

Working toward Positive Student Outcomes

Resource Guide and Manual

Positive Behavior Interventions (PBI) and
Behavior Intervention Planning



NORTH SANTA CRUZ COUNTY SELPA

Spring 2015

ACKNOWLEDGEMENTS

Special thanks to the Ventura County SELPA and Ventura County Office of Education's team who originally developed the Positive Behavior Handbook for which this is modeled. We'd also like to thank South East Consortium SELPA for sharing their resource guide. Without the benefit of all their hard work, we could not have brought forward such an outstanding document to provide as guidance for the North Santa Cruz County (NSCC) SELPA in working toward positive outcomes for our students.

Many thanks go to the collaborative efforts of the NSCC SELPA's PENT Cadre Cohort in making this document our own.

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Introduction

This book was developed to assist school staff in providing Positive Behavior supports and services to students with behaviors that are challenging in the school system. It represents many years of research and experience in assisting students to acquire and use social behaviors that enable them to access school successfully and to experience positive interpersonal relationships with others in all life settings.

In July 2013 the California state legislature repealed regulations regarding Behavior Interventions for Special Education Pupils which had been in place since the early 1990s. Many of the procedural requirements were removed.

The federal Special Education law, the Individuals with Disabilities Education Act, requires that the IEPs of students with disabilities include strategies to address “behavior interfering with learning of self or others.” The IEP team must consider the best approach to develop and implement these strategies.

In addition, there are two situations described in state and federal regulations in which a “Functional Behavioral Analysis” (FBA) or “Behavior Intervention Plan” (BIP) must be considered and/or developed. These include the determination that a behavior subject to disciplinary action is a manifestation of the student’s disability, or in the occurrence of a reported behavior emergency.

Our practice is informed by evidence-based research and the use of a multi-tiered system of supports that promotes positive behavior and social-emotional learning such as Positive Behavior Intervention System (PBIS). The North Santa Cruz County SELPA is an active participant in the Positive Environments, Network of Trainers (PENT). PENT is “a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. Evidence-based positive practices and helpful information is disseminated statewide through a website.” We strive to include these evidence-based practices in our guidelines and procedures.

The North Santa Cruz County SELPA is committed to assisting our students in learning positive social/emotional and behavioral skills. It is our vision to empower the IEP team with the tools and resources which are most appropriate to meet the needs of students.

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Positive Behavioral Interventions and Support (PBIS)

What is School-wide Positive Behavioral Interventions and Support (PBIS)?

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

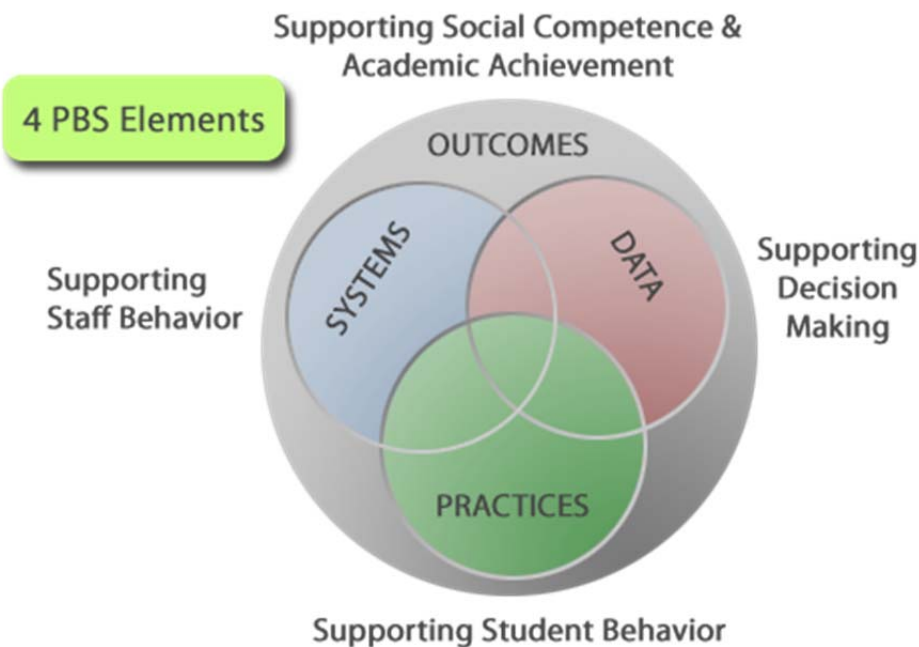
Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

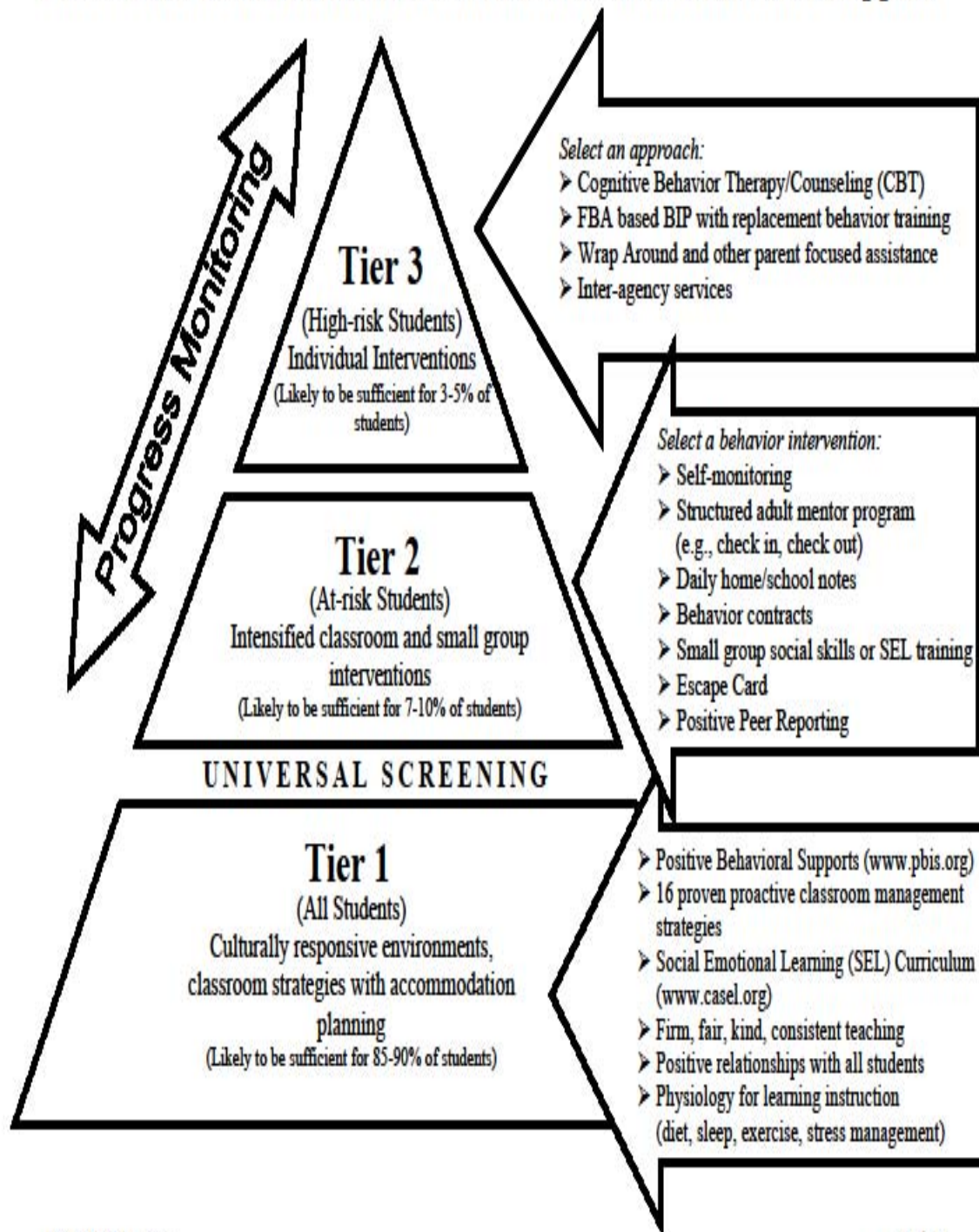
What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Three-Tiered RtI Model for Behavior and Social/Emotional Support



	Tier I Mild behaviors	<ul style="list-style-type: none"> - Teacher-parent contact - Change in classroom environment (seating, order of assignments) - Classroom behavior system - Behavior contract - Home/school/community log
	Tier II Behaviors Continue	<ul style="list-style-type: none"> - Goals for redirection of behavior and/or increase of replacement behavior - Accommodations on IEP - Behavior Analysis/Review Worksheet completed by classroom staff and/or family to help identify cause of behavior - Possible development of Behavior Intervention Plan (BIP) - Goal(s) for reduction and/or increase of behaviors
	Tier III Behaviors Continue -or- Very disruptive behaviors -or- Manifestation Determination -or- Behavior Emergency Report as a result of a restraint (CPI techniques only) or serious property damage	<ul style="list-style-type: none"> - Assessment Plan with "Functional Behavioral Assessment" (FBA) checked - If parents request, may give Prior Written Notice if FBA not warranted, and proceed to less intensive step above - FBA conducted by qualified personnel: <ul style="list-style-type: none"> o School/Licensed Educational Psychologist o BCBA o Appropriately trained professional - Results shared at IEP, and may result in: <ul style="list-style-type: none"> o Changes to IEP o Goals for increase of replacement behavior and decrease of problem behavior o Behavior Intervention Plan (BIP)
	If behavior does not change	Develop a new Assessment Plan for a new FBA to collect more data about the function of the behavior
	If behavior improves	Behavior Analysis/Review Worksheet completed (at least annually) <ul style="list-style-type: none"> - Data collected on behavior - May go to lesser intensive interventions, such as BIP or accommodations (above)
Special rules: <ol style="list-style-type: none"> 1. If behavior resulting in disciplinary action (suspension beyond ten days or expulsion) is a Manifestation of the Disability, and there is no FBA-based BIP in place, an FBA must be conducted 2. If behavior IS NOT a Manifestation of the Disability and there is no BIP in place, team must consider an FBA 3. If there is a Behavior Emergency and no FBA-based BIP in place, IEP team meeting must be scheduled within 2 days to consider need for FBA. If there is an FBA-based BIP in place, team members must consider the need to modify it. (no meeting required) 		

Classroom Climate Practices

Classroom Strategy	What it looks like	Low Structure	Medium Structure	High Structure
Classroom Rules	3-6 positively stated rules, posted and used to provide positive and corrective feedback to students	Not posted, reviewed, or referred to	Verbally reviewed (may only be when violated), may have classroom creed, classroom agreements	3-6 positively stated rules posted and reviewed (for positive and corrective feedback) with consequences identified for violation
Attention Signal	Auditory, visual, and/or motor based strategy to gain class attention	Auditory Example: Teacher calls class to attention	Auditory + visual, motor, or vocal Ex: Timer on screen, goes off when time is up	Auditory + 2 or more of visual, motor, and vocal - Ex: Clap once if you can hear me. Clap twice if you can hear me.
Daily schedule/Agenda	Agenda posted in visible location with a balance of teacher strategies	Verbally reviewed; may have longer independent work periods	Written schedule posted and reviewed; reasonable balance of teaching strategies	Written schedule posted and reviewed. Plan for times of day that students are more likely to act out. Independent/cooperative work activities after teacher led instruction
Classroom Procedures (transitions/activities)	Clear, consistent, and reviewed procedures for regular classroom activities - transitions, group work, teacher directed, etc.	Not stated and/or reviewed in a classroom syllabus.	Stated and posted Example: Activity procedures	Stated, posted, and reviewed prior to starting a new activity/transitioning
Reinforcement Procedures	Individual and class wide feedback and reward systems that are meaningful and relevant	Verbal feedback regarding academic performance of students/class	Verbal feedback regarding academic and behavioral performance of ind./class Example: 100 squares, PAT (popcorn party, pajama day, etc.) group response cost, PBIS ticket drawing	Verbal feedback regarding academic and behavioral performance of students/class + use of reward system with visible evidence (table points, PBIS tickets, etc.) Example: Class wide or student specific token economy, individual contracts, individual Behavior Support Plans
Consistently used reinforcement procedures for misbehavior	Consequences you are comfortable using, that can be delivered calmly and provided immediately, and are part of a plan.	No formal plan, consequences not tied to classroom rules Example: Proximity, verbal reprimand	Proactive plan for correcting early stage problem behavior and consequences tied to classroom rules - Ex. proximity management, parent calls, detention, class meetings, office referral	Medium structure plus individual consequence systems for specific students.
Dealing with students who come without materials	Clearly communicate expected daily materials and unobtrusive procedures to get them when forgotten	Borrow material from another student without interrupting instruction	Mild consequence for having to get materials from another area of the classroom or locker	Tardy consequence or loss of points for the classroom/personal reward system if they need to go to locker

Classroom Climate Practices

Classroom Strategy	What it looks like	Low Structure	Medium Structure	High Structure
Dealing with tardy students	Communication of on time definition and consequences for tardy.	Office	Verbal discussion, teach expectation, office	Verbal discussion, teach expectation, office, tardy book
Beginning routines	Briefly and warmly greet students and provide a 2-5 minute "bell activity".	Sit quietly while attendance is taken, no task assigned	Opening assigned activity/task Example: Daily problem or entry into vocabulary log	Greeting students when they arrive and assigned activity/task Example: Daily problem or entry into vocabulary log + feedback on performance
Ending routines	Provide 2-5 minutes to clean & organize and give feedback on classroom behavior related to classroom expectations and/or an exit slip on learning	No consistent plan	Organizing and cleanup routine Example: Clean up desk area + announcements	Organizing and cleanup routine + feedback on class performance & learning that day Example: Clean up desk area + answer questions regarding current topic, (exit slip) + listen to teacher feedback
Organization of physical space	Seating arrangement promotes teaching strategies and teacher access to students	Students sit where they want or loosely assigned seating	Assigned seats with desks arranged toward front of the room with clear pathways	Assigned seating in rows with clear pathways
Assigning class work and homework	Clear directions for assignments & homework - in writing - posted in consistent locations - use of planner	Verbal instructions. Time delay with multi-step instructions	Direct instructions, multi-step instructions written on board	Direct instructions, multi-step instructions, written on board + written in consistent area that students can see. Planner checked
Collecting completed work	Clearly communicated and consistent system	Pass forward or place in a box	Student collects work	Teacher personally collects work
Assessing, recording, and providing feedback to students	Efficient systems that provides feedback as soon as able.	Teacher records	Teacher records and returns work	Teacher records, returns work and charts progress for students to see
Reintegrating students who return after an absence	Welcome students back and provide a clear and consistent system to provide missed work	Teacher keeps record of assignments and tells students individually when they are absent	Location with assignments that students can go to get work they missed Example: Baskets, chart paper, folder, buddy system	Location with assignments that students can go to get the work they missed and a specified location to turn it in Example: Baskets, chart paper, folder, buddy system

Multi-Tiered System of Support for Behavior/Social Emotional Development

by Diana Browning Wright, M.S., L.E.P. Tier I Behavioral RTI: Prevention

Expected Prevention Rate: 75-95% of students

Behaviorally Oriented Components	Emotionally Oriented Components
Positive Behavioral Supports, including 3 to 5 core rule continuous instruction, class-wide and school-wide reinforcement systems	Social Emotional Learning Curriculum (see: www.casel.org)
16 proactive classroom management components: (see below)	16 proactive classroom management components (see below)
Addressing physiology for learning: Sleep, exercise and diet	Addressing physiology for learning: Sleep, exercise and diet
Good Behavior Game (addresses deviant peer affiliation)	Mindfulness, Relaxation Training (Positive Psychology research)
	Optimism Training (Seligman)

The 16 Proactive Classroom Management Components

Each component has been independently validated as preventing problem behaviors and results in greater time devoted to instruction (TDI) and greater academic engagement time (AET)

BOC = Primarily a behavior oriented component
EOC = Primarily an emotionally oriented component, increasing teacher/student bonding and creating a positive feeling about school
BOC/EO = Both behavioral and emotionally oriented component
C =

BOC 1. Classroom behavioral expectations are posted, taught, reviewed and known by every student.

Students become clear on what desired behaviors are, and pre-correction prevents occurrences of problems

BOC 2. Transitions are taught and managed well. *Problem behaviors occur in unstructured and lengthy transitions. When transitions are structured and short, problems are avoided.*

BOC 3. Independent seatwork is limited for skill fluency practice and managed effectively when used. *High rates of meaningless, boring and lengthy independent worksheet format skill practice produces an environment where protests are common.*

BOC 4. Organizing a productive classroom (minimal effort to pay attention, easy flow in/out of room, optimal seating arrangement, limit distractions, etc.). *Environmental structure has long been associated with greater on-task behavior.*

BOC 5. Teacher mobility and proximity control is used (teacher does not stand in one spot. Keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior). *Students act out less when adults are more visibly monitoring their behavior.*

BOC 6. A motivation system to reward desirable behavior is in place. *Students come with a range of intrinsic motivation for a range of subject areas and activities. Reinforcement increases motivation to engage in less desired activities.*

BOC 7. Goal setting and performance feedback is routine. *Students are more motivated to stay on task and complete work skillfully if they have collaboratively set goals and received feedback.*

BOC 8. Cuing systems to release and regain student attention and foster high student engagement are used *when the teacher uses routines and gestures to gain and release attention, the students respond rapidly, decreasing lost instruction time.*

BOC/EOC 9. **Visual schedule of classroom activities is used.** *Knowing the schedule helps students understand what can be expected and helps with deficits in delaying gratification. For students with emotional issues, structures and routines help anxiety bind.*

BOC/EOC 10. **Teaching, modeling, and reinforcing desired prosocial classroom skills** (following directions the first time, actively listening, waiting patiently, sharing with others, accepting feedback, etc.) *Social skills instruction helps all students understand what produces payoff and thus alters problem behavior that occurs when the student tries to get payoff through maladaptive methods. For students with emotional issues, their self referencing, internal orientation can interfere with learning expectations, so specific instruction for the skill deficit is warranted.*

EOC/BOC 11. **Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them)** *Students with emotional issues attribute teacher dislike, even when it is not true, and respond with either internalizing or externalizing behaviors. When a student is known by the teacher, that student is less likely to be impacted by negative peer affiliations, and individual behavioral compliance is easier to achieve.*

EOC/BOC 12. **Positive greetings at the door to pre-correct and establish positive climate occurs as with 11.** *Above, relationship building prevents problems and counters maladaptive faulty meaning-making about the teacher's approval of the student.*

BOC/EOC 13. **Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way and reinforcement is specific and genuine)** *Behavior problems escalate when unskillful correction occurs, and reinforcement has little effect when not genuine and specific. Students with emotional problems over respond to correction, and under respond to reinforcement when not competently delivered.*

BOC/EOC 14. **Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share).** *High student engagement results in less opportunity for behavior problems. High student engagement (behavior activation) for students with emotional issues prevents rumination and negative meaning-making and is a key for addressing anxious and depressed youth.*

EOC/BOC 15. **Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio).** *This ratio has been extensively researched and proven to result in "behavior contrast" for rapid learning of expectations. Negative intention to neutral stimuli is a thinking component for emotionally driven problems; negative intention is harder to form in the face of unrelenting unconditional positive regard.*

EOC/BOC 16. **Smiling and being nice** *Researchers have demonstrated that when someone smiles, "mirroneurons" are activated in the observer. Anger, fear and other emotions have difficulty when confronted with neuronal pathways from smiling. Rather than frowning back at problem behavior, adopting a more positive facial affect results in greater change than responding negatively. Negative behaviors are harder to maintain under the onslaught of positives!*

Tier II Behavioral RTI: At Risk Children and Youth

Expected Response Rate: 15-20% of students who are non-responders to Level One who have been identified by universal screening techniques

Behaviorally Oriented Components	Emotionally Oriented Components
Social Skills Small Group instruction (e.g., Skill Streaming, SSRS, Boys Town)	Social Emotional Learning small group instruction , e.g., Second Step, Lion's Quest (see: www.casel.org safe and sound doc)
Negotiated Behavior Contract	Negotiated Behavior Contract
Escape Card	Escape Card
Home School Note System with Task Based Grounding and Celebration of success	Positive Peer Reporting (nternalizers) See: www.pent.ca.gov pit crews)
Specific twice daily mentoring (check in/check out, BEP,	Specific twice daily mentoring (check in/check out, BEP,

Functional Behavior Assessment (FBA)

USING A THREE PATHWAY SUMMARY CHART

Diana Browning Wright & Clayton R. Cook

What does the Three Pathway Summary Chart summarize?

All functional behavioral assessments examine the predictors for current problem behavior (immediate and immediate past antecedents to the behavior) to determine what is supporting the problem behavior as well as the maintaining consequence (function) of the behavior. This chart summarizes those findings graphically and illustrates the relationship of interventions to the FBA analysis.

What are the Three Pathways?

- **Upper Pathway: *Intervene and alter conditions to support this path***

General positive behavior expected of all students under similar conditions that we hope to attain through adopting the behavior plan.

- **Middle Pathway: *Redirect to either upper or lower pathway***

This is the problem sequence A-B-C that identifies the context of the undesirable behavior we wish to eliminate.

- **Lower Pathway: *Teach to redirect from middle pathway***

This is the tolerable functionally equivalent replacement behavior we wish to teach and support as an alternate to the middle pathway. When the supports put in place to gain the general positive behaviors on the upper pathway are not yet sufficient, we allow the student to achieve the same outcome as the problem behavior, only with a different form of behavior we can tolerate.

Why should I use a pathway chart?

Typically teams meet to address behavior problems and start discussing interventions prior to a full analysis of why the problem is occurring in the first place. This can result in behavior plans lacking clarity and breadth of analysis. When the eight steps below are followed, this chart provides a sequential problem solving format for the team, is time efficient and summarizes the FBA. The chart clearly communicates what is an analysis (the boxes) versus what is an intervention (the dotted arrows) and provides clarity in understanding why the behavior is occurring. It highlights the three paths that will be addressed in the behavior plan and allows the consultant to steer the team to the conceptual basis of a function based plan. Using this approach, more consensus can be reached and interventions designed by the team can more directly address the problem.

Where do we get the data for the Pathway Summary Chart?

Complete the functional behavioral assessment data collection that included the necessary three elements of all assessments:

- Direct Observation
- Review of Records

- Interviews

This data will demonstrate the purpose the behavior serves for the student, and the predictors, setting events and maintaining consequences (function achieved by the behavior) that are “triggers” for the problem.

How does the team meeting use the Three Pathway Summary Chart and why?

If the lead behavior consultant collaboratively structures the team in graphing the pathways in the following order, the team will gain an understanding of the foundation of the subsequent behavior plan and opposition minimized. The necessary interventions to support success can then be addressed in the behavior plan with buy in from all members already procured.

- **Step One:** Begin by agreeing on the problem behavior definition

Rationale: *The team must agree on one problem behavior to graph and address in the plan. This is the logical beginning*

- **Step Two:** Agree on general positive behavior expected (what all students are expected to do) Typically the teacher will be able to easily provide this statement

Rationale: *The teacher must readily grasp that the intent of the plan is to remove behavioral barriers to educational success. This step gains that buy in.*

- **Step Three:** Agree on the outcome of the general positive behavior. Why would it be desirable for the student to use this behavior? Typically the teacher will readily provide this rationale.

Rationale: *The team has now completed the pathway that will be supported by one third of the behavior plan through supportive interventions and environmental changes. These first three steps reassure implementers that the plan will be addressing desired outcomes as a priority.*

- **Step Four:** Discuss the predictors, the triggering antecedents that are the context of the problem behavior. Your environmental analysis will have pointed out variables that support problem behavior rather than the desired positive behaviors, e.g., lengthy wait times, task complexity and skill mismatches, etc. See www.pent.ca.gov for environmental assessment tools in the BIP Desk Reference.

Rationale: *The team is now ready to look at the core problem that will need to be altered in the behavior plan.*

- **Step Five:** Identify what your data analysis has yielded and your hypothesis on what is supporting the problem. What is the student getting or rejecting (avoiding, removing, protesting) by the behavior? This is the “communicative intent” of the behavior which is the reason an FBA has been conducted.

Rationale: *The team has now identified the maintaining consequence of the behavior. The lower pathway discussed in the step seven will allow the student to meet this need through an acceptable alternative (functionally equivalent replacement behavior). We must have a consensus understanding of the purpose of the behavior before developing the functionally equivalent behavior.*

- **Step Six:** Sometimes, but not always, immediate past antecedents or setting events strengthen the likelihood that on this day, at this time, in this situation, the student is especially likely to use problem behavior when confronted by the triggering antecedents. The teacher and family may have data to contribute in this section. The behavior plan will address altering the environment, task or instruction when the setting event occurs in order to reduce the likelihood of problem behavior.

Rationale: *The team will wish to pre plan how to prevent escalation if setting events, periodic variables, strengthen the possibility that environmental variables will trigger problem behavior. If the team brings up constantly occurring variables, such as parent neglect, presence of a disability, etc., the consultant can demonstrate that this is “off the chart” and dealt with through other interventions such as counseling, agency referrals, etc.*

- **Step Seven:** This is the most difficult element of function-based behavior analysis for most teams. The consultant will need to point out that for some students, this is only a temporary step until such changes to support the upper pathway are systematically addressed. For other more complex cases, this lower pathway will be needed continuously. For example, if the student runs out of the room because he wished to escape difficult work, our primary upper pathway interventions will be designed to increase task compliance through altering work or providing supports to aid completion.

Rationale: *There will likely be times when the student begins the tried and true middle pathway, e.g., terminate a task through running away. Rather, we want this function to be achieved with a different behavior form, such as putting work in a “break now” folder. The task is terminated through the lower pathway method and the middle path is eliminated. Once we have charted this final lower pathway, and the team has reached consensus, the behavior plan can be more rapidly and skillfully completed.*

SIMPLIFIED PATHWAY CHART

Fill in each box.

Setting Events

(Immediate past
antecedent affecting
likelihood of problem
behavior)

Triggering Antecedents

(Immediate antecedent
to problem behavior)
The Trigger

Desired Alternative

(General positive
behavior for all
students)

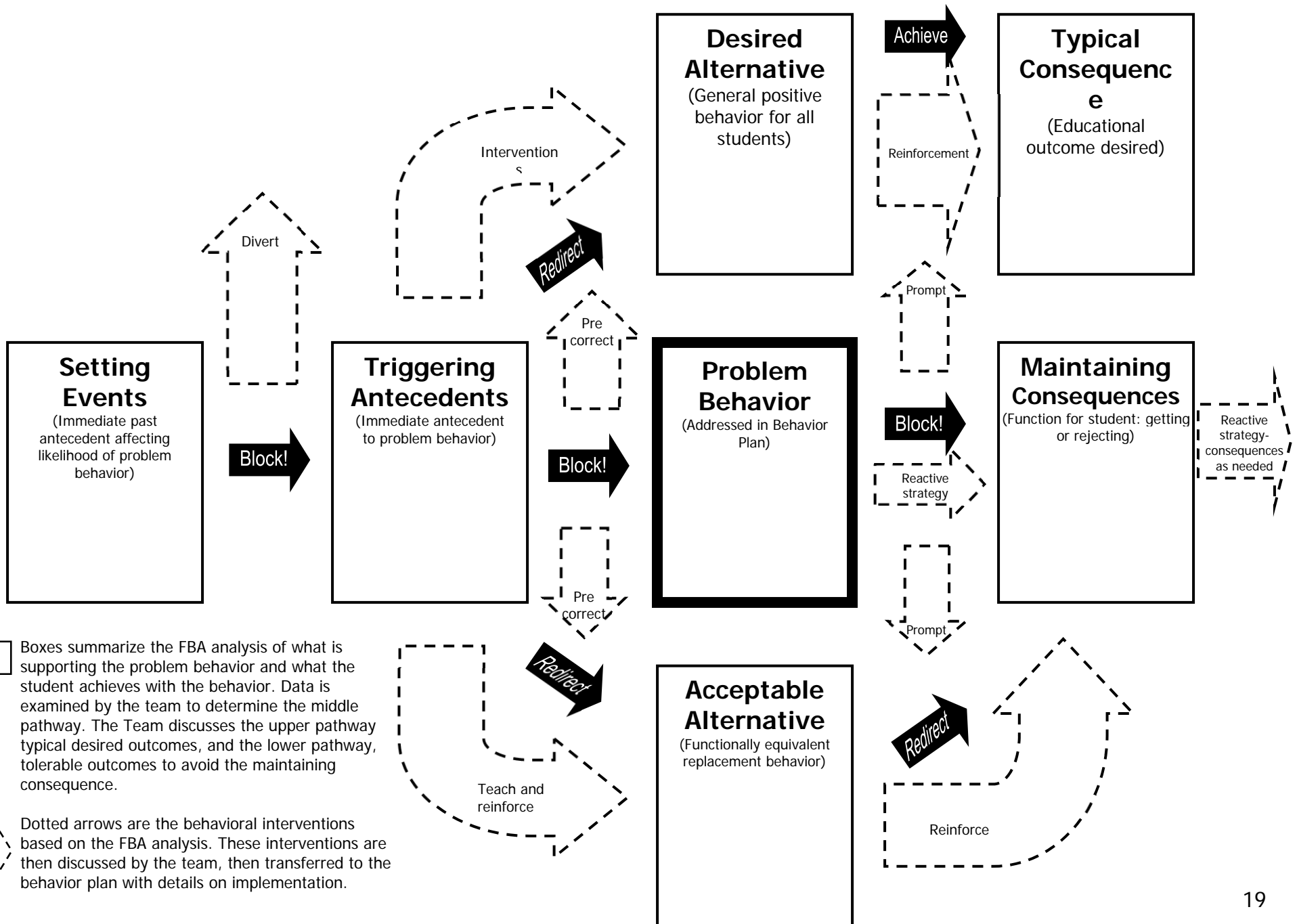
Problem Behavior

(Addressed in
Behavior Plan)

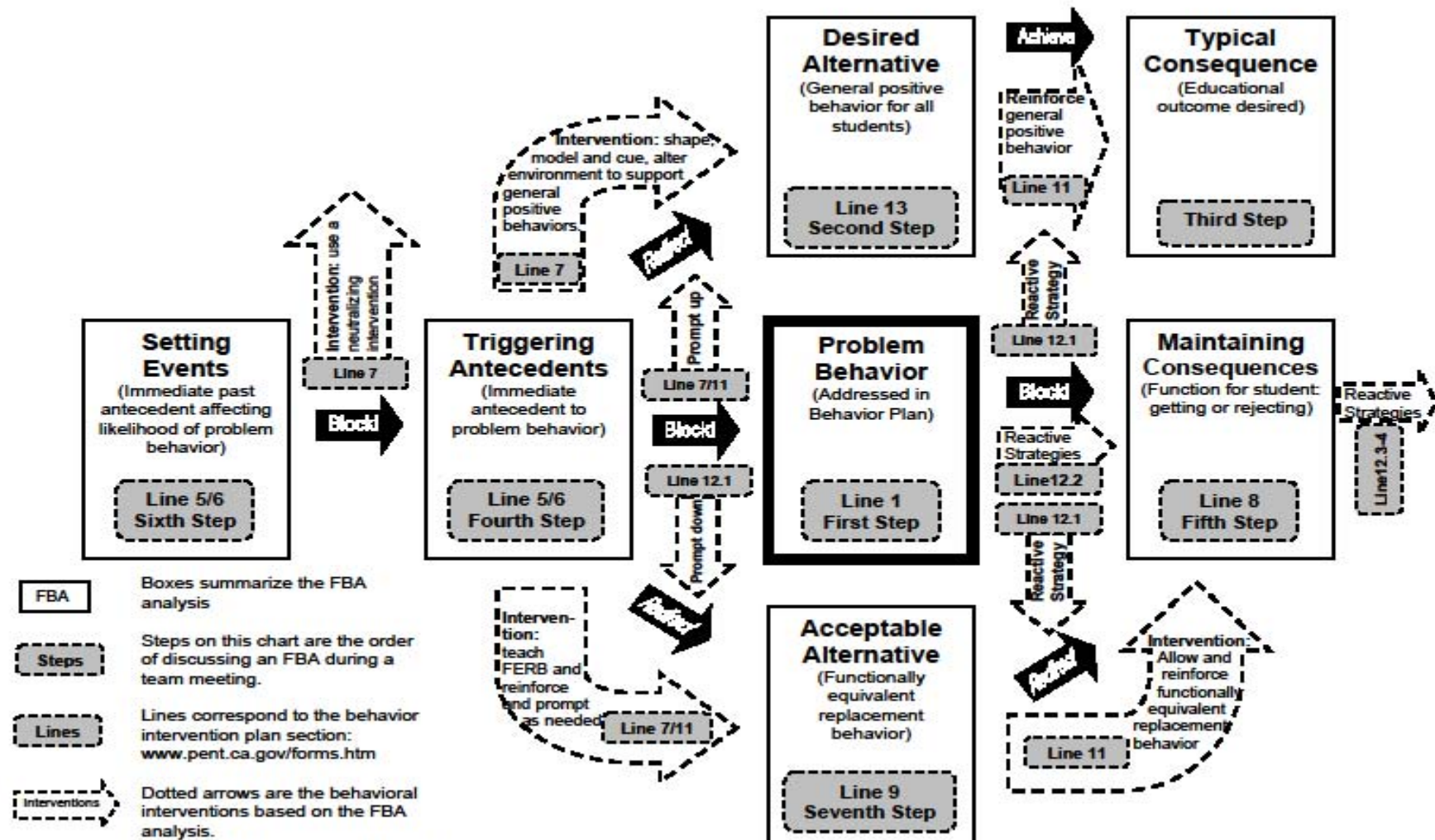
Acceptable Alternative

(Functionally equivalent
replacement behavior)

THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING



ORDER OF TEAM DISCUSSION LINKED TO BIP LINES FOR PATHWAY CHARTING



Browning Wright & Cook, 2008: See BIP Desk Reference for plan development instructions: www.pent.ca.gov
The BIP Desk Reference, See www.pent.ca.gov

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The Functional Assessment Checklist for Teachers and Staff (FACTS): Instructions

The FACTS is a two-page interview used by school personnel who are building behavior intervention plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior intervention plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

HOW TO COMPLETE THE FACTS-PART A

Step #1: Complete Demographic Information:

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step #2: Complete Student Profile

Begin each assessment with a review of the positive, and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

Step #3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as “routines for future analysis”.

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

HOW TO COMPLETE THE FACTS-PART B

Step #1: Complete Demographic Information:

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a “1”, and other possible consequences with a “2” or “3.” Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Step #6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

Step #7: Determine “Level of Confidence”

Use the 1-6 scale to define the extent to which you, the interviewer or the team are “confident” that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

Step #8: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

Step 3 **Problem Behavior(s): Identify problem behaviors**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
<input type="checkbox"/> Verbally Inappropriate		<input type="checkbox"/> Self-injury	
Describe problem behavior: _____			

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		<div style="display: flex; justify-content: space-between; width: 100%;"> Low High </div> <div style="display: flex; justify-content: space-between; width: 100%;"> 123456 </div>	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Step 5 **Select 1-3 Routines for further assessment:** Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: _____ Date: _____
 Interviewer: _____ Respondent(s): _____
Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Provide more detail about the problem behavior(s):

Step 3 What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)	Environmental Features
___ illness Other: _____ ___ drug use _____ ___ negative social _____ ___ conflict at home _____ ___ academic failure _____	___ reprimand/correction ___ structured activity ___ physical demands ___ unstructured time ___ socially isolated ___ tasks too boring ___ with peers ___ activity too long ___ Other ___ tasks too difficult _____

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From
___ adult attention Other: _____ ___ peer attention _____ ___ preferred activity _____ ___ money/things _____	___ hard tasks Other: _____ ___ reprimands _____ ___ peer negatives _____ ___ physical effort _____ ___ adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

How confident are you that the Summary of Behavior is accurate?

Step 7 Not very confident 1 2 3 4 5 6 Very Confident

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change Other: _____ ___ seating change _____ ___ curriculum change _____	___ reprimand Other: _____ ___ office referral _____ ___ detention _____

Functional Behavior Assessment (FBA) Report Instructions

To be used for EC 56520 (a) (1) “That children exhibiting serious behavioral challenges receive timely and appropriate assessments” and CFR 300.530(f) “behavior is a manifestation of the disability.”

An FBA requires an Assessment Plan and parent permission in order to proceed. An FBA-based BIP is *required* for students at 10th day of suspension with a pattern of misbehaviors, or students being considered for expulsion, if an FBA-based BIP is not already in place. It also must be considered if there has been a behavior emergency.

The report must be presented at an IEP meeting, and must include all the elements below. Parents may request an Independent Educational Evaluation (IEE) if they disagree with the report.

- I. **Reason for Referral**– Check the reason the referral was made. Indicate any detail to clarify if needed.
- II. **Sources of Assessment Data**– Describe the sources of data used. Results are not included here they will be captured in the rest of the report.
 - A. **Records**- List and describe the records that were reviewed. These should include past cumulative files, assessment reports, and behavior intervention reports.
 - B. **Observations**-Describe when, where and by whom student was observed. Should be across a variety of environments, with some direct observation by the assessor, although data observational checklists can be left for others to record. List specific dates and times of observations.
 - C. **Interviews**-List all who were interviewed. Should include classroom staff, parents, and student, if appropriate.
 - D. **Other assessment tools**-List all tools that were used for assessment, including motivational assessment scales, reinforcement surveys and/or quality of life and ecological questionnaires.
- III. **Background Information**– The record reviews and interviews will provide information to address the following questions:
 - A. **Ability to Communicate**– Describe the student’s expressive as well as receptive abilities for both verbal as well as non-verbal communication. This will help when selecting replacement behaviors for the student.
 - B. **Cognitive/Developmental level**– Describe the student’s cognitive strengths and weaknesses related to the behavior. This may include the ability to understand cause and effect, readiness to learn, ability to delay gratification and reinforcement, abstract reasoning skills, etc. These will all be considered when

developing replacement behaviors and reinforcement schedules that are appropriate to the developmental level of the student.

- C. **Health and Medical Factors**– Describe any that may contribute to the behavior, including medical or psychological diagnoses, medication, metabolic or seizure disorders, etc.
- D. **Environmental, Cultural, or Economic Factors**– Describe any factors which may be relevant to the behavior. This may include changes in the family structure due to divorce, death or illness, changes in the family's financial status due to layoff or illness, a new baby, parent's illness, or cultural reactions of the family to the behaviors or social emotional issues.
- E. **History of the Behavior**– Include any past behaviors and behavior interventions that have been implemented and whether or not they were successful. Describe the fidelity of implementation of previous plans, if known.
- F. **Effects of English Language Acquisition**– If the student is an English Learner, describe the level of acquisition of English and any possible effects on the behavior. For example, describe whether any social or linguistic cues may be missed due to the lack of language proficiency. Or, whether student is using inappropriate behavior to “fit in” with peers. Indicate language used at home.

IV. **Problem Behavior**

- A. **Description**-Describe the behavior in specific terms that leave no doubt as to whether or not the behavior occurred. Avoid terms such as “tantrums,” or “defiant” instead, describe exactly what the observer would see, including intensity and duration if applicable/necessary (e.g., “leaves red marks,” or “lasting 1-2 minutes”).
- B. **Impact of behavior on academic and social functioning**-Describe how the behavior impacts educational or social performance. Indicate the areas of the school day where it is considered to be a problem, and why (e.g., it may impact the student's grades, time in class, peer relationships, etc.).
- C. **Baseline**-Describe how often the behavior is occurring, (weekly, daily, etc.) on average. May identify different baselines for varying intensities of behavior.
- D. **Antecedents**-Describe the activities, setting factors, people, demands and/or time of day when the behavior most often occurs.
- E. **Consequences**-Describe what typically happens after the behavior occurs- who does what, where does the student go, etc.

V. Ecological/Setting Factors and Events

- A. Grid- For each of the questions, describe the ecological factors that are most typical when the problem behavior occurs as well as when it does not.
- B. Quality of life- Describe opportunities the student has for quality life experiences, including independence, choice and variety at both home and school. Describe any activities they participate in at home or school.

VI. Summary of assessment, including factors affecting educational performance– In this section, summarize all the sources of data and findings including observations and interviews. Highlight any background or ecological factors that may be contributing to the behavior. This will lead to the hypothesis.

VII. Function of Behavior– Using the summary above, state your hypothesis of what the student is trying to obtain, protest, or avoid by using this problem behavior. All problem behavior serves a function for the student. The behavior continues because it works to fulfill the student's needs in some way. Almost all problem behavior occurs because the student is trying to gain something (an object, adult attention, peer attention, a privilege, etc.) or avoid something (certain tasks, transitions, people, challenging work, embarrassment, a perceived threat to physical or emotional safety, etc.).

NOTE: – This is extremely critical because the replacement behavior needs to **achieve the same outcome**.

VIII. Positive/Replacement Behavior– Describe the behavior that you will teach the student to use instead of the problem behavior. *It is imperative that this behavior achieve the same outcome (serves the same function) as the problem behavior (FERB-Functionally Equivalent Replacement Behavior).* It must meet the function that you have described above.

Please be sure not to select a lack of the problem behavior as the replacement behavior. It must be a new behavior that will meet the same need in a socially appropriate way. If the replacement behavior is actually incompatible with the problem behavior, it is better yet. For example, an incompatible behavior to self-biting of the hand is squeezing a fidget toy in a pocket.

Indicate whether the student is currently demonstrating the replacement behavior.

If the student is not currently using the replacement behavior at all, indicate any prerequisite skills you have seen the student use. For example, student attempts to communicate negation or will get up out of seat when needing a break.

If the replacement behavior is currently used by the student at all, indicate the baseline, and the antecedents and consequences. Some positive behaviors are being

used by students at a low rate of occurrence or are not recognized and reinforced when they occur.

In the grid, note the setting factors that are most typical when the replacement behavior or prerequisite skills occur. This will give you ideas for altering the ecology to assist the student in using the replacement behavior more effectively and consistently.

IX. Reinforcement– Note activities, people, tangibles, or food that the student prefers. Indicate the assessment tool that was used to establish student preferences.

X. Recommendations

- A. Describe the factors that will assist the student in making progress in school. These may include instructional strategies, changes to classroom structure, accommodations to instruction or materials, reinforcers, etc.
- B. Check the box to indicate the options for Special Education and related services that are recommended.

North Santa Cruz County SELPA
FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) REPORT

Student Name _____
Date of Birth _____
Case Manager _____
School _____

Date _____
Age _____
Disability _____
English Level _____

REASON FOR REFERRAL

- ☐ Prior behavior interventions ineffective
- ☐ Tenth day of suspension
- ☐ Behavior Emergency Report
- ☐ Other (Specify below)

Detail if needed:

SOURCES OF ASSESSMENT DATA

- **Records:** *(describe and summarize records which were reviewed)*
- **Observations:** *(list dates student was observed, by whom and in what environments)*
- **Interviews:** *(list persons interviewed and when)*
- **Other assessment tools:** *(list instruments and who administered)*

BACKGROUND INFORMATION

Ability to communicate: *(verbal or non-verbal)*

- **Expressive –**
- **Receptive –**

Cognitive/Developmental level: *(describe student's cognitive strengths and weaknesses, including ability to understand cause and effect, learning readiness skills, ability to delay gratification, abstract reasoning skills, etc.)*

Health and medical factors: *(describe factors which may contribute to the problem behavior)*

Environmental, cultural or economic factors: *(describe factors which may contribute to the problem behavior)*

History of behavior: *(describe past behaviors, including effectiveness of previously used behavior interventions)*

If the student is an English Learner, describe any possible effects of English language acquisition process on the above assessment results:

- Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Student was assessed in all areas of suspected disability necessary for this report.
- Assessment was tailored to assess specific areas of educational need.
- Assessment was conducted to not be discriminatory on racial, cultural, or sexual bias.
- Any assessment tools were used for the purpose for which they were designed and are valid and reliable.
- Assessment was conducted by trained and knowledgeable personnel.
- Assessment was conducted to produce results that accurately reflect the student's abilities, not the student's impairments, including impaired sensory, motor, or speaking skills.

PROBLEM BEHAVIOR

Description of behavior: *(include intensity and/or duration)*

Impact of behavior on academic and social functioning:

Baseline: *(indicate how often it occurs)*

Antecedents: *(describe what typically triggers or is happening before the behavior occurs)*

Consequences: *(describe what typically happens as an immediate and/or delayed result of the behavior or is the “payoff” of the behavior)*

ECOLOGICAL/SETTING FACTORS AND EVENTS FOR PROBLEM BEHAVIOR

For each of the following, describe what is typical:

	<i>When the problem behavior occurs...</i>	<i>When the problem behavior does not occur...</i>
Day or Time:		
After a certain event:		
Before a certain event:		
People present: (students and adults)		
Subject/Activity:		
Type of activity: (quiet, group, hands-on)		
Location: (cafeteria, playground)		
Type of instruction: (oral, visual)		
Support available: (one-on-one, group)		
Other:		

Quality of life: *(describe student’s current opportunities and/or participation in desired life-enhancing activities both at home and at school)*

Summary of assessment, including factors affecting educational performance: *(describe information which leads to hypothesis)*

FUNCTION OF BEHAVIOR

Hypothesis of the function of the behavior: *(describe what the behavior allows the student to “get” or avoid/escape, such as sensory input, attention, items, tasks or events)*

POSITIVE/REPLACEMENT BEHAVIOR

Behavior the student will use instead of the problem behavior: *(cannot be simply a lack of the problem behavior - must be a new behavior which will serve the same function and is at least as easy to utilize for the student as the problem behavior)*

Student currently does/does not demonstrate the replacement behavior

(If no), Prerequisite skills the student demonstrates that would lead to acquisition of the positive/replacement behavior:

(If yes)

- Baseline –
- Antecedents –
- Consequences –

Ecological/setting factors and events for Positive/Replacement Behavior: *(describe what is typical when the behavior occurs)*

Day or Time:
After a certain event:
Before a certain event:
Subject/Activity:
People present: (students and adults)
Type of activity: (quiet, group, hands-on)
Location: (cafeteria, playground)
Type of instruction: (oral, visual)
Support available: (one-on-one, group)
Other:

REINFORCEMENT

Student likes/seeks: *(list and specify as needed)*

Activities:

People:

Tangibles:

Food/Drink:

Other:

Determination of reinforcement based on:

- ☐ Reinforcement Survey ☐ Student Interview ☐ Parent Interview ☐ Teacher Interview
☐ Preference Assessment ☐ Observation ☐ Other (describe):

RECOMMENDATIONS

Factors to enable student to be involved and make progress in core curriculum: *(describe essential elements to address the problem behavior, including instructional strategies, classroom structure, accommodations/modifications, reinforcement)*

Possible special education and related services or additions or modifications to current services needed to meet goals and participate in core curriculum/appropriate activities:

- ☐ Positive Behavior Intervention Plan not needed
☐ Environmental Changes Specified on Accommodations page
☐ Revision of current plan
☐ Positive Behavior Intervention Plan needed
☐ Other _____

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature _____ Title _____

North Santa Cruz County SELPA
FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) REPORT

SAMPLE

Student Name Lady G. Date XXX
Date of Birth XXX Age 10
years 5 months_
Case Manager A.B. Disability
Autism
School XYZ Elementary School English Level
ELD

REASON FOR REFERRAL

- ☐ Prior behavior interventions ineffective
☐ Tenth day of suspension
☒ Behavior Emergency Report
☐ Other (Specify below)

Detail if needed: A recent Behavioral Emergency Report was completed after Lady G. kicked a staff member in the groin during a noncompliant episode. The IEP team met and reviewed Lady G.'s current Positive Behavior Intervention Plan (PBIP) which was developed for noncompliant behaviors of dropping to the ground, rolling on the ground, and refusing to make a transition. The IEP team determined that an FBA was warranted and had an assessment plan signed during the IEP meeting.

SOURCES OF ASSESSMENT DATA

• **Records:**

IEP records (2011, 2012, 2013 up to date)
Psycho-Educational Assessment Report from 2012
Behavior Emergency Report

• **Observations:**

Social Emotional Services Specialist (SESS) observed Lady G. on 1/8/13 for 2 hours (classroom and hallways), on 1/12/13 for 2 hours (cafeteria, community park), and on 1/19/13 for 1 ½ hours (classroom, school gymnasium)

• **Interviews:**

AB, Special Education Teacher/Case Manager, on 1/8/13 (in person meeting)
Mrs. G., Parent, on 1/12/13 (telephone conference)

• **Other assessment tools:**

- FASTs completed by SESS during interviews with AB and Mrs. G.
- ABC data sheets completed by classroom staff between 1/9 and 1/19/13
- Reinforcement Survey completed by Mrs. G.

BACKGROUND INFORMATION

Ability to communicate:

- **Expressive** – Lady G. is primarily non-verbal in her communications, but she is able to produce some simple words when they are modeled (e.g., hi, please). She will typically point, gesture, vocalize, and use body language to make her needs known. She is able to communicate some of her choices with pictures with adult prompting and modeling and presentation of a PECS book (“Show me what you want. I want...”).
Receptive – Lady G. understands simple commands and follows a visual schedule. She has demonstrated the ability to understand and use photographs in a modified PECS book.

Cognitive/Developmental level:

According to the most recent psycho-educational assessment, Lady G.’s cognitive skills are significantly delayed, with global developmental delays and some scattered skills into pre-conceptual thought. Her communication skills are commensurate with her cognitive level. She is able to use expanded problem-solving skills and foresight when she is motivated.

Health and medical factors:

Lady G. has been diagnosed with Autism Spectrum Disorder with significant cognitive delays. She has had a recent change in medication, from Zyprexa to Haldol. She also takes Zoloft and Melatonin. According to Mrs. G., it is difficult to get Lady G. to take her medications, and as a result, they sometimes don’t get administered. Lady G. has difficulties sleeping at night and as a result, she is often sleep deprived during the day.

Environmental, cultural or economic factors:

Lady G. lives with her biological parents and younger sister in a two-bedroom apartment. Mr. G. works in agriculture, and Mrs. G. is currently unemployed. The apartment complex does not have a playground, and Mrs. G. takes the children to a local park for their daily play times. However, sometimes she gets too busy to take them, and this is difficult for Lady G. as she becomes highly active and “bounces off the walls” in the apartment.

History of behavior:

Lady G. has had difficulties with noncompliant and aggressive behaviors dating back to preschool. Her current PBIP, addressing noncompliant episodes with dropping to the ground, rolling on the ground, and refusing to transition, has been in place for two years and was being implemented with consistency and fidelity in the previous classroom. When Lady G. transitioned to a new classroom this school year, some inconsistencies in plan implementation occurred, and the new staff did not feel comfortable with all aspects of implementation due to safety concerns. Teacher A.B. reports that the PBIP does not appear to be working at this time, with aggressive behaviors towards staff increasing.

If the student is an English Learner, describe any possible effects of English language acquisition process on the above assessment results: Spanish is the primary language spoken in the home. Lady G. responds to both English and Spanish, but her compliance tends to be enhanced when people who work with her use some Spanish words and phrases.

- Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Student was assessed in all areas of suspected disability necessary for this report.
- Assessment was tailored to assess specific areas of educational need.
- Assessment was conducted to not be discriminatory on racial, cultural, or sexual bias.
- Any assessment tools were used for the purpose for which they were designed and are valid and reliable.
- Assessment was conducted by trained and knowledgeable personnel.
- Assessment was conducted to produce results that accurately reflect the student's abilities, not the student's impairments, including impaired sensory, motor, or speaking skills.

PROBLEM BEHAVIOR

Description of behavior:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes), duration typically averaging 5-10 minutes, intensity of kicking moderate (painful to the average person but not leading to injury) to severe (leading to bruising, swelling or other injury).

Impact of behavior on academic and social functioning:

Due to her aggressive behaviors, Lady G. is not allowed to work with peer tutors from general education classes who volunteer in the special education classroom. In addition, she misses much instructional time due to her noncompliant episodes in the school hallways. Some days Lady G. does not make it to the classroom at all and instead spends her time in other settings (hallways, school gymnasium, and/or sensory room).

Baseline:

From 1-2 times per hour (average once per hour).

Antecedents:

Staff is requesting a transition to a non-preferred activity; the communication book is not available or is in another location; Lady G. is requesting a food item or is attempting to reach a food item in the classroom, with staff either blocking her access or telling her she can't have a food item after she requested it.

Consequences:

After Lady G. becomes aggressive toward staff, staff will back away and call for another staff to assist. The other staff member (typically Teacher A.B.) will approach, show Lady G. a food item (goldfish crackers), and ask her firmly to stand up while reaching out one hand. As soon as Lady G. stands up, Teacher A.B. will give Lady G. two goldfish crackers and say, "No kicking!" Lady G. will immediately eat the crackers and reach out for more. At this time the crackers are put away, and Lady G. may drop to the ground again. It appears that Lady G. gains access to what she wants (food items), as well as attention from the teacher, when she engages in problem behaviors, which appears to be a payoff for her.

ECOLOGICAL/SETTING FACTORS AND EVENTS FOR PROBLEM BEHAVIOR

For each of the following, describe what is typical:

	<i>When the problem behavior occurs...</i>	<i>When the problem behavior does not occur...</i>
Day or Time:	May occur throughout the school day but most likely prior to snack and lunch	For approximately 30 minutes after snack and lunch times
After a certain event:	Denial of a request for food, physical redirection while on the ground	After mealtimes
Before a certain event:	Transitions back to the classroom after being outside	Transition to a preferred activity
People present: (students and adults)	Staff and students	Less likely with Teacher A.B.
Subject/Activity:	Transitions, academic subjects	Walking outside, playing with sensory items, using sensory equipment
Type of activity: (quiet, group, hands-on)	Group activities	Sensory activities, community walks
Location: (cafeteria, playground)	Hallways, classroom	Gymnasium, sensory room, community settings (park, grocery store)
Type of instruction: (oral, visual)	Oral	Less likely with visuals (modified PECs)
Support available: (one-on-one, group)	Large group	Small group, one-on-one with teacher
Other:	When hungry or fatigued	

Quality of life:

Lady G. has limited opportunities to access the community and to meet her physical and sensory needs when she is not at school. At school she goes on community outings at least once per week, and she especially enjoys visiting the local community park and the grocery store. Lady G.'s family lives in crowded conditions, which appears to increase her agitation. According to Mrs. G., the family is struggling to meet their basic needs, and the children don't have many toys at home.

Summary of assessment, including factors affecting educational performance:

During the first observation, Lady G. demonstrated two problem behaviors (dropped to the floor and attempted to kick staff who were redirecting her). During the second observation (cafeteria, followed by a community walk to the local park), Lady G. did not engage in problem behaviors, except when she returned to school and briefly dropped to the ground while saying, "oh, no." During the third observation, Lady G. demonstrated problem behaviors (dropped to the ground, kicked a staff member in the leg) during the transition from the school gymnasium back to the classroom. Teacher A.B. was called who redirected Lady G. through strategies listed in the consequence section.

Observational data, data collected by staff, and data from the FAST point to a tangible function as well as a social communicative function (protesting lack of access, protesting non-preferred transitions, protesting physical redirection). Lady G. appears to be seeking access to preferred items and activities and expressing her dissatisfaction when access is denied or blocked. In addition, she usually does not have access to a functional communication system when she needs to express her needs.

FUNCTION OF BEHAVIOR

Hypothesis of the function of the behavior:

Aggressive behaviors can best be described as serving a tangible function (seeking access to preferred items and activities) and a function of protest when preferred items or activities are unavailable, inaccessible, or when physical redirection is used.

POSITIVE/REPLACEMENT BEHAVIOR

Behavior the student will use instead of the problem behavior:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Student currently does/does not demonstrate the replacement behavior

1. Not as specified
2. Yes

(If no), Prerequisite skills the student demonstrates that would lead to acquisition of the positive/replacement behavior:

1. Lady G. is able to communicate her needs when she has access to her communication book and during structured, one-on-one sessions with the speech and language therapist.

(If yes)

- Baseline – 2. Observed once in the transition from community outing back to the classroom. Not recorded on ABC data sheets.
- Antecedents – Staff was observed to say, "oh no" when Lady G. dropped to the ground, prior to Lady G. making that same statement.
- Consequences – Staff was observed to smile and repeat "oh no," followed by verbal redirection to stand up and walk to the classroom; student complied.

Ecological/setting factors and events for Positive/Replacement Behavior:

Day or Time:
After a certain event: adult modeling of phrase
Before a certain event:
Subject/Activity: transitions, walking back to class
People present: (students and adults): adults
Type of activity: (quiet, group, hands-on)
Location: (cafeteria, playground)
Type of instruction: (oral, visual)
Support available: (one-on-one, group)
Other:

REINFORCEMENT**Student likes/seeks:**

Activities: eating, going for walks, exploring her environment, playing with toy animals, listening to preferred songs, dancing, watching music videos, playing in water, playing with a parachute, having her shoes off, squeezing or playing with fidget items, climbing on play structure, bouncing and rolling on the big ball, squeezing into tight places, receiving deep pressure, going for bus rides, working on some puzzles, watching others, visiting the park and grocery store.

People: Teacher A.B.

Tangibles: sensory items (soft, squishy toys, vibrating toys, big ball, squeeze machine), puzzles, music videos, toy animals, parachute.

Food/Drink: fruit, bread, plain noodles, goldfish crackers, pizza, gummy candy.

Other:

Determination of reinforcement based on:

- ☒ Reinforcement Survey ☐ Student Interview ☒ Parent Interview ☒ Teacher Interview
☐ Preference Assessment ☒ Observation ☐ Other (describe):

RECOMMENDATIONS**Factors to enable student to be involved and make progress in core curriculum:**

1. Consistently use the modified PECS book in all educational environments. Ensure that photographs of preferred items and activities are included in the communication book.
2. Consistently implement a sensory diet to help meet Lady G.'s sensory needs (planned proactive access to needed sensory input).
3. Ensure that all staff working with Lady G. is trained in NCPI strategies to protect safety for all
4. Ensure that Lady G. has access to the outdoors and favorite activities throughout her school day (non-contingent access).

5. Revise the reactive plan to give the staff a step-by-step procedure in responding to all stages of the problem behaviors in a consistent manner.
6. Ensure that Lady G. has access to Teacher A.B. several times per day (non-contingent access).
7. Collaborate with other agencies to ensure that the family receives the services they need in order to meet Lady G.'s needs.
8. Consistently implement a token economy to provide Lady G. with frequent social and tangible reinforcement for appropriate and replacement behaviors.
9. Task analysis for difficult or non-preferred transitions: break down transitions into small steps and reinforce each step. Use tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition.
10. On days when Lady G. is sleep deprived, reduce demands and increase sensory activities and rest periods.

Possible special education and related services or additions or modifications to current services needed to meet goals and participate in core curriculum/appropriate activities:

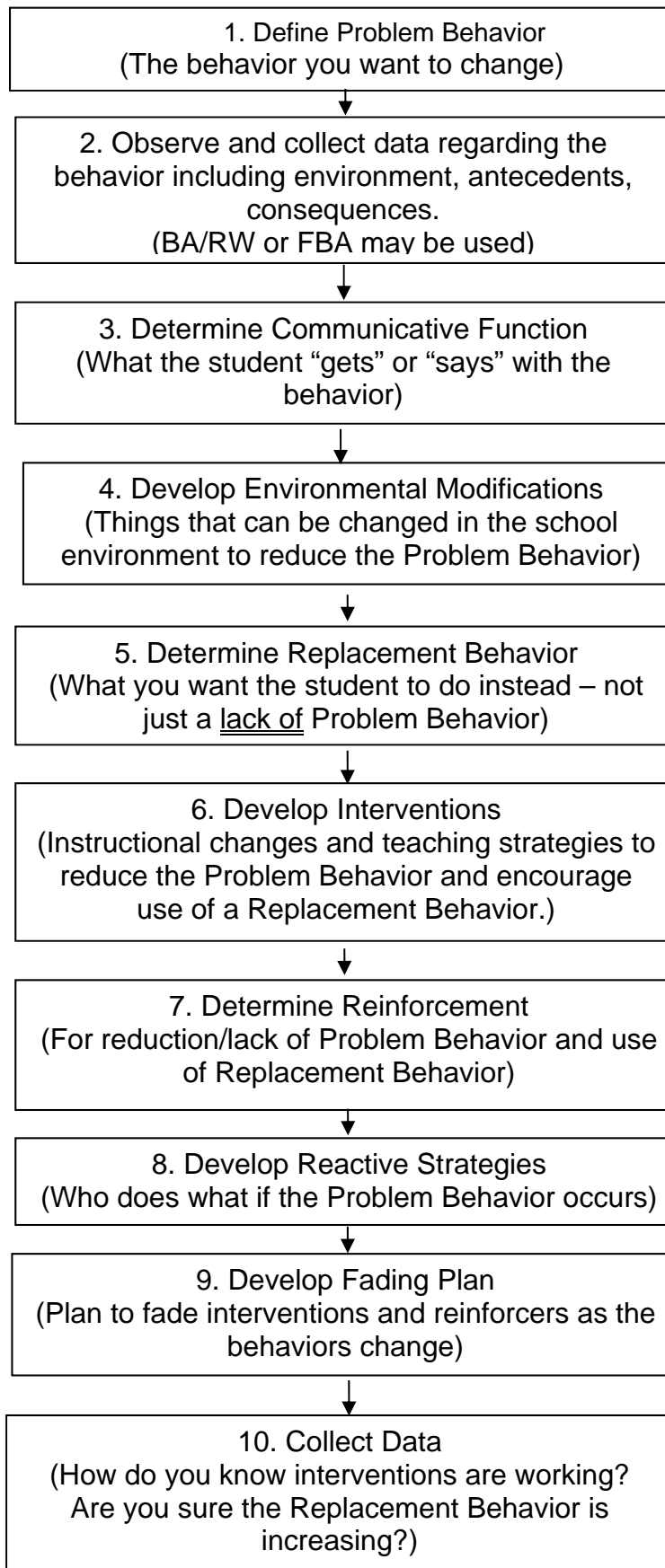
- ☐ Positive Behavior Intervention Plan not needed
- ☐ Environmental Changes Specified on Accommodations page
- ☐ Revision of current plan
- ☒ Positive Behavior Intervention Plan needed
- ☐ Other _____

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature _____ Title _____

Behavior Intervention Plan (BIP)

Ten Steps to Behavior Interventions Plans (PBIP or BIP)



Behavior Intervention Plan Key Concepts

Components

Problem Behavior

** Behavior interfering with learning is...*

Replacement behaviors serve the same function as the problem behaviors.

Functionally Equivalent Replacement Behavior (FERB) must be identified that will be taught and reinforced to allow the student's need (function) to be met in an acceptable manner

Teaching strategies adequately specify how to teach and/or prompt FERBs.

Specify how the FERB, that allows the student to meet his/her functional need in an acceptable way, will be systematically taught.

Reinforcers are specific to student and are known objects, activities and/or people that the student seeks.

A reinforcer is a consequence that increases or maintains a behavior. It 'reinforces' the probability of the behavior being repeated.

Key Concepts

- Define the problem behavior clearly so you can measure progress.
- If you use general behavioral category terms such as "defiance," give examples of what the student actually does so that everyone understands what the problem looks like when it occurs.
- The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided– he or she gets something or rejects something (protest/avoid) that is acceptable in the environment.
- The FERB should maximize the benefits (more positive feedback) and minimize the costs to the student and others in the environment (lost instructional time, punishment).
- A plan to teach or prompt the FERB must be carefully thought out, with materials or strategies given with enough detail so that all team members will remember what they have decided to do.
- It is acceptable to minimally mention the teaching strategy and then refer the reader to an attached skill teaching sequence.
- The teaching section can include identification strategies for increasing general positive behavior skills. Full credit requires specific strategies for teaching FERBs. FERB is a core component of any well designed behavior plan and therefore methods for teaching this should be specified with some details.
- A reinforcer can be a tangible or an event delivered as a conditional consequence.
- A reward is a tangible or an event delivered conditionally for which you hope the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does not currently exist that the student will strive to attain the reinforcer.
- Students will not likely change or maintain new behaviors without reinforcement. Determine if a true "reinforcer" has been selected, rather than a "reward." For a reinforcer there is evidence of the student seeking this event or tangible.
- Can the student wait for the reinforcer, even if it is known to be highly powerful? Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort?
- Does the student grasp the connection between the reinforcer and the behavior?
- If using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or intensity of token delivery.
- Who delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer?

Adapted from Diana Browning Wright, PENT Research Team

Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student Name _____ Date of Birth _____ IEP Date: _____

This BSP attaches to ☐ IEP Date __/__/____
☐ 504 plan Date __/__/____
☐ Team Meeting Date __/__/____

Today's Date __/__/____ Next Review Date __/__/____

1. The behavior impeding learning is (describe what it looks like)

2. It impedes learning because

3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ Reported by _____ and/or ☐ observed by _____

PREVENTION - PART I - ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observations and Analysis

5. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

6. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)

Intervention

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (*Changes in Time/Space/Materials/Interactions to remove likelihood of behavior*)

Who will
establish? _____

Who will
monitor? _____

Frequency? _____

ALTERNATIVES - PART II - FUNCTIONAL FACTORS AND NEW BEHAVIOR TO TEACH AND SUPPORT

Observations and Analysis

8. Team believes the behavior occurs because (Function of behavior in terms of getting, protest, or avoiding something)
 9. Accept a replacement behavior that meets same need
-

10. What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

11. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

Who will establish? _____

Who will monitor? _____

Frequency? _____

12. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Selection of reinforcer based on _____

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? _____

Frequency? _____

EFFECTIVE REACTION - PART III - REACTIVE STRATEGIES

13. What strategies will be employed if the problem behavior occurs again?

1. Prompt student to switch to the replacement behavior

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel? _____

OUTCOME - PART IV - BEHAVIORAL GOALS

14. Required Functionally Equivalent Replacement Behavior (FERB) Goal

By when _____

Who _____

Will do X behavior _____

For the purpose of y _____

Under what conditional conditions _____
At what level of proficiency _____
As measured by whom and how _____

Option 1 Increase General Positive or Decrease Problem Behavior

By when _____
Who _____
Will do what, or will NOT do what _____
At what level of proficiency _____
Under what conditions _____
Measured by whom and how _____

Option 2 Increase General Positive or Decrease Problem Behavior

By when _____
Who _____
Will do what, or will NOT do what _____
At what level of proficiency _____
Under what conditions _____
Measured by whom and how _____

The above behavioral goal(s) are to

- ☐ Increase use of replacement behavior and may also include
- ☐ Reduce frequency of problem behavior
- ☐ Develop new general skills that remove student's need to use the problem behavior

OBSERVATION AND ANALYSIS CONCLUSION

Are curriculum accommodations or modifications also necessary? Where described: _____	yes	no
Are environmental supports/changes necessary?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Is reinforcement of replacement behavior alone enough (no new teaching is necessary)?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Are <u>both</u> teaching of new replacement behavior AND reinforcement needed?	<input type="checkbox"/> yes	<input type="checkbox"/> no
This BIP to be coordinated with other agency's service plans?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Person responsible for contact between agencies _____	<input type="checkbox"/> yes	<input type="checkbox"/> no

COMMUNICATION - PART V - COMMUNICATION PROVISIONS

15. Manner and content of communication

1. Who? _____
2. Under what condition(s) (Contingent? Continuous?) _____
3. Delivery Manner _____
4. Expected Frequency? _____
5. Content? _____

6. How will this be two-way communication _____

1. Who? _____

2. Under what condition(s) (Contingent? Continuous?) _____

3. Delivery Manner _____

4. Expected Frequency? _____

5. Content? _____

6. How will this be two-way communication _____

1. Who? _____

2. Under what condition(s) (Contingent? Continuous?) _____

3. Delivery Manner _____

4. Expected Frequency? _____

5. Content? _____

6. How will this be two-way communication _____

PARTICIPATION - PART VI - PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student _____

☐ Parent/Guardian _____

☐ Parent/Guardian _____

☐ Educator and Title _____

☐ Educator and Title _____

☐ Educator and Title _____

☐ Administrator _____

☐ Other _____

☐ Other _____

BEHAVIOR INTERVENTION PLAN (BIP) INSTRUCTIONS

This Behavior Intervention Plan is based upon research by the California Positive Environment Network of Trainers (PENT) and has been developed to support best practices. Note: Numbers correspond to PENTTrainer

I. Note source(s) of data on which the plan is based. Some BIPs will be developed without an FBA, by informal means, such as interviews or observations. Other behaviors will require a more systematic approach, and an Assessment Plan and Functional Behavioral Assessment (FBA) will be developed to be able to more carefully analyze the behaviors.

II. Description of inappropriate behavior which interferes with learning (problem behavior – must be observable/measurable)–

A problem behavior must be described in observable/measurable terms. Define the behavior in ways that are clear, specific, and observable to anyone. This means any two people would agree whether or not the behavior has occurred. If there is more than one behavior, number each behavior unless they are identified as a cluster or chain of behaviors.

III. Current frequency/intensity/duration of problem behavior–

Indicate how much the problem behavior is currently happening. Include frequency (how often) as well as duration (how long) and intensity (how severe) if applicable. Examples of intensity for hitting with open hand (mild: brief, light touch; moderate: leaves red mark on skin; severe: requires medical attention).

IV. Current predictors (antecedents) for problem behavior–

Predictors occur in the immediate environment and/or past environments. When, where, and under what conditions is the behavior most likely to occur? If there is an FBA, you can determine the predictors/antecedents from the FBA report. Predictors may include: physical setting, location, social setting, instructional strategies, curriculum/activities/subject, timing of events, individuals present, scheduling factors (time of day, transitions), degree of participation, social interactions, availability of support, degree of independence, degree of choice, and/or other setting events.

V. Most typical outcomes (consequences) of problem behavior– Consequences occur after or as a result of a problem behavior and influence the problem behavior (either increasing or decreasing it). If there is an FBA, you can determine the outcomes/consequences from the FBA report.

Consequences/outcomes for a problem behavior may include: escaping or avoiding something perceived as unpleasant in the environment (either by leaving the environment voluntarily, refusing to do something, or by being asked or forced to leave), receiving attention from peers or adults, being ridiculed by others, being verbally corrected, gaining access to a tangible, gaining access to a sensory experience, etc.

VI. IEP Team believes behavior occurs because (hypothesis of function)–

Based on FBA or team hypothesis, check the box that best summarizes the function of the problem behavior, then describe what the student is trying to obtain, protest, or avoid by using this problem behavior. All problem behavior serves a function for the student. The behavior continues because it works to meet the student's needs in some way. Almost all problem behavior occurs because the individual is trying to get something (an object, adult attention, peer attention, a privilege, etc.) or avoid something (certain tasks, transitions, people, challenging work, embarrassment, a threat to physical or emotional safety, etc).

NOTE

– This is extremely critical because the replacement behavior needs to achieve the same outcome as the problem behavior.

VII. Description of the positive/replacement behavior–

Describe what student should do to gain the same outcome as the problem behavior in an acceptable/safe way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing).

The replacement behavior (functionally equivalent replacement behavior: FERB) is a positive alternative that allows the student to obtain the same function the problem behavior provides in a manner that is acceptable in the environment. The FERB should maximize the benefits (e.g., more positive feedback from staff or peers) and minimize the cost to the student and others in the environment (e.g., loss of instructional time).

NOTE

- The FERB must meet the same function as the problem behavior and be at least as easily performed as the problem behavior once it is learned.

VIII. Current frequency of positive/replacement behavior–

How often the student is currently using the positive replacement behavior. For some students this might not occur yet; others might be using the behavior infrequently, inappropriately, partially, in certain settings, or it might not be reinforced by staff.

IX. Teaching/Action Plan–

The teaching/action plan describes the proactive interventions for the behavior plan and specific procedures and strategies for increasing the positive replacement behavior and decreasing the problem behavior. The page is divided into several sections and can be used as a staff sheet summarizing all the proactive components of the behavior plan. Interventions should include the responsible personnel and/or implementers of specific strategies.

X. Reduction of problem behavior:

A. Interventions–

This section addresses changes in the environment that will prevent or reduce the need for the student to use the problem behavior. This may include environmental changes in how

time is structured (e.g., reduced number of transitions, decreased demands), space is organized (e.g., preferential seating, increased access to teacher), materials are selected (e.g., behavior chart, visual schedule, curricular modifications), and/or positive interactions are increased (e.g., positive to negative feedback ratio, peer tutors, assigning tasks in the classroom).

Indicate the frequency that interventions will be applied (avoid being general such as “as needed,” but indicate when; e.g., before a task is introduced, as student begins to get agitated); also indicate “Responsible Personnel” who are responsible for providing the interventions be specific; do not put general terms such as “IEP Team,” or specific terms “Jane Doe.” Describe who is to do what (e.g., is the teacher responsible to change the schedule, prompts, tone of instruction, materials or are paraeducators to provide interventions as well?).

B. Reinforcement–

In this section, the reinforcement procedures aimed at **reducing the problem behavior(s)** listed. Specify:

- What behavior(s) you are reinforcing (e.g., low rate of task refusal, participating in a recess without hitting or kicking another student)
- What the reinforcement is (e.g., verbal praise, social reinforcement, token, points on point sheet)
- The schedule of reinforcement (how often it is given)
- The criteria for delivering the reinforcer (what exactly the student has to do to gain access to the reinforcer)
- Responsible personnel (this could be different people, e.g., the teacher provides points on the point sheet, and the principal provides a daily reward when a certain number of points are earned).

Elements to consider for reinforcement procedures: specific reinforcing items (tangible, activities, social reinforcement), immediacy (providing the reinforcer right after a target behavior), consistency (providing the reinforcer for each interval of lack of or low rates of Problem Behavior), choice (a variety of reinforcers), contingency (only given when the problem behavior does not occur) and effectiveness (e.g., the reinforcer has proven to be motivating for the student).

C. Plan for fading interventions and reducing reinforcement for problem behavior–

Specify target rate(s) for reduction in the occurrence of problem behavior, including period of time in which rate will be maintained (e.g. – “no more than two times a week for three weeks”). As those rate(s) are achieved, specify changes to be made in the interventions. These could include changes to be made in the ecology (e.g., reducing number of breaks; reducing physical supports such as study carrels or separate seating; reintroducing back into group activities), instructional strategies (e.g., reintroducing more demanding tasks; less intrusive prompts; less curricular modifications; reducing number of verbal prompts); and/or reinforcement schedule (e.g., lengthening reinforcement intervals, moving toward more intrinsic reinforcement).

XI. Increase of positive/replacement behavior:

A. Interventions–

List specific strategies for teaching the positive/replacement behavior and other general positive behavior skills. These will vary depending on the behaviors you are teaching and the student. Specify the step-by-step procedures and materials you will need to teach the behaviors/skills, as well as the people who will teach them. Strategies should always be proactive and taught at planned intervals.

Indicate **frequency** (e.g., daily, before a specific activity, during counseling or speech sessions); and **responsible personnel** (staff who will be responsible for teaching, modeling, eliciting the Positive/Replacement Behavior. Do not put “IEP Team,” instead, indicate specific staff (e.g., SLP instead of Jane Doe) responsible for creating or procuring any needed instructional materials, creating reinforcement visuals, etc.).

B. Reinforcement–

In this section, the reinforcement procedures aimed at **increasing the positive/replacement behavior** are listed. Specify:

- What positive/replacement behavior(s) you are reinforcing (e.g., asking for help instead of dropping to the floor, raising a hand for attention instead of shouting out, requesting a break instead of yelling/screaming)
- What the reinforcement is (e.g., verbal praise, social reinforcement, token, points on point sheet)
- The schedule of reinforcement (how often it is given)
- The criteria for delivering the reinforcer (what exactly the student has to do to gain access to the reinforcer)
- Responsible personnel (this could be different people, e.g., the paraeducator provides tokens on the token board, and the teacher provides a tangible reward paired with attention when a certain number of tokens are earned).

Elements to consider for reinforcement procedures: specific reinforcing items (tangible, activities, social reinforcement), immediacy (providing the reinforcer right after the target behavior), consistency (providing the reinforcer for each interval in which the student engaged in the positive/replacement behavior), choice (a variety of reinforcers), contingency (only given when the Positive/Replacement behavior occurs) and effectiveness.

C. Plan for fading interventions and reducing reinforcement for positive/replacement behavior: Specify target rates for increase in the rate of the Positive/Replacement Behavior. As that rate is achieved, specify changes to be made in the interventions (e.g., changing to intermittent reinforcement; increasing length of intervals; emphasizing more intrinsic reinforcement; fading artificial reinforcement in favor of more natural outcomes; giving less intrusive prompting; decreasing direct instruction and practice; allowing peers to step in to prompt/model rather than the teacher).

XII. Reactive strategies to employ/debrief procedures to use if the problem behavior occurs

A. At precursor/first sign of problem behavior–

Typically the first step in a reactive strategy is to prompt/remind the student to use the replacement behaviors to prevent the problem behavior from continuing or escalating. A prompt may be verbal, visual, gestural, etc. Further steps may also include: reminding the student of what they are working for, reminding of consequences to behaviors, encouraging choice-making, offering emotional or task support, etc.

Indicate personnel who will do this (e.g., Some staff may be better at being less emotionally involved, others may prefer to do the re-directing).

B. If problem behavior continues or escalates–

This would be the next step in case the problem behavior continues or escalates. Specify how the staff will redirect the problem behavior and/or maintain the safety of everyone, e.g., escorting the student to a safe area, redirecting to a quiet space, removing the audience, planned ignoring, call for backup from support staff, etc.

Indicate responsible personnel for various tasks – who removes student, who calls for help, who removes other students.

C. Debriefing/follow up with staff and/or student if necessary–

This follows the occurrence of a problem behavior and, depending on the student's level of functioning, may include: a verbal dialogue, a written process, or a behavior practice session (e.g., practicing the replacement behavior, reading a social narrative, reviewing a picture sequence of the appropriate behavior steps).

Indicate responsible personnel (e.g., Intensive School-Based Therapist may provide counseling after each incident, teacher will complete debriefing sheet with student, etc.).

XIII. IEP Goals–

There should be one goal to increase the Positive Replacement Behavior and one goal to either decrease Problem Behavior or to develop new general skills that remove the student's need to use the Problem Behavior (e.g. If the problem behavior is getting out of the seat during an activity and running around the classroom, a general skill development goal would be to increase the student's skills and strategies for attending to task). Every goal has to include all the elements required for IEP goals.

XIV. Communication–

Active exchanges between all stakeholders and between home and school should be outlined and specified in terms of medium and frequency. It is important that all communication involves a two-way exchange rather than one person giving information to a passive recipient.

Exchanges can occur through e-mail, phone calls, written logs, meetings, data collection sheets, point sheets, etc. Do not include the names of staff members to allow for changes in staffing.

XV. Data Collection–

Consider whether data collection is necessary in addition to data used to measure goals.

For a behavior plan, data on problem and replacement behaviors should be collected on a regular basis to monitor progress, with method, frequency and personnel noted. In some cases, established data collection procedures are already part of the goals associated with the plan. In other cases, new or separate data collection procedures need to be established.

XVI. Personnel Responsible for Monitoring Plan Implementation–

Specify who will be responsible for monitoring and overseeing the implementation of the plan. The personnel will be determined based upon district policy, personnel training and qualifications, team decision, case manager assignment, etc. Ensure persons responsible for implementing the BIP have access to it and know what it means to implement the strategies.

Example – South East Consortium SELPA - Behavior Intervention Plan – Confidential

Student's Name:	Grade:	Date of Birth:
Today's Date:		Next Review Date:
Student has existing: <input type="checkbox"/> IEP <input type="checkbox"/> 504		
This Behavior Intervention Plan is based upon: <input type="checkbox"/> Team meeting <input type="checkbox"/> Observational data <input type="checkbox"/> Student interview <input type="checkbox"/> Staff interview(s) <input type="checkbox"/> Functional Behavioral Assessment		

1 & 4 - Target Behavior(s):

Defined as (measurable and observable)

Baseline (frequency, intensity, duration)

Behavior Category: ☐ Early intervention ☐ Moderate ☐ Serious ☐ Extreme

5 - Current Antecedents:

(a) Physical setting
 (b) Day or time/Scheduling Factors:
 (c) After/before a Certain Event
 (d) Before a Certain Event
 (e) People present (students and adults):
 (f) Subject/Activity/Curriculum
 (g) Type of Activity/Participation (quiet, group, hands-on)
 (h) Location:
 (i) Type of Instruction (oral, visual):
 (j) Support Available/Social Setting/Social Interaction:
 (one-to-one, group):
 (k) Degree of Choice
 (l) Degree of Independence
 (m) Other:

7 – Antecedent Changes to Address Target Behavior(s)

(E.g., Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing “triggers”).:

(a) Physical setting
 (b) Day or time/Scheduling Factors:
 (c) After a Certain Event
 (d) Before a Certain Event
 (e) People present (students and adults):
 (f) Subject/Activity/Curriculum
 (g) Type of Activity/Participation (quiet, group, hands-on)
 (h) Location:
 (i) Type of Instruction (oral, visual):
 (j) Support Available/Social Setting/Social Interaction:
 (one-to-one, group):
 (k) Degree of Choice
 (l) Degree of Independence
 (m) Other:

Responsible personnel to establish/monitor:
 Frequency:

6 - Current Consequences Supporting Target Behavior(s):

8 - Hypothesized Function(s) of Behavior:

☐ Escape/avoid ☐ Protest ☐ Attention ☐ Tangible ☐ Sensory ☐ Other: _____

9 & 13 - Functional Communication Goal/Functionally Equivalent Replacement Behavior:

FERB:

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what contingent conditions	At what level of proficiency	As measured by whom and how
---------	-----	-----------------------------	-------------------------------	--------------------------------	-------------------------------	----------------------------------	------------------------------	-----------------------------

1.

Increase Positive or Decrease Problem Behavior:

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measure by whom and how
---------	-----	-----------------------------------	------------------------------	-----------------------	-------------------------

1.						
10 - Skills to Teach (Strategies/Materials):						
Responsible personnel to establish/monitor: Frequency:						
11 – Consequence Change/Reinforcement Procedure (Indicate behavior, rate of behavior, interval, reinforcer, and responsible personnel for reduction of problem behavior):						
Establishing Phase: <ul style="list-style-type: none"> • Maintaining Phase: <ul style="list-style-type: none"> • Generalization Phase: <ul style="list-style-type: none"> • Fading Phase: <ul style="list-style-type: none"> • 						
Responsible personnel: Frequency:						
12 – Consequence Change/Target Behavior Reoccurrence Strategies:						
Staff reactions/verbal and nonverbal behavior: <ul style="list-style-type: none"> • Reflection/discussion with student: <ul style="list-style-type: none"> • Role-play: <ul style="list-style-type: none"> • Classroom or school consequences (if applicable): <ul style="list-style-type: none"> • 						
14 - Communication						
Who	Contingent and/or continuous	Delivery manner	Frequency	Content	Two Way Communication Strategy	
Participants:			Copies Provided to:			
Student: _____ Parent/Guardian: _____ Educator/Title: _____ Educator/Title: _____ Administrator: _____ Other: _____			<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Paraprofessional <input type="checkbox"/> General Education Teacher <input type="checkbox"/> Support Personnel <input type="checkbox"/> Other: _____			

Sample South East Consortium SELPA Behavior Intervention Plan – Confidential

Student's Name: Lady G.	Grade: 5th	Date of Birth: xxx
Today's Date: xxx		Next Review Date: xxx
Student has existing: <input checked="" type="checkbox"/> IEP <input type="checkbox"/> 504		
This Behavior Intervention Plan is based upon: <input type="checkbox"/> Team meeting <input type="checkbox"/> Observational data <input type="checkbox"/> Student interview <input type="checkbox"/> Staff interview(s) <input checked="" type="checkbox"/> Functional Behavioral Assessment		

SAMPLE

1 & 4 - Target Behavior(s):

Defined as (measurable and observable)

- Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes)

Baseline (frequency, intensity, duration)

- Frequency: Average once per hour
- Intensity: Moderate (painful to the average person, but not leading to injury) to severe (leading to bruising, swelling, or other injury)

Behavior Category: ☐ Early intervention ☐ Moderate ☒ Serious ☐ Extreme

5 - Current Antecedents:

(a) Physical setting

- Back table near snack storage area

(b) Day or Time/Scheduling Factors:

- Prior to snack or lunch time
- Transition

(c) After a certain event

- Denial of request for food
- Being blocked from reaching desired item (i.e., food)

(d) Before a certain event

(e) People present

- Adult usually linked to snack access (para) and other students, including peer tutors

(f) Subject/Activity/Curriculum

- Academic subjects

(g) Type of Activity/Participation:

- Non-preferred activities (academic subjects)
- Group work

(h) Location:

- Cafeteria
- Playground

(i) Type of Instruction:

- Oral instruction

7 - Antecedent Changes to Address Target Behavior(s)

(E.g., Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing "triggers".):

(a) Physical setting

- Back table – Provide visual prompts and reinforce appropriate behavior; sit student away from snack storage area and in spaces where she will not have enough room to drop to the ground

(b) Day or Time/Scheduling Factors:

- Transitions – Pair transition with sensory item of choice; Warn of transition and create a schedule with reinforcer chosen; create a task analysis of transition steps and reinforce each step
- Snack and lunch time – Use "if this, then that" contingency prior to snack or lunch and follow through with expectations

(c) After a certain event

- Pair walking from outside class to class with sensory item of choice

(d) Before a certain event

(e) People present

- Have adult not link with snack access interact with Lady- mainly teacher
- Para implements planned ignoring of rolling on the ground

(f) Subject/Activity/Curriculum

- Allow Lady to engage with a book or materials related to oral instruction

<p>(j) Support available/social setting/social interaction:</p> <ul style="list-style-type: none"> • Lacking communication • Working within a large group with peers <p>(k) Degree of choice:</p> <p>(l) Degree of Independence</p> <ul style="list-style-type: none"> • Physical prompting or redirection by staff when already on the floor <p>(m) Other</p> <ul style="list-style-type: none"> • Hunger • Fatigue • Inconsistent medication 	<p>(g) Type of Activity/Participation</p> <ul style="list-style-type: none"> • Remind Lady of reinforcers and reference “If this, then that” • Allow Lady to engage in choice of small group or one-to-one support for a limited amount of time • Be close to Lady during oral instruction to prompt appropriate behavior as needed <p>(h) Location</p> <ul style="list-style-type: none"> • Hallway – remain in close proximity; remind of reinforcers; have transition prompts readily available <p>(i) Type of Instruction</p> <ul style="list-style-type: none"> • If possible, limit the amount of oral instruction • Pair oral instruction with visuals, videos, songs, etc. <p>(j) Support available/social setting/social interaction</p> <ul style="list-style-type: none"> • Have communication book and “I want” sentence strips readily accessible • Oral instruction – Communicate using signs, gestures, and visuals • Presence of staff and students – Allow sensory item to be used in the absence of target behavior • Allow Lady to appropriately ask for sensory item • Schedule non-contingent access to a few choice activities <p>(k) Degree of choice</p> <ul style="list-style-type: none"> • Non-preferred activities (academic subjects) – Provide choice within activities and allow Lady to reschedule • Group work – Give choice of working in a smaller group size • Denial of request for food – Delay request and use “If this, then that” contingency statement • Being blocked from reaching desired item (i.e., food) – Keep food out of sight until appropriate time <p>(l) Degree of independence</p> <ul style="list-style-type: none"> • Physical prompting or redirection by staff – Prompt nonverbally (signs, visuals, modeling) <p>(m) Other</p> <ul style="list-style-type: none"> • Hunger – Ensure Lady eats breakfast and lunch; allow a scheduled snack time of choice • Fatigue – Ensure Lady receives enough rest; offer some time-limited breaks; reduce demands
<p>Responsible personnel to establish/monitor: Special education teacher; staff</p> <p>Frequency: Daily</p>	
<p>6 - Current Consequences Supporting Target Behavior(s):</p>	
<ul style="list-style-type: none"> • Receives access to food items 	

- Attention from teacher

8 - Hypothesized Function(s) of Behavior:

☐ Escape/avoid ☒ Protest ☐ Attention ☒ Tangible ☐ Sensory ☐ Other: _____

9 & 13 - Functional Communication Goal/Functionally Equivalent Replacement Behavior:

FERB:

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what contingent conditions	At what level of proficiency	As measured by whom and how
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1. By 4/15/xx, Lady will communicate her needs appropriately (using gestures, words, and pictures) instead of exhibiting aggression (kicking, lying/rolling on ground) to obtain tangibles or protest, when engaged in non-preferred items and activities, in 4 out of 5 opportunities as measured by teacher charts and daily point sheets.

Increase Positive or Decrease Problem Behavior:

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measure by whom and how
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2. By 4/15/xx, Lady will express her protests through appropriate vocalizations ("Oh no") or by using the communication book or sentence strip, within one nonverbal or modeling prompt, in 4 out of 5 opportunities during non-preferred activities and transitions, as measured by teacher charts and daily point sheets.

10 - Skills to Teach (Strategies/Materials):

1. In individual sessions with SLT twice per week, SLT will teach Lady to use the communication book to request tangible items and activities, through direct teaching, hand over hand, modeling, and direct reinforcement. SLT will review these sessions weekly once Lady is able to use the communication book in 50% of opportunities with prompts, and review monthly once Lady is able to use the communication book in 80% of opportunities with no prompts.

2. In individual sessions with SLT twice per week, SLT will teach Lady G. to express protest through her communication book, using modeled expressions and photographs of feelings. SLT will review these sessions weekly once Lady is able to use the communication book in 50% of opportunities with prompts, and review monthly once Lady is able to use the communication book in 80% of opportunities with no prompts.

3. SLT will teach staff on the use of the communication book and demonstrate how to use the "I want..." sentence strip with photographs. Staff will initially model how to use the sentence strips daily until Lady is able to do this at least 50% of opportunities with prompts, and then fade to weekly modeling once Lady is able to use the sentence strips independently in 80% of opportunities.

4. Teacher and support staff will use the communication book throughout the school day and have it accessible for Lady G., to practice and strengthen her appropriate communications.

Teacher and support staff will honor each appropriate request or attempt (verbal, gestures, pictures) as long as it does not involve dropping to the ground or aggression to staff, and will model and prompt use of appropriate communications throughout the school day using sentence strips with pictures or "Oh no".

Responsible personnel to establish/monitor: Speech Language Teacher, Special Education Teacher, staff

Frequency: Daily (Special Education Teacher and staff)

2x/weekly (Speech and Language Teacher)

11 – Consequence Change/Reinforcement Procedure (Indicate behavior, rate of behavior, interval, reinforcer, and responsible personnel for reduction of problem behavior):

Establishing Phase:

- For each successful transition from a non-preferred activity (without aggression), teacher and/or staff will provide one token on the token board, paired with specific verbal praise or social reinforcement.
- For each completed transition without aggression, teacher and/or support staff will provide Lady G. with a choice of five goldfish crackers or gummy candy.

- For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).
- When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.
- If the request cannot be granted, use the “first...then...” card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

Maintaining Phase:

- For every two successful transition from a preferred activity to a non-preferred activity (without aggression), teacher and/or staff will provide one token on the token board, paired with specific verbal praise
- For every two transitions without aggression, teacher and/or support staff will provide Lady G. with a choice of five goldfish crackers or gummy candy.
- For two consecutive days of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and/or access to a sensory activity of her choice (from communication book).
- When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. on every 2-3 responses and provide her with the requested item/activity.
- If the request cannot be granted, use the “first...then...” card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely after a few correct responses.

Generalization Phase:

- At random days during the week when Lady demonstrates a successful transition from a preferred activity to a non-preferred activity (without aggression), teacher and/or staff will provide either one token on the token board or specific verbal praise. During a non-typical day, Lady will receive three bonus points for being able to successfully transition.
- On random days during the week, when Lady transitions without aggression, teacher and/or support staff will provide Lady G. with social reinforcement.
- When Lady exhibits no aggression for two consecutive weeks, teacher and/or support staff will provide Lady G. with either verbal praise (nice hands, good job), attention, or access to a sensory activity of her choice (from communication book).
- When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will smile at Lady G provide her with the requested item/activity.
- If the request cannot be granted, point to the “first...then...” card. Provide Lady G. with the requested item/activity after follow through.

Fading Phase:

- When aggressive behaviors (dropping to ground and kicking) decreases to no more than 1-2 times daily, teacher/staff will gradually increase tokens needed for reward (from 5 to 10).
- Staff will also increase use of intermittent verbal praise and social reinforcement.
- Staff will present Lady with a certificate for reaching her goal, including a sensory item prize and time special activity with mother.

Responsible personnel: Special Education Teacher, Para

Frequency: Daily

12 – Consequence Change/Target Behavior Reoccurrence Strategies:**Staff reactions/verbal and nonverbal behavior:**

- Upon dropping to the ground, present Lady G. with her communication book and prompt her to “show me what you want. I want...” Assist as needed. Point to sentence strip or prompt for “Oh, no”. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.
- If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again (pointing to communication book or sentence strip) to show what she wants. Repeat the request every 3-5 minutes until she makes an appropriate request.

Reflection/discussion with student:

- Staff involved in witnessing incident will debrief with Lady G. about the incident by reading a social story.

Role-play:

- After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.
- Review positive replacement behavior and if necessary, review transition task analysis chart, communication boards and pictures, and sentence strip.

Classroom or school consequences (if applicable):

Responsible personnel: Classroom teacher/staff

14 - Communication

Who	Contingent and/or continuous	Delivery manner	Frequency	Content	Two Way Communication Strategy
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Monthly meetings among all service providers to update team of progress and changes in home and school program.
Daily home-to-school forms and school-to-home e-mails between teacher and parents, using Spanish translation.

Data Collection:

Daily data collection forms for problem and replacement behaviors maintained by classroom staff; bi-weekly observational data collected by Behavior Specialist

Participants:

Student: Lady G.
Parent/Guardian: Mr. and Mrs. G.
Educator/Title: A.B., Special Education Teacher
Educator/Title: C.M., Speech/Language Teacher
Administrator: _____
Other: V.T., Behavior Specialist

Copies Provided to:

- ☐ Parent/Guardian
☐ Paraprofessional
☐ General Education Teacher
☐ Support Personnel
☐ Other: _____

BEHAVIOR CLASSROOM IMPLEMENTATION PLAN

North Santa Cruz County SELPA

For (staff) _____

Student Name _____
(first only)

Behavior we want to change:

New behavior we would like student to use instead:

Please implement these strategies:

To reduce problem behavior –

Reinforcement for reduction in rate of problem behavior –

To help teach/remind student to use the new behavior –

Reinforcement for student using the new behavior –

If the problem behavior occurs:

At the first sign of the behavior:

Staff that will assist: _____

If the behavior does not stop or continues to escalate:

Staff that will assist: _____

After the incident is over:

Staff that will assist: _____

Additional comments:

Questions? Please contact _____

Behavior Intervention Plan (BIP)
Classroom Implementation Plan
Instructions

This form may be used to inform various staff about their responsibilities related to implementing a student's BIP.

The Implementation Plan will be filled out with the information from the BIP. Indicate the name of the person (e.g., support staff, OT, para-educator, general education teacher, etc.) who will be using the Implementation Plan. Then, you can edit any of the strategies to be very understandable and instructive for that person. You may choose to delete strategies that *other people* are working on, just leaving those that are most important for this person.

(SAMPLE) BEHAVIOR CLASSROOM IMPLEMENTATION PLAN

For (staff) _____

Student Name _____ PAUL
(first only)

Behavior we want to change:

Inappropriate touching of peers, defined as Initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild to moderate intensity while screaming in the peer's face

Frequency: 1-2 times per hour

New behavior we would like student to use instead:

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Please implement these strategies:

To reduce problem behavior –

1. OT and case manager will collaborate to implement a sensory diet for Paul and teach Paul's SCIA to implement it on a daily basis.

To Increase Reinforcement for reduction in rate of problem behavior –

SCIA will cue, prompt, and reinforce positive/replacement behaviors in unstructured settings and provide Paul with one "caught him being "good" ticket whenever she observes him using a positive social behavior and/or replacement behavior.

To help teach/remind student to use the new behavior –

1. When Paul is observed to run up to a peer, all applicable adults will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).
2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders.
Adults will ignore the inappropriate behavior and quietly praise the peer and hand the peer a "catch him being good" ticket.
3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Reinforcement for student using the new behavior –

If the problem behavior occurs:

At the first sign of the behavior:

1. When Paul is observed to run up to a peer,

Staff that will assist: will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).

If the behavior does not stop or continues to escalate:

2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders.

Staff will assist by ignoring the inappropriate behavior and quietly praise the peer and hand the peer a "catch him being good" ticket

After the incident is over:

3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior,

Staff will assist by giving him a thumbs up and smile at him.

Additional comments:

Questions? Please contact

Thank you for your support in making a difference in this student's life!

(SAMPLE) BEHAVIOR CLASSROOM IMPLEMENTATION PLAN

For (staff) _____ PRINCIPAL _____

Student Name _____ PAUL _____
(first only)

Behavior we want to change:

Inappropriate touching of peers, defined as Initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild to moderate intensity while screaming in the peer's face

Frequency: 1-2 times per hour

New behavior we would like student to use instead:

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Please implement these strategies:

To reduce problem behavior –

Principal will ensure that several sensory activities and Items are available on the playground for Paul to request.

Principal will increase adult supervision and assistance on the playground and in other unstructured settings, to redirect problem behaviors and prompt and reinforce replacement behaviors.

To Increase Reinforcement for reduction in rate of problem behavior –

To help teach/remind student to use the new behavior –

1. When Paul is observed to run up to a peer, all applicable adults will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).

2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders.

Adults will Ignore the inappropriate behavior and quietly praise the peer and hand the peer a "catch him being good" ticket.

3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Reinforcement for student using the new behavior –

Additional comments:

Questions? Please contact

Thank you for your support in making a difference in this student's life

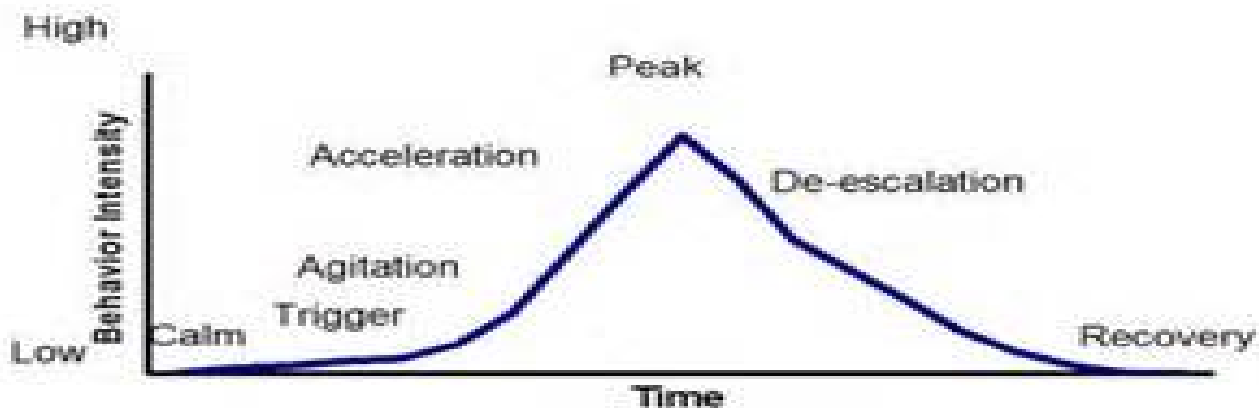
Escalation Cycle Management

Escalation Cycle Management Plan (ECMP) Stages

This planning form is useful for students exhibiting explosive behavior and may guide staff on appropriate responses, depending on the students behavior phase. According to Geoff Colvin, PhD, and George Sugai, PhD, the following phases are characteristic of a student's escalation cycle:

1. **Calm** – Student is cooperative, appropriate, and responsive to staff directions.
2. **Trigger** – Student experiences a series of unresolved conflicts (antecedent events, including certain situations, people, interactions, and/or directives/requests).
3. **Agitation** – Student exhibits an increase in unfocused behavior or emotional reaction due to the trigger(s).
4. **Acceleration** – Student displays maladaptive behavior and is unwilling to communicate with the adult in a logical manner (behaviors include arguing, confronting, or questioning).
5. **Peak** – Student is out of control and displays disruptive, dangerous, or destructive behavior (property damage, bodily injury).
6. **De-escalation** – Student displays confusion, but with decreases in serious maladaptive behavior.
7. **Recovery** – Student is often relatively compliant and calm.

The Escalation Cycle



Escalation Cycle Management Plan Strategies

	Responses/Strategies
	<ul style="list-style-type: none"> a) Teach or review replacement behaviors and emotion regulation skills b) Pre-corrections (remind student of potential triggers, replacement behaviors, and emotional regulation skills that can be used) c) Remind of reinforcers to motivate the student d) Use relationship strategies e) Proximity control
	<ul style="list-style-type: none"> a) Remove or reduce contact with triggers b) Use break area c) Prompt student to use replacement behavior d) Reinforce student for using replacement behavior e) Redirect student to another low level activity
	<ul style="list-style-type: none"> a) Use verbal de-escalation techniques b) Prompt student to use a previously brainstormed solution
	<ul style="list-style-type: none"> a) Continue to use non-verbal de-escalation techniques b) Gesture student to use the break area in an inviting manner

	<p>a) Staff regulates own behavior (calmness, tone of voice, volume), while continuing to utilize non-verbal de-escalation techniques</p> <p>b) Maintain space</p>
	<p>a) Restore relationship</p> <p>b) Debrief and discuss rational problem solving</p>

Escalation Cycle Management Plan Template

Phase	Responses/Strategies
Calm	<ul style="list-style-type: none"> a) Teach or review replacement behaviors and emotion regulation skills b) Pre-corrections (remind student of potential triggers, replacement behaviors, and emotional regulation skills that can be used) c) Remind of reinforcers to motivate the student d) Use relationship strategies e) Proximity control
Trigger	<ul style="list-style-type: none"> a) Remove or reduce contact with triggers b) Use break area c) Prompt student to use replacement behavior d) Reinforce student for using replacement behavior e) Redirect student to another low level activity
Agitation	<ul style="list-style-type: none"> a) Use verbal de-escalation techniques b) Prompt student to use a previously brainstormed solution
Acceleration	<ul style="list-style-type: none"> a) Continue to use non-verbal de-escalation techniques b) Gesture student to use the break area in an inviting manner
Peak	<ul style="list-style-type: none"> a) Staff regulates own behavior (calmness, tone of voice, volume), while continuing to utilize non-verbal de-escalation techniques b) Maintain space
De-escalation/Recovery	<ul style="list-style-type: none"> a) Restore relationship b) Debrief and discuss rational problem solving

Escalation Cycle Management Plan Template

Phase/Behavioral Signs	Responses/Strategies
Calm: Following directions and transitions without incident	<ul style="list-style-type: none"> -Keep the momentum going with a mixture of non-contingent attention and contingent praise (points, positive feedback; say "good transitioning.") -Review positive replacement behavior with student. -Review sample potential reinforcers for the day. -Remind of expectation by pointing to the communication board saying, "First this, then that." -Have communication book available for use nearby.
Trigger (beginning agitation): Student looks down at table and begins to tense and look rigid, including turning red	<ul style="list-style-type: none"> -Show Communication book (PECS) and point to two different activities that have been identified to be preferred or low in task demand that Lady may engage in. -Allow Lady 30 seconds to 1 minute to make choice.
Agitation: Student kicks chairs or nearby furniture	<ul style="list-style-type: none"> -Give Lady space, but remain nearby -Offer choice by saying and prompting for a break or use of positive replacement behavior to earn points (allow student 1-2 minute to decide) -If she followed the direction, award points, If not, supportively direct her to the break area. -Offer sensory items
Acceleration: Screaming; may become assaultive (kicking with medium strength and dropping to the ground)	<ul style="list-style-type: none"> -Without providing too much attention, point to the break area or pictures in communication. -Clear nearby students. -Offer support and use non-verbal de-escalation techniques.
Peak: Assaultive (actively seeking staff to kick lower extremities with force and high impact while on the ground)	<ul style="list-style-type: none"> -Contact administrator -Continue to offer support and use non-verbal de-escalation techniques -Give Lady space and avoid eye contact
De-escalation/Recovery	<ul style="list-style-type: none"> -Staff involved in witnessing incident will debrief with Student about the incident using social story.

Lady is calm again	<ul style="list-style-type: none">-Review positive replacement behavior and have Lady role-play.-Determine if reinforcer needs to be changed.
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Behavior Emergency Reporting (BER)

Intervention Strategies for Managing Unsafe Student Behaviors

ONLY AS A LAST RESORT

The schools in the North Santa Cruz County Special Education Local Plan Area currently use two kinds of prevention and intervention programs that meet all of the requirements the California Education Code and the needs of the students who have serious behavioral challenges. The two programs are The National Crisis Prevention Institute (CPI) and Therapeutic Crisis Intervention (TCI). Both of these programs have useful components and strategies that are highly effective when used consistently and systematically by staff and parents working together to help students learn more effective ways to cope with life's many challenges. The following is a brief overview of the programs.

History of Caring

CPI was established in 1980 for human service professionals to address the need for training in safe, respectful, noninvasive methods for managing disruptive and assaultive behavior in a way that is compatible with staff's duty to provide the best possible care.

Developed during the 1970s, *Nonviolent Crisis Intervention*® training provided a balance in behavior management that was unique at that time. The company co-founders' human service experience and backgrounds in kinesics, physiology, and communication contributed to the development of an innovative, holistic system for defusing escalating behavior.

Understanding effective communication and human physiology during aggressive moments, as well as the core philosophy of maintaining *Care, Welfare, Safety, and Security*™, provides the training's solid foundation. Since the company's inception, and now in its fourth decade, CPI remains on the forefront of critical issues and best practices in behavior management.

Since 1980, over 8 million human service professionals around the world have participated in CPI training programs to learn proven strategies for safely resolving situations when confronted by anxious, hostile, or violent behavior, while protecting the therapeutic relationships with those in their care.

CPI — Educating, Empowering, and Enriching

CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. Through a variety of specialized offerings and innovative resources, CPI educates and empowers professionals to create safe and respectful work environments. This enables professionals to enrich not only their own lives, but also the lives of the individuals they serve.

The cornerstone of CPI is the *Nonviolent Crisis Intervention*® program, which is considered the worldwide standard for crisis prevention and intervention training. With a core philosophy of providing for the *Care, Welfare, Safety, and Security*™ of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely

and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

In response to business demands for adaptable solutions to manage potentially disruptive or even dangerous situations, CPI developed the *Prepare Training*[®] program. The strategies taught in this program have been effective in reducing the frequency and severity of these situations, increasing employee confidence and morale, and fostering a culture of *Respect, Service, and Safety at Work*[®].

Focused on achieving positive outcomes, Dementia Care Specialists training empowers therapists and care partners to work cohesively to deliver quality dementia care based on an individual's best ability to function. This unique training allows facilities to deliver a higher standard of care and improve function, safety, and quality of life for individuals with Alzheimer's disease and related dementias (ADRD).

Positive Options, a UK-based training and consultancy organization, joined the CPI family in 2010. With a philosophy and training practices that are rooted in person-centered thinking, action, and excellence, Positive Options provides a range of organizational solutions, including physical and nonphysical interventions, to meet the challenges of serving people who express themselves through aggressive and sometimes violent behaviors.

Throughout the UK and parts of Europe, Positive Options is considered the home of *Management of Actual or Potential Aggression* (MAPA[®]) physical interventions, and in addition to providing training direct to staff, licenses professionals to become MAPA[®] trainers in the workplace. MAPA[®] is a nationally recognized and trusted curricular that is fully accredited by the British Institute of Learning Disabilities (BILD) under its Physical Interventions Accreditation Scheme. Positive Options' program offerings include *CH-3SM Skills for Clinical Holding, Promoting Positive Behaviour in a Person-Centred Way (PPBSM)*, and *Supported Decision Making Through Person-Centred Risk Management (SDMSM)*.

Ongoing Commitment

For more than 30 years, CPI has been dedicated to creating crisis prevention and intervention training and resources to support the work of human service professionals and those they serve. CPI is committed to continuing its research, support, and delivery of the highest quality behavior management training and resources and to serving as an essential agent in helping professionals and the individuals in their care.

What Is the Therapeutic Crisis Intervention System?

The purpose of the TCI system is to provide a crisis prevention and intervention model for residential child care organizations that will assist in:

- Preventing crises from occurring
- De-escalating potential crises
- Effectively managing acute crises

- Reducing potential and actual injury to children and staff
- Learning constructive ways to handle stressful situations
- Developing a learning circle within the organization

How Was TCI Developed?

In 1979 with a grant from the National Center of Child Abuse and Neglect (NCCAN) staff of the Family Life Development Center (FLDC) at Cornell University undertook a study of child abuse and neglect in New York State group care institutions. The purpose of this study was to assess the nature and extent of child abuse and neglect when it occurs in the institutional setting, and to identify those factors associated with its incidence. Factors associated with the incidence of abuse and neglect included the inappropriate use of discipline, isolation and restraint, and poor management practices. FLDC staff spent many months researching other crisis intervention curricula, meeting with child care experts, and visiting child care agencies in order to develop a comprehensive training program that addressed the issues outlined in the research. TCI training was developed and pilot-tested at approximately eight facilities from the study sample of sixteen. Concurrently, the entire sample was involved in the testing of a model response system in reporting and investigating child abuse. From 1981 to 1982, child abuse reports (not instances of abuse) in those facilities that had pilot-tested the Cornell curriculum decreased by forty percent. In those sample facilities, which were not exposed to the new training materials, reporting increased by more than two hundred percent. (Note: By virtue of being in the sample, all of these agencies were much more sensitive to reporting issues and were, therefore, more likely to make a report.)

Evaluation of TCI Effectiveness

From 1994-1997, the RCCP and child caring agencies in the Northeastern United States and the United Kingdom conducted joint evaluation projects that introduced TCI into residential treatment settings and evaluated its effect on the organizations. Throughout the life of this project, critical incidents were collected and an advisory group from the agencies met with Cornell staff. Other data collection methods were pre-/post-tests, surveys, and interviews with staff supervisors and young people. All levels of residential child care personnel attended TCI training and supervisors attended additional training, to assist them in monitoring and supporting the model. Results from the project included a decrease in physical restraint episodes, fighting incidents, physical assaults, runaways, and verbal threats. Results also indicated that after attending TCI training staff felt more confident in their ability to manage any crisis situation, work effectively with co-workers, and help young people learn to cope more successfully with crisis. Staff was less afraid to manage crisis situations and was more focused on the young people. They also reported an increase in knowledge about agency policy and procedures for crisis management.

International Scope of Training

Worldwide, over 3000 professionals have been certified as TCI trainers. Trainers are located throughout the United States, Canada, the United Kingdom, Ireland, Israel, Australia, New Zealand, and Bermuda.

The above information was reproduced from the CPI and TCI web sites. It is not a complete or thorough review of the programs.

The similarities of the programs appear to be in helping providers to identify human behaviors which are predictive of individuals who are beginning to become anxious or upset beginning to lose their ability to think and/or act rationally. Both programs offer strategies for assisting the individual at this early stage. Both programs describe the escalation period/stage and provide appropriate staff responses.

The crisis stage is described differently and the physical intervention strategies are different as well. CPI has a transport restraint which is good for use to move a student out of class, whereas the TCI does not. TCI has a detailed debriefing technique whereas the CPI debriefing is a shorter less detailed component. CPI has nice booklets for setting limits, and addressing other issues like bullying and teasing where TCI does not. Standard Training time for CPI is 2 days, and 4 days for TCI.

North Santa Cruz Count SELPA's Behavior Emergency Reporting Policy

Requirements and Considerations Following the use of Emergency Interventions

Emergency interventions may be used only to control unpredictable, spontaneous behavior that pose clear and current danger of serious physical harm to the student or others, or serious property damage, and which cannot be prevented immediately by a response less restrictive than the temporary application of a technique used to contain the behavior.

1. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans which are designed to change, replace, modify, or eliminate a targeted behavior.
2. Whenever a behavior emergency occurs, only behavioral emergency interventions approved by the Special Education Local Plan Area (SELPA) may be used.
3. No emergency intervention shall be employed for longer than is necessary to contain the behavior or an amount of force that exceeds that which is reasonable and necessary under the circumstances.
4. Any situation which requires prolonged use of an: emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement agency, (i.e., call 911), as applicable to the situation.
5. Acceptable Emergency Response Options – shall include *but are not limited to*:
 - Immediate separation from the group (i.e. time out or removing the group from the student);
 - A brief, physical prompt is provided to interrupt or prevent aggression, self-abuse, or property destruction;
 - The restraint procedure known as Prone Containment may be used only by personnel trained in the procedure.
6. Unacceptable Emergency Response Options include the following or any other intervention similar to them, unless otherwise permitted by law:
 - Any intervention designed to or likely to, cause physical pain;
 - An intervention that involves the release of noxious, toxic or otherwise unpleasant sprays, mists, or substances released in proximity to the face of the individual;
 - An intervention that denies of sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
 - An intervention that is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule, sarcasm, humiliation, or negative comments that can be expected to cause excessive emotional trauma;
 - Restrictive interventions that employ a device, material, or objects which simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
 - Locked seclusion;
 - An intervention that precludes adequate supervision of the student; or
 - An intervention that deprives one or more of the student's senses.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent/guardian, and/or residential care provider, shall be notified within one (1) school day if an emergency intervention is used or serious property damage occurs. A Behavior Emergency Report (BER) shall immediately be completed and

forwarded to the designated administrator for review. A copy shall be maintained in the student's file and forwarded to the SELPA office.

Behavior Emergency Report (BER)

A Behavior Emergency Report includes all of the following:

- Name and age of the student;
- Setting and location of the incident;
- Name of the staff or other persons involved;
- Description of the incident, the emergency intervention used, and whether the student is currently engaged in any systematic behavioral intervention plan; and
- Details of any injuries sustained by the pupil or others, including staff, as a result of the incident.

Anytime a Behavior Emergency Report is written regarding a student who does not have a behavioral intervention plan, the administrator shall, within two (2) days, schedule an IEP Meeting.

The purpose of the meeting is to:

- Review the student's current IEP;
- Review the behavior emergency report;
- Determine the necessity for a functional behavior assessment;
- Determine the necessity for an interim behavior intervention plan; and
- The IEP Team shall document the reasons for not conducting a functional behavior assessment, not developing an interim plan, or both.

Anytime a Behavior Emergency Report is written regarding a student who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective, a referral to the IEP team shall be made to review and determine if the incident constitutes a need to modify the BIP.

Copies of Behavior Emergency Reports are collected by the SELPA Administrator.

NORTH SANTA CRUZ COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

BEHAVIORAL EMERGENCY REPORT (BER)

Student: _____ Age: _____ District of Residence: _____ Setting & Location of Incident: _____

Date of incident: _____ Time: _____ If applicable, amount of time emergency procedure used: _____ Current BIP? ☐ Yes ☐ No

People Involved: _____ Person completing report: _____

Law enforcement involvement: ☐ Yes ☐ No If yes, person taking report: _____

Describe Student Behavior/Description of Incident

Staff Response

Defensive / Anxiety		Supportive/Non-judgmental: <input type="checkbox"/> Proximity <input type="checkbox"/> Listening <input type="checkbox"/> Counseling <input type="checkbox"/> Restructure routine / environment <input type="checkbox"/> Restructure routine / environment <input type="checkbox"/> Accommodations <input type="checkbox"/> Referral to: _____ <input type="checkbox"/> Other: _____ Directive/Setting Limits: <input type="checkbox"/> Redirect, restate direction <input type="checkbox"/> Set limits, give choices <input type="checkbox"/> Separate student from group <input type="checkbox"/> Separate group from student <input type="checkbox"/> Sit out within the group <input type="checkbox"/> Other: _____	Prevention
Acting Out Behavior		Intervention Team (names): _____ <input type="checkbox"/> Clear area <input type="checkbox"/> Personal Safety <input type="checkbox"/> Block: Techniques: _____ <input type="checkbox"/> Visual supervision <input type="checkbox"/> Physical Intervention: <input type="checkbox"/> Call administrator <input type="checkbox"/> Other: _____	Intervention
Tension Reduction		Re-establish Communication: <input type="checkbox"/> Review events <input type="checkbox"/> Review schedule <input type="checkbox"/> Make plan <input type="checkbox"/> Other: _____	Debriefing
Injury	Injury/Medical: Student: Other:	<input type="checkbox"/> Nurse <input type="checkbox"/> First Aid <input type="checkbox"/> 911 Paramedics <input type="checkbox"/> CPR <input type="checkbox"/> Nurse <input type="checkbox"/> First Aid <input type="checkbox"/> 911 Paramedics <input type="checkbox"/> CPR	Action Taken

Instructions for Completing:

1. Determine if emergency or incident and check appropriate box.
2. Use pen or complete electronic version.
3. If you include information on the back, indicate.
4. Report must be completed and submitted to administrator on same day of incident.

North Santa Cruz County SELPA's Emergency Behavior Intervention Policy and Reporting Guidelines

1. An Emergency Behavior Intervention may be used only to control unpredictable spontaneous behavior that pose clear and current danger of serious physical harm to the student or others, or serious property damage, and which cannot be prevented immediately by a response less restrictive than the temporary application of a technique used to contain the behavior.

2. Emergency Interventions shall not be used as a substitute for systematic behavior intervention plans; shall not be used for longer than necessary to contain behavior or an amount of force that exceeds that which is reasonable and necessary under the circumstances.

3. The use of Emergency Behavior Interventions requires this BER form to be completed and submitted to the administrator for administrative action.

ADMINISTRATIVE ACTION:

Notification of Emergency:

Parent/Guardian(s) or Residential Care Provider notified within 24 hrs. via:

- ☐ phone call
☐ copy emergency report
☐ other: _____

Parents contacted by: ☐ Admin ☐ Teacher

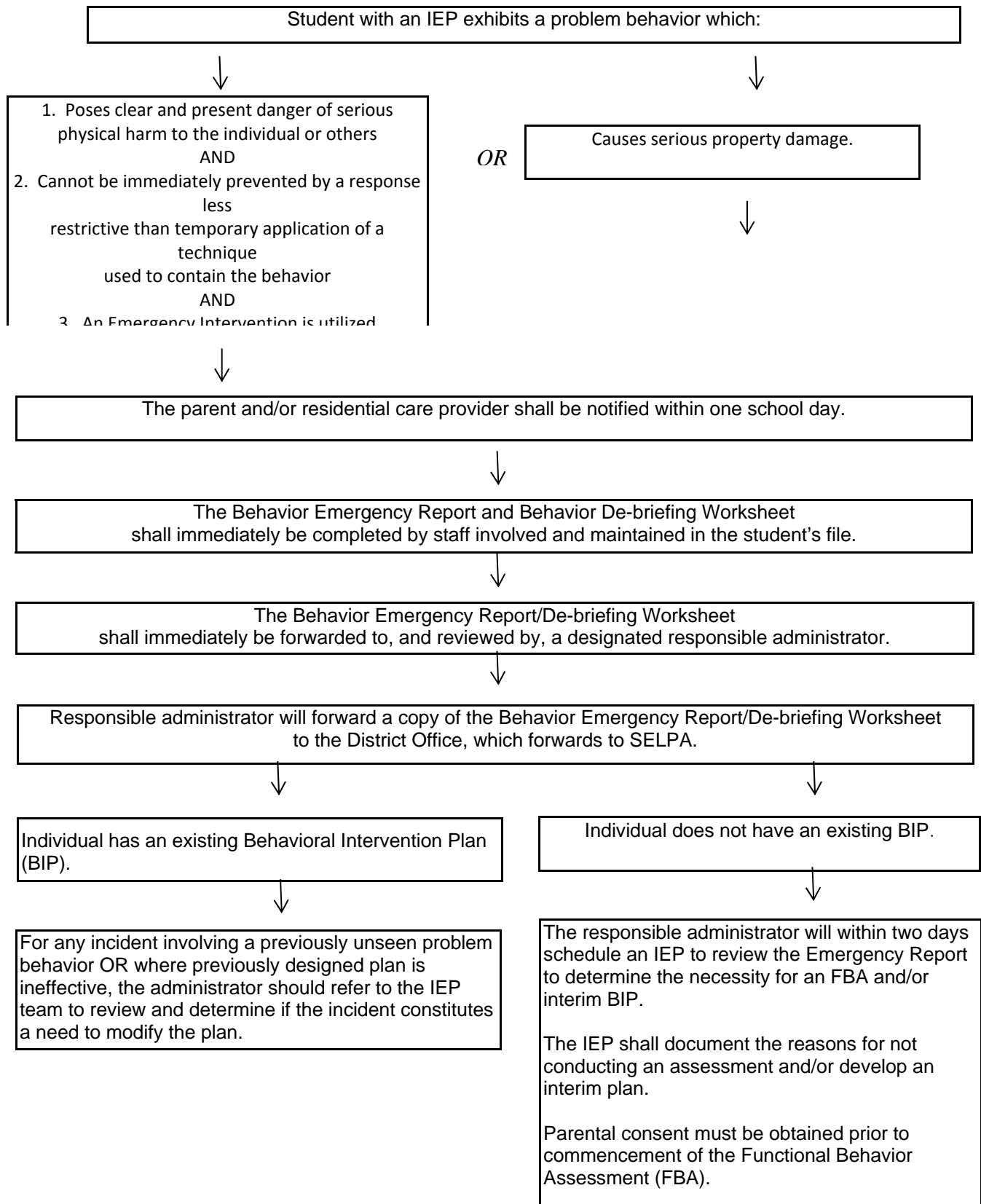
Behavior Intervention Plan (BIP) in place?

- ☐ No
 Schedule IEP within 2 days. Date _____
☐ Yes
 Refer to IEP team for possible BIP revisions

Student Record

- ☐ Copy to confidential file
☐ Copy to SELPA Director - Date _____

North Santa Cruz County SELPA Behavior Emergency Flowchart



Appendix A: Data Collection

FAST FACTS ON DATA COLLECTION VIA DIRECT MEASUREMENTS OF BEHAVIOR

Denise Keller

What is behavior data? Behavior data is the product of measuring and recording behavior.

What is behavior data used for? Behavior data can serve many functions. It can be used to establish a baseline of the target behaviors to increase or decrease. Data can give us information on when and where behaviors are most likely to occur, as well as how often, how long, how much, how intense and with whom and as a result of what. Data can be an objective means of providing information to the student, staff, families, and administrators. Behavior data allows for the comparison of behavior pre and post intervention. The analysis of data tells us whether our interventions are effective and should guide our decisions on making changes to a program, including whether to continue with an intervention.

What is a direct measurement of behavior? Direct measurement of behavior is accomplished through the direct measurement of permanent products and through direct observational recording.

When do we use measurements of permanent products? According to Cooper, Heron and Heward (pg. 61), there are two rules to be considered when using permanent products for data collection. Rule 1: "Each occurrence of the target behavior results naturally in the same permanent product...such as answers on a worksheet. Rule 2: "...the product can be produced *only* by the target behavior" (P. 61)

When do we use direct observational recording? When the behavior can be observed

What are the procedures for collecting data through direct observation? The most commonly used procedures for school settings include event recording, interval recording, duration recording, latency recording, and momentary time sample recording. ABC Charts are also commonly used.

What are the differences and how do I know when to use which procedure?

Event Recording is a tally or count of behaviors as they occur. Event recording is used when it is important to know the number of times a behavior occurs. Behaviors measured using event recording should be ones that occur for short periods of time, such as raising one's hand, rather than for extended periods, such as reading or playing. The number of occurrences of a behavior can be easily and unobtrusively recorded using a hand tally counter, making marks on masking tape applied to clothing, a desk or wrist, transferring pennies, buttons, or other small object from one pocket to another. To be useful, we want to know how many times a behavior occurred within a certain time frame. This becomes frequency.

Frequency recording is a simple counting of how many times a behavior occurs during a

designated period of time. To calculate the frequency of the event, the number of occurrences of the event within a fixed time interval are counted, and then divided by the length of the time interval. To use, a target behavior should have a definite, observable beginning and ending and should not occur at high rates.

Latency Recording is the measurement of the length of elapsed time between the onset of a stimulus and the occurrence of a behavior. Latency recording is typically used when we want to decrease the amount of time it takes for a student to respond to an instruction or other stimulus, such as time it takes to get started on an assignment following a direction or to give a verbal response following a question. Latency can be measured using a stopwatch that is started when the stimulus is provided and stopped when the desired behavior begins.

Interval Recording is used to measure the presence or absence of behavior within specific time intervals. The observation period is divided into equal time periods, such as 5 minute intervals. Interval recording is useful for estimating the number of occurrences and/or duration of behavior and can be used for high frequency behaviors. There are two kinds: Partial-interval recording and Whole-interval recording.

Partial-Interval Recording: Records whether the behavior was present or absent at any time during the interval (not concerned with how many times the behavior occurred). A data sheet divided into the appropriate intervals is used to record occurrences of the behavior. This procedure tends to produce a slight overestimate of the presence of the target behavior and should therefore be used when the goal is to produce a behavior reduction.

Whole-Interval Recording: The behavior is only recorded if it is present throughout the entire interval. This procedure tends to produce a slight underestimate of the presence of the target behavior and should be used when the goal is to produce an increase in behavior. Both partialinterval and whole-interval recording requires that someone experienced in taking data is able to fully attend to the student during the time recording is taking place. A stop watch or other timing device, such as a digital kitchen timer, is needed along with a pencil and paper divided into the desired intervals to record on.

Momentary Time Sampling records the presence or absence of behaviors immediately following specified time intervals. This is sometimes easier for teachers to use as observation takes place only momentarily at set intervals. For example, every 15 minutes the teacher may look to see if a student (s) is on task. Momentary time sampling provides an estimate of the number of occurrences and can also be used to estimate the duration of a behavior.

Duration Recording: When it is important to know how long a behavior occurs, either to target an increase or decrease in behavior, duration recording can also be used. It is more precise than momentary time sampling or interval recording. Duration recording records the total time or percent of time that a behavior occurs within a specified time period. Duration recording can be used to measure behaviors emitted at high rates. Behavior is measured from the moment of onset until the moment it stops. A stop watch or other clock that can measure in seconds is needed.

A-B-C Recording During direct observation, the operationally defined target behavior is recorded along with the antecedent (stimulus that preceded/ triggered the behavior) and consequence that followed/was the result of the behavior. Additionally, any behavior that resulted from consequence can also be recorded. Antecedents, behavior and consequence are often recorded in narrative form.

What is a scatter plot and how do you use it?

(From Special Connections www.specialconnections.ku.edu/)

"The scatter plot is an interval recording method that can help you discover patterns related to a problem behavior and specific time periods. The scatter plot is a grid with time plotted on the vertical line divided into periods of time. For instance, the time listed on the grid might be divided into 15-minute periods. The first time on the grid could be listed as 9:00-9:15, the next as 9:15-9:30, and followed by 9:30-9:45. In another situation it may be more useful to use 30 minute or 1-hour periods depending upon the type of behavior and the length of time you are observing. The horizontal line on the scatter plot grid designates the date the observation occurs."

Data taken from ABC charting can be transferred to a scatter plot form for a quick visual display of the data.

How to Use Behavioral Recording
(From Dr. Mac's excellent website listed below)

1. Define the behavior that you wish to observe. Be very specific. Be sure that your definition is so narrow in scope that others would observe only what you had in mind.
2. Decide which type of behavioral recording is best suited to monitor the behavior.
3. Decide when you will observe the behavior. Do you want to observe the behavior in a number of situations or just one (e.g., math class, story time)?
4. Decide how long each of your observations will last. Ten to twenty minutes is usually adequate, but the more time you spend observing, the more accurate will be your results. Repeat your observations at least three more times to give a more representative picture.
5. Observe and record the student's behavior.
6. If you used frequency recording, figure the average number of occurrences per minute, hour, or day. If you used duration recording, figure the percentage of the total observation time that the behavior occurred. If you used momentary time sampling, figure the percent of intervals when the behavior was occurring. Plot the occurrence rate on a graph.

References

Cooper, Heron and Heward (1987) Applied Behavior Analysis. Columbus, Ohio: Prentice-Hall
Thomas McIntyre:

http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html

Special Connections: www.specialconnections.ku.edu/

Links for Information on Data Collection and Data Collection Forms

Antecedents, behavior and consequence are recorded in narrative form.

<http://www.polyxo.com/documents/>

<http://cecp.air.org/fba/problembehavior2/direct2.htm>

http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html (Dr. Mac)

<http://www.specialconnections.ku.edu/cgi-bin/>

[cgiwrap/specconn/main.php?cat=assessment§ion=main&subsection=ddm/main](http://www.specialconnections.ku.edu/cgiwrap/specconn/main.php?cat=assessment§ion=main&subsection=ddm/main)

Common Data Collection Methods

Frequency and Rate

These methods involve counting the number of times a behavior occurs in a specific time period. Use these methods if the behavior can be easily counted and the behavior has a clear beginning and end. Do not use these methods if the behavior is occurring at such a high rate that an accurate count is impossible (e.g., pencil tapping) or the behavior occurs for extended periods of time (e.g., 2 tantrums, but the duration of each tantrum is one hour).

A **frequency** measure should be used only when the length of observation time is consistent from day to day (e.g., always 2 hours). A **rate** measure should be used if the length of observation time varies from day to day (e.g., 60 minutes on Monday, 300 minutes on Tuesday).

Duration Data

This method documents the length of a behavior by recoding the e the behavior begins and ends. Use this method if your primary concern is the length of time the student engages in the behavior and the behavior has a clear beginning and end. Do not use this method if the behavior occurs at a high frequency or the behavior starts and stops rapidly.

Latency Data

Use latency recording if you are interested in measuring the time that it takes for the student to respond to a prompt. For example, if a teacher makes a request for a student to put an activity away, the observer would be interested in the length of time it takes for the student to comply with the request. Use this method if the opportunity and the behavior have a clear beginning and end.

Examples of behaviors where you might want to measure latency include how long it takes to go sit at one's desk, how long it takes to take out materials, how long it takes to begin writing, etc.

Interval Data

The observer divides the observation period into a number of smaller time periods or intervals, observes the student throughout each interval, and then records whether the behavior occurred or not in that interval. This method is considered a partial interval method and it is useful for understanding how behaviors are distributed across an observation. Use this method if the behavior occurs at a high frequency or if the behavior occurs continuously. Do not use this method if the behavior is a low frequency behavior.

Interval recording often takes less time and effort, especially if the behavior occurs at a high frequency, because the observer records the behavior only once during the interval, regardless of how many times the behavior occurs. However, interval recording only provides an estimate of the actual number of times that a behavior occurs. If the intervals are too long (e.g., 1 hour), the results can overestimate the frequency of behavior. The shorter the interval, the more accurate representation of how often the behavior is occurring.

Partial-Interval Recording:

Records whether the behavior was present or absent at any time during the interval (not concerned with how many times the behavior occurred). A data sheet divided into the

appropriate intervals is used to record occurrences of the behavior. This procedure tends to produce a slight overestimate of the presence of the target behavior and should therefore be used when the goal is to produce a behavior reduction.

Whole-Interval Recording: The behavior is only recorded if it is present throughout the entire interval. This procedure tends to produce a slight underestimate of the presence of the target behavior and should be used when the goal is to produce an increase in behavior. Both partial interval and whole-interval recording requires that someone experienced in taking data is able to fully attend to the student during the time recording is taking place. A stop watch or other timing device, such as a digital kitchen timer, is needed along with a pencil and paper divided into the desired intervals to record on.

Momentary Time Sampling

Records the presence or absence of behaviors immediately following specified time intervals. This is sometimes easier for teachers to use as observation takes place only momentarily at set intervals. For example, every 15 minutes the teacher may look to see if a student (s) is on task. Momentary time sampling provides an estimate of the number of occurrences and can also be used to estimate the duration of a behavior

Behavior Rating Scale (BRS)

The BRS is a team-developed measure to assist in collecting data on the student's targeted behaviors. The BRS is a simple, flexible, easily adjusted tool for daily data collection. There are three key areas to be addressed when developing the BRS. First, the team must have well-defined, operation definitions for each target behavior. Second, they will need to decide on the best method for measuring those behaviors by focusing on the area of greatest concern; **how often** the behavior occurs, **how long** the behavior lasts, or the behavior's **intensity**. Finally, the team will need to establish appropriate anchor points for recording the target behaviors. It is essential for the team to determine the most effective and accurate way to measure and record the student's behavior since the information obtained throughout the data collection process will allow the team to make appropriate decisions when completing the functional behavioral assessment and developing the behavior intervention plan.

A-B-C Recording

During direct observation, the operationally defined target behavior is recorded along with the antecedent (stimulus that preceded/ triggered the behavior) and consequence that followed/was the result of the behavior. Additionally, any behavior that resulted from consequence can also be recorded. Antecedents, behavior and consequence are often recorded in narrative form.

DAILY FREQUENCY/RATE DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____ Date: _____

Instructions: Write the definition for each behavior in the box below. Each day, use tally marks to record the frequency of each behavior exhibited during the relevant time period. Only use this form if data is being collected for the same amount of time each day. Calculate the frequency or rate (frequency divided by time) the at bottom of the data sheet

	Behavior	Definition
Behavior 1		
Behavior 2		

		Target Student		Comparison Peer	
From	To	Behavior 1	Behavior 2	Behavior 1	Behavior 2
7:00	7:30				
7:30	8:00				
8:00	8:30				
8:30	9:00				
9:00	9:30				
9:30	10:00				
10:00	10:30				
10:30	11:00				
11:00	11:30				
11:30	12:00				
12:00	12:30				
12:30	1:00				
1:00	1:30				
1:30	2:00				
2:00	2:30				
2:30	3:00				
3:00	3:30				
3:30	4:00				
4:00	4:30				
4:30	5:00				
FREQUENCY					
RATE					

FREQUENCY-RATE DATA SHEET

Student Name: _____ School: _____

Grade: _____ Observer(s): _____

Problem Behavior: _____

Instructions: Write a description of the target behavior. Place a tally mark under the appropriate day for each occurrence of the target behavior.

	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Total Time Observed					
Frequency					
Rate (Frequency divided by total time)					

Comments: _____

FREQUENCY-RATE DATA SHEET

Student Name: _____ School: _____

Grade: _____ Observer(s): _____

Problem Behavior: _____

Instructions: Write a description of the target behavior. Place a tally mark under the appropriate day for each occurrence of the target behavior.

	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Total Time Observed					
Frequency					
Rate (Frequency divided by total time)					

Comments: _____

MONTHLY FREQUENCY DATA SHEET & GRAPH

Student Name: _____

School: _____

Grade: _____

Observer(s): _____

Instructions: Write the definition of the target behavior to be counted. Each time the behavior occurs, slash (/) through the number of each response; total the number of responses at the end of the predetermined count time; and, shade in the square corresponding to that number in the column.

Target Behavior: _____ **Month:** _____

[illegible]

30 MINUTE WEEKLY FREQUENCY/RATE DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____

Instructions: Write a description of the target behavior. Place a tally mark under the appropriate day for each occurrence of the target behavior.

Target Behavior: _____

From	To	Monday	Tuesday	Wednesday	Thursday	Friday
		Date:	Date:	Date:	Date:	Date:
7:00	7:30					
7:30	8:00					
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:00	10:30					
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00					
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
4:00	4:30					
4:30	5:00					
FREQUENCY						
RATE						

ACTIVITY DAILY FREQUENCY/RATE DATA SHEET

Student Name: _____ **School:** _____ **Grade:** _____

Observer(s): _____ Date: _____

Instructions: Write the definition for each behavior in the box below. Write each activity the student participates in during the day in the column to the left. Each day, use tally marks to record the number of times each behavior is exhibited during each activity block. Calculate the frequency or rate at the bottom of the data sheet.

Behavior	Definition
Behavior 1:	
Behavior 2:	

[illegible]

DURATION WEEKLY DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____

Instructions: Write the definition of the target behavior in the blank below. Record the start and end time of the each occurrence of the behavior under the appropriate day. Summarize the behavior at the bottom of the data sheet.

Target Behavior: _____

Monday		Tuesday		Wednesday		Thursday		Friday	
Date:		Date:		Date:		Date:		Date:	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Start		Start		Start		Start		Start	
End		End		End		End		End	
Total durations:									
# of Min observed:									
Monday:		Tuesday:		Wednesday:		Thursday:		Friday:	
% of Observation:		% of Observation:		% of Observation:		% of Observation:		% of Observation:	
Average Duration:		Average Duration:		Average Duration:		Average Duration:		Average Duration:	

% of Observation with Behavior (# of Minutes of Behavior divided by total # of minutes observed, multiply by 100)

Average Duration: Sum the total durations from each episode and divide by the total number of episodes.

DURATION DATA SHEET

Student _____ Week: From _____

To _____

Observer _____

Behavior _____

Monday		Tuesday		Wednesday		Thursday		Friday	
Date:	Duration:	Date:	Duration:	Date:	Duration:	Date:	Duration:	Date:	Duration:
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	
Start:		Start:		Start:		Start:		Start:	
End:		End:		End:		End:		End:	

Avg Duration: _____

Average Duration: Sum the total durations from each episode and divide by the total number of episodes.

% of Observation

With Behavior: _____

% of Observation with Behavior (# of Minutes of Behavior divided by total # of minutes of observation, then multiply by 100)

LATENCY RECORDING DATA SHEET

Student _____ Week: From _____

To_____

Observer_____

Behavior _____

Prompt _____

Behavior begins when _____

[illegible]

Average Latency (*only complete at the end of each day*) = Sum all "Total Time Elapsed" for the day and divide by the # of latencies recorded that day.

LATENCY DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____

Instructions: Write in the request or opportunity presented to the student (e.g., prompt, presentation or work, etc.) and the behavior of interest below. Record the amount of time it takes for the student to start the behavior once the request or opportunity is presented. Circle seconds or minutes and record the latencies in that format. Summarize the data each day by calculating the average latency (Sum the total latencies and divide it by the total number of latencies recorded).

Request/Opportunity: _____

Behavior/Response: _____

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

Latencies: Seconds or Minutes (circle one)

Date										

AVERAGE LATENCY =

15 MINUTE DAILY INTERVAL DATA SHEET

Student Name: _____ School: _____ Grade: _____ Observer(s): _____ Date: _____

Instructions: Write a description of the behaviors in the box below. Each day, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if data was not collected during that interval.

	Behavior	Definition
Behavior 1		
Behavior 2		

		Target Student		Comparison Peer				Target Student		Comparison Peer	
Behaviors		Behavior 1	Behavior 2	Behavior 1	Behavior 2	Behaviors		Behavior 1	Behavior 2	Behavior 1	Behavior 2
7:00	7:15	Y	N	N/A	Y	12:00	12:15	Y	N	N/A	Y
7:15	7:30	Y	N	N/A	Y	12:15	12:30	Y	N	N/A	Y
7:30	7:45	Y	N	N/A	Y	12:30	12:45	Y	N	N/A	Y
7:45	8:00	Y	N	N/A	Y	12:45	1:00	Y	N	N/A	Y
8:00	8:15	Y	N	N/A	Y	1:00	1:15	Y	N	N/A	Y
8:15	8:30	Y	N	N/A	Y	1:15	1:30	Y	N	N/A	Y
8:30	8:45	Y	N	N/A	Y	1:30	1:45	Y	N	N/A	Y
8:45	9:00	Y	N	N/A	Y	1:45	2:00	Y	N	N/A	Y
9:00	9:15	Y	N	N/A	Y	2:00	2:15	Y	N	N/A	Y
9:15	9:30	Y	N	N/A	Y	2:15	2:30	Y	N	N/A	Y
9:30	9:45	Y	N	N/A	Y	2:30	2:45	Y	N	N/A	Y
9:45	10:00	Y	N	N/A	Y	2:45	3:00	Y	N	N/A	Y
10:00	10:15	Y	N	N/A	Y	3:00	3:15	Y	N	N/A	Y
10:15	10:30	Y	N	N/A	Y	3:15	3:30	Y	N	N/A	Y
10:30	10:45	Y	N	N/A	Y	3:30	3:45	Y	N	N/A	Y
10:45	11:00	Y	N	N/A	Y	3:45	4:00	Y	N	N/A	Y
11:00	11:15	Y	N	N/A	Y	4:00	4:15	Y	N	N/A	Y
11:15	11:30	Y	N	N/A	Y	4:15	4:30	Y	N	N/A	Y
11:30	11:45	Y	N	N/A	Y	4:30	4:45	Y	N	N/A	Y
11:45	12:00	Y	N	N/A	Y	4:45	5:00	Y	N	N/A	Y

Data Summary											
Percentage of Intervals with Behavior: # of intervals with behavior divided by the total # number of intervals data was collected x 100											
How many "Y"s are circled?				How many "Y"s plus "N"s are circled?				X 100			
Target Student						Comparison Peer					
Behavior 1	→	+	x 100 =			Behavior 1	→	+	x 100 =		
Behavior 2	→	+	x 100 =			Behavior 2	→	+	x 100 =		

30 MINUTE DAILY INTERVAL DATA SHEET

Student Name: _____ School: _____ Grade: _____ Observer(s): _____ Date: _____

Instructions: Write a description of the behaviors in the box below. Each day, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if data was not collected during that interval.

	Behavior	Definition
Behavior 1		
Behavior 2		

		DATA SUMMARY			
		Target Student		Comparison Peer	
Behaviors		Behavior 1	Behavior 2	Behavior 1	Behavior 2
7:00	7:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:30	8:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:00	8:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:30	9:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:00	9:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:30	10:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:00	10:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:30	11:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:00	11:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:30	12:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:00	12:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:30	1:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:00	1:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:30	2:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:00	2:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:30	3:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:00	3:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:30	4:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:00	4:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:30	5:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A

Percentage of Intervals with Behavior: # of intervals with behavior divided by the total # number of intervals data was collected x 100					
How many "Y"s divided by # of "Y"s and "N"s x 100					
Target Student					
Behavior 1		→	÷	x 100 =	
Behavior 2		→	÷	x 100 =	
Comparison Peer					
Behavior 1		→	÷	x 100 =	
Behavior 2		→	÷	x 100 =	

30 MINUTE WEEKLY INTERVAL DATA SHEET

Student Name: _____ School: _____ Grade: _____

Observer(s): _____

Instructions: Write a definition of the target behavior below that is descriptive and specific. For each 30 min interval, circle "Y" (Yes) if the target behavior occurred during the interval and circle "N" (No) if the behavior did not occur during the interval. Circle "N/A" (Not available) if you could not observe the behavior because the student was not in class at that time.

Target Behavior:

From	To	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
7:00	7:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
7:30	8:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:00	8:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
8:30	9:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:00	9:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
9:30	10:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:00	10:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
10:30	11:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:00	11:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
11:30	12:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:00	12:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
12:30	1:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:00	1:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
1:30	2:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:00	2:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2:30	3:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:00	3:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3:30	4:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:00	4:30	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4:30	5:00	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
% of intervals		____ / ____ x 100 = ____ %	____ / ____ x 100 = ____ %	____ / ____ x 100 = ____ %	____ / ____ x 100 = ____ %	____ / ____ x 100 = ____ %

Calculate % of intervals with target behavior:

Divide the # of intervals circled "Y" (with problem behavior) by the total # of intervals collected ("Y" and "N" circled) and multiply by 100.

Example: 10 "Y" intervals / 26 total "Y" and "N" intervals = .38 x 100 = 38% of 15 minute intervals with behavior.

ACTIVITY DAILY INTERVAL DATA SHEET

Student Name: _____ **School:** _____ **Grade:** _____ **Observer(s):** _____ **Date:** _____

Instructions: Write a description of the behaviors in the box below. Write the daily activities or schedule in the column on the left. Each day, circle "Y" (Yes) if the target behavior occurred during the activity and circle "N" (No) if the behavior did not occur during the activity. Circle "N/A" (Not available) if data was not collected during that interval.

	Behavior	Definition
Behavior 1		
Behavior 2		

Activity	Target Student		Comparison Peer		DATA SUMMARY
	Behavior 1	Behavior 2	Behavior 1	Behavior 2	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Percentage of Activities with Behavior: # of activities with behavior divided by the total # number of activities when data was collected x 100 # of "Y"s divided by # of "Y"s and "N"s x 100
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Target Student Behavior 1 <input type="text"/> → ÷ <input type="text"/> x 100 = Behavior 2 <input type="text"/> → ÷ <input type="text"/> x 100 =
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Comparison Peer Behavior 1 <input type="text"/> → ÷ <input type="text"/> x 100 = Behavior 2 <input type="text"/> → ÷ <input type="text"/> x 100 =
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	
	Y N N/A	Y N N/A	Y N N/A	Y N N/A	

BEHAVIOR INTERVAL PEER COMPARISON CHART

DATE:							
		Student:			Comparison Peer		
From	To	Check behaviors that occurred during this 30 minute interval for both the target student and the comparison peer. Check NONE if none occurred.					
7:30	7:59			None			None
8:00	8:29			None			None
8:30	8:59			None			None
9:00	9:29			None			None
9:30	9:59			None			None
10:00	10:29			None			None
10:30	10:59			None			None
11:00	11:29			None			None
11:30	11:59			None			None
12:00	12:29			None			None
12:30	12:59			None			None
1:00	1:29			None			None
1:30	1:59			None			None
2:00	2:29			None			None
2:30	2:59			None			None
3:00	3:29			None			None
DATA SUMMARY							
Percentage of Intervals with Behavior							
# of intervals with behavior divided by the total # of intervals data was collected X 100							
Student:							
Behavior 1 (i.e.,): <u> </u> / <u> </u> = <u> </u> %			
Behavior 2 (i.e.,): <u> </u> / <u> </u> = <u> </u> %			
Peer:							
Behavior 1 (i.e.,): <u> </u> / <u> </u> = <u> </u> %			
Behavior 2 (i.e.,): <u> </u> / <u> </u> = <u> </u> %			

Interval Data Sheet

Student: _____

Chart Started: _____

Behavior: _____

Days of the month

☐ Behavior did NOT occur

☐ Behavior DID occur

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6:30 am																															
7:00 am																															
7:30 am																															
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3:00 pm																															
3:30 pm																															
4:00 pm																															
Total Intervals Observed																															
Percent																															

Interval Recording Form

Target Person's Name: _____

Person completing this form: _____

Location: _____ Date(s): _____

Procedures:

- * Write down the behavior that you will be looking for and its definition
- * Write down how long you will be observing every time: Total Observation Time
- * Divide the total observation time into same length intervals (here we included 10 intervals); write down the length of each interval
 - All intervals need to be the same length: Intervals can be from a few seconds long to a few minutes long
- Note:** Total observation time and length of intervals need to be the same each time that you observe
- * Enter the date and time of your observation
- * Make sure that you have your timing instrument available prior to beginning your observation
- * Keep an eye on your timing instrument to keep track of the intervals
- * During each time interval:
 - Look to see if the behavior occurs
 - Once the behavior occurs, place a checkmark (✓) for that interval
 - If, at the end of the interval the behavior did not occur, place an X for that interval
- * At the end of your observation time, total the number of checkmarks (This is what you graph)

Behavior Definition (in specific, observable, measurable terms):

Total Observation Time: _____ Length of each interval: _____

Date:	Interval #										Total times behavior occurred (✓)
Time:	1	2	3	4	5	6	7	8	9	10	
✓ or X											

Date:	Interval #										Total times behavior occurred (✓)
Time:	1	2	3	4	5	6	7	8	9	10	
✓ or X											

Date:	Interval #										Total times behavior occurred (✓)
Time:	1	2	3	4	5	6	7	8	9	10	
✓ or X											

Time Sampling Data Collection Sheet- Multiple Students

Observer: _____ Environment: _____

Student #1 Name: _____ Target Behavior: _____

Student #2 Name: _____ Target Behavior: _____

Student #3 Name: _____ Target Behavior: _____

Observation Period: _____ **Minute Intervals (e.g., 1 min, 5 min)**

Date: _____ Start Time: _____ Stop Time: _____

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1																														
2																														
3																														

Date: _____ Start Time: _____ Stop Time: _____

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1																														
2																														
3																														

Date: _____ Start Time: _____ Stop Time: _____

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1																														
2																														
3																														

Appendix B: Strategies

Strategies to increase “Quality of Life”/Adaptive Skills and Reduce Some Problem Behaviors

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Encourage participation in school sports and other extracurricular activities. <input type="checkbox"/> Establish non-verbal signals between teacher and student. <input type="checkbox"/> Establish regular teacher/parent communication (e.g., email, log, home or school contract, weekly progress report, face to face meetings). <input type="checkbox"/> Give leadership responsibilities. <input type="checkbox"/> Give student important jobs. <input type="checkbox"/> Give student opportunities to show off good work. <input type="checkbox"/> Have a paraeducator or parent volunteer work one-on-one with student. <input type="checkbox"/> Have a peer model appropriate behavior. <input type="checkbox"/> Help parent/caregiver set up home reward/management system. <input type="checkbox"/> Ignore negative behavior when possible. <input type="checkbox"/> Immediately recognize positive behaviors. <input type="checkbox"/> Implement reinforcers in the classroom/home. <input type="checkbox"/> Introduce supportive school staff (e.g., counselor, nurse, psychologist). <input type="checkbox"/> Invite parent/caregiver to visit or spend time in classroom. <input type="checkbox"/> Match learning tasks with learning style strengths. <input type="checkbox"/> Model positive thinking and attribution statements. <input type="checkbox"/> Model, teach and reinforce anger management strategies. <input type="checkbox"/> Move seat to optimal learning location. <input type="checkbox"/> Offer choices of ways to perform work. <input type="checkbox"/> Organize playground activities and passing periods to reduce fighting or inappropriate behavior. <input type="checkbox"/> Pair with older or younger students for structured activity, with emphasis on social skills. | <ul style="list-style-type: none"> <input type="checkbox"/> Post, model and practice expected behavior. <input type="checkbox"/> Praise others for appropriate behavior. <input type="checkbox"/> Provide assignments that match instructional level. <input type="checkbox"/> Provide frequent breaks for relaxation or small-talk. <input type="checkbox"/> Remind to use words, not aggression. <input type="checkbox"/> Role-play social interactions. <input type="checkbox"/> Schedule lunch time with principal. <input type="checkbox"/> Showcase student strengths in group learning situations. <input type="checkbox"/> Survey/interview to determine interests, then capitalize. <input type="checkbox"/> Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors). <input type="checkbox"/> Teach how to identify feelings. <input type="checkbox"/> Teach how to set short-term daily goals. <input type="checkbox"/> Teach relaxation techniques. <input type="checkbox"/> Teach self-monitoring/self-management. <input type="checkbox"/> Teach self-talk strategies. <input type="checkbox"/> Teach the link between effort and outcomes. <input type="checkbox"/> Use creative formats to engage students in learning. <input type="checkbox"/> Use high-interest activities. <input type="checkbox"/> Use music to help class focus during independent work activities. <input type="checkbox"/> Use “wait time” after giving a request, to avoid power struggle. <input type="checkbox"/> Utilize site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist). <input type="checkbox"/> Work cooperatively to create group expectations |
|--|---|

Strategies Organized by Communicative Function

Once the team has made a hypothesis about *why* the behavior is happening, there are specific strategies that may help to address that underlying *need*. They are organized here by the four primary causes of behavior. (Escape, Attention, Sensory, Tangible)

Escape:

Changes to Assignment

- ☐ 1. Adapt length of lesson.
- ☐ 2. Allow choice of activities within subject.
- ☐ 3. Break assignments into segments.
- ☐ 4. Provide more challenging work.
- ☐ 5. Ask student what adaptations would be helpful to make it easier/more interesting.
- ☐ 6. Change level of task/number of demands.
- ☐ 7. Create more visual structure.
- ☐ 8. Simplify task, reduce difficulty, shorten length.
- ☐ 9. Check student's work frequently for understanding.
- ☐ 10. Draw connection between the work and the student's life; e.g., CAHSEE, college requirements, job responsibilities.
- ☐ 11. Alternate assignments between easy/more difficult.
- ☐ 12. Assess to determine if student has pre-requisite skills to complete task.
- ☐ 13. Provide different modes of completing work (oral, written, pictures, graphs).
- ☐ 14. Provide more interesting, simple work. Include student interests in assignment.
- ☐ 15. Provide student a list of all work that must be completed in the hour/period/day and let him/her choose the order (and the reinforcement).
- ☐ 16. Provide student with checklist of steps to be completed.
- ☐ 17. Use high interest lessons at ability level.
- ☐ 18. Allow student to type or tape responses.
- ☐ 19. Provide multiple choice assignments/assessments.

Changes to Configuration/Proximity

- ☐ 20. Allow student to move seat away from non-preferred peer.
- ☐ 21. Allow students to select groups to work in.
- ☐ 22. Allow to work alone, if appropriate
- ☐ 23. Allow to work in another teacher's room, library, etc.
- ☐ 24. Change proximity to other people.
- ☐ 25. Reduce the number of people in group.
- ☐ 26. Pair with strong peer for support.

Changes to Schedule

- ☐ 27. Change class schedule.
- ☐ 28. Provide a timer to set for short periods to structure work.
- ☐ 29. Provide self-monitoring checklist.
- ☐ 30. Provide schedule of activities.

Changes to Emotional Supports

- ☐ 31. Encourage student to write down feelings
- ☐ 32. Maintain a safe classroom where it is okay to make mistakes.

- ☐33. Offer rewards for completion of non-preferred task.
- ☐34. Offer support if requested.
- ☐35. Prompt student prior to a stressful situation letting them know that this may be challenging, but they can ask for help.
- ☐36. Provide a limited number of "escapes" per day/week.
- ☐37. Provide appropriate escape (break, change) if requested appropriately.
- ☐38. Give feedback for effort.
- ☐39. Develop work completion contract with access to reward/preferred activities for following contract.
- ☐40. Provide rewards for finishing all assignments.
- ☐41. Provide safe way for students to let the teacher know if they feel uncomfortable with an assignment.
- ☐42. Reinforce other students who are working.
- ☐43. Teach breathing/relaxation techniques to reduce tension.
- ☐44. When student requests escape, acknowledge as soon as possible and respond/mediate.

Attention:

Attention from Students

- ☐ 1. Allow student to lead lessons, discussions.
- ☐ 2. Give time for students to "check in" with each other.
- ☐ 3. Encourage other students to respond to appropriate attempts for attention.
- ☐ 4. Pair with peer.
- ☐ 5. Plan supervised socialization period in schedule.
- ☐ 6. Provide opportunities to shine by sharing particular talents/interests.
- ☐ 7. Use classroom buddies to provide appropriate attention.
- ☐ 8. Use socially competent peers to model and reinforce appropriate behavior.

Positive Attention from Adults

- ☐ 9. Allow each student opportunities for recognition and leadership.
- ☐10. Provide opportunities to be involved in lesson; e.g., hold or pass out materials, be a leader.
- ☐11. Provide student opportunity to get attention at end of lesson.
- ☐12. Reduce size of groups so student gets more frequent turns.
- ☐13. Assign class jobs on a rotational basis.
- ☐14. Promptly respond to request for leadership or remind of upcoming turn.
- ☐15. Allow students to request counseling time.
- ☐16. Call home on a good day.
- ☐17. Establish communication procedures with family/parents.
- ☐18. Increase amount of attention/praise.
- ☐19. Frequent, "high fives", hand shakes.
- ☐20. Greet student each day.
- ☐21. Provide a daily check-in with student.
- ☐22. Provide extra time with teacher to connect.
- ☐23. Provide frequent feedback on positive behavior. (3 positives to 1 correction)

Corrective Attention from Adults

- ☐24. Allow choices to address anger issues.
- ☐25. Correct calmly, immediately and respectfully.

- ☐26. Interact in a welcoming manner.
- ☐27. Provide opportunity to check-in with counselor/principal.
- ☐28. Include principal, counselor, preferred adults in sharing success.
- ☐29. "Walk away" from student rather than engage in power struggle.
- ☐30. Give "wait time" after making a request.
- ☐31. Provide opportunity to take a break, and then set time to check-in with student.

Sensory:

Avoiding Sensations

- ☐ 1. Allow opportunities for students to adjust their seats, positions, etc., if needed for sensory reasons.
- ☐ 2. Allow scheduled stretch breaks.
- ☐ 3. Allow to stand to work.
- ☐ 4. Allow use of "wobble cushion", heavy rubber bands, "squish balls", weighted lap pad, tilted chair, slant board, bean bag chairs.
- ☐ 5. Be conscious of sensory elements in the environment that may be overwhelming and attempt to regulate (lower lights, less noise, machine sound, less things on walls, students in smaller groups, etc.)
- ☐ 6. Mediate the sensory need when student asks appropriately, (remove it, provide headphones, change of seating, reduce volume, etc.)
- ☐ 7. Move desk away from noxious stimuli.
- ☐ 8. Provide break to re-group.
- ☐ 9. Provide immediate relief when student indicates that he is overwhelmed, (i.e., allow student to go to quiet area, walk with adult, turn off lights, ask student to quiet down, provide earphones, etc.).
- ☐10. Provide kinesthetic involvement (i.e., "desk aerobics").
- ☐11. Provide large motor activity, have students run laps in morning, or walk on playground before class, or hang on monkey bars, wall push-ups, desk aerobics, etc.
- ☐12. Provide opportunities in gym for rolling.
- ☐13. Start the day with some floor calisthenics for students to get some deep pressure in joints.
- ☐14. Provide reinforcement for tolerating sensory issues in longer intervals.
- ☐15. Provide sensory materials in regular routine to maintain optimum learning level.
- ☐16. Reduce distractions.
- ☐17. Talk to the student about the next environment (which he dislikes) and how soon it is coming.
- ☐18. Use multi-sensory instructional strategies.
- ☐19. Allow student to run an errand involving heavy work; take a box of books or wear a backpack.

Obtaining Sensations

- ☐20. Allow student to walk around while reading.
- ☐21. Allow to move seat toward desired element (light, heat, good smell).
- ☐22. Allow younger students to do some class work while laying on the carpet.
- ☐23. Give opportunity to "work off" energy when requested.
- ☐24. Give student opportunities for preferred sensory stimulation (i.e., music, object while on task, weighted vest, etc.).

- ☐25. Give student preferred item to hold during lessons (younger child – small toy).
- ☐26. Provide access to bathroom pass.
- ☐27. Provide healthy snacks (if hungry).
- ☐28. Provide selection of activities for student to choose from when bored/overwhelmed (drawing, classroom chore, stretch in back of the room).
- ☐30. Try to provide the same sensation (tactile, brightness, smell, sounds) that student is trying to maintain in non-obtrusive ways.
- ☐31. Allow student to leave jacket hood “up” if on-task.

Tangible:

Obtaining Objects

- ☐ 1. Acknowledge appropriate requests for items.
- ☐ 2. Attempt to provide comparable tangible items (e.g., toys pens) if requested appropriately.
- ☐ 3. Consider seating and proximity of possible desired items.
- ☐ 4. Encourage other students to put items away.
- ☐ 5. Have more than one popular item available.
- ☐ 6. Keep items out of sight/reach.
- ☐ 7. Provide access to desired item, when appropriate.
- ☐ 8. Provide supervision/guidelines for use of items which may come under dispute.
- ☐ 9. Use a timer to structure access to preferred items.
- ☐10. Use a visual schedule to let students know when their turn will come.

Obtaining Food

- ☐11. Provide ready access to inexpensive food items (crackers, water).
- ☐12. Give opportunity to finish lunch or snack before starting class/lesson.
- ☐13. Give opportunity to purchase snack on campus.
- ☐14. Remind him/her of upcoming lunch, etc.

General Strategies for Teaching or Increasing Positive Replacement Behaviors (PRB)

If the student already uses the PRB, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:

- Develop and implement contract with student to reinforce skill.
- Reinforce for attempts to use the skill.
- Reinforce for increased use of the skill.
- Prompt to use more often.

If the student does not demonstrate the PRB, refer to the following list of suggestions for systematically instructing the PRB.

- Teach, model, practice, and reinforce the PRB in the school setting (class, cafeteria, playground, etc.) with the individual student on a regular basis (e.g., daily or weekly) or as a whole class lesson followed by practice within the whole group.
- Create a network of support through an integrated school and community approach, such as the Student Assistance Program, to address self-management, social skills, a new skill, and/or an underlying need. Support networks include (but are not limited to) the following:
 - weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the PRB
 - small group facilitation, per district protocol, implemented by an appropriately trained person (teacher, counselor, speech-language pathologist, school nurse, occupational therapist, school psychologist, school administrator, paraeducator, etc.)
 - individual counseling provided by an appropriately qualified professional who addresses acquisition of desired skills
- Model and practice desired skills by using programs such as Peer Helping, Peer Leaders, or Mentoring.
- Expand learning opportunities through forums such as After School programs or clubs where desired skills can be practiced.

*Strategies
by 20
Behaviors*

1. ATTENDANCE

Definition: Poor attendance. "Ditching classes." School refusal.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work
<input type="checkbox"/> Wants to avoid social situations
<input type="checkbox"/> Wants to avoid problems on bus or on walk to school | <input type="checkbox"/> Wants to avoid individuals or groups of people
<input type="checkbox"/> Hates to get up
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeks attention from peers
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants to avoid attention from staff |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Wants to avoid element in school (e.g., noise, temperature, overcrowding, smells)
<input type="checkbox"/> Feels overloaded by environmental or work demands
<input type="checkbox"/> Feels overwhelmed <input type="checkbox"/> Feels hungry <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape When feeling wary about situations at school or on the way to school, student will:

- ☐ Ask for help.
- ☐ Let the teacher know about a specific concern.
- ☐ Request time with teacher or counselor.
- ☐ Seek out a trusted friend.
- ☐ Other _____

Attention When needing assurance or attention, student will:

- ☐ Request counseling time.
- ☐ Ask to work with a peer.
- ☐ Request opportunity to lead lesson, state opinion, help others, etc.
- ☐ Other _____

When seeking to avoid attention, student will:

- ☐ Ask for acceptable alternatives to class, setting, or responsibilities.
- ☐ Request counseling time to work on coping strategies.
- ☐ Other _____

Sensory When preparing for next day's activities, student will:

- ☐ Ready materials for closure and next day.
- ☐ Let the teacher know about elements contributing to feelings of being overwhelmed.
- ☐ Other _____

When feeling hungry, student will:

- ☐ Ask teacher for access to available food items.
- ☐ Plan to bring acceptable food items to school on another day.



The student will...

Tangible ☐ Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ Reward for reduced or lack of absences.
- ☐ Arrange with peer or relative to call in morning.
- ☐ Develop a contract for attendance.
- ☐ Refer to School Attendance Review Committee (SARC).
- ☐ Speak to parents about better transportation.
- ☐ Develop acceptable alternative to transportation.
- ☐ Speak to bus driver about issues on bus.
- ☐ Pair with a peer for walking to school or taking bus.
- ☐ Other _____

Attention

- ☐ Give lots of attention to those in attendance when student is present.
- ☐ Connect family with cultural community center to validate school participation.
- ☐ Give awards or rewards for perfect attendance (e.g., certificate of recognition, school T-shirt, opportunity to assist a younger student, lunch-time or end-of-school parties).
- ☐ Calculate and publish the unearned Average Daily Attendance (ADA) from unexcused absences.
- ☐ Display chart comparing school-wide attendance year to year.
- ☐ Support student in making friends (e.g., pair for activities, encourage peers to mentor).
- ☐ Interact in a welcoming manner.
- ☐ Other _____

Sensory

- ☐ Organize assignments and class activities in ways that are less overwhelming.
- ☐ Sit with student daily or weekly to help with organization and planning.
- ☐ Regulate classroom environment to be less overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level).
- ☐ Other _____

Tangible

- ☐ Provide small, healthy snacks for students to access if hungry.
- ☐ Allow students to bring acceptable snacks to eat according to classroom rules.
- ☐ Other _____

2. BITING

Definition: Biting with teeth of self, others or objects

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | | |
|------------------------------------|--|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work | <input type="checkbox"/> Wants to avoid groups of people | <input type="checkbox"/> Wants to avoid situations |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Attempts to play or socialize with peers | <input type="checkbox"/> Seeks attention from an adult |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks deep pressure | <input type="checkbox"/> Seeks taste | <input type="checkbox"/> Seeks oral sensory input |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Socially inappropriate attempt to obtain a desired object | <input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- ☐ Express need using appropriate words, cards, pictures, or signals.
- ☐ Ask for a break.
- ☐ Ask for a different peer or setting.
- ☐ Use arm gestures to express need for personal space.
- ☐ Other _____

Attention

When desiring the attention of others, student will:

- ☐ Ask for opportunity to share his or her work with the class.
- ☐ Ask to work or play with a peer.
- ☐ Raise hand.
- ☐ Other _____

Sensory

When seeking deep pressure or oral sensory input, student will:

- ☐ Use agreed-upon card, picture, or signal to request appropriate item.
- ☐ Request food or other item for oral input (crunchy, sweet, or sour food, plastic straw, etc.).
- ☐ Use predetermined deep tissue activity (stress ball, hand massage, etc.).
- ☐ Use appropriate words to express need.
- ☐ Request whole class or individual stretch break.
- ☐ Other _____

Tangible

When desiring an item from another person, student will:

- ☐ Ask for it politely.
- ☐ Let teacher know.
- ☐ Select another activity until it is his or her turn.
- ☐ Other _____



The student will...

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ Change proximity to other people or reduce number of peers in group.
- ☐ Provide designated break area.
- ☐ Change level of task.
- ☐ Change number of demands.
- ☐ Reward socially appropriate behavior demonstrated by others.
- ☐ Work with parents to develop a consistent response to biting which will not result in escape.
- ☐ Require task completion after intervention.
- ☐ Other _____

Attention

- ☐ Supervise play to prompt appropriate social interactions.
- ☐ Praise students who demonstrate appropriate social interactions.
- ☐ Structure social interaction to help student get involved in preferred activity or play with _____ preferred peer.
- ☐ Other _____

Sensory

- ☐ Speak to parents/guardians about recommended food items that meet school guidelines.
- ☐ Provide acceptable food items or chewy toy for oral sensory input.
- ☐ Provide opportunities for varied sensory activities (e.g., running, carrying item, using weighted lap pad, doing push-ups on desk or wall, or safely stretching arms through exercise or on play equipment).
- ☐ Change or modify meal, nutrition, snack, or eating schedule.
- ☐ Teach student to recognize need and use appropriate communication to request oral sensory object or food.
- ☐ Other _____

Tangible

- ☐ Communicate with parents/guardians about supplying desired items.
- ☐ Provide access to desired item when appropriate.
- ☐ Structure turn-taking by using a visual schedule or timer.
- ☐ Articulate process for sharing.
- ☐ Other _____

3. DIFFICULTY ORGANIZING AND CARING FOR MATERIALS

Definition: Student does not bring, store or care for materials such as books, papers, writing implements.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid task perceived to be too difficult
<input type="checkbox"/> Lacks skills to organize | <input type="checkbox"/> Resists making time to organize
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants others to take care of him or her
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Cry for help ("I need someone to pay attention!") |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Dislikes pens, pencils, or paper provided (too scratchy, too large to hold, etc.)
<input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants items others have | <input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape When student is frustrated or trying to avoid a task he/she will appropriately:

- ☐ Let teacher know his concerns.
- ☐ Ask for choice of alternate activity.
- ☐ Ask for assistance.
- ☐ Use a daily or weekly "opt out" card (a pass for an activity or task).
- ☐ Other _____

When lacking organization skills or willingness to get organized, student will:

- ☐ Use a checklist to bring required materials
- ☐ Ask peer for help organizing
- ☐ Ask teacher for extra set of materials
- ☐ Use "help" flag or a similar signal.
- ☐ Other _____



The student will...

Attention When seeking attention from others, student will:

- ☐ Raise hand.
- ☐ Ask only one student for help.
- ☐ Approach teacher's desk.
- ☐ Offer to share materials with others.
- ☐ Ask for leadership opportunity.
- ☐ Other _____

Sensory When having sensory difficulty with certain materials (pens, pencils, paper, etc.), student will:

- ☐ Let teacher know.
- ☐ Ask to use an alternate type.
- ☐ Bring alternate materials.
- ☐ Other _____

- Tangible** **When desiring a different item, student will:**
- ☐ Let teacher know.
 - ☐ Ask teacher to call home or write parents a note.
 - ☐ Talk to parents/guardians.
 - ☐ Other _____
 - ☐

Strategies for Reducing the Problem Behavior

- Escape** **When student lacks organization skills or willingness to get organized,**
- ☐ Give student time to put away materials each day.
 - ☐ Draw direct connections between being organized and the student's life (e.g., college requirements, job responsibilities).
 - ☐ Provide extra set of materials that student can access during school and return at end of period.
 - ☐ Provide checklist of materials to bring each morning.
 - ☐ Assign peer to help with organizing materials.
 - ☐ Assign peer to help with organizing daily activities or homework.
 - ☐ Other _____

When student is frustrated or trying to avoid a task,

- ☐ Assist student in organizing materials prior to activity.
- ☐ Provide necessary materials.
- ☐ Other _____

- Attention** ☐ Give specific positive feedback for bringing materials or being organized.
- ☐ Allow student to share materials with others.
 - ☐ Avoid giving attention when student is not organized.
 - ☐ Give extra responsibilities or privileges when student comes prepared for class.
 - ☐ Other _____

- Sensory** ☐ Provide preferred materials (pens, pencils, pencil adapters, type of paper, etc.).
- ☐ Other _____

- Tangible** ☐ Give opportunity to earn desired materials (pens, notebooks, etc.).
- ☐ Communicate with parents/guardians about supplying desired materials.
 - ☐ Other _____



The teacher will...

4. DISHONESTY

Definition: Not telling truth to adults or peers.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|---|---|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid consequences for inappropriate behavior. | <input type="checkbox"/> Other _____ |
| | <input type="checkbox"/> Wants to hide a particular problem to avoid embarrassment | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to get someone else in trouble | <input type="checkbox"/> Seeks attention by bragging or trying to look "cool" |
| | <input type="checkbox"/> Seeks attention by "gossiping" | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep an item that he or she is not supposed to have (toy, food, etc.) | |
| | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid the consequences of behaviors, student will:

- ☐ Talk it over with an adult.
- ☐ Request counseling time.
- ☐ Other _____

Attention

When wanting to get someone in trouble, student will:

- ☐ Talk it over with an adult to explore better options.
- ☐ Other _____

When wanting to use gossip to gain attention, student will:

- ☐ Use interesting conversation starters to engage a peer.
- ☐ Tell interesting stories that are flattering to peers.
- ☐ Tell interesting stories about self.
- ☐ Other _____

Sensory

- ☐ Other _____

Tangible

When wanting to keep an item that he or she is not supposed to have, student will:

- ☐ Ask to keep it five minutes longer.
- ☐ Ask to have it later.
- ☐ Ask to have it first tomorrow.
- ☐ Other _____



The student will...

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ Keep behavior chart and give reward for good "truth-telling" behavior.
- ☐ Provide positive reinforcement for truthful acts.
- ☐ Give fair consequences and then an opportunity for a fresh start after an incident.
- ☐ If student tells you that he or she is afraid to face the consequences of telling the truth, explain the consequences in greater detail and remind student that he or she will get a fresh start once the consequence has been "paid."
- ☐ Agree to negotiate the consequences if student talks to you.
- ☐ Reinforce others who tell the truth in difficult situations.
- ☐ Model/discuss honesty.
- ☐ Other _____

Attention

- ☐ Encourage other students to ignore gossip.
- ☐ Use socially competent peers to model and reinforce socially appropriate conversation that is not hurtful to others.
- ☐ Increase amount of attention/praise for honesty.
- ☐ Other _____

Sensory

- ☐ Other _____

Tangible

- ☐ Keep out of reach or sight the items that student is not supposed to have.
- ☐ Acknowledge appropriate requests for items.
- ☐ Use a "check in" system to be sure that everyone has turned in their items.
- ☐ If student asks appropriately for an allowable item, let student keep the item for a set amount of time.
- ☐ Use a visual schedule to let students know when their turn will come.
- ☐ Encourage student to speak up about his or her needs and reward student for honesty.
- ☐ Surprise student with other acceptable desired items if truthful about this one.
- ☐ Other _____

5. DROPS TO GROUND

Definition: Student drops when asked to do something or go somewhere.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work | <input type="checkbox"/> Wants to avoid people | <input type="checkbox"/> Wants to avoid destinations |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeks negative attention from an adult | <input type="checkbox"/> Seeks attention from peers, e.g., by being "class clown" | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks deep tissue input by rolling or laying on the ground | | |
| | <input type="checkbox"/> Wants to avoid a sensory element in the environment | | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- ☐ Let the teacher know that he or she needs more time, help, support, etc.
- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for help from an adult or peer.
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- ☐ Other _____



The student will...

Attention

When wanting to get the attention of others, student will:

- ☐ Request counseling time.
- ☐ Ask to talk to an adult.
- ☐ Use office pass.
- ☐ Ask to be a leader or helper.
- ☐ Ask to pass out papers.
- ☐ Ask to work with a peer.
- ☐ Request time to entertain peers.
- ☐ Other _____

Sensory

When feeling the need to avoid sensory elements in the environment, student will:

- ☐ Let the teacher know what is overwhelming or overstimulating.
- ☐ Move his or her chair away from the sensory element.
- ☐ Stand up and walk to the opposite side of the room.

- ☐ Choose a deep pressure activity, such as wearing a weighted backpack.
- ☐ Other _____

Tangible

When wanting access to desired object, student will:

- ☐ Ask teacher.
- ☐ Refer to his or her visual schedule to know when it is time for turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

If student must complete assignments before moving on, consider the following suggestions:

- ☐ Shorten work or allow separate location for student to finish.
- ☐ Set up another time when student can finish or continue first activity.
- ☐ Give warning before transition.
- ☐ Provide choice of 2 activities.
- ☐ Ask student to be a helper by carrying important items to the next activity.
- ☐ Other _____

Attention

- ☐ Have student be line leader or give responsibility, such as turning out lights.
- ☐ Have student pass out materials for activity.
- ☐ Pair with positive or preferred peer.
- ☐ Provide opportunities to entertain others (with presentations, jokes, etc.).
- ☐ Other _____

Sensory therapist).

overstimulation.

location.

square,

- ☐ Have student wear backpack with 3-5 pounds of books during transition. (Check with occupational
- ☐ Have student put all of the chairs up on desks for class when leaving.
- ☐ Check out specific sensory aspects of the next location or activity and create plan to minimize
 - If cafeteria is too loud and crowded, have peer get lunch and meet student outside at a set
 - For assemblies, create special seat at back and have student enter last.
 - If carpet time is too unstructured, allow student to sit on chair to the side or on designated beanbag, or cushion.
 - If the student is uncomfortable being in line due to space and noise sensitivity, allow student to transition after other students have left.
- ☐ Other _____

Tangible

- ☐ Write students' names on the board with the times that they will have access to preferred item.
- ☐ Consider having the student be the last in rotation. Provide another fun activity during the wait.
- ☐ Other _____



The teacher will...

6. INAPPROPRIATE SOCIAL INTERACTIONS WITH PEERS AND/OR ADULTS

Definition: Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | | |
|------------------------------------|--|---|--------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Avoids social contact situations | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Attempts to socialize | <input type="checkbox"/> Inappropriate play attempt | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Needs physical input (hugging, pushing, "smacking" people, etc) | <input type="checkbox"/> Avoids overwhelming sensory situations | |
| | <input type="checkbox"/> Neurological, i.e., Tourette Syndrome. | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants an item that another student has | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling uncomfortable in a social situation, student will:

- ☐ Let teacher know.
- ☐ Excuse himself.
- ☐ Walk away.
- ☐ Ask for library pass.
- ☐ Seek out a trusted friend alternate setting.
- ☐ Other _____



The student will...

Attention

When wanting to greet a friend or join a conversation or social group, student will:

- ☐ Use appropriate words.
- ☐ Use *Stop & Think* strategy and ask self, "What are you going to do?"
- ☐ Use *Mind Gap Map* strategy.
- ☐ Initiate an activity asking peers to join.
- ☐ Select a structured activity (such as school club) during unstructured time.
- ☐ Use a "cool" conversation starter.
- ☐ Make a plan for social activities.
- ☐ Maintain appropriate space.
- ☐ Other _____

Sensory

If seeking tactile input or avoiding overwhelming sensory situations, student will:

- ☐ Shake hands to greet.
- ☐ Request a sensory activity that provides physical input (e.g., climbing on monkey bars, carrying books to another classroom).
- ☐ Request a less-stimulating space (e.g., back of the line, table alone).
- ☐ Give "high fives," etc.
- ☐ Other _____

Tangible

When wanting to obtain an item from another person, student will:

- ☐ Ask politely.
- ☐ Let teacher know so that teacher can help mediate.
- ☐ Ask parents if student can earn the item.
- ☐ Negotiate with peer.
- ☐ Use established self-monitoring tool to wait for turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Allow to work alone, if appropriate
- ☐ Prepare and prompt student prior to possibly stressful social situations and encourage him or her to ask for help if needed.
- ☐ Provide a limited number of "escapes" from social contact situations per day or per week.
- ☐ When student requests escape, acknowledge as soon as possible and respond or mediate.
- ☐ Reduce the number of people in group.
- ☐ Allow student to choose social group with which to work.
- ☐ Other _____

Attention

- ☐ Include unit on social greetings, proxemics, etc., as part of overall curriculum.
- ☐ Pair with a peer of high social status.
- ☐ Provide frequent feedback on positive behavior.
- ☐ Intentionally pair students.
- ☐ Provide decision-making strategies such as *Stop & Think* or *Mind Gap Map*.
- ☐ Other _____

Sensory

- ☐ Arrange workspace so there is appropriate adult supervision at all times.
- ☐ Provide sensory input prior to social situations (e.g., jumping, rolling, or "crashing" on soft items).
- ☐ Arrange student's furniture to discourage inappropriate touching.
- ☐ Allow scheduled stretch breaks.
- ☐ Provide immediate relief when student indicates need for sensory input.
- ☐ Remind of appropriate and inappropriate hugs.
- ☐ Encourage peers to acknowledge appropriate interactions.
- ☐ Other _____

Tangible

- ☐ Consider seating and proximity of desired objects.
- ☐ Use a visual schedule to let students know when their turn will come.
- ☐ Develop self-monitoring tool to assist student in waiting for turn.
- ☐ Review "sharing" rules with class.
- ☐ Other _____



The teacher will...

7. INAPPROPRIATE PERSONAL TOUCHING

Definition: Any sexually self-stimulating behavior including touching private parts, hands in pants, masturbation, rocking, etc.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid non-preferred activities or people | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher | <input type="checkbox"/> Wants attention from peers <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks Pleasure | <input type="checkbox"/> Seeks reduction of stress |
| | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Feels Bored |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid a non-preferred activity, student will:

- ☐ Use words, signs, pictures, or gestures to appropriately express need and will participate in finding a mutually acceptable solution.
- ☐ Let teacher know his or her concerns.
- ☐ Ask for choice of alternate activity.
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task
- ☐ Request a supervised walk for a brief period of time.
- ☐ Other _____

Attention

When desiring attention, student will:

- ☐ Ask to tell a joke or read a story.
- ☐ Request a leadership role (passing out papers, etc.).
- ☐ Other _____

Sensory

When feeling the need to inappropriately touch himself or herself, student will:

- ☐ Ask to use the restroom.
- ☐ Use another relaxation technique.
- ☐ Engage in physical activity (e.g., sports).
- ☐ Choose a socially appropriate activity from choice board.
- ☐ Other _____

Tangible

- ☐ Other _____



The student will...

Strategies for Reducing the Problem Behavior

- Escape**
- ☐ Reward for reduced or lack of incidence.
 - ☐ Teach appropriate ways to request help.
 - ☐ Other _____
- Attention**
- ☐ Teach appropriate ways to touch at school, explaining personal space and privacy.
 - ☐ Give frequent attention when student is not engaged in behavior.
 - ☐ Ignore mild behaviors.
 - ☐ Other _____
- Sensory**
- ☐ Provide opportunity for vigorous exercise or more interesting activities.
 - ☐ Provide fidget items to keep hands busy.
 - ☐ Teach stress management and relaxation strategies.
 - ☐ Discuss socially appropriate behaviors and concepts.
 - ☐ Call in school nurse to confer with family or find out health issues (rashes, etc.).
 - ☐ If behavior plan specifies, allow student to go to bathroom when requested.
 - ☐ Other _____
- Tangible**
- ☐ Other _____



The teacher will...

8. MINOR FINE MOTOR ANNOYANCES

Definition: Any mildly disruptive, in seat behavior such as pencil tapping, tics, finger drumming, toe tapping, chair rocking, skin picking, nail biting, etc.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|---|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid non-preferred activity
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Feels uncomfortable or nervous |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants attention from peers |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Feels restless
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Feels anxious
<input type="checkbox"/> Feels bored
<input type="checkbox"/> Feels overwhelmed
(May be a symptom of Tourette Syndrome, ADHD or autism.) |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When frustrated or trying to avoid a task, student will:

- ☐ Let teacher know his or her concerns.
- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for choice of alternate activity.
- ☐ Ask for assistance.
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- ☐ Other _____



The student will...

Attention

When wanting attention, student will:

- ☐ Ask to tell a joke or read a story.
- ☐ Request leadership role (passing out papers, etc).
- ☐ Other _____

Sensory

When feeling uncomfortable, nervous, or trying to increase alertness, student will:

- ☐ Let teacher know.
- ☐ Select a calming activity, such as one that provides tapping, drumming, etc.
- ☐ Select an alternative activity.
- ☐ List steps needed to complete task and check with peer or teacher.
- ☐ Select an activity to increase alertness.
- ☐ Ask for opportunity to explain to class the cause of symptoms (e.g., Tourette Syndrome, ADHD, autism,

etc.).

- ☐ Other _____

Tangible

- ☐ Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ Give opportunity to change seat to location that will not impact others.
- ☐ Give movement breaks after acceptable intervals of time, (e.g., 10 or 20 minutes).
- ☐ Teach relaxation/stress reduction techniques.
- ☐ Teach student to doodle or take notes.
- ☐ Provide selection of activities for student to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretch in back of the room).
- ☐ Other _____

Attention

- ☐ Give special tokens or praise for increments of time when target behavior does not occur.
- ☐ Other _____

Sensory

- ☐ Teach strategies to adjust alertness level.
- ☐ Allow student to stand up to do work.
- ☐ Provide opportunity for vigorous exercise before task which requires long periods of sitting/attending.
- ☐ Replace pencil with item that makes less noise.
- ☐ Provide fidget items (squeeze balls, etc.) to keep hands busy.
- ☐ If behavior stems from Tourette Syndrome, consult parents and medical/mental health professionals for

ideas of

triggers.

- ☐ Place "quiet" card on student's desk when behavior begins.
- ☐ Other _____

Tangible

- ☐ Other _____

9. NON-COMPLIANCE TO TEACHER AND OTHER ADULTS REQUESTS

Definition: Refusing to comply with requests of teachers or other adults in authority.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|---|---|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work, activities, or people
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants to avoid situations which may be embarrassing |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher
<input type="checkbox"/> Feels angry, sad, or frustrated about something else
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants attention from peer |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Wants to maintain something in the environment which is present in the current activity
<input type="checkbox"/> Wants to avoid something in the environment of the upcoming activity
<input type="checkbox"/> Feels overloaded by environmental or work demands
<input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep something the teacher is asking him or her to return
<input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- ☐ Request teacher's help.
- ☐ Request to work on an alternate assignment or choose a different book or different materials.
- ☐ Ask to be in a different group.
- ☐ Let teacher know what task or activity he or she does not want to do, e.g., read out loud, participate in P.E.
- ☐ Request to move to private area.
- ☐ Request to talk to appropriate adult about feelings of embarrassment.
- ☐ Other _____



The student will...

Attention

When wanting attention from the teacher or a peer, student will:

- ☐ Ask to be teacher's helper.
- ☐ Ask to show off completed work.
- ☐ Ask to work with specific peer.

When feeling angry, sad, or frustrated about something else, student will:

- ☐ Request to talk about feelings with an adult.
- ☐ Write out feelings.
- ☐ Other _____

Sensory When trying to maintain or avoid elements in the sensory environment, student will:

- ☐ Use words, cards, pictures, or signals to let the teacher know.
- ☐ Other _____

Tangible When possessing an item that he or she does not want to return when asked, student will:

- ☐ Negotiate a plan with teacher to get item back at a more appropriate time.
- ☐ Develop a plan to earn the item.
- ☐ Refer to a visual schedule to know when it is his or her turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Teach student to identify feelings (embarrassment, fear, etc.).
- ☐ Give student specific expectations for assignment.
- ☐ Develop behavior contract with student to include both specific rewards for compliant behaviors and consequences for non-compliance.
- ☐ Allow student not to participate, which will result in loss of reward or lower grade in participation.
- ☐ Encourage student to work toward reward for being compliant, which will result in reduction in noncompliance or increase in completed assignments).
- ☐ Tell student the assignment and then walk away to allow processing time and reduce power conflict.
- ☐ Provide appropriate time-away area in or adjacent to classroom.
- ☐ Other _____

Attention

- ☐ Seat close to you for frequent positive feedback if on task.
- ☐ Seat next to positive role models.
- ☐ Allow students who have finished their work to share or show what they have done
- ☐ Allow student to hand out papers, help someone having difficulty understanding the material, or be a peer tutor if own work is done.
- ☐ Ignore student when non-compliant.
- ☐ Give lots of attention when student is compliant.
- ☐ Provide counseling time.
- ☐ Acknowledge student's feelings when angry.
- ☐ Allow access to talk to a trusted adult (school counselor, other teacher, or someone at home).
- ☐ Address source of anger if possible.
- ☐ Other _____

Sensory

specifically.

- ☐ Teach relaxation strategies, e.g., deep breathing, progressive relaxation, creative visualization.
- ☐ Work with student to identify what is uncomfortable in a setting and develop a plan to address that
- ☐ Allow younger students to bring a preferred item with them during transition.
- ☐ Assist student in developing a prioritized checklist for work.
- ☐ Other _____

Tangible

- ☐ Give early warning for time to return tangible item.
- ☐ Delay privileges until item is returned.
- ☐ Reward other students for turning in item.
- ☐ Control access to the tangible item.
- ☐ Other _____



The teacher will...

10. DIFFICULTY FOCUSING ON/COMPLETING TASK

Definition: Student often does not stay focused on or complete task within time allowed. Student does not participate in classroom activities and discussions. Does not complete tasks that he/she is capable of.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Avoids task perceived to be too difficult or too easy
<input type="checkbox"/> Avoids task perceived to be not interesting and relevant
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Avoids task perceived too embarrassing |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants reassurance <input type="checkbox"/> Wants physical/social contact <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Feels overloaded with environmental demands
<input type="checkbox"/> Focuses on irrelevant environmental stimuli | <input type="checkbox"/> Feels restless <input type="checkbox"/> Experiences low level of alertness
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When frustrated or trying to avoid a task, student will:

- ☐ Let teacher know his or her concerns
- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for choice of alternate activity
- ☐ Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
- ☐ Other _____



The student will...

Attention

When needing assurance or attention to complete task, student will:

- ☐ Raise hand
- ☐ Express need by using appropriate words, cards, pictures, or signals.
- ☐ Ask only one student for help
- ☐ Approach teacher's desk to ask for help.
- ☐ Other _____

Sensory

When having difficulty focusing on or completing tasks due to low level of alertness, student will:

- ☐ Take deep breaths.
- ☐ Stand and stretch limbs.
- ☐ Ask to get a drink of water.
- ☐ Ask to take a quick walk to an approved location.
- ☐ Ask to carry a heavy load, e.g., books, to a specified location.
- ☐ Other _____

When having difficulty focusing on or completing tasks due to overstimulation, student will:

- ☐ Ask to use appropriate quiet work space or "private" office.
- ☐ Ask to use headphones
- ☐ Ask to use wobble cushion.
- ☐ Ask to use cardboard desk partition.
- ☐ Other _____

Tangible ☐ Other _____

Strategies for Reducing the Problem Behavior

- Escape
- ☐ Provide a checklist linking acquired skills with mandatory assessment requirements.
 - ☐ Assess task difficulty in relation to ability.
 - ☐ Have student set own time limits based on student contract.
 - ☐ Remove competition.
 - ☐ Require student to finish uncompleted work at lunch or after school.
 - ☐ Other _____

- Attention
- ☐ Utilize small group instruction to give student more individual attention.
 - ☐ Allow student to share completed work with class or partner.
 - ☐ Establish signals to request assistance.
 - ☐ Give student extra responsibilities or privileges as work production increases.
 - ☐ Assist student with complete assignments.
 - ☐ Other _____

- Sensory
- ☐ Divide assignments into parts and check off as completed.
 - ☐ Reduce auditory and visual distractions.
 - ☐ Create a quiet area to reduce environmental distractions.
 - ☐ Change schedule to promote success – (e.g., schedule preferred subject after non-preferred).
 - ☐ Train student to keep only necessary materials on desk.
 - ☐ Provide carrel or divider to offer separation from others.
 - ☐ Other _____

Tangible ☐ Other _____



The teacher will...

11. OUT OF SEAT

Definition: Getting out of seat or out of desk and leaving group.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|---|--|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants space, a break, to get away from person or situation | |
| | <input type="checkbox"/> Is avoiding task perceived as too difficult, not interesting, or irrelevant | |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Wants something more stimulating to do | <input type="checkbox"/> Needs distance from others |
| | <input type="checkbox"/> Needs to use restroom | <input type="checkbox"/> Needs to stretch muscles |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants an item or food | <input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for help.
- ☐ Put a sign or sticky note on desk to indicate the need for assistance.
- ☐ Put head down.
- ☐ Request shortened or alternative assignment.
- ☐ Other _____



The student will...

Attention

When seeking attention, student will:

- ☐ Raise hand.
- ☐ Use "help" card.
- ☐ Let teacher know he or she would like to be leader.
- ☐ Ask only one peer for help.
- ☐ Other _____

Sensory

When experiencing sensory needs, student will:

- ☐ Request access to predetermined activity or item.
- ☐ Let teacher know by using appropriate words, signs, cards, or signals.
- ☐ Use one of a limited number of bathroom passes, "stretch" cards, etc.
- ☐ Other _____

Tangible

When desiring a particular item or food, student will:

- ☐ Use checklist to gather all needed supplies prior to lesson.
- ☐ Let teacher know if hungry.
- ☐ Use card, sign, or signal to indicate need.
- ☐ Be able to increase *wait* times for desired items.
- ☐ Keep acceptable items in desk.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Schedule short activities.
- ☐ Prevent lag time between activities.
- ☐ Reduce competitiveness.
- ☐ Provide high-interest tasks.
- ☐ Other _____

Attention

- ☐ Publicly acknowledge increasing time in seat.
- ☐ Interact frequently.
- ☐ Other _____

Sensory

- ☐ Allow to sit on edge of group if sensitive to crowds.
- ☐ Provide carrel to offer separation from others.
- ☐ Allow student to carry item to another location.
- ☐ Consider age and expectations.
- ☐ Other _____

Tangible

- ☐ Establish specific times for access to preferred items.
- ☐ Allow limited access or remind of upcoming access when food is requested
- ☐ Provide checklist for gathering required materials (by subject).
- ☐ Provide *wait* card.
- ☐ Other _____



The teacher will...

12. PHYSICAL AGGRESSION

Definition: Any instance of hitting, kicking, scratching, pinching of adults or other students, instigating fights, or sexually provocative touching.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|---|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid a non-preferred demand or task | <input type="checkbox"/> Wants to protest a non-preferred demand or task |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention | <input type="checkbox"/> Displaying control or domination over others. |
| | <input type="checkbox"/> Attempt at social interaction | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks sensory stimulation through physical contact. (especially children with autism) | |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Attempts to obtain an item that another person has | <input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid or escape a task, student will:

- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Express need by using appropriate words, cards, pictures, or signals, and participate in establishing an acceptable solution.
- ☐ Other _____

When wanting to avoid or escape a task, student will:

- ☐ Select feelings from *Feelings* chart.
- ☐ Select problem-solving strategy from chart.
- ☐ Use "I feel..." statement to express feelings.



The student will...

Attention

When seeking attention from peers or adults, student will:

- ☐ Ask peer to play.
- ☐ Show *Play* card.
- ☐ Ask teacher for help.
- ☐ Ask to be leader.
- ☐ Other _____

Sensory

When feeling need for stimulation through hitting, kicking, scratching, etc., student will:

- ☐ Go to his or her pillow or bean bag.
- ☐ Other _____

Tangible

When wanting a specific toy or item that another child has, student will:

- ☐ Request a turn by using appropriate words, cards, pictures, or signals.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Reduce activities that might be threatening.
- ☐ Reduce emphasis on perfection.
- ☐ Other _____

Attention

- ☐ Reward, support and assist attempts to get peer's attention.
- ☐ Reinforce productivity vs. accuracy.
- ☐ Other _____

**Sensory
non-**

- ☐ As appropriate, provide non-human item (pillow, bean bag, etc.) for student to hit, kick, or scratch in a disruptive way when necessary.
- ☐ Prompt student to hit or kick pillow or bean bag if he or she appears to be agitated, unfocused, etc.
- ☐ Provide deep-tissue sensory input (rolling, pulling, "high fives," etc.).
- ☐ Provide vestibular input (spinning, etc.).
- ☐ Reduce or remove sources of overstimulation.
- ☐ Other _____

Tangible

- ☐ Make desired items more readily available if appropriate.
- ☐ Ensure that student gets item when appropriately requested or acknowledge appropriate request and reward ability to delay
- ☐ Other _____



The teacher will...

13. RESISTS TRANSITIONS BETWEEN ACTIVITIES or PLACES

Definition: Student shows misbehavior when asked to stop one task or activity and begin another or going from one setting to another.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | |
|---|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Avoidance of new task <input type="checkbox"/> Avoidance of leaving a current preferred activity <input type="checkbox"/> Avoidance of change
<input type="checkbox"/> Wary of new environment <input type="checkbox"/> Wary of factor in transitional environment (e.g., hallway)
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Enjoys peer interaction during transition and wants to prolong
<input type="checkbox"/> Wants to prolong attention from specific adult or peer in the previous setting
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Avoidance of some sensory aspect of next task <input type="checkbox"/> Difficulty shifting attention <input type="checkbox"/> Doesn't like being in a crowd
<input type="checkbox"/> Loses track of time and purpose <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep playing with or using item in current environment (ie, toy ,computer)
<input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

- Escape** **When wanting to avoid transitions, student will:**
- ☐ Let teacher know of concerns.
 - ☐ Negotiate more time with current activity or a later time.
 - ☐ Other _____

- Attention** **When seeking time with peers or adults, student will:**
- ☐ Talk to friends about more appropriate times to interact.
 - ☐ Ask to be a leader when at the next activity.
 - ☐ Request limited time with peers or adults at beginning of new activity.
 - ☐ Other _____

- Sensory** **When preparing for transition, student will:**
- ☐ Monitor when end of task is near.
 - ☐ Prepare materials for closure and change.
 - ☐ Ask for a peer escort.
 - ☐ Ask to go early (or later).
 - ☐ Use prearranged support.
 - ☐ Use a stopwatch to remind self of timeframe.
 - ☐ Use a checklist of classes.
 - ☐ Other _____

- Tangible** **When reluctant to give up an item, student will:**



The student will...

- ☐ Use a schedule to determine next turn.
- ☐ Negotiate with teacher for more time with the item at a more appropriate time.
- ☐ Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ Make sure the next task is at the instructional level of the student.
- ☐ Provide schedule.
- ☐ Provide schedule which shows activities for class.
- ☐ Change order of activities (preferred following not preferred).
- ☐ Schedule with time on board or at student desk, countdown clock on student's desk.
- ☐ Use transitional objects to carry to next activity.
- ☐ Provide safe, familiar environments with clear boundaries.
- ☐ Provide support during transition, e.g., escort.
- ☐ Other _____

Attention

- ☐ Provide opportunities for peer or adult interactions in the next environment.
- ☐ Allow extra peer or adult time on subsequent day for timely transition.
- ☐ Other _____

Sensory

- ☐ Change unpleasant sensory aspect of the next task.
- ☐ Provide students specific directions to indicate a task is ending, i.e., write your last sentence...pencils down...close books and hands on desk.
- ☐ Clearly mark spots for student to stand while waiting.
- ☐ Allow to leave early or late.
- ☐ Provide stopwatch to remind of timeframe.
- ☐ Assist students in putting away items before requesting transition.
- ☐ Adjust line-up area to be less noisy or crowded.
- ☐ Other _____

Tangible

- ☐ Have students put all items away in advance of transition time.
- ☐ Other _____

14. RUNS AWAY/ELOPEMENT

Definition: Student runs out of classroom, playground area, or school. Student leaves class without permission.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | | | |
|------------------------------------|---|---|--|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid a new task | <input type="checkbox"/> Wants to avoid a situation | <input type="checkbox"/> Wants to avoid people | <input type="checkbox"/> Wants to avoid work |
| | <input type="checkbox"/> Other _____ | | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeking attention from teacher <input type="checkbox"/> Other _____ | | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Doesn't like some sensory aspect of current or upcoming task or activity | | <input type="checkbox"/> Is overstimulated | |
| | <input type="checkbox"/> Needs large motor activity such as running or walking | | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to get food or other item available on campus | | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to escape an activity in the classroom, student will:

- ☐ Use appropriate words to express need.
- ☐ Ask for help.
- ☐ Let the teacher know.
- ☐ Put head down quietly on the desk.
- ☐ Ask to complete work at home.
- ☐ Ask to take a walk (with a hall pass) and return.
- ☐ Do task differently (e.g., orally, with pictures, as a PowerPoint).
- ☐ Ask to work with a peer.
- ☐ Use a study carrel.
- ☐ Other _____



The student will...

Attention

When needing attention, student will:

- ☐ Ask teacher.
- ☐ Raise his or her hand.
- ☐ Ask to be a leader for the next activity.
- ☐ Other _____

Sensory

When feeling overstimulated, student will:

- ☐ Use appropriate words to let teacher know.
- ☐ Use "quiet area" card.
- ☐ Request use of head phones.
- ☐ Ask to use or go to the quiet area.
- ☐ Go to the tent in the classroom and stay there until a five minute timer rings (small children only).
- ☐ Ask to use a study carrel.
- ☐ Other _____

When needing large motor activity, student will:

- ☐ Ask to take a walk to an approved location.
- ☐ Ask to stand while working.
- ☐ Stand and stretch arms.
- ☐ Ask for "whole class" desk aerobics.

When seeking to avoid some sensory aspect of the environment, student will:

- ☐ Let teacher know.
- ☐ Tell a trusted friend who will inform the teacher.
- ☐ Talk to teacher about acceptable alternative methods of participating in the task.

Tangible

- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Give daily reinforcement for attendance.
- ☐ Reinforce student as he or she is getting work done and participating in activities.
- ☐ Reinforce for attendance at end of each day.
- ☐ Give points for attendance which can be cashed in for "early-out" or "free time."
- ☐ Other _____

Attention

- ☐ Provide lots of attention to all students for staying with group.
- ☐ Do not run after student if not necessary for safety.
- ☐ Provide fun activity for students who are with the group.
- ☐ Remind student of next turn to be in leadership role.
- ☐ Give attention for staying with group.
- ☐ Other _____

Sensory

- ☐ Other _____

Tangible

- ☐ Provide food items sought.
- ☐ Allow students to purchase needed food item and return/bring to class.
- ☐ Other _____



The teacher will...

15. SPITTING

Definition: Spitting of saliva, regurgitation, food items or water.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Attempts to avoid non-preferred people or activities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from adults or peers | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Enjoys sensation of spitting | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Attempt to inappropriately obtain a desired food item from another person | |
| | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid a task, student will:

- ☐ Use appropriate words, cards, pictures, or signals to communicate displeasure, anger, frustration, etc. and participate in establishing acceptable solutions.
- ☐ Go to quiet area when recognizing escalation of feelings.
- ☐ Use signs, etc. to let the teacher know, and participate in acceptable solutions.
- ☐ Use break card.
- ☐ Other _____



Attention

When seeking attention from peers or adults, student will:

- ☐ Use words, cards, pictures, or signals to express need.
- ☐ Engage other students.
- ☐ Request to lead a group, help a peer, or have some other responsibility.
- ☐ Other _____

The student will...

Sensory

When feeling the need to spit, student will:

- ☐ Take a drink.
- ☐ Spit into a tissue.
- ☐ Ask for a chewy item.
- ☐ Spit into trash can.
- ☐ Swallow when prompted.
- ☐ Other _____

Tangible:

When wanting a specific toy or item that another child has, student will:

- ☐ Use words, cards, pictures, or signals to ask for item.
- ☐ Ask teacher to help mediate.
- ☐ Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

- | | |
|------------------|---|
| Escape | <input type="checkbox"/> Teach student to recognize internal feelings of frustration and remove self from situation.
<input type="checkbox"/> At beginning of lesson or period, remind student of rewards being earned for not spitting, and then reward student each time he or she appropriately requests escape.
<input type="checkbox"/> Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
<input type="checkbox"/> Other _____ |
| Attention | <input type="checkbox"/> Encourage student to use appropriate communication to request attention.
<input type="checkbox"/> Remind student of rewards for requesting attention appropriately.
<input type="checkbox"/> Encourage student to get attention by helping others, leading group, etc.
<input type="checkbox"/> Change groupings so that student can "shine" in his or her group.
<input type="checkbox"/> Other _____ |
| Sensory | <input type="checkbox"/> Allow free access to water fountain for all students.
<input type="checkbox"/> Allow students to have water bottles at desks.
<input type="checkbox"/> Provide appropriate items for oral stimulation (gum, chewy candies, etc.).
<input type="checkbox"/> Provide tissues.
<input type="checkbox"/> Teach student to use tissue.
<input type="checkbox"/> Make students aware of social implications of spitting.
<input type="checkbox"/> Remind student to take a drink if desired.
<input type="checkbox"/> Schedule regular drink breaks.
<input type="checkbox"/> Allow student to go to restroom to spit in sink or toilet.
<input type="checkbox"/> Remind student to use oral stimulator items.
<input type="checkbox"/> Provide visual cue to swallow.
<input type="checkbox"/> Other _____ |
| Tangible | <input type="checkbox"/> Provide small, healthy snacks for students to access if hungry.
<input type="checkbox"/> Allow students to bring acceptable snacks to eat according to classroom rules.
<input type="checkbox"/> Other _____ |

16. STEALING

Definition: Taking something that belongs to somebody else, illegally or without the owner's permission.
Presenting someone's work as own.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- ☐ **Escape** ☐ Other _____
- ☐ **Attention** ☐ Seeks attention from adults or peer ☐ Other _____
- ☐ **Sensory** ☐ Seeks sensory input from the item (manipulative or toy) ☐ Other _____
- ☐ **Tangible:** ☐ Socially inappropriate attempt to obtain a desired object ☐ Student is hungry (wants food item)
☐ Student wants to keep an item that he/she is not supposed to have
☐ Other _____

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape Other _____

- Attention** **When seeking adult or peer attention, student will:**
- ☐ Ask to be leader, share a story, tell a joke, etc.
 - ☐ Ask teacher or adult for assistance.
 - ☐ Use appropriate words to ask another student to play.
 - ☐ Ask in an appropriate way to be included in an activity.
 - ☐ If feeling excluded from a group, scan the area for someone who is alone and engage that person.
 - ☐ Other _____

- Sensory** **When seeking sensory input from an item, student will:**
- ☐ Ask the person if he or she can borrow it for an agreed upon period of time.
 - ☐ Let the teacher know he or she is feeling restless and ask for alternatives.
 - ☐ Other _____

- Tangible** **When trying to obtain or keep a desired item that does not belong to him or her, student will:**
- ☐ Ask the person if he or she can borrow it for an agreed upon period of time.
 - ☐ Let the teacher know of desire and ask for assistance in mediating.
 - ☐ Ask for a plan to earn the item back if returned appropriately.
 - ☐ Other _____



The student will...

Strategies for Reducing the Problem Behavior

- Escape** ☐ Other _____
- Attention** ☐ Encourage student to engage other children in play or joint activities appropriately.
☐ Encourage student to quietly seek adult intervention if needed.
☐ Other _____
- Sensory** ☐ Allow student to bring own item to school which meet s the sensory need.
☐ Provide limited access to desired items at appropriate times.
☐ Encourage other students to keep items put away.
☐ Talk with student about other ways to get the sensory need met (e.g., stretching hands, doodling, holding a pen or pencil, etc.).
☐ Other _____
- Tangible** ☐ "Check in" items to be sure that everyone has turned theirs in.
☐ Encourage him/her to speak up about his/her needs and reward for his/her honesty.
☐ Keep the items that student is not supposed to have out of reach and sight.
☐ Make a chart that limits the amount of times student can have the item, then check off when he or she has had it.
☐ Other _____



The teacher will...

17. TALKING OUT/BACK/INAPPROPRIATE COMMENTS

Definition: Talking out of turn during class time, talking back in rude manner to adults, inappropriate comments in class.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | | |
|------------------------------------|--|---|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid a demand or non-desired activity | | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> "Showing off" for peers | <input type="checkbox"/> Wants to get the teacher's attention | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Difficulty due to ADHD | <input type="checkbox"/> Difficulty due to Tourette Syndrome | <input type="checkbox"/> Has difficulty waiting |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid a task, student will:

- ☐ Use appropriate words, cards, pictures, or signals to let the teacher know and participate in finding a mutually acceptable solution.
- ☐ Politely suggest an appropriate alternative for participating in the activity.
- ☐ Other _____

Attention

When seeking attention, student will:

- ☐ Raise hand or use pre-determined "secret signal" to gain teacher's attention
- ☐ Use a card to indicate desire to speak. (Require increasing intervals of delay.)
- ☐ Ask for time to speak with a person privately if there are problems.
- ☐ Ask for a problem-solving session with an adult mediator if there are issues with another student.
- ☐ Request opportunity to be line leader, supply person, office runner, etc.
- ☐ Other _____

Sensory

When having difficulty with waiting, student will:

- ☐ Use a written or pictorial system to record ideas, questions, or comments he or she would like to make.
- ☐ Explain disability to group leader beforehand, and ask for assistance and support.
- ☐ Count silently to ten.
- ☐ Put head on desk and breathe deeply.
- ☐ Other _____

Tangible

- ☐ Other _____



The student will...

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ If requested inappropriately, ask to rephrase more appropriately.
- ☐ If request is rephrased appropriately, acknowledge and attempt to mediate (e.g., provide alternatives, other means of participating, other ways to complete work).
- ☐ Remind student of classroom rule for speaking respectfully and remind of rewards/consequences.
- ☐ Ignore (if possible and not too disruptive) and praise others for appropriateness.
- ☐ Ask another student to model an appropriate way of disagreeing.
- ☐ Other _____

Attention

- ☐ Provide activities that require talking or reporting back to large group.
- ☐ Ignore talking back and talking out of turn if not too disruptive.
- ☐ Remind student of classroom rule for speaking respectfully and remind of rewards and consequences.
- ☐ Reward others not talking out.
- ☐ Give student visible means of requesting attention, such as note or sticky note on desk, flag, or pre-

determined

"secret signal."

- ☐ Do not respond to blurted remarks.
- ☐ Reinforce students who are using appropriate behavior.
- ☐ Acknowledge student who is talking out, but remind to raise hand or use other system for getting

attention.

- ☐ Other _____

Sensory room).

- ☐ Provide opportunities to talk, be noisy, and express self in an appropriate place (e.g., quiet space, empty room).
- ☐ Teach student to wait.
- ☐ Reward gradual improvements in using appropriate means.
- ☐ Allow to state remarks quietly to an elbow partner if not disruptive to whole group.
- ☐ Allow to jot down questions or comments on paper or dry-erase board.
- ☐ Allow to stand up at seat if having difficulty with waiting.
- ☐ Other _____

Tangible

- ☐ Other _____

18. THROWING OBJECTS

Definition: Any instance of throwing objects whether aimed at people or not.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid certain people | <input type="checkbox"/> Wants to avoid certain tasks |
| | <input type="checkbox"/> Wants to avoid certain environments | <input type="checkbox"/> Wants to protest or get back at someone |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants someone to pay attention to him/her <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Enjoys proprioceptive or large muscle input from throwing motion | <input type="checkbox"/> Enjoys sound as items hit. |
| | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling the need to escape, student will:

- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Speak politely to teacher about ideas for alternate ways to participate and complete the work.
- ☐ Other _____

When wanting to protest or get back at someone, student will:

- ☐ Use appropriate words, cards, pictures, or signals and participate in establishing acceptable solutions.
- ☐ Write down "I feel..." statements.
- ☐ Other _____



The student will...

Attention

When seeking attention, student will:

- ☐ Ask to be leader, read story out loud, help others, etc.
- ☐ Count to ten if needing to wait.
- ☐ Will write ideas or questions on paper or dry-erase board.
- ☐ Other _____

Sensory

When feeling the need to throw, student will:

- ☐ Use appropriate words, cards, pictures, or signals to request appropriate activities (shooting baskets, Nerf target games, etc.).
- ☐ Other _____

playing

Tangible

- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Encourage student to speak to teacher if feeling the need to escape something in the environment.
- ☐ Reward when student engages in non-preferred activities and in other appropriate behaviors.
- ☐ Limit access to items which can be thrown.
- ☐ Other _____

Attention

- ☐ Model and practice appropriate strategies for getting attention.
- ☐ Teach student to ask for roles that promote positive attention (leader, reader, helper, etc.).
- ☐ Other _____

Sensory

- ☐ Provide appropriate games and activities that include throwing.
- ☐ Incorporate active games into the curriculum as appropriate.
- ☐ Play music as appropriate to meet need for auditory input.
- ☐ Other _____

Tangible

- ☐ Other _____



The teacher will...

19. VERBAL AGGRESSION

Definition: Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | |
|---|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid work <input type="checkbox"/> Wants to avoid of groups of people <input type="checkbox"/> Wants to avoid frustrating situations
<input type="checkbox"/> Wants to avoid "down" time <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to appear "cool" to peers <input type="checkbox"/> Seek attention from an adult.
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Likes sound or pitch of voice <input type="checkbox"/> Talks for self stimulation
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Inappropriate attempt to obtain a desired object through threats or intimidation
<input type="checkbox"/> Other _____ |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid work, people, or situations, student will:

- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Go to a pre-determined quiet area when recognizing escalation of feelings.
- ☐ Use acceptable ways to communicate displeasure, anger, or frustration.
- ☐ Let the teacher know by using a card, sign, note, or signal.
- ☐ Request change of group.
- ☐ Request to work alone.
- ☐ Other _____



The student will...

When wanting to avoid "lag" time, student will:

- ☐ Write, draw, or read.
- ☐ Select a "free-time" activity.
- ☐ Other _____

Attention

When wanting to be "cool," student will:

- ☐ Work with a peer of choice.
- ☐ Request to help others.
- ☐ Ask to help a peer, lead a lesson, etc.
- ☐ Other _____

When wanting attention from an adult, student will:

- ☐ Let the teacher know that he or she wants to share his or her work.
- ☐ Raise hand.

- ☐ Approach the teacher's desk quietly.
- ☐ Show "help" card.
- ☐ Other _____

Sensory

When feeling the need for "verbal vocalization," student will:

- ☐ Ask to sing or rap for group.
- ☐ Ask to step outside to vocalize.
- ☐ Other _____

Tangible

When wanting a particular item that someone else has, student will:

- ☐ Ask for it politely.
- ☐ Ask teacher to help mediate.
- ☐ Use a self-monitoring checklist to help with "wait time."
- ☐ Other _____

Strategies for Reducing the Problem Behavior

Escape

- ☐ Prevent lag time between activities.
- ☐ Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- ☐ Remind student at beginning of lesson or period of rewards for not using verbal aggression, and reward student each time he or she requests escape in a socially appropriate way.
- ☐ Teach student to recognize internal feelings of frustration and to remove self.
- ☐ Provide quiet area when student recognizes escalation of aggressive feelings.
- ☐ Give acceptable choices for completing work.
- ☐ Allow some work to be finished at home if requested appropriately.
- ☐ Other _____

Attention peers.

- ☐ Provide socially appropriate ways for student to shine, e.g. by demonstrating work or accomplishments to
- ☐ Allow student to voice opinion in socially appropriate ways to help him or her avoid escalation of anger.
- ☐ Separate student from person who is primary focus for aggression.
- ☐ Avoid arguing with student.
- ☐ Avoid embarrassing student in front of others.
- ☐ Try various groupings for student success.
- ☐ Pair with a peer.
- ☐ Other _____

Sensory

- ☐ Provide verbal activities, such as choral reading, drama, role-playing, chanting of facts, etc.
- ☐ Other _____

Tangible

- ☐ Encourage peers to share when student appropriately requests an item.
- ☐ Provide frequent access to desired object.
- ☐ Put objects away.
- ☐ Encourage other students to seek adult help if intimidated.
- ☐ Develop a schedule for use of item.
- ☐ Other _____



The teacher will...

20. WITHDRAWN

Definition: Student refuses to talk or engage in classroom discussions or activities. Student often alone.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid non-preferred activity | <input type="checkbox"/> Wants to avoid people | <input type="checkbox"/> Wants to avoid interactions. |
| | <input type="checkbox"/> Wants to avoid public speaking | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to avoid attention from adults or peers | | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Feels nervous | <input type="checkbox"/> Feels anxious | <input type="checkbox"/> Feels overwhelmed. |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Other _____ | | |

Replacement Behavior

The **Replacement Behavior** must serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid a task, people, social interactions, or oral sharing, student will:

- ☐ Privately let teacher know of concerns.
- ☐ Use *break* card—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for choice of alternate activity.
- ☐ Ask for help from an adult.
- ☐ Use a daily or weekly “opt out” card when wanting to avoid an activity or task.
- ☐ Ask to work alone.
- ☐ Ask to share in a one-to-one setting.
- ☐ Other _____



The student will...

Attention

When wanting to avoid attention, student will:

- ☐ Ask to sit at back of room.
- ☐ Ask to share work one-on-one.
- ☐ Ask to work alone.
- ☐ Other _____

Sensory

When nervous, anxious, or overwhelmed, student will:

- ☐ Let teacher know which variables in the environment are causing student to withdraw.
- ☐ Select a calming activity.
- ☐ Select an alternate activity.
- ☐ Use deep breathing to calm self.
- ☐ Use positive self-talk.
- ☐ Other _____

Tangible

- ☐ Other _____

Strategies for Reducing the Problem Behavior



The teacher will...

Escape

- ☐ Reduce competition.
- ☐ Allow student to choose activities within subject to reduce stress.
- ☐ Provide lessons at student's ability level.
- ☐ Allow student to work alone when appropriate.
- ☐ Allow student to attempt something new in private before doing it in front of peers.
- ☐ Allow student to opt-out of oral presentations or to co-present.
- ☐ Allow student to move seat away from non-desired persons.
- ☐ Allow student to leave class and go to agreed upon location after assignment is completed.
- ☐ Provide a quiet, reasonably private area where student can work.
- ☐ Provide counseling.
- ☐ Other _____

Attention

If avoiding attention

- ☐ Allow student to avoid attention if on-task.
- ☐ Encourage student to share publically in short intervals in which he or she can experience success.
- ☐ Encourage student to work with one or two trusted peers to increase ability to work with others.
- ☐ Other _____

Sensory etc.).

- ☐ Resolve source of anxiety (fear of speaking, fear of feeling "stupid," misunderstanding of instructions,
- ☐ Teach calming activities.
- ☐ Teach positive, self-talk strategies.
- ☐ Provide checklist of strategies to reduce feelings of being overwhelmed.
- ☐ Other _____

Tangible

- ☐ Other _____

Three Approaches for Altering Behavior: *Socially Mediated vs. Emotionally Driven Behavior*

by Diana Browning Wright, M.S., L.E.P.

All approaches to address behavior strive to change how the student behaves by three methods:

- 1) altering what the individual does;
- 2) altering the “meaning-making” errors the student makes of environmental and social events, i.e., faulty thoughts; or;
- 3) altering how the person feels in response to environmental, internal, remembrance of trauma or current social events. The IDEA has emphasized the behavioral approach, whereas those providing related services have emphasized the thinking and feeling interventions for disturbed social emotional functioning.

DO: Functional assessment is used to determine how to change the behavior when “default behavioral interventions” (such as behavior contracts, mentoring programs, self monitoring, etc.) have not been successful.

Behavior analysis interventions alter what the student does, by manipulating antecedents and consequences so an acceptable behavior is used by the student to get his/her desired outcome and the competing undesired behavior is eliminated or reduced. Functional behavioral assessment begins the process of analysis, and behavior intervention and support plans outline the necessary changes. This approach is mandated for use in schools when students with IEPs have behavior that is a “manifestation of disability” following a manifestation determination meeting, as well as when a behavior “impedes the learning of the student or peers,” and a determination of positive behavioral interventions and strategies must be considered to address the problem.

Functional assessment is used to determine how to change the behavior when “default behavioral interventions” have not been successful.

THINK: Cognitive behavior therapy addresses faulty processing. For example, students with emotional disturbance sometimes attribute “negative intention to neutral stimuli,” e.g., “You hate me and want to put me down!” attributed to a staff member attempting to help the student correct a math problem, or “See how he’s looking at me! He wants to fight with me!” attributed to a casual glance from a peer without the intent to fight. This approach is typically used when default behavior interventions and function-based behavioral interventions have not successfully changed the behavior. It is often considered a “related service” provided by trained implementers

FEEL: Medication, systematic desensitization and other direct treatments directly addressing feeling states are sometimes used with students whose anxieties or affectual dysregulation impact their behavior. These direct treatments are provided by skilled implementers with specialized training, following evidence based treatment protocols. Medication is not provided by school districts, however systematic desensitization and other treatments can be provided as part of the education program for a student with an IEP if the team has identified an individual goal that needs to be met through this service.

Systematic Desensitization Procedures may mean different things to different people. It is NOT forcing a person to confront a stimulus. Systematic desensitization is a specific behavior therapy technique that

breaks the link between the anxiety- provoking stimulus and the anxiety response. This treatment systematically exposes a feared or anxiety provoking stimuli in very small doses, allowing the person to cope with the internal state produced by the stimuli *slowly*. This technique is used in behavior therapy to treat phobias and other behavior problems involving anxiety. The client is exposed to the threatening situation under relaxed conditions until the anxiety reaction is extinguished *If you move too fast, or do not have adequate training or attempt this procedure not under relaxed conditions, the behavior can become much worse*. This treatment requires the patient to gradually confront the aversive or uncomfortable or fearful situation or object of fear. There are three main elements to the process. Do not use these procedures if you have not been well trained.

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Examples of systematic desensitization gone wrong: A student with autism ran every time the school bell rang. The plan called for blocking him and holding “so he could get over the fear.” (Non-systematic, non-relaxed condition, not in small doses or under his control to terminate). This resulted in hitting to escape, and school staff containing him near the bell, “so he could get over it.” Staff holding a student in circle to “desensitize him to aversion to singing,” and forcing a student to taste undesired foods “to expand the diet” are other examples of non-skilled erroneous intervention.

A hypothesized “self esteem deficit” is not a periodically occurring internal state fluctuation. Behavior therapy does not address “self esteem” directly. Through provision of a Tier 1 reinforcing environment and/or success in learning activities “self esteem” may be altered because mastery has been achieved.

“Self Esteem” is an abstract term not addressed in behavior analysis nor in behavior plans because it attempts to very indirectly affect behavior rather than focusing on direct behaviors to be taught and reinforced. There currently is no evidence based specific intervention to address self esteem for the purpose of altering behavior.

Treatment Protocols for Internal Functions may include:

- Medical Treatment (may include medications or titration of current medications) - Although medication or medical interventions do not significantly affect most behaviors, at times they do, and should be considered.
 - Direct Mental Health Assessment and Services - Cognitive Behavior Therapy i. Externalizing: Aggression, such as “Coping Power” protocol (see references)
 - ii. Internalizing: Anxiety, such as “Coping Cat”
- Family Therapy - Other direct treatment (see below)
- Direct Treatment: Systematic Desensitization Procedures - This treatment can be used for school and other phobias, school refusal, anxiety, heightened arousal due to touch sound or visual input, and for selective mutism.
- Altering or controlling antecedents to reduce occasions that trigger internal states (may be included in an accommodation plan) - Stimulus satiation - Environmental engineering - Altering stimulus control
- Altering consequences - Stimulus change following the behavior
- Direct Treatment: Teaching behavior modulation (reducing intensity and duration) - Feedback Systems
 - Relaxation, breath control - Anger Management
- Coping Strategies - Mindfulness Treatment

Does the behavior really need to be addressed?

Behavior plans in school need to be developed when behavior impedes learning of the student or his or her peers and other Tier 1 or Tier 2 interventions have not been successful. These are appropriate for behaviors which are externally motivated, and for which a functionally equivalent replacement behavior can be identified, taught and reinforced.

For behavior that serves an internal function, affecting quality of life or for medical reasons, treatment may be provided (see above) to reduce the negative impact, if any, of the behavior. If this behavior is to be addressed in school, the following guidelines may be helpful.

- Is addressing this behavior necessary for the student to benefit from the provision of special education? If so, the IEP team must consider “related services” to address the behavior. This may include medical services (for diagnosis only), mental health, occupational and physical therapy, speech and language services, etc.
- If the student does not have an IEP, and the school has determined that no disability is present, provision of treatment, if necessary, can be given as a general education service, if resources permit, e.g., school counseling. Alternatively, the school can refer the parents, at their request, to outside agencies or providers.
- For psychiatric conditions, e.g., selective mutism, separation anxiety, bipolar disorder, psychosis, etc., the primary treatment is mental health services. The school may, however, develop a treatment protocol to reduce the impact of behaviors associated with the disorder, and/or an accommodation plan that describes how the staff will respond to exhibited behaviors. These conditions require good home/school/medical management team communication to assure information flows smoothly between all parties. A case manager is required.

- For medical conditions, such as Tourette’s Syndrome, repetitive behaviors such as tongue clicking, swearing, facial grimacing, touching others, etc. may occur. With Diabetes, disorientation may occur when blood sugar is low. With allergies, repetitive throat clearing or eye rubbing may occur. In Obsessive Compulsive Disorder, a strong drive to engage in a repetitive behavior such as pencil sharpening, using the bathroom, touching, etc. may be observed as the student attempts to address the underlying anxiety of a non completed ritual. These students may require accommodations outlined in either a 504 plan, or another accommodation plan to address negative impact of the condition on educational performance. See accommodation planning at www.pent.ca.gov. They will also likely require good home/school/medical team communication. Often a case manager is identified to facilitate this process. It is important to remember, however, that students with these conditions may be using behavior to achieve an external function as well and also will benefit from behavior plans with functionally equivalent replacement behaviors!
- For students with seizure disorders and migraine patterns, sometimes the approaching internal state results in a strong behavioral response, such as running around the room, hitting people, moaning, screaming and other behaviors not associated with environmental conditions or social interactions. The student knows the internal state currently being experienced will intensify as the condition advances. These students require staff to be able to “read” the purpose or function of their behavior. Under the condition of an approaching internal undesired event, the student may be unresponsive to supports that work under other conditions and require an accommodation plan.
- For medical conditions, such as encopresis (bowel movements, including persistent leakage/diarrhea in underwear after toilet training has been attained) and enuresis (bladder “accidents” after toilet training has been achieved) careful assessment is required. These conditions often have a purely medical basis (e.g., sequelae of an impacted bowel/constipation or parasites or of urinary tract or bladder infection). However, on occasion these conditions can also be indicative of a life trauma, or life transition or a more enduring problem, such as emotional disturbance. Determining the school based intervention will require careful assessment and rule out of medical reasons before other interventions are developed or assessment is conducted.
- For students with behaviors associated with attention deficit/hyperactivity disorder it is important to remember that not all of these students will require either an IEP or a 504 plan. Accommodations may be specified to address problems associated with the condition, if necessary, either as part of Tier 1/Tier 2 school interventions or as part of an IEP/504 plan. To require an IEP not associated with a learning disability, the student must need “specialized instruction in terms of content or methodology due to the nature of the disability” (i.e., special education for OHI, Other Health Impairment). PENT Forum 2009 Section 3 Page 10 of 28

For example, students with AD/HD often blurt out answers during a class discussion. Sometimes these behaviors are externally motivated, e.g., to get attention from peers and/or teacher. Sometimes, however, these behaviors are internally motivated, due to a heightened arousal and a short auditory memory span. The student blurts out because the thought will not be available when his or her turn finally comes. The motivation to speak under heightened arousal is great, and although the teacher may attempt to punish blurting out, it may not be effective in suppressing the behavior. This behavior is often seen when the student is engaged in social interactions as well. She may not wait her turn to speak, and may blurt out the comment, talking over her peers in response to an internal state. An accommodation plan as well as using more active responding techniques during class discussions, e.g. turn to your partner, etc., may not only reduce blurting, it may increase all students’ active engagement!

Goals and Progress Monitoring

- Staff have difficulty writing measurable goals
- Goals for Socially Mediated behaviors are better understood than those for Emotionally Driven

Goal Writing: External vs. Internal

- Writing goals for socially mediated behavior – By when, who, will do what, under what condition, at what level of proficiency, as measured by whom and how
- See Goal Manual on PENT website: www.pent.ca.gov in BSP Desk Reference, chapter 9

Goal Writing Internal Motivation

- Writing goals for emotionally driven behavior – Based on baseline data
- Uses a variety of measures
- Does not reveal confidential information
- Must not be just what student does in therapy session; how does this reflect on behavior in the real world?

Writing Goals and Measuring Progress

- IDEA requires a statement of annual goals, including functional goals, designed to... – Enable the child to be involved in and make progress in the general education curriculum

AND (this is a two part requirement)

- Meet the child's other educational needs the result from the disability

Draft per Need, Not per Service (*Commentary to the Federal Register*)

"The Act does not require goals to be written for each specific discipline (e.g., physical therapy goals, occupational therapy goals) or to have outcomes and measures on a specific assessment tool."

Functional Goals

"For some children, goals may be needed for activities that are not closely related to a State's academic content and academic achievement standards."

Required

- Measurable
- Annual
- Academic AND Functional
- Address Student's educational needs
- Enable participation and progress in general curriculum

Measurable Goal Elements

- By when?
- Who?
- Will do what?
- Under what condition?
- At what level of proficiency?
- As measured by whom and how

Steps

1. Identify the social/emotional need
2. Determine the baseline (present level of performance)
3. Determine acquisition rate (time) of what skill

If you have an RTI system, you are progress monitoring all interventions/services

Goals 101

Sample:

By June 6, 2013, Diana will obtain an average score of 5 or less across the last four data points, as measured by the Brief Behavior Rating Scale for anxiety symptoms completed by her classroom teacher on a weekly basis.

Choosing Three Methods for Evaluating Results

Must be capable of daily to weekly assessment of impact in the educational environment, and be composed of change sensitive items.

1. Self Anchored Scales • How to construct a self anchored scale

(<https://www.msu.edu/course/sw/850/stocks/pack/slfanch.pdf>)

- Google: Subjective Units of Distress Scale for a wealth of how-to's and research supporting use
 - Also See: The incredible 5 point scale – www.5pointscale.com
 - Google list following “incredible 5 point scale” for graphics

Building a Response Thermometer

10 - I need to escape NOW!

9 - I can't do this!

7 - Very hard, I think I can't do it

5 - Maybe I'm OK, maybe not

3 - A little worry

1 - Calm, cool, collected!

Subjective Units of Distress (SUDS) SUDS	Description
0	You feel absolutely no distress. You are calm and relaxed. e.g., laying in the bath, having massage, watching a funny movie
25-49	You feel a <i>mild</i> level of anxiety but you can still cope with the situation. You might feel like you are more alert or a little nervous. e.g., athletes before a competition, speakers before a presentation
50-64	You feel a <i>moderate</i> level of distress that is becoming difficult to cope with. You might be distracted by the anxiety, or behaving in ways to avoid anxiety. e.g., avoiding eye contact, sitting quietly, but still attending to what's happening
65-84	You feel a <i>high</i> level of distress that is really difficult to cope with. You are more concerned with your anxiety and how to escape and less able to concentrate on what is happening around you.
85-100	You feel a <i>severe to extreme</i> level of distress and you think you cannot cope. Your body response is so overwhelming that you think you cannot possibly stay in the situation any longer.

Observable Emotionally Driven Behavior in Children and Youth That Requires a Continuum of Care

by Diana Browning Wright, M.S., L.E.P.

Students' behavior that is suggestive of either mental health or social/emotional development problems requiring attention in school fall in two categories: externalizing and internalizing behaviors. Modern thinking suggests that these problems need to be addressed through a multi-tiered system or continuum of both behavioral and emotional supports, from what every teacher can do in the classroom to prevent problems from moving to disorders (Tier I), through what schools can do in default interventions (Tier II) through what can be provided on an individual basis in schools when problems have been treatment resistant and disorder is present (Tier III). At Tier III for emotionally driven behaviors, either existing district staff (counselors, nurses, school psychologists, social workers, clinical psychologists, MFTs) or inclusion of outside therapists privately hired by families, or outsourced with school district funding can be used to address the student's needs. Evidence based interventions that are 70-90% successful when implemented with fidelity exist, and are composed of specific small group and individual Cognitive Behavioral Therapy, Family Wrap Around Services, Dialectical Behavior Therapy and other evidence based treatment for emotionally driven behavior. Even for students with what had been viewed as intractable problems can in fact improve or eliminated their problems.

When a student is treatment resistant to behavioral approaches that reinforce desirable behavior, ranging from school wide and class wide Positive Behaviors Supports (Tier I), to individual contracts, mentoring and other evidence based default interventions (Tier II) to Behavior Intervention Plans (Tier III), the behavior can be viewed as not "socially mediated," in other words, behavior that occurs to achieve a desired result in the environment. Behavior Analysis is an important tool, but not the sole tool, to address problems. Automatic reinforcement coming from within can be the root cause of emotion-based problems and when behavioral approaches fail the school team will wish to consider this. Evidence based, emotional supports, interventions and direct treatment from specialized staff may need to be provided to address the problem. Even externalizing behaviors, most commonly treated with behavioral approaches, may need emotional treatment when trauma, depression, anxiety and other challenges to development have occurred in the past, or are currently occurring. Our more complex students will require a specialized content, methodology and instructional strategies in restrictive settings that emphasize stringent behavioral and emotional learning curriculum, as well as specialized emotional supports.

EXTERNALIZING BEHAVIORS

Externalizing behaviors are overt behaviors that are disruptive, distracting, and/or harmful to others. Students who exhibit externalizing behaviors are often well known by educators because they are most often 1) disruptive to the classroom learning environment, 2) verbally and/or physically aggressive toward others, 3) defiant towards adult authority, and/or 4) frequent and intense rule violators.

Observable Behaviors: Externalizing	Observable Behaviors: Not Externalizing
<ul style="list-style-type: none">• Calling other students bad names• Taking other students belongings without asking• Arguing or refusing to comply with adult requests or directions• Punching or kicking others• Blurting out answers• Bullying others• Arguing	<ul style="list-style-type: none">• Saying nice things to others or nothing at all• Asking the person to borrow their belonging before using it• Follow directions the first time• Working quietly while others finish their work• Keeping hands and feet to self• Raising hand and waiting quietly• Respecting others• Being agreeable

INTERNALIZING BEHAVIORS

Internalizing behaviors represent inner-directed emotional problems that result in behavioral problems because internal distress or discomfort to the individual manifests as problem behaviors following faulty thinking and feeling culminating in a maladaptive behavioral response. Unlike students with externalizing behaviors, students with internalizing behaviors often go unnoticed by educators because they can be docile, quiet, and not as overtly challenging to authority. The visible signs of a student with internalizing behaviors fall in five core categories: 1) withdrawal from social interactions, 2) seems tense or nervous when at school, 3) complains about being sick or hurt yet no medical reason supporting the complaint, 4) seems sad or unhappy, and 5) negative self-talk.

Observable Behaviors: Internalizing	Observable Behaviors: Not Internalizing
<ul style="list-style-type: none">• Shy• Spends time alone• Seems nervous, fearful, or anxious• Appears sad or unhappy• Talks negatively about self• Disinterested in school• Has pessimistic view about future• Cries at inappropriate times• Easily frustrated and shuts down	<ul style="list-style-type: none">• Interacts with others• Spends free time with peers• Seems calm and relaxed• Has a positive attitude• Says nice things about self and others• Highly motivated in school• Has an optimistic view of future• Exhibits normal responses• Perseveres through difficult assignment

Commonalities Across Emotional Disabilities or Problems, both Internalizing and Externalizing

1. Cognitive responses

- Irrational beliefs
- Faulty automatic thoughts
- Poor perspective taking

2. Emotional responses

- Fear/anxiety, depression, anger, emotional dysregulation

3. Behavioral responses

- Avoidance behaviors
- Oppositional behaviors
- Aggressive behaviors
- Poor coping strategies

4. Somatic responses

- Accelerated heart rate
- Flushed face
- Shortness of breath
- Physical complaints without a medical explanation

What is Felt When Externalizing and Internalizing Problems Are Present:

- Physical sensations: e.g., rapid heart rate, short of breath, cold sweaty hands, blushed face, butterflies
- Thoughts/Beliefs: faulty interpretation and meaning making of situation
- Feelings: sad, angry, upset, depressed, worried

Behaviors That Result From What s Felt:

- Escape/Avoidance Behaviors: attempt to remove contact with provocative stimulus
- Oppositional Behaviors: when forced to have contact with provocative stimulus
- Somatic complaints: headaches, stomachaches, muscle tension
- Physiological arousal: racing heart, sweating palms, teeth chattering, dizziness, flushed face, trembling hands

What is Thought by Anxious or Depressed Youth:

- Thinking Errors, faulty automatic negative thoughts
- Thoughts that do not appropriately match the context
- Anxious student - "If I leave the house, something bad will happen to my family."
- Depressed student - "Nobody ever wants to be with me."

Warning: The World Health Organization has reported that four of the ten leading causes of disability in the US and other developed countries are mental disorders. They also predict that by 2020, Major Depressive illness will be the leading cause of disability in the world for women and children.

Thoughts and verbalizations of depressed youth:

- General Pessimism: focusing on negative detail and selectively attend to it, so that ultimately the student's interpretation of everything that's happening becomes distorted; focusing on the negatives and ignore the positives and bigger picture
 - Black and white thinking: Viewing things in polar opposites with no shades of grey (e.g., good or bad, safe or dangerous, clean or dirty)
 - Negative self labeling: a global negative thought about oneself (e.g., I'm a failure.)
 - Overgeneralization: Making global conclusions based on a single event: using words like "always" or "never" when the student describes it or thinks about it
 - Discounting the Positive: disqualify positive events and assume that they don't count. If you accomplish something you could be proud of, you tell yourself that it wasn't that important, or that anyone could have done it
 - Believing you know others have a negative view of you: automatically assume that others are having negative thoughts about you without having any evidence for it
 - Negative Predicting: predict that things will turn out terribly before they even start and without having any evidence for this prediction
 - Emotional Reasoning: assume that your feelings reflect the way things really are; think something must be true because you feel it so strongly and you ignore evidence to the contrary
 - "Should" and "Must" Statements: expect that things should be the way you want them to be. If they are not, you feel guilty. "I shouldn't have made so many mistakes."
 - Personalization: believe that others are reacting to you, without considering more likely explanations for their behavior
- SEL
- Unfair Comparisons: hold unrealistically high standards and focus primarily on the few people who meet those standards; always finding yourself inferior in comparison