



South Bend Community School Corporation

Behavioral Intervention Plan

Student Name: _____ SBCSC ID#: _____ STN#: _____

Functional Behavior Assessment

To answer questions 1-9, use your own observations AND information from other staff, parents and the student. *A single source of information does not show an accurate picture!*

Participants: _____

1. What is the specific behavior of concern and how does it interfere with learning? (list only 1 behavior)
2. When, where and with whom does the behavior occur? Be specific.
3. How often does the behavior occur, and how long does it last?
4. What things seem to trigger the behavior?
5. What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?

Review interventions already tried

Academic accommodations, environmental modifications, positive reinforcement and/or discipline.

6. What interventions have NOT been effective?
7. What interventions have helped improve behavior?
8. In what situations does the student behave most appropriately?
9. What reinforcers would the student prefer to support compliance in school?
10. Identify the predominant purpose/function the problem behavior appears to serve for the student:
Choose One:
To gain _____
To avoid _____
To communicate _____
Other _____
11. Some students who exhibit inappropriate behaviors to get their needs met have skill deficits. They have not acquired the basic competencies for effective social functioning. Others have performance deficits. They have the skill to behave appropriately but may lack the motivation to do so.

Assess the student in these areas:

Skill/Performance Deficits

	Needs Instruction	Needs Support to Use	Performs Adequately
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Demonstrates appropriate coping responses			
Able to use self-control			
Makes and keeps friends at school.			
Has formed an appropriate relationship with one or more school staff			
Able to function adequately in classroom setting (can concentrate, retain information, satisfactory attendance, etc.)			
Exhibits adequate adaptive behavior at home and school (cares for personal needs, etc.)			

Consider the student's deficits that may need to be addressed in the Teaching Plan and/or Social Adjustment Goals and Obj.

IEP Conference Date: _____

8/18/12

Teaching Plan

Assessment Summary:

Skill/Performance Deficit that may be impacting the problem behavior:

Replacement Behavior	Successive Teaching Steps	Positive Programming/ Reinforcement Strategies	Environmental Modifications
	Who will teach? Where? How often?	Redirection and De-escalation Strategies	Monitor Progress

Student will follow the Student Code of Conduct unless otherwise noted. You may want to consider the following:

Consequences:

Crisis Management Plan: