**FAIR Plan**

**Behavior Intervention Plan for the Student**

**with Oppositional Behavior**

Student’s Name:       School:  Date: Click here to enter a date.

**TARGETED BEHAVIORS** (explicitly describe the problem behaviors – “red zone”):

**WARNING SIGNS** (clues that indicate the student’s behavior may be escalating – “yellow zone”):

**F**

 **Functional Hypothesis and Antecedent Analysis**

 ☑ Document all instances of target behaviors, using ABC data sheet (minimum of 10 incidents)

☑ List antecedents from ABC data or observation to be addressed in this plan (look especially at interactions with peers and certain adults, unstructured and waiting times, transitions, and demands):

 ☑ List any pattern of consequences, using the ABC data.

 ☑ List any setting events of note:

☑ Form a hypothesis about the function of behavior - *Attention, escape, and tangible functions often motivate oppositional behavior* (X one or more):

 [ ]  Attention [ ]  Escape [ ]  Tangible [ ]  Sensory

 ☑ Formulate a functional hypothesis statement below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A**

**Accommodations**

 ***Environmental***

 [ ]  Provide safe space in the classroom

 [ ]  Modify schedule

 [ ]  Schedule breaks

 [ ]  Allow for breaks outside the classroom

 [ ]  Arrange alternative recess

 [ ]  Arrange alternative lunch

 [ ]  Provide other areas of competence:

 [ ]  Other:

 ***Executive functioning***

 [ ]  Teach self-talk

 [ ]  Teach "reading the room"

 [ ]  Use visual timer

 [ ]  Narrate passage of time

 [ ]  Use segmented clock

 [ ]  Consider untimed test

 [ ]  Use visual schedules

 [ ]  Put organization time in schedule

 [ ]  Present only a few problems or items at a time

[ ]  Use of technology:

 [ ]  Other:

 ***Curriculum***

 [ ]  Embed choice

 [ ]  Alternate easy and difficult assignments

 [ ]  Have students use word processing

 [ ]  Consider spelling accommodations

 [ ]  Assess quality, not quantity, of work

 [ ]  Offer hands-on, experiential lessons

 [ ]  Give open-ended, flexible assignments

 [ ]  Use student’s own interests in curriculum

 [ ]  Use of technology:

 [ ]  Other:

 ***Writing***

[ ]  Have student use self-monitoring writing strategies checklist

[ ]  Use the rating system for writing (or other anxiety-provoking academic subject)

[ ]  Use "How I Feel about Writing" sheet (see attached)

[ ]  Use of technology:

[ ]  Other:

 ***Teaching undeveloped skills***

 [ ]  Positive thinking

 [ ]  Self-monitoring

 [ ]  Flexible thinking

 [ ]  Executive functioning

 [ ]  Self-regulation

 [ ]  Social skills

 [ ]  Power cards

 [ ]  Use of technology:

 [ ]  Other:

 ***Self-regulation and self-monitoring***

 [ ]  Have students use emotional thermometer

 [ ]  Prompt for "body checks" throughout the day

 [ ]  Encourage daily self-calming practice

 [ ]  Have student develop and use calming box

 [ ]  Have student use self-regulation chart

 [ ]  Use self-monitoring sheet (see attached)

 [ ]  Other:

 ***Replacement behaviors (examples for attention-motivated behavior):***

 [ ]  Teach asking for a break appropriately

 [ ]  Teach asking for help appropriately

 [ ]  Other:

 ***Self-calming instruction and practice***

[ ]  Have the student practice self-calming (specify how many times per day or week, and for how long): i.e.,  times per  for a period of

[ ]  Use visual self-regulation list

[ ]  Use self-evaluation data sheet

[ ]  Use of technology:

[ ]  Other:

 ***Breaks***

 [ ]  Create data sheet to determine helpful break choices and if breaks are working throughout the day

 [ ]  Create a break menu or visual list to help the student make helpful break choices

 [ ]  Use cognitive distraction break choices (decision based on data)

[ ]  Schedule breaks--noncontingent escape from demands to minimize frustration (specify before, after, and during activity and how many per day = )

 Before =      , After =      , During =

[ ]  Create break cards or strategy cards for student to use

[ ]  Use of technology:

[ ]  Other:

­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I**

**Interaction Strategies**

 ***General interaction***

 [ ]  Use strength-based terminology

 [ ]  Work on explicit relationship building

 [ ]  Use intermittent reinforcement

 [ ]  Use noncontingent reinforcement

 [ ]  Use leadership-building and self-esteem-building activities

 [ ]  Use validation

 [ ]  Prompt student to avoid asking yes-or-no questions and to ask in a different way

 [ ]  Other:

 ***Transitions:***

 [ ]  Develop transition plan

 [ ]  Support abrupt transitions; use graduated transition strategies:

 [ ]  Include transition warnings:

 [ ]  Include transition accommodations:

 [ ]  To support stopping:

 [ ]  To support cognitive shifting:

 [ ]  To support starting/initiating:

 [ ]  To support downtime or wait time:

 [ ]  Include explicit instruction for transitions:

 [ ]  Use of technology:

 [ ]  Other:

***Strategies for giving demands***

 [ ]  Avoid power struggles

 [ ]  Avoid yes-or-no questions or saying, "okay?" when making a demand

 [ ]  Embed choice in the demand

 [ ]  Used declarative language

 [ ]  Give indirect demands

 [ ]  Give demand, and move away

 [ ]  Give extended time for compliance

 [ ]  Use humor when appropriate

 [ ]  Make it a game

 [ ]  Give direction privately

 [ ]  Give direction nonverbally

 [ ]  Preview the demand

 [ ]  Provide the rationale first

 [ ]  Switch adults

 [ ]  Other:

***To reduce negative attention-seeking from a teacher:***

 [ ]  Make positive reinforcement/attention predictable

 [ ]  Make positive reinforcement/attention more efficient

 [ ]  Make positive reinforcement/attention more obvious

 [ ]  Positively reinforce expected behavior

 [ ]  Make positive reinforcement/attention more dramatic/intense

 [ ]  Have student agree to a positive attention system he or she is comfortable with

 [ ]  Other:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**R**

**Response or Reactive Strategies**

[ ]  Assign rewards or points when the student demonstrates a self-regulation or pro-social skill when the student is anxious or frustrated

 [ ]  Answer simple questions

 [ ]  Avoid ignoring the behavior

 [ ]  Redirect challenging questions, and provide a limit

 [ ]  Set limits that are enforceable, reasonable, as well as clear and simple

 [ ]  Use incremental reinforcement systems

[ ]  Frustration tolerance: If a student exhibits low tolerance for work, start in building small increments, give escape from work (a break), and build up workload slowly

[ ]  Use processing sheet (specify when, in what format, and supported by whom) to teach, not to punish

 [ ]  Use of technology:

 [ ]  Other:

***For escape-motivated behavior***

[ ]  Avoid responses that would reinforce escape-motivated behavior, such as time-outs, or removal from class

***For attention-motivated behavior***

 [ ]  Avoid responses such as one-on-one talks or repeatedly telling the student to stop

***For tangibly-motivated behavior***

[ ]  Avoid responses such as giving an object or allowing the student to do something after the student demands it inappropriately

 Bonus points assigned for the following strategies/skill practice:

1.
2.
3.
4.

**DATA COLLECTION**

List the target behaviors on which you will collect, or will continue to collect, data, and list which data sheets you will be using:

Also list timeline and review dates, including benchmarks and timelines for reviewing the FAIR Behavior Intervention Plan.

|  |
| --- |
|       |

 **IMPLEMENTATION CHECKLIST**

 On a separate worksheet, create a corresponding implementation checklist.

 **IMPLEMENTATION CHECKLIST**

 Please list all involved team members and their roles in implementing the plan:

|  |  |
| --- | --- |
| Staff:        | Role/responsibility:       |
| Staff:        | Role/responsibility:       |
| Staff:   | Role/responsibility:       |
| Staff:        | Role/responsibility:       |
| Staff:        | Role/responsibility:       |
| Staff:        | Role/responsibility:       |