

Brief Functional Analysis/Behavior Intervention Form Summary Form

Student: Student

Site: Teacher:

Date:

Parental notification date:

Section 1: Brief Functional Assessment Summary

AREA	Data and/or description	Staff
1. Behavior targeted for reduction:	During classroom observations, review of ABC data, and confirmed by staff reports, Student engages in several problem behaviors, which include hitting, grabbing, kicking, yelling, bolting, flopping to floor, tearing items from the wall, throwing items, and growling.	
2. Descriptive Analysis Summary	A. Setting events No specific events have been correlated with the onset of the behavior, nor has any pattern been noted such as time of day or specific activities. Student's mother reported that he recently began using a Tenex patch for a potential diagnosis of Attention Deficit Hyperactivity Disorder. Other reports by Student's mother include Student's acute sensitivity to touching of his head and/or hair, high pitched noise and proximity to babies. The hypothesis being that babies emit crying behaviors associated with high pitched noise and/or the relationship to the unpredictability of when crying might occur. B. Antecedent events There are anecdotal reports to precursor behaviors that sometimes occur prior to Student's problem behavior happening such as growling noises, swiping movements with his arms and hands (imitating a dinosaur), ripping of papers, and scribbling over artwork. Data suggests that when demands are placed, during transitions, being told no, giving up reinforcers, and being told to wait, the above mentioned problem behaviors occur.	
3. Frequency Data: (baseline rate)	A current summary of how often and when target behaviors occur is based on ABC behavior data collected from 9/12/08 to 2/11/09. Duration of problem behavior during this time period ranges from 0 to 78 minutes per day. Three phases are noted during this time. Include frequency data here or graph	
4. Functional analysis data: (attach graphs, summary charts as applicable)	Antecedent Conditions were problem behavior occurred are as follows: Demand = When Student is asked to do something with or without the use of a promised reinforcer. Transition = When Student is asked to leave something and told to go do something else or when Student is told move to another location within the classroom or from one location to another outside of the classroom. Told no: When Student requests something he could not access at that time. Wait: When Student is asked to wait to gain access to something he could obtain. Attention: When Student is requesting access to reinforcers such as tangibles, attention, and or information inappropriately.	

Play: When Student is at play alone or with others and engages in problem behavior.

Other: When the recorder is uncertain of the antecedent condition.

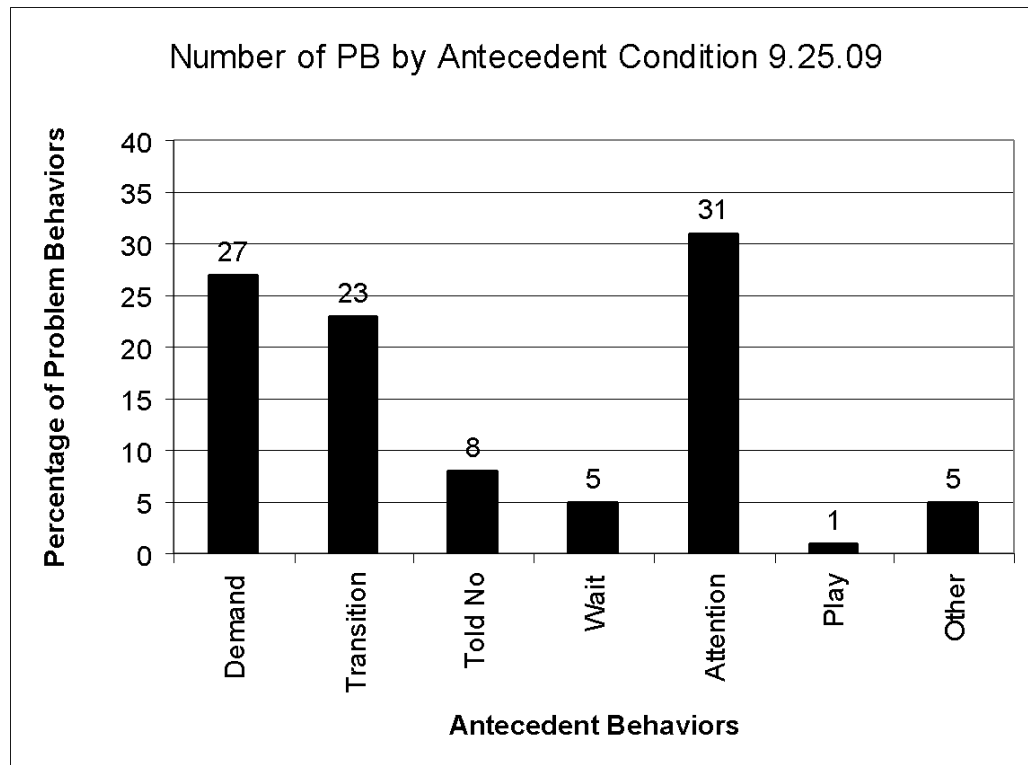


Figure 1 – Displays the antecedent conditions that occurred during in September of 2008.

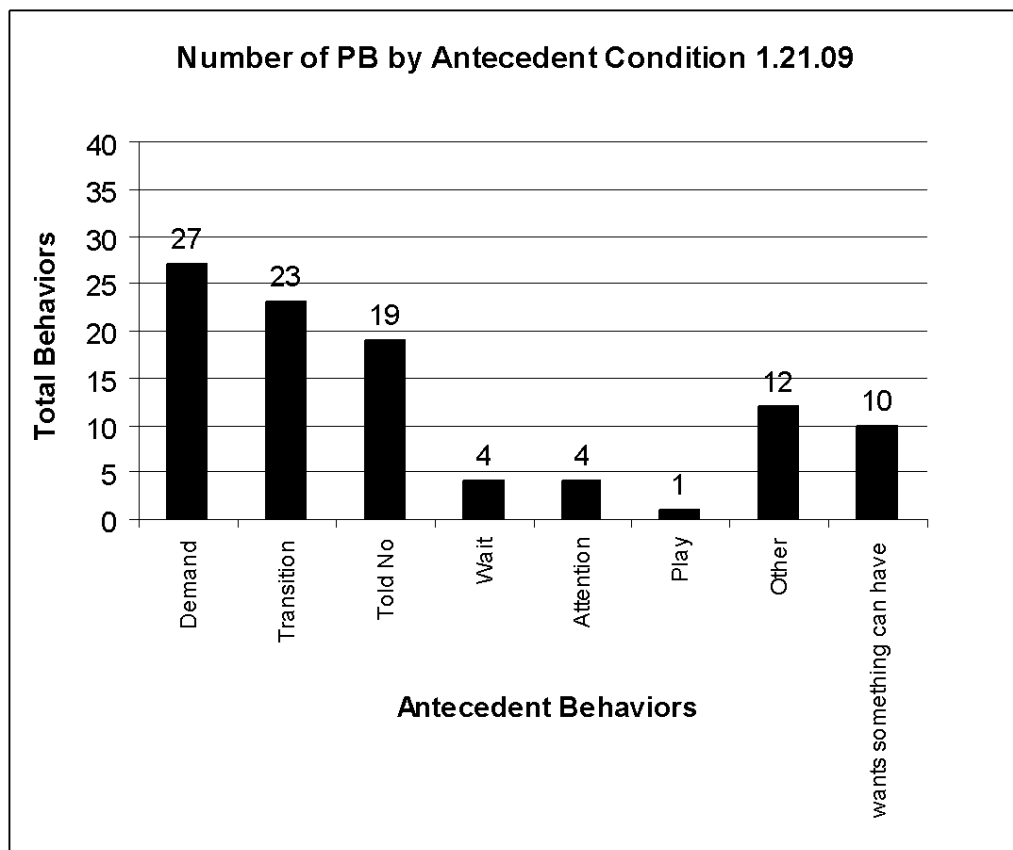
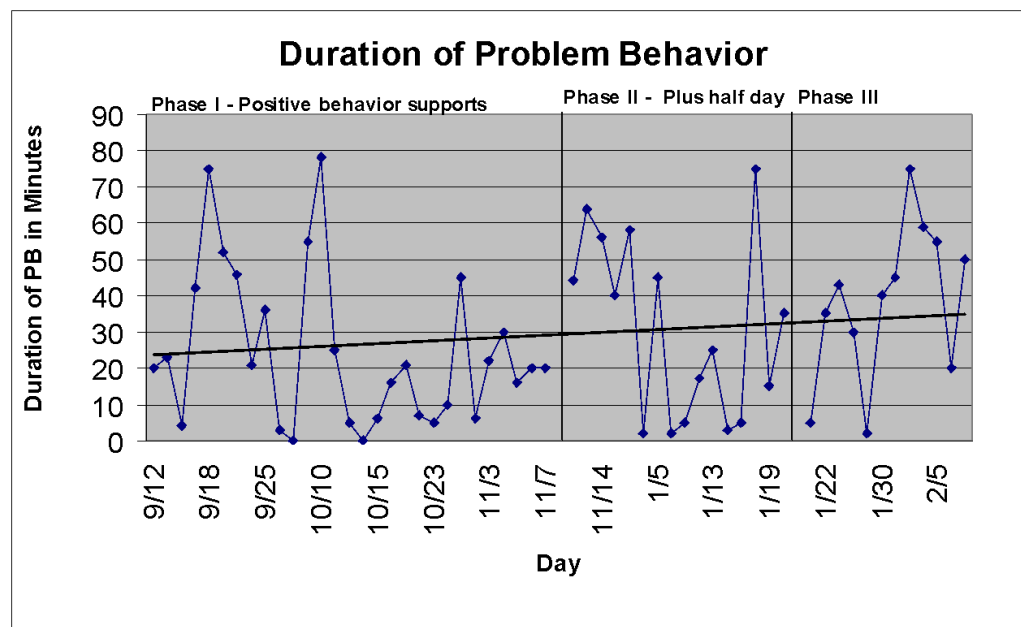


Figure 2 – Displays the antecedent condition occurring from 1/21/09 to 2/16/09.

In comparing the antecedent data over time, it suggests that the attention condition either was not occurring during this time period or that manding behaviors have improved for gaining adult attention (access to reinforcers, tangibles, and/or information). All other antecedent behavior data suggests that Student still demonstrates problem behaviors in primarily the demand conditions. (Demand, transition, told no and wait).



	Above is a breakdown of the problem behaviors by duration. An analysis of the phases are as follows: Phase I - Positive Support Plan – 21 out of 29 days Student engaged in problem behavior lasting 30 minutes or less 72% of the time. Phase II - Start Half Day – 8 out of 16 days Student engaged in problem behavior lasting 30 minutes or less 50% of the time. Overall phase I & II – 29 out of 45 days Student engaged in problem behavior lasting 30 minutes or less 64% of the time. PB lasting 20 minutes or less 58% PB lasting 10 minutes or less 38% Phase III – 9 out of 16 Student engaged in problem behavior lasting 30 minutes or less 33% of the time. PB lasting 20 minutes or less 25% PB lasting 10 minutes or less 14%.	
Statement of Function:	An analysis of the data suggests that the primary function of problem behavior is socially mediated negative reinforcement in the form of escape or avoidance from demands. A secondary function, though reduced on the latter antecedent graph, is socially mediated positive reinforcement in the form of adult attention.	

Behavior Intervention Plan

Student		DOB:	
Plan developed on		Plan developed by:	
Implementation Date:			
Reviewed Plan with Parent on:		IEP revised to add plan on:	
Staff Training Date:		Next Team Mtg. date:	
AREA	Definitions and Staff Behavior (specifies what team is to do)		
Behavior targeted for reduction:	Hitting, grabbing, kicking, yelling, bolting, flopping to floor, tearing items from the wall, throwing items, and growling.		
Functional hypothesis: (from section 1):	1. Primary function is socially mediated negative reinforcement in the form of avoidance and/or escape from demand. 2. Secondary function of the behavior is socially mediated positive reinforcement in the form of adult attention to gain reinforcers and/or information.		

Competing behavior within response class to be targeted for strengthening:	For demand condition: Respond to instructions within 2 seconds of instruction. (Compliance to instructions given) For attention condition: Mand for item/attention appropriately through the use of vocalizations (using words).	
Intervention Design	Intervention procedures derived from functional hypothesis statement	
How will team reduce motivation for student to engage in problem behavior? (MO manipulation)	<u>Demand Condition</u> 1. Pair teaching environment with reinforcement to reduce the desire for escape/avoidance behaviors. 2. Check for motivation to ensure the use of reinforcers that are valuable at the moment. 3. Use effective teaching procedures to maintain value of reinforcement and decrease value of escape: • Mix and vary instructional demands • Intersperse easy and hard demands at a ratio of 90:10 (as progress is demonstrated go to 80:20) • Use errorless teaching and error correction procedures • Initially use a low and variable ratio of reinforcement (VR=3). Gradually increase the VR when Student shows success with current VR for 10 consecutive school days. • Use fast-paced instruction to reduce down time, increase his rate of response and to avoid delaying reinforcers. • Use a promise reinforcer when interrupting Student during a preferred activity and when asking him to transition to a less or non-preferred activity. This means that you will place the demand to transition while showing the reinforcer to the Student and deliver immediately if and when Student complies (must wait for compliance). • Teach “hands together” to compete with hitting, grabbing, throwing behaviors and to gain instructional control. • Vary reinforcers and vary their delivery to keep the value of the reinforcers strong over time. <u>Attention Condition:</u> 1. Deliver a high density of non-contingent attention and other reinforcers throughout the day. When in <u>group situations</u>, provide non-contingent reinforcement (reinforce all other behavior when problem behavior is not occurring) to Student in the form of non-specific reinforcement such as praise, a high five, an edible, etc. on a dense schedule. This should reduce other forms of inappropriate behaviors that would gain him attention. 2. Keep Student engaged. This will decrease the motivation for seeking attention in inappropriate ways. 3. Condition all staff and peers in classroom as reinforcers. This will increase Student’s approach behaviors and increase the value of being with all staff and peers and not just a select few. 4. Provide many manding opportunities throughout the day to improve Student’s manding skills across instructors. Improving manding skills also	

	helps him gain quicker access to the things he wants. Include peer to peer manding sessions to condition peers as reinforcers and to improve Student's attention seeking skills toward peers. 5. Condition new items activities as reinforcers. This will allow for more variety of reinforcement, which helps in maintaining value and the variety of items/activities that he can request. 6. Initially, when denying a reinforcer requested, offer an alternative in its place. The alternative should be of equal value or interest. 7. If you notice Student is motivated for an item or your attention but does not "mand appropriately" within 2 seconds, immediately prompt Student with the correct mand and deliver the reinforcer or deliver the reinforcer without requiring the mand as long as no problem behavior is occurring. 8. Dense reinforcement for all naturally occurring mands where there is no problem behavior.	
How will team teach the student another skill that competes with the need to engage in problem behavior? (Differential reinforcement procedure)	<u>Demand:</u> Reinforce Student at a variable ratio schedule of 3. (an average of every three responses) Provide immediate reinforcement for all target responses. <u>Transition Interruption Procedures</u> Also see the extensive guidelines for running procedures, data collection, transition skill tracking sheet, procedural check list, and data collection form for running the Interruption-Transition Protocol at the end of this document. Procedural summary- • The instructor will run a cold probe with data collection for the target level of transition on its first trial of the day. • If the level is mastered on cold probe, the instructor will introduce the next step from skill tracking sheet. • The instructor will determine the demand to transition to a less reinforcing activity that he/she will place on Student. • The instructor will identify and have prepared in advance the Promise Reinforcers to be used in the interruption transition training. • The instructor will present the Promise Reinforcer before he/she gives the direction to transition. • The instructor will present the direction to transition in clear direct wording. • If Student successfully complies, the instructor will give him the Promised Reinforcer and have him return to the preferred activity. (The instructor can deliver additional reinforcement when Student returns to the activity). • If Student engages in problem behavior as soon as the instructor requests the transition, he/she will not remove the demand or allow access to the preferred item or activity that Student is being asked to give up. In addition, he/she will remove the Promised Reinforcer. The instructor will keep the demand on the Student and use physical guidance to obtain compliance with the demand while maintaining his safety and the safety of others. Once at the transitioned area, the instructor will continue to place easy demands until he/she gains instructional control, and he/she will place the demand for Student to go back	

	to the original area. (<u>Do not</u> give additional reinforcement upon return to the original location when problem behavior has occurred). ● Allow Student there for a few seconds and interrupt him again using the original procedure and <u>do not</u> place extra demands <u>unless</u> problem behaviors occur. Differentially reinforce the better transition if and when it occurs. ● As Student accomplishes successful transitions, delay the interval that he must wait to go back to the original activity. (Follow the specific transition targets provided.) <u>Attention:</u> When Student mands for items/attention appropriately, immediately reinforce. At least 2 formal mand sessions should be conducted for Student each day (day currently equals a half-day of school), specific targets (4-5) should be selected to formally teach at one time. The following steps will be used to teach mand targets: - Once motivation for an item is confirmed, staff will prompt Student with the vocal word or words to teach him how to obtain the item. - When Student repeats the word or words staff will wait a few seconds in an attempt to get an independent response before delivering reinforcement (transfer trial). (this step reduces prompt dependency in the future) - If Student successfully emits the response on the transfer trial, immediately deliver the reinforcer. - If he fails to emit a response, prompt again and deliver the item/activity, but less (quantity/quality) than if he gives the response on the transfer trial) - If he emits an error response on the transfer trial, then staff will correct the error by averting eye gaze and neutralizing hands for 4 seconds response, and then repeat the prompt and deliver the item but less (quantity/quality) than if he gives the response on the transfer trial) - If he mands independently (with no prompt) immediately deliver the item/activity but BETTER reinforcement (more quantity/quality) than when he requires a prompt. - In the natural environment, staff will capture and contrive situations where Student can mand. This will increase Student's opportunities to practice appropriate manding skills when MO is present and high and provide more opportunities for Student to be reinforced for using these appropriate manding behaviors. - While in the natural environment if a mand is prompted have Student repeat the mand with no prompt or a faded prompt before delivering the item if possible. This will eliminate/reduce prompt dependency.	
	<u>Demand Condition</u>	

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?)	If an instruction is given to Student and he exhibits problem behaviors (this includes transitions): • Do not remove the demand or allow access to the preferred item or activity. In addition, remove the promised reinforcer. Instead, keep the demand on Student and use physical guidance to obtain compliance with the demand if transitioning. • Block/avoid access to all reinforcement. • Do not provide direct eye contact or any other dialogue other than repeating the demand. • Stay calm and do not react to the behaviors exhibited (i.e. cleaning up spit, making facial gestures, etc.) • Do not begin delivering appropriate reinforcers when a demand has been placed or in the activity transitioned to with physical guidance until Student complies with at least 3 instructional demands with no problem behavior. (<u>Avoid</u> the use of easy demands such as asking Student to contact areas of his head due to his high level of sensitivity there. For example do <u>not</u> say “touch your head”, “touch your hair”, “do this” tap head) <u>Attention Condition</u> Make sure Student is <u>NOT</u> accessing attention/reinforcers when he is engaging in the behaviors targeted for reduction i.e. hitting, grabbing, kicking, yelling, bolting, flopping to floor, tearing items from the wall, throwing items, and growling., etc. as this will increase the likelihood of these behaviors occurring again in the future. If Student engages in problem behavior to obtain an item or attention do the following: 1. Hold up your hand as a signal that reinforcement (attention) is not available 2. Wait for behavior to stop and then start a silent time delay (count) of 5 seconds before prompting the appropriate mand. Do a silent count; do not count the passage of time aloud as this evokes more problem behavior from Student. Do not start the count until problem behavior has stopped. If problem behavior starts again, then you should stop the count and restart when behavior stops again. 3. Remove and/or block access to all reinforcement when problem behavior occurs. Contacting reinforcement during periods of problem behavior increase episodes of problem behavior in the future. 4. Do not vocalize or make direct eye contact with Student during this time. Added dialogue becomes non-productive and adds attention to the problem behavior. 5. Once you reach your count (with no occurrence of problem behavior) then immediately prompt the appropriate mand (if you know what he wants) and reinforce it or prompt by asking, “What do you want” (if you do not know what he wants). 6. If the count is continually restarted and problem behavior does not stop, discontinue the opportunity to mand. Redirect the student to engage in another activity that is not highly reinforcing. 7. Record the episode and duration on the ABC data collection sheet.	
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	8. Fill out the Procedural Integrity check list and review it with the teacher (if not the teacher).	
How will team verify if intervention is successful? Data collection and review procedures	The <u>number of episodes and duration</u> of problem behavior will be collected and graphed to monitor effectiveness of interventions in decreasing problem behaviors. Criterion for mastery is 10 days in a row of 0 occurrences of problem behavior. In addition: <u>Attention</u> Frequency counts of prompted, unprompted, and spontaneous mands during mand sessions will be counted and graphed to monitor if manding behavior is increasing. (See mand rate and data collection form) <u>Demand</u> Data will be collected on acquisition of target items and cumulative graphs of acquired targets will allow monitoring of increase in target skills. <u>Transition Interruption</u> Data will be collected on the percentage of transitions without problem behavior per day.	
Emergency Procedures/Administrative Review (for significant aggressive or self injurious behaviors)	To be determined by school district ...	
Staff Training Procedures	Verbal Behavior Project Consultant and the classroom teacher will provide guided practice to staff on the procedures recommended. The teacher will monitor and over see that procedures occur with accuracy and will review the procedural check list provided with staff when problem behaviors occur. The teacher and staff will collect and graph behavior data daily to monitor intervention effectiveness.	

Team members responsible:

I agree with the above behavior plan and give permission for implementation:

Parent Signature: _____

Date: _____

Date: _____

Staff that participated in procedure:_____

Procedural Integrity Check for Student – Escape Extinction

1. Did I offer a Promised Reinforcer prior to the demand if appropriate?	Y	N
2. Did I remove the demand or allow access to the preferred item or activity when problem behavior occurred?	Y	N
3. Did I remove the promised reinforcer when the problem behavior occurred?	Y	N
4. Did I not give direct eye contact to the behavior or have dialogue with the student?	Y	N
5. As soon as 15-20 seconds of calm are demonstrated, did I present a very easy task that he has a high probability of doing?	Y	N
6. If there was cooperation (completing 2-3 compliant demands without problem behavior), did I reinforce cooperative behaviors immediately?	Y	N
7. If problem behavior continued did I repeat steps 2-5?	Y	N
8. Did I redirect back to the routine/task ASAP and continue to densely reinforce cooperation?	Y	N
9. Did I record the episode and duration on the ABC data collection sheet?	Y	N

Percentage of Y's _____ / **9**

Date: _____

Staff that participated in procedure: _____

Procedural Integrity Check for Count and Mand

1. Did you hold up your hand as a signal that reinforcement (attention) is not available?	Y	N
2. Did you wait for behavior to stop and then start a silent time delay (count) of 5 seconds before prompting the appropriate mand?	Y	N
3. Did you do a silent count?	Y	N
4. Did you wait for the problem behavior to stop before you started the count?	Y	N
5. If problem behavior started again, did you stop the count and restart when behavior stopped again?	Y	N
6. Did you remove and/or block access to all reinforcement when problem behavior occurs?	Y	N
7. Did you refrain from dialogue and/or make direct eye contact with Student during times of problem behavior?	Y	N
8. Once you reached your count (with no occurrence of problem behavior) did you immediately prompt the appropriate mand and reinforce it?	Y	N
9. If the count was continually restarted and problem behavior did not stop, did you discontinue the opportunity to mand and redirect the student to engage in another activity?	Y	N

Percentage of Y's _____ / **9**