

# **A**PPENDIX

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# Rating Scale Guide

This Rating Scale Guide and the following Current Performance Form can be used to establish the student's current level of performance on the objectives. The *Behavioral Objective Sequence* items should be read carefully and literally. The examples are provided to add clarity to the intent of the objectives and to minimize the need for interpretation. Before conducting a rating, it is best to read through the entire instrument to become familiar with the scope and sequence of the objectives (skills) contained within the 233 items. Ratings should be based on direct observations over a period of 2 or more weeks. Ratings may be completed independently by individuals knowledgeable about the student, or ratings may represent the consensus of a team of observers. The scale **IS** a measure of how **FREQUENTLY** the student performs the skills. It **IS NOT** a measure of whether or not the student knows how to perform the skills.

Given your knowledge of the student and best judgment, rate each item on the Current Performance Form as follows:

The student demonstrates this objective...

- 0 = No basis for a judgment, don't know, or does not apply
- 1 = Never or rarely true (less than 30% of the time or opportunities)
- 2 = Sometimes true (between 30% and 60% of the time or opportunities)
- 3 = Often true (between 60% and 90% of the time or opportunities)
- 4 = Always or almost always true (90% or greater of the time or opportunities) This objective is mastered.

Use the rating of "0" as little as possible and only when you have no basis for a judgment or when it clearly does not apply in your setting.

A comparison of independently completed ratings will provide an opportunity to examine the possible situational effects of different settings on the student's behavior as well as variances in observers' perceptions that may offer helpful information for decisions about placement and intervention plans.

# Current Performance Form

Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ Date \_\_\_\_\_

Summary of: Baseline \_\_\_ 6<sup>TH</sup> WK \_\_\_ 12<sup>TH</sup> WK \_\_\_ 18<sup>TH</sup> WK \_\_\_ 24<sup>TH</sup> WK \_\_\_ 30<sup>TH</sup> WK \_\_\_ 36<sup>TH</sup> WK \_\_\_

Termination \_\_\_ Other \_\_\_\_\_ Performance Level: 3 \_\_\_ 2 \_\_\_ 1 \_\_\_

## Adaptive: Responds appropriately to routine and new expectations

- \_\_\_\_\_ 301 demonstrate awareness of events
- \_\_\_\_\_ 302 attend 75% of school days
- \_\_\_\_\_ 303 remember routine daily schedule
- \_\_\_\_\_ 304 comply with bus-riding rules
- \_\_\_\_\_ 305 arrive at school on time
- \_\_\_\_\_ 306 bring no disruptive materials
- \_\_\_\_\_ 307 use non-classroom areas appropriately
- \_\_\_\_\_ 308 attend class on time and remain
- \_\_\_\_\_ 309 remain in school for its duration
- \_\_\_\_\_ 310 attend non-academic activities
- \_\_\_\_\_ 311 participate in non-academic activities—70%
- \_\_\_\_\_ 312 respond to changes without outbursts
- \_\_\_\_\_ 313 arrive at school physically clean
- \_\_\_\_\_ 314 try again when faced with disappointment
- \_\_\_\_\_ 315 follow rules outside of school building
- \_\_\_\_\_ 316 attempt new tasks
- \_\_\_\_\_ 317 eat at reasonable pace and clean the area
- \_\_\_\_\_ 318 wear appropriate clothing
- \_\_\_\_\_ 319 attend school daily
- \_\_\_\_\_ 320 follow common-sense safety rules
- \_\_\_\_\_ 221 spontaneously participate in classes
- \_\_\_\_\_ 222 spontaneously participate in non-academic activities
- \_\_\_\_\_ 223 walk through halls appropriately with pass
- \_\_\_\_\_ 224 change activities without outbursts
- \_\_\_\_\_ 225 self-select appropriate activities
- \_\_\_\_\_ 226 demonstrate table manners
- \_\_\_\_\_ 227 complete individual and/or group tasks
- \_\_\_\_\_ 228 return property promptly and in good condition
- \_\_\_\_\_ 129 wait for rewards for days or weeks
- \_\_\_\_\_ 130 bring required material for assignment to class
- \_\_\_\_\_ 131 participate regularly in mainstream classes
- \_\_\_\_\_ 132 accept support from mainstream resources
- \_\_\_\_\_ 133 complete mainstream classes with passing grades
- \_\_\_\_\_ Individual \_\_\_\_\_

## Self-Management: Responds with self-control and seeks to be successful

- \_\_\_\_\_ 301 respond independently to materials for amusement
- \_\_\_\_\_ 302 appear alert and able to focus attention
- \_\_\_\_\_ 303 bring no weapons to school
- \_\_\_\_\_ 304 use amusement materials appropriately
- \_\_\_\_\_ 305 wait for turn without physical intervention
- \_\_\_\_\_ 306 use and return equipment without abuse
- \_\_\_\_\_ 307 accept positive physical contact
- \_\_\_\_\_ 308 touch others in appropriate ways
- \_\_\_\_\_ 309 refrain from stealing
- \_\_\_\_\_ 310 respond when angry without hitting
- \_\_\_\_\_ 311 recognize and show regard for possessions
- \_\_\_\_\_ 312 accept verbal cue for removal from a situation
- \_\_\_\_\_ 313 respond when angry without abuse of property
- \_\_\_\_\_ 314 respond appropriately to substitute
- \_\_\_\_\_ 315 respond when angry without threats
- \_\_\_\_\_ 316 walk to timeout without being moved by an adult
- \_\_\_\_\_ 217 work or play without disrupting others
- \_\_\_\_\_ 218 refrain from inappropriate behavior when others lose control
- \_\_\_\_\_ 219 respond to provocation with self-control
- \_\_\_\_\_ 220 respond when angry with self-removal
- \_\_\_\_\_ 221 accept adult help in a crisis
- \_\_\_\_\_ 222 fulfill classroom job responsibilities
- \_\_\_\_\_ 223 seek adult help in a crisis
- \_\_\_\_\_ 224 comply with procedures in group situations
- \_\_\_\_\_ 225 demonstrate problem solving with assistance
- \_\_\_\_\_ 126 fulfill responsibilities with minimal supervision
- \_\_\_\_\_ 127 maintain self-control when faced with disappointment
- \_\_\_\_\_ 128 obey new authority figure
- \_\_\_\_\_ 129 use personal skills to solve problems
- \_\_\_\_\_ 130 demonstrate knowledge of and work toward future rewards
- \_\_\_\_\_ Individual \_\_\_\_\_

# Current Performance Form

Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ Date \_\_\_\_\_

Summary of: Baseline \_\_\_ 6<sup>TH</sup> WK \_\_\_ 12<sup>TH</sup> WK \_\_\_ 18<sup>TH</sup> WK \_\_\_ 24<sup>TH</sup> WK \_\_\_ 30<sup>TH</sup> WK \_\_\_ 36<sup>TH</sup> WK \_\_\_

Termination \_\_\_\_\_ Other \_\_\_\_\_ Performance Level: 3 \_\_\_ 2 \_\_\_ 1 \_\_\_

## Communication: Demonstrates appropriate verbal and nonverbal skills

- \_\_\_\_\_ 301 answer a request with meaningful words
  - \_\_\_\_\_ 302 verbally exchange minimal information
  - \_\_\_\_\_ 303 respond appropriately to greetings and farewells
  - \_\_\_\_\_ 304 ask appropriately for materials
  - \_\_\_\_\_ 305 verbally recall group rules and/or give reasons
  - \_\_\_\_\_ 306 speak using an appropriate volume
  - \_\_\_\_\_ 307 wait to be acknowledged before speaking
  - \_\_\_\_\_ 308 speak clearly
  - \_\_\_\_\_ 309 wait until speaker is finished before responding
  - \_\_\_\_\_ 310 demonstrate listening by eye contact or summarizing
  - \_\_\_\_\_ 311 pause and allow others to speak
  - \_\_\_\_\_ 312 initiate or pursue appropriate conversation topics
  - \_\_\_\_\_ 313 participate minimally in discussion
  - \_\_\_\_\_ 314 cease verbalizing when directed
  - \_\_\_\_\_ 315 stay on topic
  - \_\_\_\_\_ 316 accept feedback
  - \_\_\_\_\_ 317 accurately recall events
  - \_\_\_\_\_ 318 respond appropriately to requests
  - \_\_\_\_\_ 319 express feelings
  - \_\_\_\_\_ 320 perform routine behavior with verbal instructions
  - \_\_\_\_\_ 221 initiate conversations, making self understandable
  - \_\_\_\_\_ 222 reply to conversational questions appropriately
  - \_\_\_\_\_ 223 follow verbal directions given to the group
  - \_\_\_\_\_ 224 attend when another student is speaking
  - \_\_\_\_\_ 225 contribute to making group rules
  - \_\_\_\_\_ 226 verbalize consequences for breaking group rules
  - \_\_\_\_\_ 227 spontaneously participate in group discussions
  - \_\_\_\_\_ 228 verbally direct feelings of anger at appropriate source
  - \_\_\_\_\_ 229 verbally recognize feelings of others
  - \_\_\_\_\_ 230 maintain appropriate distance when speaking to others
  - \_\_\_\_\_ 231 verbally acknowledge another with appropriate compliments
  - \_\_\_\_\_ 232 verbally acknowledge effects of positive and negative behavior
  - \_\_\_\_\_ 233 appropriately respond with words to positive or negative comments
  - \_\_\_\_\_ 234 tell peers more appropriate ways to behave
  - \_\_\_\_\_ 135 initiate appropriate greetings and farewells
  - \_\_\_\_\_ 136 speak courteously to others, with no cues
  - \_\_\_\_\_ 137 express personal opinions appropriately
  - \_\_\_\_\_ 138 verbalize desire to return to mainstream classes
  - \_\_\_\_\_ 139 respond appropriately to the actions of others
  - \_\_\_\_\_ 140 verbally redirect peers on task
  - \_\_\_\_\_ 141 verbalize positive feelings and self-expectations
  - \_\_\_\_\_ 142 praise and support others, without prompts
  - \_\_\_\_\_ 143 verbally demonstrate knowledge of mainstream schools
  - \_\_\_\_\_ 144 describe strengths that will enable success in mainstream classes
- Individual \_\_\_\_\_

## Interpersonal: Interacts appropriately with others in social and task situations

- \_\_\_\_\_ 301 be aware of and attend to adult behavior
  - \_\_\_\_\_ 302 respond to an adult when name is called
  - \_\_\_\_\_ 303 engage in solitary entertainment
  - \_\_\_\_\_ 304 participate in sharing activity
  - \_\_\_\_\_ 305 respond appropriately to adult in non-crisis situations
  - \_\_\_\_\_ 306 respond appropriately to social interactions
  - \_\_\_\_\_ 307 approach another student with gesture of friendship
  - \_\_\_\_\_ 308 accept help from an adult
  - \_\_\_\_\_ 309 seek help from an adult
  - \_\_\_\_\_ 310 engage in parallel activities with another student
  - \_\_\_\_\_ 311 seek adult attention appropriately
  - \_\_\_\_\_ 312 accept compliments and praise
  - \_\_\_\_\_ 313 play games according to rules
  - \_\_\_\_\_ 314 minimally participate in non-academic activities
  - \_\_\_\_\_ 315 sit quietly for 15 minutes in group listening activity
  - \_\_\_\_\_ 316 respond to a crisis by following directions
  - \_\_\_\_\_ 317 allow interactions between others
  - \_\_\_\_\_ 318 refrain from encouraging conflicts between others
  - \_\_\_\_\_ 219 refrain from initiating conflict with others
  - \_\_\_\_\_ 220 participate in peer group activities
  - \_\_\_\_\_ 221 participate in cooperative activities on projects
  - \_\_\_\_\_ 222 take turns without verbal reminders
  - \_\_\_\_\_ 223 suggest preference for group recreation
  - \_\_\_\_\_ 224 develop positive relationships with more than one adult
  - \_\_\_\_\_ 225 share materials, with minimal reminders
  - \_\_\_\_\_ 226 conform to and participate in group decisions
  - \_\_\_\_\_ 227 display developing friendships by showing preference
  - \_\_\_\_\_ 228 recognize and describe individuals' differences
  - \_\_\_\_\_ 229 accept and adhere to game rules
  - \_\_\_\_\_ 230 accept criticism from an adult
  - \_\_\_\_\_ 231 accept new participants in an activity
  - \_\_\_\_\_ 232 suggest appropriate group activity
  - \_\_\_\_\_ 233 accept positive peer pressure
  - \_\_\_\_\_ 234 participate in group problem solving
  - \_\_\_\_\_ 135 participate in difficult games
  - \_\_\_\_\_ 136 spontaneously participate in group activity
  - \_\_\_\_\_ 137 disapprove of offensive peer behavior
  - \_\_\_\_\_ 138 verbally indicate preferences for group members
  - \_\_\_\_\_ 139 physically or verbally support another student
  - \_\_\_\_\_ 140 participate in group problem solving
  - \_\_\_\_\_ 141 spontaneously demonstrate positive leadership
  - \_\_\_\_\_ 142 spontaneously resist negative peer pressure
- Individual \_\_\_\_\_

# Current Performance Form

Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ Date \_\_\_\_\_

Summary of: Baseline \_\_\_ 6<sup>TH</sup> WK \_\_\_ 12<sup>TH</sup> WK \_\_\_ 18<sup>TH</sup> WK \_\_\_ 24<sup>TH</sup> WK \_\_\_ 30<sup>TH</sup> WK \_\_\_ 36<sup>TH</sup> WK \_\_\_

Termination \_\_\_\_\_ Other \_\_\_\_\_ Performance Level: 3 \_\_\_ 2 \_\_\_ 1 \_\_\_

## Task: Engages in learning tasks and activities that are assigned by teachers

- \_\_\_\_\_ 301 attempt academic tasks
- \_\_\_\_\_ 302 accept assistance on academic tasks
- \_\_\_\_\_ 303 demonstrate short-term memory for directions
- \_\_\_\_\_ 304 agree to complete testing
- \_\_\_\_\_ 305 appropriately seek assistance from an adult
- \_\_\_\_\_ 306 minimally participate in group-focused classes
- \_\_\_\_\_ 307 respond appropriately to begin and complete tasks
- \_\_\_\_\_ 308 watch audiovisual presentations
- \_\_\_\_\_ 309 refrain from inappropriate behavior when correcting errors
- \_\_\_\_\_ 310 participate in physical education class
- \_\_\_\_\_ 311 complete daily reading/English assignment
- \_\_\_\_\_ 312 complete daily math assignment
- \_\_\_\_\_ 313 work independently for 10-20 minutes
- \_\_\_\_\_ 314 attempt to verbally answer questions when called on
- \_\_\_\_\_ 215 accept assistance on group academic tasks
- \_\_\_\_\_ 216 share and take turns during group tasks
- \_\_\_\_\_ 217 volunteer appropriate answers in group
- \_\_\_\_\_ 218 participate in physical education team activities
- \_\_\_\_\_ 219 actively participate in mini-classes
- \_\_\_\_\_ 220 choose and participate in elective classes
- \_\_\_\_\_ 221 work independently for 20-30 minutes
- \_\_\_\_\_ 222 ignore routine distractions during seat work
- \_\_\_\_\_ 223 correct assignment when given directions
- \_\_\_\_\_ 224 select an activity to occupy oneself
- \_\_\_\_\_ 225 self-chart progress in reading and/or math
- \_\_\_\_\_ 226 complete all assignments
- \_\_\_\_\_ 127 participate in simulated mainstream classes
- \_\_\_\_\_ 128 use time productively while waiting for assistance
- \_\_\_\_\_ 129 contribute to class discussions and activities
- \_\_\_\_\_ 130 participate in role playing mainstream situations
- \_\_\_\_\_ 131 complete all assignments when due
- \_\_\_\_\_ 132 work independently for 30-40 minutes
- \_\_\_\_\_ 133 take a test following verbal/written directions
- \_\_\_\_\_ 134 seek and work independently on tasks
- \_\_\_\_\_ 135 complete and turn in homework when due
- \_\_\_\_\_ Individual \_\_\_\_\_

## Personal: Engages in dialog to resolve issues, develop skills, and build self-worth

- \_\_\_\_\_ 301 attend sessions under duress
- \_\_\_\_\_ 302 demonstrate attention by eye contact/restating
- \_\_\_\_\_ 303 participate verbally in session
- \_\_\_\_\_ 304 accept positive feedback from an adult
- \_\_\_\_\_ 305 express negative feelings to an adult
- \_\_\_\_\_ 306 verbally acknowledge and describe personal feelings
- \_\_\_\_\_ 307 accept feedback about feelings
- \_\_\_\_\_ 308 follow through with directions to modify behavior
- \_\_\_\_\_ 309 initiate verbal interaction by requesting counseling
- \_\_\_\_\_ 310 remain seated during counseling sessions
- \_\_\_\_\_ 311 listen to alternatives and choose one
- \_\_\_\_\_ 312 verbalize that he/she has friends
- \_\_\_\_\_ 313 verbalize understanding of logical consequences
- \_\_\_\_\_ 314 accurately recall events
- \_\_\_\_\_ 315 verbally initiate positive interactions with an adult
- \_\_\_\_\_ 316 remain on counseling task/topic
- \_\_\_\_\_ 317 participate in short-term planning
- \_\_\_\_\_ 318 negotiate and complete terms of daily contract
- \_\_\_\_\_ 319 react with appropriate emotional response
- \_\_\_\_\_ 320 verbalize feelings about self to an adult
- \_\_\_\_\_ 321 verbalize consequences for own behavior
- \_\_\_\_\_ 222 verbally describe characteristics of friendships
- \_\_\_\_\_ 223 verbally acknowledge misdirected anger
- \_\_\_\_\_ 224 attend to a peer when peer is speaking
- \_\_\_\_\_ 225 appropriately accept positive feedback from peers
- \_\_\_\_\_ 226 provide peers with appropriate feedback
- \_\_\_\_\_ 227 accept leadership role in group
- \_\_\_\_\_ 228 express feelings about self to peer
- \_\_\_\_\_ 229 verbalize desire to return to less restrictive setting
- \_\_\_\_\_ 230 seek counseling to avoid conflict
- \_\_\_\_\_ 231 attend counseling without objections
- \_\_\_\_\_ 232 participate in compromise
- \_\_\_\_\_ 233 participate in personal plan for one to six weeks
- \_\_\_\_\_ 234 verbally describe distressful situations
- \_\_\_\_\_ 235 verbally demonstrate that stress is normal
- \_\_\_\_\_ 236 participate in short-term planning for the group
- \_\_\_\_\_ 237 verbally accept conforming to a decision
- \_\_\_\_\_ 138 use behavior to express pride
- \_\_\_\_\_ 139 list consequences of own behavior
- \_\_\_\_\_ 140 contribute to making group rules and consequences
- \_\_\_\_\_ 141 participate in group plan for 2-5 weeks
- \_\_\_\_\_ 142 initiate goal setting for self
- \_\_\_\_\_ 143 initiate problem solving or compromise for self
- \_\_\_\_\_ 144 initiate problem solving or compromise for group
- \_\_\_\_\_ 145 verbalize understanding of regular school
- \_\_\_\_\_ 146 verbally demonstrate knowledge of coping strategies
- \_\_\_\_\_ 147 verbally support others for appropriate behaviors
- \_\_\_\_\_ 148 discuss the value of relationships
- \_\_\_\_\_ 149 initiate and maintain relationships
- \_\_\_\_\_ Individual \_\_\_\_\_

# LEVEL 3 Baseline Recording Form

Student \_\_\_\_\_ Observer \_\_\_\_\_ Begin Date \_\_\_\_\_ End Date \_\_\_\_\_

Adaptive	#	%	Self-Management	#	%	Communication	#	%
	301			301			301	
	302			302			302	
	303			303			303	
	304			304			304	
	305			305			305	
	306			306			306	
	307			307			307	
	308			308			308	
	309			309			309	
	310			310			310	
	311			311			311	
	312			312			312	
	313			313			313	
	314			314			314	
	315			315			315	
	316			316			316	
	317			Ind			317	
	318			Ind			318	
	319			Ind			319	
	320						320	
	Ind						Ind	
	Ind						Ind	
	Ind						Ind	

Other Individualized Objective(s) \_\_\_\_\_

Mark boxes: X = Demonstrated O = Not Demonstrated N = Not Observed A = Absent # = Number of Days Demonstrated % = # ÷ 10

# LEVEL 3 Baseline Recording Form

Student \_\_\_\_\_ Observer \_\_\_\_\_ Begin Date \_\_\_\_\_ End Date \_\_\_\_\_

	Interpersonal	# %	Task	# %	Personal	# %
301			301		301	
302			302		302	
303			303		303	
304			304		304	
305			305		305	
306			306		306	
307			307		307	
308			308		308	
309			309		309	
310			310		310	
311			311		311	
312			312		312	
313			313		313	
314			314		314	
315			Ind		315	
316			Ind		316	
317			Ind		317	
318					318	
319					319	
320					320	
321					321	
Ind					Ind	
Ind					Ind	
Ind					Ind	

Other Individualized Objective(s) \_\_\_\_\_

Mark boxes: X = Demonstrated O = Not Demonstrated N = Not Observed A = Absent # = Number of Days Demonstrated % = # ÷ 10

# LEVEL 2 Baseline Recording Form

Student \_\_\_\_\_ Observer \_\_\_\_\_ Begin Date \_\_\_\_\_ End Date \_\_\_\_\_

Adaptive	#	%	Self-Management	#	%	Communication	#	%
221	217		221	221		221		
222	218		222	222		222		
223	219		223	223		223		
224	220		224	224		224		
225	221		225	225		225		
226	222		226	226		226		
227	223		227	227		227		
228	224		228	228		228		
Ind	225		229	229		229		
Ind	Ind		230	230		230		
Ind	Ind		231	231		231		
	Ind		232	232		232		
			233	233		233		
			234	234		234		
			Ind	Ind		Ind		
			Ind	Ind		Ind		
			Ind	Ind		Ind		

Other Individualized Objective(s) \_\_\_\_\_

Mark boxes: X = Demonstrated O = Not Demonstrated N = Not Observed A = Absent # = Number of Days Demonstrated % = # ÷ 10





# LEVEL 1 Baseline Recording Form

Student \_\_\_\_\_ Observer \_\_\_\_\_ Begin Date \_\_\_\_\_ End Date \_\_\_\_\_

	Adaptive	Self-Management	Communication
Student	# %	# %	# %
129			
130			
131			
132			
133			
Ind			
Ind			
Ind			
126			135
127			136
128			137
129			138
130			139
Ind			140
Ind			141
Ind			142
			143
			144
			Ind
			Ind
			Ind

Other Individualized Objective(s) \_\_\_\_\_

Mark boxes: X = Demonstrated O = Not Demonstrated N = Not Observed A = Absent # = Number of Days Demonstrated % = # ÷ 10

# LEVEL 1 Baseline Recording Form

Student \_\_\_\_\_ Observer \_\_\_\_\_ Begin Date \_\_\_\_\_ End Date \_\_\_\_\_

	Interpersonal	Task	Personal	# %	# %
135		127		138	
136		128		139	
137		129		140	
138		130		141	
139		131		142	
140		132		143	
141		133		144	
142		134		145	
Ind		135		146	
Ind		Ind		147	
Ind		Ind		148	
		Ind		149	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	
				Ind	

Other Individualized Objective(s) \_\_\_\_\_

Mark boxes: X = Demonstrated O = Not Demonstrated N = Not Observed A = Absent # = Number of Days Demonstrated % = # ÷ 10

# Target Objective Functional Analysis Planning Worksheet

Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_

Date \_\_\_\_\_ Worksheet Number \_\_\_\_\_

<p><b>Environmental Antecedents:</b> Describe environmental events that typically precede or appear to elicit the behavior.</p>	<p><b>Environmental Consequences:</b> Describe environmental events that typically follow or appear to reinforce/inhibit the behavior.</p>
<p><b>Behavioral Objective</b></p>	
<p><b>Personal Antecedents:</b> Describe health, background, relationships, and measures of achievement, interests, and motivation that may have general effects on the behavior.</p>	<p><b>Personal Thoughts and Feelings:</b> Describe what the student says about the “meaning” of the behavior and its consequences as well as inferences about thoughts and feelings derived from observations of the student.</p>

# Functional Analysis Planning Worksheet Summary

Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_

School/Agency \_\_\_\_\_ Date \_\_\_\_\_

Team Members \_\_\_\_\_

## I. Assessment

### Problem Description

Target behavior(s) \_\_\_\_\_

Environmental antecedents (Who, What, Where, When) \_\_\_\_\_

\_\_\_\_\_

Environmental consequences \_\_\_\_\_

Personal consequences \_\_\_\_\_

Student strengths and weaknesses \_\_\_\_\_

\_\_\_\_\_

Possible contributing factors \_\_\_\_\_

Procedures already tried and evaluations of their success \_\_\_\_\_

\_\_\_\_\_

A positive vision for the student's performance \_\_\_\_\_

## II. The Plan

**Objective #1** \_\_\_\_\_ Priority \_\_\_\_\_

Intervention (What) \_\_\_\_\_

Implementation (Who, Where, When, How) \_\_\_\_\_

Progress evaluation (Who, When, What) \_\_\_\_\_

**Objective #2** \_\_\_\_\_ Priority \_\_\_\_\_

Intervention (What) \_\_\_\_\_

Implementation (Who, Where, When, How) \_\_\_\_\_

Progress evaluation (Who, When, What) \_\_\_\_\_

**Objective #3** \_\_\_\_\_ Priority \_\_\_\_\_

Intervention (What) \_\_\_\_\_

Implementation (Who, Where, When, How) \_\_\_\_\_

Progress evaluation (Who, When, What) \_\_\_\_\_

## III. Follow-up

Person responsible for \_\_\_\_\_ by date \_\_\_\_\_

Person responsible for \_\_\_\_\_ by date \_\_\_\_\_

Results:

Repeat steps if necessary.

# Individual Intervention Plan Form

School/Agency \_\_\_\_\_

Student \_\_\_\_\_ ID# \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ Performance Level \_\_\_\_\_

Begin Date \_\_\_\_\_ End Date \_\_\_\_\_ Number of Days/Weeks \_\_\_\_\_ Plan No. \_\_\_\_\_

Objectives	Plan (Be specific)	PP	FCD	FCE	TS	LOG
Adaptive # # #						
Self-Management # # #						
Communication # # #						
Interpersonal # # #						
Task # # #						

Student \_\_\_\_\_ Date \_\_\_\_\_ Page 2 of 2

Objectives	Plan (Be specific)	PP	FCD	FCE	TS	LOG
<b>Personal</b> # # #						
<b>Other Objectives</b> # # #						
<b>Family Contact</b> <b>Progress Reporting</b> <b>Conference</b> <b>Other</b>	_____ will call/write to report progress and/or problems at least _____ time(s). _____ will send progress report every _____ weeks. _____ will invite parent/guardian to conference for the purpose of:					
<b>Regular School Contact Person(s)</b>	_____ will send progress report every _____ weeks. _____ will arrange conference for the purpose of:					
<b>Agency Person(s)</b>	_____ will call/write to report progress and/or problems at least _____ time(s). _____ will arrange conference for the purpose of:					
<b>Additional Service Provided:</b> <input type="checkbox"/> Adaptive PE _____ Min. per week <input type="checkbox"/> LD Resource _____ Min. per week <input type="checkbox"/> Speech/Lang. _____ Min. per week <input type="checkbox"/> Psychologist _____ Min. per week <input type="checkbox"/> OT/PT _____ Min. per week <input type="checkbox"/> Drug Coun. _____ Min. per week <input type="checkbox"/> Nurse _____ Min. per week <input type="checkbox"/> Medication(s) _____ <input type="checkbox"/> Restrictions _____						
<b>PP = Permanent Product      FCD = Frequency Count by Day      FCE = Frequency Count by Event      TS = Time Sample      Log = Narrative</b>						

# Daily Monitoring Record

Student \_\_\_\_\_ ID# \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_

Begin Date \_\_\_\_\_ End Date \_\_\_\_\_ Number of Days Present \_\_\_\_\_ Days Absent \_\_\_\_\_ % Present \_\_\_\_\_

Objective # Description	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	%
Personal							
Task							
Interpersonal							
Community							
Self-Management							
Adaptive							

Key: X = Student DID meet performance criteria for the day. O = Student did NOT meet performance criteria for the day.





# School-Community Agency Coordinated Intervention Plan

Student \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_ Support Staff \_\_\_\_\_

Agency \_\_\_\_\_ Staff \_\_\_\_\_

Begin Date \_\_\_\_\_ Review Date \_\_\_\_\_ End Date \_\_\_\_\_

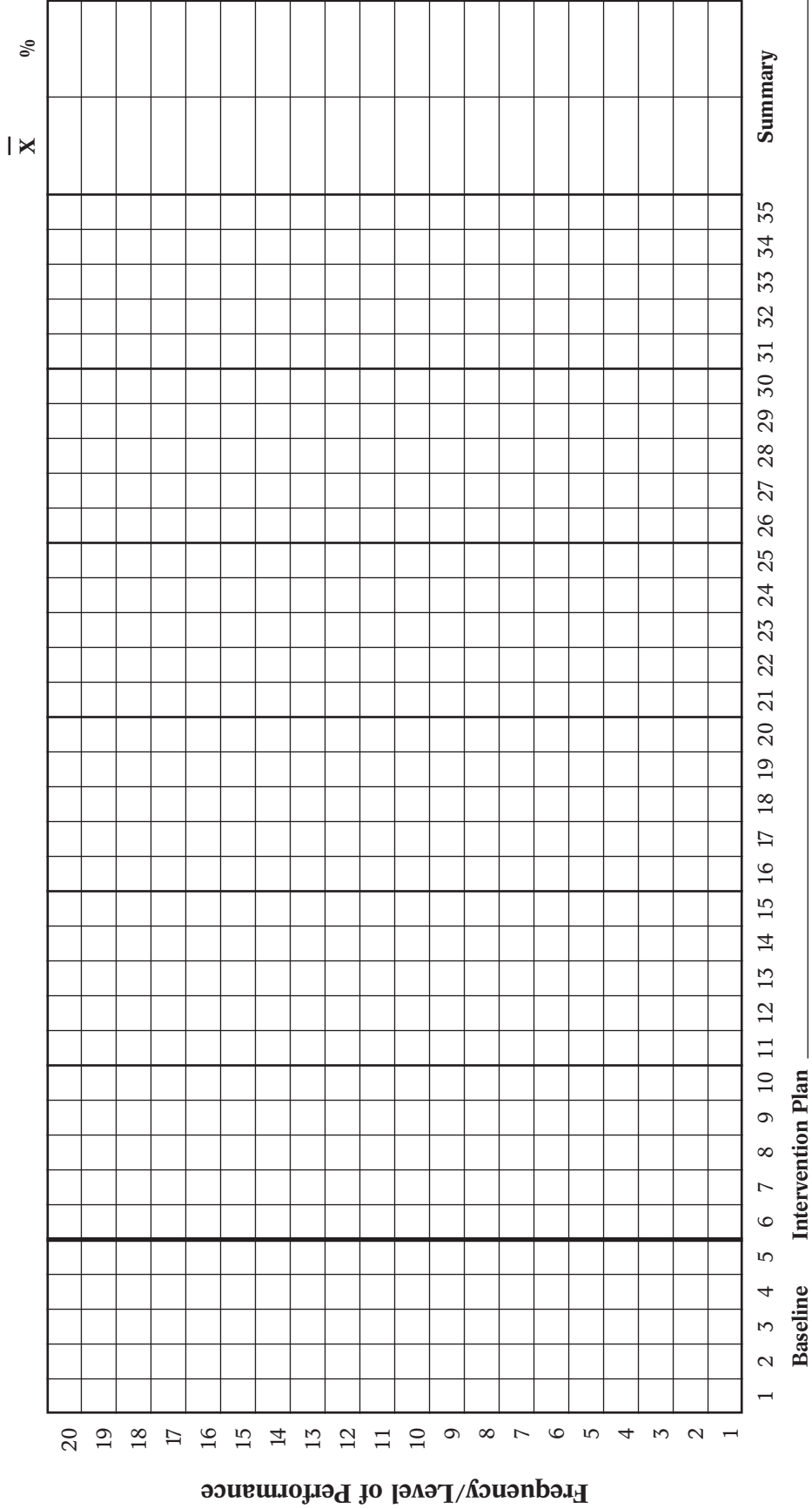
### Specific Plans (Who will do What? When? Where?)

Student Goals/ Objectives	School Plan	Agency Plan	Monitoring Plan



# Target Behavior Performance Chart

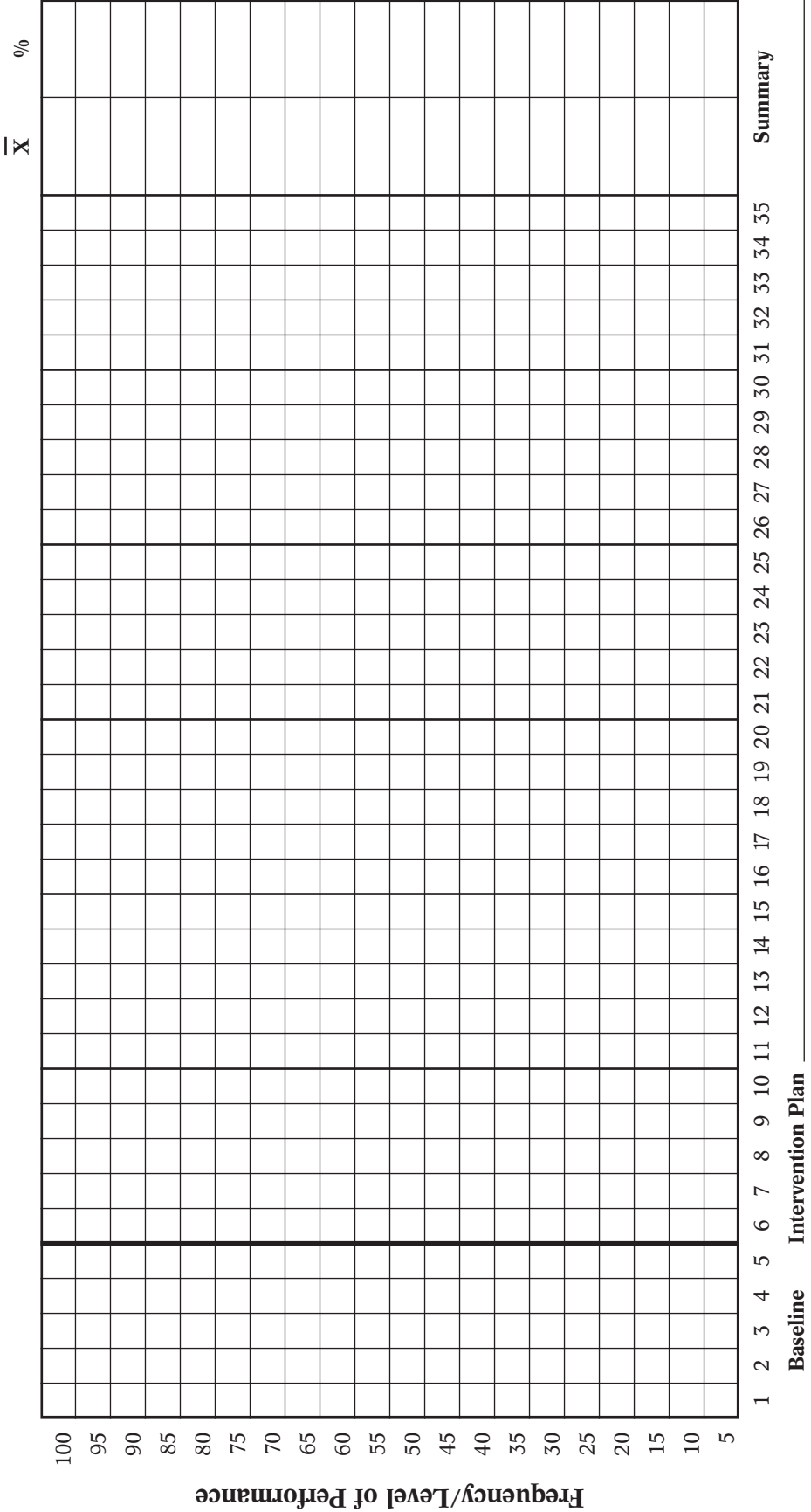
Begin Date \_\_\_\_\_ Chart Number \_\_\_\_\_ of \_\_\_\_\_  
 End Date \_\_\_\_\_  
 Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ School/Agency \_\_\_\_\_  
 Behavioral Objective(s) or Description \_\_\_\_\_



Trials - Opportunities - Days

# Target Behavior Performance Chart

Begin Date \_\_\_\_\_ Chart Number \_\_\_\_\_  
 End Date \_\_\_\_\_ of \_\_\_\_\_  
 Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ School/Agency \_\_\_\_\_  
 Behavioral Objective(s) or Description \_\_\_\_\_

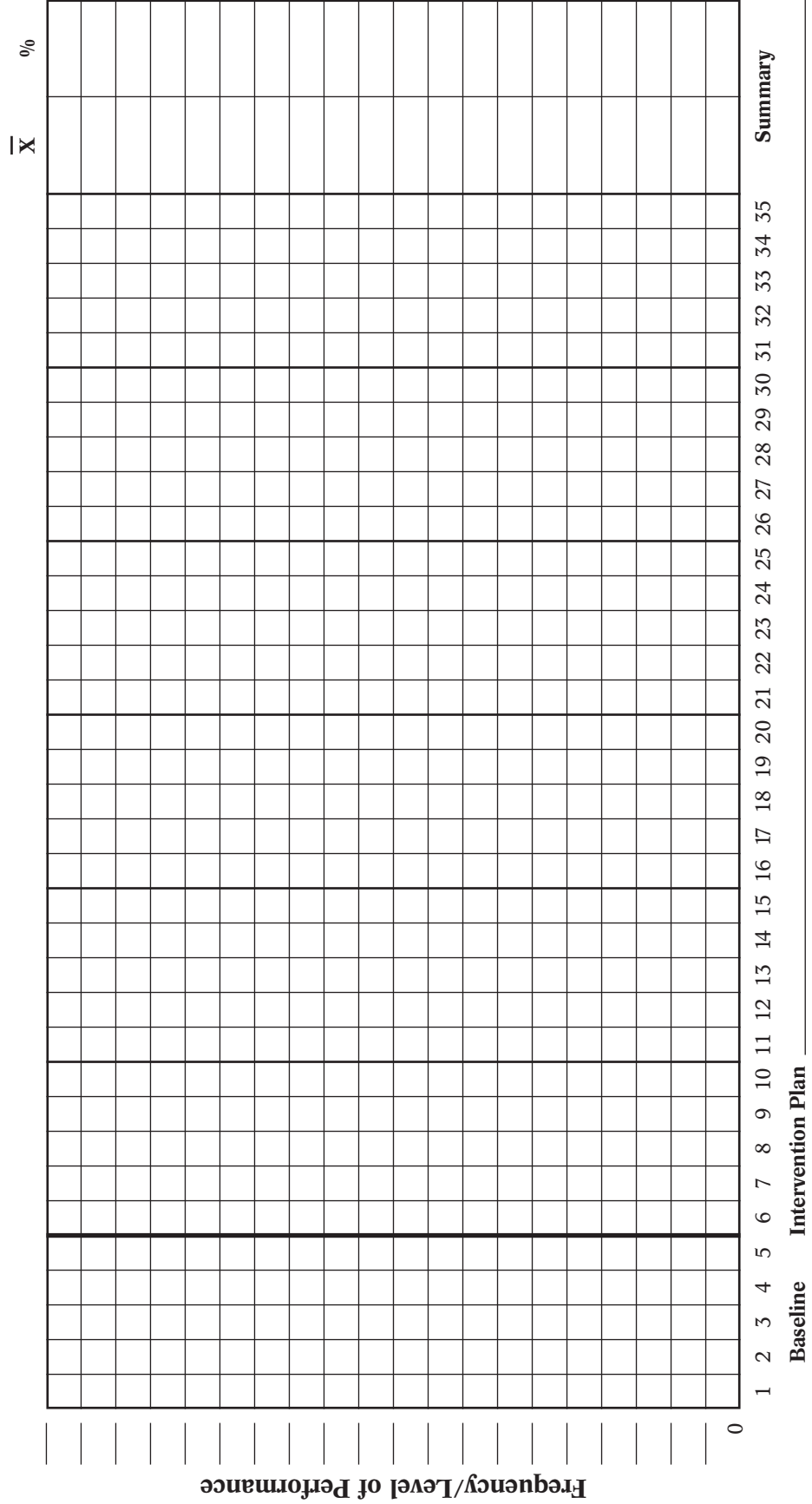


Baseline Intervention Plan

Trials – Opportunities – Days

# Target Behavior Performance Chart

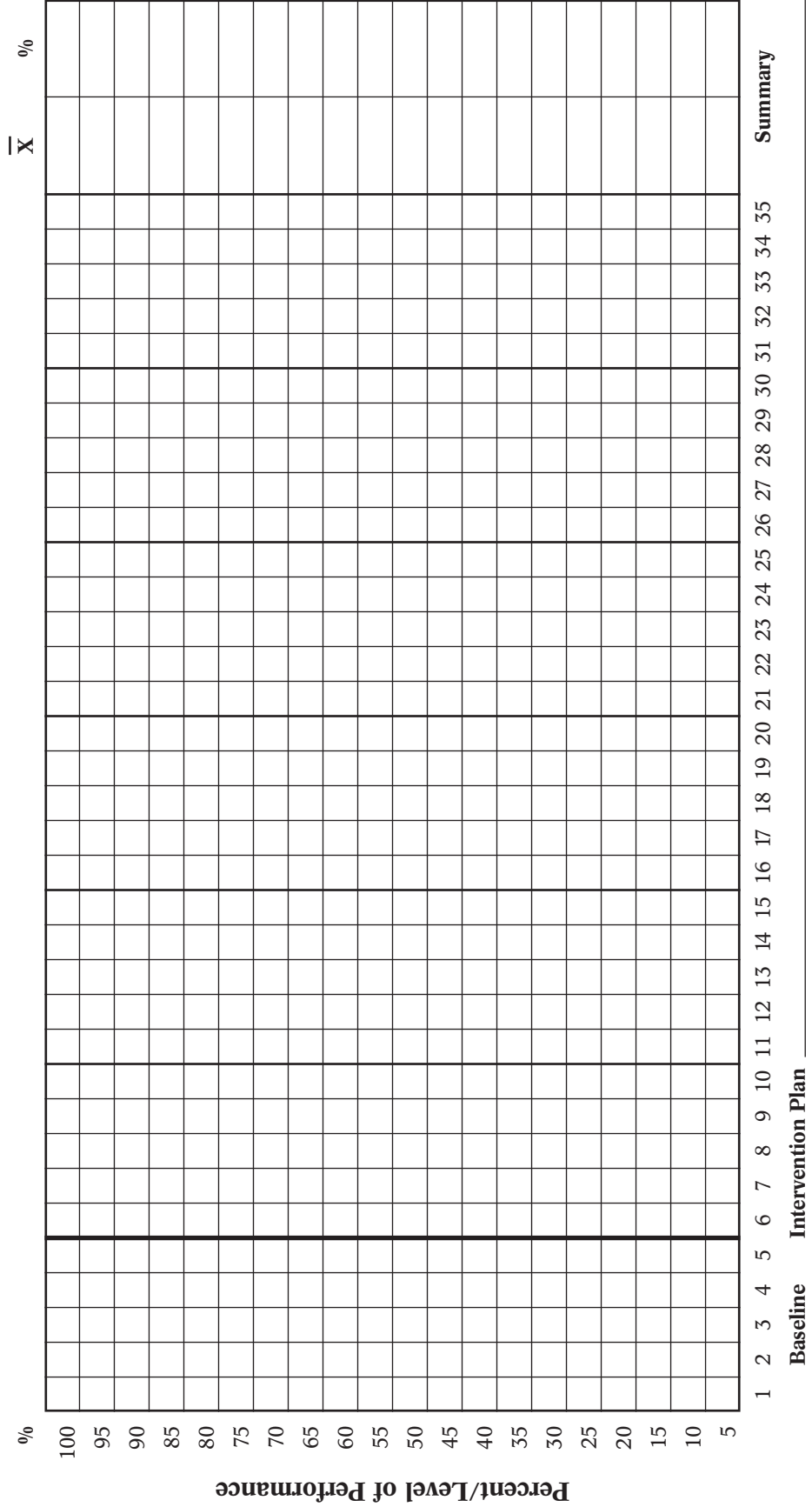
Begin Date \_\_\_\_\_ Chart Number \_\_\_\_\_ of \_\_\_\_\_  
 End Date \_\_\_\_\_  
 Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ School/Agency \_\_\_\_\_  
 Behavioral Objective(s) or Description \_\_\_\_\_



**Trials - Opportunities - Days**

# Target Behavior Performance Chart

Begin Date \_\_\_\_\_ Chart Number \_\_\_\_\_  
 End Date \_\_\_\_\_ of \_\_\_\_\_  
 Student \_\_\_\_\_ Teacher/Case Manager \_\_\_\_\_ School/Agency \_\_\_\_\_  
 Behavioral Objective(s) or Description \_\_\_\_\_



# Behavioral Progress Report

Student \_\_\_\_\_ Date from \_\_\_\_\_ to \_\_\_\_\_

Teacher/Case Manager \_\_\_\_\_ School/Agency \_\_\_\_\_

Attendance: Days Present \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

Performance Guide: 1 = consistently 2 = frequently 3 = sometimes 4 = rarely 5 = never

## Current Behavioral Objectives

## Performance

## Comments

Current Behavioral Objectives	Performance	Comments

## Academic Objectives

Academic Objectives	Performance	Comments

## Other Notes

Signed \_\_\_\_\_ Date \_\_\_\_\_



# Annual Progress Summary Form

Student \_\_\_\_\_ School Year/Term \_\_\_\_\_

Student I.D. Number \_\_\_\_\_ School/Program \_\_\_\_\_

Record the target objectives' numbers from the BOS subscales at the beginning of each monitoring interval. At the end of the interval, record whether the student mastered the objective during the interval by circling "Y" for Yes or "N" for No. For 6-week monitoring plans, use each column. For intervals of a different duration (e.g., 12-week, 18-week, 6-month), indicate the duration for the period being recorded.

Progress monitoring summary interval: \_\_\_6-week \_\_\_12-week \_\_\_18-week \_\_\_6-month

	First	Second	Third	Fourth	Fifth	Sixth
Duration	_____	_____	_____	_____	_____	_____
Adaptive	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Self-Management	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Communication	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Interpersonal	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Task	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Personal	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Non-BOS Objectives	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N	#___ Y N
Completer's Initials	_____	_____	_____	_____	_____	_____