Brief Functional Analysis/Behavior Intervention Form Summary Form

Student:
Date: Class:

Person writing this summary:

Team members:

Parental notification date:

FUNCTION #1

Section 1: Brief Functional Assessment Summary

1. Behavior targeted for reduction:	Aggression: hitting, kicking, spitting Other noncompliant behaviors: lying on floor, high pitched screaming, running away	
2. Descriptive Analysis Summary	A. Setting events: returning from long break in services (week or more) B. Antecedent events: Student is given a demand	
3. Frequency Data: (baseline rate)	Current summary of how often and when target behavior occurs: Frequency of episodes (not single behaviors) has been recorded. The last 5 days of baseline data is as follows: 1) 5 2) 2 3) 2 4) 6 5) 8 Duration data has not been recorded, but staff estimates that recent episodes have been less than 2 minutes in duration.	
4. Functional analysis data: (attach graphs, summary charts as applicable)	A. ABC data: Extensive ABC data was not collected, but observations clearly indicated that Student's behaviors were preceded by a demand to do something (or he was denied access – see 2nd plan)	

	B. Other descriptive analysis data:	
Statement of Function:	When given a demand, Student's problem behavior is maintained by socially mediated negative reinforcement in the form of delaying onset of tasks.	

Section 2: Behavior Intervention Plan

Behavior targeted for reduction:	Aggression: hitting, kicking, spitting Other noncompliant behaviors: lying on floor, high pitched screaming, running away	
Functional hypothesis: (from section 1):	When given a demand, Student's problem behavior is maintained by socially mediated negative reinforcement in the form of delaying onset of tasks.	
Competing behavior within response class to be targeted for strengthening:	Student will comply with staff requests	
How will team reduce motivation for student to engage in problem behavior? (MO manipulation)	Make sure we are using the appropriate VR (2) in all environments. Make sure we are using an 80/20 mix of demands (easy to hard AND preferred to non-preferred demands)	
How will team teach the student another skill that competes with the need to engage in problem behavior? (Differential reinforcement procedure)	Differential reinforcement of compliant behavior. Compliance trials will be interspersed into instructional programming. All previously mastered steps of his "interruption-transition" program will be run throughout the day in an 80/20 mix.	
How will team be sure that engaging in the target behavior for reduction does not result in reinforcement? (extinction: what will team members do when student engages in problem behavior.)	Escape Extinction: When Student engages in problem behavior following a demand, staff will not provide a delay in complying with the demand. They will immediately repeat the demand until Student complies. However, slight physical prompts can be provided as long as they are faded and Student is exhibiting some cooperative behavior.	

How will team verify if intervention is successful? Data collection and review procedures	1) Frequency of episodes will continue to be recorded. 3 data paths will be graphed: number of episodes per day following a demand, number of episodes per day following denied access to reinforcers. And total number of episodes. 2) Duration of episodes will be recorded on a separate graph. 3) Data will be reviewed weekly. If frequency and duration do not decrease to an acceptable level (less than 2 episodes/less than 30 seconds in duration) by the end of October, the plan will be revised.	
Emergency Procedures/Administrative Review (for significant aggressive or self injurious behaviors)	If Student becomes aggressive to the extent that he is harming others and staff is unable to block the aggression and avoid being hurt, staff will employ approved restraint procedures (basket hold – only the teacher can do this). Although Student has never aggressed toward peers, if he attempts to do so and staff is unable to block/protect peers, peers will be removed from the room. If any of these emergency procedures are used, a team meeting will be held immediately to address.	
Staff Training Procedures	Sharon and Dana will review plan with staff. Mike and Sharon will develop a treatment integrity protocol. Reliability data will be collected.	Dates:

FUNCTION #2
Section 1: Brief Functional Assessment Summary

1. Behavior targeted for reduction:	Aggression: hitting, kicking, spitting Other noncompliant behaviors: lying on floor, high pitched screaming, running away	
2. Descriptive Analysis Summary	A. Setting events: returning from long break in services (week or more) B. Antecedent events: Student is denied access to a desired item/activity	

3. Frequency Data: (baseline rate)	Current summary of how often and when target behavior occurs: Frequency of episodes has been recorded. The last 5 days of baseline data is as follows: 1) 6 2) 5 3) 5 4) 3 5) 5 Duration data has not been taken, but staff estimates that recent episodes have been less than 2 minutes in duration.	
4. Functional analysis data: (attach graphs, summary charts as applicable)	A. ABC data: Extensive ABC data was not collected, but observations clearly indicated that Student's behaviors occurred after he was denied access to a "teacher" area, such as a cabinet, behind the desk, computer, exit door, or closet. (Or when he is given a demand; addressed in plan above) B. Other descriptive analysis data:	
Statement of Function:	When denied access to areas/reinforcers, Student's problem behavior is maintained by socially mediated positive reinforcement in the form of receiving access to other items (redirection to what he can have).	

Section 2: Behavior Intervention Plan

Behavior targeted for reduction:	Aggression: hitting, kicking, spitting Other noncompliant behaviors: lying on floor, high pitched screaming, running away	
Functional hypothesis: (from section 1):	When denied access to areas/reinforcers, Student's problem behavior is maintained by socially mediated positive reinforcement in the form of receiving access to other items (redirection to what he can have).	

Competing behavior within response class to be targeted for strengthening:	Student will appropriately mand for a variety of "allowed" items/activities.	
How will team reduce motivation for student to engage in problem behavior? (MO manipulation)	Find ways to give Student access to desired items w/out involving his getting into unauthorized areas. For example, Student tries to get into the video cabinet when he wants a video. We can start using a portable DVD player with his favorite videos throughout the day in brief presentations during work sessions. For items behind teacher's desk, we will bring some out into the classroom in clear containers. For computer (he likes photos of kids in the screensaver), we will use photos of kids at his table as a reinforcer and we will make sure the Computer is covered/off.	
How will team teach the student another skill that competes with the need to engage in problem behavior? (Differential reinforcement procedure)	Mand training for a variety of items/activities is in place. Student has 58 mastered mands, 5 of which are "pure" mands with contextual cues (such as manding for a video in a cabinet where videos are stored while standing next to the cabinet). Appropriate mands for allowed items will be reinforced. Reducing the MO for the non-allowed items should decrease the mands for those items. The mands for the disallowed items will be put on extinction (no redirection to a different reinforcer or opening of the closet, etc.)	
How will team be sure that engaging in the target behavior for reduction does not result in reinforcement? (extinction: what will team members do when student engages in problem behavior.)	Modified Count and Mand: When Student approaches disallowed areas/items, staff will physically block his access without saying anything such as no, can't have that, teacher's area, etc. Staff will then direct Student to do a simple task, such as puzzle or imitation, then will offer an allowed reinforcer, as long as he is cooperative.	

How will team verify if intervention is successful? Data collection and review procedures	Frequency of episodes will continue to be recorded. 3 data paths will be graphed: number of episodes per day following a demand, number of episodes per day following denied access to reinforcers, and total number of episodes. Duration of episodes will be recorded on a separate graph. Data will be reviewed weekly. If frequency and duration do not decrease to an acceptable level (less than 2 episodes/less than 30 seconds in duration) by mid-November, the plan will be revised.	
Emergency Procedures/Administrative Review (for significant aggressive or self injurious behaviors)	If Student becomes aggressive to the extent that he is harming others and staff is unable to block the aggression and avoid being hurt, staff will employ approved restraint procedures (basket hold – only the teacher can do this). Although Student has never aggressed toward peers, if he attempts to do so and staff is unable to block/protect peers, peers will be removed from the room. If any of these emergency procedures are used, a team meeting will be held immediately to address.	
Staff Training Procedures	Consultant, Teacher and Internal Coach will review plan with staff and develop a treatment integrity protocol. Reliability data will be collected.	Dates:

Notes: