**Comprehensive Functional Behavior Assessment and Behavior Intervention Plan**

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| Student Name: Joe Wilson | Date of Birth: 1/16/2008 |
| School/District: University of Delaware | Age: 10 years |
| Date of Report: 10/5/2018 | FBA/BIP Facilitator: Roberts |
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**Functional Behavior Assessment Methods**

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| --- | --- | --- | --- |
| Method | Check all that Apply | Who Completed/Role | Date |
| Parent Interview | X | Roberts; School Psychologist | 9/25/2018 |
| Teacher Interview | X | Roberts; School Psychologist | 9/25/2018 |
| Student Interview | X | Roberts; School Psychologist | 9/25/2018 |
| Record Review | X | Boyer; Educational Diagnostician | 9/15/2018 |
| Problem-Solving Meeting (Brief FBA) |  |  |  |
| Direct Observations | X | Roberts; School Psychologist | 10/1/2018 |
| Rating Scale |  |  |  |
| Other |  |  |  |

**Teaming  
Completed Prior to Meeting #1**

**Team Members:**

N. Roberts: PTR Facilitator   
D. Boyer: Primary Implementer

A. Harris: Data Collection

M. Pell: Note-Taker (e.g., Educational Diagnostician)

S. Hearn: Administrator

L. Valentine: Guidance Counselor

A. Kendall: Parent

**Reason for Referral:**

Joe has shown an increase in challenging behavior. His data, reviewed at the 9/5/2018 Tier 2/3 problem solving meeting, shows he is not making progress toward behavioral goals despite his current interventions at Tiers 1 and 2 (referenced below). The team would like to collaborate on understanding his challenging behaviors through the PTR process in order to develop an individualized positive behavior support plan.

**Student Strengths and Needs:**

General Background Information:

Joe has been a student at UD Elementary School since kindergarten. He lives at home with his mother and three brothers (ages 17, 14 and 2). He sees his father every other weekend. Joe has excellent attendance and is a relatively healthy student. He is excellent with younger children and is often helping others in the classroom. He enjoys all of his specials classes and works well with others in academic and social groups.

Academic:  
Joe is performing on grade level in reading and math. However, to supplement classroom instruction and support his comprehension skills he attends a Tier 2 reading intervention (Reading Wonders) for 30 minutes per day. Since beginning this intervention his reading comprehension skills have slightly improved but continued intervention has been recommended.

Behavioral:

According to his mother, Joe plays football after school, but has begun to have some difficulties at practices. His mother reports that he gets easily frustrated and will walk off the field when confronted by a peer or his coach. He has missed the last 3 practices because he refuses to attend.

Prior to his 4th grade year, there have been no significant disciplinary referrals, however his third grade teacher referred him to the Tier 2/3 team due to his tendency to “shut down” in class for “no apparent reason.” The teacher reported that she has given Joe a break card to use but he does use it. He responds well to frequent praise and special privileges such as running errands within the school. She often shortens reading assignments (reduced number of pages and items) to encourage him to complete reading tasks.

His history with the problem solving team were as follows:

* **CICO began on 4/15/2017:** The team determined that since Joe responded well to adult attention that a CICO mentor was an appropriate intervention.
* **DATA Review on 5/13/2017:** Joe was successful in meeting his daily goals for CICO but continued to demonstrate frustration in class which led to incomplete assignments. The team added a small group skill building intervention to help him with his self-regulation skills.
* **Counseling began on 5/20/2017:** Due to limited groups starting at the end of the school year, Joe began seeing the guidance counselor individually to work on the self-regulation skills taught in the anger management group (such as recognizing triggers and choosing calming strategies).
* **Modified CICO began on 5/20/2017:** The guidance counselor adapted his CICO card to focus on his responsible use of his calming strategies.
* **Data Review on 8/31/2018:** Weekly counseling sessions continued to the end of the school year. Joe began the year with his modified CICO card from the previous year. Joe’s frustration seemed to escalate and his points began to decline at the end of the school year (earning on average 50-60% of points). The team decided to give the plan more time and review again in 6 weeks.
* **Data Review on 10/12/2018:** Joe has had 2 significant discipline referrals. In each incident his classroom teacher reported that his anger led him to tip over a table and walk off school grounds. The team discussed enrolling him in a Tier 2 skill building group to continue to support his frustration management. However, due to the escalation of his behavior the Tier 2 team recommends an Individualized Positive Behavior Support Plan.

**Goal Setting/Data Collection  
Meeting #1**

**Broad Goals (3-5 years) Identified for Joe by Team (across settings):**

During the student interview, Joe reports wanting to go to college to play football. His father attended the University of Delaware, where he would like to attend.

**Short Term Goals Identified for Joe by Team (to help student meet broad goals):**

* Joe attends football practice and participates during his games
* Joe completes his in-class assignments or asks for help when needed
* Joe increases the amount of time he spends reading each night (a book of his choosing)

**Specific Target Behaviors (what behavioral skills does the student need in order to meet goals):**

*Decrease:* ***Negative Comments****: verbalizes negative comments (inside voice) when given academic task assignments or redirection. Verbal negative comments include: “I can’t do this,” “this is stupid,” or “you can’t make me do this.”*

*Increase:* ***Communicate his need****: Joe will use an appropriate method (visual/signal/voice) to communicate his need for a break or attention*

*Increase:* ***Academic engagement****: Joe will interact with assigned task materials in a manner that gets the task completed; raises his hand to ask for help, make a request, or volunteer a comment/response*

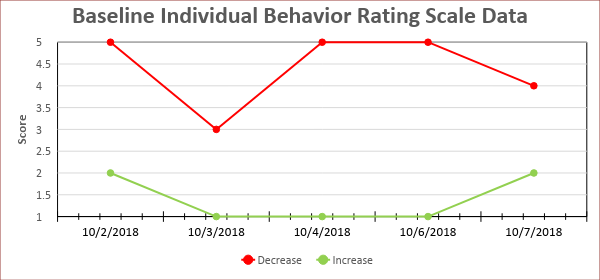
**Data Collection  
Create during meeting #1 (on-going review)**

**Baseline Data on Target Behaviors:**

*Include:* ***target behavior*** *for which data was collected,* ***method/format*** *(e.g. frequency, rating scale/IBRST, ABC, direct behavior observation, duration etc.-graphs or IBRST can be attached), the* ***time period*** *the data was collected and an* ***analysis*** *of outcomes. Data collected should be within 30 days of the FBA.*

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| **Key** | | | | | |
| Challenging Behavior: | ***Negative Comments*** | | | | |
| Time/Routine: | X | All Day |  | Specific Routine: |  |
|  | 5= Terrible Day | > 8 times | | | |
| 4= Typical Bad Day | 7-8 times | | | |
| 3= So-So Day | 5-6 times | | | |
| 2= Good Day | 2-4 times | | | |
| 1= Fantastic Day | 0-1 times | | | |

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| Replacement Behavior | ***Academic Engagement*** | | | | |
| Time/Routine: | X | All Day |  | Specific Routine: |  |
|  | 5= Fantastic Day | 81-100% | | | |
| 4= Good Day | 61-80% | | | |
| 3= So-So Day | 41-60% | | | |
| 2= Typical Bad Day | 21-40% | | | |
| 1= Terrible Day | 0-20% | | | |



**IBRST Summary:**

Data was collected over the course of five days prior to intervention implementation. At baseline, Joe demonstrated an average score of 4.4 for negative comments (7-8 times per day) and an average score of 1.4 for academic engagement (0-20% of the day).

**Classroom Observation:**Joe was formally observed on 10/10/2018 from 1:30-2:00 and 10/11/2018 from 8:30-9:00 during an independent reading assignment and an independent math assignment. Based on teacher reports, independent assignments often trigger challenging behavior (including negative comments). The frequency of negative comments were assessed as well as what occurred before and after the comments. An additional observation was completed to assess Joe’s overall level of engagement and to note any additional challenging behaviors that may be relevant to the current assessment. A summary of results is presented below.

During independent reading, two incidents of negative comments were observed during the 30 minute observation period. Each occurred in response to teacher redirection: “Joe please get started on your worksheet” and “What do you need to get going on the worksheet?” The teacher was observed to move close to his desk and offer assistance each time he made a negative comment. Although he remained engaged with her help, he quickly stopped working when she walked away. During math, more frequent occurrences of negative comments occurred (a total of 4) and were more intense. Comments occurred quickly after instructions were given to work on problems independently. His comments occurred one after the other (“I am not doing this,” “this is stupid,” “nope not doing it,” and “boring.”). The teacher attempted to ignore his comments but the behavior intensified. She followed up with a private conversation and asked Joe if he would like to take a quick break before beginning the task. He agreed and left the group to read a book in the back of the classroom.

During a 30 minute observation Joe was seen on task 37% of the time. The remaining 63% was spent engaging in off task behaviors. To compare his behavior to that of a peer, a student seated near Joe was on task 87% of the observation period. Off task behaviors included playing with materials in his desk, sharpening his pencil, looking for a book on the shelf and talking to a nearby peer. The observer also noted the number of times Joe was provided reinforcement for demonstrating appropriate behaviors and his reaction. As such, 4 positive interactions were noted (e.g. a hand on his shoulder while passing papers, verbal praise for attempting work, recognition when he raised his hand and a check in to offer help). Joe responded positively to these interactions.

**FBA SUMMARY**Review at Meeting #2

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|  | **Prevent/Most likely (Antecedent) Data:**  **What triggers predict the occurrence of the problem behavior?**  *Include enough detail to generate an intervention* | **Teach (Function)  Data:**  **Purpose of Behavior**  *Include specifics (who, what, where)* | **Reinforce (Consequence) Data: What do others do after the behavior?**  *Include enough detail to generate an intervention* |
| **Problem behavior:** Negative Comments | **When:** In reading and math class  **Activities/routines**: Negative comments occur most often during independent tasks; in reading and math. Specific tasks include reading comprehension and math problem solving (word problems) tasks.  **Specific Circumstances:** Tasks that are perceived as difficult (new material) and when Joe is asked to correct an answer or task.  **Setting Events:** Joe has had some difficulties with sleep recently because he frequently gets up with his 2 year old brother. His mother indicates he is more likely to become upset when he is tired. | **Gain attention from adults**: Data indicates Joe is seeking assistance to complete tasks that he feels are too difficult.  **Avoid or delay**: Data also indicates that he may use negative comments as a means to escape difficult tasks when the teacher is unavailable to assist him. | Following negative comments the classroom teacher was observed and reported that she most often:   * Provides help (completing a portion of the assignment with Joe), * Verbally redirects (reminding Joe of the activity directions) * Changes the expectations (e.g. allotment of break to read a book) * Ignores the comments |
| **Absence of problem behavior**  *When is there an absence of problem behavior or pro-social behavior more likely to occur* | ***The behavior is least likely when:***  **When:** specials, recess, large group work, small group work  **Setting Events:** When Joe has done well on independent tasks throughout the day he is less likely to be triggered by difficult tasks. | ***What behaviors could be taught to enable the student to participate and meet academic goals?***  The team would like Joe **to participate, persist and be engaged** during independent tasks and to **communicate effectively** (asking for assistance or a break instead of making negative comments) | ***What school related items or activities are most enjoyable for the student?***  Joe enjoys positive praise and his teacher was observed to frequently reinforce positive behaviors during observations.  Joe enjoys positive praise and recognition from his teachers. He enjoys working with younger children. When asked, he cited playing football with the PE teacher as most enjoyable. |

**Hypothesis Statements:** *(A hypothesis statement should be listed for each target behavior unless they have the same antecedents and functions. Some target behaviors may need 2 or more hypotheses if there are different functions aligned with different contexts/antecedent events)*

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| **Possible Hypotheses** | | | |
|  | **When….** | **He/she will…..** | **As a result, he/she ……** |
| Problem Behavior | During reading and math, when Joe is engaged in an independent task (1) that he perceives as challenging such as new word problems and reading comprehension assignments with written response and/or (2) when he is asked to correct an independent task  Setting Events: (These triggers are stronger when he has not slept well) | Make negative comments | Receives attention (assistance from the teacher) and/or (escape) is offered an alternate activity. |
| Replacement Behavior | Joe is engaged in an independent task (that he perceives as challenging) during reading and math tasks  Setting Events: (These triggers are stronger when he has not slept well) | **Replacement Behavior:** Communicate effectively  **Desired Behavior:** Participate, persist, and be engaged | Receives attention (assistance from the teacher) and/or (escape) is offered an alternate activity.  Receives attention (time to play football with the PE teacher, recognition from the teacher, time to work with younger children) |

Other comments/patterns:

* Harmful behaviors are to be addressed with the safety plan and include: elopement (leaving the classroom), aggression (throwing/destroying materials).

Additional Comments:

* The team reached agreement on the hypothesis statement.
* The team will focus on teaching Joe to ask for help and/or a break initially with the goal to increase his overall level of engagement to access more enjoyable incentives and complete tasks.

**SUPPORT PLAN:**

**Function-Based Behavior Support Plan** *(for each hypothesis, a complete intervention plan may be developed)*

**Hypothesis:** When Joe is engaged in an independent task (that he perceives as challenging) during reading and math tasks (especially when he has not slept well) he will make negative comments in order to receive adult attention to finish the task and/or access escape (e.g. take a break).

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| **PREVENT Interventions (modifies the WHEN in the hypothesis)** | | |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| Changes to Task Demands  Setting Event Modification: | The teacher will review Joe’s daily assignments that include reading comprehension with written response and math word problems with new components and decide how to reduce the difficulty of the task.   1. At the beginning of each week or the start of each day, the teacher should review the tasks that will involve written response to reading comprehension questions and assignments that include the application of new material to solve word problems. The teacher will decide how to reduce the difficulty of these tasks either by shortening the task, providing a choice for passages to be read aloud or independently, providing a model or prompting the use of his replacement skill (communicate). The teacher should notate on the assignment how the task will be modified. 2. When shortening the task, initially reduce the amount by 50% by highlighting the questions or sections on the page which Joe is required to complete. 3. Independent tasks should be accompanied by a model of a completed version of the task (either a completed math word problem using the necessary steps or completed written passage). 4. When providing feedback or requesting work to be corrected, offer Joe a choice to complete the revisions with teacher assistance, peer assistance or independently. 5. Immediately after presenting the task request, the teacher will meet with Joe to review the changes that were made to the task. Remind him to use his replacement skill (communicate his needs) if he experiences difficulties.   In order to neutralize the setting event (lack of sleep) the teacher should provide an activity that will increase alertness and provide access to adult attention, such as taking a walk around the school with a preferred adult, prior to requesting that Joe complete assignments that trigger his challenging behavior.   1. Each day, Joe will check in with his teacher during morning work, to review the day’s expectations and discuss how he is feeling. 2. If he indicates that he did not have a good night’s sleep, the teacher will decide which activities may trigger his use of negative behaviors. Prior to these antecedents (math word problems and comprehension tasks) the teacher will offer Joe a choice of activities to increase alertness (15 minute walk or stay and work with option for a break as needed). 3. On day’s that Joe is fatigued, step 1 (shortening tasks) described above, should be selected as the option for changing task demands. |  |

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| **TEACH** **Interventions (teaches a new skill (communicative replacement and/or physically incompatible) to replace the problem behavior.** | | |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| **Replacement Behavior to be taught:**  **Communicate Effectively***(ask for help or a break during independent difficult tasks (math word problems and reading comprehension tasks)*  **Alternative Skill: Academic Engagement** | Joe will be taught to communicate his need for a break or assistance during independent (difficult) tasks including: reading comprehension and math word problems. He will have three breaks listed on his daily point card that will be crossed off as he uses them. He will raise his hand for assistance and the teacher will indicate with a 1, 2 or 3 signal what comes next (detailed below).  Steps Pre-implementation:   1. Joe will begin attending a Tier 2 small group intervention addressing a variety of topics surrounding self-regulation. The intervention coordinator and teacher will work together to add communication skills into the classroom matrix under a section titled: problem solving. 2. The intervention coordinator and classroom teacher will facilitate a class discussion about problem solving strategies to use when confronted with a difficult problem. Communication strategies will be discussed and include: take a break and ask for help. 3. The information discussed during the whole class meeting will be covered in the first session of the Tier 2 small group intervention. 4. Joe will meet with his teacher and intervention coordinator to review the communication skills 1:1. He will receive an individualized CICO point card for the school-wide expectations with his communication skills (and three breaks) included on the card. 5. The teacher will describe the precise steps that Joe will follow each day to: get his CICO point card, check in with the teacher, receive points, take a break and indicate his need for assistance (details described below). 6. The teacher should model the steps and practice using the communication strategies with Joe prior to implementation to ensure he understands when (and how) the intervention steps will occur. 7. The Tier 2 small group intervention coordinator will review his daily point card and progress monitoring data, weekly and discuss Joe’s progress during group. Opportunities to problem solve difficult situations will be provided.   Steps Implementation:   1. Joe will take a daily CICO card from the assigned folder each day to keep at his desk. He will leave the card on his desk, while he eats breakfast in the classroom. The teacher will meet with him during breakfast each day to discuss how he feels and to review any difficult assignments that may be taking place that day. 2. His teacher will remind him to use breaks or ask for help prior to tasks that may trigger negative communication. 3. If he chooses to communicate help, he will raise his hand. The teacher will either: help him immediately or give him a 2 or 3 signal with her fingers. A 2= I will be with you in one minute, keep trying or 3= I may take a few minutes to get to you, please take a break or skip the problem that is difficult and come back to it. 4. When able, the teacher should offer Joe assistance in getting started on the task. 5. During times that are triggering, Joe will have the opportunity to use a break. He will be allotted three breaks (initially) that last 5 minutes each. If he chooses a break, he will take a timer and take a brief walk down the hall and back. He should be in the classroom before the timer ends, return the timer to the teacher’s desk and begin his work (or communicate a need for help).   Implementation: Joe will review on-task behaviors during difficult work, which include:   * Trying the work, even when it’s hard * Using positive self-talk (I am not supposed to know how to do this yet, it is okay to make a mistake, I can try) * Using his communication skills to get the work complete   Joe will earn points on his daily point card for using his academic engagement strategies. His teacher will make note of times during the day when he can earn double points (particularly challenging tasks). Joe can also trade in his unused breaks for additional points at the end of the day. Points will be used for minutes of time (1 point=1 minute) to engage in preferred activities (at the end of the day, or the end of the week for a longer activity).  Steps:   1. The teacher will initially review on-task behaviors during difficult work at the beginning of the day during his CICO time. 2. His Tier 2 small group will also reinforce these strategies. 3. The teacher will review with Joe what will happen when he demonstrates the on-task behaviors and how he will earn points. 4. She will review his opportunities to earn bonus points during difficult tasks. She will notate bonus assignments by drawing a star on the top of the paper or by circling the time block on his CICO card. 5. The teacher will prompt him to use his engaged behaviors by tapping his CICO card or giving him a thumbs up sign 6. He will have the opportunity to use his points at the end of each day or save the points for a preferred end of the week activity. |  |

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| **REINFORCE** **Interventions (provides the same outcome as did the problem behavior).** | | |
| Intervention Strategy | Steps/Task Analysis of Intervention Strategy | Comments |
| **Reinforce replacement behavior**  **Requesting a break**  **Requesting assistance**  Reinforce Academic Engagement  Discontinue reinforcement of problem behavior | **The staff will provide Joe with a 5 minute break each time he crosses off a break on his CICO card (and holds the card in the air).**  Steps:   1. Immediately after he puts his CICO card in the air, the teacher will make eye contact and nod. 2. He will walk to the teacher’s desk and take the five minute time. 3. He will walk to the hallway quietly while he is taking his break. 4. Other staff should be alerted that no interaction should occur with Joe while he is taking his walk 5. When the timer goes off, Joe should be in the classroom, return the timer and back in his seat (beginning work) within 1 minute.   **Staff will provide Joe with assistance if he indicates a need for help**  Steps:   1. Joe will raise his hand without making a negative comment to indicate a need for help. 2. The teacher will immediately walk to his desk to offer support OR hold up a 2 or 3 fingers signal. 3. 2= I will be there within 2 minutes, please keep trying 4. 3= I will be longer, please use a break and I will be with you when I return. 5. The teacher should offer support only on the task at hand, reminding Joe of his engagement strategies.   **Staff will provide points throughout the day and additional bonus points for difficult tasks.**  **Steps:**   1. At the end of each time block, the teacher will circle a 0, 1 or 2 depending on the agreed upon scale. 2. Each number is worth the set amount of time to use for preferred activities. 3. Bonus points are awarded for agreed upon challenging tasks and any unused break cards. 4. The teacher will ask Joe at the end of the day during his CICO time how he would like to use his points. 5. Additional reinforcement (specific praise) should be provided throughout the day with specific links to his use of communication skills and engaged behaviors.   **The teacher will redirect Joe to use his replacement communication skills immediately after he engages in precursor behaviors (e.g. mild negative comments, pushing materials around his desk, mild protests).**  **Steps:**   1. Immediately after Joe begins to use a precursor behavior the teacher will calmly go over to Joe and gesture to use his strategies (listed on his CICO card). 2. If Joe does not use his strategies, the teacher will provide a verbal prompt (e.g. “it looks like you need a break, show me how you request a break”). 3. If Joe does not use his replacement behavior after the verbal prompt, the teacher will provide Joe with a verbal direction by standing his CICO card up and saying: “Take a 5 minute break.” 4. The teacher will hand him the started timer. 5. If his behavior continues to escalate, the attached crisis plan should be followed. |  |

**Consideration of Safety Plan**

Is/Are the behavior(s) dangerous and has/have, or is likely to cause harm to the student and to others? No ☐ **Yes** **X**Harmful Behavior:   
**Verbal Aggression**: loud threatening remarks (I am going to lose it) to staff and students

**Physical Aggression**: throwing heavy materials such as a desk or chair  
**Elopement**: leaving classroom or area in the school building without adult supervision or permission; walking around the classroom without permission is NOT considered elopement but may be a precursor

Precursor Behaviors:  
The focus of this FBA is negative commenting, which was perceived as an attempt to gain adult assistance or to escape difficult tasks. However, during debriefing of Joe’s 2 behavioral incidents, staff noted that harmful behaviors were observed following a verbal correction from the teacher to get back to work or continue trying a task rather than asking for help.

Staff will follow Joe’s behavior plan until an escalation of precursor behaviors are observed. During these incidences:

**Plan A: Staff are able to redirect Joe by offering help or a break choice**

1. Instead of redirecting Joe to use a break or ask for help, the teacher will walk over to Joe and say, “let me help you or go take a break.”
2. During times of significant escalation, offer Joe a choice of taking his typical break or going to talk to the counselor to calm down.
3. Catching Joe early before his behavior escalates is important and providing choices serves to distract him from his behavior and support him as he learns to self-regulate.

**Plan B: Removing other students from the classroom and calling for a second staff to support**

1. If staff are unable to redirect Joe with choices, the classroom para-professional will remove the other students from the classroom to remove additional peer attention.
2. The classroom teacher will call for a support team member who is familiar with Joe and his plan.
3. The teacher and support person will allow Joe to calm down. In these moments, the team indicates that Joe responds best to quiet and space. As he begins to de-escalate, asking simple questions about what he needs is calming.
4. Call the main office and alert administrative staff if Joe elopes from the classroom. The building safety plan, should be followed.
5. When Joe is calm, debrief the situation and make a plan for next time, including figuring out a plan to replace anything damaged or destroyed.

**Follow-up**

1. Schedule a team meeting with his individualized positive behavior support team members.
2. The teacher and/or other participating staff members should complete documentation regarding the incident (including completion of an ABC form) within 24 hours of the incident.
3. The team meeting should occur within 48 hours of the event and include a review of fidelity to the plan, progress with interventions and determine whether additional supports are required.

**Implementation Plan:**

Next Review Date(team should meet at least monthly to review outcome and fidelity data):  
**November 2, 2018 @ 2:00 (during Tier 2/3 problem solving meeting).**

Progress Monitoring Data:

* **Describe specific data that will be taken (***Data tools such as IBRST can be attached)*
  + IBRST data will be taken daily during reading and math blocks. IBRST sheet attached.
  + Daily CICO card will be used as a reinforcement system for Joe. Data will be entered weekly.
* **Who will collect data?**
  + Joe’s classroom teacher will complete the IBRST and CICO card daily**.**
  + Data will be entered into a Google Form on a daily basis by the classroom teacher.
  + The Tier 3 coordinator will pull data monthly and report to the problem solving team.
* **How will we determine success? What are the data-based decision making points?**
  + In four weeks, Joe will earn an average score of 2 on the IBRST for his problem behavior. He will earn 75% of his points on his CICO card for his replacement behavior. No new disciplinary referrals will be noted.

Teacher Support:

* **When will the teacher be coached? Who will do the coaching?**
  + Coaching with teacher and paraprofessional scheduled for 10/15/2018 at 2:00 with the PTR facilitator
  + The PTR facilitator will support the teacher during reading and math on the first day of implementation (10/20/2018)
* **How and when will Fidelity data be collected** *(observations, self-report*)**?**
  + Fidelity data will be collected through self-report on a weekly basis (via google form)
  + Two classroom observations will occur during the first month of implementation (10/25 during reading and 10/30 during math). Observations will be completed by the PTR facilitator
* **Who should staff report to with concerns about practicality, effectiveness or safety?**
  + Unless there are immediate concerns, staff may indicate a need for more support/coaching regarding the plan on the weekly google form.
  + If immediate support is needed, the teacher should contact the PTR facilitator via email with a request to meet.

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| **Fidelity Checklist** | | |
| **PREVENT** | **Was the intervention step implemented?** | **Did it have the desired impact on behavior?**  **(1 = no impact; 2 = some impact; 3 = Great impact)** |
| Changes to Task Demands   1. Tasks reviewed at the start of the week and a plan for modification is made ahead of time. 2. Tasks are notated as to how they will be reduced in order to share with Joe. 3. Models for new independent tasks are provided (completed math problems or sample written response). 4. Joe provided choice to complete revisions independently, with the teacher or with a peer. 5. Joe is reminded to use his replacement skill immediately after giving directions to complete the independent task.   Setting Event Modification   1. Daily check in with the teacher includes a discussion about how he feels 2. Prior to triggers, Joe is provided a choice of an activity to increase alertness. 3. Identified tasks are shortened. | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA | 1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3 |
| **TEACH** |  |  |
| Communicate Needs (break or help)   1. CICO card available daily 2. Reminder to use new skills given prior to triggers 3. When help is requested, teacher immediately assists or provides hand signal. 4. Joe allotted breaks when requested appropriately.   Engagement with Difficult Tasks   1. On-task behaviors reviewed daily during difficult work and at the beginning of the day. 2. Problem solving (engagement with difficult tasks) strategies are embedded in classroom matrix 3. Bonus assignments are noted either on the task or Joe’s CICO card 4. Prompts to use his skills provided by tapping his CICO card as needed 5. Points are allotted and used at the end of the day or an agreed upon time. | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA | 1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3 |
| **REINFORCE** |  |  |
| Reinforce Communicating his Needs   1. When Joe follows the steps to request a break he is immediately allotted the time.   Reinforce Academic Engagement   1. Signal system is used when Joe requests assistance 2. CICO points are awarded throughout the day with specific praise regarding his point (e.g. great job using your engagement strategies and working on that difficult math problem that is super responsible!) 3. Daily points are used for access to attention/preferred activities 4. Specific praise provided throughout the day related to Joe’s use of his replacement skills and engagement skills.   Discontinue Reinforcement of Problem Behavior   1. Assistance is only given when Joe uses his communication skills. 2. Redirection is given when Joe demonstrates target behaviors with a visual prompt. 3. Redirection is given with a verbal prompt to take a break. 4. Teacher verbally directs Joe to take a break. 5. If his behavior escalates, the crisis plan is followed. | Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA  Y / N / NA | 1 2 3  1 2 3 1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3 |
|  |  |  |
| **Behavior Plan Assessment: Y/Y + N total** |  |  |

**Date: \_\_\_\_\_ Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation**  **Self-Assessment**