**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:

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**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:

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**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:

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**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:



**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.

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**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: |
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