

School District of San Juan

Date: April 15, 2020

Functional Behavioral Assessment for Maria Warner

Please check which of the following data items were considered by the team.

<input checked="" type="checkbox"/> Academic Records	<input type="checkbox"/> Medical evaluations	<input checked="" type="checkbox"/> Parent interview
<input type="checkbox"/> Attendance records	<input checked="" type="checkbox"/> Observations of student	<input type="checkbox"/> Student interview
<input checked="" type="checkbox"/> Special education evaluations	<input type="checkbox"/> Discipline records	<input type="checkbox"/> Other

BEHAVIOR List and describe the behavior(s) that adversely affect the student's learning.	TRIGGERS Factors that usually precede the behavior(s).	SETTING FACTORS Description of setting (where, when, and whom) the behavior is most likely to occur.	FUNCTION OF BEHAVIOR Consider what happens immediately after the problem occurs.
<p>Running Away: Takes the form of leaving school building or grounds during the school day and without permission. Often returns to the school after 5-10 minutes.</p> <p>Create BIP for Target Behavior? YES</p>	<p><u>Direct Triggers:</u> Power struggle with staff, activities or work that she perceives as too difficult.</p> <p><u>Indirect Triggers:</u> Being tired, arguments with mother (home setting).</p>	<p><u>Frequency/Context:</u> Occurs in average of two times per month. Occurs often in math class.</p>	<p>Task avoidance, consequence avoidance, attempt to cope with strong emotions, to assert power.</p>
<p>Aggression Towards Others: Fighting with peers and aggression towards staff.</p> <p>Create BIP for Target Behavior? YES</p>	<p><u>Direct Triggers:</u> Difficulty with peer relations, teacher directives when she is in heightened emotional state.</p> <p><u>Indirect Triggers:</u> Delayed retaliation against peers (related to previous conflicts).</p>	<p><u>Frequency/Context</u> Occurs in an average of twice per week. More likely when substitute staff present. Also, more likely during less structure times (between classes, lunch) and with presence of specific peers.</p>	<p>Assertion of power, retaliation against peers (revenge), attention from peers.</p>

Behavior Intervention Plan (BIP) Example

Target Behavior What behavior(s) adversely affect the student's learning?	Preventative Strategies What will adults do to support the student and prevent the target behavior from recurring?	Replacement Behavior What behavior will be taught to replace and serve the same function as the target behavior?	Instructional Strategies What strategies will be used to instruct the student in the use of replacement behaviors?	Positive Consequences What will be done when the student uses correct replacement behaviors?	Negative Consequences What will be done with the student when the target behavior recurs?
Running Away: Takes the form of leaving the school building or the school grounds during the school day and without permission. Often returns to the school after 5-10 minutes.	<ul style="list-style-type: none"> • Foreshadowing and preplanning with student about upcoming activities. • Opportunities to talk about anxiety, anger, and frustration she is feeling • Breaks 	<ul style="list-style-type: none"> • Give pre-established cue or pass to staff, go to identified "safe" space • Use journal to write about frustrations, concerns etc. • Speak to trusted staff about concerns, frustrations etc. 	<ul style="list-style-type: none"> • Social skills/anger management coaching • Develop system of passes and/or nonverbal cues between teachers & student to communicate need for break • Teach student ways to use journal effectively 	<ul style="list-style-type: none"> • Earn points that can be used for other tangible rewards • Phone call home to share positives with mother • Verbal praise & feedback • Opportunities for more choices & freedom w/in school setting 	<ul style="list-style-type: none"> • Loss of points • Increased adult supervision during the next 2 days • Possible in school suspension • Possible police involvement if leaves school grounds
	Person Responsible: Any staff working with student		Person Responsible: Special education staff	Person Responsible: Special Ed. Teacher & General Ed. Teacher	Person Responsible: Case manager, principal, school crisis team
Target Behavior:	Preventative Strategies:	Replacement Behavior:	Instructional Strategies:	Positive Consequences:	Negative Consequences:
Aggression Towards Others: Fighting with peers and aggression towards staff	<ul style="list-style-type: none"> • Breaks • Opportunities to talk about anxiety, anger, and frustration she is feeling • Separation of student from peers (seating arrangement etc.) • Minimize verbal interactions (staff & peer) 	<ul style="list-style-type: none"> • Give pre-established cue or pass to staff, go to identified "safe" space • Use journal to write about frustrations, concerns etc. • Speak to trusted staff about concerns, frustrations etc. • Participate in adult facilitated mediation with student & specific peer 	<ul style="list-style-type: none"> • Social skills / anger management coaching • Develop system of passes and/or nonverbal cues between teachers & student to communicate need for break • Instruction/coaching on how to participate in mediation process 	<ul style="list-style-type: none"> • Earn of points that can be used for other tangible rewards • Phone call home to share positives with mother • Verbal praise & feedback • Opportunities for more choices & freedom w/in school setting 	<ul style="list-style-type: none"> • Loss of points • Increased adult supervision during the next 2 days • Possible suspension (in school/out of school depending on severity) • Possible police involvement if student remains highly dangerous & out of control
	Person Responsible: Any staff working with student		Person Responsible: Special education staff	Person Responsible: Special Ed. Teacher & General Ed. Teacher	Person Responsible: Case manager, principal, school crisis team

Behavior Intervention Plan (BIP) Example

Crisis Plan:

Are crisis management procedures needed to ensure the safety and de-escalation of the student's behavior in emergency situations?

Yes No

If YES describe procedures, including who will be responsible for the implementation of each step.

Crisis Procedures:

- Remove all students to alternate location.
- Remove non-essential staff to alternate location.
- Call principal, case manager & crisis team from safe location / Do not attempt to move student or restrain student alone!
- Team, including case manager & principal will determine immediate action based on situation.
- Team will intervene to ensure student's & staff safety, restraint & seclusion only used as last resort & only by trained staff!
- If student demonstrates in-control behavior for minimum of twenty minutes, student will go to resource room to debrief, then proceed with day in resource room
- If student continues to escalate or remains out-of-control for 30 minutes, parent will be contacted to inform of situation & if student continues to be dangerous to self or others, police may be called to assist.
- Principal will make determination as to whether or not in school or out of school suspension is warranted

Person(s) Responsible:

Case manager, Principal, Crisis Team