Conducting a Functional Behavior Assessment

Toolbox includes:

- 1. Teacher Questionnaire (general education teacher(s))
- 2. Parent Questionnaire (give to parent)
- 3. Problem Behavior Questionnaire (general education teacher(s))
- 4. Teacher Interview Form (special ed. Teacher meet w/general ed. And complete)
- 5. Motivation Assessment scale (general education and/or Sp.Ed. Teacher)
- 6. Functional Assessment Observation Form (checklist-general ed. Teacher)
- 7. Student interview and reinforcement survey (Sp.Ed. teacher interview w/student)
- 8. Functional Behavior Assessment Recording form (completed FBA)
- 9. Behavior Intervention Plan form

Additional helpful documents include: Classroom modification checklist Flow chart for physical aggression

When ${\sf FBA}$ is complete, send copy of all forms to Central office. Thank you.

TEACHER

Target Behavior Questionnaire

udent		DOB	Age	Sex:	
hool Select So	Select School Name		Student ID	#0	
Teacher		Subject(s)	Dat	Date	

Describe Target Behavior of Concern:

TEACHER QUESTIONNAIRE 2

				Percentage of Time	of Time		
	%0	10%	25%	20%	75%	%06	100%
8. Is the target behavior more likely to occur throughout the day following an earlier episode?	0	п	2	ю	4	. ک	9
9. Does the target behavior occur during specific activities?	0	1	7	m	4	Σ	9
10. Does the target behavior stop when peers stop interacting with the student?	0	Ħ	7	м	4	υ	9
11. Does the behavior occur when peers are attending to other students?	0	. 1	7	м	4	rv ,	9
12. If the student engages in the target behavior do you provide 1-to-1 instruction to get the student back on task?	0	1	7	м	4	rv	9
13. Will the student stop doing the target behavior if you stop making requests or end an academic activity?	0	п	7	ю	4	νı	9
14. If the student engages in the target behavior, do peers stop interacting with the student?	0.	1	. 2	ю	4	w	9
15. Is the target behavior more likely to occur following unscheduled events or disruptions in routines?	0	Ħ	2	m	4	5	9

Adrosted from:
Levis, T.J., Scott, T.M., & Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education classrooms.

FBA Parent Interview Form

Student Name		Date of Birth	Age
School	Grade		
Parent/Guardian Name			
Address			
Home Phone	Cell Phone	Work Phon	e
Does the student have any h	ealth problems?		
If yes, please describe			
Does the student take any m	edications?		
If yes, what medication(s) a	*	1	
Does the student have any b			,
If yes, please describe			
For how long have the prob	lem behaviors been o	occurring?	
How often do the problem			
A tleast once per hour	Once per day	7 Once per week	

How intense are the pro	oblem behaviors? (Please put an 2	K in front of one of the	he choices below)
Mild (disrup	ptive, but little risk to property or	health)	
Moderate (p	property damage or minor injury)		
Severe (sign	nificant threat to health or propert	y)	
When do the problem b	pehaviors occur? (Please circle on	e or more of the cho	ices below)
When told to do so	mething When denied some	ething (e.g., a food, a	ctivity, privilege)
When left alone	When bothered by others	When sick	Other
	ent/guardian most about the probl	em behavior(s)?	
		٠.	
11 1	when the student engages in the pr		
5.			
What has been the mos	st effective treatment(s) at home?		
What are things the str	adent likes to do at home?		
		111 1:1	to do?
When/how often does	the student engage in the things	ne does well of likes	10 001
			1

PROBLEM BEHAVIOR QUESTIONNAIRE

		Responder	nt Informati	on				
	Student DOB	G	rade	•	_ Sex: M	F	IEP:	Y N
į	Telephone		ate					
_	STUDENT BEHAVIOR: Please briefly describe the p			equency at w	hich each of	the		
-	foilowing statements are true.			PERC	ENT OF TH	E TIME		-
		Never	10%	25%	50%	75%	90%	Alwa
3.6 (4)	Does the problem behavior occur and persist when you make a request to perform a task?	. 0	1	2	3	4	. 5	. 6
2	When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0.	.1	. 2	3	4	5	6
3	During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4.	When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5.	Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus write up)	. 0	1	2	3	4	5	6
6.	Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7.	Does the problem behavior occur in the presence of specific peers?	0	. 1	2	3	4	5	6
8.	is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1.	2	.3	4	, 5 .	6
9.	Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	, 6
10.	Does the problem behavior stop when peers stop interacting with the student?	. 0	1	2	3 .	4	5	, 6
11.	Does the behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
12.	If the student engages in the problem behavior do you provide one-on-one instruction to get student back ontask?	0	1	2	3 -	4	5	6
13.	Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	- 4	5	6
14.	If the student engages in the problem behavior, do peers stop interacting with the student?	0	1 ·	2	3	4	5	6
	Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	ʻi	2	3	4	5	;

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. <u>Diagnostique</u>, 19, 103-115. Reprinted with permission.

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

	# *	
	*	Grade
Jent		Date
0001		Date
nool		

ECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

-		PE	ERS					ADU	LTS	Y.		SETT	ING EV	'ENTS	
-	Escap	e		Attentio	on		Escap	9	Â	ttenti	on				
7	10	14	4	7	11	1	9	13	2	6	12	5	8	15	
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
4	4	4	4	4	4	- 4	4	4	4	4	4	4	4	4	
3	3	3	3	3	. 3	3	3	3	3 :	3	3	3	3	3	
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	:
1	1	1	1	1	1	1	1	1	1	1	1	1	1	. 1	:
0	0	0	0	. 0	0	. 0	0	0	0	0	0	0	. 0	. 0	<u>:</u>

ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOR

FBA TEACHER INTERVIEW FORM

	Date:
	Grade:
Student:	Class:
Teacher:	
1. Target behavior:	
1. Target denavior.	
'd' de selectiver?	
2. When did the problem behavior(s) start within the school year?	
3. How often does the behavior occur? (e.g. daily, weekly)	·
4. How long does it last?	
	•
5. How intense is the behavior? (please circle and comment)	
can be handled with redirection/reprimand	requires multiple redirection/reprimand
	requires additional staff assistance
requires removing student from environment	disruptive to entire class
disruptive to students nearby	· ·
0.1.1.	1
6. Does there appear to be any pattern of the occurrence of the be	
*	
7. What is happening when the behavior occurs? (e.g. in the class	sroom)
8. When/where is the behavior most/least likely to occur?	
6. When where is the order	
	6
9. With whom is the behavior most/least likely to occur?	
9. With whom is the behavior most least fixely to occur:	

	FBA Teacher Interview 2
0. What conditions are most likel	y to set-off the behavior?
1. Are there any signals or cues d	lisplayed by the student that occur right before?
2. What usually happens after the	e behavior? Describe how adult(s), peers, and student respond.
3. Why do you think he/she beha	aves this way?
A) to obtain:	
3) to avoid:	
C) to communicate:	
Skill deficit Desire for stimulation Medical complications Attention seeking	Deprivation (e.g. lack of rest, hunger) Environmental (e.g. changes in home, neighborhood) Form of discomfort (e.g. headaches, ear infection, allergies) Family Stressors (e.g. drug/alcohol, divorce, separation, death)
	ve the same function for the student that is appropriate with the social/environments
16. What other information mig	th contribute to creating an effective intervention plan (medical/social conditions)
Additional Comments:	

3.0

III. Summary of previous interventions attemp	oted:		
arget behavior #1:			
	Date	Implementer	Outcome
Intervention			
	,	, to	
Target behavior #2:			
		·	
Intervention	Date	Implementer	Outcome
·	-	-	
			6
Target behavior #3:			
	Date	Implementer	Outcome
Intervention	Date		
	-		

MOTIVATION ASSESSMENT SCALE

<u></u>							
		VER		2		LWA	
1. Would this behavior occur continuously if the	Ü	1	2	3	4	5	6
if the person was left alone for long periods of	E .						
time (for example, one hour)?						0.5	
8 · ·							
2. Does this behavior occur following a command	0	1	2	3	4	5	6
to perform a difficult task?							
3. Does this behavior occur when you are talking to	0	1	2	3	4	5	6
other people in the room?	•						
4. Does this behavior ever occur to get an object,	0	1	2	3	4	5	6
activity, food, or game that the person has been							
told he/she can't have?							
						•	
5. Does this behavior occur repeatedly, over and	0	1	2	3	4	5	6
over, in the same way? (For example, rocking	•				20		
back and forth for five minutes)							
				,			
6. Does this behavior occur when any request is made	0	1	2	3	4	5	6
of the person?							
· · · · · · · · · · · · · · · · · · ·							
7. Does this behavior occur whenever you stop	0	1	2	3	4	5	6
attending to the person?	7.						
arranang to me persent	100.0	60					
8. Does this behavior occur when you take away a	0	1	2	3	4	5	6
favorite object, activity, or food?						•	
14,0,110 05,001,401,111,701 1004.							
9. Does it appear to you that the person enjoys	0	1	2	3	4	5	6
performing this behavior, and would continue	-	Ī	ā rī rē (
even if no one was around?							
CACH II IIO OHO MAS ALOUHA!			v.				

10. Does the person seem to do this behavior to upset 0 1 2 3 4 5 6 or annoy you when you are trying to get him or her to do what you ask? 11. Does the personseem to do this behavior to upset 0 1 2 3 4 5 6 or annoy you when you are not paying attention to him or her? (For example, when you are sitting in a separate room; interacting with another client) 12. Does this behavior stop occurring shortly after 0 1 2 3 4 5 6 you give the person the object, activity, or food he/she has requested? 13. When this behavior is occurring, does the person 0 1 2 3 4 5 6 seem unaware of anything else going on around him or her? 14. Does this behavior stop occurring shortly after 0 1 2 3 4 5 6 (1 - 5 minutes) you stop working or making demands of him or her? 15. Does the person seem to do this behavior to get you 1 2 3 4 5 6 to spend some time with him or her? 16. Does this behavior seem to occur when the person 0 1 2 3 4 5 6 has been told that he/she can't do something he or she wanted to do.

SCORING SHEET

Motivation Assessment Scale

		•	
Self-Stimulatory	Escape/Avoidance	Attention	Tangible
1.	2	3	4
5	6	7	8
9	10		12.
13	14	15.	16
Rank: #1			
#2			
#3			
#4			
Client/Student N	lame:	•	-
Respondent:			
Date:	· .		

FBA OBSERVATION FORM

INFORMAL BEHAVIOR CHECKLIST

Subject This checklist is to be used for one to three weeks. I appropriate time slot. Use ink and initial mistakes Frustration reactions: Morning Afternoon Afternoon		fic behavior with a to	
appropriate time slot. Use ink and initial mistakes Frustration reactions: Morning Afternoon	Recess	Lunch	9
Morning Afternoon	#270000 Sc199000		Bus
Morning Afternoon	#270000 Sc199000		Bus
Crying.	Recess	· Younds	
Morning , Afternoon		Limon	Bus
Pouting:			
Morning Afternoon	Recess	Lunch	Bus
Profane language:	Recess	Yt	
Destructive:		Lunch	Bus
Destructive:	Recess	Lunch	Bus
Explosive:	7. 7		
Moming	Afternoon	Recess Lu	unch Bus
Poor adjustment to change	49	* .	
in the classroom routine:			
Response to authority		5.	
Morning Afternoon	Reces	s Lunch	Bus
-Disobedient: Morning Afternoon			
	Recess	s Lunch	Bus
Moming Afternoon	Reces	s Lunch	Bus
Defiant:			
Moming Afternoon -Stubborn:	Recess	Lunch	Bus
Morning Afternoon	· Rece	ess Lunch	<u> </u>
Will not follow rules:		Emilia .	. Dus
Morning Afternoon	Rece	ess Lunch	Bus
Denies or doesn't		21 E	
own up to behavior:			
Class assignments:			
Morning Afternoon	Reco	ess Lunch	Bus :
Appears bored: Morning Afternoo	D		
Morning Afternoo Does not finish work:	n Rece	Es Lund	n Bus
Morning Afternoo	on Reco	ess Lund	h Bus
Doesn't bring homework	•		
materials needed for class:		*	
Morning Afterno	on Rec	Dess Lunc	th Bus
Attention wanders:			
Morning Afterno Refuses to work:	on Rè	cess Lun	ch Bus

-Sleeps:	Afternoon	Recess	Lunch	Bus
Morning	Afternoon	Recess	Lunch	Bus
-Easily distracted from				,
task at hand by ordinary			1 .	
classroom stimuli:			*	
Moming	Afternoon	Recess	Lunch	Bus
-Approaches new tasks			Danui	Dus
and situations with an	*			
"I can't do it" or "This		*		
is to"				
easy" response		· · · · · · · · · · · · · · · · · · ·		
5. Annoying Behaviors		*		14
Morning Morning	(A 40)			
-Talks out:	Afternoon	Recess	Lunch	Bus
Morning	Afternoon	Recess		
-Out of seat:	Attanoor	Recess	Lundi	Bus
Morning	Afternoon	Recess	Lunch	
-Does not conform to			LAUCI	Bus
limits on his own with	100		•	
out control from others:	*			
Morning	Afternoon	Recess	7i	
-Talks to other students	, 2, 2, 3, 5, 5, 5		Lundi	Bus
during lecture:				
Morning	Afternoon	Recess	Lunch	
-Taps on objects with	v .	333333	LAMIQI	Bus
pencils, etc.:	9			
Morning	Afternoon	Recess	Lunch	Bus
Crawls on floor:		ž.		Dus
Morning	Afternoon	Recess	Lunch .	Bys
-Draws pictures, cartoons:		s		
. Peer relations				
Morning	Afternoon	Recess	Lunch	Bus
-Teases:		<u> </u>	g :-	
Morning -Is teased:	Afternoon .	Recess	Lunch	Bus
- Fights:	Afternoon	Recess	Lundi	Bus
Morning Morning	Afternoon	D		·
-Verbal aggressive:	Attatioon	Recess	Lupch	Bus
Morning	Afternoon	Recess		
-Withdraws:	, dicinoon	raes	Lunch	Bus .
Morning .	Afternoon	Recess	Lunch	Bus
-No friends:			2	DB2
Morning	Afternoon	Recess	Lunch	Bus
	. *	,		
Disturbs other children with 'unwanted" attention:	•			4
with 'unwanted" attention:		`		
				4
				- 14
Academics: appears below grade level Attendance: Tardy				

7. 8.

Student Functional Assessment Interview and Reinforcement Survey

Student Name:	Grade:	Birthdate:	
Person Facilitating the Interview:	Dat	e of Interview:	
Section 1			
In general, is your work too hard for you?	□ Always	□ Sometimes	□ Never
In general, is your work too easy for you?	□ Always	□ Sometimes	□ Never
When you ask for help appropriately, do you get it?	□ Always	□ Sometimes	□ Never
Do you think work periods for each subject are too long?	□ Always	□ Sometimes	□ Never
Do you think work periods for each subject are too short	☐ Always	□ Sometimes	□ Never
When you do seatwork, do you do better when someone works with your?	□ Always	□ Sometimes	□ Never
Do you think people notice when you do a good job?	□ Always	□ Sometimes	□ Never
Do your think you get the points or reward you deserve when you do good work?	□ Always	□ Sometimes	□ Never
Do you think you would do better in school if you receive more rewards?	□ Always	□ Sometimes	□ Never
In general, do you find your work interesting?	□ Always	□ Sometimes	□ Never
Are there things in the classroom that distract you?	□ Always	□ Sometimes	□ Never
Is your work challenging enough for you?	□ Always	□ Sometimes	□ Never

Section 2

Answer for each target behav	vior			
Target Behavior:				
When do you think you have th	ne fewest pro	oblems with this	s behavior?	
	¥	¥		
When do you think you have th	ie most prob	lems with this b	ehavior?	
		. *		
-		vi		
Why do you have problems dur	ing these tir	nes?		
*			w	
4				
What changes could be made so	that you ha	ave fewer proble	ems with this behavior	?
				S
Section 3	8			
Rate how much you like the fo	ollowing su			
Reading		Not at all	□ Fair	□ Very Much
Math		Not at all	□ Fair	□ Verv Much

Reading	□ Not at all	□ Fair	 Very Much
Math	□ Not at all	□ Fair	□ Very Much
Spelling	□ Not at all	□ Fair	□ Very Much
Handwriting	□ Not at all	□ Fair	 Very Much
Science	□ Not at all	□ Fair	 Very Much
Social Studies	□ Not at all	□ Fair	Very Much
English/Language	□ Not at all	□ Fair	 Very Much
Music	□ Not at all	□ Fair	U Very Much
Physical Education	□ Not at all	□ Fair	 Very Much
Art	□ Not at all	□ Fair	Very Much
Other	□ Not at all	□ Fair	O Very Much

Section 4 Reinforcement Survey

Part 1 Sentence Completion

Directions: Complete the following statements

1. My favorite adult at school is:

The things I like to do with this adult are:

2. My best friend at school is:

Some things I like to do with my best friend at school are:

3. Some other friends I have at school are:

Some things I like to do with them are:

- 4. When I do well in school, a person I'd like to know about it is:
- 5. When I do well in school, I wish my teacher would:
- 6. At school, I'd like to spend more time with:

Some things I'd like to do with this person are:

- 7. One thing I'd really like to do more in school is:
- 8. When I have free time at school I like to:
- 9. I feel great in school when:
- 10. The person who likes me best at school is:

I think this person likes me because:

11.	I will do almost anything to keep from:
12.	The kind of punishment at school that I hate most is:
13.	I sure get mad at school when I can't:
14.	The think that upsets my teacher the most is:
15.	The thing that upsets me the most is:
Pai	rt II Reinforcers (check all that apply)
Fa	vorite Edible Reinforcers Candy (specify)
	Fruit (specify)
	Drinks (specify)
	Cereal (specify)
	Snacks (specify)
	Nuts (specify)
	Vegetables (specify)
	Other (specify)
Ac	ademic Reinforcers
	Going to library Having good work displayed Getting good grades Having parents praise good school work Giving reports Making projects Completing creative writing projects Earning teacher praise Helping grade papers

0	Earning stickers, points, etc.
A	ctivity Reinforcers
	Coloring/drawing/painting
	8
	- FJB
	Going shopping
	Eating out in restaurant
	Comp to me the
	Spending time alone Reading
	Having extra gym/recess time
	Working on the computer
	Other (specify)
Fa	vorite Tangible Items
	Stuffed animals
	Pencils, markers, crayons
	Paper
	Trucks, tractors
	- I I I
	Toys
	Books
	Puzzles
So	cial Reinforcers
	Teaching things to other people
	Being the teacher's helper
	Spending time with my friends
	Spending time with the teacher
	Spending time with the principal
	Spending time with
	Having class parties
a	Working with my friends in class
	Helping keep the room clean
	Being a tutor

u	Being a leader in class
	Other (specify)
R	ecreation/Leisure Reinforcers
	Listening to music
	Singing
	Playing a musical instrument
	Watching TV
	Cooking
	Building models
	Woodworking/carpentry
	Sports (specify)
	Working with crafts
	Other (specify)
	Other (specify)

Grant County Schools Functional Behavior Assessment

judent:	W	VEIS #	_ DOB:	_ Grade
School:	* · · · · · · · · · · · · · · · · · · ·	*		
Parent/Guardian:		ph. #	(w)	
Parenty dubitulum.		889		
Address:	 	<u> </u>		
Interview/meeting dates:	. ,			
Number of disciplinary referrals (attach copies) _				
Medical concerns:		V		
	Table		4	
Current medications:				
		,	•	
Student strengths:				. ·
2				
3.				
			ja "	*
get behaviors: (Exact description)				·
				
What triggers the behavior? (Attach Initial Line o	•			¥ ¥
Data collection sheets and/or anecdotal reconstruction data collection sheets and/or anecdotal n	aton Dirom oncon	ation renorts mus	t be conducted w	ith target
				it occurs), an
behavior data. For each, define frequency (now often behavior, does it needs to the behavior, does it	cause harm to self	or others?)	8	65
Describe cycle of behaviors:				e uni
•				
			•	

vior?	the function	i/purpose of	the behav	iors? V	ynat oce	s the st	udent a	achieve	by using
reven	ge	stim	ulation	n ti				* **	
2 97									a.
			. 5		•		·		
						(* *)		. 8	
			,		, ,				
il .	8	ns that have	been trie	d in th	•			2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	æ
	•								
			*						
					9 9	34			,•
					a .	÷	270		
						89	•		
					as to wh	y the b	ehavio	r occur	s?
		•							
embers:	Committee Control of the Control of						·		
embers:			-	-				,	
	vior? powe reven delay alternative sk oes the stude be behavioral Intervention	vior? power/control revenge delay alternative skills or repla oes the student view as be behavioral intervention Intervention	protestion: power/control protestime delay othestime delay	vior? power/control protection stimulation other delay other alternative skills or replacement behaviors does oes the student view as positive reinforcement be behavioral interventions that have been tries Intervention	power/control protection revenge stimulation other delay other alternative skills or replacement behaviors does the does the student view as positive reinforcement? (Attache behavioral interventions that have been tried in the Intervention	power/control protection a revenge stimulation expensed other alternative skills or replacement behaviors does the student student statement behaviors does the student statement behavioral interventions that have been tried in the past. Intervention Research	power/control protection attention escape other delay other alternative skills or replacement behaviors does the student need? Oes the student view as positive reinforcement? (Attach Reinforcement be behavioral interventions that have been tried in the past. Intervention Results	power/control protection attention revenge stimulation escape delay other alternative skills or replacement behaviors does the student need? Oes the student view as positive reinforcement? (Attach Reinforcement Survey, be behavioral interventions that have been tried in the past. Intervention Results	power/control protection attention revenge stimulation escape delay other alternative skills or replacement behaviors does the student need? oes the student view as positive reinforcement? (Attach Reinforcement Survey.) be behavioral interventions that have been tried in the past. Intervention Results

BEHAVIOR SUPPORT PLAN

8 80	Date Completed		
D '-+'f11 1-1' 1/1	/C C41.:-1	1-1	
Description of problem behavior and the			
· · · · · · · · · · · · · · · · · · ·			
Positive behavior(s) to be taught which	will serve the same function	on of the problem be	ehavior, an
how they will be taught:	v.,		•
1			
2			
3			,
Positive reinforcement that will occur w	hen the new behavior is ex	hibited, or when the	problem
behavior is avoided:	*	=	1
	* na	8	
	5		
Environmental/curricular strategies/mod	lifications to be used:	£	
·			
· · · · · · · · · · · · · · · · · · ·			
Negative consequences that will occur v		is exilibited:	Î
· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·	
			
		<u> </u>	· · · · · · · · · · · · · · · · · · ·
Crisis management plan, if needed (if th	e problem behavior presen	ts a risk or harm):	
Crisis management plan, if needed (if the	e problem behavior presen	ts a risk or harm):	
Crisis management plan, if needed (if th	e problem behavior presen	ts a risk or harm):	
Crisis management plan, if needed (if the	e problem behavior presen	ts a risk or harm):	
Crisis management plan, if needed (if the	e problem behavior presen	ts a risk or harm):	
Crisis management plan, if needed (if the	e problem behavior presen	ts a risk or harm):	

Dafe:

Graffintervention Review Notes Case Manager: Person Responsible Expected Review Dates: Intervention(s) & Frequency of Intervention DOB: * Review Codes; GA = Goal Achleved | C = Continue | DC = Discontinue ; Expected Outcome(s)
Goal(s) Student Name: Behavior Number(s) Signatures:

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CLASSROOM MODIFICATION CHECKLIST CLASSROOM MODIFICATION CHECKLIST Provide preferential seating visually impaired hearing withing 28. Provide grape print material 29. Allow ter oral reports, when appropriate 30. Accept print or cursive handwriting 31. Allow use of typewriter or word processor 32. Use unclustered worksheets 33. Provide guidelines, for reading assignment, such as length assignment, structure to assist in comprehension, etc. 34. Chart student's progress 35. Allow work to be checked with calculators when those skill ARE NOT being tested. (Student should verify with the teacher in advance.) 12. Allow lectures to be tape-recorded 37. Give advance notice of testing 38. Administer tests with Special Education staff by appoint 19. Have tests read sloud 39. Permit special testing modifications when prearranged appropriate estimates assignments that don't stress weak area, if appropriate assignments to a minimum 40. Provide or complete class assignments when appropriate 41. Have tests read sloud 42. Allow students to dictate responses to tests 43. Use tests with less writing, if possible 44. Use oral testing, if possible 44. Use oral testing, if possible 44. Mainstream teacher should notify parents of any problems 46. Mainstream teacher should notify parents of any problem 47. OTHER:	didtill,	
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Provide preferential seating	CLASSROOM MODI	IFICATION CHECKLIST
27. Provide a guide for structuring writing		
	Provide preferential seating	*
	hearing impaired	27. Provide a guide for structuring writing
1. Provide graph paper for math, or two-hole notebook paper and end of class 2. State class objective orally and in writing at the beginning and end of class 3. Allow use of typewriter or word processor 3. Allow use of typewriter or useful an elegtion 3. Allow use of typewriter or word process	increase attention to class activities	28. Provide a study guide, when appropriate
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