

Case Study 1 – Tommy (Elementary/Middle School)

Background Information

Tommy is an 10 year-old boy who enjoys baseball, swimming, and baking. He does not like art activities or large crowds. Tommy has a good sense of humor but he can be irritable. He is fearful around new people and may become quiet and more reserved in those situations. His parents and teachers talk him through exposure to new people. Tommy is highly verbal and speaks in sentences. Tommy is above grade level in reading. He enjoys reading, and his favorite book is the *Percy Jackson Lightning Thief*. According to Tommy, he dislikes writing. Most of his writing is simple sentences with a great deal of grammatical errors and little detail. He also struggles with math, in which he is approximately 2 grade levels below. He has recently learned how to pitch left handed. Tommy has a medical diagnosis of childhood-onset bipolar disorder and an educational classification of severe emotional and behavioral disorder. He takes medication for bipolar disorder on a daily basis. He is currently on a new medication. Tommy has a new baby brother who is 5 months old.

Target Behavior

Tommy has been increasingly disruptive the past few months. He has verbal outbursts and pushes classroom materials onto the floor after being given an academic task during quiet work time. His verbal outbursts include yelling that he is not doing the assignment, telling a student to shut up, using profanity, and calling student's names. His teachers do feel that they spend about an hour per day dealing with the behavior, and they usually respond to Tommy's behavior by scolding him or by initiating an office referral.

School Classroom Environment

Tommy attends a regular K-5 public elementary school. Tommy is new to the school. Tommy is in the 5th grade. There are 19 students in his homeroom classroom. Tommy has 2 segments in a resource SPED class with 5 other students. Tommy also has 1 co-teaching segment for math. His teacher is very organized and structured. She is loving and understanding with regards to Tommy's needs.

Previous Interventions

Tommy has attended your school for two months now. Initially, he seemed to acclimate to the the new school well. However, things have gotten more difficult for him lately. Tommy's teacher set up some rewards for him to earn if he does not engage in the disruptive behavior. His behavior has not improved and it has been difficult for his team to identify "why" he is engaging in the behavior. There is not consensus among his team that the rewards are the appropriate intervention for his disruptive behavior. His team agreed that they should conduct an FBA and develop a BIP.

TARGET BEHAVIOR

Student: _____

Target Behavior One:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Give an example of the target behavior and desired behavior.

Is the target behavior measurable? How would you measure the behavior?

Use the information above to define Target Behavior One. Be concise and specific so anyone could recognize the target behavior when observing the student.

Target Behavior Two:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Give an example of the target behavior and desired behavior.

Is the target behavior measurable? How would you measure the behavior?

Use the information above to define Target Behavior Two. Be concise and specific so anyone could recognize the target behavior when observing the student.

Target Behavior Three:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Give an example of the target behavior and desired behavior.

Is the target behavior measurable? How would you measure the behavior?

Use the information above to define Target Behavior Three. Be concise and specific so anyone could recognize the target behavior when observing the student.

TARGET BEHAVIOR

Student: Tommy

Target Behavior One:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Verbal Outbursts: Tommy has negative verbal outbursts towards adults and peers which include yelling, name calling, and profanity.

Give an example of the target behavior and desired behavior.

Verbal outbursts: Tommy yells at the teacher that he will complete the given assignment or shut up to peers, calls students names such as stupid, and uses profanity towards others.

Desired behavior: Tommy speaking and participating in class in a positive manner- using a quiet voice, positive, appropriate words.

Is the target behavior measurable? How would you measure the behavior?

The number of verbal outbursts.

Use the information above to define Target Behavior One. Be concise and specific so anyone could recognize the target behavior when observing the student.

Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).

Target Behavior Two:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Physical class disruption: Tommy engages in physically disruptive behaviors. He pushes papers onto the floor and throws classroom materials.

Give an example of the target behavior and desired behavior.

Physical class disruption: Throwing classroom materials across the room. Pushing books and papers onto the floor.

Desired behavior- In the classroom utilizing the classroom materials in an appropriate manner- using them for the intended use.

Is the target behavior measurable? How would you measure the behavior?

The number of times he throws, pushes off the desk, or interacts with classroom materials in a destructive manner.

Use the information above to define Target Behavior Two. Be concise and specific so anyone could recognize the target behavior when observing the student.

Physical class disruption- Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.

Case Study 1: Activity 2

ABC Behavior Checklist Activity

Record the following information on the ABC Behavior Checklist.

Context or Activities:

- A. Group – small
- B. Individual Time
- C. Reading
- D. Math
- E. Spelling
- F. Lunch
- G. Social Studies
- H. Recess
- I. Science
- J. Writing

Student Reaction:

- Stopped
- Continued
- Intensified

Antecedents:

- A. Transition
- B. Denied Access
- C. Instruction/Directive
- D. New Task
- E. Teacher Attention to Other
- F. Told NO
- G. Choice Given
- H. Redirection
- I. Routine Task

Consequence/Outcome:

- A. Choice Given
- B. Redirection
- C. Discussion of Behavior
- D. Personal Space Given
- E. Changed Activity
- F. Peer Attention
- G. Verbal Reprimand
- H. Physical Prompt
- I. Time Out
- J. Removal from Class

ABC Behavior Checklist

Student: _____ Date: _____ Time start: _____
 Time End: _____

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A.	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Definition:	<input type="checkbox"/> A.	<input type="checkbox"/> A.
<input type="checkbox"/> B.	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B.	
<input type="checkbox"/> C.	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Definition:	<input type="checkbox"/> C.	<input type="checkbox"/> C.
<input type="checkbox"/> D.	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D.	
<input type="checkbox"/> E.	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E.	
<input type="checkbox"/> F.	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F.	
<input type="checkbox"/> G.	<input type="checkbox"/> G. Physical Prompt		<input type="checkbox"/> G.	
<input type="checkbox"/> H.	<input type="checkbox"/> H.		<input type="checkbox"/> H.	
<input type="checkbox"/> I.	<input type="checkbox"/> I.	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> I.	
<input type="checkbox"/> J.	<input type="checkbox"/> J.		<input type="checkbox"/> J.	

IMPORTANTCHECK ONLY ONE BOX IN EACH COLUMN****

ABC Behavior Checklist

Student: _____ Date: _____ Time start: _____
 Time End: _____

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A.	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Definition:	<input type="checkbox"/> A.	<input type="checkbox"/> A.
<input type="checkbox"/> B.	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B.	
<input type="checkbox"/> C.	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Definition:	<input type="checkbox"/> C.	<input type="checkbox"/> C.
<input type="checkbox"/> D.	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D.	
<input type="checkbox"/> E.	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E.	
<input type="checkbox"/> F.	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F.	
<input type="checkbox"/> G.	<input type="checkbox"/> G. Physical Prompt		<input type="checkbox"/> G.	
<input type="checkbox"/> H.	<input type="checkbox"/> H.		<input type="checkbox"/> H.	
<input type="checkbox"/> I.	<input type="checkbox"/> I.	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> I.	
<input type="checkbox"/> J.	<input type="checkbox"/> J.		<input type="checkbox"/> J.	

ABC Behavior Checklist- Case Study 1_Activity 2 Answer Key

Student: Tommy

Date: _____

Time start: _____

Time End: _____

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no	<input type="checkbox"/> F. Peer Attention		
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given	<input type="checkbox"/> G. Verbal Reprimand		
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	<input type="checkbox"/> H. Physical Prompt		
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task	<input type="checkbox"/> I. Time Out		
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.	<input type="checkbox"/> J. Removal from class		
		Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>		

Case Study 1 Activity 3 (Record the data in the FBA ABC Data Tool)

ABC Behavior Checklist

Student: Tommy

Date: 3/4/13

Time start: 10:15

Time End: 10:17

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input checked="" type="checkbox"/> C. Instructive/directive	<input checked="" type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input checked="" type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input checked="" type="checkbox"/> J. Removal from class	

Student: Tommy

ABC Behavior Checklist

Date: 3/4/13

Time start: 10:55

Time End: 11:15

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input checked="" type="checkbox"/> D. Math	<input checked="" type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input checked="" type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/4/13

Time start: 2:15

Time End: 2:30

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input checked="" type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input checked="" type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input checked="" type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input checked="" type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/5/13

Time start: 11:36

Time End: 11:43

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input checked="" type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input checked="" type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no	<input type="checkbox"/> F. Peer Attention		
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input checked="" type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/6/13

Time start: 9:30

Time End: 9:47

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input checked="" type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input checked="" type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input checked="" type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input checked="" type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/7/13

Time start: 1:29

Time End: 1:36

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input checked="" type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access	<input checked="" type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input checked="" type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no	<input type="checkbox"/> F. Peer Attention		
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input checked="" type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/8/13

Time start: 9:05
Time End: 9:08

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input checked="" type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input checked="" type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input checked="" type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input checked="" type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/8/13

Time start: 10:23

Time End: 10:41

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input checked="" type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input checked="" type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input checked="" type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input checked="" type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/8/13

Time start: 2:47

Time End: 2:53

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input checked="" type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input checked="" type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input checked="" type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input checked="" type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/11/13

Time start: 8:30
Time End: 8:47

Context or Activity <i>What is the student doing? Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input checked="" type="checkbox"/> C. Intensified
<input checked="" type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input checked="" type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input checked="" type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/11/13

Time start: 9:42

Time End: 9:57

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input checked="" type="checkbox"/> C. Instructive/directive	<input checked="" type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input checked="" type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input checked="" type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/11/13

Time start: 10:10

Time End: 10:21

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access	<input checked="" type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input checked="" type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input checked="" type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input checked="" type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/12/13

Time start: 8:17

Time End: 8:22

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input checked="" type="checkbox"/> A. Stopped
<input checked="" type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input checked="" type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input checked="" type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/13/13

Time start: 2:42

Time End: 2:51

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input type="checkbox"/> A. Transition	<input type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access	<input checked="" type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input type="checkbox"/> B. Redirection	<input checked="" type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive		<input type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	<input checked="" type="checkbox"/> E. Changed Activity
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> F. Lunch	<input checked="" type="checkbox"/> F. Told no			<input type="checkbox"/> G. Verbal Reprimand
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection		<input type="checkbox"/> I. Time Out	
<input checked="" type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

ABC Behavior Checklist

Student: Tommy

Date: 3/14/13

Time start: 11:29

Time End: 11:41

Context or Activity <i>What is the student doing?</i> <i>Fill in the students schedule.</i>	Antecedent Event <i>What happened IMMEDIATELY before the target behavior occurs?</i>	Identified Target Behaviors	Consequence / Outcome <i>What happens IMMEDIATELY after the behavior occurs?</i>	Student Reaction <i>What was the student's response to the consequence?</i>
<input type="checkbox"/> A. Group-Small	<input checked="" type="checkbox"/> A. Transition	<input checked="" type="checkbox"/> A. Verbal Aggression Definition: Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).	<input type="checkbox"/> A. Choice given	<input type="checkbox"/> A. Stopped
<input type="checkbox"/> B. Individual Time	<input type="checkbox"/> B. Denied Access		<input type="checkbox"/> B. Redirection	<input checked="" type="checkbox"/> B. Continued
<input type="checkbox"/> C. Reading	<input type="checkbox"/> C. Instructive/directive	<input type="checkbox"/> B. Physical Class Disruption Definition: Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	<input checked="" type="checkbox"/> C. Discussion of the Behavior	<input type="checkbox"/> C. Intensified
<input type="checkbox"/> D. Math	<input type="checkbox"/> D. New Task		<input type="checkbox"/> D. Personal Space Given	
<input type="checkbox"/> E. Spelling	<input type="checkbox"/> E. Teacher attention to other		<input type="checkbox"/> E. Changed Activity	
<input checked="" type="checkbox"/> F. Lunch	<input type="checkbox"/> F. Told no		<input type="checkbox"/> F. Peer Attention	
<input type="checkbox"/> G. Social Studies	<input type="checkbox"/> G. Choice Given		<input type="checkbox"/> G. Verbal Reprimand	
<input type="checkbox"/> H. Recess	<input type="checkbox"/> H. Redirection	Setting Events: <i>What type of class/situation- SPED/REG. Number of students, etc.</i>	<input type="checkbox"/> H. Physical Prompt	
<input type="checkbox"/> I. Science	<input type="checkbox"/> I. Routine Task		<input type="checkbox"/> I. Time Out	
<input type="checkbox"/> J. Check-out	<input type="checkbox"/> J.		<input type="checkbox"/> J. Removal from class	

Alpine (GNETS)

FUNCTIONAL BEHAVIORAL ASSESSMENT

Date: _____

Student Name: _____ School/Grade: _____ DOB: _____ Case Manager: _____

Data Source:

- FBA Parent Questionnaire IEP Psychological Student Observation/Report (if applicable) Observation Setting & Environment Checklist
- FBA Staff Questionnaire Student Survey Other:

Student Profile (Utilize the IEP, Psychological, Student Observation/Report, FBA Staff Questionnaire):

Student Strengths:
Student Weaknesses:
Previous Interventions (Describe previous interventions):

Setting & Environmental Factors (Psychological, Student Observation/Report, FBA Staff Questionnaire, Observation Setting & Environment Checklist, FBA Parent Questionnaire, Classroom Description):

Describe the current school/classroom environment:

Describe any significant external factors (Psychological, FBA Parent Questionnaire):

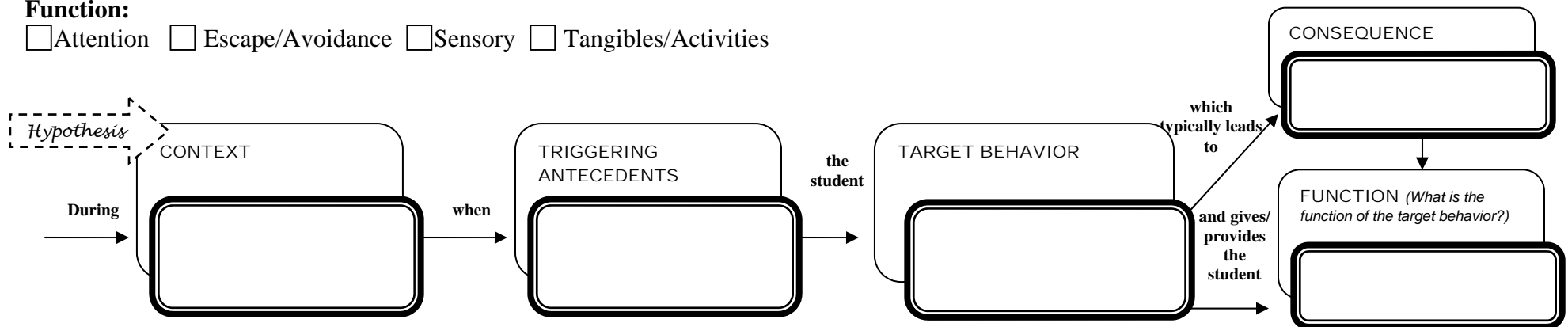
Antecedent (A)-Behavior (B)-Consequence(C): Analyze each target behavior (utilize FBA ABC Report, Target Behavior Form).

Target Behavior One:

(B) Define the behavior: (Target Behavior Form)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)
(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)
(A) Context: Within what settings/activities does this behavior occur most often?
(A)Antecedent: What event/activities seem to be triggering the target behavior?
(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?
(C) Consequences: What consequence is used most often with the target behavior?
Identify and describe any patterns in the data.

Function:

- Attention
 Escape/Avoidance
 Sensory
 Tangibles/Activities

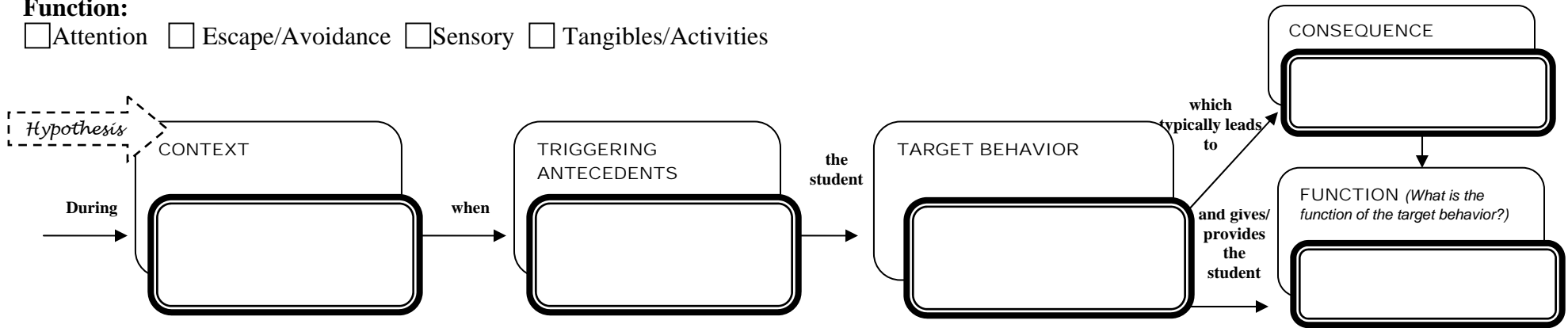


Target Behavior Two:

<p>(B) Define the behavior: (Target Behavior Form)</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)</p>
<p>(A) Context: Within what settings/activities does this behavior occur most often?</p>
<p>(A)Antecedent: What event/activities seem to be triggering the target behavior?</p>
<p>(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?</p>
<p>(C) Consequences: What consequence is used most often with the target behavior?</p>
<p>Identify and describe any patterns in the data.</p>

Function:

- Attention
 Escape/Avoidance
 Sensory
 Tangibles/Activities

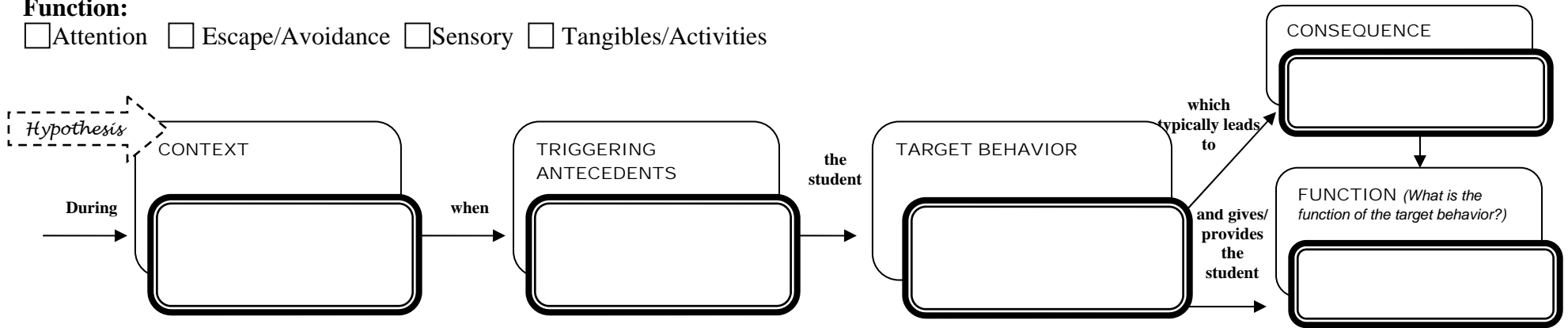


Target Behavior Three:

<p>(B) Define the behavior: (Target Behavior Form)</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)</p>
<p>(A) Context: Within what settings/activities does this behavior occur most often?</p>
<p>(A)Antecedent: What event/activities seem to be triggering the target behavior?</p>
<p>(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?</p>
<p>(C) Consequences: What consequence is used most often with the target behavior?</p>
<p>Identify and describe any patterns in the data.</p>

Function:

- Attention
 Escape/Avoidance
 Sensory
 Tangibles/Activities



Functional Behavior Assessment

School: SAMPLE

Student:

Tommy Sample

Grade: 5 School year: 2012 through 2013

Teacher: Mrs. Smith

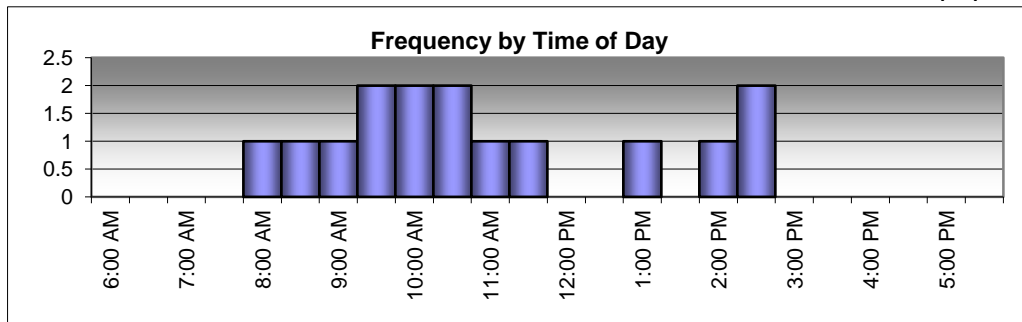
Assessment period: Monday, March 04, 2013

Report prepared by: Mr. Jones

The purpose of this assessment is to determine the function of 2 target behaviors: Verbal Aggression; Physical Class Disruption. Tommy was observed over a period of 9 school days. School was in session from 8:00 until 3:00.

FREQUENCY OF BEHAVIORS

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment



Most Active Times of Day

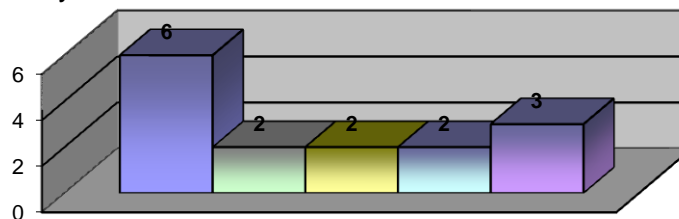
Time Segment	% of Total Activity	# of Events
9:30 AM	13%	2
10:00 AM	13%	2
10:30 AM	13%	2
2:30 PM	13%	2
8:00 AM	7%	1
8:30 AM	7%	1

BEHAVIORS PER DAY

Tommy was assessed a total of 9 days.

Number of: Mondays	2
Tuesdays	2
Wednesdays	2
Thursdays	2
Fridays	1

Average Number of Behaviors per Day

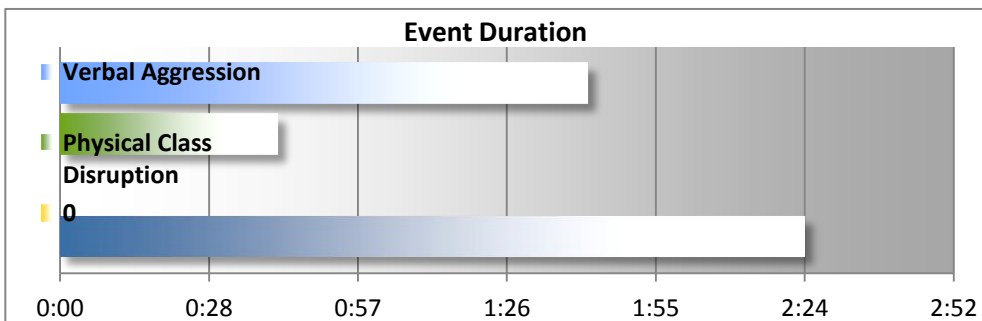


Overall # of incidents

Behavior A	9
Behavior B	6
Behavior C	0
Total	15

EVENT DURATION

The assessment period covered a total of 63:0 hours:min. Behaviors were charted 2:24 hr:min. This was 4% of the assessment period.



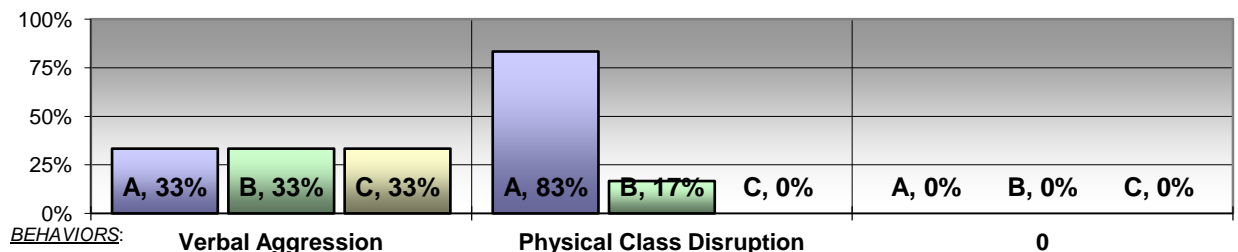
Behavior	hr:min	%
Behavior A	1:42	71%
Behavior B	0:42	29%
Behavior C	0:00	0%

OVERALL: 2:24
hr:min

STUDENT REACTION

(How student reacted to staff intervention/consequences)

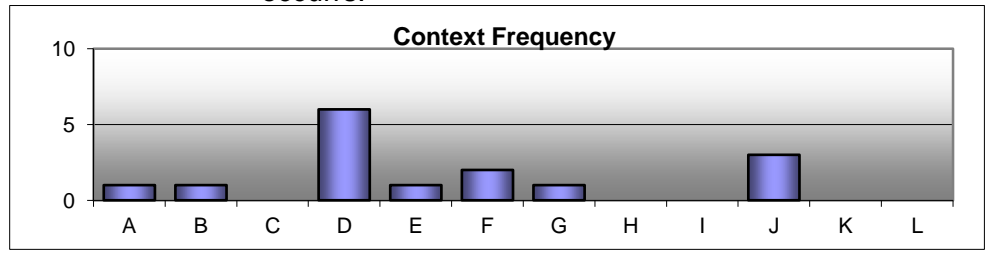
A = Stopped.
B = Continued
C = Intensified.



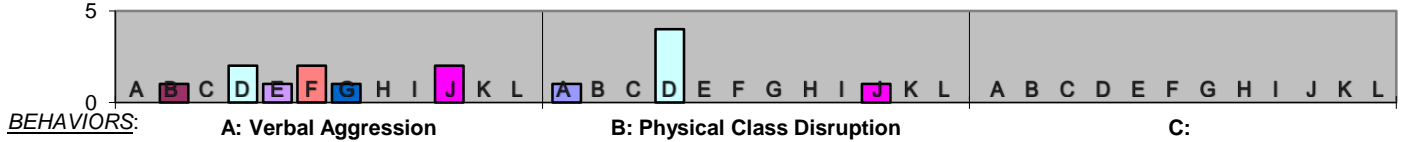
A	7%	Group Small
B	7%	Individual Time
C	0%	Reading
D	40%	Math
E	7%	Spelling
F	13%	Lunch
G	7%	Social Studies
H	0%	Recess
I	0%	Science
J	20%	Check-out
K	0%	
L	0%	

Context is the setting or activity that is happening when a behavioral incident occurs.

Context



Context (Setting)/Behavior Interaction:



BEHAVIORS:

A: Verbal Aggression

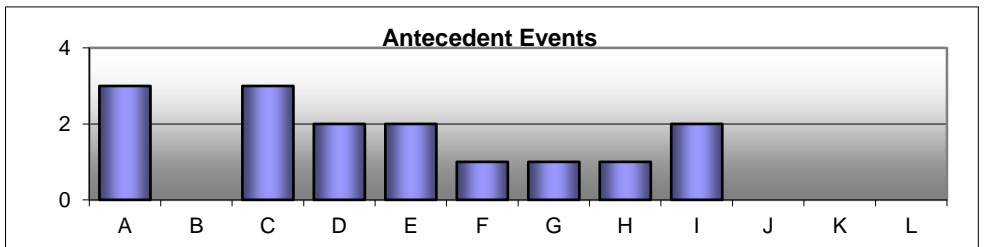
B: Physical Class Disruption

C:

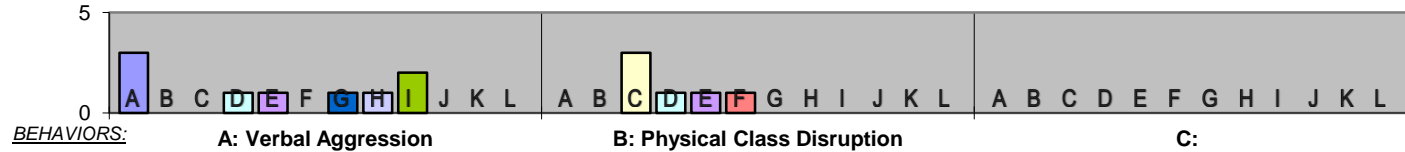
A	20%	Transition
B	0%	Denied access
C	20%	Instruction/Directive
D	13%	New Task
E	13%	Tchr attn to other
F	7%	Told NO
G	7%	Choice given
H	7%	Redirection
I	13%	Routine task
J	0%	
K	0%	
L	0%	

Antecedent is the trigger, the event that started the behavioral incident.

Antecedent



Antecedent/Behavior Interaction:



BEHAVIORS:

A: Verbal Aggression

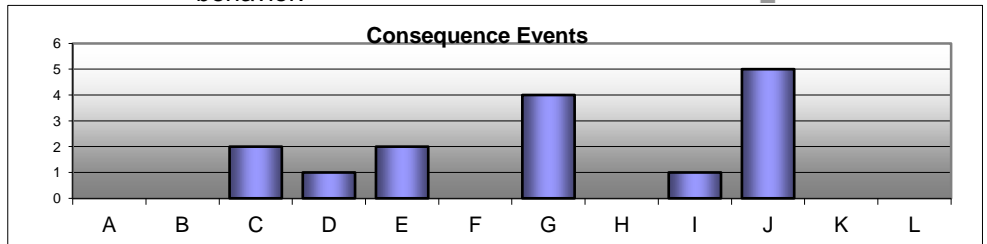
B: Physical Class Disruption

C:

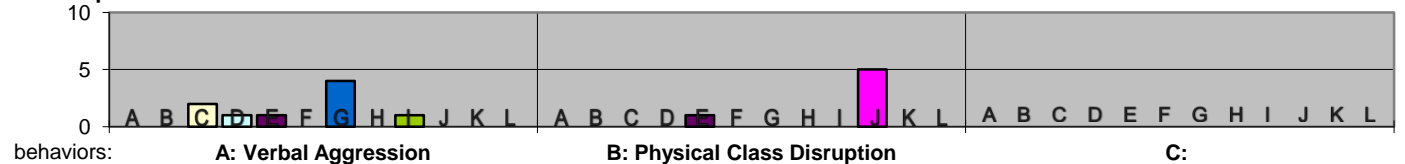
A	0%	Choice given
B	0%	Redirection to task
C	13%	Discussion of the beh
D	7%	Personal space given
E	13%	Changed activity
F	0%	Peer Attention
G	27%	Verbal reprimand
H	0%	Physical prompt
I	7%	Time Out
J	33%	Removal from class
K	0%	
L	0%	

Consequence describes what happened as the result of a behavior.

Consequence



Consequence/Behavior Interaction:

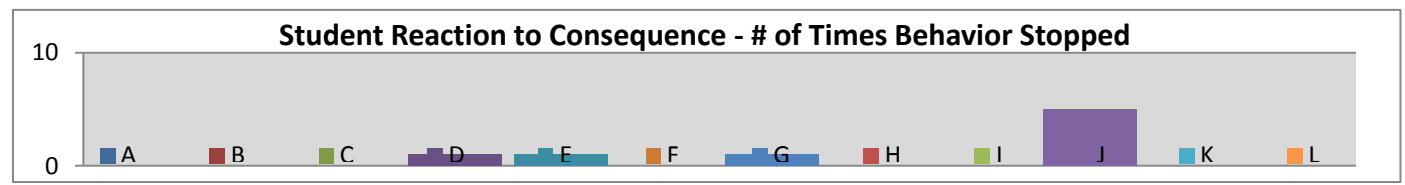


behaviors:

A: Verbal Aggression

B: Physical Class Disruption

C:



TARGET BEHAVIOR

Student: Tommy

Target Behavior One:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Verbal Outbursts: Tommy has negative verbal outbursts towards adults and peers which include yelling, name calling, and profanity.

Give an example of the target behavior and desired behavior.

Verbal outbursts: Tommy yells at the teacher that he will complete the given assignment or shut up to peers, calls students names such as stupid, and uses profanity towards others.

Desired behavior: Tommy speaking and participating in class in a positive manner- using a quiet voice, positive, appropriate words.

Is the target behavior measurable? How would you measure the behavior?

The number of verbal outbursts.

Use the information above to define Target Behavior One. Be concise and specific so anyone could recognize the target behavior when observing the student.

Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).

Target Behavior Two:

Describe what the student is physically doing that is interfering with his or her learning or the learning of others? Be Specific.

Physical class disruption: Tommy engages in physically disruptive behaviors. He pushes papers onto the floor and throws classroom materials.

Give an example of the target behavior and desired behavior.

Physical class disruption: Throwing classroom materials across the room. Pushing books and papers onto the floor.

Desired behavior- In the classroom utilizing the classroom materials in an appropriate manner- using them for the intended use.

Is the target behavior measurable? How would you measure the behavior?

The number of times he throws, pushes off the desk, or interacts with classroom materials in a destructive manner.

Use the information above to define Target Behavior Two. Be concise and specific so anyone could recognize the target behavior when observing the student.

Physical class disruption- Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.

Alpine (GNETS)

FUNCTIONAL BEHAVIORAL ASSESSMENT

Date: _____

Student Name: Tommy School/Grade: 5th DOB: _____ Case Manager: _____

Data Source:

FBA Parent Questionnaire IEP Psychological Student Observation/Report (if applicable) Observation Setting & Environment Checklist
 FBA Staff Questionnaire Student Survey Other:

Student Profile (Utilize the IEP, Psychological, Student Observation/Report, FBA Staff Questionnaire):

Student Strengths: Tommy has strengths in reading. He is an above average reader, and enjoys fictional books. He also has a good sense of humor and is highly verbal, speaking in sentences. Tommy is athletic and enjoys sports.
Student Weaknesses: Tommy has a weakness in math and writing. According to Tommy, writing is his least favorite subject. He is approximately 2 grade levels below in math. He exhibits some anxiety and is fearful around new people and large groups.
Previous Interventions (Describe previous interventions): A reward system has been put in place for Tommy. He is able to earn rewards for engaging in appropriate behaviors.

Setting & Environmental Factors (Psychological, Student Observation/Report, FBA Staff Questionnaire, Observation Setting & Environment Checklist, FBA Parent Questionnaire, Classroom Description):

Describe the current school/classroom environment:

Tommy attends a regular K-5 public elementary school. Tommy is new to the school. Tommy is in the 5th grade. There are 19 students in his homeroom classroom. Tommy has 2 segments in a resource SPED class with 5 other students. Tommy also has 1 co-teaching segment for math. His teacher is very organized and structured. She is loving and understanding with regards to Tommy's needs.

Describe any significant external factors (Psychological, FBA Parent Questionnaire):

Tommy takes medication on a daily basis. He is currently on a new medication. He also has a new baby brother, which may be impacting his sleep habits. In addition to this, he experiences a great deal of anxiety in large crowds and with new people. This may be of significance due to the fact that he is at a new school.

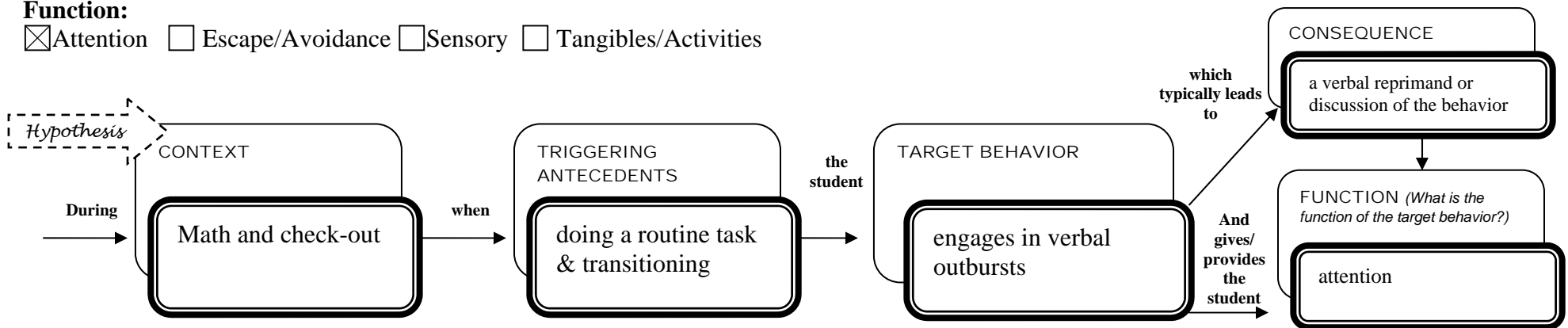
Antecedent (A)-Behavior (B)-Consequence(C): Analyze each target behavior (utilize FBA ABC Report, Target Behavior Form).

Target Behavior One:

<p>(B) Define the behavior: (Target Behavior Form) Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week) Verbal outbursts are most likely to occur on Mondays in the morning between 9:30-10:30 AM and the afternoon at 2:30 PM.</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week) Verbal outbursts are least likely to occur between 11:30AM-1:00PM mid-week.</p>
<p>(A)Context: Within what settings/activities does this behavior occur most often? Verbal outbursts happen most often in math and check-out.</p>
<p>(A)Antecedent: What event/activities seem to be triggering the target behavior? Transition events and routine tasks during math and check-out seem to be triggering the verbal outbursts.</p>
<p>(C) Student Reaction: How are the current interventions/consequences impacting the target behavior? No interventions/consequence are having a significant or consistent impact on the behavior.</p>
<p>(C) Consequences: What consequence is used most often with the target behavior? Verbal reprimand was used most often, but did not cause the behavior to stop. Discussion of behavior was also used.</p>
<p>Identify and describe any patterns in the data. Overall behavior issues seem to be when first gets to school, and when it is time to go home. This could be indicative of a home issue. It could also be reflective of a medication issue (medication getting into his system and wearing off). Math seems to be the major time that he is having issues, which is also a weakness for him.</p>

Function:

Attention Escape/Avoidance Sensory Tangibles/Activities

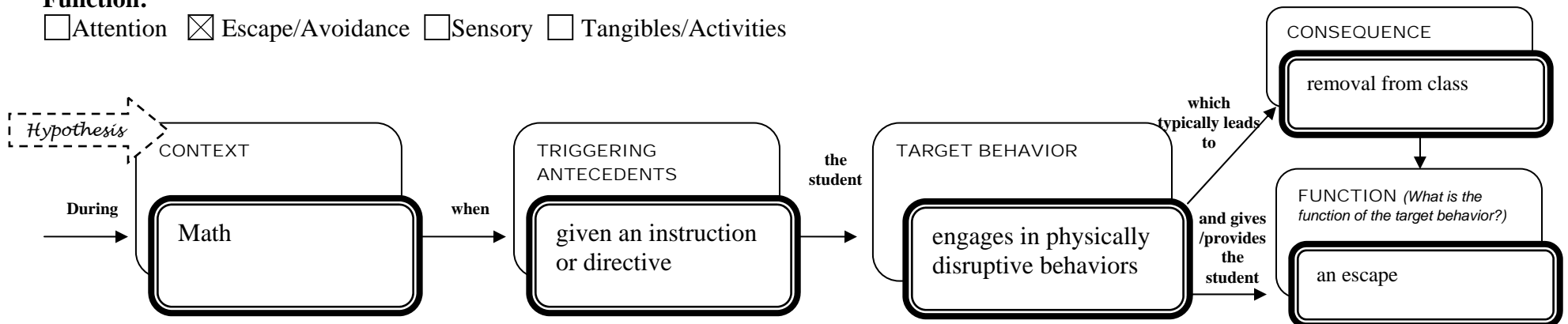


Target Behavior Two:

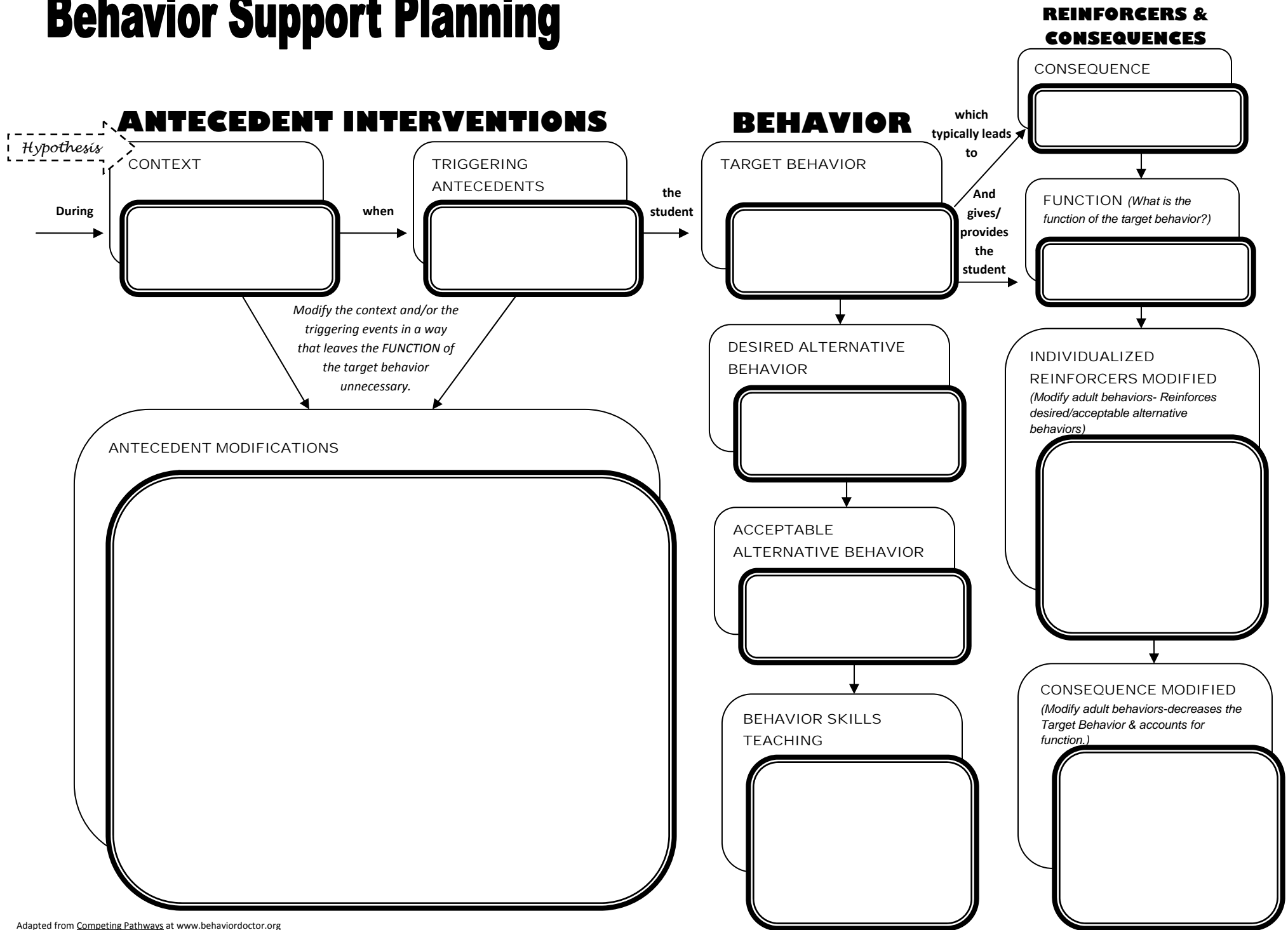
<p>(B) Define the behavior: (Target Behavior Form) Physical class disruption- Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week) See above.</p>
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<p>(A)Context: Within what settings/activities does this behavior occur most often? Physical class disruption occurs most often during math.</p>
<p>(A)Antecedent: What event/activities seem to be triggering the target behavior? An instruction or a directive seem to be triggering the physical class disruptions.</p>
<p>(C) Student Reaction: How are the current interventions/consequences impacting the target behavior? He normally stops the physical class disruption when the consequence occurs.</p>
<p>(C) Consequences: What consequence is used most often with the target behavior? The consequence used most often is removal from class.</p>
<p>Identify and describe any patterns in the data. See above.</p>

Function:

Attention Escape/Avoidance Sensory Tangibles/Activities



Behavior Support Planning



Alpine (GNETS)

FUNCTIONAL BEHAVIORAL ASSESSMENT

Date: _____

Student Name: Tommy School/Grade: 5th DOB: _____ Case Manager: _____

Data Source:

FBA Parent Questionnaire IEP Psychological Student Observation/Report (if applicable) Observation Setting & Environment Checklist
 FBA Staff Questionnaire Student Survey Other:

Student Profile (Utilize the IEP, Psychological, Student Observation/Report, FBA Staff Questionnaire):

Student Strengths: Tommy has strengths in reading. He is an above average reader, and enjoys fictional books. He also has a good sense of humor and is highly verbal, speaking in sentences. Tommy is athletic and enjoys sports.
Student Weaknesses: Tommy has a weakness in math and writing. According to Tommy, writing is his least favorite subject. He is approximately 2 grade levels below in math. He exhibits some anxiety and is fearful around new people and large groups.
Previous Interventions (Describe previous interventions): A reward system has been put in place for Tommy. He is able to earn rewards for engaging in appropriate behaviors.

Setting & Environmental Factors (Psychological, Student Observation/Report, FBA Staff Questionnaire, Observation Setting & Environment Checklist, FBA Parent Questionnaire, Classroom Description):

Describe the current school/classroom environment:

Tommy attends a regular K-5 public elementary school. Tommy is new to the school. Tommy is in the 5th grade. There are 19 students in his homeroom classroom. Tommy has 2 segments in a resource SPED class with 5 other students. Tommy also has 1 co-teaching segment for math. His teacher is very organized and structured. She is loving and understanding with regards to Tommy's needs.

Describe any significant external factors (Psychological, FBA Parent Questionnaire):

Tommy takes medication on a daily basis. He is currently on a new medication. He also has a new baby brother, which may be impacting his sleep habits. In addition to this, he experiences a great deal of anxiety in large crowds and with new people. This may be of significance due to the fact that he is at a new school.

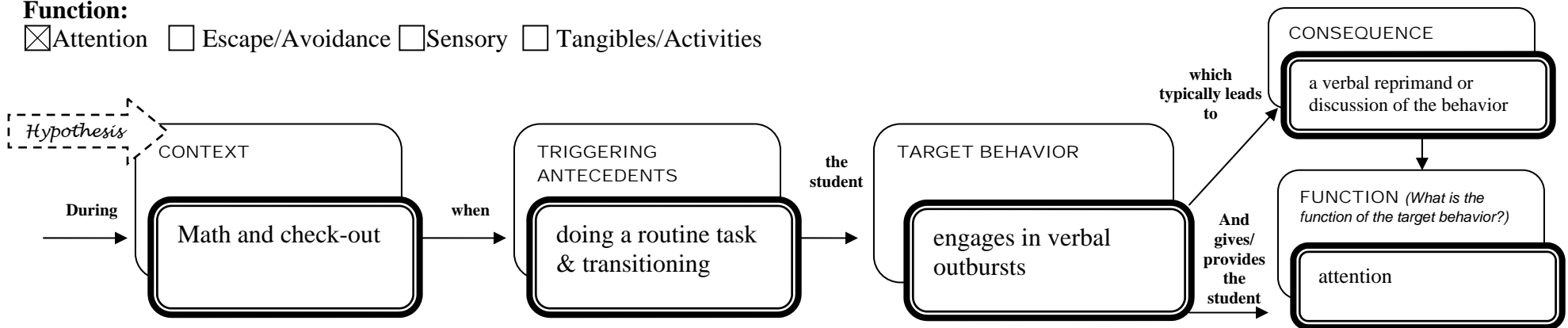
Antecedent (A)-Behavior (B)-Consequence(C): Analyze each target behavior (utilize FBA ABC Report, Target Behavior Form).

Target Behavior One:

<p>(B) Define the behavior: (Target Behavior Form) Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).</p>
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<p>(C) Consequences: What consequence is used most often with the target behavior? Verbal reprimand was used most often, but did not cause the behavior to stop. Discussion of behavior was also used.</p>
<p>Identify and describe any patterns in the data. Overall behavior issues seem to be when first gets to school, and when it is time to go home. This could be indicative of a home issue. It could also be reflective of a medication issue (medication getting into his system and wearing off). Math seems to be the major time that he is having issues, which is also a weakness for him.</p>

Function:

Attention Escape/Avoidance Sensory Tangibles/Activities

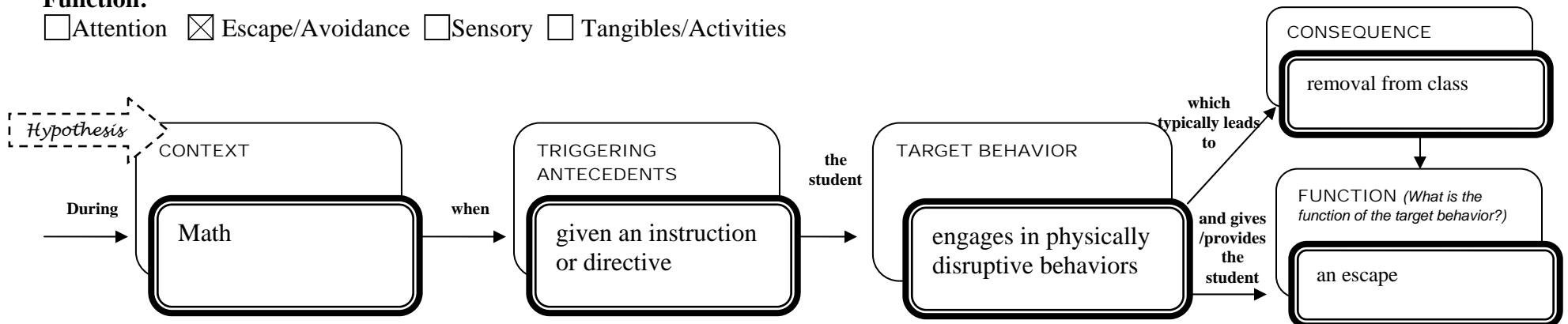


Target Behavior Two:

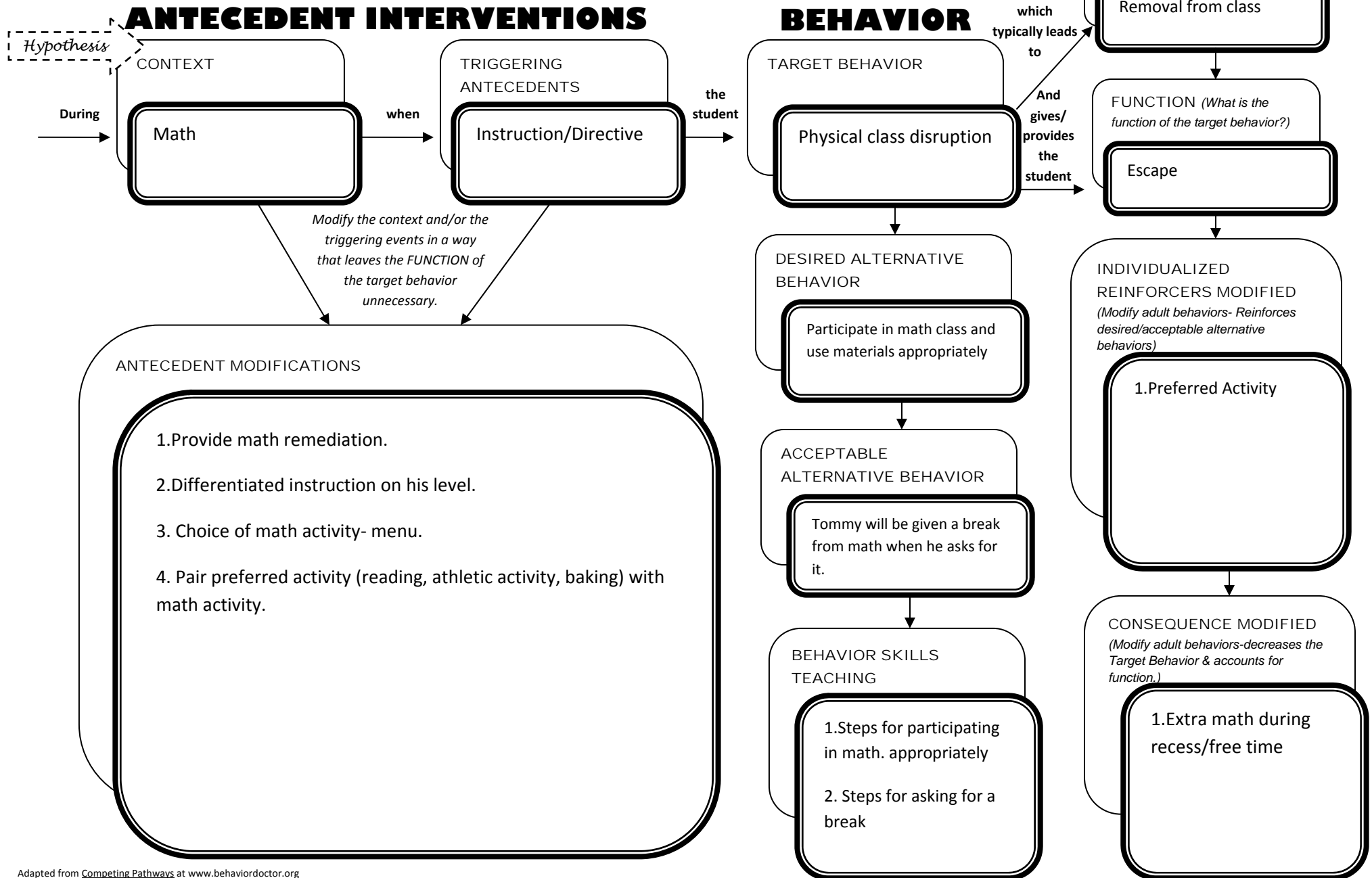
<p>(B) Define the behavior: (Target Behavior Form) Physical class disruption- Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.</p>
<p>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week) See above.</p>
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<p>(A)Context: Within what settings/activities does this behavior occur most often? Physical class disruption occurs most often during math.</p>
<p>(A)Antecedent: What event/activities seem to be triggering the target behavior? An instruction or a directive seem to be triggering the physical class disruptions.</p>
<p>(C) Student Reaction: How are the current interventions/consequences impacting the target behavior? He normally stops the physical class disruption when the consequence occurs.</p>
<p>(C) Consequences: What consequence is used most often with the target behavior? The consequence used most often is removal from class.</p>
<p>Identify and describe any patterns in the data. See above.</p>

Function:

Attention Escape/Avoidance Sensory Tangibles/Activities



Behavior Support Planning



ALPINE BEHAVIORAL INTERVENTION PLAN

Student Name: _____ Grade: _____ Date of Plan: _____ Date of Plan Review: _____

I. Target Behaviors and Definitions (Copy from the FBA.)	II. Functional Behavioral Assessment and Identified Function of the Target Behavior (Hypothesis from the FBA)	III. Antecedent Intervention Strategies (Positive Behavioral Interventions and Supports)		IV. Reinforcers and Consequences		V. Progress Monitoring of BIP <i>What data? What progress monitoring tool? Who will collect the data?</i>
		A. Context & Antecedent Modifications	B. Alternative Behaviors/Behavior Skills Training	A. Individualized Reinforcers	B. Consequences for Target Behavior	
1.						
2.						
3.						

ALPINE BEHAVIORAL INTERVENTION PLAN

Crisis Plan:

How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in-school or out-of-school suspension, or aversive techniques, as appropriate)

Code of Conduct: (To be considered for grades 6-12 and others as appropriate.)

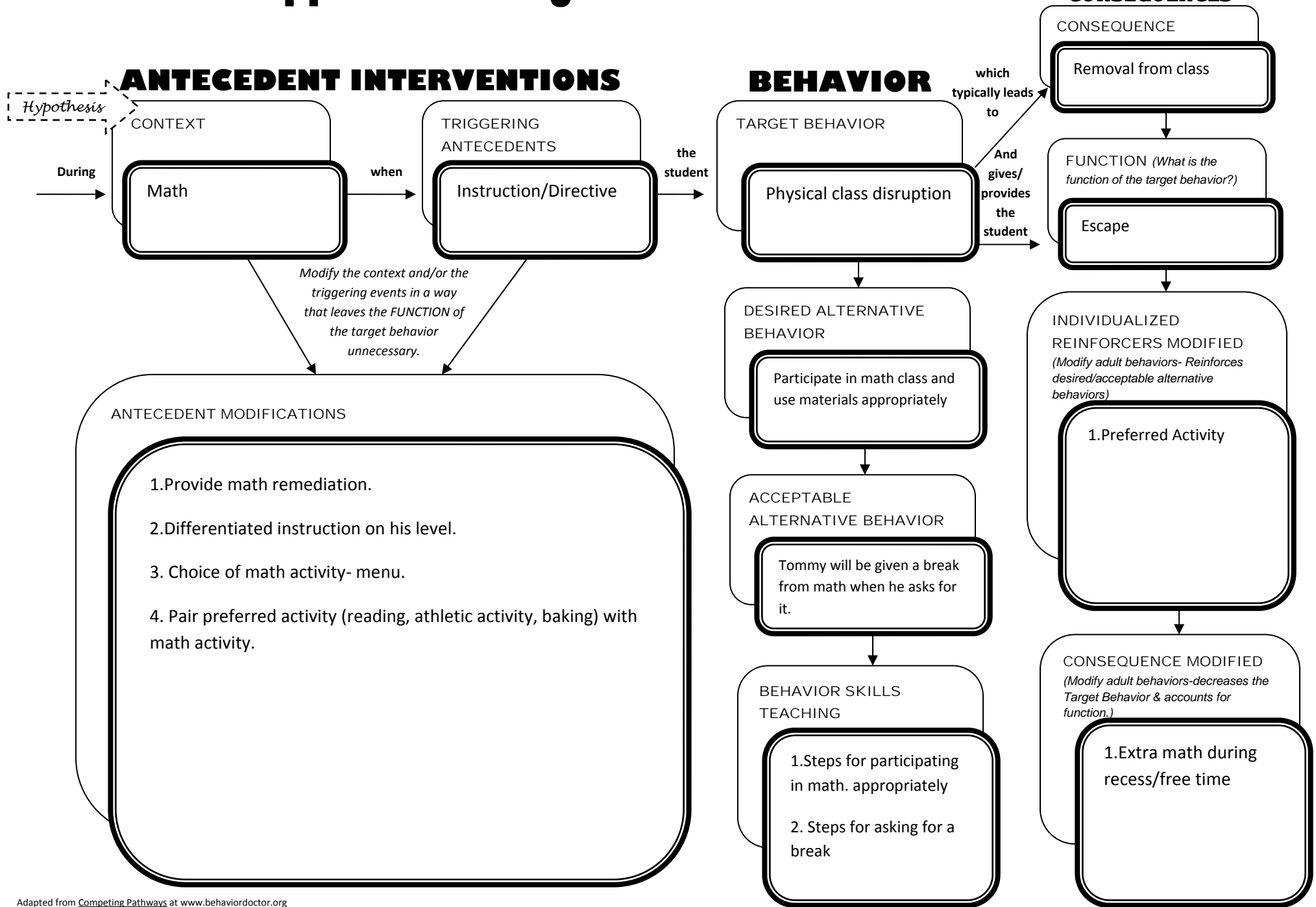
Yes No

- A. The student has the capacity to understand school rules as outlined in the Code of Student Conduct.
- B. The student has the capacity to follow school rules as outlined in the Code of Student Conduct.

(Complete if response to A or B is No.)

The student cannot be expected to comply, by reason of the student’s disability, with the following rules in the Code of Student Conduct:

Behavior Support Planning



ALPINE BEHAVIORAL INTERVENTION PLAN

Student Name: Tommy Grade: 5 Date of Plan: Today Date of Plan Review: 1/1/13

I. Target Behaviors and Definitions (Copy from the FBA.)	II. Functional Behavioral Assessment and Identified Function of the Target Behavior (Hypothesis from the FBA)	III. Antecedent Intervention Strategies (Positive Behavioral Interventions and Supports)		IV. Reinforcers and Consequences		V. Progress Monitoring of BIP <i>What data? What progress monitoring tool? Who will collect the data?</i>
		A. Context & Antecedent Modifications	B. Alternative Behaviors/Behavior Skills Training	A. Individualized Reinforcers	B. Consequences for Target Behavior	
1. Physical class disruption-Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.	During Math when given an instructive or directive, Tommy physically disrupts the class which typically leads to removal from the class and provides him an escape.	1. Provide math remediation. 2. Differentiated instruction on his level. 3. Choice of math activity-menu. 4. Pair preferred activity (reading, athletic activity, baking) with math activity.	Desired Alternative: Participate in math class and use materials appropriately Acceptable Alternative: Tommy will be given a break from math when he asks for it. 1. Steps for participating in math appropriately 2. Steps for asking for a break	1. Preferred Activity	1. Extra math during recess/free time	# of physical class disruptions (teacher) # of times he asks for break (teacher) # of times he participates in math appropriately (teacher)

Crisis Plan:

How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in-school or out-of-school suspension, or aversive techniques, as appropriate)

Tommy continues to physically disrupt class in the same day and the behavior is escalating. Tommy destroys materials or hurts someone.

- 1) Intensive Intervention
- 2) In-school suspension

ALPINE BEHAVIORAL INTERVENTION PLAN

- 3) Out of school suspension
- 4) Law enforcement involvement

Code of Conduct: (To be considered for grades 6-12 and others as appropriate.)

Yes No

- x A. The student has the capacity to understand school rules as outlined in the Code of Student Conduct.
- x B. The student has the capacity to follow school rules as outlined in the Code of Student Conduct.

(Complete if response to A or B is No.)

The student cannot be expected to comply, by reason of the student’s disability, with the following rules in the Code of Student Conduct:
