

# Functional Behavior Assessment and Positive Behavior Support Plans Guidance and Compliance Manual



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## Background

This document was created as a resource for staff within Montcalm Area Intermediate School District. The purpose of the document is to provide process and form information about Functional Behavior Assessment and Positive Behavior Support Plans. Resources have been taken from MTSS Technical Assistance Center and the Kent Intermediate School District in collaboration with Montcalm Area Intermediate School District.

### Functional Behavioral Assessments and Positive Behavior Support Plans

Functional Behavioral Assessments (FBA) and Positive Behavior Support Plans (PBSP) developed within a problem-solving framework has been established as an effective process for supporting individualized student needs (Cook et al., 2012; Filter & Horner, 2009), Ingram, Lewis-Palmer & Sugai, 2005; Newcomer & Lewis, 2004).

We complete a functional behavior assessment (FBA) to inform the development of the positive behavior support plan (PBSP) that directly addresses the function of student's behavior. A behavior intervention plan is a compilation of interventions designed to specifically address the function of the student's behavior.

*"If we can identify the conditions under which problem behavior are likely to occur (triggering antecedents and maintaining consequences), we can arrange environments in ways that reduce occurrences of problem behavior and teach and encourage positive behaviors that can replace problem behaviors" (Sugai et al., 2000).*

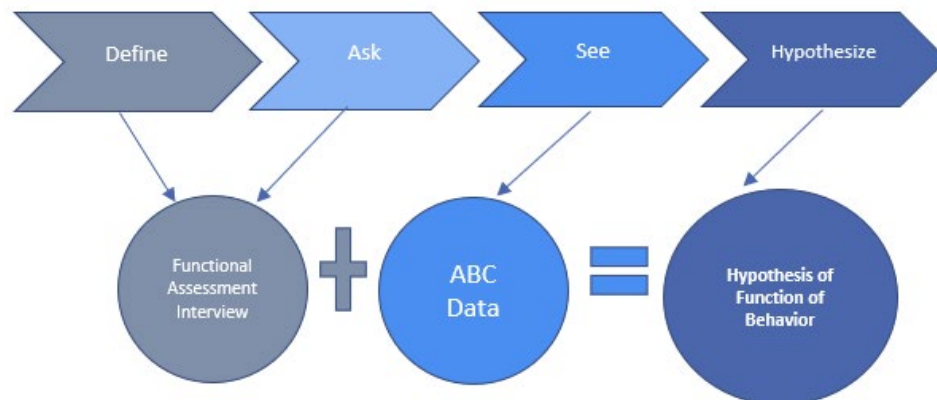


# Functional Behavior Assessments

*“The evaluation before intervention”*

Michigan PowerSchool Special Education (MiPSE) is a web-based special education student management system. To locate the functional behavior assessment template in MiPSE, you need to go to “create a new document” on the student’s document page. Scroll down until you get to the Discipline/Behavior Section and open the document called Functional Behavior Assessment (FBA) (New).

## Basic FBA Process D.A.S.H



### A. Student Information

In the student information section, you will enter the date of the FBA meeting. This date should be the date that the team compiles and records the results of the entire FBA.

### B. Participants:

To enter the participants, you can either “look up” or enter the name and role of all the participants who participated in the FBA process.

### C. Positive Behavior: Strengths and Successes

Starting with student’s strengths and understanding when a student is successful is critical in the development of a FBA.

### D. Behaviors of Concern

Your team will need to identify the behavior in this step. It is important to remember the following, behaviors need to be:

- Observable: the behavior is an action that can be seen
- Measurable: the behavior can be counted or timed
- Defined: the behavior should be defined clearly

Behaviors that occur alongside of each other in a behavior sequence should be listed in the same text box!

#### Tips for Defining Behavior

#1: Ask yourself, “What does the behavior look like?”

#2: Stranger test (a person unfamiliar with the student can read the description and understand it)

#3 Dead man test (if a dead man can do this then it isn’t a behavior)

<u>Non-Observable/Measurable definitions</u>	<u>Observable/Measurable definitions</u>
Disruptive behavior	Talks when teacher is lecturing, calling out in a loud voice, singing
Off-task behavior	Draws pictures during group time
Angry	Throwing objects, kicking over chairs
Inappropriate language	Calls peers name
Attention problems	Tapping, drumming on desk, looking around the classroom

**E. Enter Baseline Data for each listed Behavior of Concern:**

Use relevant and realistic measurement criteria such as frequency, intensity, duration and/or longevity for each behavior of concern.

**BEHAVIORS OF CONCERN**

List student's behaviors of concern. *Choose a maximum of 3 target behaviors and include Baseline Data.*

Behaviors of Concern <i>Please list linked or sequential behaviors in the same text box</i>	Baseline Data <i>Include how often it occurs (consider frequency, intensity, duration, and/or longevity)</i>	Target Behavior
D	E	<input checked="" type="checkbox"/> F

**F. Use the checkmark to indicate Behaviors of Concern that the team will target during the FBA:**

Choose a maximum of 3 Behaviors of Concern.

**Previous School-Based Interventions**

**G. List all Previous School-Based Interventions and Strategies**

List strategies that the team has tried prior to the FBA in order to address the listed Behavior of Concern.

**H. List the Implementation Timeline.**

Include an exact date range if available. If not, list an estimated date range.

**I. Indicate the Student's Response**

Indicate the student response to previous school-based interventions and strategies. Include data when possible.

**PREVIOUS SCHOOL-BASED INTERVENTIONS AND STRATEGIES FOR TARGET BEHAVIORS**

Previous School-Based Intervention/Strategy	Implementation Timeline <i>(Dates or timeframe of implementation)</i>	Student Response <i>(Include data)</i>
G	H	I

## Data Collection

### J. Indirect Assessments

Include data review and collection from people who know the student. Use the drop-down feature to select all Indirect Assessments that the team will complete during the FBA. When using a Quantitative Assessment, use the text box to enter the name of the assessment.

DATA COLLECTION		
List the indirect and direct sources of information to help identify and observe at least 5 occurrences of behavior across multiple days.		
Indirect	Initials	Date
Record Review		
Behavior Logs/Disc. Reports	J	K
Quantitative Assessment		
<i>Guidance: examples may include FACTS, QABF, MAS, etc.</i>		
Open Ended Parent Interview		
Open Ended Teacher Interview		
Other		

### K. Enter initials and dates

Completion for all participants contributing to each type of Indirect Assessment.

**Indirect Assessments**

Indirect assessments do not include observing the student

Using open-ended indirect assessments can help the team clearly define behavior

Indirect assessments should be used to determine most efficient time to schedule ABC data collection

**ASK: WHERE and WHEN**

Where: Routines in which the problem behavior is most likely

When: Specific events (or antecedents) within a routine that “trigger” the problem behavior

**Sample Indirect Assessments**

**Open-Ended**

\*\*Adaptation of Open-Ended Functional Assessment Interview by Gregory Hanley, PH.D., BCBA-D

Parent Interview Form for Functional Behavioral Assessment from *Functional Assessments* by Witt, Daly, & Noell

**Quantifiable**

- \*\*Questions About Behavioral Function (QABF)
- Functional Analysis Screening Tool (FAST)
- Motivation Assessment Scale (MAS)
- Functional Assessment Informant Record for Teacher (FAIR-T)

### L. Direct Assessments

Select all Direct Assessments that the team will complete during the FBA.

### M. Enter initials and dates

Observation for all participants contributing to each type of Direct Assessment.

s and/or settings.		
Direct	Initials	Date
Consultant Observation		
ABC Data Collection	L	M
Staff Direct Observation		
Other		

**Direct Assessments**

**Purpose of ABC Observations:**

- Confirm summary of behavior identified through indirect assessments
- Identify antecedents and outcomes
- Verify function of the student’s behavior
- Develop the most accurate summary statement for intervention development

**ABC Observation**

**WHO:**

- Difficult to be accurate when directly involved
- Should be an outside, trained observer
- Critical component: when time and energy are limited, shortcuts are not recommended

**Where and When:**

- Information gathered from your interviews and rating scales
- Should lead you to times and places that behavior is most likely to confirm

**How Much:**

- 5 or more behaviors with the occurrence of the target behavior
- Patterns should begin to emerge
- May need to repeat after analysis/hypothesis

## Dual Purpose

**Purpose #1:** To identify function of behavior

**Purpose #2:** Establish baseline frequency, intensity, and/or duration of behavior, set clear targets or criteria for success, and engage in ongoing progress monitoring

## Tips

What about the problem behavior is a **PROBLEM**?

- Determine the **FREQUENCY** of the behavior (How often does it occur?)
- Determine the **DURATION** of the behavior (How long does it last?)
- Determine the **LATENCY** of behavior (How long does the behavior take to get started?)

Remember you want to observe 5 or more occurrences of the target behavior

## After Data Collection

Summarize and/or graph your data

Determine if more data is needed to develop your hypothesis

This section will help us to determine when faced with a challenging behavior-

**Developing Your Data Sheet**

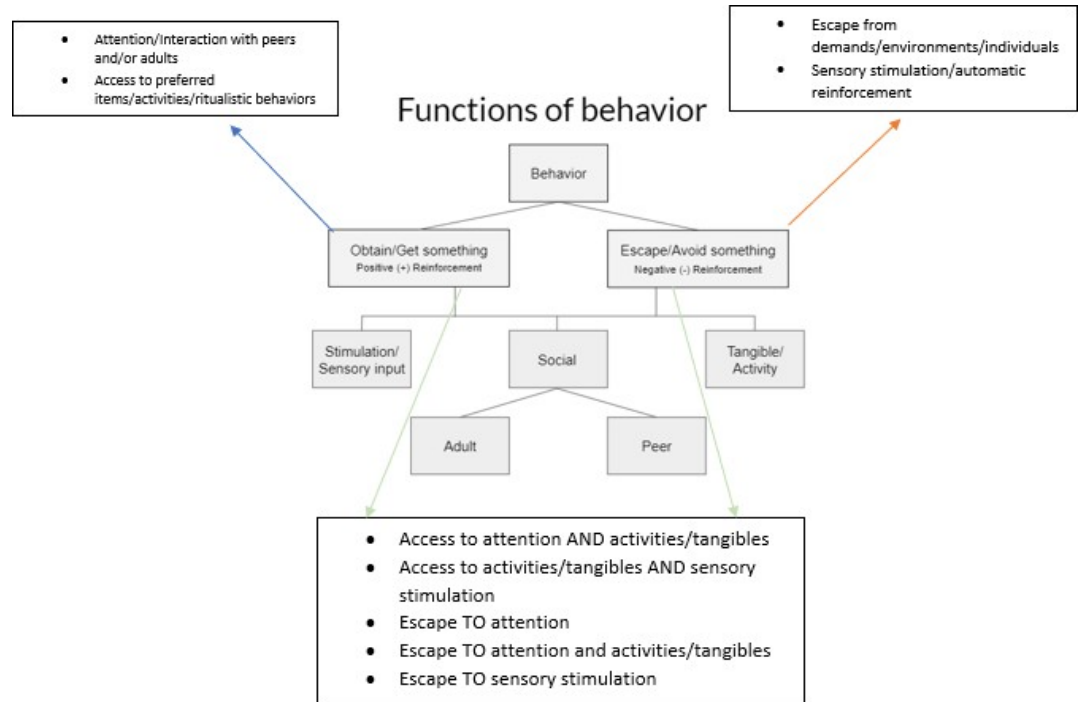
*Remember **ABC Data Collection** is the most critical*

- Utilize information collected through indirect assessments to personalize your student data collection sheet
- Collect enough information
- Consider the student's perspective

## Understanding Function

It is important to identify the following:

- Why does the behavior continue to occur (what happens right afterward?)
- What is the consequence or payoff for the student?
- How does the environment change or get better from the student's perspective?





**N. Enter the Setting Events**

Setting events would be identified during the FBA. As a reference, several setting events are listed as insert statements. If there were no setting events say, "none".

<u>Setting Events</u>
<ul style="list-style-type: none"> <li>• Ask yourself the question:</li> <li>• Are there any events that happen outside of the routine that "SET UP" the behavior (make it more likely to occur)?</li> <li>• These are typically things we can not control</li> <li>• Think to yourself "The antecedent will more likely trigger the target behavior if this happens"</li> </ul>

<u>Setting Events Examples:</u>
<input type="checkbox"/> Drills (fire, lockdown, tornado)
<input type="checkbox"/> Change in staff/substitute
<input type="checkbox"/> Did not take medication
<input type="checkbox"/> Illness (allergies)
<input type="checkbox"/> Non recess day

**O. Enter Data**

Enter the data related to occurrences that were identified during data collection. If there were no setting events or data available, enter "none".

**P. Enter the common Antecedents (triggers)**

Utilize the inset statement bank referenced examples of Antecedents. Antecedents would have been identified during the FBA.

**Q. Enter data**

Enter the data related to occurrences that were identified during data collection.

**R. Selected Target Behavior definitions**

Will prepopulate to the FBA Summary Statement from the Behaviors of Concern section on the first page of the FBA document

**S. Data**

Data will prepopulate from the FBA summary statement from the Behaviors of Concern section on the first page of the FBA.

**T. Enter the common Consequences**

Consequences are considered responses which have been identified in the FBA. You can utilize the Insert Statements Bank to reference examples of consequences.

**What is the consequence/payoff for the student- "Think like the student"**

**U. Enter data** Enter the data related to the occurrence of each Consequence included in the FBA Summary Statement.

**V. Consider the Setting Event, Antecedent, and Consequences Information**

The Insert Statement Bank can be utilized to hypothesize the Function of Behavior

**FBA SUMMARY ST**

Information on the "FBA: Target Behavior Informat summary of frequently occurring setting events, an

<b>Setting Event</b> <small>Guidance: Setting events are events that increase the likelihood that a behavior will occur and NOT the location, if none, enter none.</small>	<b>Antecedents</b> <small>Guidance: Antecedents are observable environmental conditions and NOT the student's behavioral responses.</small>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">N</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">P</div>
Setting Event Data:	Antecedent Data:
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">O</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Q</div>

Please upload record of data collection into this de

**STATEMENT (INCLUDE ASSESSMENT DATA)**

tion" page is not intended to be an exhaustive list of data, but instead, a antecedents and consequences.

<b>Target Behaviors</b> <small>Guidance: This information populates from Behaviors of concern and data listed on the 1st page of the FBA.</small>	<b>Consequence</b> <small>Guidance: How did the environment change? What is the response from staff, peers, etc.? What did the student obtain or avoid?</small>	<b>Identify Function</b> <small>Guidance: Function is identified as one or a combination of the following: to escape or obtain attention/interaction, tangible/rewards, and/or sensory stimulation.</small>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">R</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">T</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">V</div>
Target Behavior Data:	Consequence Data:	
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">S</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">U</div>	

document. An example would be the ABC data summary and/or graph.

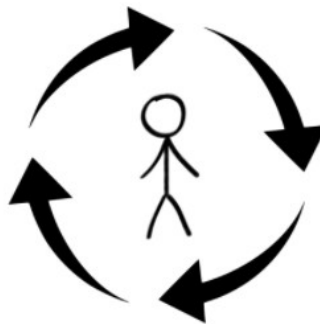
# Positive Behavior Support Plans

***“The redesign of the environment to improve behaviors and teach skills”***

The primary objective of the FBA is to gather evidence to develop and support a hypothesis of the function of behavior and to use this information to design the positive behavior intervention plan. “The best of all interventions will not be effective in all situations” (Michigan’s MTSS Technical Assistance Center). The goal of the Behavior Intervention Plan is to prevent the predictors of the problem (antecedent), teach replacement behaviors to the target behavior and respond to behavior in order to increase desired behavior while decreasing target behavior.

An initial goal is to reduce disruption in the classroom. Begin by breaking the student’s habit of using the problem behavior to meet their needs by replacing it with a more acceptable **replacement behavior** that serves the **same function**. There can be a large difference between the maintaining consequence and the natural consequence. There also can be some skills that the student will need to be taught in order to demonstrate the desired behavior. So, we identify a replacement behavior that is an acceptable alternative to reduce the current behavior by making it inefficient, ineffective, or irrelevant.

Behavior support is a  
*redesign of the environment . . .*  
NOT the redesign of individuals



If the function-based support plan is being developed for a student with an IEP, then the IEP meeting has been held prior to the development to consider the results of the functional behavior assessment and determine the need for a function-based support plan.

### Function-Based Support Plans

Michigan PowerSchool Special Education (MiPSE) is a web-based special education student management system. To locate the functional behavior assessment template in MiPSE, you need to go to “create a new document” on the student’s document page. Scroll down until you get to the Discipline/Behavior Section and open the document called Positive Behavior Support Plan (New).

**Warning:** If you want the information from the functional behavior assessment to prepopulate into the positive behavior support plan, it **MUST** be finalized!

When adding function-based intervention strategies to the PBSP, ask yourself the following questions:

1. Am I changing the environment so that the student is less likely to engage in problem behavior?
  - a. Have I decreased the motivation to demonstrate the problem behavior?
  - b. Have I removed the triggers for the problem behavior?
2. Am I teaching/increasing use of appropriate strategies for gaining access to reinforcers?
3. Am I eliminating/diminishing access to reinforcers for problem behavior?

### Student Information

#### A. Purpose

Select the purpose of the PBSP as either initial or review.

#### B. Enter the Date

Enter the date that the team met to develop the PBSP.

#### C. Enter the name and role of the PBSP Coordinator

The PBSP coordinator is the individual who will ensure that training for the appropriate staff and implementation of the PBSP across the school environment.

#### Participants

**D.** Look up and/or enter the names and roles of all the people who participated in the development of the PBSP.

**E.** Look up and/or enter the name and role of anyone who was unable to attend the PBSP meeting but contributed to the development of the PBSP.

### Competing Pathways

#### F. The FBA Summary Statement

This statement will prepopulate from the **finalized** FBA. It will consist of the Setting Events, Antecedents, Target Behavior(s), Maintaining Consequence(s) and Function(s). This statement is not editable.

#### G. Long-Term Goal

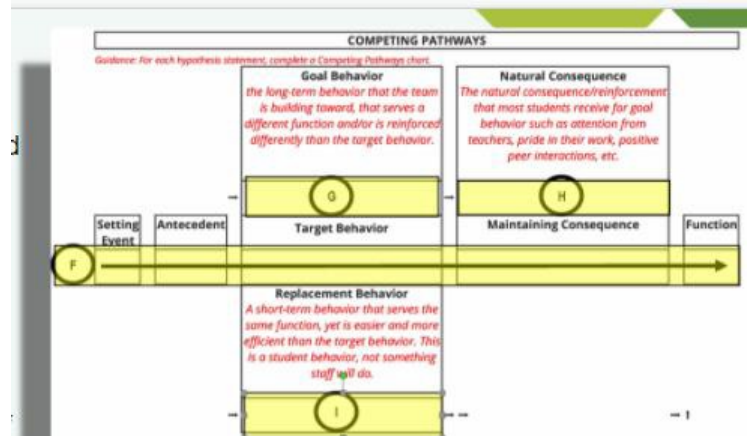
Enter the long-term goal in the goal behavior text box. This is the typically the behavior that is expected from all the student’s general education peers.

## H. Natural Consequence

The Natural Consequence is what reinforces the Goal Behavior. This is the response or reinforcement that most of the student's peers receive for demonstrating Goal Behavior.

## I. Replacement Behavior

Short-term goal behavior that serves the same function(s) as the target behavior(s). The Replacement Behavior is a **SKILL** that we will teach the student. **It must be easier and more efficient in achieving the identified function(s) than the target behavior(s).**



### Replacement Behaviors (Short Term Goal or Alternate Behavior)

- Immediate attempt to reduce disruption and potentially dangerous behavior in the classroom
- Breaks the student's habit of using the problem behavior to meet their needs by replacing it with a more acceptable behavior that will meet the same need.

### Characteristics of Replacement Behaviors

#### *MUST SERVE THE SAME FUNCTION AS THE TARGET BEHAVIORS*

- Behavior already in repertoire
- Behavior serves the same function
- Behavior requires the lowest response effort
- Require less physical effort
- Provides a quicker, more reliable access to the desired outcome than target behavior

## Interventions

Describe how each intervention will be implemented (Who will do what, when and how often?)

### J. Status

This column will tell you the strategy that is active or if it was discussed in the development of the PBSP.

### K. Interventions

Indicate each intervention discussed in the development of the PBSP.

### L. Implementation

For active interventions, describe in detail how the intervention will be implemented. This will allow anyone with the document to implement the intervention accurately and with consistency with all staff members.

### M. Staff

For active interventions, list the staff member that is required to implement the intervention. Listing roles rather than names is preferable.

### N. Checkbox

Check the box to indicate if the intervention is “active” or if it was a “strategy that was considered and not implemented”.

### O. Date

Select the date that corresponds to the status determination for each intervention included in the development of the PBSP.

### P. Setting Events Strategy

Include an active setting event strategy for each setting event located in the competing pathways. A setting event strategy are preventative measures that reduce the likelihood that the target behavior is triggered.

Specifically describe how this intervention will be implemented (Who will do what, when and how often?)

Status

Setting Event Strategies  
**Guidance: Has the team identified a**  
 Setting events are events that increase the likelihood that increase to reduce the likelihood that problem behavior is triggered.

Strategy Considered and Not Selected  
 Active

Date

Please click to add new rows

**Setting Events (Motivating Operations)**

Events that affect the value of consequences

- Communicating with parents about medication
- Social Story about non-recess day
- Plan for a substitute

Setting Event Strategies  
**Guidance: Has the team identified at least one function-based strategy for each identified Setting Event?**  
 Setting events are events that increase the likelihood that a behavior will occur and NOT the location. What preventative strategies can the team provide to reduce the likelihood that problem behavior is triggered?

<input checked="" type="checkbox"/> Strategy Considered and Not Selected	Date			
<input type="checkbox"/> Active				

Please click to add new rows

## Q. Antecedent Strategy

Include an antecedent strategy for each antecedent included in the competing pathways. Antecedent Strategies are preventative measures that meet the identified functions identified in the competing pathways. An antecedent strategy modified the environment so that the student does not need to engage in the target behavior to achieve the function(s) in the competing pathways.

Antecedent Strategies			
<b>Guidance: Has the team identified at least one function-based strategy for each identified Antecedent?</b> <i>Function-based strategies that modify the environment in a way that minimizes the student's motivation to engage in problem behavior – why engage in problem behavior if you are already getting what you need?</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	Q		
<small>Please click to add new row.</small>			

## Function Based Strategies

### Antecedent Strategies

- Antecedents are things that trigger the student to engage in problem behavior
- Ask yourself “How do I prevent this behavior from ever occurring?”
- These are strategies that STAFF will do prior to the behavior
- Strategies that redesign the environment and serve the purpose of decreasing motivation to demonstrate problem behavior in order to access activities
- Connect back to outcomes from FBA
- Select strategies based on the observed antecedents and motivators observed during ABC data collection
- Remind the student to engage in the replacement behavior

### Access/Obtain Activities/Tangibles

- **Non-Contingent Access:** Proactively provide the student access to the tangible or activity on a routine/regularly scheduled basis
  - **This is something that is not earned or withheld**
- **Enhanced Predictability Measures:** provide clear expectations for when the student can access tangibles or activities
  - First, then
  - Visual Schedules
  - Token or “working for” strip
- Embed student interests into instruction

### Access/Obtain Attention/Interaction

- **Non-Contingent Access:** Proactively provide the student access to attention from or interaction with others on a routine/ regularly scheduled basis
  - **This is something that is not earned or withheld**

Consider the quality and type of attention/interaction that the student is seeking

Consider whether there is a specific individual that the student is seeking attention/interaction from

Consider where the student prefers to receive the attention/interaction (in front of peers/private)

Access to competing reinforcers when attention is not available

Provide clear expectations for when the student can receive attention or interactions from others



### Access/Obtain Activities/Sensory Stimulation/Automatic

- **Non-Contingent Access:** Proactively provide the student access sensory stimulation on a routine/regularly scheduled basis
  - **This is something that is not earned or withheld**
- **Incompatible Behaviors:** Consider prompting the student to engage in a preferred task/activity that is incompatible if the sensory stimulation is impacting the learning of others, unsafe and/or should be done in private
- **Enhanced Predictability Measures:** provide clear expectations for when the student can access tangibles or activities
  - First, then
  - Visual Schedules
  - Token or “working for” strip
- Embed the sensory stimulation into the instruction or activity whenever possible



### Avoid/Escape Attention/Interaction

- Start by considering what is aversive the attention/interaction and adjust the quality of attention or remove it all together
- Offer choice to individuals to interact with others during group work
- Provide non-contingent escape
- Remind the student to engage in the replacement behavior to request removal or avoidance of the interaction



### Avoid/Escape Sensory Stimulation/Automatic

- Start by considering what is aversive the sensory stimulation and adjust the quality or remove it all together
- Offer choice of seating, headphones, privacy wall/divider, flexible seating
- Provide non-contingent escape
- Remind the student to engage in the replacement behaviors to request removal or avoidance of the sensory stimulation/environment

### Avoid/Escape Activities

- Start by considering what is aversive about the activity (too hard, too easy, too boring)
- Accommodate the work to make it less difficult
- Offer choice to work tasks/materials before the problem behavior occurs
- Provide a non-contingent escape
- Remind the student to engage in the replacement behavior to request removal or avoidance of the activity

## Behaviors to Teach

### R. Replacement Behavior

Replacement behavior identified in the competing pathways prepopulates as an active strategy. The team needs to determine how they will teach the student to demonstrate the replacement behavior instead of the target behavior.

### S. Additional Behaviors to Teach

The team may include additional behaviors to teach in the development of the PBSP. Behaviors to teach are skills that the team will teach the student, not the strategy used to teach the skill. Strategies used to teach skills can be included in the description of this intervention will be implemented.

Behaviors to Teach			
<i>Guidance: Has the team identified at least one function-based strategy for each identified Behavior to Teach? Skills/behaviors which will be taught using the behavior plan – including but not limited to function-based replacement behavior.</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	R		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	S		
<small>Please click to add new row.</small>			

### T. Reinforcement Strategies

Include an active reinforcement strategy for the reinforcement behavior and the goal behavior. These strategies should align to the function(s) identified in the competing pathways.

Reinforcement Strategies			
<i>Guidance: Has the team identified at least one function-based strategy for each identified Reinforcement Strategy? How will the team reinforce replacement and desired behaviors?</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	T		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date			
<small>Please click to add new row.</small>			

#### Reinforcement Strategies

- Replacement and desired behaviors must be more heavily reinforced than the problem behavior
- Later phases of the behavior plan can ease back on how much we reinforce the behaviors
- It is important to make it work right now!
- Contingent reinforcement is access to reinforcement following the demonstration of the desired behavior and/or skill
- The faster you provide the reinforcement following the demonstration of the replacement behavior, the faster the connection will be made for the student that the replacement behavior gets them what they want
- Consider doing a preference assessment to determine what the student prefers as reinforcers
- Don't assume:
  - All reinforcers are the same
  - "More" of a random reinforcer is automatically better
  - Reinforcers are always equally valuable
- Consider more than just positive reinforcement (removal of an activity or non-preferred tasks can be effective)
- The more opportunities throughout the day to practice the replacement behavior, the more successful it will be
- Must be communicated and clear to all implementing
- As a team, you need to create a plan for gradual fading
- May need to adjust based on data



## U. Redirect/Minimize Strategies

Include an active redirect/minimize strategy for responding to the earliest sign of problem behavior and after the target behavior occurs. If the target behavior occurs, the team should limit the student's attainment of function(s) identified in the competing pathways as much as possible.

### V. Additional Information

Use this text box to document any additional information related to interventions. It could include future replacement behavior or intervention ideas that will be implemented once the student achieves the current short-term goal. If none enter "none".

Redirect/Minimize Strategies		
<b>Guidance: Has the team identified at least one function-based strategy for each identified Redirect/Minimize Strategy?</b> <i>How will the team respond at the earliest sign of problem behavior and after the problem behavior occurs?</i>		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	U	
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date		
<small>Please click to add new row.</small>		
Other strategies considered or additional information: <div style="text-align: center;">V</div>		

#### Redirect/Minimize Strategies

- Redirect by prompting to the replacement behavior and/or an appropriate response
- Make sure you reinforce immediately after the student displays the appropriate behavior

#### Consequence Strategy: Response Blocking

- Set up/manipulate the environment to reduce the problem behavior from occurring
- Set up ways to respond to the student's problem behavior to decrease the likelihood that the behavior will occur again

#### Extinction Procedures

- When a behavior that has typically been reinforced no longer if effective, the behavior will decrease
- Withhold reinforcement from previously reinforced behavior
- **A student's problem behavior may increase in frequency and intensity before decreasing called an extinction burst**
- It is always best to try to redirect at the first sign of problem behavior

## Baseline Data and Data Collection Plan

### W. Fidelity Data

The team will need to document how they will collect implementation fidelity data for the PBSP. This needs to include who will do what and how often. General guidance is at least 85% implementation fidelity with data collected weekly until that criteria is reached. Once the data indicates 85% implementation fidelity, the team can collect less data. If it slips below 85%, the team should resume to weekly data collection.

BASELINE DATA AND DATA COLLECTION PLAN	
Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)	
W	
Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)	
Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Team Reconvene Date:	

#### Measuring Implementation

- \*Implementation levels begin to drop after initial training
- \*Develop a daily check list of the plan
- \*Use checklist for observation and performance feedback
- \*Not an evaluative intervention rather a collaborative peer review

### X. Data on Student Progress

Describe how the team will collect data to measure the student progress with the PBSP. This should include who will do what and how often. Collecting data on the frequency of the target behavior (same way it was measured to collect the baseline data for the target behavior) and the frequency the student demonstrates the replacement and/or goal behavior.

### Y. Follow Up

To keep the PBSP active, click “yes”.

### Z. Reconvene Date

Select a date that the team will reconvene to review the progress and effectiveness of the PBSP. The team should meet on or before the date.

*It is recommended that the team implement the positive behavior support plan for 30 school days before reconvening.*

**BASELINE DATA AND DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No

Team Reconvene Date: X

**BASELINE DATA AND DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No

Team Reconvene Date: Z

Y

# Positive Behavior Support Plans Review

*TIP: Best practice would include holding positive behavior support plan review prior to a student changing grades and/or buildings.*

## Student Information

### A. Purpose

Select the purpose of the PBSP as review.

### B. Enter the Date

Enter the date that the team met to review the PBSP.

### C. Enter the name and role of the PBSP Coordinator

The PBSP coordinator is the individual who will ensure that training for the appropriate staff and implementation of the PBSP across the school environment.

### Participants

D. Look up and/or enter the names and roles of all the people who participated in the development of the PBSP.

E. Look up and/or enter the name and role of anyone who was unable to attend the PBSP meeting but contributed to the development of the PBSP.

## FBA Baseline Data and PBSP Progress Review

### F. Baseline Data

The data from the target behaviors will prepopulate from the FBA document. It is not editable. This information should help teams to determine if the student is making progress.

### G. Progress Data

The team will review and enter the progress data to determine if the interventions selected are effective. Teams should include the frequency of target behaviors and replacement behaviors.

### H. Fidelity Data

Input the available implementation fidelity data to ensure that the PBSP was implemented as written. You can select the following options from the drop-down box: yes, no or somewhat.

### I. Fidelity Information

This box is to share the information that justifies your answer in H. For example, if you selected yes that the PBSP was implemented with fidelity, you will want to include the data and information collected by the team. If you selected no, you would need to identify barriers to implementation. The answer somewhat will include the data collected as well as barriers that the team faced while implementing the plan.

POSITIVE BEHAVIOR SUPPORT PLAN		
STUDENT INFORMATION		
Student:	Purpose: Resident District for Purpose of FAPE: Student Primary Language:	Date of PBSP Meeting:
Birthdate:		Date of PBSP Review:
Age:	Language in the Home:	
Grade:		
PBSP Coordinator:		
PARTICIPANTS		
These persons were present and participated in the Positive Behavior Support Plan meeting:		
Name	Role	
In addition, these persons also provided input to the Positive Behavior Support Plan process:		
Name	Role	

FBA BASELINE DATA AND POSITIVE BEHAVIOR SUPPORT PLAN PROGRESS REVIEW			
Baseline Data			
Date		Progress: Include data related to the effectiveness of the PBSP including skill acquisition and target behavior. <i>Guidance: Please upload and attach graphs.</i>	Was the Positive Behavior Support Plan implemented as written?
			Implementation Follow-up

Data pattern	Change Needed	Examples of Options
Mastery	Introduce new skill	Introduce new vocab, Target a new daily living skill!
Adequate Progress	Make no changes	----
No Progress	Simplify/shape responding	Use assistive technology, Teach a new subset of the skill
Slow Progress	Improve Antecedents	Use time delay To fade prompts, Use/Fade stimulus cues
Variable/ Inconsistent	Improve Motivation	Vary reinforcers, Offer choice of materials, Have student self-monitor

FBA BASELINE DATA AND POSITIVE BEHAVIOR SUPPORT PLAN PROGRESS REVIEW			
Baseline Data			
Date		Progress: Include data related to the effectiveness of the PBSP including skill acquisition and target behavior. <i>Guidance: Please upload and attach graphs.</i>	Was the Positive Behavior Support Plan implemented as written?
			Implementation Follow-up

## Competing Pathways

### J. The FBA Summary Statement

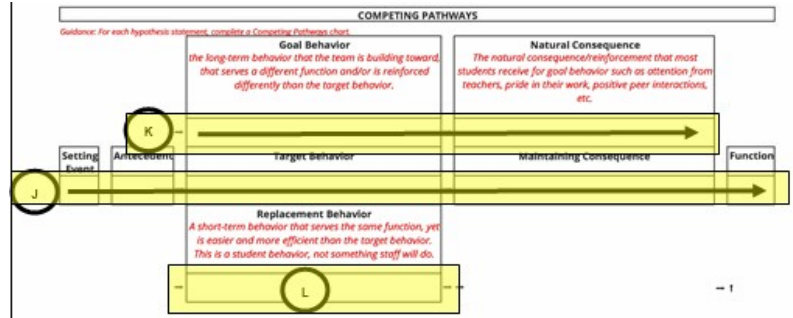
This statement will prepopulate from the FBA. It will consist of the Setting Events, Antecedents, Target Behavior(s), Maintaining Consequence(s) and Function(s). This statement is not editable.

### K. Long-Term Goal

The long-term goal prepopulates from the previous PBSP. This statement is not editable.

### L. Replacement Behavior

Short-term goal behavior that serves the same function(s) as the target behavior(s). The Replacement Behavior is a **SKILL** that we will teach the student. **It must be easier and more efficient in achieving the identified function(s) than the target behavior(s).** The replacement behavior may stay the same during the PBSP review or the team may identify a new replacement behavior based on data.



## Interventions

### M. Status

This column will tell you the strategy that is active, revised, discontinued or if it was discussed in the development of the PBSP.

### K. Interventions

Indicate each intervention discussed in the development of the PBSP.

### L. Implementation

For active or revised interventions, describe in detail how the intervention will be implemented. This will allow anyone with the document to implement the intervention accurately and with consistency with all staff members.

### M. Staff

For active or revised interventions, list the staff member that is required to implement the intervention. Listing roles rather than names is preferable.

J	K	L	M
<p><b>Setting Events Strategies</b></p> <p>Question: How do we want identified behavior and function-based strategy for each identified setting event?</p> <p>Answer: List the team's current and proposed strategies for each identified setting event. What prevention strategies can the team implement to reduce the likelihood that a problem behavior will occur and NOT the location. What prevention strategies can the team implement to reduce the likelihood that a problem behavior is triggered?</p> <p>1. Strategy Considered and Not Implemented</p> <p>2. Active Date</p> <p>3. Discontinued</p>			
<p><b>Antecedent Strategies</b></p> <p>Question: How do we want identified behavior and function-based strategy for each identified antecedent?</p> <p>Answer: List the team's current and proposed strategies for each identified antecedent. Why engage in problem behavior? If you are already getting what you need?</p> <p>1. Strategy Considered and Not Implemented</p> <p>2. Active Date</p> <p>3. Discontinued</p>			
<p><b>Behaviors to Teach</b></p> <p>Question: How do we want identified behavior and function-based strategy for each identified behavior to teach?</p> <p>Answer: List the team's current and proposed strategies for each identified behavior to teach. What behavior will be taught using the behavior chain? (Include how the behavior is function-based reinforcement behavior)</p> <p>1. Strategy Considered and Not Implemented</p> <p>2. Active Date</p> <p>3. Discontinued</p>			
<p><b>Maintaining Strategies</b></p> <p>Question: How do we want identified behavior and function-based strategy for each identified maintaining strategy?</p> <p>Answer: List the team's current and proposed strategies for each identified maintaining strategy.</p> <p>1. Strategy Considered and Not Implemented</p> <p>2. Active Date</p> <p>3. Discontinued</p>			
<p><b>Revised/Alternative Strategies</b></p> <p>Question: How do we want identified behavior and function-based strategy for each identified Revised/Alternative Strategy?</p> <p>Answer: List the team's current and proposed strategies for each identified Revised/Alternative Strategy.</p> <p>1. Strategy Considered and Not Implemented</p> <p>2. Active Date</p> <p>3. Discontinued</p>			

**Q. Checkbox**

Check the box to indicate if the intervention is “active”, “revised”, “discontinued” or if it was a “strategy that was considered and not implemented”.

**R. Date**

Select the date that corresponds to the status determination for each intervention included in the development of the PBSP.

INTERVENTION (with specific descriptions)			
Specifically describe how this intervention will be implemented (Who will do what, when, and how often?)			
Status	Intervention	Describe how this intervention will be implemented	Staff Required to Implement Strategy
<b>Setting Event Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Setting Event?</i> Setting events are events that increase the likelihood that a behavior will occur and NOT the location. What preventative strategies can the team provide to reduce the likelihood that problem behavior is triggered?			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued	S		
<input type="checkbox"/> Strategy Considered and Not Selected <input type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued	T	Revisions:	Revisions:
<small>Please click to add new rows</small>			

**S. Setting Events Strategy (Active)**

Include an active setting event strategy for each setting event located in the competing pathways. A setting event strategy are preventative measures that reduce the likelihood that the target behavior is triggered.

**T. Setting Event Strategy (Revised)**

If a setting event strategy is revised, describe the intervention, how it will be implemented, and the staff required for implementation.

**U. Active Antecedent Strategy**

Include an active antecedent strategy for each antecedent included in the competing pathways.

**V. Discontinued Antecedent Strategy**

If you discontinue any intervention, provide a rationale for discontinuing. It will be helpful to include the data that you used to make this decision.

**W. Replacement Behavior**

The replacement behavior identified in the competing pathways will prepopulate as an active strategy to teach.

<b>Antecedent Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Antecedent?</i> Function-based strategies that modify the environment in a way that minimizes the student's motivation to engage in problem behavior – why engage in problem behavior if you are already getting what you need?			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued	U		
<small>Please click to add new rows</small>			
<b>Behaviors to Teach</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Behavior to Teach?</i> Skills/behaviors which will be taught using the behavior plan – including but not limited to function-based replacement behavior.			
<input type="checkbox"/> Strategy Considered and Not Selected <input type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Discontinued: Date Discontinued Rationale:	V		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued	W		
<small>Please click to add new rows</small>			

## Baseline Data and Data Collection Plan

### a. Fidelity Data

The team will need to document how they will collect implementation fidelity data for the PBSP. This needs to include who will do what and how often. General guidance is at least 85% implementation fidelity with data collected weekly until that criteria is reached. Once the data indicates 85% implementation fidelity, the team can collect less data. If it slips below 85%, the team should resume to weekly data collection.

**BASELINE DATA AND DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

**a**

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No  
Positive Behavior Support Plan has been discontinued. Termination Date:

### b. Data on Student Progress

Describe how the team will collect data to measure the student progress with the PBSP. This should include who will do what and how often. Collecting data on the frequency of the target behavior (same way it was measured to collect the baseline data for the target behavior) and the frequency the student demonstrates the replacement and/or goal behavior.

**BASELINE DATA AND DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

**h**

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No  
Positive Behavior Support Plan has been discontinued. Termination Date:

### c. Follow Up

To keep the PBSP active, click “yes”. To discontinue the PBSP, click “no”. As a reminder if the team decides to discontinue the PBSP for a special education student who has a PBSP listed under special factors/supplementary aids/assessment page, the IEP team will need to reconvene to amend the current IEP..

**BASELINE DATA AND DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No

Positive Behavior Support Plan has been discontinued. Termination Date:

**d** **c**

### d. Reconvene Date

Select a date that the team will reconvene to review the progress and effectiveness of the PBSP. The team should meet on or before the date.

# Appendix

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## Tips for conducting open-ended family interview for a school-based FBA

Remember the 3-part mission of the interview to stay on task:

- Identify and define the most severe problem behavior and associated precursor behaviors
- Identify the situations that are most likely to evoke the problem behavior
- Identify what reinforces the behavior and unique details on how the reinforcement is delivered

Interview the people that spend the most time with the student. Interview people together when possible and facilitate consensus. Sample interview questions are provided.

Begin the interview by asking what they like about their child and the child's strengths.

Most often, a developmental history has already been taken and does not need to be repeated. Rule out current medical concerns by asking about current health and any *abrupt* changes in behavior.

Typically, the behavior has already been defined by school staff. Ask if similar behaviors are seen at home. Confirm the operational definition of behavior and identify precursors and hierarchy of problem behavior.

Questions that identify precursors:

When do you become vigilant about the safety of siblings or others in the room?

When does your child do that gets your heart rate up because problem behavior now seems inevitable?

Ask interviewees to vividly recount one or two *recent* instances of problem behavior. As they recount the instances of behavior, listen for very specific topographies of behavior to include in the operational definition, specific environmental conditions that evoke the behavior, and reinforcers. Probe for the specific details.

After recounting an instance or two of problem behavior, be more direct and ask what evokes or triggers problem behavior or its precursors. Ask how people typically respond to the problem behavior. Give caregivers an opportunity to respond to the direct questions; however, if the answer is lengthy and includes responses such as "It depends/varies" or "I don't know," stop the response and use hypothetical questions to get to this information quickly. Avoid recounting more stories.

Hypothetical questions that identify triggers/antecedent conditions:

- If I offered you a million dollars to turn ON the problem behavior in 10 seconds, could you do it? How? What would you tell a babysitter to NOT do to avoid problem behaviors while you are out?

Hypothetical questions that identify reinforcers:

- If I offered you a million dollars to turn OFF the problem behavior in 10 seconds, what would you do? If [the pope, your mother-in-law] was pulling up in your driveway, what would you do to make the behavior stop before he/she got to your door? What would you tell a babysitter to *not* do around your child?

End by thanking the interviewee(s), explaining the next steps, and addressing concerns about the FBA process.



## Open-ended family interview for a school-based FBA

### Sample questions

Several examples of questions that yield similar information are listed together. Choose versions with which you are most comfortable. Consider asking multiple versions of particular questions; however, move to another set of questions when you have enough information. The interview should take between 20-45 minutes.

#### **Introduction:**

- What does [child] do well?
- What are preferred play or leisure activities?
- What do you like best about [your child]?

#### **Questions to rule out medical concerns:**

- How long has the problem behavior been occurring?
- Has it been getting more frequent or intense over time, or did you notice an abrupt change in behavior?

#### **Questions to develop operational definition of problem behavior:**

- What are the problem behaviors? What do they look like?
- Describe the intensity or extent to which self or others might get hurt?

#### **Questions to establish precursors and potential hierarchy of problem behavior:**

- What might signal to you that a problem behavior might occur?
- Do the different types of problem behavior typically occur in bursts/clusters?
- Do any types of behavior typically precede another type? (ex. Yells preceding hits)
- When do you become vigilant about the safety of siblings in the room?
- What does [your child] do that gets your heart rate up because problem behavior now seems inevitable?

#### **Questions to determine antecedent conditions that occasion problem behavior:**

- Under what conditions or in what situations are the problem behaviors most likely to occur?
- Do the problem behaviors reliably occur during any particular activities?
- What seems to trigger the behavior?
- If I offered you a million dollars to turn ON the problem behavior in 10 seconds, could you do it? How?
- What would you tell a babysitter to NOT do to avoid problem behaviors while you are out?

#### **Questions to determine consequences/reinforcers of problem behavior:**

- How do you and others typically react or respond to the problem behavior?
- What do you and others do to calm [child] down once he/she is engaged in the problem behavior?
- What do you/others do to distract [your child] from engaging in the problem behavior?
- Why do you think [your child] is engaging in the problem behavior?
- If I offered you a million dollars to turn OFF the problem behavior in 10 seconds, what would you do?
- If [the pope, your mother-in-law] was pulling up in your driveway, what would you do to make the behavior stop before he/she got to your door?

\*\*\*Adapted from Tips for conducting open-ended caregiver interview by Gregory Hanley, PH.D., BCBA-D

## Open-ended teacher interview for school-based personnel as part of an intensive FBA

Several examples of questions that yield similar information are listed together. Choose versions with which you are most comfortable. Consider asking multiple versions of particular questions; however, move to another set of questions when you have enough information. The interview should take between 20-45 minutes.

### **Introduction:**

- What does [student] do well?
- What are preferred play or leisure activities?
- What do you like best about [student]?

### **Questions to develop operational definition of problem behavior:**

- What are the problem behaviors? What do they look like?
- If you were writing a script for a screenplay, what would you write to guarantee the actor copied the problem behavior exactly as you see it?
- Describe the intensity or extent to which self or others might get hurt?

### **Questions to establish precursors and potential problem behavior:**

- What might signal to you that a problem behavior might occur?
- Does any type of problem behavior typically precede another type?
- When do you call for backup staff?
- When do you become vigilant about the safety of staff or peers in the room?
- What does [student] do that gets your heart rate up because problem behavior now seems inevitable?

\*Adapted from Open-Ended Functional Assessment Interview by Gregory Hanley, PH.D., BCBA-D

## Open-ended teacher interview for school-based personnel as part of an intensive FBA

### Questions to determine antecedent conditions that occasion problem behavior:

- Under what conditions or in what situations are the problem behaviors most likely to occur?
- Do the problem behaviors reliably occur during any particular activities?
- What seems to trigger the behavior?
- If I offered you a million dollars to turn ON the problem behavior in 10 seconds, could you do it? How?
- What would you tell a substitute to NOT do to avoid problem behaviors while you are out?

### Questions to determine consequences/reinforcers of problem behavior:

- How do you and others typically react or respond to the problem behavior?
- What typically calms [student] down once he/she is engaged in the problem behavior?
- What do you/others do to distract [student] from engaging in the problem behavior?
- Why do you think [student] is engaging in the problem behavior?
- If I offered you a million dollars to turn OFF the problem behavior in 10 seconds, what would you do?
- If [the pope/your supervisor] was coming down the hall, what would you do to make the behavior stop before he/she got to your room?

\*Adapted from Open-Ended Functional Assessment Interview by Gregory Hanley, PH.D., BCBA-D

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior: \_\_\_\_\_ Respondent: \_\_\_\_\_

**Questions About Behavioral Function (QABF)**

Rate how often the student demonstrates the behavior in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X= Doesn't apply      0=Never      1=Rarely      2=Some      3=Often

<u>Score</u>	<u>Number</u>	<u>Behavior</u>		
	1.	Engages in the behavior to get attention.		
	2.	Engages in the behavior to escape work or learning situations.		
	3.	Engages in the behavior as a form of "self-stimulation".		
	4.	Engages in the behavior because he/she is in pain.		
	5.	Engages in the behavior to get access to items such as preferred toys, food, or beverages.		
	6.	Engages in the behavior because he/she likes to be reprimanded.		
	7.	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.		
	8.	Engages in the behavior even if he/she thinks no one is in the room.		
	9.	Engages in the behavior more frequently when he/she is ill.		
	10.	Engages in the behavior when you take something away from him/her.		
	11.	Engages in the behavior to draw attention to himself/herself.		
	12.	Engages in the behavior when he/she does not want to do something.		
	13.	Engages in the behavior because there is nothing else to do.		
	14.	Engages in the behavior when there is something bothering him/her physically.		
	15.	Engages in the behavior when you have something that he/she wants.		
	16.	Engages in the behavior to try to get a reaction from you.		
	17.	Engages in the behavior to try to get people to leave him/her alone.		
	18.	Engages in the behavior to try to get people to leave him/her alone.		
	19.	Engages in the behavior because he/she is physically uncomfortable.		
	20.	Engages in the behavior when a peer has something that he/she wants.		
	21.	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior?		
	22.	Does he/she seem to be saying, "leave me alone" or "stop asking me to do this" when engaging in the behavior?		
	23.	Does he/she seem to enjoy the behavior, even if no one is around?		
	24.	Does the behavior seem to indicate to you that he/she is not feeling well?		
	25.	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior?		
<b>Attention</b>	<b>Escape</b>	<b>Non-Social</b>	<b>Physical</b>	<b>Tangible</b>
1. Attention <input type="checkbox"/>	2. Escape <input type="checkbox"/>	3. Self-Stim <input type="checkbox"/>	4. In pain <input type="checkbox"/>	5. Access to items <input type="checkbox"/>
6. Reprimand <input type="checkbox"/>	7. Do Something <input type="checkbox"/>	8. Thinks alone <input type="checkbox"/>	9. When ill <input type="checkbox"/>	10. Takes away <input type="checkbox"/>
11. Draws <input type="checkbox"/>	12. Not do <input type="checkbox"/>	13. Nothing to do <input type="checkbox"/>	14. Physical problem <input type="checkbox"/>	15. You have <input type="checkbox"/>
16. Reaction <input type="checkbox"/>	17. Alone <input type="checkbox"/>	18. Repetitive <input type="checkbox"/>	19. Uncomfortable <input type="checkbox"/>	20. Peer has <input type="checkbox"/>
21. "Come See" <input type="checkbox"/>	22. Attention <input type="checkbox"/>	23. Enjoy by self <input type="checkbox"/>	24. Not feeling well <input type="checkbox"/>	25. "Give me that" <input type="checkbox"/>
Total:	Total:	Total:	Total:	Total:

### Basic Data Collection Considerations

<u>What about the behavior/skill is a problem?</u>	<u>Targets to Decrease</u>	<u>Targets to Decrease</u>
Frequency (count/time)	Too often?	Not often enough?
Duration	Too long?	Not long enough?
Latency	Takes too long to get started?	Gets started too quickly?
Prompt dependency?	Yes	No
If prompt dependency:	Single response?	Require a task analysis?
<b><u>What are the resources available for data collection?</u></b>		
Is a person available to monitor every occurrence?	Yes	No
Is a person available to monitor every occurrence of the target behavior for a period of time?	Yes	No
Is a person available to record if a target behavior is or is not happening throughout a short interval of time?	Yes	No
If yes, how short can the intervals be?		
Is a person available to record if a target behavior is or is not happening at specific moments throughout the day?	Yes	No
Does the behavior result in a final product that can be recorded at the end of the day? (CICO sheet, point sheet, completed task boxes)	Yes	No
Are the data collected in a way that can be graphed?	Yes	No

ABC Data Collection Tool

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Narrative:

Time	Setting & Staff	Antecedent (What changed in the environment before the behavior?)	Behavior	Consequence (What changed in the environment after the behavior?)	Comments (Something added or taken away?)
		<input type="checkbox"/> Demand <input type="checkbox"/> No attention <input type="checkbox"/> No access to tangible/activity <input type="checkbox"/> Attention	<input type="checkbox"/> Problem Behavior:  <input type="checkbox"/> Desired Behavior:	<input type="checkbox"/> Demand removed/ delayed <input type="checkbox"/> Attention: verbal or physical <input type="checkbox"/> Tangible/Activity <input type="checkbox"/> No Attention	
		<input type="checkbox"/> Demand <input type="checkbox"/> No attention <input type="checkbox"/> No access to tangible/activity <input type="checkbox"/> Attention	<input type="checkbox"/> Problem Behavior:  <input type="checkbox"/> Desired Behavior:	<input type="checkbox"/> Demand removed/ delayed <input type="checkbox"/> Attention: verbal or physical <input type="checkbox"/> Tangible/Activity <input type="checkbox"/> No Attention	
		<input type="checkbox"/> Demand <input type="checkbox"/> No attention <input type="checkbox"/> No access to tangible/activity <input type="checkbox"/> Attention	<input type="checkbox"/> Problem Behavior:  <input type="checkbox"/> Desired Behavior:	<input type="checkbox"/> Demand removed/ delayed <input type="checkbox"/> Attention: verbal or physical <input type="checkbox"/> Tangible/Activity <input type="checkbox"/> No Attention	
		<input type="checkbox"/> Demand <input type="checkbox"/> No attention <input type="checkbox"/> No access to tangible/activity <input type="checkbox"/> Attention	<input type="checkbox"/> Problem Behavior:  <input type="checkbox"/> Desired Behavior:	<input type="checkbox"/> Demand removed/ delayed <input type="checkbox"/> Attention: verbal or physical <input type="checkbox"/> Tangible/Activity <input type="checkbox"/> No Attention	
		<input type="checkbox"/> Demand <input type="checkbox"/> No attention <input type="checkbox"/> No access to tangible/activity <input type="checkbox"/> Attention	<input type="checkbox"/> Problem Behavior:  <input type="checkbox"/> Desired Behavior:	<input type="checkbox"/> Demand removed/ delayed <input type="checkbox"/> Attention: verbal or physical <input type="checkbox"/> Tangible/Activity <input type="checkbox"/> No Attention	
		<input type="checkbox"/> Demand <input type="checkbox"/> No attention <input type="checkbox"/> No access to tangible/activity <input type="checkbox"/> Attention	<input type="checkbox"/> Problem Behavior:  <input type="checkbox"/> Desired Behavior:	<input type="checkbox"/> Demand removed/ delayed <input type="checkbox"/> Attention: verbal or physical <input type="checkbox"/> Tangible/Activity <input type="checkbox"/> No Attention	

**Systematic Behavior Observation Sheet**

Student: \_\_\_\_\_  
 Control: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

Reason for Observation: \_\_\_\_\_  
 Setting: \_\_\_\_\_  
 Activity: \_\_\_\_\_

On-task (E)	Coded if the student had their eyes on the teacher or task, was raising his/her hand, and/or was working on the task.
Verbal off-task (VO)	Coded if they were talking when they should not be.
Passive off-task (PO)	Coded if they were looking at something other than the teacher or task but sitting in their seat.
Motor off-task (MO)	Coded if they were playing with an object in their seat or if they were out of their seat.

<b>Students</b>	:15	:30	:45	<b>1:00</b>	:15	:30	:45	<b>2:00</b>	:15	:30	:45	<b>3:00</b>	:15	:30	:45	<b>4:00</b>
Student																
Comparison																

Notes:

<b>Students</b>	:15	:30	:45	<b>5:00</b>	:15	:30	:45	<b>6:00</b>	:15	:30	:45	<b>7:00</b>	:15	:30	:45	<b>8:00</b>
Student																
Comparison																

Notes:

<b>Students</b>	:15	:30	:45	<b>9:00</b>	:15	:30	:45	<b>10:00</b>	:15	:30	:45	<b>11:00</b>	:15	:30	:45	<b>12:00</b>
Student																
Comparison																

Notes:

<b>Students</b>	:15	:30	:45	<b>13:00</b>	:15	:30	:45	<b>14:00</b>	:15	:30	:45	<b>15:00</b>
Student												
Comparison												

Notes:

<b>Totals:</b>		
E:	/60=	%
PO:	/60=	%
VO:	/60=	%
MO:	/60=	%

**FBA Rubric**

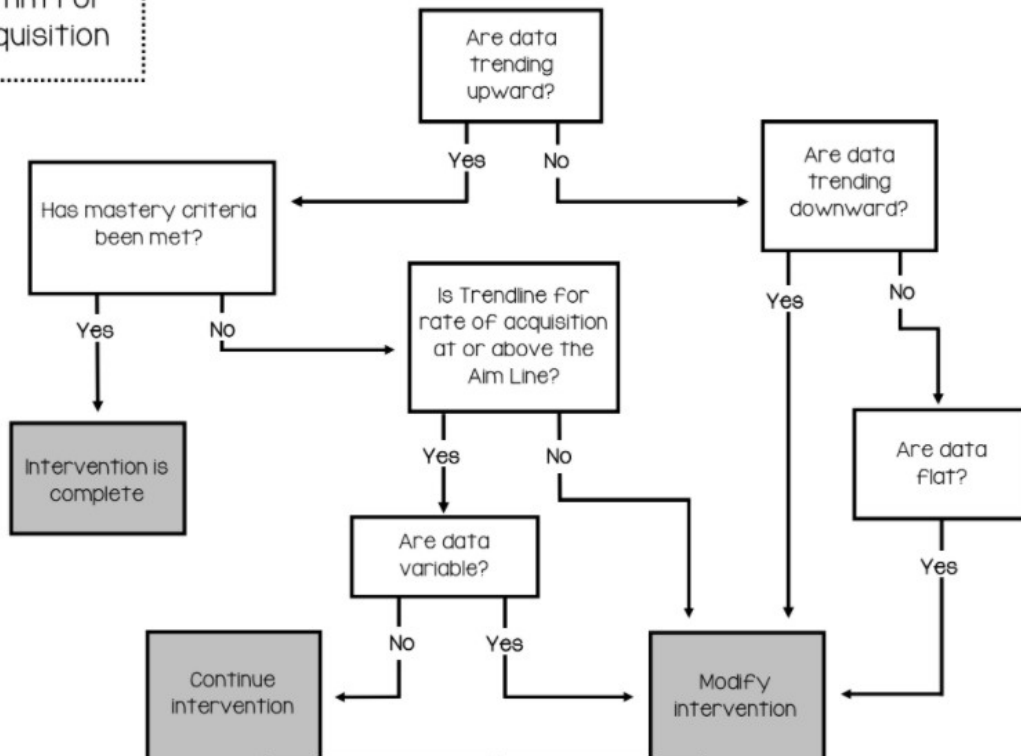
	<b>0</b>	<b>1</b>	<b>2</b>
<b>D = Define (Definition of Problem Behavior)</b>	<p>Problem behavior is stated in terms that are not observable or measurable.</p> <p>AND/OR</p> <p>Inner attributes are hypothesized instead of describing what the behavior looks like.</p> <p>AND/OR</p> <p>Three or more problem behavior categories are listed without prioritizing or establishing a clear connection between those behaviors.</p>	<p>Some of the identified problem behaviors are stated in terms that are not observable or measurable. Behavioral categories are used but not defined.</p> <p>AND/OR</p> <p>Problem behaviors are listed in terms of what the student is not doing, as opposed to what the student is doing.</p> <p>AND/OR</p> <p>Two problem behavior categories are listed without prioritizing or establishing a clear connection between those behaviors.</p>	<p>All identified problem behaviors are observable and measurable and if a behavioral category is listed it is subsequently defined.</p> <p>AND</p> <p>Problem behaviors are clearly listed in terms of what the student is doing.</p> <p>AND</p> <p>No more than two problem behavior categories are included unless there is a clear connection between those categories.</p>
<b>A = Ask (Indirect Assessments)</b>	<p>No teacher or parent interview completed.</p>	<p>Interviews completed but focused exclusively on either open ended OR quantifiable.</p> <p>AND/OR</p> <p>Interviews focused exclusively on problem behavior and didn't address antecedents (what happens before problem behavior) or consequences (staff/peer response to problem behavior).</p>	<p>Two or more total interviews completed (including both open ended and quantifiable). If the student has multiple teachers, interviews are completed with more than one teacher.</p> <p>AND</p> <p>Interviews included questions on antecedents and consequences.</p>
<b>S = See (Direct Assessments)</b>	<p>No ABC data collected.</p> <p>AND/OR</p> <p>One or less observations completed.</p> <p>AND/OR</p> <p>Less than three occurrences of problem behavior observed by FBA evaluation staff.</p>	<p>ABC data collected by some FBA evaluation team members listed on the REED and percentages are reported.</p> <p>AND/OR</p> <p>Behavior is not observed across all settings (ex: classroom, cafeteria, playground, etc.) in which the behavior has a history of occurring.</p> <p>AND/OR</p> <p>Three - five occurrences of problem behavior observed by FBA evaluation staff.</p>	<p>ABC data collected by all FBA evaluation team members listed on the REED. ABC data percentages are reported and/or data presented in a bar graph.</p> <p>AND</p> <p>Documented ABC observations occur across all settings ( ex: classroom, cafeteria, playground, etc.) in which the behavior has history of occurring.</p> <p>AND</p> <p>More than five occurrences of problem behavior observed by FBA evaluation staff. AND/OR Functional Analysis* of behavior completed with oversight by staff trained in these procedures. <i>*Requires specific parent consent via the REED</i></p>
<b>H = Hypothesize (Analysis of Function)</b>	<p>No function identified OR function identified is not one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies)</p>	<p>Function is identified is one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies) but not supported by ABC Data collection.</p>	<p>Function is identified as one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies)</p> <p>AND</p> <p>Function is supported by ABC Data or Functional Analysis data is graphed and supports identified function</p>



**FBA Rubric- Examples/Evidence**

	<b>0</b>	<b>1</b>	<b>2</b>
<b>D = Define (Definition of Problem Behavior)</b>	<p>“Luke is defiant.”</p> <p>“Luke has low self-concept and he dislikes the subject.”</p> <p>“Sometimes Luke hits peers on the playground, he lays on the floor in the hall, and he tears up homework papers in class.”</p>	<p>“Luke swears at adults (observable/measurable) and becomes aggressive (behavioral category, not observable/measurable by itself).”</p> <p>“Luke does not follow teacher requests to independently complete a written assignment (what he’s not doing).”</p> <p>“Sometimes Luke lays on the floor in the hallway outside the classroom and he tears up homework papers in the classroom.”</p>	<p>“Luke will sigh heavily and put his head down on his desk and then swear at adults. Luke also becomes aggressive (hits, kicks, spits) at any adult who comes within 5 feet of him.” (Observable/measurable &amp; what the student IS doing)</p> <p>“Before entering the math classroom Luke will drop to the floor in the hallway. When prompted by an adult he will enter the classroom and immediately tear up homework papers.”</p>
<b>A = Ask (Indirect Assessments)</b>	<p>FBA report includes no evidence of parent or teacher interviews.</p>	<p>FBA report includes evidence of only a quantifiable (ex: FAST, QABF, MAS, FAIR-T) OR only an open-ended interview. Both types are not included.</p> <p>FBA report is absent of interview information regarding antecedents and consequences.</p>	<p>FBA report includes evidence that two or more interviews were completed including both quantifiable (ex: FAST, QABF, MAS, FAIR-T) AND open-ended interviews.</p> <p>FBA report includes interview information regarding antecedents and consequences.</p>
<b>S = See (Direct Assessments)</b>	<p>FBA report includes no evidence of ABC data collection, evidence of only 0-1 observations or notes less than 3 occurrences of problem behavior.</p>	<p>FBA report includes names of evaluators and dates that ABC data was collected by some but not all FBA evaluation team members listed on the REED. In addition, ABC data is reported in percentages.</p> <p>AND/OR</p> <p>FBA report lists the settings in which the observations took place but all settings in which the problem behavior is known to occur are not accounted for.</p> <p>AND/OR</p> <p>FBA report indicates that between 3 and 5 instances of the problem behavior were observed.</p>	<p>FBA report indicates that all FBA evaluation team members listed on the REED participated in ABC data collection. This evidence includes the names of all evaluation team members who observed and the dates the student was observed. In addition, ABC data is reported in percentages and bar graph.</p> <p>AND</p> <p>FBA report lists the settings in which the observations took place. All settings in which the problem behavior is known to occur are accounted for.</p> <p>AND</p> <p>FBA report indicates that more than 5 instances of the problem behavior were observed.</p> <p>AND/OR</p> <p>FBA report clearly states the conditions of the Functional Analysis (FA). FBA report also includes the names of the staff trained in these procedures that were overseeing the FA. In addition, results are displayed in a line graph.</p>
<b>H = Hypothesize (Analysis of Function)</b>	<p>FBA report does not clearly state the function of problem behavior.</p> <p>OR</p> <p>FBA report states a function that is not one of the following (Escape, Attention, Access to tangibles/activities, Sensory stimulation, or combined contingencies).</p> <p>“Luke’s problem behavior is maintained by poor emotional regulation”</p>	<p>FBA report states a function but not one that is connected to the ABC data. “Luke’s problem behavior is maintained by attention” but report indicates that 80% of the time problem behavior was followed by task removal.</p>	<p>FBA report clearly states function. “Luke’s problem behavior is maintained by escape from demand” and report indicates that 80% of the time problem behavior was followed by task removal.</p> <p>OR</p> <p>If an FA was completed, the identified function is supported by the graphed FA data.</p>

Decision Making  
Algorithm for  
skill acquisition



<i>Data pattern</i>	<i>Change Needed</i>	<i>Examples of Options</i>
Mastery	Introduce new skill	Introduce new vocab, Target a new daily living skill
Adequate Progress	Make no changes	----
No Progress	Simplify/shape responding	Use assistive technology, Teach a new subset of the skill
Slow Progress	Improve Antecedents	Use time delay to fade prompts, Use/fade stimulus cues
Variable/ Inconsistent	Improve Motivation	Vary reinforcers, Offer choice of materials, Have student self-monitor

## Positive Behavior Support Plan Rubric

	<b>0 Unacceptable</b>	<b>1 Emerging/Progressing</b>	<b>2 Promising Practice</b>
<b>Behaviors to Teach</b>	No identified behaviors to increase, only problem behavior to decrease.	Either desired or replacement behavior identified, but not both.  OR  Both desired and replacement behaviors identified, but replacement behavior does not serve the same function as problem behavior and is not easier and more efficient.	Both desired and replacement behaviors identified.  AND  Replacement behavior serves the same function as identified during the FBA, is easier and more efficient, and is socially acceptable.
<b>Antecedent Strategies</b>	No antecedent strategies identified.  OR  Laundry list of antecedent strategies that do not address the specific triggering antecedent identified in the FBA or the function of the problem behavior.	Antecedent strategies address either the function identified through the FBA by prompting the replacement behavior OR address the triggering antecedents identified through the FBA by minimizing motivation to engage in problem behavior but NOT both.  AND/OR  Arbitrary antecedent strategies are included that make the plan more cumbersome.	Antecedent strategies directly address the function identified through the FBA by prompting the replacement behavior before problem behavior occurs.  AND  Antecedent strategies directly address the triggering antecedents identified through the FBA by minimizing motivation to engage in problem behavior.
<b>Reinforcement Strategies</b>	No reinforcement strategies identified.  OR  The only reinforcement strategy identified is one delivered in the absence of problem behavior. No reinforcement strategy identified for replacement behavior or approximations of desired behavior.  AND/OR  Reinforcement strategies identified have not been shown to increase appropriate behavior.  AND/OR  Reinforcement strategies for replacement behavior do not match the function identified through the FBA.	Reinforcement strategies for either replacement OR desired behaviors identified but NOT both.  OR  Reinforcement strategies for both replacement and desired behaviors are identified and functionally related, but not provided immediately or are provided but with lower quality or quantity than what was received for problem behavior.	Reinforcement strategies are identified that provide immediate reinforcement for each occurrence of the replacement behavior initially.  AND Reinforcers for replacement behavior is the same as what was identified in the FBA as the reinforcement for problem behavior, only delivered with greater quality and/or quantity.  AND  Reinforcers used for desired behaviors is something that is valued and has been shown to increase behavior, likely also serving the same function.  AND Guidelines for when to deliver reinforcement are stated explicitly.  AND  When there is a significant gap between the reinforcement for the replacement and desired behaviors, the successive approximations worksheet is utilized.

<p><b>Redirect/Minimizing Strategies*</b>  <i>*Note: Punishment procedures (behavior reduction procedures) should be functionally related and used only in combination with reinforcement procedures.</i></p>	<p>No redirect or minimizing strategies identified.</p> <p>OR</p> <p>Responses to problem behavior inadvertently reinforce the problem behavior and are likely to increase future rates.</p>	<p>Precursor and/or earliest signs of problem behavior are not identified.</p> <p>AND/OR</p> <p>Adults prompt to the replacement behavior only after an occurrence of problem behavior.</p>	<p>At the earliest sign of problem behavior (which is operationally defined), adults prompt to the replacement behavior.</p> <p>AND</p> <p>If problem behavior occurs, strategies are identified that provide lesser quality or no reinforcement. Adults use the least reinforcing scenario possible.</p>
<p><b>Restraint/Seclusion</b></p>	<p>Restraint/seclusion are necessary but not detailed in the plan.</p> <p>OR</p> <p>Restraint/seclusion are mentioned in the plan without exhausting other strategies first.</p>	<p>Restraint/seclusion techniques are used as a last resort and the details are listed in the plan, but parents are not made aware and signatures are not collected.</p>	<p>Restraint/seclusion techniques are only used as a last resort and the details are listed in the plan and comply with the CPI Nonviolent Crisis Intervention Program. Parents are made aware of the details and signatures are collected to reflect this communication.</p>
<p><b>Contextual Fit</b></p>	<p>Plan written by a single team member.</p> <p>AND/OR</p> <p>Strategies included in the plan cannot feasibly be implemented in the classroom.</p>	<p>Plan written by a few members of the team but does not include the classroom teacher, or person primarily responsible for implementation.</p>	<p>Plan is developed by all team members with the classroom teacher taking an active role in development.</p> <p>AND</p> <p>Strategies included in the plan are those that can be embedded in the student's regular routine and all team members are comfortable implementing the plan.</p>
<p><b>Follow Up</b></p>	<p>The team did not discuss plans for data collection.</p> <p>AND/OR</p> <p>The team did not schedule follow up meetings.</p>	<p>The team developed plans for data collection, but the data is not collected in the moment that the behavior occurs. Data is collected in an indirect and/or subjective method.</p> <p>AND/OR</p> <p>The team discussed the frequency at which they would meet but did not schedule the next meeting.</p>	<p>During plan development, the team clearly states what data will be collected (minimally occurrence of the problem behavior, other data points may be relevant), the method for data collection, and the frequency at which it will be collected. Data is collected in a direct and objective manner and in the moment that the behavior occurs to ensure accuracy.</p> <p>AND</p> <p>During plan development, the team scheduled the next meeting date and the frequency at which the team will meet to review the data and revise the plan as needed.</p>

## Positive Behavior Support Plan Rubric Evidence and Example

### Example for the Identified Function of Access to Adult Attention (in the form of help/encouragement)

	0 Unacceptable	1 Emerging/Progressing	2 Promising Practice
<b>Behaviors to Teach</b>	Leia will stop swearing at adults.	<p>When presented with an adult direction, Leia will complete tasks (desired behavior of task completion is stated but no replacement behavior is identified).</p> <p>OR</p> <p>When presented with an adult direction, Leia will ask for a break (replacement behavior of asking for a break does not serve the identified function of access to adult attention in the form of help).</p> <p>OR</p> <p>When presented with an adult direction, Leia will complete half of the task then ask for adult attention (replacement behavior of asking for attention serves the identified function but is not easier and more efficient since she has to complete half of the task first).</p>	<p>When presented with an adult direction to work independently, Leia will ask for help or teacher attention with a vocal request (Replacement behavior that serves the same function and is easier and more efficient).</p> <p>AND</p> <p>When presented with an adult direction to work independently, Leia will complete the task on her own (Desired behavior). AND When there is a large skill gap between the replacement behavior and the desired behavior, the successive approximations flowchart has been utilized.</p>
<b>Antecedent Strategies</b>	<p>No antecedent strategies identified.</p> <p>OR</p> <p>Leia will be provided with a social story about acceptable language, a visual schedule, a power card/reminder to use a quiet voice, preferred seating, sensory breaks, and a quiet work space (laundry list that does not address triggering antecedents and function identified during the FBA).</p>	<p>When presented with an adult direction, Leia is reminded she can ask for help.</p> <p>OR</p> <p>Independent work is modified thus reducing the need for access to adult attention for help. AND/OR any additional strategies that do not address triggering antecedents or function (see examples under a score of 1).</p>	<p>When presented with an adult direction to work independently, Leia is reminded she can ask for help or adult attention. (E.g. While passing out papers adult says, "Leia if you need me just say 'Over here!'")</p> <p>AND</p> <p>Adult attention is provided non-contingent approximately every 5 minutes, regardless of what Leia is doing at that time, as long as it is not the target problem behavior.</p> <p>AND</p> <p>Independent work is modified using the Differentiated Output Hierarchy (DOH) matrix to help create a better instructional match (in which case adult help is not necessary).</p>
<b>Reinforcement Strategies</b>	<p>No reinforcement strategies identified for either replacement or desired behaviors. OR When Leia completes work without swearing, she is given me with an adult. (Schedule of reinforcement is delivered based on absence of problem behavior as opposed to displays of, or approximations of, replacement behavior.)</p> <p>OR</p> <p>When Leia works for 5 minutes without swearing, she is given a small container of M&amp;M's (M&amp;M's were not identified through the FBA process as a "reinforcer").</p> <p>OR</p>	<p>When Leia completes work independently, she can immediately earn 1:1 me with the teacher (reinforcement for desired behavior only).</p> <p>OR</p> <p>When Leia asks for help, an adult will immediately respond (reinforcement for replacement behavior. only). OR When Leia completes work independently, she can earn 1:1 me with the teacher at the end of the week AND when Leia asks for help, an adult will get to her table within 3 minutes and help for approximately 20 seconds (reinforcement not immediate and lower quality).</p>	<p>Each time Leia asks for adult attention, an adult will immediately move toward her or make eye contact, gesture, and let her know they heard her and will be at her desk within 30 seconds.</p> <p>AND</p> <p>Each time Leia asks for adult attention; adults sustain their attention for a minimum of 1 minute.</p> <p>AND</p> <p>When Leia completes work independently, she immediately earns 1:1 me with an adult or earns access to items identified through reinforcer assessments.</p> <p>MAY INCLUDE</p> <p>For every minute that Leia works independently she earns a token and for every</p>

	When Leia asks for help, she is paired up with a classmate (for adult attention-maintained behaviors).		10 tokens she earns 5 minutes of 1:1 adult attention.  MAY INCLUDE Successive approximations flowchart is included to describe the reinforcement strategies that will be utilized for each step from the initial replacement behavior to the end desired behavior.
<b>Redirect/ Minimizing Strategies</b>	No redirect or minimizing strategies are identified.  OR  When Leia swears, adults' reprimand and remind her of the rules (provides adult attention for adult-attention maintained problem behaviors).	Redirect/minimizing strategies are not identified for precursor behaviors.  AND/OR  When Leia swears, she is reminded that she can ask for help (prompts for replacement behavior only after problem behavior has occurred).	When Leia crosses her arms and puts her chin toward her chest (earliest signs of problem behavior as identified in FBA), staff remind Leia that she can ask for help (e.g. "Remember, if you need me just say "Over here!")  AND  When Leia swears, staff do not respond and avoid eye contact until swearing has ceased for 10 seconds. If swearing continues for more than 30 seconds in a general education setting, escort Leia to the resource room. Staff avoid eye contact and talking and provide only the least amount of physical attention possible.
<b>Restraint/ Seclusion</b>	Restraint and/or seclusion are utilized but not detailed in the behavior plan.  AND/OR  When Leia swears, she is immediately sent to the me out room (other strategies are not exhausted).	Plan includes details for when seclusion/restraint will be utilized but there are no parent signatures or evidence of parent notification.	Plan includes an exhaustive list of other strategies to be utilized prior to seclusion/restraint. Evidence of parent notification and signature indicating agreement with the plan.
<b>Contextual Fit</b>	Social Worker wrote Leia's BIP in isolation from his/her office and emailed the plan to the team.  AND/OR  Leia will be given immediate 1:1 attention lasting for two minutes every me she exhibits the replacement behavior (classroom includes 30 students and one teacher).	Social Worker and Psychologist wrote Leia's plan together utilizing the rubric and then sent the plan to the rest of the team and asked for input.	Leia's entire team met to develop the plan collaboratively and the classroom teacher was an active participant in this planning.  AND  Leia's classroom teacher identified steps that he or she will need to take to implement the plan as written. The team reviewed potential obstacles to implementation and developed a plan to address them.
<b>Follow Up</b>	Leia's team did not discuss plans for data collection.  AND/OR  Leia's team did not schedule follow up meetings.	Leia's teacher will complete behavior logs at the end of each day rang Leia's behaviors using a Likert scale from 1-5.  AND/OR  A Doodle poll was sent to schedule the next meeting day, but two weeks have passed, and the meeting has not been scheduled.	Leia's teacher will wear a golf counter and click each me Leia swears for a direct, objective count of problem behavior. She later transfers this data to the Excel graph.  AND  Leia's team scheduled their next meeting at the conclusion of the PBSP development meeting and plans to schedule monthly meetings from there.

# Resources

Ferrell, C., Mix, A., Musch, V., & Nutkins, C. (2021, March). Practical Problem Solving: Finding the Function of Behavior to Build Quality [Conference session]. Kent ISD, Kent ISD.

Kent Intermediate School District. (2021). Kent ISD FBA/PBSP Guidance Manual. Kent ISD.

Kittridge-Ferrell, C., Mix, A., Musch, V., & Nutkins, C. (2021, February). MiPSE FBA & PBSP Document Training [Conference session]. Kent ISD, Kent ISD. Kittridge-

Special education - Behavior resources. (n.d.). Google Sites. <https://sites.google.com/kentisd.org/copykisdssesupport/behavior-resources?authuser=0>