Trauma-Responsive Student Support Planning Packet

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How To Use This Packet

The resources found within this packet are intended to help teams create, implement, and review trauma-responsive Functional Behavioral Assessments (FBAs) and Student Support Plans (SSPs). Use the roadmap below for learning more about each resource and how they can be used to facilitate this process.

Resource Roadmap

1. **FBA/SSP Form.** This blank form can be printed or downloaded and utilized to create a trauma-responsive FBA/SSP.

2. **Meet Back Form.** This blank form should be used when teams meet to review data related to existing trauma-responsive FBA/SSPs.

3. **Factors Related to Functions of Behavior.** In this section, find descriptions of factors that should be considered when utilizing the trauma-responsive FBA/SSP Form. These factors include biological regulation, social connectedness, emotional regulation, access to curriculum/instruction, communication skills, and cultural environmental skills.

4. **User's Guide to FBAs & SSPs.** The User's Guide provides a description of each element within the trauma-responsive FBA/SSP form. Additional information on trauma is also included.

5. **FBA & SSP Setting Conditions.** This section can be used to review both positive and negative/harmful indicators for potential setting conditions within the school, home, and community.

6. **Sample FBA/SSP Form.** This sample form provides an example of what a trauma-responsive FBA/SSP Form can look like once completed.

Functional Behavioral Assessment (FBA) & Student Support Plan (SSP) Form

Date	
Student Name	
Present	**Absent**
Note Taker	

Element 1: Identify resilience characteristics and strengths.

Element 2: Define problematic behavior.

Location
Where does the behavior occur? Ex: locker room, first grade classroom, math class, before/after school areas

Rate of Behavior
How often does the behavior occur? Ex: X number of times per minute, hour, day, week, or month, as appropriate

Percent of Time
What percent of a particular hour or day is the child engaged in the behavior?

Intensity

When the behavior occurs, how disruptive is the behavior to the school environment and/or student learning? Consider using a 1-10 scale to describe intensity; 1 being low intensity and 10 high intensity.

Element 3: Review setting conditions.
Describe conditions in school, community, and home that could explain problematic behavior.

School

Community

Home

Element 4: Identify factor(s) related to function of behavior.
Develop a working hypothesis regarding why the student behaves as he/she does. Check the factor that best explains the behavior.

Biological Regulation

Social Connectedness

Emotional Regulation

Access to Curriculum/Instruction

Communication Skills

Cultural Environmental Skills

Working Hypothesis

Element 5: Match support strategies to factors.
Identify support strategies that match hypothesized factors. Consider student/home strengths and resilience characteristics.

Factor/Setting Condition	Supports

Element 6: Identify replacement behavior.
What do you want the child to do? Clarify family involvement.

Replacement Behavior

Element 7: List resources needed to implement the plan.
Be realistic.

Element 8: Establish adult accountability for plan implementation.
Specify person(s) responsible for plan implementation.

Element 9: Specify data points.
Specify data points and who will be responsible for data collection.

Person Responsible	Data Point

Element 10: Set meet back date(s)/time(s).

Element 11: Behavior Threshold Analysis.
To be completed if the team needs a plan of action to support the student while her behavior is escalating, peaking, or deescalating.

Describe indications that the student is escalating.	
What are adults expected to do when escalation behaviors are noted?	
Describe observable indications that the student has resumed gross control, self-control necessary to be safe with respect to both self and others.	

Describe observable indications that the student has resumed instructional control, self-control necessary to de-brief and to learn from experiences.	
Describe which adult(s) will engage in teaching interventions based upon the recent situation.	
Time/date for adult debriefing of the incident.	

Adapted with permission from Aldridge, L. & Harrison, R. (2019). *Functional behavioral assessment (FBA) & student support plan (SSP) form.* Unpublished document in preparation.

Student Support Plan Meet Back Form

Date	
Student Name	
Present	**Absent**
Note Taker	

Data Review/New Information

Plan Changes/To Be Continued	
Factor/Setting Condition	**Supports**

New/Continued Data Points	
Person Responsible	**Data Point**
Additional Information	
Person responsible for plan implementation/data.	
Next meet back date/time.	

Adapted with permission from Aldridge, L. & Harrison, R. (2019). *Functional behavioral assessment (FBA) & student support plan (SSP) form.* Unpublished document in preparation.

Factors Related to Functions of Behavior

Following are descriptions of factors often related to troubling behaviors. These factors help explain why a student is doing what she does. Put another way, factors assist in understanding the function of behavior. Often, there is no single factor that fully explains the behavior in question. Instead, there is a complex interaction of circumstances across settings and time. This is especially true when complex trauma is involved. In traumatic situations brain architecture has been altered leaving the child neurodevelopmentally unable to do required academic or social tasks. Understanding that some behaviors or academic tasks may be beyond the child's current capability is the first step in designing supports that are sequenced developmentally. Academic and social expectations and supports must be scaffolded to facilitate skill attainment.

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1. Biological Regulation

The human brain predicts and responds to environmental conditions. While doing so, the brain triggers the release of chemicals, in appropriate amounts, to keep bodily systems running. Traumatic and surprise events influence this prediction/response process. Lack of biological regulation may result in behaviors considered to be inappropriate, even aggressive. Biological regulation issues result from a variety of conditions to include sleep deprivation, nutrition problems, and numerous mental health conditions (anxiety, depression, stress & fear responses, etc.).

Depending upon underlying reasons for biological regulation issues, supports might include rest, food or medication. Movement is often important in helping a person maintain or regain balance. Likewise, a person may need access to a safe, quiet space. Regulatory supports may be needed over a very long period of time when the problem is one of overly active traumatic neuropathways.

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2. Social Connectedness

Relationships are key to understanding social connectedness. Students lacking social connections usually experience few or no friendships. Development of trust relationships with adults is extremely difficult. In addition, students have few positive social encounters within an hour or day. Humans require social connectedness to feel safe, valued, and supported. Relationships with trusted adults enhance feelings of safety and calm when threats are perceived. Absence of positive relationships results in awkward, aggressive and inappropriate interactions and can impede student capacity to handle perceived threats.

It is critical to assist the student in resolving social connectedness challenges. Going beyond typical attention-seeking remedies, necessary supports address the child's need to feel safe and accepted in a social community. Help the student to establish meaningful relationships with adults and peers. Create roles where that student is a valued and important member of the class and school.

3. Emotional Regulation

To understand this highly complex factor, consider the following: The student needs assistance in recognizing emotions - first in himself and later in others; guidance is required to develop appropriate responses to emotions; and finally, emotions are directly tied to biology. Capacity to recognize and respond to emotions is usually learned through infant and childhood experiences. This learning occurs within the context of a lived relationship with another person who genuinely cares for you; it cannot be faked. All emotions are learned first in a primal relationship and then used in relationships with others. Teachers will encounter children who do not have implicit memory regarding emotional regulation; such children will need help with this type of learning.

Emotions include the full range of feelings: happiness, anger, sadness, and fear. The emotional impact of daily schooling requires constant scrutiny and engineering. Classroom and school-wide practices can be structured to ease emotional burden, especially within the context of a preferred relationship with an adult. Common practices can also escalate inappropriate emotional responses. Such practices include some disciplinary procedures (punishment, for example), instructional techniques such as ability grouping, and a high tolerance for insensitive social interactions. When school setting conditions contribute to emotional overload, adults in charge need to rethink and restructure.

Emotional regulation issues can be addressed through a variety of curricula. "Teachable moments" also present opportunities to reflect upon emotional responses and to plan alternative behaviors for the next time. Such conceptually based approaches to teaching emotional regulation are effective when the student has sufficient developmental capacity for engagement. Children at an earlier developmental stage will need lived experiences with a caring adult, sensory opportunities to understand becoming calm, to feel secure, to deal with anger.

4. Access to Curriculum and/or Instruction

This factor is isolated for scrutiny due to extreme prevalence, especially when associated with academic success or failure. Avoidance may be related to fear of failure or lack of pleasure associated with school work. Thus emotional regulation issues often occur in conjunction with avoidance challenges.

Every student needs academic work that is rigorous, enjoyable, and provides the opportunity for personal growth. Extensive research surrounding curriculum and instructional differentiation provides guidance regarding methods for engaging every learner. When work avoidance is considered to be the primary factor behind inappropriate conduct, educators have a wonderful opportunity to utilize the best instructional practices. Rethink what is being taught and/or how it is being taught.

5. Communication Skills

Communications skills allow people to interact verbally and nonverbally, to learn, to understand others, to be understood and to be valued. Put another way, communication skills are central to the human experience. When a person experiences communication challenges, even relatively minor ones, social consequences can be catastrophic. Unmet need for communication results in a variety of aberrant behavior such as aggression, and self-injurious behaviors to include substance abuse, stealing, lying, cheating, and property destruction. Individuals with communication issues often have difficulties initiating or sustaining healthy relationships. Communication issues can be interpreted as evidence of emotional disturbance, intellectual disability, or conduct disorder. Students dealing with communication challenges are often misunderstood, blamed for bad behavior, and punished accordingly.

An alternative communication system, combined with a predictable, visual schedule are useful supports when helping a student to express his needs and wants. Speech and language pathologists can provide targeted, highly effective therapy. Speech/language therapy, especially when delivered in an emotionally safe environment with a trusted adult, can be foundational in assisting a student with behavioral changes.

6. Cultural Environmental Skills

This factor encompasses social and character development skills, as part of clearly articulated school expectations that are taught and modeled. Positive Behavioral Intervention Systems (PBIS) and Multi-Tiered System of Supports (MTSS) are methods by which educators design and implement strategies to maximize positive skill acquisition.

When it is hypothesized that cultural environmental issues are the root cause of poor behavior, it makes sense to first examine school and classroom environment. Look for misalignment with the child's culture or traditions. Consider problems associated with inconsistent expectations or situations where adults fail to model expectations. Adults then bring about environmental accommodations or changes, as needed. Once school environmental issues are eliminated as a possible factor in student misconduct, progress to an individual, small group, or universal teaching of social skills and character development. As with emotional regulation, curricula abound for teaching social skills and character development.

User's Guide to Functional Behavioral Assessments (FBAs) & Student Support Plans (SSPs)

Element 1: Identify resilience characteristics and strengths.
Consider strengths stemming from family, cultural, community circumstances. Include attributes associated with resiliency - character traits, social skills, and resources that help a person to deal with tough times and challenging issues. Resiliency characteristics might include:

- Trust relationship with one or more people in the family or community.
- Trust relationship with one or more adults in the school.
- Social skills that enable the student to cooperate with others.
- Food security. (The student knows he will always have enough to eat.)
- Friendship with at least one student.
- The student feels safe at school.
- The student feels safe at home.
- The student feels safe in her community.
- Capacity to adapt social skills to immediate circumstances, switching between home, school, and community as needed.
- Optimistic, hopeful view of circumstances and future; believes things will get better.

Element 2: Define problematic behavior.
Specific descriptions include location, rate of behavior, percent of time, and intensity. In most situations where an FBA is initiated, data have already been gathered through referral to a school support team and/or implementation of general education interventions. To clearly define problematic behavior, educators access these data and, within a matter of a few minutes, come to an agreement regarding a clear, concise description of behavior. In situations where referral for special education evaluation is considered and such data are not available, it could be that team members need to make sure general education interventions have been authentically identified and implemented. When support teams routinely run into problems with this beginning step, it could be that general education intervention protocols need to be reviewed and revised.

Note: This FBA/SPP process is fully adaptable to general education intervention (GEI) processes. When used at the GEI level, teams sometimes need to develop a data-drivenulture as they work together to help students. It is critical to support educators as data management skills are developed, just as supports are provided to students who are learning new and (for them) difficult skills.

Element 3: Review setting conditions.
Consider setting conditions related to school, community, and home that could reasonably explain problematic behavior. Review school setting conditions first. *If school setting conditions are initiating or sustaining inappropriate conduct, change these conditions prior to the development of a student support plan. Do not blame the student for conditions controlled by school personnel.*

The student may have experienced traumatic situations in school, community or home settings. If trauma is suspected, the following resources may be helpful in gathering additional information.

- Adverse Childhood Experience Checklist (https://acestoohigh.com/got-your-ace-score/)
- Child Report of Post-traumatic Symptoms (CROPS) - child symptom self-report (http://www.childtrauma.com/publications/assessment-instruments/)
- Trauma Symptom Checklist for Children (https://www.parinc.com/Products/Pkey/461)

Be sensitive regarding the use of trauma assessments and screeners. For further learning, see *Guidance for Trauma Screening in Schools* and the accompanying webinar. Best practice involves a trust relationship between the family member(s) and school staff when completing this checklist and when sharing resulting information.

Relevant community and home setting conditions require sensitive interaction with family members. Often, these conditions are beyond the control of school personnel. Related behavioral supports are more effective when it is remembered that the child is also unable to control key setting conditions. Action plans may include these components:
- Collaboration with mental health providers might be necessary, especially if complex trauma is documented or suspected.
- Develop a long-term plan involving family and community to address underlying conditions.
- Affirm to the child that behaviors considered to be problematic at school might be very useful and appropriate in other situations.
- Teach social skills appropriate for school. Where it makes sense, emphasize that "code switching" is not only OK, but often a strong coping mechanism as the student travels through her daily circumstances in school, community, and at home.
- Students who experienced (or are experiencing) complex trauma may not yet have neural development necessary to process social/emotional supports in an

age-appropriate way. Communication with family and mental health staff might provide insight regarding developmentally appropriate supports for a particular child.

● Recognize that students dealing with community or home setting conditions often take on adult level worries. (Ex: concerns about unsafe situations, lack of food, inadequate care for younger siblings, need for heat, water, and electricity.) Effective supports provide a way to productively address such issues while honoring the child's maturity and the realistic nature of these worries.

Element 4: Identify factor(s) related to function of behavior.
There is no magical list of factors that will account for all possible issues associated with student conduct. Start with what is known about the particular child, his/her circumstances, needs, personality characteristics, home situation, etc. Consider the following factors as research shows that one or more are often lurking behind problematic behaviors.

● Biological Regulation

● Social Connectedness

● Emotional Regulation

● Access to Curriculum/Instruction

● Communication Skills

● Cultural Environmental Skills

See *Factors Related to Functions of Behavior* for an expanded explanation of each factor.

Element 5: Match support strategies to factors and/or setting conditions.
Support strategies must match hypothesized factors influencing behavior. For example, if it is hypothesized that a student is irritable and angry because of inadequate sleep, try scheduling a nap time. Students are not required to earn supports identified as needs. If a school setting condition is suspected to initiate or sustain the behavior, there must be some remedy. For example, if the lunchroom is chaotic, the student might be given the option to eat elsewhere.

Element 6: Identify replacement behavior.
Clearly defined replacement behaviors are essential in establishing goals and determining support plan success. It is not enough to eliminate or reduce undesirable behaviors. There must be clear agreement across adult team members regarding behavior considered to be acceptable.

Element 7: List resources needed to implement the plan.
Be proactive; make sure the student and school personnel have what is needed for success. Don't make promises you can't keep. When non-school agencies are involved, make sure to specify accurate timelines and resources, in accordance with that agency's capacity.

Element 8: Adult accountability.
Identify, by name, those adults responsible for plan implementation. It is critical that colleagues both expect each other to meet their responsibilities AND stand ready to provide assistance if something isn't getting done. Bottom line, healthy school culture is centered around student needs; adults are expected to get their work done and to communicate results with their teammates.

Element 9: Specify data points and responsible adults.
Specify *a specific person* responsible for ensuring that data are gathered and shared. Again, adult accountability is the key to support plan success. Consider a universal data system, one that can be applied across many students and school settings, to build consistency and reliability across school personnel. In most cases, establish a data system that directly involves the student. Each data point must be clearly identified and related to a support or skill area included in the plan. A clear, relevant feedback loop can be a powerful support.

Element 10: Set meet back date(s)/time.
Do this! Data analysis is critical; assume that the team will not be successful the first time. It is necessary to consider whether or not student conduct improves, modifying the plan as needed until success is achieved. Highly complex situations take time for resolution, one way or another. Be proactive in scheduling meet backs; it is much easier to cancel meetings as they become unnecessary. In situations where aggressive behavior is involved, the team may need to meet weekly, at first. If one or more team members can't attend every meeting, document the method by which that person will be kept apprised. Meet backs should be short; try to keep meeting length to less than thirty minutes. Utilize the meet back form to document decisions.

Element 11: Behavior Threshold Analysis
To be completed if the team needs a plan of action to support the student during the escalation/de-escalation process. It is essential that this analysis be completed if violent, or aggressive behavior is predicted.

Possible indicators that a student is escalating:
- Change in voice tone
- Student is vocalizing distress
- Student attempts self-protection through withdrawal or aggression

Possible adult actions to be taken when escalation is noted:
- Reduce lighting
- Calm music
- Reduce number of classmates present
- Reduce/eliminate adult verbalizations
- Back off, give student room
- Limit number of adults present; request presence of most trusted adult
- Notify parent (NOT as punishment, but to alert the parent that home support may be needed)
- Use non-verbal signals (pre-taught and practiced) to remind student of safe spot options

Indications that student has regained gross control, self-control necessary to be safe:
- Normalized rate of breathing
- Relaxed body posture
- Requests for assistance (verbal and nonverbal)
- Facial expression indicates student is calm and/or tired
- Student refrains from dangerous or disruptive behaviors
- Calm tone of voice
- Indicates willingness, when prompted, to follow a simple instruction (Ex: I will stay in this seat/area.)

Indications that student has regained instructional control, self-control necessary to engage in learning:
- Is able to follow instructions
- Is able to return to an instructional setting
- Is able to complete school work
- Is able to accept comfort/sensory experiences necessary to regain a sense of safety and trust

- Engages in discussion about her feelings and actions
- Reflects upon the situation
- "Owns" his behaviors
- Wants to make things right
- Accepts consequences

Student follow-up might include discussion about what happened, how the student and adults might do things differently in the future, and consequences (NOT punishment) regarding the situation. Often times, consequences have naturally occurred (recess went on without him; school work still needs to be accomplished; other students were afraid, et.). IT IS NOT NECESSARY TO INVENT CONSEQUENCES, especially if the student has already experienced trauma. Often, the student WILL benefit from opportunities to "make things right." Such opportunities could include: apology, picking up the mess; thinking of ways to modify his plan to prevent future occurrences or helping other students or staff affected by the incident.

Students dealing with complex trauma may not yet have sufficient neural development necessary for cognitive processing of the incident. Follow-up may involve sensory experiences where the child feels comforted, supported, and safe. Student follow-up needs to be developmentally appropriate; supports may be more typical of interactions with much younger children.

Adult debriefing is essential, especially in situations involving aggressive behavior, seclusion, or restraint. Establish a time and date, closely following the incident, where support team members discuss the situation, analyze data associated with the support plan, and agree upon plan changes, as necessary. In situations where escalations occur with high frequency, it makes sense to proactively schedule debriefings daily or weekly, as necessary. It is much easier to cancel a previously scheduled meeting than it is to call people together without prior notice.

A final word about adult debriefing: Adults need positive, collegial support. Debriefings might include adult processing of emotions they've experienced, along with sharing of self-care techniques and ideas about how to provide mutual support. Donuts might be a good idea, or, OK, healthy snacks. The key is to plan for adult needs when situations might involve extreme stress.

Functional Behavioral Assessment (FBA) & Student Support Plan (SSP) Setting Conditions

School Setting Conditions

School Setting Conditions	Positive Indicators	Negative/Harmful Indicators
Competent staff	Personnel demonstrate necessary skills, values, and attitudes necessary to help the child. They understand that they may be inadvertently triggering the child. Staff evidence knowledge and skills necessary to recognize and appropriately respond to trauma-related behaviors.	Some children experience teaching practices that are ineffective and/or harmful. A widely held belief is that bad behavior must be punished; trauma is just an excuse.
Effective relationships amongst staff and between students and staff	Staff possesses those skills necessary to establish and maintain academically friendly relationships; these skills are modeled in adult relationships and explicit development of positive student/adult rapport.	Students observe adults behaving poorly. Some adults lack necessary skills and/or inclination to develop healthy relationships with all staff and students.
Effective relationships among students	School culture fosters acceptance of every child; each student is valued and welcome in the school. Students are explicitly taught relationship building skills.	Bully behavior is tolerated and even encouraged. Some students do not feel emotionally or physically safe.

Effective relationships with Community Mental Health providers	A strong partnership exists between school and community mental health agencies. Individuals within each organization respect and trust one another.	Little or no communication occurs between school and mental health organizations. Turf wars, inconsistency in interventions/supports, and lack of trust are the norm.
Emotional and physical well-being of staff	Staff possesses the emotional and physical well-being necessary to help others to learn.	Some key staff members lack the emotional and/or physical well-being necessary to be effective instructors.
Supportive classroom climate	Classroom climate is supportive of positive changes in student behavior and learning; student capacity to engage in learning activities is expanded.	One or more classrooms in the school foster a climate that excludes some students and fails to produce expected learning outcomes in all students.
Staff attendance	Staff is regularly in attendance; the student experiences continuity with respect to teachers who are assigned to help him/her to learn.	The student experiences a lack of consistency with respect to teacher availability. Unpredictable expectations and teaching styles are a deterrent to effective learning.

Effective curriculum/ instruction	Differentiation of curriculum and instructional methods is effective in meeting the needs of all learners.	Some students experience academic expectations that are lacking in rigor and/or situations where they cannot be successful.
Effective behavioral supports, school-wide and individualized	Staff utilizes effective supports when attempting to bring about improvement in student conduct/learning. Positive behavioral supports are both universal and explicitly tailored to the needs of some students.	Some students experience harmful and/or ineffective practices (Ex: punishment, lack of positive supports, and harsh treatment.)

Community Setting Conditions

Community Setting Conditions	Positive Indicators	Negative/Harmful Indicators
Availability of medical resources	Physical and mental health services are available to all students and their families.	Some students lack access to basic preventative care and/or treatments necessary to remedy specific conditions.
Availability of nutritional resources	Nutritious, healthy food sources are available to families.	Some students arrive at school hungry and lack nutrition necessary to sustain healthy growth patterns and cognitive development.
Positive culturally embedded practices and beliefs	Community programs are in place to combat effects of racism, sexism, and other cultural factors known to impede student academic success. Cultural practices promote the well being of families.	Some students are "thrown away" via foster care, adjudication, violence, and other conditions often associated with racism and poverty.
Employment opportunities	Employment featuring family friendly hours, access to health insurance and childcare, and competitive wages are available in the community.	To maintain employment, parents work irregular hours, nights, and weekends. Health insurance and day care are not available through employers. Wages are low, often necessitating two or three jobs in order to meet basic expenses.
Safety	The student and his/her family feel safe when at home and in their community.	Students expend considerable energy in survival mode, realistically concerned about their safety and the safety of those they love.

Transportation availability	Families are able to travel to locations where they can procure necessary resources such as healthy food, medical care, employment and educational services. Cultural and social events are accessible to families.	Due to lack of transportation, some families are unable to access basic resources. In addition, they are excluded from cultural/social events that positively impact academic growth.
Availability of after-school programs with adult supervision	Students and families have options for after-school programs and appropriate adult supervision to ensure safety.	Students are unsupervised during after-school hours, increasing lack of safety and likelihood of unsafe/unhealthy choices.

Home Setting Conditions

Home Setting Conditions	Positive Indicators	Negative/Harmful Indicators
Competent caregivers/parents	The child has at least one adult in her life who both loves her and is able to provide adequate care.	One or more parental figure is engaged in substance abuse; there is no adult able to provide basic parenting.
Appropriate medical treatment/ mental health services/medication	The child receives necessary treatment for underlying mental or physical health conditions.	Caregivers fail to procure basic preventive medical care and/or treatment for specific mental or physical conditions.
Adequate nutrition	Cognitive functioning, physical development, impulse control, and behavioral choices are positively impacted by adequate nutrition.	Family resources are directed to non-essential items at the expense of provision of adequate nutrition.
Adequate sleep	The student engages in sleep patterns necessary to support normal growth and development.	The student is often tired, irritable, and unable to focus on learning activities.
Home routines for conflict resolution	Caregivers engage in and model positive conflict resolution skills.	The student witnesses and/or emulates violent, confrontational methods of conflict resolution.
Home stability	The student experiences a high degree of predictability with respect to before/after school routines, sleeping arrangements, and housing stability.	The student is unable to predict what will happen before and after school. Address changes are frequent; sleeping arrangements fluctuate; primary caregivers are not consistent.

On-going availability of necessary equipment (ex: glasses, hearing aids, mobility devices)	The student has consistent access to devices necessary to experience normal sensory input or mobility.	Ability to learn is negatively influenced by lack of glasses, hearing aids, mobility devices – basic devices necessary for productive learning experiences.
Strong school attendance patterns	The student is in school often enough to make expected academic progress	Attendance patterns are not consistent; absences negatively impact student achievement.
Appropriate hygiene	Body odor, and/or personal appearance issues are consistent with those necessary to build and maintain positive peer relationships.	Body odor, clothing, and general hygiene issues interfere with social acceptance and learning.

Adapted with permission from Aldridge, L., Harrison, R., Harrison, K., & Blanchat, C. (2014). Exploring and utilizing the concept of setting conditions in the functional assessment process. *Journal of Adolescent and Family Health, 6(2).* Retrieved from
https://scholar.utc.edu/jafh/vol6/iss2/5

Sample FBA/SSP Form

Date   October 2, 2019

Student Name   James

Present	Absent
Write first and last names of everyone present. Including those participating remotely.	If a key person is absent, document that person's name.

Note Taker
Write the first and last name of the person responsible for recording key data. This person needs to understand the process and is responsible for documenting critical decisions. The note taker utilizes **complete sentences** and identifies responsible staff **by name**, throughout the document.

Element 1: Identify resilience characteristics and strengths.
James has a strong, positive relationship with his second grade teacher, Kelcie. When becoming anxious in his classroom, he tends to run to the counselor's office (Wanda), where he feels safe. James often expresses love and caring for his baby brother and has verbalized a commitment to caring for his brother when at home. Academic progress (reading, writing, and math) is comparable to that of his fellow second grade students.

Element 2: Define problematic behavior.

Location
Where does the behavior occur? Ex: locker room, first grade classroom, math class, before/after school areas   James has greatest difficulty before/after school, in the lunchroom, PE, music, recess, and when in the other second grade room for social studies.

Rate of Behavior
How often does the behavior occur? Ex: X number of times per minute, hour, day, week, or month, as appropriate   During the past five school days, James ran from his assigned environment 14 times: 8 times from lunch; twice (2) from recess; three (3) from social studies; and once (1) from PE. Each time, he ran to the counselor's office. Prior to running, James screamed, threw objects at peers and teachers, and made threatening statements (ex: I am going to kill you.). Teachers report that this five day period is typical of James' behavior so far this school year. This behavior was not evident when James was in K or first grade when he attended a different school and prior to the birth of his brother.

Percent of Time
What percent of a particular hour or day is the child engaged in the behavior?   Length of each episode (from when behavior is first evident to arrival at counselor's office) varies between one and ten minutes with an average length of engagement in this behavior of about 15 minutes/day or less than 4% of each school day.

Intensity

When the behavior occurs, how disruptive is the behavior to the school environment and/or student learning? Consider using a 1-10 scale to describe intensity; 1 being low intensity and 10 high intensity.

When fully escalated, peers and staff express fear. Rating of behavior, at its peak, is reported to be in the 7-9 range and is extremely disruptive to the environment where the behavior begins.

Element 3: Review setting conditions.
Describe conditions in school, community, and home that could explain problematic behavior.

School
Team members report that the lunchroom situation is chaotic, with the highest number of office referrals (school-wide) coming from lunch. The second grade teacher (Amanda) - where James goes for social studies - does not yet have a trust relationship with James. James expresses reluctance to go to social studies.

Community
The local mental health agency is working with James' mother.

Home
James' mother reports that father is an alcoholic who occasionally drops by when intoxicated. James is afraid of his father. Mother is receiving support from the (Local Mental Health Agency) where she is learning that both she and James may have issues with anxiety. At this point, neither she nor James take medication for anxiety disorder.

Element 4: Identify factor(s) related to function of behavior.
Develop a working hypothesis regarding why the student behaves as he/she does. Check the factor that best explains the behavior.

 _X_ **Biological Regulation**
 _X_ **Social Connectedness**
 ___ **Emotional Regulation**
 ___ **Access to Curriculum/Instruction**
 ___ **Communication Skills**
 ___ **Cultural Environmental Skills**

Working Hypothesis
Two factors are under consideration. The first is biological regulation; James may have anxiety issues. Social Connectedness is also considered; anxiety issues are especially evident when in environments where he does not have a trust relationship with the adult(s) in charge and where he perceives the situation to be chaotic.

Element 5: Match support strategies to factors.
Identify support strategies that match hypothesized factors. Consider student/home strengths and resilience characteristics.

Factor/Setting Condition	Supports
School setting condition: Lunchroom	School-wide efforts are under way to address chaotic conditions in the school lunchroom. Until this situation improves, James will have the option of eating lunch in the Counselor's Office. He will also have the option of inviting a peer or adult to dine with him.
Social Connectedness	The counselor (Wanda) and primary second grade teacher (Kelcie) will work with the social studies second grade teacher (Amanda), first observing and then making recommendations to build a trust relationship between James and Amanda.
Biological Regulation	Linda (principal) will obtain permission to consult with the mental health therapist; subsequent meetings will be scheduled at a time when the therapist can attend or participate via Zoom. Wanda will check in with James each day, reminding him that he can come to her office any time and that he can eat lunch in her office. They will also practice leaving target areas and going to her office. Kelcie (primary second grade teacher) will utilize preventive prompts, each time James is preparing to leave her classroom. In every school environment, the adult in charge will know that James can leave at any time, will be taught indicators that James is becoming fearful, and will rehearse methods by which James can gently and privately be reminded of his option to leave. Wanda (counselor) will connect with the adult in charge before and after school, in the lunchroom, PD, music, and recess. When James exhibits behaviors indicative of anxiety or fear, he will experience emotional support/comfort from a trusted adult. This support may be a hug, gentle conversation, music, connection with art materials, or anything else James chooses to regain a feeling of safety. While trusted adults are limited, at this time, to Wanda and Kelcie, other staff (Amanda, Linda, adults in charge of other areas will focus on building a trust relationship, thus expanding the circle of adults James can rely upon for comfort and support.

Element 6: Identify replacement behavior.
What do you want the child to do? Clarify family involvement.

Replacement Behavior

When James self-identifies that he is feeling scared or anxious, or when gently and privately prompted by an adult, he will go to the counselor's office.

Element 7: List resources needed to implement the plan.
Be realistic.

Time, especially in Wanda and Kelcie's schedule, is the biggest challenge. Throughout the school day, both are scheduled to provide services for other children, and may not be immediately available. Thus, the circle of trusted adults must be expanded as quickly as possible, through relationship building activities between each adult and James. Until then, either Kelcie or Wanda will available each time James is outside of Kelcie's classroom. Schedule changes will occur to ensure that both Kelcie and Wanda have daily lunch and plan time. Linda (principal), Derek (social worker) and Alison (school para-professional) will be available to cover for Wanda and Kelcie, as needed. This arrangement is short-term in nature. James' behavior will be re-evaluated after ten school days.

Element 8: Establish adult accountability for plan implementation.
Specify person(s) responsible for plan implementation.

Wanda and Linda are responsible for ensuring that this plan is fully implemented.

Element 9: Specify data points.
Specify data points and who will be responsible for data collection.

Person Responsible	Data Point
Wanda	● Number of elopements/day ● Number of minutes/elopement ● Anecdotal report on each elopement, specifying behaviors preceding elopement and James' response to comforting adults

Element 10: Set meet back date(s)/time(s).	
The team will meet every two weeks, every other Wednesday with the next meeting scheduled for Oct. 16, 3:45 PM, conference room. Meetings will continue until all team members are satisfied that extreme disruptions no longer occur.	

Element 11: Behavior Threshold Analysis. *To be completed if the team needs a plan of action to support the student while her behavior is escalating, peaking, or deescalating.*	
Describe indications that the student is escalating.	James starts to use a louder voice tone. He appears to be frightened and may move to an unusual space (ex: under table, corner of room)
What are adults expected to do when escalation behaviors are noted?	The adult in charge quietly and privately reminds James that he can go to the counselor's office. Utilize nonverbal signals such as pre-taught hand gestures or note card. She then moves away from James and uses the school connection system to request that Wanda or Kelcie come to assist. If other children show signs of fear and/or James engages in behavior that could result in harm to others, all staff and students will go to an alternative location. Either Kelcie or Wanda will remain with James.
Describe observable indications that the student has resumed gross control, self-control necessary to be safe with respect to both self and others.	James goes to the counselor's office. He uses a normal voice and is no longer afraid.
Describe observable indications that the student has resumed instructional control, self-control necessary to de-brief and to learn from experiences.	James accepts physical comfort, engages in a calming sensory experience involving art or music, and when asked, indicates that he is ready to go back with his classmates. James appears to be calm, utilizes an appropriate voice tone, and can follow simple instructions.
Describe which adult(s) will engage in teaching interventions based upon the recent situation.	Kelcie or Wanda will have a brief interaction with James (maybe 5 minutes, at most), involving comfort behavior and verbal affirmation that James was able to regain a sense of calm and safety.
Time/date for adult debriefing of the incident.	Each time a significant escalation occurs, the team will debrief at the end of that day, 3:45 PM to 4:00 PM in the conference room.