

FBA/BIP CHECKLIST

Name of student being observed: _____ School: _____

Teacher : _____ Observer: _____ County: _____

Date: _____

Check off completed items:

STEP 1: GATHERING INFORMATION		Obtain FBA Parental Consent (prior to beginning the FBA/BIP)
		FBA Parent/Caregiver Questionnaire
		IEP, Psychological and any other information available
		Classroom Description Form
		Observation Setting & Environment Checklist
		FBA Staff Questionnaire
		Observation/Summary Observation Form (if applicable)
		Alpine Student Survey
STEP 2: TARGET BEHAVIOR	<i>Define the target behavior. Fill out the forms below.</i>	
		Target Behavior Form
STEP 3: DATA COLLECTION	<i>Utilize the Riffel Data Collection Form (minimum 10 days of data) to collect data on the target behavior. Fill in the necessary information and collect the data regarding the target behaviors. Use the Data Collection Chart to assist in choosing additional appropriate Data Collection Tool.</i>	
		ABC Behavior Checklist
		FBA ABC Data Tool
		Other:
		Other:
STEP 4: DATA ANAYSIS	<i>Utilize the tool listed below to analyze the data collected and complete the FBA.</i>	
		Alpine FBA Form
STEP 5: BIP	<i>Utilize the FBA to develop a draft BIP, carry out the BIP, if effective- schedule an IEP meeting, and amend the IEP.</i>	
		Alpine BIP



Alpine Program

Georgia Network for Educational & Therapeutic Supports

Main Office/Pioneer RESA
P.O. Box 1789
1342 Highway 254
Cleveland, GA 30528
(706)856-6758
Fax: (706)865-6748

Carnesville Center Office
P.O. Box 276
280 Busha Rd.
Carnesville, GA 30521
(706) 384-4824
Fax: (706)384-4832

Gainesville Center Office
P.O. Box 2459
715 Woods Mill Rd.
Gainesville, GA 30503
(770)532-9981
Fax: (770) 532-6386

PARENTAL CONSENT FOR EVALUATION/Functional Behavior Assessment

(Date)

Dear Parent/Guardian/Surrogate,

Your child, _____, has been referred by _____
(Name) (Date of Birth) (Name) (Title)

for a Functional Behavioral Assessment by his/her IEP Team or other referral source. Alpine Program staff would like to gather behavioral data through a Functional Behavioral Assessment (FBA) in order to complete a meaningful Behavior Intervention Plan (BIP) for your child. If you have any questions about why your child has been referred for this assessment, or want to know more details about how an FBA is facilitated, please contact the Alpine GNETS Program. You may request information regarding the times and dates of the assessment. An opportunity will be provided, following the initiation of the assessment, for you to participate in a discussion of the FBA results. No changes will be made in your child's Individualized Education Program (IEP) until this meeting is held. The FBA may include information from the following sources: parent interview, student interview, classroom observations, teacher observations, and school records review.

A copy of your Parental Rights, as established by the Individuals with Disabilities Education Act (IDEA), has been included with this letter. Please contact the Alpine Program if you would like clarification of any part of your parental rights.

Please sign below to indicate whether or not you agree for the FBA to take place and return this letter to

(Name, Position, Phone)

Thank you for your cooperation.

Sincerely,

(Name) (Title)

_____ Yes, I agree for the Alpine GNETS Program to conduct a FBA for my child.

_____ No, I do not agree for my child to participate in the FBA process. Please explain the reasons you do not agree in the space below.

(Signature of Parent/Guardian/Surrogate) (Date)

FBA Parent/Caregiver Questionnaire

Student: _____ Date: _____
Grade: _____ Age: _____ Date of Birth: _____ School: _____
Teacher: _____ Parent/Caregiver: _____

Please describe your child's behaviors away from the school environment by commenting on the following

1. How does he/she respond to requests or comments from parent(s)?
2. What types of chores/tasks/activities does he/she do at home?
3. Does he/she appear to like himself? How do you know?
4. How does he/she handle situations when things don't go his/her way?
5. How does he/she act away from home (e.g., shopping, at a restaurant, visiting others)?
6. Does he/she participate in clubs/sports/extracurricular activities?
7. How does he/she get along with siblings?
8. How does he/she get along with other children in the neighborhood?
9. Does he or she prefer to be alone? What does he or she do when alone?

10. Does he/she take care of his or her own personal needs such as bathing, dressing, etc.?
11. How does he/she cope with new situations or change in routine?
12. Does he/she share feelings and thoughts with mother/father/others?
13. How does he/she show responsibility for his or her own behavior?
14. How does he/she respond to being told he/she made a mistake?
15. When does he/she display a sense of humor?
16. Does he/she make an effort to be kind/say nice things to others?
17. Does he/she typically tell the truth?
18. Does he/she show respect for the property of others?
19. How does he/she solve conflict with others?
20. What is his/her typical mood?
22. Does he/she usually act before considering consequences?

23. How does he/she deal with failure/disappointment?

24. Does he/she sleep well at night?

25. Describe any physical or medical limitations.

26. Describe your child's typical schedule (A.M. and P.M.) when not at school.

Note best and most difficult times of the day for him/her at home.

6:00 a.m.	_____
6:30 a.m.	_____
7:00 a.m.	_____
4:00 p.m.	_____
4:30 p.m.	_____
5:00 p.m.	_____
5:30 p.m.	_____
6:00 p.m.	_____
6:30 p.m.	_____
7:00 p.m.	_____
7:30 p.m.	_____
8:00 p.m.	_____
8:30 p.m.	_____
9:00 p.m.	_____
9:30 p.m.	_____
10:00 p.m.	_____
10:30 p.m.	_____

Check all that apply.

Physical	
	Picky eater
	Skips meals
	Often times seems hungry
	Has a difficult time staying awake
	Takes medication (please list):
	Known medication side effects
	Appears or complains of illness
	Appears or complains of pain or discomfort
	Has allergy symptoms
	Seizures
	Chronic health conditions
	Others (specify):
Learning and self-regulation	
	Specific disability (specify):
	Learning difficulties (specify):
	Low frustration tolerance/impulsive
	Short attention span
	Poor organizational or planning skills
	Anger management problems
	Atypical sensory needs
	Other (specify):
Social-emotional	
	Anxious
	Irritable or agitated
	Depressed, sad, or blue
	Responds in an extreme manner to disappointment (explain):
	Atypical family relations (explain):
	Difficulty with specific peers (specify):
	Chronic/acute stress in home or community (specify)
	Other (specify):
Environment and routines	
	Routine has recently been altered; change in activity, order, pacing
	Routine is consistently disrupted
	Change in caregiver or teacher
	Absence of preferred caregiver or teacher
	Change in school placement (specify):
	Change in living environment (specify):
	Other (specify):

Classroom Description

Teacher:		School:		Date:	
Grade:		County:			

1. Describe your classroom makeup: number of students, type of learners, support staff, etc.

2. What is the classroom schedule/daily routine?

3. What is your current classroom management plan?

4. What are the classroom rules/procedures?

5. What reinforcement system do you have in place?

6. What is working well with your current classroom structure?

Additional Notes:

OBSERVATION SETTING & ENVIRONMENT CHECKLIST

Classroom: _____ Observer: _____ Date: _____

ENVIRONMENT		INSTRUCTION	LEARNER
Describe the classroom (Regular Ed., SPED, Co-teaching, Subject, etc.):		Describe the instruction (number of staff, etc.):	Describe the make-up of class (grade, number of students, etc.):
<p>Physical Setting:</p> <input type="checkbox"/> Organized, neat & uncluttered <input type="checkbox"/> Furniture is adjusted to the proper size for the students <input type="checkbox"/> Students are seated in areas that allow them to see instruction <input type="checkbox"/> Furniture is placed to decrease traffic flow challenges <input type="checkbox"/> Instructional areas of the classroom have clear, visual boundaries <input type="checkbox"/> Unnecessary/distracting items are removed from view & reach <input type="checkbox"/> Materials are organized and easily accessible <input type="checkbox"/> Learning goals/standards are displayed <input type="checkbox"/> Standards-based student work is displayed <input type="checkbox"/> Other visuals support learning <input type="checkbox"/> Classroom rules are posted in a manner easy to see <input type="checkbox"/> Procedures are posted in a manner easy to see <input type="checkbox"/> Students have personal space to place belongings <p>Classroom Management:</p> <input type="checkbox"/> Safe & orderly environment <input type="checkbox"/> Behavior skills are taught in the settings and situations in which they naturally are needed <input type="checkbox"/> 3-5 Classroom rules <input type="checkbox"/> Rules are positively stated <input type="checkbox"/> Rules are worded in observable and measurable terms <input type="checkbox"/> Rules are broken down into specific steps	<p>Scheduling/Transitioning:</p> <input type="checkbox"/> Daily schedule posted and reviewed regularly <input type="checkbox"/> Transitions are structured and described clearly <input type="checkbox"/> Transitions & non-instructional activities posted and reviewed regularly <input type="checkbox"/> Procedures are in place for posting changes to the schedule <input type="checkbox"/> Daily schedule includes independent activities <input type="checkbox"/> Daily schedule includes one-to-one instruction <input type="checkbox"/> Daily schedule includes small & large group instruction <input type="checkbox"/> Daily schedule includes socialization & free time <input type="checkbox"/> Unstructured/downtime is limited <input type="checkbox"/> Students are given opportunities to demonstrate or learn new choice making skills <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Time is used effectively & efficiently <p>Reinforcement:</p> <input type="checkbox"/> Reinforcers are in place to promote positive behavior <input type="checkbox"/> Criteria is in place for earning reinforcers <input type="checkbox"/> Specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement	<p>Differentiation:</p> <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Skill Development <input type="checkbox"/> Support <input type="checkbox"/> Learning Time <input type="checkbox"/> Flexible, fluid groupings <p>Lesson Design:</p> <input type="checkbox"/> Lessons are based on students' functioning levels <input type="checkbox"/> Timelines are adequate for the tasks planned <input type="checkbox"/> Task directions are clear and brief <input type="checkbox"/> Oral directions are paired with pictures, icons, or written words that students can read <input type="checkbox"/> Pace of the instruction is appropriate for the needs of all students <input type="checkbox"/> Non-punitive provisions are made for students who need more time <input type="checkbox"/> Alternating whole & small group activity <input type="checkbox"/> Adaptations & modifications are made for individual student needs <p>Direct Instruction:</p> <input type="checkbox"/> Modeling <input type="checkbox"/> Think-alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> "I do, we do, you do" <input type="checkbox"/> Mini-lessons (5-7 mins) <input type="checkbox"/> Scaffolding <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture/Presentation <input type="checkbox"/> Visual Aids	<p>Student Engagement (90% of the class):</p> <input type="checkbox"/> Authentically on-task <input type="checkbox"/> Passive/compliant <input type="checkbox"/> Disengaged/disruptive <p>Whole Class:</p> <input type="checkbox"/> Asking & responding to questions <input type="checkbox"/> Listening & note taking <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Participating in guided practice <p>Small Group or Paired:</p> <input type="checkbox"/> Students have defined responsibilities <input type="checkbox"/> Students encourage one another <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Presenting <p>Individual:</p> <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independently solving a problem <input type="checkbox"/> Independent Practice/application <input type="checkbox"/> Presenting <input type="checkbox"/> Silent reading <input type="checkbox"/> Writing activities <input type="checkbox"/> Researching information <p>Level(s) of Student Work:</p> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating

OBSERVATION SETTING & ENVIRONMENT CHECKLIST

Classroom: _____ Observer: _____ Date: _____

<input type="checkbox"/> Consequences for rule violation is sequential <input type="checkbox"/> Consequences are preplanned and posted <input type="checkbox"/> Consequences for rule violation are explained and reviewed regularly <input type="checkbox"/> Consequences are delivered in a calm, matter-of-fact manner <input type="checkbox"/> Students are reminded of their choices in a calm, positive manner prior to escalation in behavior <input type="checkbox"/> Consequences are delivered consistently and in a timely manner <input type="checkbox"/> Routines & procedures are evident <input type="checkbox"/> Evidence that students understand behavioral expectations <input type="checkbox"/> Evidence that students share responsibility for effective operations <input type="checkbox"/> Negative behavior addressed through re-directing Classroom Culture: <input type="checkbox"/> Respectful, positive student-teacher relationships are evident <input type="checkbox"/> Students demonstrate mutual respect <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs <input type="checkbox"/> Evidence of celebrating student success <input type="checkbox"/> Evidence of developing leadership skills <input type="checkbox"/> Friendships promoted between students with and without disabilities	<input type="checkbox"/> Reinforcers(verbal, nonverbal, items, activities) are available to all that earn them <input type="checkbox"/> Reinforcers are varied and individualized <input type="checkbox"/> Reinforcement opportunities are posted Communication: <input type="checkbox"/> Mechanics for daily communication between the teacher and family Staff: <input type="checkbox"/> All staff members are actively involved with students <input type="checkbox"/> Staff circulates throughout the classroom <input type="checkbox"/> Staff manages/monitors many activities simultaneously <input type="checkbox"/> Staff displays energy & enthusiasm <input type="checkbox"/> Staff in the classroom model appropriate social behaviors	Research-based Strategies: <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Vocabulary instruction <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> Frontloading strategies <input type="checkbox"/> Graphic organizers Classroom Discussion: <input type="checkbox"/> Student-lead discussion/presentation <input type="checkbox"/> Teacher-directed Q&A Check for Learning/Understanding: <input type="checkbox"/> Frequent student checks for understanding <input type="checkbox"/> Specific academic praise during guided practice <input type="checkbox"/> Prompt & positive corrective feedback during independent practice <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitoring student practice <input type="checkbox"/> Total group response (e.g., white boards, show of hands, choral response) <input type="checkbox"/> Writing activity <input type="checkbox"/> Formative assessments (e.g., quizzes, oral/written) Instructional Materials/Technology: <input type="checkbox"/> Assignments/materials are relevant and meaningful to students <input type="checkbox"/> Manipulatives/hands-on materials <input type="checkbox"/> Technology resources used by teacher to enhance learning <input type="checkbox"/> Technology used by students to master content (e.g., computer, online resources)	
Notes: 	Notes: 	Notes: 	

FBA Staff Questionnaire

Date: _____

Child's Name: _____ Birth date: _____

School: _____ Grade: _____

Interviewee: _____ Interviewer: _____

1. Please list behaviors of concern.
2. What does the student do well and when does it occur?
3. What does the student struggle with and when does it occur? Does there appear to be a skill deficit or do you feel that the student sometimes chooses not to use the skills that they have?
4. What is reinforcing and enjoyable for this student?
Tangible: Toys, stickers, prizes, etc.
Social: certain people, call home, etc.
Activity: Playtime, free gym, game, computer, etc.
5. Are there good days and bad days? If so, does there seem to be a pattern?
6. How does the student communicate his/her needs? (verbally, nonverbally, written, etc)

7. What is his/her learning style (visual, auditory, tactile/kinesthetic)?

8. What type of instruction is the most successful for the student (direct, group/cooperative learning, lecture, independent/seatwork)?

9. Are the behaviors a possible result of suspected alcohol or chemical use?

10. Does academic failure or difficulty with materials appear to produce behaviors?

11. Does the student ever appear to be bored or does it seem that the material is too easy?

12. When are the times of the day and places when behaviors are most likely to occur?
Behavior 1: _____
Behavior 2: _____
Behavior 3: _____

13. What are settings that negatively affect the behaviors? (large, open room vs. small room, structured vs. unstructured activities, adult directed vs. child directed activities, large group vs. small group, close proximity of children/adults vs. far proximity, other...)

14. What are triggers that negatively affect behaviors (lack of social attention, demands/requests, task transition, setting transition, interruption in routine, negative social interactions, when limits are set or consequences are imposed, redirected, embarrassment, sleep patterns, eating routines, medications, health, life stressors, etc)?

15. What are the warning signs that the student exhibits that indicate that a behavior is about to occur (restless, withdrawal, loud voice, blurting out, change in mood, etc.)

16. How does the student respond after the behavior has occurred?

17. What interventions/strategies have been used with the student?

18. Are there any effective strategies or interventions that seem to prevent or diffuse the behaviors (give choices, check-ins, contracts, take a break, home communication, teacher/student conference, rewards)?

19. What are consequences that have been implemented and which ones have been effective (warnings, timeouts, ignore behavior, loss of privileges, sent to office, suspension, write-up)?

20. Is attendance or tardiness a concern?

Check all that apply.

Physical	
	Picky eater
	Skips meals
	Often times seems hungry
	Has a difficult time staying awake
	Takes medication (please list):
	Known medication side effects
	Appears or complains of illness
	Appears or complains of pain or discomfort
	Has allergy symptoms
	Seizures
	Chronic health conditions
	Others (specify):
Learning and self-regulation	
	Specific disability (specify):
	Learning difficulties (specify):
	Low frustration tolerance/impulsive
	Short attention span
	Poor organizational or planning skills
	Anger management problems
	Atypical sensory needs
	Other (specify):
Social-emotional	
	Anxious
	Irritable or agitated
	Depressed, sad, or blue
	Responds in an extreme manner to disappointment (explain):
	Atypical family relations (explain):
	Difficulty with specific peers (specify):
	Chronic/acute stress in home or community (specify)
	Other (specify):
Environment and routines	
	Routine has recently been altered; change in activity, order, pacing
	Routine is consistently disrupted
	Change in caregiver or teacher
	Absence of preferred caregiver or teacher
	Change in school placement (specify):
	Change in living environment (specify):
	Other (specify):



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Date:		Student:		Grade:		Teacher:	
School/County:				Observer:			
Classroom Setting:							
Staff Interactions:							
Student Behavioral Summary:	<i>Target Behaviors:</i>						
	<i>Behaviors Student Exhibited:</i>						
	<i>Strengths:</i>						
<i>Areas of Concern:</i>							
Summary & Suggestions:							
Additional Information/ Support:							

Alpine Student Survey

Student Name: _____ Grade: _____ Birth Date: _____
 Interviewer: _____ Date: _____ County: _____
 Teacher: _____ Age: _____ School: _____

Section 1

In general, is your work too hard for you?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
In general, is your work too easy for you?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
When you ask for help appropriately, do you get it?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Do you think work periods for each subject are too long?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Do you think work periods for each subject are too short?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
When you do seatwork, do you do better when someone works with your?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Do you think people notice when you do a good job?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Do your think you get the points or reward you deserve when you do good work?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Do you think you would do better in school if you received more rewards?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
In general, do you find your work interesting?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Are there things in the classroom that distract you?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Is your work challenging enough for you?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never

Section 2

Alpine Student Survey

Answer for each target behavior

Target Behavior:

When do you think you have the fewest problems with this behavior?

When do you think you have the most problems with this behavior?

Why do you have problems during these times?

What changes could be made so that you have fewer problems with this behavior?

Section 3

Rate how much you like the following subjects:

Alpine Student Survey

Reading	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Math	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Spelling	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Handwriting	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Science	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Social Studies	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
English/Language	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Music	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Physical Education	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Art	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much
Other	<input type="checkbox"/> Not at all	<input type="checkbox"/> Fair	<input type="checkbox"/> Very Much

Section 4: Reinforcement Survey

Part 1 Sentence Completion

Directions: Complete the following statements

1. My favorite adult at school is:

The things I like to do with this adult are:

2. My best friend at school is:

Some things I like to do with my best friend at school are:

3. Some other friends I have at school are:

Some things I like to do with them are:

4. When I do well in school, a person I'd like to know about it is:

5. When I do well in school, I wish my teacher would:

6. At school, I'd like to spend more time with :

Some things I'd like to do with this person are:

7. One thing I'd really like to do more in school is:

8. When I have free time at school I like to :

Alpine Student Survey

9. I feel great in school when:

10. The person who likes me best at school is:

I think this person likes me because:

11. I will do almost anything to keep from:

12. The kind of punishment at school that I hate most is:

13. I sure get mad at school when I can't:

14. The think that upsets my teacher the most is:

15. The thing that upsets me the most is:

Part II Reinforcers (check all that apply)

Favorite Edible Reinforcers

Candy (specify)

Fruit (specify)

Alpine Student Survey

- Drinks (specify)
- Cereal (specify)
- Snacks (specify)
- Nuts (specify)
- Vegetables (specify)
- Other (specify)

Academic Reinforcers

- Going to library
- Having 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
- Going on field trips
- Taking care of/playing with animals
- Going shopping
- Eating out in restaurant
- Going to movies
- Spending time alone
- Reading
- Having free time in class
- Having extra gym/recess time
- Working on the computer
- Other (specify) _____

Favorite Tangible Items

- Stuffed animals
- Pencils, markers, crayons
- Paper
- Trucks, tractors
- Sports equipment
- Toys
- Books
- Puzzles

Alpine Student Survey

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
- Helping keep the room clean
- Being a tutor
- Being a leader in class
- Other (specify) _____

Recreation/Leisure Reinforcers

- Listening to music
- Singing
- Playing a musical instrument
- Watching TV
- Cooking
- Building models
- Woodworking/carpentry
- Sports (specify) _____
- Working with crafts
- Other (specify) _____
- Other (specify) _____

Forced-Choice Reinforcement Menu

Read the following paragraph carefully:

“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. Choose only one answer for each pair.”

Alpine Student Survey

1. Teacher writes “100” on your paper. (A)
 Be first to finish your work. (CM)
2. A bag of chips. (CN)
 Classmates ask you to be on their team. (P)
3. Be free to do what you like. (I)
 Teacher writes “100” on your paper. (A)
4. Classmates ask you to be on their team. (P)
 Be first to finish your work. (CM)
5. Be free to do what you like. (I)
 A bag of chips. (CN)
6. Teacher writes “100” on your paper. (A)
 Classmates ask you to be on their team. (P)
7. Be first to finish your work. (CM)
 Be free to do what you like. (I)
8. A bag of chips. (CN)
 Teacher writes “100” on your paper. (A)
9. Classmates ask you to be on their team. (P)
 Be free to do what you like. (I)
10. Be first to finish your work. (CM)
 A bag of chips. (CN)
11. Teacher writes “A” on your paper. (A)
 Be the only one that can answer a question. (CM)
12. A candy bar. (CN)
 Friends ask you to sit with them. (A)
13. Be free to go outside. (I)
 Teacher writes “A” on your paper. (A)
14. Friends ask you to sit with them. (A)
 Be the only one that can answer a question. (CM)
15. Be free to go outside. (I)
 A candy bar. (CN)
16. Teacher writes “A” on your paper. (A)
 Friends ask you to sit with them. (A)

Alpine Student Survey

17. Be the only one that can answer a question. (CM)
 Be free to go outside. (I)
18. A candy bar. (CN)
 Teacher writes "A" on your paper. (A)
19. Friends ask you to sit with them. (A)
 Be free to go outside. (I)
20. Be the only one that can answer a question. (CM)
 A candy bar. (CN)
21. Teacher writes "Perfect" on your paper. (A)
 Have only your paper shown to the class. (CM)
22. A can of soda. (CN)
 Classmates ask you to be class leader. (P)
23. Be free to play outside. (I)
 Teacher writes "Perfect" on your paper. (A)
24. Classmates ask you to be class leader. (P)
 Have only your paper shown to the class. (CM)
25. Be free to play outside. (I)
 A can of soda. (CN)
26. Teacher writes "Perfect" on your paper. (A)
 Classmates ask you to be class leader. (P)
27. Have only your paper shown to the class. (CM)
 Be free to play outside. (I)
28. A can of soda. (CN)
 Teacher writes "Perfect" on your paper. (A)
29. Classmates ask you to be class leader. (P)
 Be free to play outside. (I)
30. Have only your paper shown to the class. (CM)
 A can of soda. (CN)
31. Teacher writes "Excellent" on your paper. (A)
 Have your paper put on the bulletin board. (CM)
32. A pack of gum. (CN)

Alpine Student Survey

- Friends ask you to work with them. (P)
33. Be free to work on something you like. (I)
 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. Be free to work on something you like. (I)
 A pack of gum. (CN)
36. Teacher writes "Excellent" on your paper. (A)
 Friends ask you to work with them. (P)
37. Have your paper put on the bulletin board. (CM)
 Be free to work on something you like. (I)
38. A pack of gum. (CN)
 Teacher writes "Excellent" on your paper. (A)
39. Friends ask you to work with them. (P)
 Be free to work on something you like. (I)
40. Have your paper put on the bulletin board. (CM)
 A pack of gum. (CN)

Other suggestions about classroom rewards:

Reinforcement Inventory Scoring Key

_____ Adult Approval (A)

_____ Competitive Approval (CM)

_____ Peer Approval (P)

Alpine Student Survey

_____ Independent Rewards (I)

_____ Consumable Rewards (CN)

Adapted from:

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

Kern, L.; Dunlap, G.; Clarke, S.; & Childs, K. (1994). Student-assisted functional assessment interview. Diagnostic, 19 (2-3), p. 29—39.

TARGET BEHAVIOR

Student: _____

Target Behavior One:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Give an example of the target behavior and desired behavior.

Is the target behavior measurable? How would you measure the behavior?

Use the information above to define Target Behavior One. Be concise and specific so anyone could recognize the target behavior when observing the student.

Target Behavior Two:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Give an example of the target behavior and desired behavior.

Is the target behavior measurable? How would you measure the behavior?

Use the information above to define Target Behavior Two. Be concise and specific so anyone could recognize the target behavior when observing the student.

Target Behavior Three:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Give an example of the target behavior and desired behavior.

Is the target behavior measurable? How would you measure the behavior?

Use the information above to define Target Behavior Three. Be concise and specific so anyone could recognize the target behavior when observing the student.

Choosing a Data Collection Tool

TYPE	DESCRIPTION	PURPOSE	TYPES OF BEHAVIORS	EXAMPLE BEHAVIORS	Paper Pencil Tools	IPAD Tools
Frequency Recording- Easy for teachers to utilize while teaching.	Records the number of occurrences of a target behavior.	-Establish target behavior -Significance of problem behavior -Baseline for progress monitoring -Measure one specific behavior	When the target behavior can be -easily counted, but not at a high rate -clear beginning and end -short duration -occurs a number of times during a specified time period	-Yelling out in class -Leaving seat -Physical contact w/peers (number of times a student hits) -Throwing materials on the floor	-Alpine Frequency Data Collection Tool -Iris Tool -Behavior Frequency Data Collection Form -"Event" or Frequency Recording Form -Event Recording Sheet	-Behavior Tracker Pro (BTP) -Behavior Lens -Percentally -Frequency -Forms -Special Education Edition: eCOVE -iBAA -ABC Logbook -Rubrix
Rate Recording- Easy for teachers to utilize while teaching.	Records the number of occurrences of a target behavior in a specified amount of time.	-Establish target behavior -Significance of problem behavior -Baseline for progress monitoring -Measure one specific behavior	When the observation time varies, but you want to get an accurate frequency count.	-Yelling out in class -Leaving seat -Physical contact w/peers -Throwing materials on the floor	-Alpine Frequency Data Collection Tool -Iris Tool -Behavior Frequency Data Collection Form -"Event" or Frequency Recording Form -Event Recording Sheet	-Behavior Tracker Pro (BTP) -Behavior Lens -Percentally -Frequency -Forms -Special Education Edition: eCOVE -iBAA -ABC Logbook -Rubrix
Interval Recording- Typically requires outside observer.	Records when a behavior occurs within a given time interval (usually minutes/seconds). Whole Interval- whether the behavior occurred during the entire time interval Partial Interval- whether the behavior occurring at any point during the time interval	-Establish a target behavior -Baseline for progress monitoring - Determine if a behavior is occurring during specific time periods, class periods, etc. -Significance of problem behavior -Identify patterns of behavior	When a behavior appears continuous.	-Talking with peers (partial) -Off/On-task behavior (whole) -Working on an assignment (whole) -Inappropriate language(partial) -Interrupting the teacher(partial)	-Alpine Interval Recording Form 10 seconds -Alpine Interval Recording Form 20 seconds -Whole Interval Recording Form -Interval Recording Form	-Behavior Tracker Pro (BTP) -Behavior Lens -Forms -Special Education Edition: eCOVE -iBAA -ABC Logbook -Rubrix
Duration Recording- Typically requires outside observer.	Record the amount of time a student engages in a behavior.	-Establish target behavior -Determine how much time a student is engaging in a target behavior -Baseline for progress monitoring. -Intensity/duration/ frequency of the target behavior	When the behavior occurs at a high rate or occurs over extended periods of time.	-Tantrums -Sleeping -Screaming -Time on-task/off-task -Interacting with peers -Time out of seat	-Alpine Duration Data Collection Form -Duration Recording Form -Duration Data Collection Form	-Behavior Tracker Pro (BTP) -Behavior Lens -Duration -Forms -Special Education Edition: eCOVE -iBAA -ABC Logbook -Rubrix

Choosing a Data Collection Tool

TYPE	DESCRIPTION	PURPOSE	TYPES OF BEHAVIORS	EXAMPLE BEHAVIORS	Paper Pencil Tools	IPAD Tools
Latency Recording- Typically requires outside observer.	Records how long it takes for a behavior to begin following a specific verbal command or event.	-Determine how long it takes for a target behavior to begin after a specific antecedent	When a behavior has a clear beginning so that you can tell exactly when the behavior starts. Target behavior has been defined. Antecedents to the target behavior are already identified.	-Following instructions -Waiting	-Alpine Latency Recording -Latency Recording Form -Latency Recording	-Behavior Tracker Pro (BTP) -Behavior Lens -Forms -Special Education Edition: eCOVE -iBAA -ABC Logbook -Rubrix
ABC Data Collection Recording- Teacher can utilize while teaching (requires 10-15 days of observation).	Records (A) events that immediately precede (B) target behaviors and the (C) event that immediately follows a target behavior.	-Baseline for target behaviors -Determine what antecedents and consequences are impacting behaviors -Identify function of behaviors -Identifies environmental and setting factors -Determine reinforcers of target behaviors	Target behaviors that have already been defined	-Participation in class -Physical aggression/contact -Tantrums	-Alpine ABC Behavior Checklist -FBA Data Tool	-Behavior Tracker Pro (BTP) -Behavior Lens -Forms -Special Education Edition: eCOVE -iBAA -ABC Logbook -Rubrix
Interresponse Time Recording- Typically requires outside observer.	Records the average amount of time that elapses between displays of the inappropriate behavior.	-Determine the appropriate interval between reinforcement schedules -Determine time between events	Target behaviors and reinforcers have already been identified and defined	-Yelling out -Standing on seat	Utilize duration recording forms.	-Forms -FBA Wizard -Autism Tracker Pro
Anecdotal Observation Record	Records observation notes/descriptions of incidents or events- written like a short story. Typically done after the event occurs	-Describe a specific event or incident that may or may not be expected	Events or Incidents (Behavioral Referrals)	Physical aggression toward someone else-specific incident.	No specific form.	-Forms -iBAA -ABC Logbook -Rubrix

Alpine (GNETS)

FUNCTIONAL BEHAVIORAL ASSESSMENT

Date: _____

Student Name: _____ School/Grade: _____ DOB: _____ Case Manager: _____

Data Source:

- FBA Parent Questionnaire IEP Psychological Student Observation/Report (if applicable) Observation Setting & Environment Checklist
 FBA Staff Questionnaire Student Survey Other:

Student Profile (Utilize the IEP, Psychological, Student Observation/Report, FBA Staff Questionnaire):

Student Strengths:
Student Weaknesses:
Previous Interventions (Describe previous interventions):

Setting & Environmental Factors (Psychological, Student Observation/Report, FBA Staff Questionnaire, Observation Setting & Environment Checklist, FBA Parent Questionnaire, Classroom Description):

Describe the current school/classroom environment:

Describe any significant external factors (Psychological, FBA Parent Questionnaire):

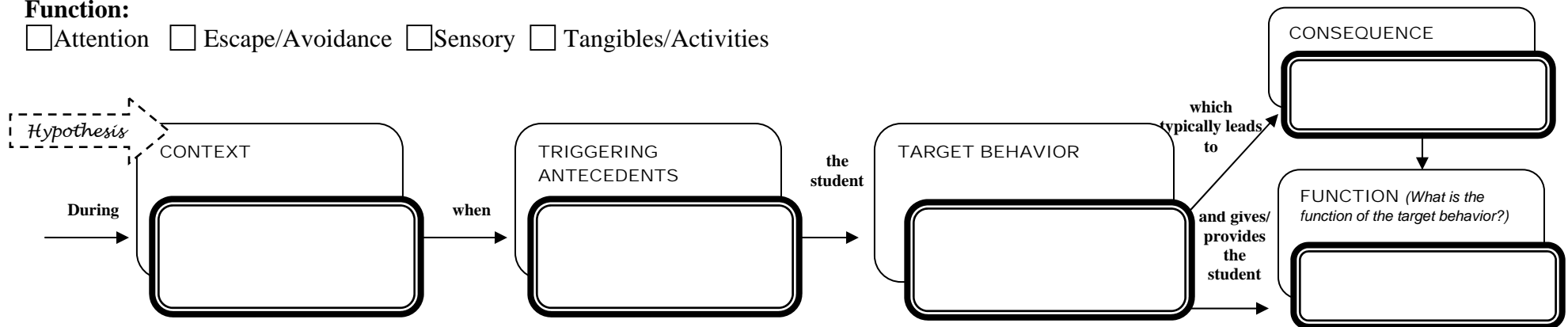
Antecedent (A)-Behavior (B)-Consequence(C): Analyze each target behavior (utilize FBA ABC Report, Target Behavior Form).

Target Behavior One:

(B) Define the behavior: (Target Behavior Form)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)
(A) Context: Within what settings/activities does this behavior occur most often?
(A)Antecedent: What event/activities seem to be triggering the target behavior?
(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?
(C) Consequences: What consequence is used most often with the target behavior?
Identify and describe any patterns in the data.

Function:

- Attention
 Escape/Avoidance
 Sensory
 Tangibles/Activities

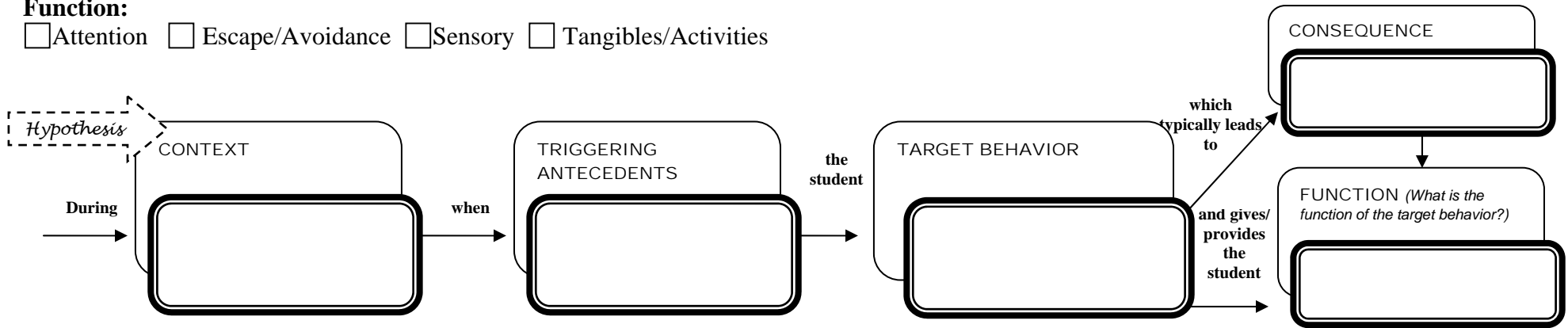


Target Behavior Two:

(B) Define the behavior: (Target Behavior Form)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)
(A) Context: Within what settings/activities does this behavior occur most often?
(A)Antecedent: What event/activities seem to be triggering the target behavior?
(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?
(C) Consequences: What consequence is used most often with the target behavior?
Identify and describe any patterns in the data.

Function:

- Attention
 Escape/Avoidance
 Sensory
 Tangibles/Activities

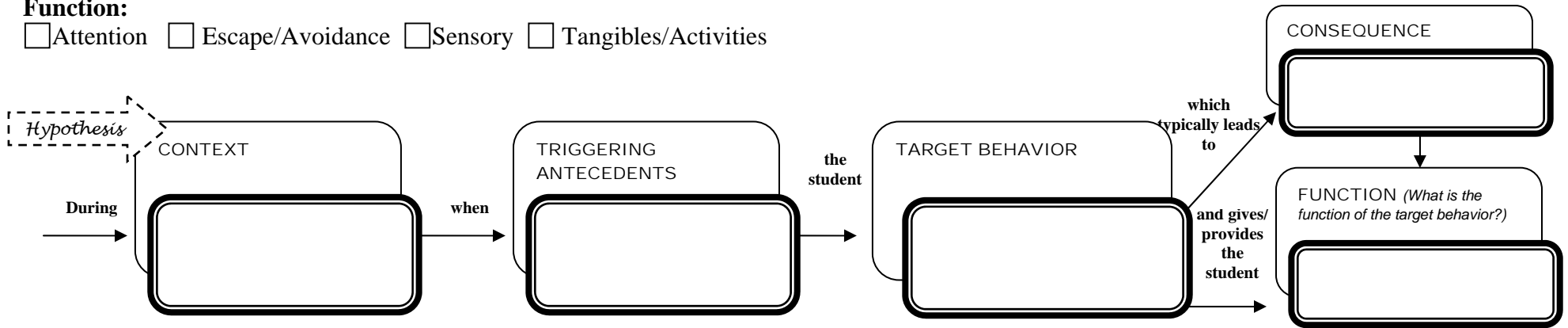


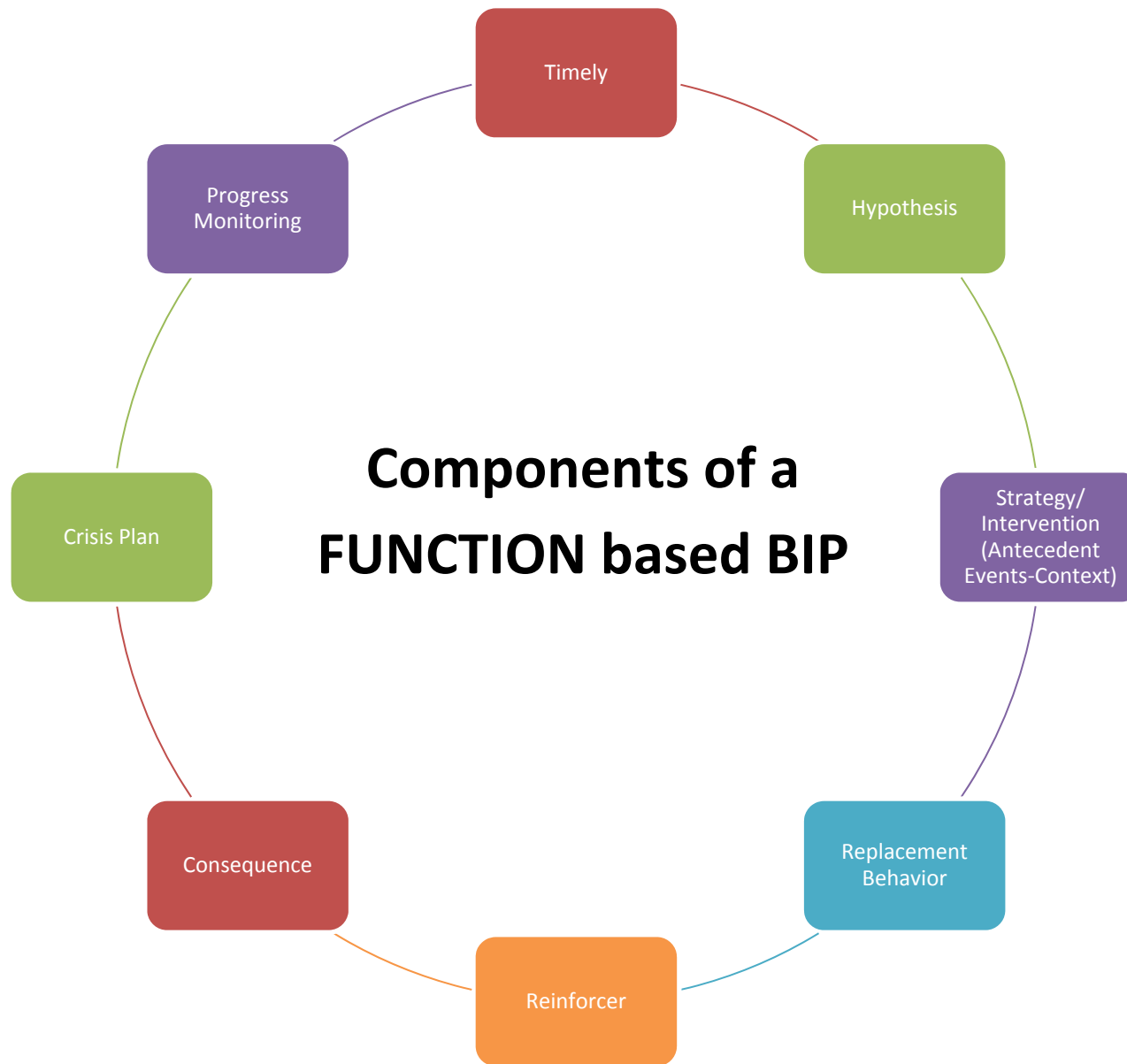
Target Behavior Three:

(B) Define the behavior: (Target Behavior Form)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)
(A) Context: Within what settings/activities does this behavior occur most often?
(A) Antecedent: What event/activities seem to be triggering the target behavior?
(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?
(C) Consequences: What consequence is used most often with the target behavior?
Identify and describe any patterns in the data.

Function:

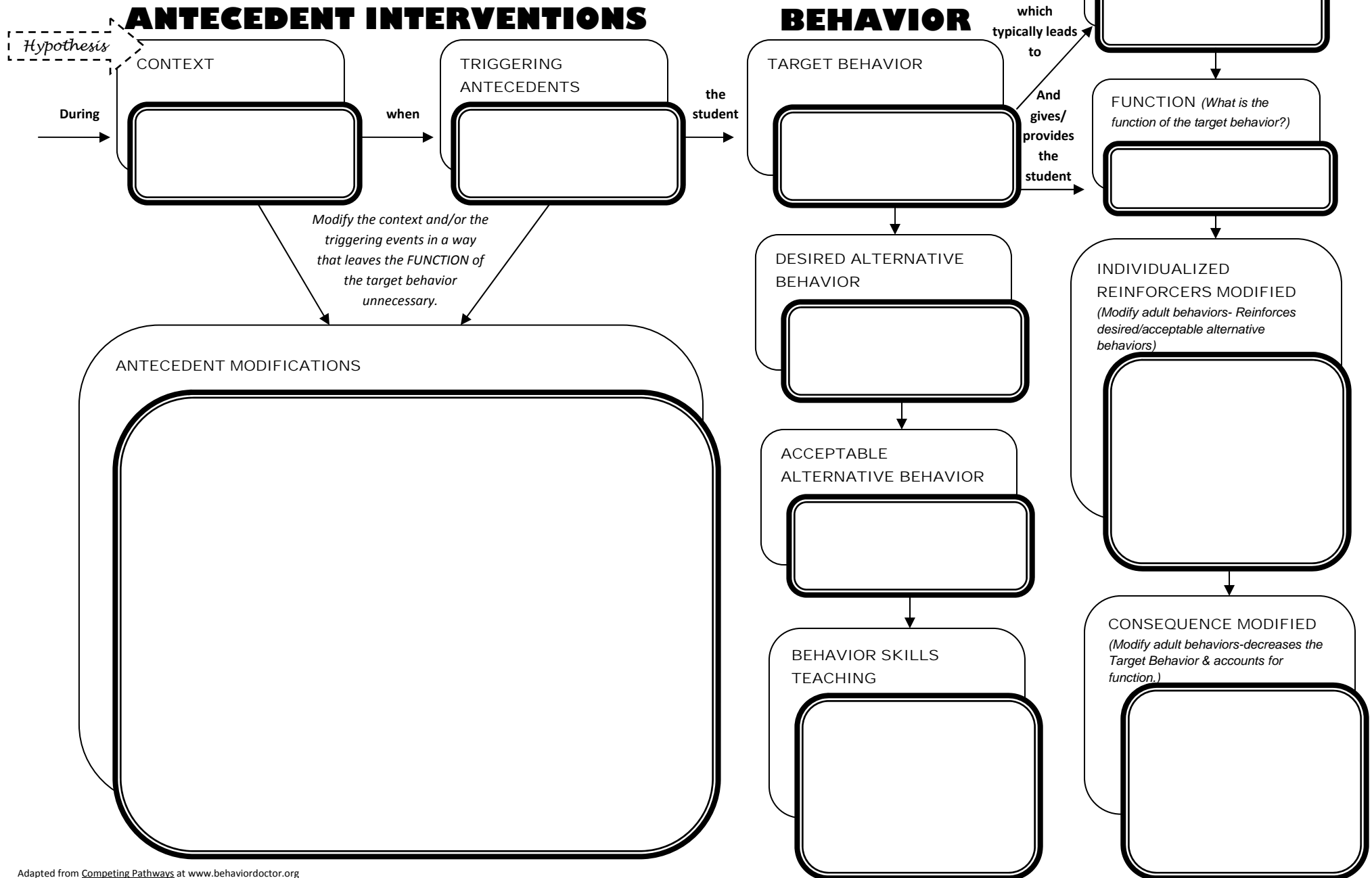
- Attention
 Escape/Avoidance
 Sensory
 Tangibles/Activities





(Use the FBA Report, Alpine FBA Form, Antecedent Interventions Chart, & Reinforcement Chart.)

Behavior Support Planning



Antecedent Interventions Chart

Functions Addressed	Strategy	Description	Examples
Escape	Using Learner Preferences	Tasks/activities modified to increase interest	Using preferred or high-interest materials (Modify a passage from a car magazine for use during reading fluency tasks.)
Escape Sensory	Altering the Environment	Changes are made to the physical setting of the classroom	Creating specific areas within the classroom in which different behaviors are expected (sitting quietly in the individual work space, talking in the small group space). Dimming the lighting in the classroom.
Escape	Implementing Pre-activity Interventions	Provides learner with information needed before a task associated with the interfering behavior.	Warning that a non-preferred activity is about to occur. Providing information about upcoming schedule changes. Pre-teaching concepts Self-Modeling
Escape	Using Choice-Making	Choice of materials or tasks is offered during activities or settings where the interfering behavior occurs.	Choosing which activity to complete first. Choosing whether to complete the activity in pencil or pen.
Escape	Altering How Instruction is Delivered	Instruction is modified so that learner clearly understands what is expected.	Altering task difficulty or duration Instruction from novel staff Behavioral momentum Effective Instructional Delivery (EID)
Sensory Tangibles Attention	Enriching the Environment	Providing access to appropriate behaviors	Access to appropriate behaviors (Allowing chewing gum instead of playing with saliva.) Visual cues Embedded access to preferred items Proximity Noncontingent reinforcement Incentive plans (token economy, check in/check-out)
Escape	Structuring Time	Structuring time within activities	Using a visual timer to indicate time remaining in a non-preferred activity. Noncontingent escape Self-monitoring
Escape	Altering Routines/Schedules	Routines and schedules are changed to decrease interfering behaviors	Antecedent Exercise Balancing activities across the day, activity, or class (e.g., quiet/noisy, active/passive, large group/small group, adult-directed/learner-directed). Zoning – classroom staff are assigned different areas and activities within the room throughout the day to assist with transitions and encourage on-task behavior.

Antecedent Interventions Chart

Chart adapted from...Neitzel, J. (2009). *Steps for implementation: Antecedent-based interventions* . Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Institute, The University of North Carolina. HYPERLINK

"http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/ABI_Steps.pdf"http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/ABI_Steps.pdf

Reinforcers & Consequences

Sensory Reinforcers	Social Reinforcers	Social Reinforcers	Activity Reinforcers	Tangible Reinforcers
<ul style="list-style-type: none"> • Preferred music • Water play • A flashlight • Colorful, liquid timers • Objects that glitter • Bubbles • Lotions and powders • Rocking in a chair • Peace and quiet time • Vibrating objects • Body pillows • Deep pressure 	<ul style="list-style-type: none"> • Social acceptance and support should always be freely available throughout the day. • Manage social interactions by providing positive attention for desired behaviors and avoiding social interaction in response to inappropriate behaviors 	<ul style="list-style-type: none"> • Participating in a preferred activity • Using preferred objects, toys, or materials • Earning a preferred job responsibility • Increasing independence following a desired behavior 	<ul style="list-style-type: none"> • Participating in a preferred activity • Using preferred objects, toys, or materials • Earning a preferred job responsibility • Increasing independence following a desired behavior 	<ul style="list-style-type: none"> • Objects given to a child following the appropriate behavior • It is important to limit the amount of the item provided (e.g., one sip rather than one can of soda)

Consequences

- Verbal warning from teacher
- Student required to wait in seat 1-3 minutes when class is dismissed
- Loss of 5 or 10 minutes of recess or free time
- Extra assignment to be completed for all of recess or free time
- Loss of rewarding activity (e.g., computer)
- Required to eat lunch in classroom
- Not allowed to use vending machines
- Must sit at desk near teacher
- Must call parents/walk to principal's office with teacher and explain problem behavior and what will do to improve

ALPINE BEHAVIORAL INTERVENTION PLAN

Student Name: _____ Grade: _____ Date of Plan: _____ Date of Plan Review: _____

I. Target Behaviors and Definitions (Copy from the FBA.)	II. Functional Behavioral Assessment and Identified Function of the Target Behavior (Hypothesis from the FBA)	III. Antecedent Intervention Strategies (Positive Behavioral Interventions and Supports)		IV. Reinforcers and Consequences		V. Progress Monitoring of BIP <i>What data? What progress monitoring tool? Who will collect the data?</i>
		A. Context & Antecedent Modifications	B. Alternative Behaviors/Behavior Skills Training	A. Individualized Reinforcers	B. Consequences for Target Behavior	
1.						
2.						
3.						

ALPINE BEHAVIORAL INTERVENTION PLAN

Crisis Plan:

How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in-school or out-of-school suspension, or aversive techniques, as appropriate)

Code of Conduct: (To be considered for grades 6-12 and others as appropriate.)

Yes No

- A. The student has the capacity to understand school rules as outlined in the Code of Student Conduct.
- B. The student has the capacity to follow school rules as outlined in the Code of Student Conduct.

(Complete if response to A or B is No.)

The student cannot be expected to comply, by reason of the student’s disability, with the following rules in the Code of Student Conduct:
