

# Behavior Planner



School District Name  
 Special Education Department  
 1234 Main Street  
 Anytown, AA 12345

FBA Date: 02/01/2001  
 Review Date: 02/01/2002

## Student Information

Student: John Doe	Grade: 05
Student ID: 12345	Home School: Jefferson Elementary
Gender: Male	Receiving School: Richman Elementary
Ethnicity: White	
Date of Birth: 6/1/90	
Chronological Age: 10 - 8	
Primary Language: English	Date Determined: 12/12/00
Determine by: School Records	<input type="checkbox"/> Interpreter needed for student

## Parent/Guardian Information

Parent/Guardian: Jack and Jane Doe	Relationship: parents
Home Address: 123 Candy Cane Lane Apt #12 Anytown, CA 12345-1234	Home Phone: (123)555-7800 Work Phone: (234)555-8901
Primary home language: English	Date Determined: 5/1/00
Determined by: Parent report	<input type="checkbox"/> Interpreter needed for parent

- Procedural Safeguards were given to the parent
- Information was given to John and his parents regarding John's rights upon reaching the age of majority.

## Team Members

The following individuals were consulted in the development of this Functional Behavior Assessment. Team member signature indicates attendance at the meeting.

NAME	TITLE	SIGNATURE
Chris Guttierrez	Principal	
Mary Rosales	Teacher	
Jane Doe	Mother	

## Reason For Referral

John was referred for Functional Behavior Assessment by Mary Rosales, his teacher. He is not currently receiving special education services.

Behaviors of concern at this time include being off task, talking out, bossiness, and cheating.

The negative ramifications of these behaviors are disruption, interference with social interaction, and interference with instruction.

## Functional Analysis Assessment

**Target Behavior:** BOSSINESS

**Definition:** John tells other students what to do without being asked.

**Functional Analysis:** The bossiness behavior occurs 6 times per day. The intensity of the behavior results in arguments with peers. Each incident lasts 5-10 seconds and the problem has existed for 6 months or more.

The bossiness behavior generally occurs in classroom, playground, and unstructured settings during activities involving small groups and partner tasks. The behavior tends to occur at various times during the day. John engages in the bossiness behavior when peers and strangers are present.

The bossiness behavior appears to occur during or immediately after a task or assignment is explained or a routine task request is made.

Immediately or as a result of the bossiness behavior, the teacher ignores the behavior, notifies John's parents, and discuss minding own business. In response to the bossiness behavior, his peers ignore him and communicate their disapproval to him.

Based on the behavioral analysis, the team hypothesizes that John's bossiness behavior appears be a function of a need for attention from his peers and from adults and a need to control his peers and adults.

The team consensus is that John does not demonstrate an appropriate alternative behavior because he John has the skills for an appropriate behavior but lacks mastery or is not being reinforced.

## Behavior Reduction

- Interventions/Strategies:**
- Don't respond to student's communication.
  - Reward other students for ignoring.
  - Reinforce the desired appropriate behavior immediately.

### Replacement Behaviors and Goals

**Goal #1 -** John will demonstrate a positive replacement behavior to bossiness by attending to personal business rather than that of other students.

**Conditions:** when situation dictates  
**Mastery Level:** 95%  
**Evaluation Frequency:** continuously

**Method 1**

**Method 2**

<b>Evaluation Method:</b>	teacher observation	parent observation
<b>Number of Trials:</b>	4 out of 5 trials	4 out of 5 trials
<b>Person Responsible for:</b>	<ul style="list-style-type: none"> <li>• <i>Implementing Goal:</i> Mary Rosales</li> <li>• <i>Coordinating Changes:</i> Mary Rosales</li> <li>• <i>Team Communication:</i> Chris Guttierrez</li> <li>• <i>Monitoring Progress:</i> Chris Guttierrez</li> </ul>	

**Goal #2 -** John will demonstrate a positive replacement behavior to bossiness by describing how respect affects others.

**Conditions:** when requested  
**Mastery Level:** 90%  
**Evaluation Frequency:** continuously

**Method 1**

**Method 2**

<b>Evaluation Method:</b>	teacher observation	parent observation
<b>Number of Trials:</b>	4 out of 5 trials	4 out of 5 trials
<b>Person Responsible for:</b>	<ul style="list-style-type: none"> <li>• <i>Implementing Goal:</i> Mary Rosales</li> <li>• <i>Coordinating Changes:</i> Mary Rosales</li> <li>• <i>Team Communication:</i> Chris Guttierrez</li> <li>• <i>Monitoring Progress:</i> Chris Guttierrez</li> </ul>	

## Progress and Success

**Reporting:** Progress will be reported to the team members 5 time(s) per week. The team will meet to discuss progress and the appropriateness of this behavior plan no later than 03/01/2002.

**Target Behavior:** BOSSINESS

**Success Criteria:** The behavior intervention plan will be considered successful when the frequency of the bossiness behavior decreases by 85 percent from the present level of 6 times per day and when the behavior no longer results in arguments with peers. Progress towards the specific goals in the behavior intervention plan will be reported separately.

## Emergency Procedures

The purpose of this Behavior Intervention Plan is to reduce the inappropriate target behavior and teach more adaptive behaviors. However, if John demonstrates a behavior (whether previously identified or not) that is assaultive, self-injurious, likely to result in significant property damage, potentially criminal, or otherwise considered a serious behavior problem, then he will be removed from the classroom or specific setting and his parent(s) will be contacted immediately by phone. If the emergency procedures are implemented, John will not be allowed to reenter the school without a meeting with the parent(s) or guardian at the school or district office.

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