

POUGHKEEPSIE CITY SCHOOL DISTRICT

Office of Student Services, 160 Union St., Poughkeepsie, N.Y. 12601 (845) 437-3473 FAX (845) 437-3477

Lynne Pampel, Ed.D.
Assistant Superintendent for Pupil Personnel

Vanessa Giudice-Weeks, M.S.
Director of Special Education

Alysha Valiante M.S.
Director of Preschool Education

NAME:		DATE of REPORT:	
SCHOOL:		CLASSIFICATION:	
CASE MANAGER:		GRADE:	
PARTICIPANTS:			

SECTION 1 – FUNCTIONAL BEHAVIORAL ASSESSMENT

Student Strengths:	
Target Behavior: The maladaptive/problematic behaviors the student is exhibiting.	
Review of Records: Review all student records and previous interventions.	
Observations:	
Frequency: Describe how often the behavior is occurring.	
Intensity: Describe to what extent this behavior occurs.	
Duration: Describe the amount of time that the behavior occurs.	

Ecological Factors: Environmental factors that may be contributing to the behavior.	
Antecedents: Describe what appears to precipitate the behavior.	
Concurrent Event: Describe events that coincide with the onset of the behavior.	
Consequences: Describe the consequences related to the behavior.	
Function of Target Behavior: Identify the function that the targeted behavior serves for the student.	
Skill Deficits: Identify specific skills/deficits contributing to the targeted behavior.	
Hypothesis: Indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences.	When (antecedents) , in the context of (setting, activities, concurrent events), student displays (Problem behaviors) in order to (perceived function).

Date _____

 NYS Certified School Psychologist
 Poughkeepsie Middle School

Signatures of Team Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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SECTION 2 – BEHAVIOR INTERVENTION PLAN

Hypothesis:	(Indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences.)
Target Behaviors:	(The maladaptive/problematic behaviors the student is exhibiting.)
Behavioral Goals:	Short Term: <ul style="list-style-type: none"> ▪ Long Term: <ul style="list-style-type: none"> ▪

		Person Responsible
Proactive Behavior Interventions	Prevention (make problem behavior irrelevant – environmental redesign): <ul style="list-style-type: none"> ▪ ▪ 	
	Teaching (Make problem behavior inefficient – teach new skills): <ul style="list-style-type: none"> ▪ ▪ 	
	Extinction (Make problem behavior ineffective – minimize reward for problem behavior): <ul style="list-style-type: none"> ▪ ▪ 	

	Reinforcement (make desired behavior more rewarding): ▪ ▪	
Reactive Behavior Interventions	Consequences (Socially appropriate, aversive event delivered contingent upon problem behavior – only used if needed.): ▪ ▪	
Progress Monitoring:	(How will it be monitored) ▪ ▪	
Plan Review Date:		

Date _____

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