

BEHAVIOR PLAN PROGRESS MONITORING – GOALS WORKSHEET

Goal(s) for Monitoring an Increase In General Positive Behavior	By when?	Who?	Will do what?	Under what Conditions?	At what level of proficiency?	As measured by whom, and how measured?

Goal(s) for Monitoring Reducing/ Eliminating Problem Behavior	By when?	Who?	Will do what?	Under what Conditions?	At what level of proficiency?	As measured by whom, and how measured?

Goal(s) for Monitoring Conditional Use of a Functionally Equivalent Behavior	By When?	Who?	Instead of what problem behavior?	For the purpose or function of what?	Will do what?	For the purpose or function of what (repeat)	Under what <u>contingent</u> condition?	At what level of proficiency?	As measured by whom, and how measured?

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p>J. PROGRESS MONITORING, ELEMENT ONE:</p> <p>GOALS AND OBJECTIVES (line 13 compared to line 1)</p> <p>Every goal requires six components to enable adequate progress monitoring. Components can be in any order & grids & tables are acceptable. FERB goals minimally have six parts as well. However, a FERB goal must also show a clear connection to how this behavioral goal achieves similar functional outcomes to the problem behavior under similar conditions. A nine component format can be used to clearly identify that the FERB is addressed. (See example & key concepts columns.)</p> <p>To be observable & measurable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured.</p> <p>To effectively measure progress on improving behavior, in addition to a FERB goal, one or more additional goals for either reduction in problem behavior and/or increase in general positive behaviors should be developed by the team.</p> <p>► IEP? 504 plan? Goals may be listed only on a behavior plan if the student does not have an IEP/504 plan. However, if the student has an IEP, goals should be stated on both the behavior plan and the IEP. All IEP goals must be monitored and reported to family members “at least as often as is reported for students without disabilities” (i.e., at report card periods). Behavior plans should be attached to any 504 plan. Caution: If this behavior plan is part of an IEP/504, plan revisions require following IEP/504 team reporting and monitoring procedures.</p>	<p>2 = One FERB goal, using 6 or 9 component format that clearly represents a FERB, that is not simply a general positive behavior.</p> <p>Key Concept: Progress monitoring of the FERB is critical and requires all components to be an example of full adequacy.</p> <p>1 = One complete monitoring goal, either “increase general positive behavior”, or “decrease problem behavior goal” is present AND a FERB is targeted in the BSP to be specifically taught, though no complete FERB goal is present for monitoring.</p> <p>Key Concept: Progress monitoring capability is essential for at least one goal and presence of FERB is minimally required to be a partial example adequacy.</p> <p>0 = No complete goals of any type.</p> <p>Key Concept: Progress monitoring capability is not adequately present.</p> <p>► Scoring for more than one behavior on the plan?</p> <ul style="list-style-type: none"> • Multiple behaviors, different functions: There must be a FERB goal for each behavior for a score of two. • Multiple behaviors, same function: One complete FERB goal required for a score of two. 	<p>2 = FERB: “By 6/03, on 3 out of 4 weeks, Billy, instead of being defiant (i.e., ignoring teacher request to complete a written assignment independently and continuing a self selected activity or using profanity-- words related to toileting, sex or diety) for the purpose of escaping written work required to be performed independently will use a FERB. He will verbally request a peer buddy for the purpose of avoiding independent work. This behavior will occur when there is a substitute teacher, or for seatwork longer than 10 minutes, or after recess when he is by himself. Event behavioral data, using the attached form, will be collected daily during these conditions, by the teacher or aide, with weekly summary sheets distributed to counselor and parent. DECREASE: By 6/03, on 4 out of 5 daily behavior report cards, Billy will have exhibited no task refusals, including profanity (defined as above in FERB) under conditions, measurement method and personnel described in FERB goal above. (These are not repeated in this example due to space limitations.) INCREASE: “By 6/03, as reported on 3 out of 4 weekly summaries, Billy will have demonstrated completion of 95% of all written assignments for all subjects, times of day and all teachers, with or without peer assistance, with no cueing or defiance..... (See above FERB for definitions, measurement methods, and personnel which are not repeated in this example due to space limitations.)</p> <p>1 = One complete 6 component goal is related to problem behavior. (see above)</p> <p>0 = “Billy will stop wasting time.” “Billy will feel less frustrated.” (Analysis: No goal contains all 6 parts)</p>	<p>Six required components for goals-in any order:</p> <ol style="list-style-type: none"> 1. By when? (final date to achieve desired results) 2. Who? (the student) 3. Will do or not do what? (must be observable, measurable, specific behaviors desired, or not desired by team) 4. Under what conditions/situations? (e.g., location, circumstances, presence or absence of certain people or materials) 5. At what level of proficiency? (e.g., skill accuracy, frequency-number of times in a time period, degree of prompting, duration- number of minutes, intensity) 6. How measured and by whom? (e.g., observation, data recording: event or duration recording, permanent product, momentary time sampling; measured by a specific person) <p>A Sample FERB goal format to make behavioral functional equivalency readily apparent (note capitals):</p> <ol style="list-style-type: none"> 1. By when 2. Who? 3. INSTEAD OF WHAT PROBLEM BEHAVIOR? 4. FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION? 5. WILL DO WHAT? (the FERB) 6. FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION? (Repeat the hypothesized function here to make the functional relationship clear.) 7. Under what conditions/situations? 8. At what level of proficiency? 9. How measured and by whom? <p>Note: A FERB may have only 6 parts if analysis demonstrates the desired behavior IS a FERB.</p>