Writing a Behavioral Intervention Plan
Based on a
Functional Behavior Assessment
Seventh Edition: FY18

Laura A. Riffel, Ph.D.

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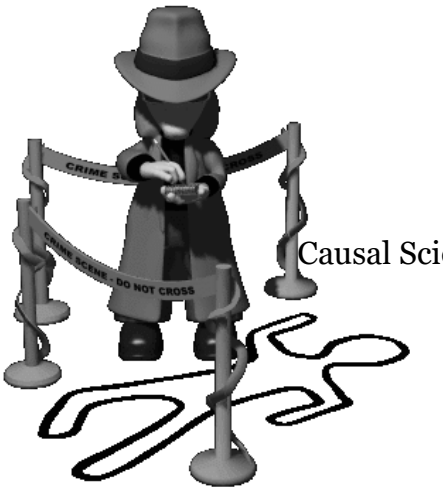

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The FREE FBA Data Tool

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It was developed to be used in conjunction with a seminar on Functional Behavior Assessment

Don't forget we have researched since 2004 the best reinforcers for students. We have collected over 70 pages of free reinforcers. You can download it for free here:

https://tinyurl.com/reinforcersriffel

Writing a Behavioral Intervention Plan (BIP) based on a Functional Behavior Assessment (FBA)

At Behavior Doctor Seminars, we train three to five people from each school how to conduct a functional behavior assessment in a six-month course. Each group attends a once a month seminar to learn the basics of FBA and BIP and then each month they choose a student to collect data on and they analyze it in class with assistance from the class and myself. The final class, they will have developed a group PowerPoint on their students and how they collected the data, put the data-based intervention in place, and used intervention and follow-up data to tweak the plan to be successful. We mention this, because we think you too can do this in your district. Everyone who has attended has been really excited with the results and report seeing changes in the staff once they make their presentations to the school staff.

Multi-modal plans:

We need to create a plan that is not based on just one intervention. It must be effective. We need to manage consequences to reinforce the desired behaviors and replacement skills we teach to the student. We need to withhold reinforcement following the target behavior. We need to use natural and least intrusive consequences that will address the function of the behavior.

Triggers that Set Behavior in Motion

Setting Events or Contexts

Setting events are things that happened in the near distant past. Most likely, the educator did not see these things occur. There are many different setting events that play into behavior. What did you brainstorm in your group?

Antecedents

Another word we need to define is antecedent. An antecedent is anything that occurs prior to the exhibition of the behavior. This might occur right before the behavior, but it can also be a slow trigger that occurs earlier in the day and manifests later. Antecedents can be contexts, settings, situations or conditions. Here is a simple list of common antecedents:

Transition	Frustration	Denied access	Task demand	Presence of a certain peer or adult
Time of day	Day of week	Perceived attention	Proximity	Noises
Smells	Subjects	Activities	Changes in schedule	Emotional upset

Unfortunately, children do not wear signs that announce they are experiencing many of these things. The behavior support team must meet prior to collecting data and they must discuss which of these may be triggers and then define what that looks like for that child. Including the parent on the behavior support team is imperative because they can be an integral

member alerting the staff to lack of sleep, not feeling well, or emotional upset that might be occurring.

Behavior (Target)

Frequently, when we are asked to assist with behavior change the staff tell us the behaviors they want to target for change and they have a list of eight different behaviors for one child. While we don't deny some children have eight behaviors in one day, it is impossible to measure eight behaviors and still teach. We feel it is extremely important for the classroom teacher to be the one collecting data, so we focus on one behavior at a time. We start with the behavior of highest need or highest rate. We take care of that behavior and then what happens is many other little behaviors disappear. We then take on the next biggest behavior.

We need to define the behavior in measurable and observable terms. We frequently hear things like this:

- Poor impulse control
- Angry, hostile, and resentful
- Not Paying Attention
- Stubborn

We all have a different definition for each one of these depending upon our mood or circumstance. We must label the behaviors in a way that anyone collecting data in the room or if eight teachers are collecting data throughout the day, we will all measure it the same way. Here are some better examples:

- Lying on the floor and refusing to move
- High pitched screams
- Hitting with fist
- Kicking over chairs
- Not beginning work within five minutes of task demand

Many times, a child is engaging in tantrum behavior and the team will write tantrum. Once again, what one person calls a tantrum another person might just call letting off steam. If we are determining the function of a tantrum, we need to define it by very concrete measures. Here is an example:

- A tantrum includes at least three of the following behaviors occurring in conjunction with each other:
    - Lying on the floor and refusing to move
    - Screaming loudly
    - Throwing objects
    - Hitting with fists
    - Cursing
    - Self-injurious behavior such as banging head on the floor

This makes the definition clearer for anyone to identify a real tantrum from a little fit.

impacT (What are they gaining or escaping)

Consequence

The next term we need to define is the consequence. Typically, people think of punishment when they hear the word consequence. When we are thinking of consequences in terms of the function of behavior, we are thinking about what specifically is maintaining the behavior. Think of it this way, your paycheck is a consequence of working. Having this paycheck is the consequence that keeps you coming to work each day. I'm sure there are a few of us who would work for free, but for the most part, we are going for the paycheck because we need it to live.

The consequence is determined by the function. We must ask ourselves what the child is trying to get or what they are trying to avoid by having the behavior. We can guess all we want, but until we collect the data all we are doing is guessing. If we put the wrong intervention in place and we are not feeding the correct function, often the behavior exacerbates. In many cases, a full FBA is necessary to determine the real consequences feeding the behavior.

Behavior Support Team

The Behavior Support Team (BST) is the next term we need to define. The BST should include the following people:

- Parents
- Teachers involved with the student
- An educator with behavioral expertise
- An administrative designee

Also, the team might include any of the following people:

- Student themselves
- Therapists
- Community support (social workers, probation officers, after-school care)
- Transportation provider
- Relatives
- Support teachers

This team should be filled with people who genuinely are interested in a positive outcome for the student. We have found more than 14 people in a room is counterproductive to finding results. Often when there are more than 14 people, the focus is on admiring the problem rather than finding a solution.

Steps for the First BST

Strengths

The BST should meet before any data are collected. The first step of the BST is to focus on the student's strengths and needs. We prefer the strengths are posted on a large poster, whiteboard or smart board and they are left up throughout the process. Here is a guide:

Skylar's Strengths:

Social Strengths	Academic Strengths
Friendly	Begins work right away
Never absent	Nice handwriting
Nice smile	Brings back homework
Supportive family	Asks questions when unclear

We like to have blank forms lying on the table when everyone walks in the room. It is also important to let everyone know the first thing you will be talking about is the student's strengths. Be sure to call the parents and have them bring a list of things they know their child is good at performing. One person should be the recorder for the BST and they should write everyone's ideas on the Smartboard, whiteboard, or poster. Make sure all of these are positive before they are written down.

Needs

The next step is to discuss needs. What does the student need? These can still be framed positively if you focus on what the staff needs to provide, not what the student needs to do.

Social Needs	Academic Needs
Help in keeping friendships	Help in comprehension of reading skills
Help in keeping negative opinions to himself	Help in calculations for multiplication skills at the two digits by two-digit level
Help in taking constructive feedback	Help in writing a paragraph that stays on topic
Help in inviting friends over to his house to play	Help in transitioning quietly from one subject to the next

These strengths will help guide the team for antecedent modifications once the data are collected.

Behaviors to Target

The next step is to focus on target behavior. While there may be more than one behavior, it is a good idea to limit the target to the one the team thinks is the most disruptive to learning. This behavior should be defined in measurable and observable terms and written down for everyone. When we say "blurting", this is what we mean: "The teacher asks for a response and tells the students to raise their hand and Skylar blurts out the answer before anyone gets a

chance to be called on; or, Skylar blurts out negative comments when other students answer the question for the teacher."

Data Collection

The next step is to determine with the team who is going to collect data, what data they will collect and how long they will collect the data. There are many ways to collect data.

Indirect method

- Anecdotal notes
- Surveys
- Interviews

Direct method

- Observational
- Data collection
    - ABC Data Collection
    - Minute by Minute Data
    - Frequency Data
    - Duration Data
    - Scatter Plot
    - Interval Time Sample

How Much Data Should You Collect?

We used to require ten days of data collection. We realize this is a lot of data to expect and no one ever said ten days was imperative. Here is the rationale: if a student is affected by certain days of the week, then we want to have two examples of each day of the week. Just one example of a day of the week might be an outlier. If we collect ten days of data, and one Monday has 34 behaviors and the next Monday has three behaviors, we can collect one more Monday of data to determine which day is the truth and which day is an outlier. If this is too daunting of a task, then at least ten incidents of the behavior must be collected. Some students provide these ten incidents in ten minutes. We do not recommend a ten-minute data collection. Please collect at least three to five days of data to determine the best function. The more data you collect the better you will be able to see the patterns.

Which Data Form Will You Use?

High-Frequency Behaviors. Suppose you have a student who interrupts the teacher 63 times in 30 minutes. You would not want to collect data on antecedents, behaviors, and consequences for each behavior. You will want to do a frequency count or an interval time sample and use anecdotal notes to determine the triggers and consequences of the behavior. A minute-by-minute sheet might be an effective tool which can be matched to the student's schedule along with an anecdotal note

Low-Frequency Behaviors. Sometimes a behavior occurs so infrequently but is such high intensity it is imperative to determine the function of the behavior. Here's an example: an adult with autism, bipolar condition, intellectual disabilities, and mild cerebral palsy would miss work for two or three days every five to seven weeks. There did not seem to be a pattern of this behavior, but he would refuse to eat, drink, or take his medication. He did not go to the

restroom either. After 24 hours, he had to be hospitalized for fluids and medications. This was distressing to him and to his family. We took a year's worth of data and observed it for patterns. We laid it out on the table and tried to match it to things like moon cycle, parents being in town, caregivers being in town, sisters being in town and so on. There did not seem to be a pattern. After staring at the data for some time, the team went over to the weather department and asked them to run the barometric pressure for one year looking at day 1's barometric pressure average and comparing it to day 2 and so on from day to day. Barometric pressure is measured in inches so one day it might be 28.32 and the next day it might be 27.45. We had no idea if anything would pan out, but it seemed like the only other idea we had at the time. When we laid out the data, we found if there was a certain inch change in the barometric pressure from day to day then the adult client would start a downward spiral in his lock-down behavior. Please don't take from this that it has to do with barometric pressure for every child or that it even has to do with a certain inch change in barometric pressure. We worked with a seven-year-old child with Asperger syndrome and bi-polar condition and he was manic on high barometric pressure days and depressed on low barometric pressure days and if the barometric pressure stayed even for several days, he stayed even keel for those days. What we think is that it is as individualized as the children we work with daily.

Disruptive Behaviors. For most disruptive behaviors, you will want to collect antecedent, behavior and consequence data using the ABC form. You will be taught how to use the FBA Data Tool from Behavior Doctor Seminars in this training.

Aggressive Behaviors. If someone is getting hurt either themselves or others, then a crisis plan needs to be put in place prior to any data collection.

Samples of all the data tools begin in the back of this book.

Let's Do a Sample and Then We Will Come Back to Learning More

Meet Scout Radley

Strengths and Needs

Social Strengths	Academic Strengths	Social Needs	Academic Needs
• Comfortable talking in front of the whole class • Great supportive family • Vocabulary is advanced for her age	• Scout is very visual and can draw pictures better than anyone in the class • Scout always turns in her work • Scout has neat cursive handwriting	• Scout is very comfortable with adults but needs to make friends with peers • Scout needs help with transitions • Scout needs to keep hands and feet to self	• Scout needs help with reading comprehension • Scout needs help with reading fluency • Scout needs help in learning to ask for help

Scout is a sixth-grade student in a K-6 grade school. She is with the same teacher all day and in a class of 25 students. The school has 476 students and is a neighborhood school. She has not been retained and is a "young" student in the class compared to her peers. Her older sisters are both in high school and are very athletic and popular with many friends. Scout tends to hang out with the sisters' friends and rarely has friends her own age over to the house.

She has mild learning difficulties. Scout has two siblings who attend the nearby high school. Scout's mother works full time and father frequently travels. He leaves on Sunday evening and returns on Friday afternoon.

Scout's behaviors at school are disruptive outbursts, physical aggression, and throwing objects. When we got to the school and observed, we changed physical aggression to horseplay. They insisted on calling it physical aggression. It was the Volkswagen Slug Bug Tap that your kids do in the back seat of the car when they see a Volkswagen. We would call that horseplay. You will see we changed their category when we set up the data for your training.

Mom reports Scout is disorganized at home and leaves her stuff laying all over the house. Mom says she is so disorganized they have three or four fights every morning. She says she must drive Scout to school because she would make the whole bus late if they waited on Scout. Mom says Scout eats everything in sight when she gets home from school and fights with her sisters until her Mom gets home in the evening.

Scout is included in the regular classroom with support provided by a co-teaching special education teacher who works with the regular classroom teacher.

Behaviors

We defined Scouts behaviors as follows:

Throwing objects means a physical object leaves Scout's hands with purpose and lands at least 12 inches from her body	Disruptive outburst means a loud verbal sound or word that comes from Scout and disturbs the learning environment	Horseplay was the Volkswagen slug bug tap that kids do to each other in the back seat of the car. Knuckle out and into someone's arm.

Data

We brainstormed as a team the possible context/setting events, antecedents, behaviors, consequences, and student responses. Here is Scout's list generated by the team.

Start Time	End Time	Context/ Setting Event		Antecedent		Behavior		Consequence		Student Response	
		A	Group Time	A	Transition	A	Throwing Objects	A	Consequences	A	Group Time
		B	Individual Work	B	Choice given	B	Disruptive Outburst	B	Choice given	B	Individual Work
		C	Reading	C	Redirection	C	Horseplay	C	Redirection	C	Reading
		D	Math	D	Instruction directive			D	Discussion	D	Math
		E	Spelling	E	New task			E	Personal space is given	E	Spelling
		F	Social Studies	F	Routine task			F	Changed activity	F	Social Studies
		G	Science	G	Physical prompts			G	Peer attention	G	Science
		H	Free Choice	H	Teacher attention to others			H	Verbal reprimand	H	Free Choice
		I	Lunch	I	Told "NO"			I	Physical prompt	I	Lunch
		J	Outside	J	Close proximity			J	Timeout	J	Outside
		K		K	Interaction with others					K	

The team then collected data for ten days. Anyone who worked with Scout collected data for the time she was in their view. All of this data was then compiled for a true picture of Scout's days.

Name: _____ Person filling out: _____

Data Collection Form: Date:_____ Day of the Week: _____

Start Time	End Time	Context/ Setting Event		Antecedent		Behavior		Consequence		Student Response	
		A	Group Time	A	Transition	A	Throwing Objects	A	Consequences	A	Stopped
		B	Individual Work	B	Choice given	B	Disruptive Outburst	B	Choice given	B	Continued
		C	Reading	C	Redirection	C	Horseplay	C	Redirection	C	Intensified
		D	Math	D	Instruction directive			D	Discussion		
		E	Spelling	E	New task			E	Personal space given		
		F	Social Studies	F	Routine task			F	Changed activity		
		G	Science	G	Physical prompts			G	Peer attention		
		H	Free Choice	H	Teacher attention to others			H	Verbal reprimand		
		I	Lunch	I	Told "NO"			I	Physical prompt		
		J	Outside	J	Close proximity			J	Timeout		
		K		K	Interaction with others						

Start Time	End Time	Context Setting Event	Antecedent	Behavior	Consequence	Reaction

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So here are Scout's 10 days of Data:

Readers- you will read letters to recorders from these next forms.

May 1, 2014, Thursday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
8:30	8:59	A	A	B	B	B
9:20	9:22	C	E	C	I	A
12:15	12:17	I	H	A	C	A
3:05	3:30	A	A	B	B	B

May 2, 2014, Friday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
8:32	8:34	A	A	B	B	A
9:10	9:11	C	D	C	I	A
12:12	12:17	I	H	A	F	B
2:55	3:30	A	A	B	C	C

May 5, 2014, Monday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
8:40	8:46	A	A	B	E	B
9:17	9:40	C	E	C	I	C
12:30	12:32	I	H	B	A	A
1:15	1:17	D	E	B	A	A
3:00	3:30	A	A	B	C	B

May 6, 2014, Tuesday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
8:30	8:42	A	A	B	E	B
3:10	3:12	A	A	B	B	A

May 7, 2014, Wednesday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
12:15	12:30	I	H	B	B	B

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May 8, 2014, Thursday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
9:15	9:48	C	E	C	I	C
3:15	3:17	A	A	B	A	A

May 9, 2014, Friday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
8:30	8:32	A	A	B	C	A
12:10	12:12	I	H	B	A	A
1:15	1:32	D	E	C	I	B
2:20	2:45	E	D	C	I	B
3:01	3:30	A	A	B	B	B

May 12, 2014, Monday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
8:30	8:42	A	A	B	A	B
9:15	9:17	C	E	C	I	A
10:15	10:17	D	H	B	B	A
12:07	12:22	I	H	B	F	B
1:15	1:17	D	E	C	I	A
3:10	3:30	A	A	B	B	B

May 13, 2014, Tuesday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
9:17	9:19	C	D	C	I	A

May 14, 2014, Wednesday

Time Start	Time End	Context (Setting)	Antecedent	Behavior	Consequence	Student Behavior
1:15	1:32	D	E	C	I	B
3:15	3:17	A	A	B	A	A

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We actually have people pair up and hand score the data during the first day of training. This helps them see the gold that is hidden in data collection.

Please pair up with a small group and tabulate the data:

A. Total Days of Data: _____

B. Total Incidents: _____

C. Average per day (b/a) _____

D. Total number of minutes engaged in target behavior _____379 minutes_____

E. Average length of time for each behavior (D/B)_____

F. Percent of Day (D/total minutes for entire data collection) (420 minutes per day x 10 days) _____

Time of Day:

	Go through all ten days of data and tally once for when the behavior started- not how long it lasted. For instance: the behavior might have started at 8:49 and lasted till 9:15- but you would only make a tally in the 8:30-8:59 row. We are looking for trigger times. What time does behavior start?
8:30-8:59	
9:00-9:29	
9:30-9:59	
10:00-10:29	
10:30-10:59	
11:00-11:29	
11:30-11:59	
12:00-12:29	
12:30-12:59	
1:00-1:29	
1:30-1:59	
2:00-2:29	
2:30-2:59	
3:00-3:30	

Day of the Week

	Go through the ten days and add the two Mondays together and divide by two for an average- then complete all the days of the week in the same fashion.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Now tally the contexts:

CONTEXT	LETTER	TALLY	RATIO	PERCENT
Group time	A			
Individual time	B			
Reading	C			
Math	D			
Spelling	E			
Social studies	F			
Science	G			
Homeroom	H			
Lunch	I			
Outside	J			

Tally the behaviors just to see if we have enough data and which behavior she is most likely to engage:

Behavior	letter	Tallies of each incident	Ratio of Total	Percent of Engagement
Throwing Objects	A			
Disruptive Outburst	B			
Horseplay	C			

Next tally the antecedents:

ANTECEDENTS	LETTER	TALLY	RATIO	PERCENT
Transition	A			
Choice given	B			
Redirection	C			
Instruction directive	D			
New task	E			
Routine task	F			
Physical prompts	G			
Teacher attention to others	H			
Told "NO"	I			
Close proximity	J			
Interaction with others	K			

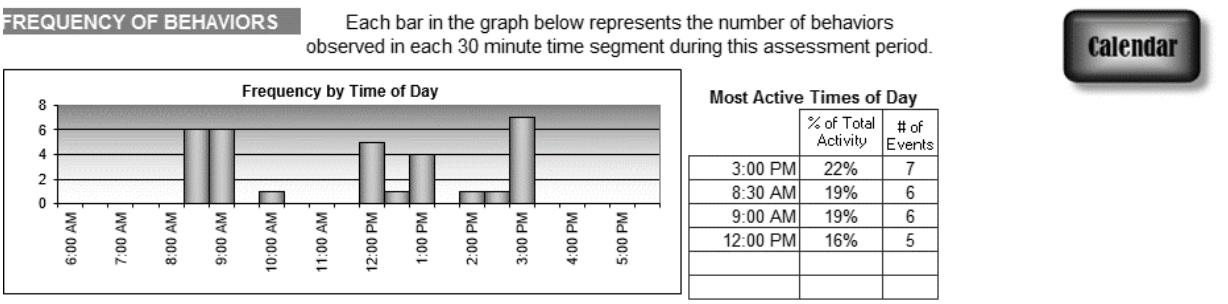
Now we will look at antecedents paired with each behavior:

ANTECEDENTS	LETTER	Throwing objects A	Disruptive outbursts B	Horseplay C
Transition	A			
Choice given	B			
Redirection	C			
Instruction directive	D			
New task	E			
Routine task	F			
Physical prompts	G			
Teacher attention to others	H			
Told “NO”	I			
Close proximity	J			
Interaction with others	K			

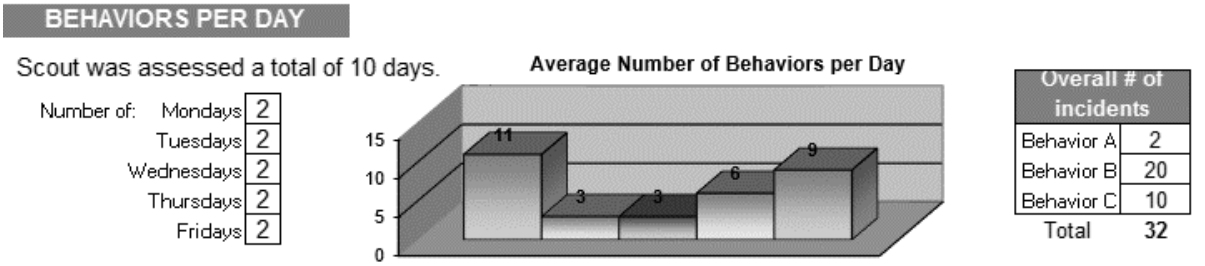
Next, we will do the same thing with consequences:

Consequences	LETTER	Throwing objects, A	Disruptive outbursts B	Horseplay C
Choice given	A			
Redirection	B			
Discussion	C			
Personal space given	D			
Changed activity	E			
Peer attention	F			
Verbal reprimand	G			
Physical prompt	H			
Timeout	I			

What patterns did you see at the time of day?



What patterns did you see for a day of week data?



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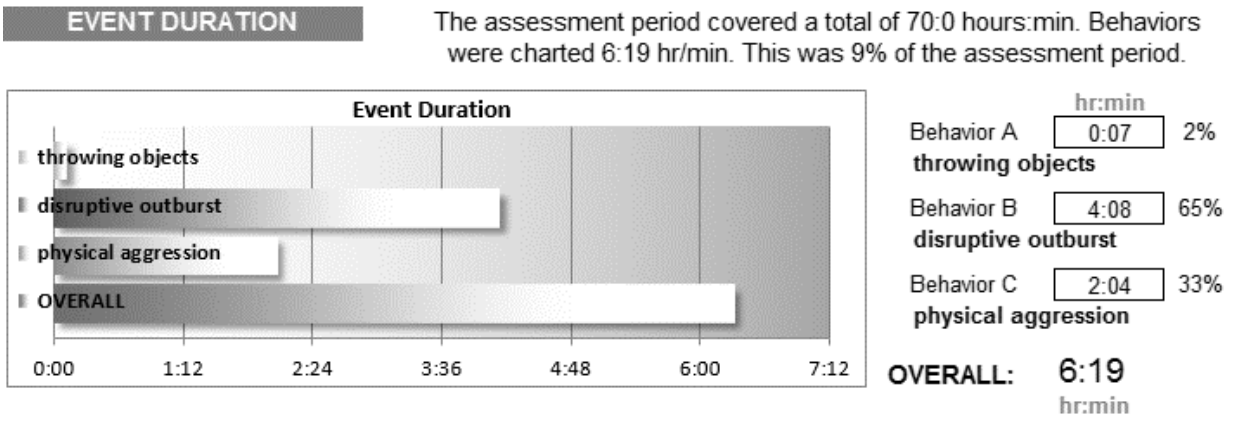
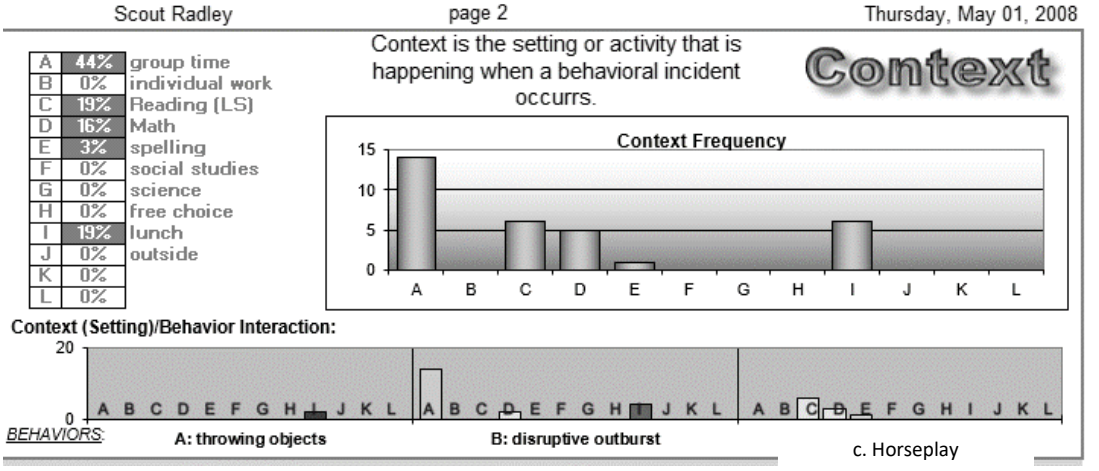
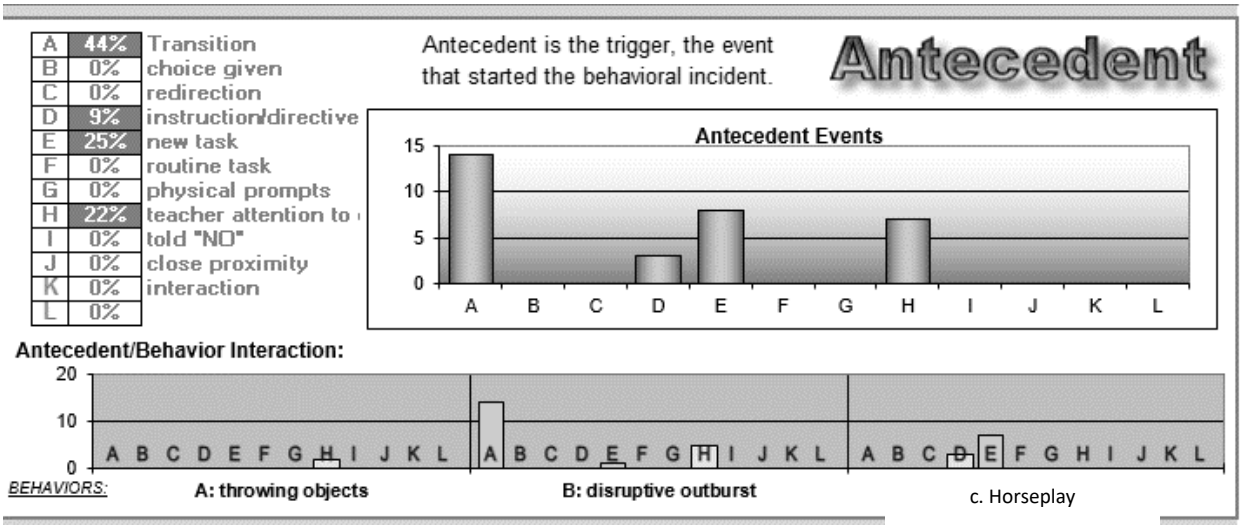
What patterns did you see for which behaviors she used?



What patterns did you see for contexts paired with behaviors?



What patterns did you see for antecedents paired with behaviors?



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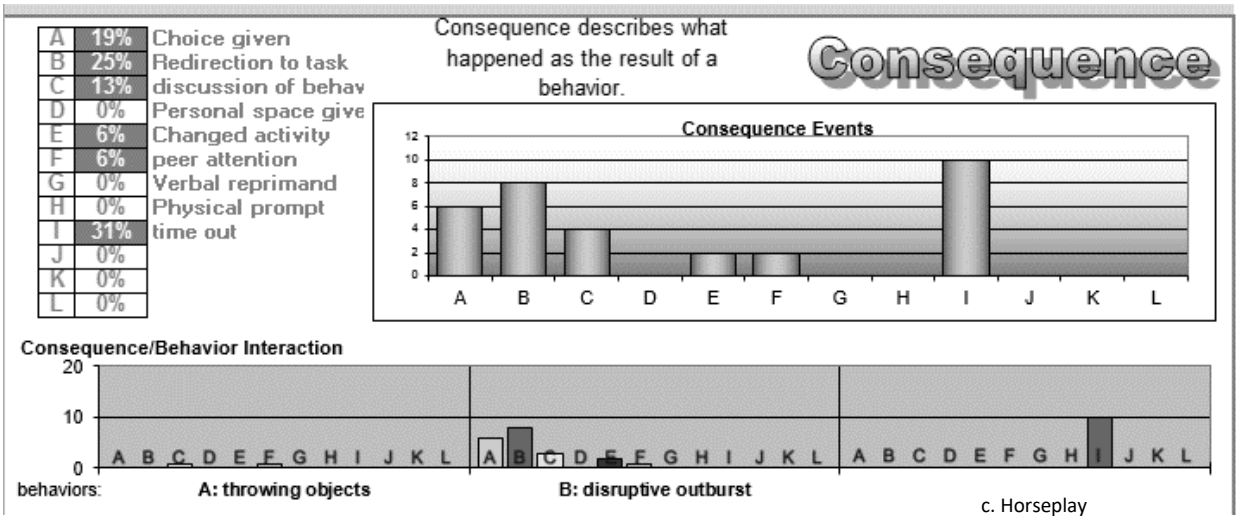
What patterns did you see for consequences paired with behaviors?



Summary Statements:

Our next task is to determine a summary statement for each function. Since Scout has two functions, we need to have three different summary statements. A summary statement is the foundation for building the intervention plan.

When this happens……the child does …… to (get or get out) of ……

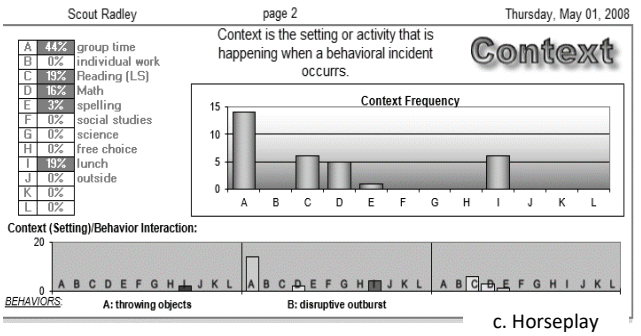
When Scout has _____, Scout has a disruptive outburst, to _____.

When Scout has _____, Scout engages in horseplay, to _____.

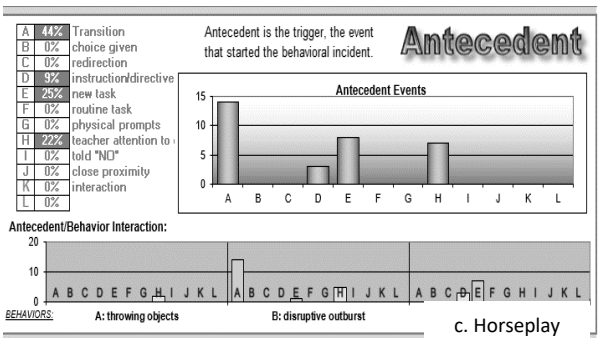
Golden Nugget:

To be a real intervention it must do the following:

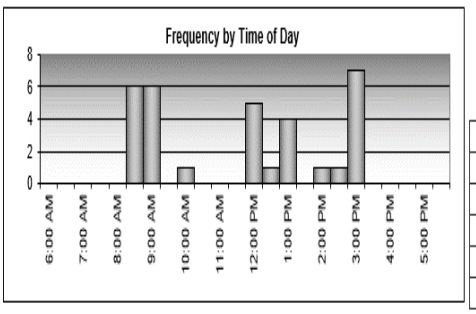
1. STOP the behavior- if what you are doing does not stop the behavior- why repeat it?
    a. Example- if a student has been to the office 47 times- what makes us think the 48th time will be the time it works?
2. It has to be proactive, not reactive
    a. Reacting to a behavior will not change it once it has been taught
    b. Remember "behavior is learned"
3. It has to include environmental changes where you set the student up to be successful
    a. It has to be more fun to engage in the right behavior than it is to engage in the targeted behavior
4. It has to include replacement behavior teaching- you can't just say "stop burping"- you have to tell them what to do instead
5. It has to include changes to your own behavior- because your behavior is feeding their behavior.



c. Horseplay

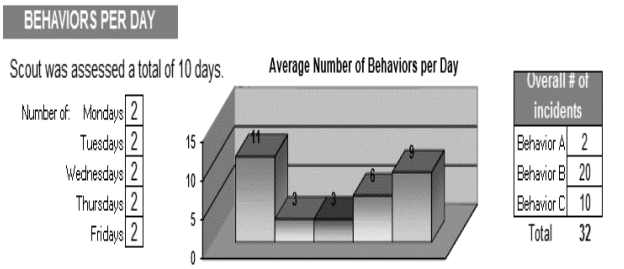


c. Horseplay



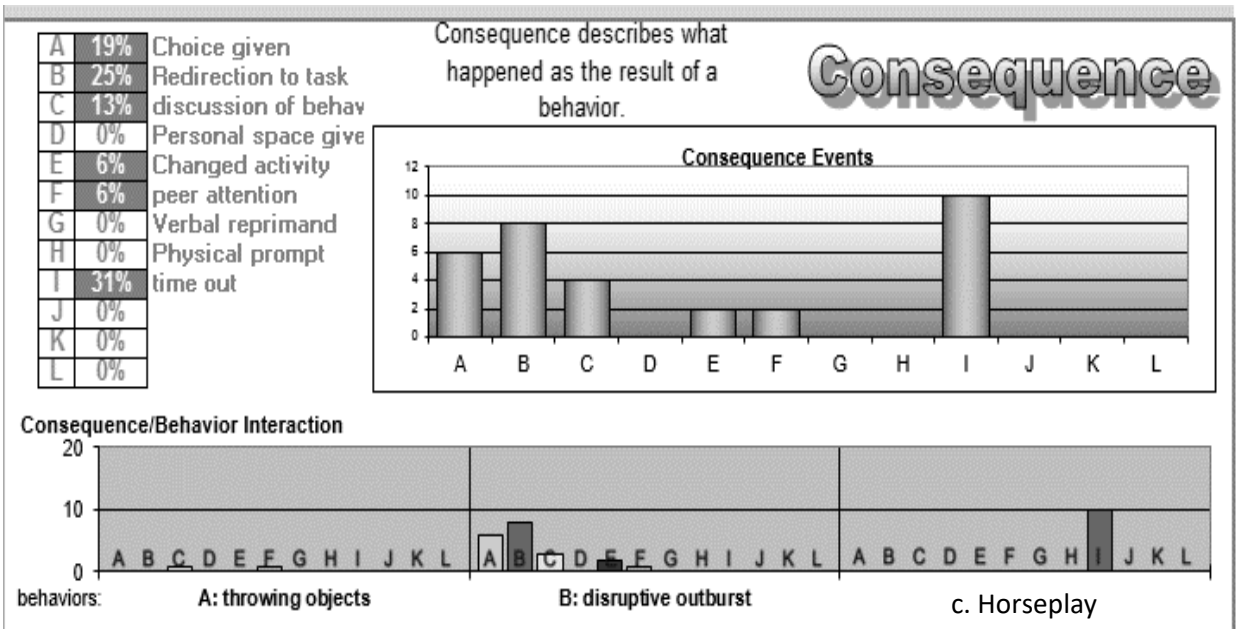
Most Active Times of Day

	% of Total Activity	# of Events
3:00 PM	22%	7
8:30 AM	19%	6
9:00 AM	19%	6
12:00 PM	16%	5



Trigger	Target	impacT
	Disruptive Outburst	
	Horseplay	

What patterns do you see from the data above that might be triggers for each of the two behaviors we are focusing on? (Disruptive Outbursts and Horseplay)



Trigger	Target	impacT
	Disruptive Outburst	
	Horseplay	

What impacT do you see from the data above that might be feeding the two behaviors we are focusing on? (Disruptive Outburst and Horseplay)

We have revamped the competing pathway chart. It seemed to confuse many people. We are calling this the Triple "T" chart. Our summary statement is made up of the "Trigger-Target-impacT". These are the items on either side of the behavior that feed it. Once we know the

summary statement, we can build a plan based on factual data and not our opinion. We call this the Triple "R" chart.

Trigger	Target	impacT
When there is a transition paired with group time	**Scout has a Disruptive Outburst**	**To get adult attention.**
Revise the Environment	**Replace the Behavior**	**Reframe the Response**

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Trigger	Target	impacT
When there is a new task that involves reading	**Scout engages in horseplay**	**To get escape work.**
Revise the Environment	**Replace the Behavior**	**Reframe the Response**

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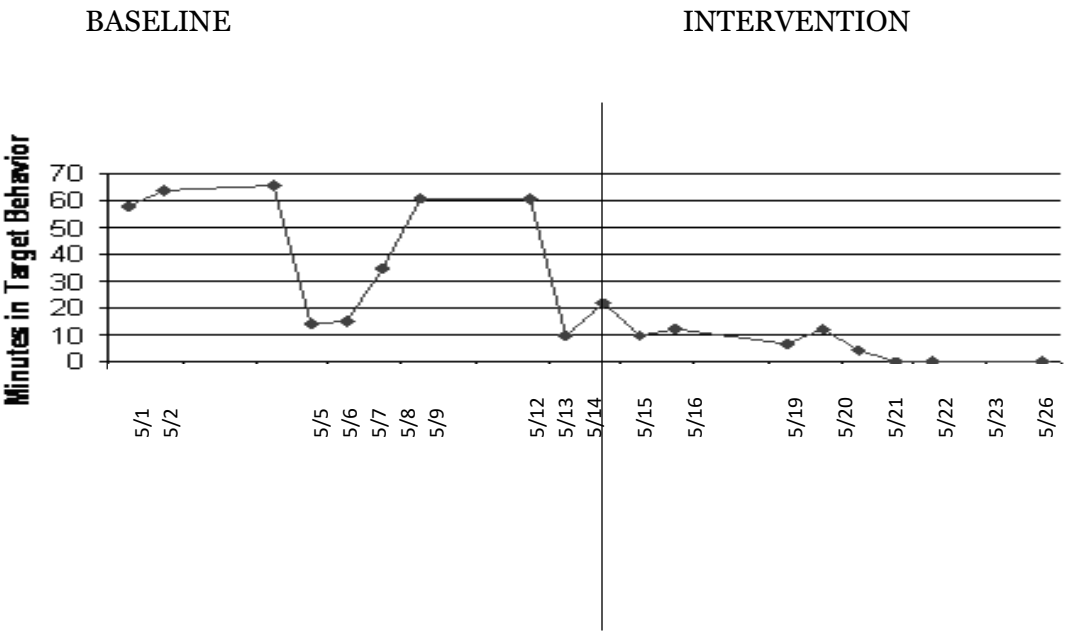
Baseline to Intervention:

To determine the baseline, we take the data from the functional behavior assessment data and then we put the intervention in place and take probe data (just frequency or duration) and compare it to the baseline data.

Scout's data points for baseline and intervention look like this:



You do not need to collect full FBA data after the initial data set produces the appropriate amount of data for developing a BIP.

The formula for determining decrease from baseline:

(I-B)/B=D*100

Intervention Data= "I" – Baseline Data= "B" and Decrease = "D"

Intervention Frequency = 3 times per day

Baseline Frequency = 34 times per day

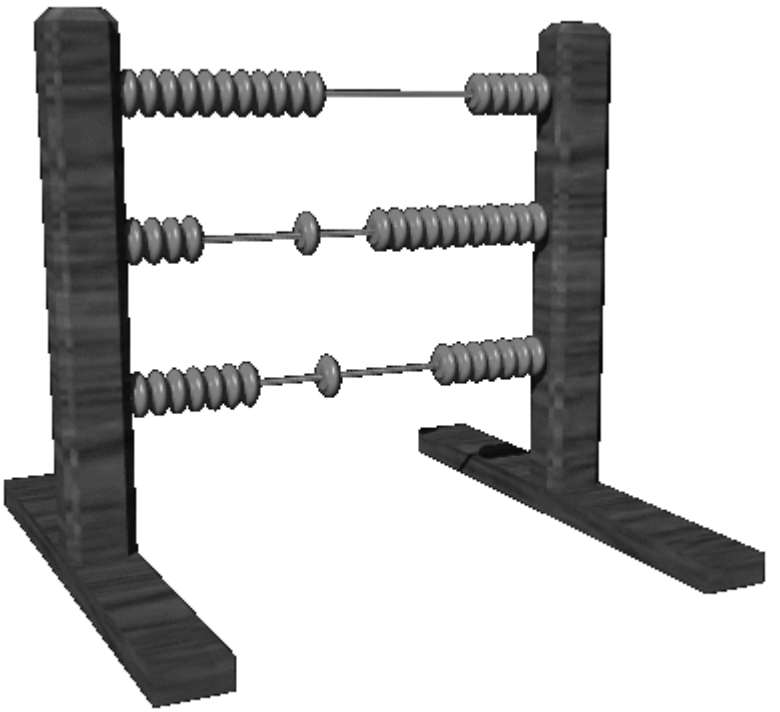
3-34= -31

-31/34= -.91176

-91 x 100=

-91% Decrease from Baseline

Data Collection Tools:



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Behavior Count – Description, Procedures, & Example

When the behavior that you are looking at can be easily counted Behavior Count may be the best method to use, as it does not require too much effort and may not interfere with ongoing activities. A behavior can be easily counted when:

- The behavior has a clear beginning and end so that you can easily tell when the behavior starts and when it ends, and
- It does not happen at such a high rate that it is hard to keep track of.

There are several ways to keep track of behaviors as they occur: You can use a wrist counter; put paperclips, pennies, or buttons in one pocket and move them to a different "target" pocket as each behavior occurs; or make tally marks on a piece of paper. To obtain the total number of times that the behavior occurred, at the end of your observation time, you would either look at your wrist counter or add up the number of items in the "target" pocket, or the number of tally marks. This form uses tally marks. However, you can choose a different method to keep track of behaviors as they occur.

Examples of behaviors that you can measure by counting include leaving one's seat, raising one's hand, yelling out an answer, asking to go to the bathroom, being late or being on time to class, ….

Procedures

At the meeting:

* Write down the behavior that you will be looking for and its definition
* If the team decides on an intervention (meetings 2 or 3), enter it in the box provided (p. 2)

After the meeting:

* Every time that you are "on the lookout" for the behavior:
  - Write down the date
  - Make a tally mark every time that the behavior occurs
  - At the end of your observation period, total the number of tally marks for that day (if using a different method to keep track of behavior, enter the total in the Total column) **(This is what you graph)**

Example

Behavior: Leaving seat during the class time

Behavior Definition: Being at least one foot away from desk/seat during class, anytime after tardy bell rings. Includes times when has asked for permission to leave the seat. See tally sheet on next page.

Date	Tally every time that the behavior occurs	Total number of times behavior occurred
11/5	𝍸 | |	7
11/6	| | | |	4
11/7	𝍸 |	6
11/8	𝍸	5
11/9	𝍸 | | |	8

Behavior Duration – Description, Procedures, & Example

If you are interested in measuring how long a behavior lasts you can do that by using the Behavior Duration method. However, in order to do so, you need to make sure that the behavior that you are looking at has a clear beginning and a clear ending so that you can tell exactly when the behavior starts and when it finishes. You will also need some timing instrument such as a wall clock, wristwatch, or stopwatch.

Examples of behaviors that you might want to measure the length of include crying, being out of the classroom, being in a particular location of the classroom, ….

Procedures

<u>At the meeting</u>:

* Write down the behavior that you will be looking for and its definition
* If the team decides on an intervention (meetings 2 or 3), enter it in the box provided (p. 2)

<u>After the meeting</u>:

* Make sure that you have your timing instrument available prior to beginning your observation
* Each time that the behavior occurs:
  - Write down the date
  - Write down the time when the behavior began
  - Write down the time when the behavior stopped
  - Calculate the length of time that the behavior lasted and write it in minutes and/or seconds **(This is what you graph)**

Example
Behavior: Working individually

Behavior Definition: Sitting at a desk, with an assignment on the desk, looking at the assignment, not talking to peers. Once student looks up (not looking at assignment anymore), the behavior has stopped. If a student begins talking to peers while looking at the assignment, behavior has stopped.

Date	Enter a time when the behavior began	Enter a time when behavior stopped	Length of time that the behavior lasted for
11/5	9:55 AM	10:06 AM	11 minutes
11/5	10:19 AM	10:28 AM	9 minutes
11/6	9:43 AM	9:51 AM	8 minutes
11/7	10:04 AM	10:19 AM	15 minutes
11/7	10:23 AM	10:33 AM	10 minutes

8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00
8:01	9:01	10:01	11:01	12:01	1:01	2:01	3:01	4:01	5:01	6:01	7:01
8:02	9:02	10:02	11:02	12:02	1:02	2:02	3:02	4:02	5:02	6:02	7:02
8:03	9:03	10:03	11:03	12:03	1:03	2:03	3:03	4:03	5:03	6:03	7:03
8:04	9:04	10:04	11:04	12:04	1:04	2:04	3:04	4:04	5:04	6:04	7:04
8:05	9:05	10:05	11:05	12:05	1:05	2:05	3:05	4:05	5:05	6:05	7:05
8:06	9:06	10:06	11:06	12:06	1:06	2:06	3:06	4:06	5:06	6:06	7:06
8:07	9:07	10:07	11:07	12:07	1:07	2:07	3:07	4:07	5:07	6:07	7:07
8:08	9:08	10:08	11:08	12:08	1:08	2:08	3:08	4:08	5:08	6:08	7:08
8:09	9:09	10:09	11:09	12:09	1:09	2:09	3:09	4:09	5:09	6:09	7:09
8:10	9:10	10:10	11:10	12:10	1:10	2:10	3:10	4:10	5:10	6:10	7:10
8:11	9:11	10:11	11:11	12:11	1:11	2:11	3:11	4:11	5:11	6:11	7:11
8:12	9:12	10:12	11:12	12:12	1:12	2:12	3:12	4:12	5:12	6:12	7:12
8:13	9:13	10:13	11:13	12:13	1:13	2:13	3:13	4:13	5:13	6:13	7:13
8:14	9:14	10:14	11:14	12:14	1:14	2:14	3:14	4:14	5:14	6:14	7:14
8:15	9:15	10:15	11:15	12:15	1:15	2:15	3:15	4:15	5:15	6:15	7:15
8:16	9:16	10:16	11:16	12:16	1:16	2:16	3:16	4:16	5:16	6:16	7:16
8:17	9:17	10:17	11:17	12:17	1:17	2:17	3:17	4:17	5:17	6:17	7:17
8:18	9:18	10:18	11:18	12:18	1:18	2:18	3:18	4:18	5:18	6:18	7:18
8:19	9:19	10:19	11:19	12:19	1:19	2:19	3:19	4:19	5:19	6:19	7:19
8:20	9:20	10:20	11:20	12:20	1:20	2:20	3:20	4:20	5:20	6:20	7:20
8:21	9:21	10:21	11:21	12:21	1:21	2:21	3:21	4:21	5:21	6:21	7:21
8:22	9:22	10:22	11:22	12:22	1:22	2:22	3:22	4:22	5:22	6:22	7:22
8:23	9:23	10:23	11:23	12:23	1:23	2:23	3:23	4:23	5:23	6:23	7:23
8:24	9:24	10:24	11:24	12:24	1:24	2:24	3:24	4:24	5:24	6:24	7:24
8:25	9:25	10:25	11:25	12:25	1:25	2:25	3:25	4:25	5:25	6:25	7:25
8:26	9:26	10:26	11:26	12:26	1:26	2:26	3:26	4:26	5:26	6:26	7:26
8:27	9:27	10:27	11:27	12:27	1:27	2:27	3:27	4:27	5:27	6:27	7:27
8:28	9:28	10:28	11:28	12:28	1:28	2:28	3:28	4:28	5:28	6:28	7:28
8:29	9:29	10:29	11:29	12:29	1:29	2:29	3:29	4:29	5:29	6:29	7:29
8:30	9:30	10:30	11:30	12:30	1:30	2:30	3:30	4:30	5:30	6:30	7:30
8:31	9:31	10:31	11:31	12:31	1:31	2:31	3:31	4:31	5:31	6:31	7:31
8:32	9:32	10:32	11:32	12:32	1:32	2:32	3:32	4:32	5:32	6:32	7:32
8:33	9:33	10:33	11:33	12:33	1:33	2:33	3:33	4:33	5:33	6:33	7:33
8:34	9:34	10:34	11:34	12:34	1:34	2:34	3:34	4:34	5:34	6:34	7:34
8:35	9:35	10:35	11:35	12:35	1:35	2:35	3:35	4:35	5:35	6:35	7:35
8:36	9:36	10:36	11:36	12:36	1:36	2:36	3:36	4:36	5:36	6:36	7:36
8:37	9:37	10:37	11:37	12:37	1:37	2:37	3:37	4:37	5:37	6:37	7:37
8:38	9:38	10:38	11:38	12:38	1:38	2:38	3:38	4:38	5:38	6:38	7:38
8:39	9:39	10:39	11:39	12:39	1:39	2:39	3:39	4:39	5:39	6:39	7:39
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8:41	9:41	10:41	11:41	12:41	1:41	2:41	3:41	4:41	5:41	6:41	7:41
8:42	9:42	10:42	11:42	12:42	1:42	2:42	3:42	4:42	5:42	6:42	7:42
8:43	9:43	10:43	11:43	12:43	1:43	2:43	3:43	4:43	5:43	6:43	7:43
8:44	9:44	10:44	11:44	12:44	1:44	2:44	3:44	4:44	5:44	6:44	7:44
8:45	9:45	10:45	11:45	12:45	1:45	2:45	3:45	4:45	5:45	6:45	7:45
8:46	9:46	10:46	11:46	12:46	1:46	2:46	3:46	4:46	5:46	6:46	7:46
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8:49	9:49	10:49	11:49	12:49	1:49	2:49	3:49	4:49	5:49	6:49	7:49
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8:54	9:54	10:54	11:54	12:54	1:54	2:54	3:54	4:54	5:54	6:54	7:54
8:55	9:55	10:55	11:55	12:55	1:55	2:55	3:55	4:55	5:55	6:55	7:55
8:56	9:56	10:56	11:56	12:56	1:56	2:56	3:56	4:56	5:56	6:56	7:56
8:57	9:57	10:57	11:57	12:57	1:57	2:57	3:57	4:57	5:57	6:57	7:57
8:58	9:58	10:58	11:58	12:58	1:58	2:58	3:58	4:58	5:58	6:58	7:58
8:59	9:59	10:59	11:59	12:59	1:59	2:59	3:59	4:59	5:59	6:59	7:59

Minute by Minute Sheet Date:_____ Student:_____

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ON-TASK DATA SHEET

STUDENT: PAGE: _____OF____

DATE:

SAMPLING: Partial interval system (15 seconds observation, followed by 5 seconds recording time).

ACTIVITY: **END TIME:**

START TIME	***INTERVAL #***	***ON-TASK***	***OFF-TASK***	***NOT RATED***
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			

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Daily Behavioral Frequency Sheet

Student: **Target Behavior**: Non-Compliance (see definition)

Compliance	**Total**	**Non-Compliance**	**Total**	**Time and Request/Activi**
☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		
☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		
☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		
☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		
☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐		
Totals				

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Partial Interval – Description, Procedures, & Example

When the behavior that you are looking at is not easily counted, you can measure the behavior by counting the number of time-intervals in which the behavior occurred. A behavior is not easily counted when:

- It is difficult to tell exactly when the behavior begins or when it ends, or
- It occurs at such a high rate that it is difficult to keep a count on it.

If this behavior happens so quickly that it is hard to catch (the behavior itself does not last for a long time), you may use the Partial Interval method to measure this behavior: You can look to see whether or not the behavior occurs at some point in each time interval. You should note that you will need some timing instrument such as a wall clock, wristwatch, or stopwatch in order to keep track of the time intervals.

Examples of behaviors that you can measure using Partial Interval include praising others, making a particular comment, making a certain gesture, walking by a particular place, ….

Procedures

At the meeting:

* Write down the behavior that you will be looking for and its definition
* Write down how long you will be observing every time: Total Observation Time
* Divide the total observation time into 10 same length intervals; write down the length of each interval
  - All intervals need to be the same length: Intervals can be from a few seconds long up to a few minutes long (less than 11 minutes)

  Note: Total observation time and length of intervals need to be the same each time that you observe

* If the team decides on an intervention (meetings 2 or 3), enter it in the box provided (p. 2)

After the meeting:

* Enter the date of your observation
* Make sure that you have your timing instrument available prior to beginning your observation
* Keep an eye on your timing instrument to keep track of the intervals
* **During each time interval:**
  - Look to see if the behavior occurs
  - Once the behavior occurs, place a checkmark (3) for that interval
  - If, at the end of the interval the behavior did not occur, place an X for that interval
* At the end of your observation time, total the number of checkmarks **(This is what you graph)**

Example

Behavior: Saying something nice

Behavior Definition: Making a statement to a peer or a teacher during class time, in a pleasant tone, which includes either praise or politeness, for example saying "you did well" or "excuse me"

Total Observation Time: 20 minutes Length of each interval: 2 minutes

Date	**Interval #**										**Total times behavior occurred** (3)
11/5	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
3 or X	3	X	X	3	X	X	X	3	X	X	3

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Student Name: _____
Date:_____

ACTIVITY	PROMPTS (Includes verbal or physical)	BEHAVIORS **A-**Aggression **D-**Destructive acts **I-**Inappropriate language	**T O T A L**
BREAKFAST	**oooooooooooooooo**		
HOMEROOM	**oooooooooooooooo**		
MATH/CLAIBORNE	**oooooooooooooooo**		
SPECIALS ( )	**oooooooooooooooo**		
MATH/CLAIBORNE	**oooooooooooooooo**		
LUNCH	**oooooooooooooooo**		
LANGUAGE ARTS	**oooooooooooooooo**		
SOCIAL STUDIES/SCIENCE	**oooooooooooooooo**		
LEISURE	**oooooooooooooooo**		
GYM (AFTER SCHOOL CARE)	**oooooooooooooooo**		
ACTIVITY:	**oooooooooooooooo**		
ACTIVITY:	**oooooooooooooooo**		
		A- D- I-	

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Student Strengths:

Social	Academic

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Student Needs:

Social	Academic

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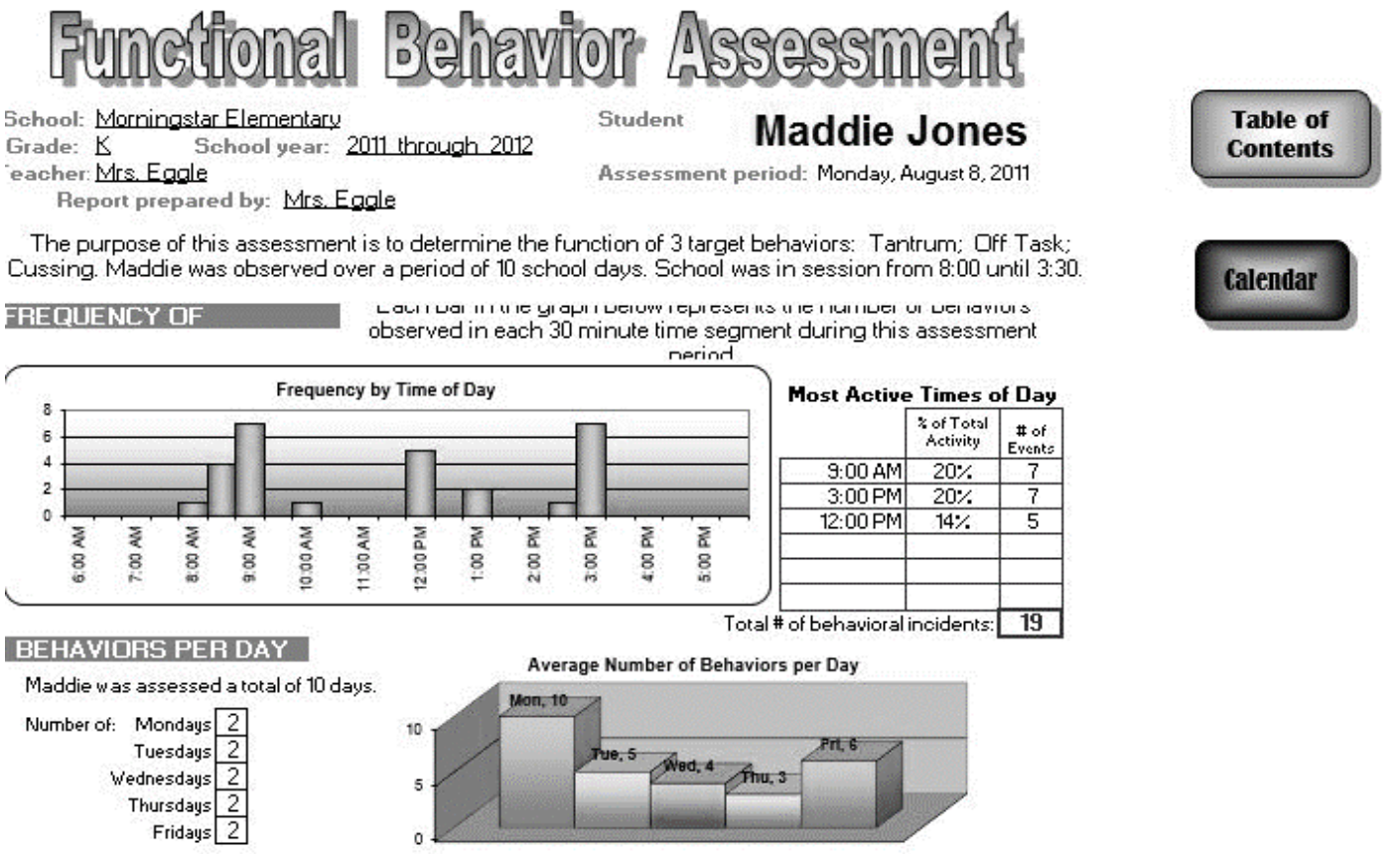
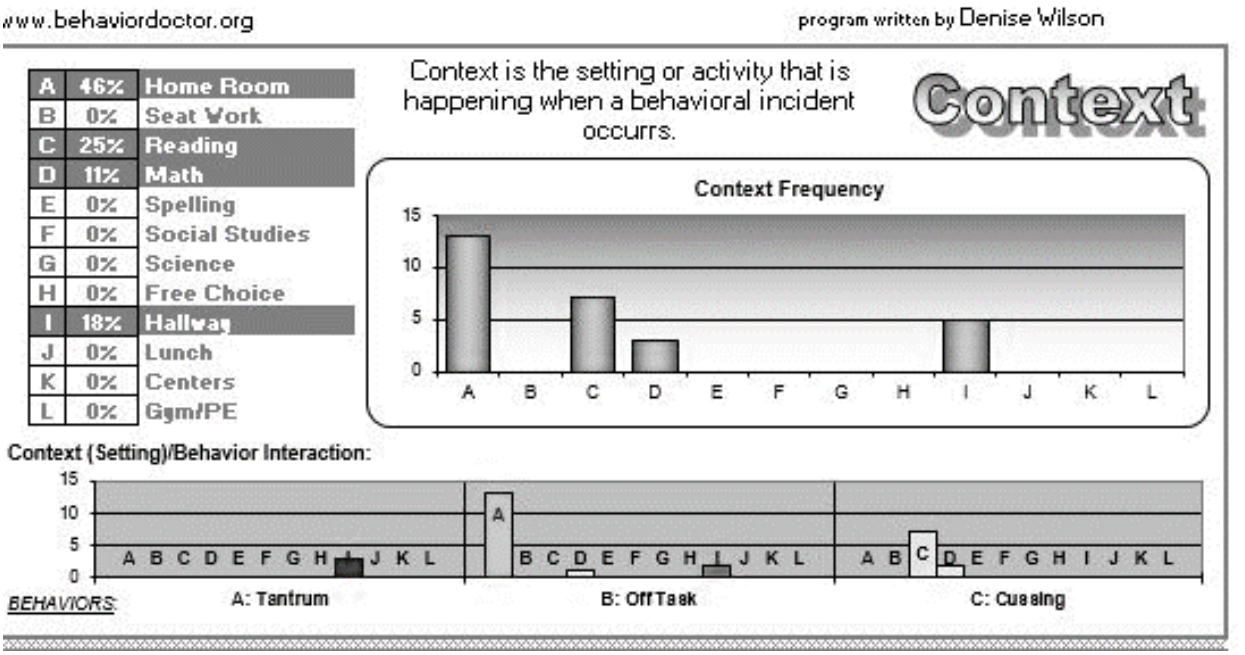
FBA Data Tool

The FBA Data Tool will give you instantly graphed information to use with your behavior support team to make qualified hypotheses concerning the function behind the student's behavior. You can download this free tool on www.behaviordoctor.org at the bottom of the front page.



We look to see if there are any triggers in time of day or day of the week. If there are- we fill them in on our worksheet.

Trigger	Target	impacT
(jot down any triggers you see at the time of day or day of the week.)		



Trigger	Target	impacT
(jot down any triggers you see in context/setting events.)	Be sure to note which behaviors have which triggers.	

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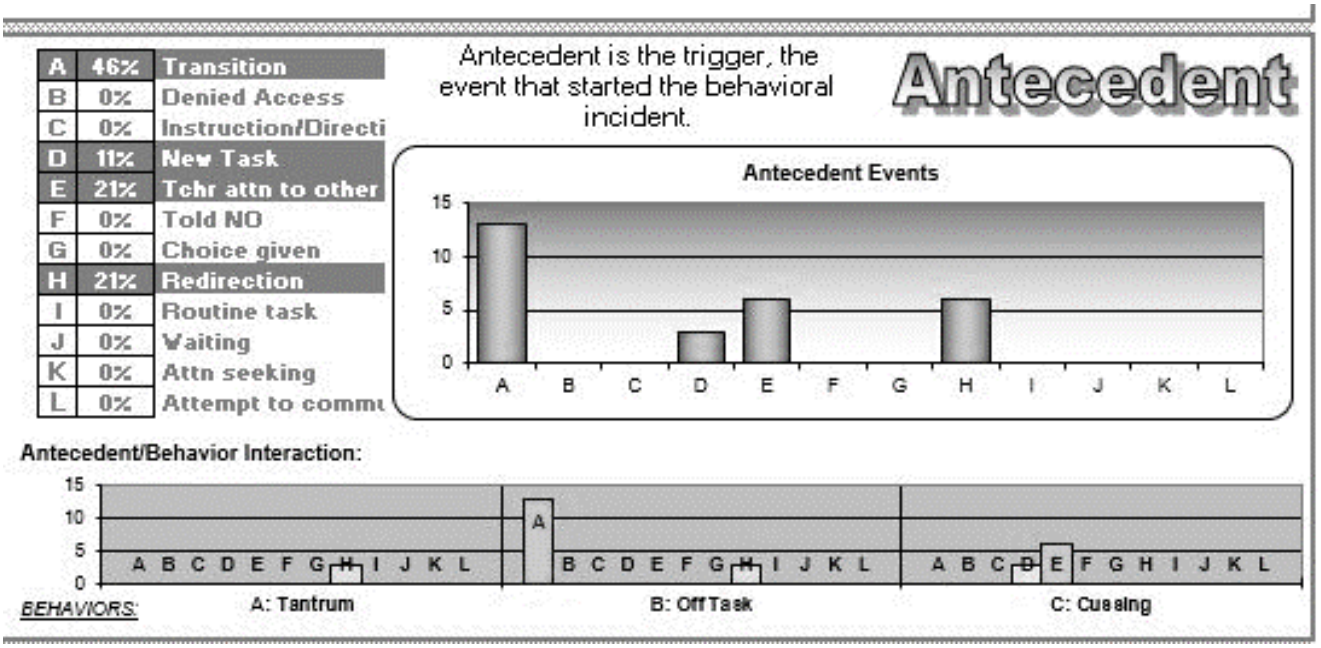

Trigger	Target	impacT
(jot down any triggers you see in antecedent)	Be sure to note which behaviors seem to be paired with which triggers.	

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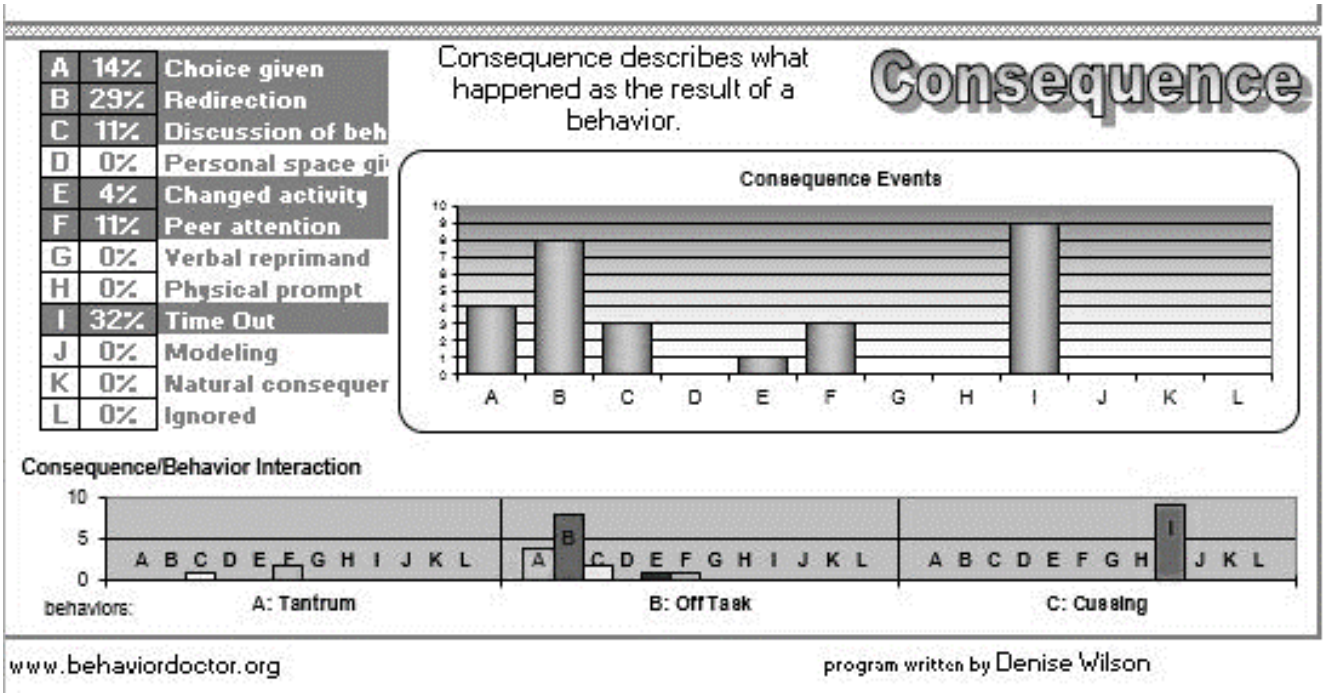

Trigger	Target	impacT
	Be sure to note which behaviors are fed by which consequences.	Now jot down any consequences that seem to be feeding the behaviors.

Put it all together now and you have your summary statements:

The team can develop a summary statement from this information:

1) When Maddie is in the hallway, she is likely to have a tantrum to gain peer attention
2) When Maddie is having a transition, she is likely to be off task to gain adult attention
3) When Maddie has a new task or perceives she needs help and is not getting it, she is likely to cuss to gain escape from the task

Triple T-Triple R Chart for Behavioral Intervention Planning:

Student Name: _____ Date:_____

Trigger	Target	impacT
Revise the Environment	**Replace the Behavior**	**Reframe the Response**

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Triple T-Triple R Chart for Behavioral Intervention Planning:

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Triple T-Triple R Chart for Behavioral Intervention Planning:

Student Name: _____ Date:_____

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Revise the Environment	**Replace the Behavior**	**Reframe the Response**

To save printing costs for APBS, the references were removed. If you are interested in the references please contact us at caughtyoubeinggood@gmail.com

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