### Description of Behavior (No. 1):

Verbal disruption of the classroom including talking, teasing, and taunting peers.

### Setting(s) in which behavior occurs:

Disruptive behavior typically occurs in all academic classrooms.

### Frequency:

Daily, however, behavior is worse in afternoon.

### Intensity (Consequences of problem behavior on student, peers, instructional environment):

Student disrupts all students in the room.

### Duration:

All period long for several periods in a row.

### Describe Previous Interventions:

Parent conferences, in-school suspension, student conference, and modification of curriculum.

### Educational impact:

Not completing assignments, disrupting other peers, and showing no gain in academic areas.
<table>
<thead>
<tr>
<th>Function of Behavior (No. 1)</th>
<th>Specify hypothesized function for each area checked below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Affective Regulation/Emotional Reactivity</td>
<td>(Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):</td>
</tr>
<tr>
<td>☐ Cognitive Distortion</td>
<td>(Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):</td>
</tr>
<tr>
<td>☒ Reinforcement</td>
<td>(Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):</td>
</tr>
<tr>
<td></td>
<td>Antecedents: Teacher presents student with academic assignment.</td>
</tr>
<tr>
<td></td>
<td>Consequences: Diverts the attention of peers from his difficulty with academic tasks to his disruptive behavior that he considers more acceptable and less embarrassing.</td>
</tr>
<tr>
<td>☐ Modeling</td>
<td>(Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):</td>
</tr>
<tr>
<td></td>
<td>Student copies the disruptive behavior of another high-status peer.</td>
</tr>
<tr>
<td>☐ Family Issues</td>
<td>(Identify family issues that play a part in organizing and directing problem behavior):</td>
</tr>
<tr>
<td>☐ Physiological/Constitutional</td>
<td>(Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):</td>
</tr>
<tr>
<td>☒ Communicate need</td>
<td>(Identify what the student is trying to say through the problem behavior):</td>
</tr>
<tr>
<td></td>
<td>Student is communicating his embarrassment about his inability to do his school work.</td>
</tr>
<tr>
<td>☒ Curriculum/Instruction</td>
<td>(Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):</td>
</tr>
<tr>
<td></td>
<td>Disruptive behavior occurs when instructional expectations exceed his academic ability.</td>
</tr>
</tbody>
</table>
# Behavioral Intervention Plan

**Student Name:** Case One-SLD  
**ID:** 0001  
**DOB:** 1/2/84  
**Case Manager:** Ms. Jones

**Date:** 1/20/98

<table>
<thead>
<tr>
<th>Behavior Number(s)</th>
<th>Expected Outcome(s) Goal(s)</th>
<th>Intervention(s) &amp; Frequency of Intervention</th>
<th>Person Responsible</th>
<th>Goal/Intervention Review Notes</th>
</tr>
</thead>
</table>
| 1                  | A. Student will attend to and complete academic assignments without engaging in disruptive behaviors 85% of instructional time. | A. Daily behavioral point sheet to monitor the following behaviors:  
• Follow instructions  
• Complete and turn in assignments  
• Appropriate peer relations  
• Talking out  

B. Each week student achieves an average of 85% of behavioral objectives on point sheet will result in a candy bar reward. Review weekly.  

C. Each day student fails to achieve 85% of behavioral objectives on point sheet will result in one day of in-school suspension with resource support. Review daily.  

D. Five days of not “making his day” will result in temporary placement off campus in a more restrictive educational setting. Review daily. | All teachers |  |

* Review Codes: GA = Goal Achieved | C = Continue | DC = Discontinue  
**Expected Review Dates:** 3/1/98 |

Signatures: _____________________________________________________________  
___________________________________________________________  
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## Functional Behavioral Assessment: Part 1 (Description)

**Student Name:** Case 2: MIMR  
**ID:** 0002  
**DOB:** 11/28/86  
**Case Manager:** Ms. Jones

Data Sources: 🗿 Observation | ☐ Student Interview | 🗿 Teacher Interview | ☐ Parent Interview | ☐ Rating Scales | ☐ Normative Testing

### Description of Behavior (No. 1):

Student engages in a variety of forms of inappropriate social behaviors including hugging students and adults, approaching and standing too closely, holding onto the hands and clothing of others.

### Setting(s) in which behavior occurs:

Across a variety of school settings (classroom, hallways, cafeteria), particularly during unstructured times (transitions, free time, when visitors come into the room).

### Frequency:

5 to 10 times a day.

### Intensity (Consequences of problem behavior on student, peers, instructional environment):

Student alienates herself from other students and adults. Redirection interferes with instructional time.

### Duration:

Without immediate redirection, student will hold others indefinitely.

### Describe Previous Interventions:

Verbal redirection, student conference regarding appropriate greeting, individual and classroom instruction regarding appropriate physical contact.

### Educational impact:

Reduced instructional time, conflicts with peers, failure to achieve instructional goals regarding stranger danger.
### Function of Behavior (No. 1):
Specify hypothesized function for each area checked below.

- **Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):
  - Difficulty expressing affection for others in age-appropriate ways.

- **Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

- **Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):
  - **Antecedents:** Proximity of others during non-structured times, particularly when student leaves her seat, when others come to her class, transitions between activities
  - **Consequences:** Physical contact with others.

- **Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

- **Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

- **Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):
  - Down syndrome, onset of puberty.

- **Communicate need** (Identify what the student is trying to say through the problem behavior):
  - Student is conveying an interest in the other person, greeting/welcoming the other person.

- **Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):
## Behavioral Intervention Plan

**Student Name:** Case 2- MIMR

**ID:** 0002  
**DOB:** 11/28/86  
**Case Manager:** Ms. Jones

<table>
<thead>
<tr>
<th>Behavior Number(s)</th>
<th>Expected Outcome(s)</th>
<th>Intervention(s) &amp; Frequency of Intervention</th>
<th>Person Responsible</th>
<th>Goal/Intervention Review Notes</th>
</tr>
</thead>
</table>
| 1                  | A. Student will greet other people by calling them by name, saying “Hi” and shaking their hand.  
B. Student will maintain a personal space of 2 feet during social interactions. | A. Social skills training, including role playing, regarding appropriate greetings, and maintaining appropriate personal space. Conducted weekly in special education classroom  
B. Coaching in vivo when others enter the room or during transition times. Daily, as needed.  
C. Positive practice of appropriate response when she violates the expectations (have student make three appropriate greetings after she has given a hug or have student stand at an appropriate amount of distance for five seconds). Daily, as needed. | Teacher  
All staff  
All staff | 3/15/98: Making progress at achieving goals. C all interventions. |

* Review Codes: GA = Goal Achieved | C = Continue | DC = Discontinue  
**Expected Review Dates:** 3/15/98 | 4/15/98 | __________

**Signatures:**

_________________________  _____________________  _____________________  _____________________  _____________________  
_________________________  _____________________  _____________________  _____________________  _____________________

Page ____ of ____
Description of Behavior (No. 1):

Student isolates himself from others during class, refuses to go to lunch in the cafeteria, and prefers to stay in class during scheduled breaks. Student’s academic production is minimal.

Setting(s) in which behavior occurs:

All classes.

Frequency:

3-4 days in a row, 2-3 times a month.

Intensity (Consequences of problem behavior on student, peers, instructional environment):

Significant reduction in completed work and alienation from peers.

Duration:

3-4 days in a row.

Describe Previous Interventions:

Counseling, verbal redirection to complete work, medications, parent conferences, student conferences, classroom behavior management program.

Educational impact:

Severe academic failure, disruption of group projects and activities, lack of appropriate socialization and development of peer relations.
### Function of Behavior (No. 1):
**Specify hypothesized function for each area checked below.**

- **Affective Regulation/Emotional Reactivity**
  - (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):
  
  Student appears depressed. He has previously been diagnosed and expresses subjective feelings of depression when asked.

- **Cognitive Distortion**
  - (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):
  
  Student makes frequent negative self-statements about his academic ability, his self-worth, and how other students and adults feel about him.

- **Reinforcement**
  - (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):
  
  Antecedents:
  
  Consequences:

- **Modeling**
  - (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

- **Family Issues**
  - (Identify family issues that play a part in organizing and directing problem behavior):
  
  Parents frequently make critical statements about student. They expect academic performance that is unrealistic, given student’s cognitive and academic ability levels. They have difficulty accepting what appears to be age-appropriate adolescent behavior.

- **Physiological/Constitutional**
  - (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):
  
  Depression, social introversion.

- **Communicate need**
  - (Identify what the student is trying to say through the problem behavior):
  
  Withdrawal may tell others to leave him alone.

- **Curriculum/Instruction**
  - (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):
# Behavioral Intervention Plan

**Student Name:** Case 3 - ED  
**ID:** 0003  
**DOB:** 5/3/82  
**Case Manager:** Mr. Roberts  

<table>
<thead>
<tr>
<th>Behavior Number(s)</th>
<th>Expected Outcome(s)</th>
<th>Goal(s)</th>
<th>Intervention(s) &amp; Frequency of Intervention</th>
<th>Person Responsible</th>
<th>Goal/Intervention Review Notes</th>
</tr>
</thead>
</table>
| 1                  | A. During free time, interacts with other students and staff 90% of the time.  
B. Goes to lunch in the cafeteria without supervision 90% of the time.  
C. On task 90% of the time.  
D. Completes assigned work 90% of the time. | A. Social work involvement for referral for family counseling focused on realistic expectations of student performance. Ongoing until counseling is started.  
B. Daily monitoring medication compliance and effectiveness.  
C. Bibliotherapy for parents. Ongoing.  
D. Teach the student alternative positive self-statements and appraisals. Daily, as needed.  
E. Reinforce positive self-statements, attention to school work, and initiating social interactions. Daily, as needed.  
F. Weekly group instruction of combating irrational and self defeating thinking in special education classroom. | Social worker  
Nurse,  
Teacher  
Parents  
Teacher  
Teacher |

* Review Codes: GA = Goal Achieved | C = Continue | DC = Discontinue  
**Expected Review Dates:** 4/1/98 | | |

**Signatures:**

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