with other students. He will hit peers who come too close or bump into him when walking.

II. Functional Behavioral Assessment

A. Determine the function that the behavior is serving for the student. (What need is the student meeting by engaging in the behavior? What is the student communicating?) Possible functions are to gain something (interaction with staff or peers, an item or activity, sensory stimulation) or to escape from something/someone (participation in an activity, interaction with peers) or to control something (instructional activity, social activity).

Behavior	What student gets?	What does student avoid?
1. Hitting classmates	Neg. attention, isolation from peers	Interactions with peers
2. Yelling out in class	Attention from teacher and peers	Attending to assignments
3. Arguing or disagreeing	Negative attention	Appearing powerless
4.		

Once challenging behavior occurs, is there a situation or event that will escalate or de-escalate the behavior?

Acknowledging Richard's perspective sometimes helps, but not consistently. Isolation can calm Richard.

B. Determine the factors/circumstances that influence the behavior. (What factors/circumstances, considering environmental, curricular, math, peer, school, family and community, may have influenced the behavior?)

Based on observations and reports, the student's behavior may be influenced by the following factors/circumstances:

Peer circumstances: students standing or sitting too close to him; School circumstances: small group cooperative activities, large group class activities; Curricular circumstances: reading and writing activities

III. Behavioral Intervention Plan

A. Change the factors/circumstances that influence the behavior by reducing the motivation and/or by changing the context/condition(s) in which the behavior appears.

When, where, with whom and in what activity is the behavior most likely to occur? (example: difficult task, interrupt desired activity, change in routine, wants another activity).

The behavior is most likely to occur when the student is asked to complete a difficult task involving reading and writing and some type of small group or large group interaction or cooperation.

When, where, with whom and in what activity is the behavior least likely to occur?

The behavior is least likely to occur when the student is involved in independent seat work in math class.

How will factors/circumstances be changed/controlled?

The student will be allowed to complete more independent work in language arts. When group work is required, he should be placed in the smallest group available. He may need more individualized instruction in order to gain a full understanding of concepts discussed in class.

B. Teach appropriate replacement behaviors if the motivation to gain or escape cannot be removed.

How can the student fulfill the need through more acceptable behaviors? (Example: ask for help, use appropriate ways to express anger, etc.)

The student will be taught to use more appropriate ways to ask for space from his peers, more appropriate ways to interact with peers, and more appropriate ways to ask for help from his teachers.

How will these replacement/alternative behaviors be taught?

These replacement behaviors will be taught through one-to-one conversations and interactions with the school counselor, as well as modeling from his classroom teachers.

Replacement Behavior(s)/IEP Objective(s)	Strategies	Evaluation Criteria	Evaluation Schedule	Person Responsible	Outcome
Richard will ask for help when he does not understand an assignment in language arts.	Working one-on-one with Richard to identify times he becomes frustrated and ways to ask for help (raise hand, look at teacher, ask a peer)	4/5 language arts classes in one week	Review at end of each marking period.	Counselor and Classroom teachers	
Richard will keep his hands to himself when walking through the halls and in class.	Working one-on-one with Richard to identify times he becomes upset by peers and teach ways to interact with peers in a positive manner.	5/5 language arts classes in one week	Review at end of each marking period.	Counselor and Classroom teachers	
Richard will actively participate in small group activities without yelling at his peers or withdrawing.	Placing Richard in the smallest class groups, closely monitoring his group work.	4/5 language arts classes in one week	Review at end of each marking period.	Counselor and Classroom teachers	

Date time of Next Meeting _____ Person Responsible for the Meeting _____

Signature of Participants of Assessment and/or Plan	Relationship to Student
	Administrator
	Parent, if present
	Student, if applicable
	Special Education Teacher
	Psychologist
	Regular Education Teacher, if applicable
	Social Worker, if applicable