Functional Intervention Plan for Educators (FIPE)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | |  | | | Grade/Team/Teacher: | | |  | |
| DOB: |  | Parents: |  | | | Telephone: | | |  |
| Date Started: | |  | | Observer/Evaluator: | | |  | | |

**Step 1: Identify and Define the Specific Behavior and details surrounding the behavior**

Determine what behavior is interfering with the child’s educational progress

|  |
| --- |
| Describe the specific behavior that will be the focus of the FIPE |
|  |

|  |
| --- |
| Define the problem behavior |
|  |

\*Can this behavior be observed? Can it be counted or timed?

ABC Data

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | |  | | | Grade/Team/Teacher: | | |  | |
| DOB: |  | Parents: |  | | | Telephone: | | |  |
| Date Started: | |  | | Observer/Evaluator: | | |  | | |

**Step 2 – Gathering Antecedent-Behavior-Consequence (ABC Data)**

|  |
| --- |
| Target Behavior |
|  |

Incident 1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 2

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 3

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | |  | |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | | **Behavior** | | **Consequences** | |
| ☐Large Group | | ☐Work is too hard | | | |  | | ☐Physical discomfort removed | |
| ☐Small Group | | ☐Work is too easy | | | | Target | | ☐Redirection/teacher attention | |
| ☐Partner Work | | ☐No materials/activity | | | | Behavior | | ☐Peer Attention | |
| ☐Independent Work | | ☐Given Instructions | | | |  | | ☐Ignored | |
| ☐Transition Period | | ☐Given Correction | | | |  | | ☐Task Removed | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | | ☐Time out | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | | ☐Physically guided to comply | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | | ☐Denied access to preferred  item/activity | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | | ☐Given access to preferred  item/activity | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | | ☐Other: | |
|  | | ☐Other: | | | |  | | ☐Other: | |
|  | | ☐Other: | | | |  | |  | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

Incident 4

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 5

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 7

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 8

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

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| --- |
| Notes: |

Incident 9

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

Incident 10

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Start Time: |  | End Time: | | |  |  |
| Staff: |  | | | | | | | | |
|  |  | | | | | | | | |
|  | | | | | | | | | |
| **Activity/Task** | | **Antecedent** | | | |  | **Consequences** | | |
| ☐Large Group | | ☐Work is too hard | | | |  | ☐Physical discomfort removed | | |
| ☐Small Group | | ☐Work is too easy | | | |  | ☐Redirection/teacher attention | | |
| ☐Partner Work | | ☐No materials/activity | | | |  | ☐Peer Attention | | |
| ☐Independent Work | | ☐Given Instructions | | | |  | ☐Ignored | | |
| ☐Transition Period | | ☐Given Correction | | | |  | ☐Task Removed | | |
| ☐Hands-On Activity | | ☐Attention given to others | | | |  | ☐Time out | | |
| ☐Paper/Pencil Task | | ☐Isolation/No attention | | | |  | ☐Physically guided to comply | | |
| ☐Teacher Led Instr. | | ☐Interacting with peers | | | |  | ☐Denied access to preferred  item/activity | | |
| ☐Other: | | ☐Item removed/activity terminated | | | |  | ☐Given access to preferred  item/activity | | |
| ☐Other: | | ☐Preferred activity/item denied | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  | ☐Other: | | |
|  | | ☐Other: | | | |  |  | | |

\*Check the activity the S was engaged in, then check the antecedent and behavior that occurred 3 seconds before and 3 seconds after the TB. Check no more than 2 choices for each area.

|  |
| --- |
| Notes: |

**Summary of ABC Information**

Count the total number checked in the ABC data and write in the “T” column

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Activity/Task** | **T** | **Antecedent** | **T** | **Consequences** | **T** |
| Large Group |  | Work is too hard |  | Physical discomfort removed |  |
| Small Group |  | Work is too easy |  | Redirection/teacher attention |  |
| Partner Work |  | No materials/activity |  | Peer Attention |  |
| Independent Work |  | Given Instructions |  | Ignored |  |
| Transition Period |  | Given Correction |  | Task Removed |  |
| Hands-On Activity |  | Attention given to others |  | Time out |  |
| Paper/Pencil Task |  | Isolation/No attention |  | Physically guided to comply |  |
| Teacher Led Instr. |  | Interacting with peers |  | Denied access to preferred  item/activity |  |
| Other: |  | Item removed/activity terminated |  | Given access to preferred  item/activity |  |
| Other: |  | Preferred activity/item denied |  | Other: |  |
|  |  | Other: |  | Other: |  |
|  |  | Other: |  |  |  |

**Narrative of the ABC Summary Data:**

(Number 1 is most often checked and Number 2 is the 2nd most often checked)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. |  | is most likely to occur during | | | |  | | | | and/or | | |  | |
|  | (Target Behavior) | | | | | (Activity 1) | | | | | | | ( Activity 2) | |
|  |  | | | | | | | | | | | | | |
| 2. | This behavior is most likely to occur when | | |  |  | | | | is present or working with student | | | | | |
|  | (Staff Most often recorded) | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | |
| 3. | The behavior is often preceded by | |  | | | | | and/or | | | |  | | |
|  |  | | (Antecedent 1) | | | | |  | | | | (Antecedent 2) | | |
|  |  | |  | | | | |  | | | |  | | |
| 4. | The behavior is often followed by | |  | | | | | and/or | | | |  | | |
|  |  | | (Consequence 1) | | | | |  | | | | (Consequence 2) | | |
|  |  | |  | | | | |  | | | |  | | |
| 5. | The 10 instances of behavior recorded occurred between | | | | | |  | | | | and/or | | |  |
|  |  | | | | | | (Date/Time #1) | | | |  | | | (Date/Time #10) |

**ABC Data Matrix**

**Step 3: Determining the Function** - Using the data from the ABC Chart, complete the following Function Matrix. Reference the antecedents and consequences for each of the 10 instances of the target behavior. Mark an X at the intersection of each antecedent/consequence. If there are two, then mark both.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Consequences** | | | | | | | | | | | | |
| **Antecedents** |  | Gain | | | | | Avoid/Escape | | | |  | |
|  | Attention  From  Peer/Adults | | | Access to  Tangible/  Activity | | Pain or Sensory | Attention | Work or Activity | |  |  |
|  | Redirection/  Teacher Attention | Peer Attention | Physically Guided to Comply | Given access to item of activity | Denied access to an item or activity | Physical Discomfort Removed | Ignore | Task Removed | Time out | Other: | Other: |
| Work is too hard |  |  |  |  |  |  |  |  |  |  |  |
| Work is too easy |  |  |  |  |  |  |  |  |  |  |  |
| No Materials/  Activity |  |  |  |  |  |  |  |  |  |  |  |
| Given Instructions |  |  |  |  |  |  |  |  |  |  |  |
| Given Correction |  |  |  |  |  |  |  |  |  |  |  |
| Attention Given to Others |  |  |  |  |  |  |  |  |  |  |  |
| Isolation/  No attention |  |  |  |  |  |  |  |  |  |  |  |
| Interacting with Peers |  |  |  |  |  |  |  |  |  |  |  |
| Item removed/  Activity terminated |  |  |  |  |  |  |  |  |  |  |  |
| Preferred item or activity denied |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |

**Hypothesis Statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| When |  | | student engages in |  | | which allows the child to |
|  | (Antecedent 1) | |  | (Target Behavior) | |  |
| ☐Gain or ☐Avoid | |  | | |  | |
|  | | (Consequence – Above Graph) | | |  | |

Step 4: Matching the Setting Events and Function with

Possible Interventions

Setting Events

Check 1-2 setting events if applicable and identify the strategy that

you would like to implement to address the checked setting.

|  |  |
| --- | --- |
| **Setting Event** | **Possible Strategies** |
|  |  |
| ☐Sleep Pattern Changed | ☐Brisk walk before starting a task  ☐Divide tasks into small chunks and provide walk/cold water breaks |
| ☐Major Life Changes  (lack of control) | ☐Choose an area of the room that the child can control  i.e. Organize the class library and report on how it is being kept  ☐Allow the child to make choices when possible when completing  assignments |
| ☐Indentified Disability | ☐Ensure accommodations/modifications are made to instructional  delivery/environment/assignments to support the child in  meeting objective |
| ☐Short Attention Span/Hyperactivity | ☐Chunk activities/assignments into smaller sections  ☐Velcro under the desk for the child to rub  ☐Sit disc  ☐Bungee around bottom of the chair for child to bounce with feet  ☐Allow for movement breaks |
| ☐Loss of a Loved Ones  ☐Family Divorce/Discord | ☐Choose an adult to spend time working on developing a  relationship with the student. The child should have scheduled  times to spend with this adult or see the adult as needed. The  child should be allowed to open up to this adult and feel safe. |
| ☐Not Enough Attention at Home | ☐Choose a person to devote special time to daily, non-contingent  on behavior. This time should be given like medicine regardless  of child’s behavior. |
| ☐Atypical Sensory Needs | \*See Chart attached |

**Sensory Chart**

Using chart below, identify which sensory processing needs your student may have and check a few strategies for the intervention plan.

|  |  |  |
| --- | --- | --- |
|  | Sensory Processing Need | Possible Strategies |
| Low Registration | ☐Low affect  ☐Disinterested  ☐Requires “high energy” activity to get started  ☐Hard time holding self up  ☐Lays on furniture  ☐May be described as “lazy”  ☐May be described as a “noodle” | ☐Jump to any curriculum activity  ☐Intermittent pressure (i.e. quick hugs)  ☐Jog in place  ☐Alerting music  ☐Chewing on a straw or gum  ☐Sucking on a water bottle  ☐Brisk walk, errand |
| Sensory Sensitivity | ☐Go with the flow but distractible(white noise, etc..)  ☐Complainer  ☐Outburst may come after overstimulation  ☐Difficulty filtering | ☐Have a safe/calm space  ☐Reduce clutter, stick to routine  ☐Head phones/relaxation music  ☐Deep pressure prior to stimulating activity  ☐Fidget toys  ☐Turn down/off lights |
| High Registration | ☐Always in motion  ☐Highly distractible  ☐Touches everything  ☐Difficulty sitting  ☐May be considered “hyper”  ☐Overly excited  ☐Chews on objects  ☐Lack of personal space | ☐Erasing board  ☐Chewing/Sucking  ☐Swinging on glider/walker  ☐Heavy work activity(i.e. carry books)  ☐Heavy backpack  ☐Compressions, deep pressure  ☐Stand up to do work |
| Sensory Avoiding | ☐Sensory defensive (by sound or touch)  ☐Withdrawl from non-preferred activity  ☐Uncooperative/Over-reactive  ☐Self Imposed rules  ☐Emotional reaction to unwarranted input | ☐Define personal space  ☐Allow to sit in safe spot  ☐Recognize fight or flight  ☐Avoid light touch  ☐Stretching/Yoga |

Function Based Interventions

In order to understand the following table, please review descriptions below of each step of the behavior continuum.

|  |  |  |  |
| --- | --- | --- | --- |
| **Function of Behavior** | **Antecedent Strategies** | **Behavior Strategies** | **Consequence Strategies** |
| What is driving the behavior?  Every behavior has a function. | What can I do to prevent the problem behavior and support the desired behavior?  What can I do to avoid the problem behavior altogether | What can I do to teach the desired behavior?  What can I do to teach a replacement behavior that leads to the same result (i.e. serves the same function) more effectively? | What can I do to change the consequences that have supported this behavior?   * Ignore/Refuse to reward the negative behavior * Reinforce the appropriate behavior |

**FIPE Intervention Strategies**

Use the Hypothesis statement that you created in step 3 to determine the antecedent, behavior and consequence strategies to develop the Intervention Plan. Identify which Function of Behavior is appropriate, then identify and check 1 to 2 antecedents, behavior and consequence strategies that you would like to implement to address the Function Behavior.

**Function Behavior: Gain Attention From Adult/Peers**

|  |  |  |
| --- | --- | --- |
| **Antecedent**  **Strategies** | **Behavior**  **Strategies** | **Consequence Strategies** |
| ☐Prevention/Give attention early  for positive behaviors  ☐Give Attention for positive  behaviors  ☐4:1 Positive to Correctives  ☐Check-in when student arrives(verbal)  ☐Give the student a classroom job that  requires leadership and interaction  ☐Assign a peer buddy to check with  student throughout the day  ☐Place student in desk so that staff  can easily give positive attention  frequently  ☐Give Frequent attention that is  non-contingent on behavior  ☐Give prompts frequently on how the  student should request attention  (i.e. raise hand if need help/raise BC)  ☐Allow student to choose to work with  a peer rather than independently for  certain activities | ☐Teach student appropriate  ways to ask for attention  using direct instruction, social  stories, role playing:   * Raise Hand * Use Card * Finger Signal   ☐Differentiate Activities to  include peer interactions   * Small Groups * Peer Groups * Partner Work | ☐Respond quickly if student  asks for attention  appropriately  ☐Give frequent adult  attention for positive  behavior  ☐Allow student to earn points  or bucks that can be traded  to be a teacher helper or  eat lunch with the teacher  ☐Avoid power struggles  ☐Limit verbal interaction  create a signal to  communicate to the student  to stop the target behavior  ☐Ignore target behavior or  give minimal attention if it  can’t be ignored i.e. say to  the student “Show me how  to ask for my help and you  will earn your buck” Walk  way. Immediately reinforce  the student when he/she  asks appropriately. |

**Function Behavior: Gain Access to Tangible Item/Preferred Activity**

|  |  |  |
| --- | --- | --- |
| **Antecedent**  **Strategies** | **Behavior**  **Strategies** | **Consequence Strategies** |
| ☐Prevention- Set up a reinforcement  system so that preferred activities  follow difficult or non-preferred  activities  ☐Use picture or word schedule to show  the student when preferred activity  will occur or earned tangible will be  given  ☐Use a system to count down time  remaining for preferred activity  i.e. 3-2-1 finished or timer | ☐Teach student appropriate way  to ask for or wait for  preferred activity/tangible  item using direct instruction,  social stories, role playing:   * Raise hand and ask for item/activity * Wait appropriately for scheduled preferred activity | ☐Allow students to earn  points/bucks in exchange  for tangible or activity  ☐Do not allow access to  tangible or activity if  target behavior occurs  ☐Create a work/play schedule  (vary numbers of works to  get to play based on  attention/ability level)  ☐Use a reward system to  reinforce the student for  following rules to earn  tangible rewards/preferred  activities |

**Function Behavior: Avoid/Escape Task Work**

|  |  |  |
| --- | --- | --- |
| **Antecedent**  **Strategies** | **Behavior**  **Strategies** | **Consequence Strategies** |
| ☐Prevention- modify task or provide  more support to complete  ☐Accommodate assignments to meet  needs:   * Graphic organizers * Break into chunks * Provide check-ins * Adjust timelines/due dates   ☐Assign students to work with a peer  ☐Provide additional instruction/check  for understanding  ☐Provide visual cues of steps to  complete task  ☐Provide study hall or HW club  ☐Frequently remind the student to ask  for help  ☐Provide a break after 15 min of work  ☐Allow to focus on topic of choice  ☐Use If/Then Card | ☐Teach student appropriate ways  to ask for help or a break using  direct instruction, social stories,  role playing:   * Raise Hand * Use Card * Finger signal   ☐Allow student to do the same  behavior more appropriately   * Throw something in a bucket * Hit/Kick a ball * Rip paper that is not work   ☐Intervention in academic area of  deficit | ☐Respond quickly if student  asks for help or a break  ☐Use a reward system for  rewarding on task, work  completion and using breaks/  help cards appropriately  ☐Minimize amount of  Instructional time lost when  engaging in target behavior  ☐Provide support/time for  student to complete work if  needed |

**Function Behavior: Avoid/Escape Attention from Adult/Peer**

|  |  |  |
| --- | --- | --- |
| **Antecedent**  **Strategies** | **Behavior**  **Strategies** | **Consequence Strategies** |
| ☐Allow student to work independently  on activities or assignments  ☐Provide breaks in the schedule for  the student to have tie alone for a  quiet break  ☐Frequently remind the student to ask  for a break or to have some space if  needed  ☐Give student corrections/praise  privately or quietly  ☐Allowed choose seat or work space  ☐Use If/Then Card | ☐Teach student appropriate ways  to ask for a break or ask to have  some space using direct  instruction, social stories, role  playing:   * Raise hand * Use card * Finger Signal | ☐Respond quickly if student  asks to work independently  or for a break  ☐Use a reward system to  reinforce the student for  asking for a break or to work  independently appropriately |

**Function Behavior: Escape Pain or Sensory**

|  |  |  |
| --- | --- | --- |
| **Antecedent**  **Strategies** | **Behavior**  **Strategies** | **Consequence Strategies** |
| ☐Provide breaks in the schedule for  sensory (see setting events)  ☐Provide materials to meet sensory  needs i.e. headphones, Velcro under  desk, band on chair, sit-disc, etc.  ☐Provide a quiet area the student can  go to when over stimulated  ☐Frequently remind the student to  request to have sensory needs met if  needed | ☐Teach student appropriate ways  to meet sensory needs using  direct instruction, social stories,  role playing:   * Sensory choice cards * Raise hand and ask * Request a break | ☐Respond quickly if the  student asks for a sensory  need to be met or to have a  break  ☐Use a reward system to  reinforce the student for  asking or requesting to meet  sensory needs appropriately |

**Summarizing**

Using the information you checked on the previous charts, outline your intervention plan and set goals to decrease the target behavior and increase the desired behavior

|  |  |
| --- | --- |
| Target Behavior |  |
| Function |  |
| Setting Event Strategies |  |
| Antecedent Strategies |  |
| Behavior Strategies |  |
| Consequence Strategies |  |
|  |  |
| Goal |  |
| Goal |  |

**Data Collecting**

**Step 5: Intervention Plan Data Collection**

Using the information below to determine the best data collection method

Choose one of these questions

|  |  |  |
| --- | --- | --- |
|  | **QUESTION** | **METHOD** |
| 1. ☐ | Do you want know how much or how often the behavior occurs? | Frequency |
|  |  |  |
| 2.☐ | Do you want to know the length of time that the behavior occurs? | Duration |
|  |  |  |
| 3.☐ | Do you want to know the tine of day and number of time periods throughout the day that the behavior takes place? | Percent of Intervals |

|  |  |
| --- | --- |
| Target Goal: |  |
|  |  |
| Replacement Goal: |  |

**Step 6: Graphing**

Use the graph that goes with the data collection method chosen..

**Data Collection Method: Frequency**

To determine baseline data: calculate the results of the first three sessions by adding the frequencies together and divide by three.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Behavior: |  | Baseline: |  |
| Definition of Session: |  |  |  |

**Directions:** Enter the date of data collection a he bottom of the graph. Plot the number of times the target behavior occurred during the above observation period for each date.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Frequency of Target Behavior | 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Session  Date |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Baseline** | | | **Intervention** | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Replacement Behavior: |  | Baseline: |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Frequency of Replacement Behavior | 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Session  Date |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Baseline** | | | **Intervention** | | | | | | | | | | | | | | | | | | | | |

**Data Collection Method: Duration**

To determine baseline data: calculate the results of the first three sessions by adding all instances duration time together and dividing by the number of instances, this is the daily average. Then when all 3 days has been calculated, add the three totals together and divide by three for an average baseline.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Behavior: |  | Baseline: |  |
| Definition of Session: |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target Behavior  Duration in Minutes | 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 27 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Session  Date |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Baseline** | | | **Intervention** | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Replacement Behavior: |  | Baseline: |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Replacement Behavior  Duration in Minutes | 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 27 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Session  Date |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Baseline** | | | **Intervention** | | | | | | | | | | | | | | | | | | | | |

**Frequency/Percent of Intervals Data Sheet**

**Directions:** Tally the number of instances of the target behavior and the replacement behavior for each interval of the day or each interval chosen for data collection. Calculate the percent for each of these by dividing the number in each “total” column by the total opportunities (replacement + target)

|  |  |  |  |
| --- | --- | --- | --- |
| Target Behavior: |  | Baseline: |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time | Activity | Target Behavior | Total | Replacement  Behavior | Total | % of  TB | % of  RB | Notes |
| 8:00 -8:30 |  |  |  |  |  |  |  |  |
| 8:30 - 9:00 |  |  |  |  |  |  |  |  |
| 9:00 –  9:30 |  |  |  |  |  |  |  |  |
| 9:30 – 10:00 |  |  |  |  |  |  |  |  |
| 10:00 –  10:30 |  |  |  |  |  |  |  |  |
| 10:30-  11:00 |  |  |  |  |  |  |  |  |
| 11:00 –  11:30 |  |  |  |  |  |  |  |  |
| 11:30 –  12:00 |  |  |  |  |  |  |  |  |
| 12:00 –  12:30 |  |  |  |  |  |  |  |  |
| 12:30 –  1:00 |  |  |  |  |  |  |  |  |
| 1:00 –  1:30 |  |  |  |  |  |  |  |  |
| 1:30 –  2:00 |  |  |  |  |  |  |  |  |
| 2:00 –  2:30 |  |  |  |  |  |  |  |  |
| 2:30 –  3:00 |  |  |  |  |  |  |  |  |

**Duration Data Sheet**

Directions: Record the start time and the stop time for each instance of the target/replacement behavior. Calculate the duration by subtracting the start time from the end time.

|  |  |
| --- | --- |
| Target Behavior: |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Activity** | **Start Time** | **End Time** | **Duration** | **Notes** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Replacement Behavior: |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Activity** | **Start Time** | **End Time** | **Duration** | **Notes** |
|  |  |  |  |  |  |
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