

PBS – RTI Toolkit
Lawrence Public Schools



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Classroom Management Checklist

*adapted from Geoff Colvin's Classroom Strategies

Name of Teacher _____

Date _____

Designing the Physical Space	In Place = 2 Partially = 1 Not = 0
1. A specific classroom area is identified for independent work.	
2. A specific classroom area is identified for group work.	
3. A specific classroom area is identified for free choice activity.	
4. A specific classroom area is identified for time out.	
5. A specific classroom area is identified which is easily accessible for teacher storage and student supplies.	
6. A specific classroom area is identified for a notice board.	
7. A specific classroom area is identified for a quiet time area.	
8. Seating plans have been designed for rows.	
9. Seating plans have been designed for clusters.	
10. Seating plans have been designed for semicircular.	
11. Seating plans have been designed for a combination of two or more.	
12. Seating plans have been designed so that all students can easily see presentations during whole group instruction and displays.	
13. Seating charts are changed periodically so that students are routinely placed next to different students.	
14. Students are involved in the seating chart arrangement when appropriate after the beginning of the year.	
15. Classroom is arranged to be consistent with your instructional goals and activities.	
16. High traffic areas are free of congestion.	
17. All students are easily seen by the teacher at all times.	
TOTAL	
Developing a Functional Schedule	
1. A master schedule is posted for each day of the week.	
2. The master schedule includes times for each activity.	
3. The master schedule is stable and predictable.	
4. The master schedule allows adequate time for classroom priorities.	
5. The master schedule allows for time for re-instruction.	
6. The master schedule provides sufficient structure to assist in behavior control.	
7. A specific schedule is developed for the first day of school.	
8. A specific schedule is developed for the first week of school.	
9. A specific schedule is developed for the first month of school.	
TOTAL	

Teaching Classroom Expectations	
1. There are 3-5 explicitly stated expectations.	
2. The expectations are functional.	
3. The expectations are stated in positive terms.	
4. Students are involved in the process of setting the classroom expectations.	
5. The expectations are observable and measurable.	
6. Classroom expectations are an extension of the school-wide expectations.	
7. Expectations are set the first day of school.	
8. Expectations are rehearsed and reviewed.	
9. Frequently broken expectations are practiced more often.	
10. There is a schedule for systematically teaching classroom expectations.	
11. Pre-corrections are given regarding expectations.	
12. Supervision within the classroom is adequate to monitor the compliance with expectations.	
13. Feedback is given to students regarding expectations.	
TOTAL	
Establishing Classroom Routines	
1. Needed routines have been established.	
2. Specific student behaviors are identified for each routine.	
3. Routines are systematically taught.	
4. Routines are maintained throughout the school year.	
5. Pre-corrections are given for routines throughout the day.	
6. There is a routine established for starting the day.	
7. There is a routine established for entering the classroom.	
8. There is a routine established for working independently.	
9. There is a routine established for securing assistance.	
10. There is a routine established for sharpening pencils.	
11. There is a routine established for moving around the classroom.	
12. There is a routine established for speaking in class.	
TOTAL	
Managing Consequences	
1. Positive consequences are identified.	
2. Positive consequences are delivered consistently and as immediately as possible.	
3. Positive consequences are delivered at a high rate.	
4. Positive consequences emphasize social reinforcers versus tangible reinforcers as much as possible.	
5. There are positive consequences that are delayed and longer-term reinforcers.	
6. Positive reinforcers are varied.	
7. There are opportunities for individual, group and whole class reinforcers.	
8. The positive consequences system has been carefully explained to the students.	
9. Positive consequences are the primary focus of the teacher.	
10. Negative consequences are identified.	
11. Negative consequence is consistently delivered following the occurrence of the	

problem behavior.	
12. Negative consequences are mild.	
13. Negative consequences are followed with positive consequences at earliest appropriate opportunity.	
14. Behaviors which warrant classroom follow-up versus an office referral are clearly identified.	
15. More serious consequences are delivered by administration.	
16. There is a system for issuing an office referral.	
17. There is a system for dealing with a crisis or emergency situation.	
18. A systematic correction procedure is established for problem behavior.	
13. There is a routine established for meeting personal needs.	
14. There is a routine established for using the drinking fountain.	
15. There is a routine established for using the restroom.	
16. There is a routine established for organizing assignments.	
17. There is a routine established for conducting tests and quizzes.	
18. There is a routine established for sending work home.	
19. There is a routine established for establishing classroom helpers.	
20. There is a routine established for using filler activities.	
TOTAL	
Pre-Correcting Problem Behavior	
1. The context (trigger) and the predictable problem behavior have been identified.	
2. The expected behavior has been specified. (replacement behavior)	
3. The context that the problem behavior most likely occurs in has been systematically modified.	
4. Behavioral rehearsals are conducted.	
5. Strong reinforcers for expected behavior is identified.	
6. Prompting for expected behavior.	
7. Pre-correction Checklists and plans are in place when needed.	
TOTAL	
Correcting Problem Behavior	
1. Supports in place for adult to remain calm.	
2. Ownership of the problem and solution are placed on the student.	
3. Attends first to students on task when appropriate.	
4. State the desired expectation.	
5. Provides a positive consequence at first appropriate chance.	
6. Consistently follows through on stated negative consequence.	
7. Clear understanding of the phases of escalation.	
8. Use of social contracts.	
9. Able to identify situations where you may have escalated the problem.	
10. Able to identify what caused the problem.	
11. Able to determine the function of student behavior.	
12. Able to determine the function of adult behavior.	
13. Understanding of how to make adaptations in the environment to reduce the likelihood of problem behavior.	
TOTAL	

Providing Quality Instruction	
1. System wide curriculum is adopted based on data or evidence versus instinct or "the latest".	
2. Curriculum is connected to state standards.	
3. Curriculum is coherent across grade levels.	
4. System wide curriculum provides the teacher with clear expectations of what to teach.	
5. Curriculum is taught to all students to mastery.	
6. Students are correctly placed in the curriculum.	
7. Opportunities for continuous measurement exist.	
8. All students are given the opportunities to frequently respond.	
9. All students are given the opportunity to respond correctly.	
10. All students are engaged in productive tasks.	
11. During the first seven minutes of a period/lesson there is an entry routine established.	
12. During the first seven minutes of a period/lesson the focus has been provided.	
13. During the first seven minutes of a period/lesson the current lesson is connected to previous taught skills.	
14. During the first seven minutes of a period/lesson the instructor displays a level of enthusiasm for the content.	
15. During the first seven minutes of a period/lesson the instructor engages the students in on task response (initial instructional task).	
16. During the first seven minutes of a period/lesson the directions are clear.	
17. During the first seven minutes of a period/lesson the instructor responds to student's who are following directions.	
18. During the first seven minutes of a period/lesson all students have the opportunity to respond.	
19. During the first seven minutes of a period/lesson differential feedback for cooperation is provided.	
20. During the first seven minutes of a period/lesson the instructor knows if all students responded correctly.	
21. During the first seven minutes of a period/lesson an exit routine is established for those students who complete the initial instructional task.	
TOTAL	
TOTAL PERCENTAGE (?/112)	

Race to 20!

Name: _____

Date: _____

Goal(s)

Signature _____

Race to 30!

Name: _____

Date: _____

Goal(s):
Goal(s)

Signature _____

My Contract:

Name: _____

Date: _____

These are my goals:

1. _____

2. _____

3. _____

These are my consequences if I don't meet my goals:

These are my rewards/reinforcers if I meet my goals:

My contract will be reviewed on _____

Signatures: _____

Fixing Broken Rules

The rule I broke was _____

I broke the rule because _____

What should happen because I broke the rule? _____

From now on I will _____

Signature _____ Date _____

Becoming A Problem Solver

Problem: Tell who, what, how, and why it happened _____

What was the result? _____

How should I have solved the problem? List 2 better ways.

1. _____

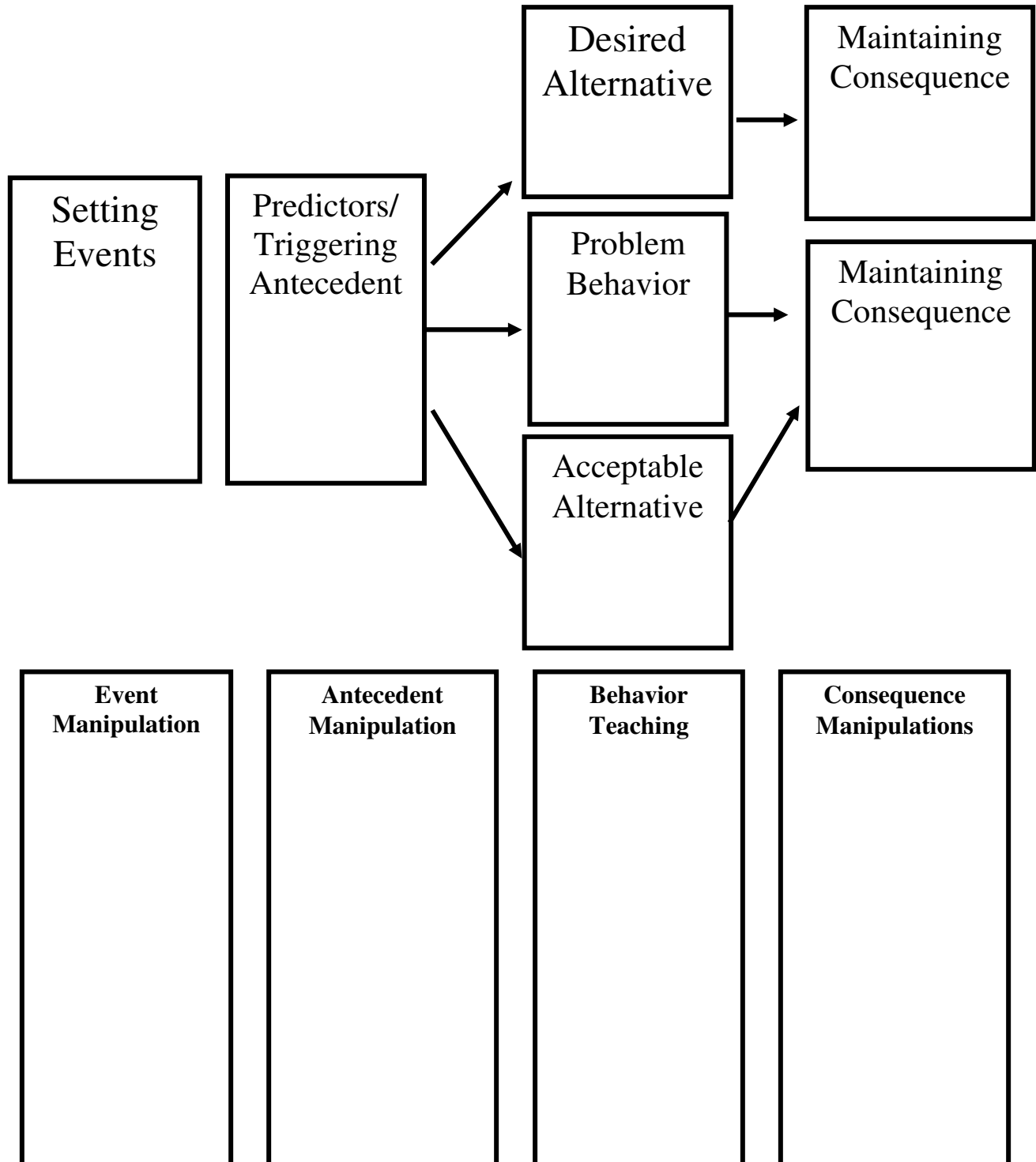
2. _____

How could I have prevented the problem? _____

What will I do from now on? _____

Signature _____ Date _____

DESIGNING FUNCTIONAL INTERVENTIONS



DBR: Daily Behavior Report Card

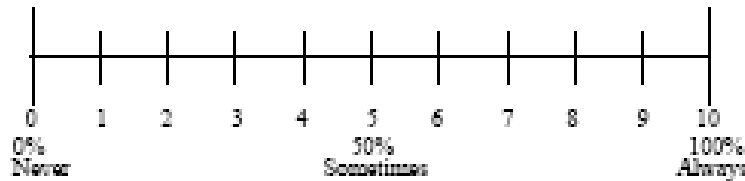
Student: _____ Time/Period: _____

Teacher: _____ Grade: _____

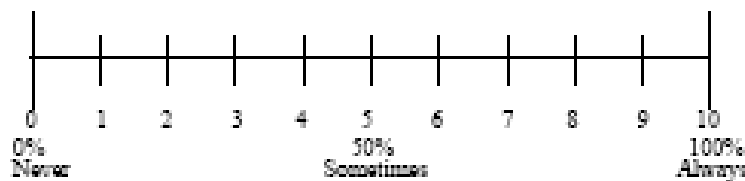
Description of Activity:

Directions: Place a dot along the line that best reflects the percentage of time the child exhibited the specified behavior during the observation.

Disruptive Behavior: Disruptive behavior is defined as a student action that interrupts regular school or classroom activities. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.



Academically Engaged: Academically engaged behavior is defined as actively or passively participating in classroom activities. For example: writing, raising his/her hand, answering a question, or talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.



Optional Behavior: _____



MOTIVATION ASSESSMENT SCALE

1. Would this behavior occur continuously if the client was left alone for long periods of time (for example, one hour)?	Never 0	1	2	3	4	5	Always 6
2. Does this behavior occur following a command to perform a difficult task?	Never 0	1	2	3	4	5	Always 6
3. Does this behavior occur when you are talking to other people in the room?	Never 0	1	2	3	4	5	Always 6
4. Does this behavior ever occur to get an object, activity, food, or game that the client has been told he/she can't have?	Never 0	1	2	3	4	5	Always 6
5. Does this behavior occur repeatedly, over and over, in the same way (for example, rocking back and forth for five minutes)?	Never 0	1	2	3	4	5	Always 6
6. Does this behavior occur when any request is made of the client?	Never 0	1	2	3	4	5	Always 6
7. Does this behavior occur whenever you stop attending to the client?	Never 0	1	2	3	4	5	Always 6
8. Does this behavior occur when you take away a favorite object, activity, or food?	Never 0	1	2	3	4	5	Always 6
9. Does it appear to you that the client enjoys performing this behavior, and would continue even if no one was around?	Never 0	1	2	3	4	5	Always 6
10. Does the client seem to do this behavior to upset or annoy you when you are trying to get him or her to do what you ask?	Never 0	1	2	3	4	5	Always 6
11. Does the client seem to do this behavior to upset or annoy you when you are not paying attention to him or her (for example when you are sitting in a separate room, interacting with another client)?	Never 0	1	2	3	4	5	Always 6
12. Does this behavior stop occurring shortly after you give the client the object, activity, or food he/she has requested?	Never 0	1	2	3	4	5	Always 6
13. When this behavior is occurring, does the client seem unaware of anything else going on around him or her?	Never 0	1	2	3	4	5	Always 6
14. Does this behavior stop occurring shortly after (one to five minutes) you stop working or making demands of him or her?	Never 0	1	2	3	4	5	Always 6
15. Does the client seem to do this behavior to get you to spend some time with him or her?	Never 0	1	2	3	4	5	Always 6
16. Does this behavior seem to occur when the client has been told that he/she can't do something he or she wanted to do?	Never 0	1	2	3	4	5	Always 6

SCORING SHEET
Motivation Assessment Scale

A score is obtained for each of the four categories of maintaining variables by adding the scores for each of the category's four questions and computing a mean.

Scoring Summary

Self-Stimulatory	Escape/avoidance	Attention	Tangible
1_____	2_____	3_____	4_____
5_____	6_____	7_____	8_____
9_____	10_____	11_____	12_____
13_____	14_____	15_____	16_____
_____	_____	_____	_____

Durand, V. M., & Crimmins, D. B. (1988). Identifying the variables maintaining self-injurious behavior. *Journal of Autism and Developmental Disorders, 18*, 99-117.

Project FACILE

Lewis, T. J., Scott, T., & Sugai, G. (1994)

Problem Behavior Questionnaire

Respondent Information	
Student_____	DOB_____ Grade_____ Sex: M F IEP: Y N
Teacher_____	School_____
Telephone_____	Date_____

STUDENT BEHAVIOR

Please briefly describe the problem behavior(s)

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6

5. Is the problem behavior more likely to occur following a conflict outside of the classroom (e.g., bus write up)?	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-to-one instruction to get student back on task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Project FACILE

1. When does the problem behavior occur the most? (e.g., during what activities or times?)

 2. Where does the behavior occur the most?

 3. How often does the behavior typically occur? (e.g., # per period, daily, weekly)

 4. Have you ever observed the student use appropriate behaviors during times that are typically problematic? If yes, any guesses why?

 5. Do you think the problem behavior is related to an academic skill deficit?

 6. Is there any other information which may be pertinent to this child/behavior?
-

Project FACILE

Problem Behavior Questionnaire Profile

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS			ADULTS			SETTING EVENTS								
<i>Escape</i>			<i>Attention</i>											
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Lewis, T. J., Scott, T., & Sugai, G. (1994). The problem behavior questionnaire: A teacher based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostique, 19*, 103-115.

**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 support 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 support 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.**

Article I. chedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low 1	2	3	4	5	High 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	
		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.**

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)

Step 3 **Provide more detail about the problem behavior(s):**
 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 _____

(a) SUMMARY OF BEHAVIOR

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

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

Not very confident						Very Confident
1	2	3	4	5	6	

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 Interventions in Versatile Environments Questionnaire (FIVE-Q)

Tary J. Tobin, Ph.D.
Educational and Community Supports
University of Oregon

Date:

Name of Student:

Name of Recorder:

Handout for “A Systematic Approach to Including Key Individuals in the Function-Based Support Process” at the Council for Exceptional Children Conference in Salt Lake City, Utah, on April 8, 2006.

Functional Interventions in Versatile Environments

“Versatile,” according to Webster’s Dictionary, means “capable of being moved or turned around, turning with ease from one thing to another; readily applying one’s self to a new task.” Function-based support seeks to help “turn around” students who have or are at risk for behavior disorders. Yet factors in the school environment often must change first if these students are to be successfully included and educated. *Functional assessment* seeks to identify environmental variables that are related to a problem behavior, such as laughter from peers or corrections from teachers that may (inadvertently) function to maintain problem behavior. The purpose of this questionnaire is to understand how an environment can be “turned around” when people in the environment applying themselves to the new tasks required to fully implement function-based support.

Section 1. The Functional Behavioral Assessment (FBA) Process

A. How will information be gathered?

1. Interview a teacher or other school staff member?
2. Prepare a summary of relevant information from the student’s cumulative folder, discipline referrals, and IEP if in Special Education?
3. Interview the student?
4. Interview the student’s parent(s)?
5. Fill out a rating scale or other form? (Which one?)
6. Create a scatter plot (record of observations of times in the day when problem behavior occurred most and least often)?
7. Record direct observations that show behavioral sequences (i.e., antecedents, behaviors, and consequences)?
8. Review *Post Hoc* records of antecedents, behaviors, and consequences (i.e., written descriptions of the sequence of events following a critical incident)
9. Try functional analysis or experimental manipulations?
10. Other FBA procedures?

B. Are any of the following behaviors of concern?

1. Disruption (includes talk outs and making unnecessary noises in class, or other behaviors of concern primarily because of interference with school activities)?
2. Missing school (includes skipping or running away from class, hiding, attendance problems, chronic tardiness)?
3. Theft?
4. Verbal abuse (includes threatening, profanity, obscene gestures, name calling, teasing, or screaming)?
5. Weapon carrying or use?
Type of weapon: _____
6. Noncompliance (includes insubordination, defiance, “does not follow directions,” “willful disobedience”)? 3
7. Off task?
8. Incomplete or carelessly completed work (includes other academic activity problems, such as lack of participation, chronic error patterns)?
9. Physical abuse of others (includes fighting, hitting, kicking, etc.)?
10. Self-injurious behavior?
11. Brings alcohol, illegal drugs, tobacco, or other substances causing health concerns to school?
If yes, which substance? _____
12. Inappropriate sexual behavior or harassment?
13. Other behavior? If yes, what? _____

C. What do you think is the *function* of the behavior of concern?

1. Attention from peer(s)?
2. Attention from teacher or other adult(s)?
3. Escape or avoid task?
4. Escape or avoid a social situation or conflicts with other people?
5. Sensory stimulation?
6. Obtains some tangible object (e.g., gets food, toy, money, not as a planned “reward for good behavior” but following inappropriate behavior such as bullying or throwing tantrums)?
7. Obtains opportunity to continue with or start to engage in a preferred activity?
8. Other function? If yes, what? _____

Section 2. Implementation of Function-Based Behavior Support and Teaching

A. How will the plan be developed? and the support started?

1. Functional assessment information will be used to brainstorm ideas for an intervention (e.g., the Competing Pathways Summary related to strategies for changing setting events, antecedents, behaviors, and consequences, or other indicators linking FBA to intervention).
2. Other process for developing the plan? If yes, what? _____

B. How will the support get started?

1. The written Behavior Intervention Plan (BIP) will be prepared by _____
and shared with _____
2. The plan will start being implemented on _____.
3. _____ will take the lead in getting it started.
4. The first step is to _____.

C. What are the key features of interventions?

1. Teaching and Reinforcing Replacement Behaviors

- a. Teaching a replacement behavior (or increasing the use of a behavior the student already knows that could replace the problem behavior). What is the replacement behavior?
- b. Teaching a way to ask appropriately for help, a break, feedback, or a different activity.
- c. Teaching a way to express one's opinions appropriately.
- d. Teaching a way to get attention from peers appropriately.
- e. Teaching a way to get adult attention appropriately.
- f. Teaching routines of appropriate behavior for specific situations.
- g. Teaching a way to appropriately obtain preferred activities.
- h. Teaching a way to appropriately obtain desired objects.
- i. Teaching conflict resolution, mediation, or negotiating skills.
- j. Teaching other social skills.

What were the other social skills?

- k. Teaching coping or relaxation techniques.
- l. Teaching problem solving skills for interpersonal and personal problems.
- m. Teaching academic skills relevant to the behavior of concern.
- n. Teaching study or organizational skills.
- o. Teaching self-management skills.
- p. Reinforcing a replacement behavior (providing some incentive or positive consequence or arranging circumstances so that when the student does use the replacement behavior, he or she will be more likely to perform the replacement behavior again instead of the problem behavior).
- q. Reinforcement for replacement behavior is the **same type** of consequence (e.g., attention from peers, escape from aversive tasks) that maintained the problem behavior.

If some other type of reinforcement is used, what is it?

- r. Reinforcement for replacement behavior is not only the same type of consequence (e.g., attention from peers, escape from aversive tasks) that maintained the problem behavior, but is 5 more powerful (i.e., meets the student's needs -- from his or her point of view -- more completely, or is made available more often or more quickly).

2. *Changing Old Consequences*

a. **Extinction** of previous maintaining consequence for problem behavior. For example, if attention from the teacher, even if negative, was functioning as a maintaining consequence for the problem behavior, the plan includes systematic ways to reduce or delay attention to the behaviors of concern. Another example would be if adults previously had been in the habit of letting the child get out of tasks when he or she had a tantrum, now the plan will be to require that the task be done regardless of tantrums, even if it means something inconvenient like staying after school to do it. **Extinction** means changing the environment so that the problem behavior is no longer followed by whatever used to reinforce it. Is extinction planned or implemented as a part of this intervention?

b. Increase amount or improve quality or frequency of **positive reinforcement for desired, teacher-preferred, appropriate behaviors** that the student needs to increase (e.g., staying on task, completing assignments, following rules). Unlike the reinforcement needed for replacement behaviors that are designed to replace the problem behavior, in some cases it is reasonable to provide reinforcement for typical desired behaviors that is not necessarily the same type as the maintaining consequence for the problem behavior.)

3. Changing Antecedents

- a. Curricular modification.
- b. Precorrection, prompting, coaching, reminding.
- c. Signs, posters, signals, other indirect cues.
- d. Opportunities for choice provided.
- e. Student-preferred activities or “easy” tasks interspersed or embedded.
- f. Other antecedent changes: (What?)

4. Changes Related to Setting Events

- a. Physical needs met at school (e.g., food or clothes, place to sleep or clean up, medical care)
- b. Emotional needs met at school (e.g., place to calm down, someone to talk to)
- c. Different schedule of activities at school when needed due to setting events (e.g., plan for parent or student to communicate special situations and accommodations needed).
- d. Attempt to directly affect setting events that do not happen at school (e.g., counselor works with Family, child’s route to school changed)
- e. Attempt to create or increase positive setting events at school (e.g., opportunities for supportive interactions, friendships, developing talents or hobbies, part-time work or service learning activities before school or at lunch).
- f. Other setting event changes:

5. Implementation of Function-Based Support 6

- a. Who is most essential to the implementation of the FBA-based behavior support intervention?
 - (1) Teacher (2) Educational Assistant
 - (3) School counselor or psychologist (4) Other school staff
 - (5) Student’s peer(s) (6) University student or personnel
 - (7) Other: (8) Unknown or no one
- b. Who is the second most essential person in implementing the FBA-based behavior support intervention?
 - (1) Teacher (2) Educational Assistant
 - (3) School counselor or psychologist (4) Other school staff
 - (5) Student’s peer(s) (6) University student or personnel
 - (7) Other: (8) Unknown or no one
- c. How long will the intervention be tried before a decision is made about continuing it?
1 day 1 week 2 weeks about 3 weeks
Other:
- d. To what extent will the student’s parents be involved in the function-based support?

6. Emergency or Crisis Intervention Plans

Does the intervention include plans for handling behavioral emergencies or crises?

Not needed Yes (if yes, what?)

7. Other Aspects of the Plan

Does the intervention include other elements that are not function-based?

No

Yes, punishments. (What?)

Yes, cognitive restructuring or rational emotive therapy (strategies intended to change the way the student thinks about behavior).

Yes, other. (What?)

8. Measures of the Effects of the Intervention

- a. Teacher/staff ratings of student’s progress.

- b. Records of direct observation of the student’s behavior by a trained and paid data collector.
- c. Records of direct observation of the student’s behavior kept by teacher or

_____.

- d. Student’s self-monitoring records. 7

- e. School records of discipline referrals, attendance, grades, etc.

- f. Permanent products (e.g., student’s assignments, video or audio tapes)

- g. Other measure: (What?)

9. Documentation of School’s Efforts

- a. Teacher or staff implementation activities will be monitored by someone (e.g., district psychologist, another school staff member, a parent advocate, or a volunteer).

Who?

- b. Records of direct observation of the staff or teacher’s behavior by a trained and paid data collector.

Who provides training and funding?

- c. Staff or teacher’s self-monitoring records (e.g., checklist of steps marked when implemented).

- d. Permanent products (e.g., records placed in cumulative folders, behavior plan included in IEP, related lesson plans or scripts for routines, video or audio tapes)

- e. Other documentation: (What?)

10. Evaluation and the Decision-Making Process

- a. Will there be documentation that the intervention was formally evaluated at school? For example are there notes from a meeting of a team (e.g., Teacher Assistance Team, IEP team) in which a decision to continue, discontinue, or modify the plan was made?

- b. Who will formally evaluate the intervention and when?

- c. Where will the record of the intervention and the outcome be kept? In the student’s cumulative school folder? With an IEP? In a staff person’s office? Whose?

11. Long Term Plans and Changes Over Time

Student’s needs may change over time or when he/she moves to different situations or places. The successful and versatile environment that can nurture and sustain the student’s behavioral gains will plan for transitions, generalization, fading of intrusive interventions when no longer needed, conducting additional assessments as needed, and for seeking expert advice or community resources when more help is needed.

- a. Are there any plans for, or activities related to, generalization?

- b. Are there any plans for, or activities related to, transitions (e.g., from year to year or from place to place)?

- c. Will any community agencies provide assistance in connection with long-term support?

Summarize Antecedent (and Setting Events)

What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)

When is the problem behavior most likely to occur? (times of day and days of the week)

When is the problem behavior least likely to occur? (times of day and days of the week)

Description of the Consequence

What usually happens after the behavior occurs? (what is the teacher’s reaction, how do other student’s react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

- - - - - End of Interview - - - - -

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring?
 (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. _____
2. _____

How confident are you that your testable explanation is accurate?

Very sure		So-so		Not at all
6	5	4	3	2 1

Summarize Antecedent (and Setting Events)

What kind of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)

When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)

When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)

Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you’ll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the problem occurs? (what is the teacher’s reaction, how do other student’s react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

- - - - - End of Interview - - - - -

STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring?

(to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. _____
2. _____
3. _____

STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? (Y/N)
 (a) Setting Events ___ (b) Antecedents ___ (c) Behaviors ___ (d) Consequences ___ (e) Function ___

How confident are you that your testable explanation is accurate?
 Very sure _____ So-so _____ Not at all _____

STEP 4: CONDUCT OBSERVATIONS (IF NECESSARY)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement you must conduct an observation of student
- If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4 you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6

Summarize Observation Data

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring?

(to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. _____
2. _____
3. _____

STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION

Was there agreement between the Teacher Interview and the Observation? Y/N

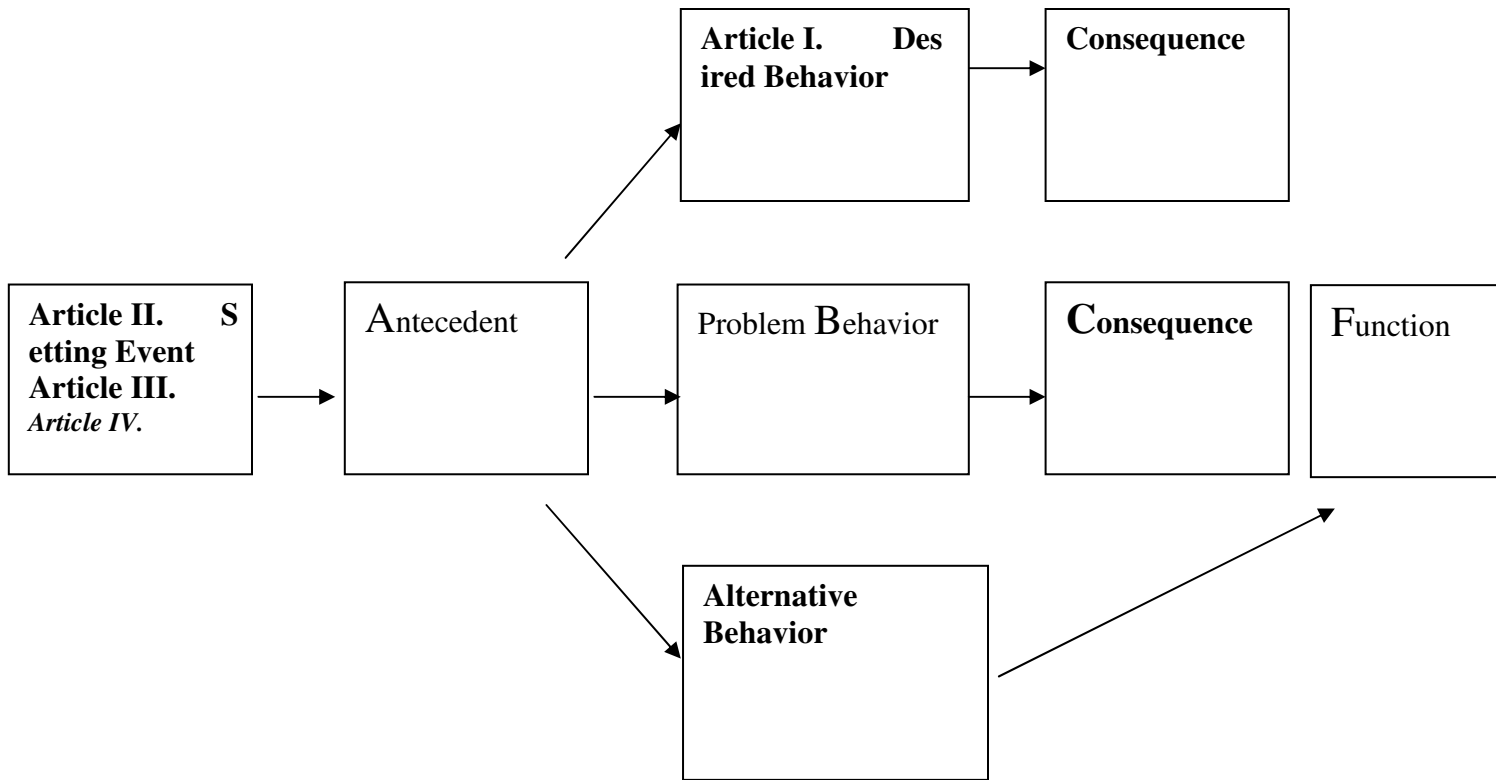
a) Setting Events ___ (b) Antecedents ___ (c) Behaviors ___ (d) Consequences ___ (e) Function ___

Was there agreement between the Student Interview and the Observation? Y/N

a) Setting Events ___ (b) Antecedents ___ (c) Behaviors ___ (d) Consequences ___ (e) Function ___

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?

STEP 6: BUILD A COMPETING BEHAVIOR PATHWAY



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

STEP 7: SELECT INITIAL INTERVENTION STRATEGIES

Tasks	Person Responsible	By When	Review Date	Evaluation Decision • Monitor • Modify • Discontinue

*If emergency behavior management procedures are necessary, attach crisis plan as separate sheet.

STEP 8: EVALUATE PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

<p>What is the short-term behavioral goal?</p> 	<p>_____ Expected date</p>
<p>What is the long-term behavioral goal?</p> 	<p>_____ Expected date</p>

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline

Plan review date: _____

We agree to the conditions of this plan:

Student (date)

Parent or guardian (date)

Teacher (date)

Teacher (date)

Action Team member (date)

Action Team member (date)