Addressing Individual Challenging Behavior through Function-based Support

George Sugai

US Dept. of Educ. Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.cber.org  www.swis.org
George.sugai@uconn.edu

PURPOSE
Provide overview of defining features of function-based approach to addressing behavior.

• Prerequisites & Foundations review
• FBA basics
• BIP basics

Basics Review

SWPBS (aka PBIS/RtI) is

Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

Vincent, Randall, Cartledge, Tobin, & Swain-Broadway 2011

Supporting Staff Behavior
Supporting Student Behavior

Supporting Social Competence & Academic Achievement
Supporting Decision Making

CULTURAL KNOWLEDGE
CULTURAL RELEVANCE
CULTURAL EQUITY
CULTURAL VALIDITY
OUTCOMES
PRACTICES
**Prevention Logic for All**

Redesign of teaching environments...not students

**Prevention Objectives**
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

**Prevention Actions**
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Bigan, 1995; Mayer, 1995; Walker et al., 1996

**Implementation W/ Fidelity**

**Continuum of Evidence-Based Interventions**

**Universal Screening**

**PBIS & RtI**

**CONTINUOUS PROGRESS MONITORING**

**DATA-BASED DECISION MAKING & PROBLEM SOLVING**

**TEAM-BASED IMPLEMENTATION**

**District-Region School SWPBS Leadership Team**

**SWPBS Tier 1**
- T1 Systems
- T1 Practices

**Specialized Behavior Support Team**

**Group-based Tier 2**
- T2 Systems
- T2 Practices

**Individual Tier 3**
- T3 Systems
- T3 Practices
Function-based support is all about...

Re-design & improvement of learning & teaching environments
- Attention to environment & function
- Not re-design of individuals
- Change in behavior of implementers

Non-validated School Interventions for Students with EBD

EXAMPLES
- Sensory re-integration or stimulation
- Facilitated communication
- Introspective psychoanalytic therapies
- Rebirthing therapies

CONCERNS
- Poor ecological (school) validity
- Redirected specification of actual causal factors
- Adverse side effects
- False hopes & expectations
- Inefficient use of resources & opportunities
- Lack of empirical support

EVIDENCE-BASED INVESTMENTS
- Cognitive-Behavioral Therapies
- Targeted Social Skills Instruction
- School-based Mental Health Wraparound
- Function-based Behavior Analytic Interventions
- Psychopharmacological-Behavioral Therapies

What is Function Based Support?

- Foundations in behavioral theory, applied behavior analysis, & positive behavior support
- Attention to environmental context
- Emphasis on function of behavior
- Focus on teaching effective, efficient & relevant behaviors
- Attention to behavior of implementers

SWPBS Conceptual Foundations

Behaviorism
- Laws of Behavior

ABA
- Applied Behavioral Technology

PBS
- Social Validity

SWPBS
- All Students
1. Why do FBA?

- Understand factors that contribute to occurrences of PB
- Improve quality of BIP

- Antecedent stimuli
- Consequence stimuli
- Better alternatives
- Remove triggers & maintainers of PB
- Add triggers & maintainers of SS

2. What is FBA?

Systematic problem solving process for developing statements about factors that contribute to occurrences of PB

Serving as bases for developing high quality of BIP

3. How do I know if FBA has been done?

2. Complete testable hypothesis or summary statement
3. Data (direct observation) to confirm testable hypothesis.
4. Behavior intervention plan based on testable hypothesis

FBA LEVELS

1. Informal
   - Archival Review
   - Problem Solving Meeting

2. Indirect
   - Checklist
   - FA Interview
   - Routine Analysis

3. Direct Observation
   - A-B-C
   - Structured, Planned Observation

4. Planned Manipulation
   - Experimental or Functional Analysis

Requirements

- Establish base of SW behavior support
- Consider behavior in context
- Match intensity of support plan to intensity of problem behavior
- Invest in local behavioral support
- Use data to guide decisions
- Provide implementers with continuous implementation feedback
- Lead/guide process w/ team

FBA Elements

- Definition of Problem Behavior or Class
  - Testable Hypothesis
  - Contextually Appropriate Support
    - Function Statement
    - Behavior Intervention Plan
  - Competing Path Analysis
  - Supporting Data

MORE INFORMAL EASIER SIMPLE INDIRECT
MORE DIRECT COMPLICATED DIFFICULT FORMAL
4. What is “testable hypothesis?”

Probability statement about behavior occurrences

Elements of TE used to develop BIP

Testable Hypothesis

“Basic Unit”

- “Best guess” about behavior & conditions under which it is observed
- Represents basic working unit of FBA
- Directly guides development of BIP

5. What is “behavior function?”

Function = maintaining factors

2 basic functions

Positive reinforcement

Negative reinforcement (escape/avoid)

6. What is “response class?”

Set of topographically different behaviors having same function

Only 2 Basic Functions

Problem Behavior

Positive Reinforcement

Observe/Get Something

Aversive/Avoid Something

Social

Tangible/Activity

Adult

Peer

Development of BIP based on RC

Teaching more contextually appropriate behaviors from same RC as PB
More contextually appropriate
At least as relevant as PB
More effective in receiving consequence
Easier to do than PB
More likely triggered

Escape difficult task request
- Hit
- Spit
- Runaway
- Yell...

Obtain adult attention
- Cry
- Hit
- Whine
- Raise hand
- Spit...

Consider response chains
- Predictable sequence of behaviors
- Possibly different functions at beginning & end of chains

Ex1. Behavior Chain
Given doable task, student...
- Whispers that work is stupid,
- Writes on papers,
- Says work is stupid,
- Throws paper in waste basket,
- Leaves room.
What is function of behavior? (Test)

Ex2. Behavior Chain
Given difficult task, student...
- Says this work is stupid,
- Pokes student at next table,
- Argues with student,
- Tells teacher to butt out,
- Threatens teacher.
- Runs away from teacher who chases.
What is function of behavior? (Test)
TE is “best guess.”
What if testable hypothesis is incomplete or inaccurate?

- Review what you know
- Collect more information
- Change hypothesis statement
- Test/confirm new hypothesis statement

Example 1: Different behaviors with different functions

- Kirsten’s teachers agree that she has two behaviors that interfere with her social success at school, & develop two testable hypotheses:

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent Event</th>
<th>Behavior</th>
<th>Consequence Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Teacher presents multiple step request.</td>
<td>Verbal protest, non-compliance, stomping.</td>
<td>Teacher repeats request 4 to 5 times &amp; threatens after school suspension.</td>
</tr>
</tbody>
</table>

Example 2: Same behaviors with different functions

- Amy teachers have noticed two different conditions when Amy displays same problem behaviors. They developed following two testable hypotheses:

<table>
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<tr>
<th>Setting Event</th>
<th>Antecedent Event</th>
<th>Behavior</th>
<th>Consequence Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Peers play games &amp; have conflict.</td>
<td>Pushes peers away, uses profanity, throws rocks.</td>
<td>Peers stop playing with Kirsten.</td>
</tr>
</tbody>
</table>

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<th>Behavior</th>
<th>Consequence Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Teachers give Amy corrective feedback about her work.</td>
<td>Turns eyes away, does not comply verbally, pulls sweater over his head.</td>
<td>Teachers sit down next to her, rub her shoulders, &amp; say comforting words.</td>
</tr>
</tbody>
</table>

Functional Assessment Checklist for Teachers “FACTS”

STEP 1: Student/Grade: Clarence/5th grade   Date: January 11
Interviewer: Sugai   Respondent(s): Thomas

STEP 2: Student Profile: Please identify at least three strengths or contributions the student brings to school.
C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He's academically competent and seems to be moving smoothly and successfully through the school curriculum.

STEP 3: Problem Behavior(s): Identify problem behaviors

<table>
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<tr>
<th>Tardy</th>
<th>Fight/physical Aggression</th>
<th>Disruptive</th>
<th>Theft</th>
<th>Inappropriate Language</th>
<th>Inattention</th>
<th>Withdrawn</th>
<th>Verbal Aggression</th>
<th>mik not done</th>
<th>Other</th>
<th>Inappropriate</th>
<th>Self-Harm</th>
</tr>
</thead>
</table>

Describe problem behavior: This may have one of the shortest fuse/yea ages. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse. One little tease or taunt at me, and he quickly escalates to verbal abuse. One small misstep, and he quickly escalates to verbal abuse.

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STEP 4: Routine Analysis

<table>
<thead>
<tr>
<th>Schedule (Times)</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Waiting to enter building</td>
<td>Low 2 3 4 High 5 6</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>8:15</td>
<td>Advisory &amp; Planning</td>
<td>1 2 4 5 6</td>
<td>Woody, teasing, and touching property of others. Doesn’t escalate much further</td>
</tr>
<tr>
<td>8:15</td>
<td>Language arts</td>
<td>Low 2 3 4 5 6</td>
<td>Occasionally name calling/ teasing</td>
</tr>
<tr>
<td>9:15</td>
<td>Music</td>
<td>1 2 3 4 5 6</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>10:15</td>
<td>Art</td>
<td>Low 2 3 4 5 6</td>
<td>Occasional teasing</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>Low 2 3 4 5 6</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>11:30</td>
<td>Math</td>
<td>Low 2 3 4 5 6</td>
<td>Occasional teasing</td>
</tr>
<tr>
<td>12:30</td>
<td>Science</td>
<td>Low 2 3 4 5 6</td>
<td>Occasional teasing</td>
</tr>
<tr>
<td>2:00</td>
<td>Reading</td>
<td>Low 2 3 4 5 6</td>
<td>Occasional teasing</td>
</tr>
<tr>
<td>2:50</td>
<td>Waiting for bus</td>
<td>Low 2 3 4 5 6</td>
<td>See escalation described above</td>
</tr>
</tbody>
</table>

BIP Basics

Fundamental Rule!

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior”
O’Neill et al., 1997, p. 71

Summary Statement

- Setting Events: Lack of peer contact in 30 minutes.
- Triggering Antecedents: Do difficult math assignment.
- Problem Behavior: Noncompliance, profanity, physical aggression.
- Maintaining Consequences: Avoid task, remove from class.
- Typical Consequence: Points, grades, questions, more work.
- Desirable Alternative: Do work w/o complaints.

Why is function important? Because consequences compete!

Caesar

Competing Behavior Pathway

- Setting Events: Peer conflict
- Triggering Antecedents: Teacher/ peer request
- Problem Behavior: Escalated profanity, physical aggression
- Maintaining Consequences: Request completed
- Typical Consequence: Comply with request
- Desirable Alternative: Request completed
- Acceptable Alternative: Walk away
Setting Event Manipulations

Antecedent Manipulations

Behavior Manipulations

Consequence Manipulations

Setting Event
Lack of peer contact in 30 minutes.

Antecedent
Do difficult math assignment.

Behavior
Noncompliance, profanity, physical aggression,

Consequence
Avoid task, remove from class.

Setting Event Manipulations

Antecedent Manipulations

Behavior Manipulations

Consequence Manipulations

Setting Events

Triggering Antecedents

Problem Behavior

Maintaining Consequences

Desired Alternative

Typical Consequence

Summary Statement

Summary Statement

Acceptable Alternative

Typical Consequence

Function

Summary Statement

Acceptable Alternative

Typical Consequence

Function
### Setting Event Manipulations

<table>
<thead>
<tr>
<th>Antecedent Manipulations</th>
<th>Behavior Manipulations</th>
<th>Consequence Manipulations</th>
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<tbody>
<tr>
<td>On days city bus ridden, check in with counselor to review daily schedule &amp; walk with counselor to classroom</td>
<td>Teach J. how, when, &amp; where to express verbal protest, &amp; how to walk away from problem situations in transitions.</td>
<td>Where J. engages in problem behavior, immediately disengage from him &amp; engage peers. When J. engages in replacement behaviors, provide adult attention (discussion).</td>
</tr>
</tbody>
</table>

### Competing Pathways

- **Setting Event Manipulations**
  - Make triggers irrelevant.
  - Make problem behavior inefficient.
  - Make consequences ineffective.

- **Antecedent Manipulations**
  - Neutralize setting event.
  - Make triggers irrelevant.
  - Make problem behavior inefficient.

- **Behavior Manipulations**
  - Tolerate behavior.
  - Tolerate disability.

- **Consequence Manipulations**
  - Replace consequence.

### Behavior Support Planning

- **Competing Pathways**
  - **Devised Alternative**
  - **Unattaining Consequence**

### 7. How quality of function-based behavior intervention plans be improved?

1. BIP should reflect information from FBA
2. BIP should describe what adults do
3. BIP will vary across settings based on TH & RC function
4. Student, family, & advocates should participate in planning
5. BIP should be developed by team of individuals who collectively have
   - (a) direct knowledge & experience with student, (b) behavioral expertise, & (c) implementation fluency
6. Teams should develop formal routine & structure for developing BIP
   - (a) make formative decision, (b) check implementation fidelity, & (c) evaluate progress toward intended outcomes
7. Progress should monitored continuously to

### 6 FBA Misrules

1. Only one way to conduct FBA... **NO**
   - FA process is basically same
   - Methods for collecting data may vary
     - Observe
     - Ask
     - Review records
     - Test
2. Must do everything every time…. NO
   • Base FBA activity on what you know
   • FBA is systematic planning process

3. Everyone has to know how to do a full FBA…. NO
   • Small number of people must have high fluency
   • All people must know process & what to expect
   • Some individuals must work on sustainability

4. FBA is it…. NO
   • One component of comprehensive plan of behavior support
     academic, medical, vocational, mental health, etc.

5. FBA is only for students with disabilities… NO
   • Process for behavior of all individuals across multiple settings

6. “Power,” “authority,” “control,” etc. are NO functions…. 
   2 research validated functions
   Pos. & Neg. Reinf.

What is ISIS-SWIS?
Individual Student Information System

ISIS-SWIS is an application within the SWIS Suite designed to coordinate and monitor individualized student support.

ISIS-SWIS allows teams to:
• Define, organize and communicate with team members
• Coordinate assessment, support plan development, and related documentation
• Define data collection measures
• Collect, summarize and report data on both fidelity of plan implementation and student outcomes
• Provide administrators and coordinators with summary information for decision-making.
The School-Wide Information System (SWIS) is a web-based decision system designed to help school personnel use office referral data to monitor progress of school-wide and individual student interventions.

CICO-SWIS is a decision system for targeted or group-based interventions for students needing additional support beyond the Universal or Tier 1 system.

ISIS-SWIS is a decision system for students requiring more intensive and individualized supports for academic, social or mental health services.

Where does ISIS-SWIS fit?

Where does ISIS-SWIS fit?

Purposes of ISIS-SWIS

Who Uses ISIS-SWIS

Who Uses ISIS-SWIS?

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Who uses ISIS-SWIS?
### Readiness Tasks

- **2\&5**

### Schoolwide Tier 3 System Documentation continued...

**Stuart Rice** (Reading Group)

**Kathy Holland** (Math Teacher)

**Patty Bender** (Parent)

**Margie Rose** (Special Education Teacher, Coordinator)

**Frank Stevenson** (Science Teacher)

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### Brian’s Individual Support Team

- **Margie Rose** (Special Education Teacher, Coordinator)
- Patty Bender (Parent)
- Joe Binder (CICO-SWIS Advisor)
- Kathy Holland (Math Teacher)
- Stuart Rice (Reading Group)
- Frank Stevenson (Science Teacher)

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### Status: Implementation

**Student:** Use Other Document(s) Meeting Minutes Plan Document(s) Assessment Document(s)

### Goals

- **Goals**
  - **(See Metric Set Metric Type Measure Name)**
  - **(Optional)**
  - **N/A**

### Outcome Measure(s)

- **Fidelity Measure**
- **Needed minutes, Other documents as plan changes, Team meeting information, Individualized plan Purpose**

### Data Sheets, See shared school drive BSP, Revision A, Revision B, Teaching Plans Student Narrative, FACTS, Direct Observation

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### Date: 10/13/12