

**Sally Carlson's  
LiveBinder**  
Presentation Materials and Resources



NEBRASKA  
DEPARTMENT OF  
EDUCATION

**NPBiS**



Nebraska Positive Behavior Interventions and Supports

---

*Functional Behavior  
Assessment*

NEBRASKA  
DEPARTMENT OF  
EDUCATION

**First Identify ....**

---

*What is Your Philosophy  
of Discipline?*

NEBRASKA  
DEPARTMENT OF  
EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

**What Is Your Mindset Toward Behavior?**



**Crime and Punishment**  
*Consequence Based*



**OR**



**Learning and Growth**  
*Reinforcement Based*



NEBRASKA DEPARTMENT OF EDUCATION

**PBiS Philosophy of Discipline**

- Proactive
- Positive
- Preventative
- Identify and teach expectations for behavior
- Catch kids being good (recognize and reinforce appropriate behavior)
- All staff use the same language, consistent




NEBRASKA DEPARTMENT OF EDUCATION

**Creating the Framework for a  
Positive Classroom Environment**





**Blueprint for  
Success**

NEBRASKA DEPARTMENT OF EDUCATION

## First Create a Strong Foundation




NEBRASKA DEPARTMENT OF EDUCATION

## Relationships



❖ Stephen Covey: Emotional Bank Account

❖ Covey described a metaphor in his book *"The Seven Habits of Highly Effective People"* that describes the amount of trust that's been built up in a relationship and how that effects our interactions with others.

❖ **You can't get something out of a relationship if you haven't put anything into it.**

*Every child needs a meaningful relationship with at least one school adult - three or more is better.*



NEBRASKA DEPARTMENT OF EDUCATION



## Take a Second, Make a Difference

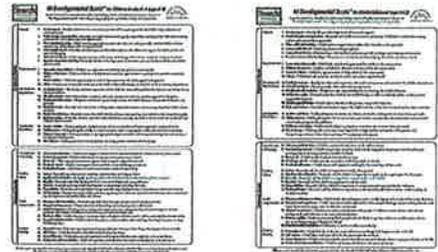
The one second it takes to connect can make a difference.

- **Background**—Grounded in extensive research in youth development, resiliency, and prevention, the *Developmental Assets* represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.
- **The Power of Assets**—Studies of more than 2.2 million young people in the United States consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behavior and the more likely they are to thrive. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity. Furthermore, levels of assets are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.
- **The Gap**—The average young person experiences fewer than half of the 40 assets. Boys experience three fewer assets than girls (17.2 assets for boys vs. 19.9 for girls).
- **If you want to increase achievement** - work on these assets: Kids are 3 x more likely to have academic success with 9, 17, 18, 19, 25. Kids are 2 x more likely to have academic success with 15, 20, 22, 31, and 36.
- When a child is experiencing behavioral difficulties, pull out the asset sheet for his/her age level to help you identify their existing assets. How can you help develop their assets?

NEBRASKA DEPARTMENT OF EDUCATION

## Asset Building

The Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

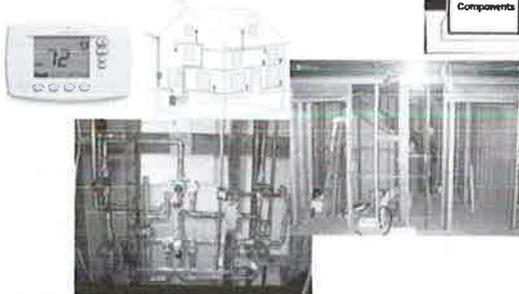


**Take a Second, Be the Difference** every day.

Research by the Search Institute – Discovering What Kids Need to Succeed (<http://www.search-institute.org>)

NEBRASKA DEPARTMENT OF EDUCATION

## Identify and Teach Expectations for Behavior




NEBRASKA DEPARTMENT OF EDUCATION

## Proactive Classroom Management

A variety of strategies and techniques that combine to create a highly orderly and productive learning environment.

**15 Proactive Classroom Management Strategies:**

1. Organizing a productive classroom.
2. Strategically establishing positive relationships with all students in the class.
3. Positive greetings at the door to pre-correct and establish positive climate.

These need to be in place to PREVENT behavior problems and help kids to be successful in your classroom.



NEBRASKA DEPARTMENT OF EDUCATION

## What is an Office Referral?

NEBRASKA DEPARTMENT OF EDUCATION

## Data Collection/Analysis

**SWIS:**

- Data analyzed by RTI team monthly and year end
- Number of referrals per day per month
- Referral by location
- Referral by problem behavior

**Other Data:**

- Olweus Bullying survey (yearly)
- Classroom Observations / Rating Scales
- Universal Screening
- Attendance, grades, etc. from district Student Information System (LaFleche Campus, Power School)

NEBRASKA DEPARTMENT OF EDUCATION

Changing a student's behavior requires adults to change their response.....

NEBRASKA DEPARTMENT OF EDUCATION

## What is FBA?

**Who needs it?**

NEBRASKA DEPARTMENT OF EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

**Functional Behavior Assessment is a *problem-solving process* for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes or functions of specific behavior and to help teams select interventions to directly address the problem behavior.**

**2 Basic Functions of Behavior:**

- Obtain/Get Something
- Escape/Avoid Something

NEBRASKA DEPARTMENT OF EDUCATION

## Function of Behavior

The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

NEBRASKA DEPARTMENT OF EDUCATION

**FBA Is ...**  
**A Step by Step Process**

1. Every behavior serves a purpose. Your job is to find that purpose and replace the problem behavior with a more appropriate one.
2. FBA is an assessment used for students with the most significant behavior problems to:
  - Identify the function of the problem behavior - or how the problem behavior is paying off for the student.
  - Identify the variables that predict and maintain problem behavior.

**The best time to intervene is when the problem behavior is not even occurring.**



**Think of student behavior as an attempt to communicate with you and you as the detective trying to break the communication code.**

NEBRASKA DEPARTMENT OF EDUCATION

**The FBA process should help us to:**

- ✦ Focus on things we can change.
- ✦ Provide an operational definition of problem behavior.
- ✦ Identify the context in which behavior does and does not occur, events that trigger the problem behavior, and events that follow and reinforce problem behavior.
- ✦ Increase efficiency in identifying **effective** interventions to increase alternative behaviors.
- ✦ Reduce the use of interventions that contribute to or worsen behavior
- ✦ Simplify and focus our understanding of the student's behavior concerns. The ultimate goal of FBA is efficiency; we want to do the least amount of assessment and data collection that will give us the most information to guide intervention selection.
- ✦ FBA leads to an effective Behavior Improvement Plan (BIP)



# Who, Why, When?

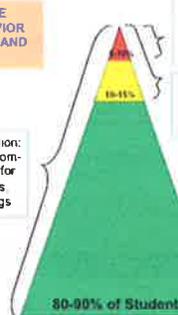


NEBRASKA DEPARTMENT OF EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

**SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**

**Tertiary Prevention:**  
Specialized individualized Systems for Students with High-Risk Behavior



**Primary Prevention:**  
School-/Classroom-Wide Systems for ALL Students Staff & Settings

**Secondary Prevention:**  
Specialized Group Systems for Students with At-Risk Behavior

FBA will be recommended as part of a problem-solving model for students identified as not being responsive to primary prevention instruction, interventions, and strategies.

NEBRASKA DEPARTMENT OF EDUCATION

**Who should be considered for FBA?**

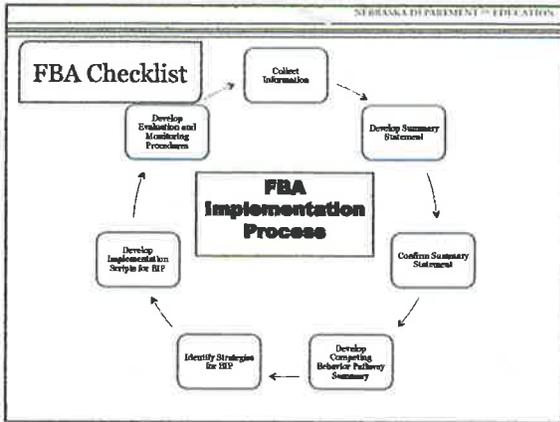
- Significant numbers of office referrals.
- Behavior patterns have changed significantly recently (outbursts more disruptive, tardies/absenteeism, withdrawal)
- Significant concerns based on rating scales, screeners, and/ or teacher **anecdotal evidence.**
- Not responsive to primary tier interventions



# How?



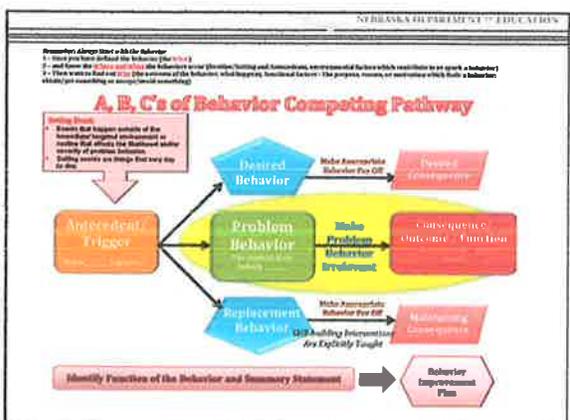
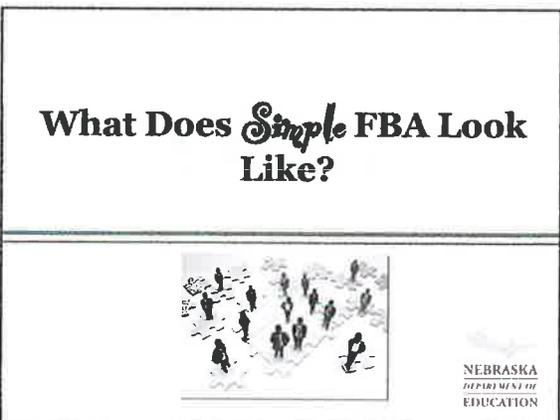
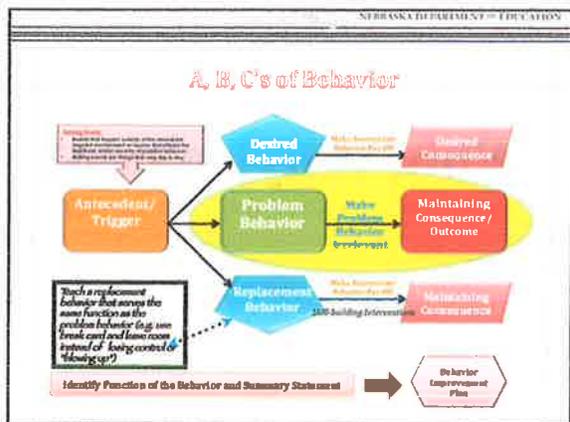
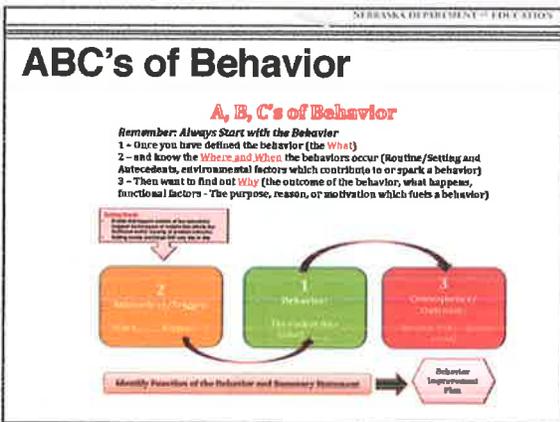
NEBRASKA DEPARTMENT OF EDUCATION



NEBRASKA DEPARTMENT OF EDUCATION

### FBA Checklist

Item	Priority	Notes	Addressed
<b>I. Collect Information</b>			
1. Identify the behavior to be addressed	High		
2. Identify the setting and time of occurrence	High		
3. Identify the function of the behavior	High		
4. Identify the consequences of the behavior	High		
5. Identify the individuals who are affected by the behavior	High		
6. Identify the individuals who are responsible for the behavior	High		
7. Identify the individuals who are affected by the behavior	High		
8. Identify the individuals who are responsible for the behavior	High		
9. Identify the individuals who are affected by the behavior	High		
10. Identify the individuals who are responsible for the behavior	High		
<b>II. Develop Summary Statement</b>			
11. Develop a summary statement	High		
12. Identify the function of the behavior	High		
13. Identify the consequences of the behavior	High		
14. Identify the individuals who are affected by the behavior	High		
15. Identify the individuals who are responsible for the behavior	High		
<b>III. Develop Competing Behavior Pathway Summary</b>			
16. Develop a competing behavior pathway summary	High		
17. Identify the function of the behavior	High		
18. Identify the consequences of the behavior	High		
19. Identify the individuals who are affected by the behavior	High		
20. Identify the individuals who are responsible for the behavior	High		
<b>IV. Identify Strategies for BIP</b>			
21. Identify strategies for BIP	High		
22. Identify the function of the behavior	High		
23. Identify the consequences of the behavior	High		
24. Identify the individuals who are affected by the behavior	High		
25. Identify the individuals who are responsible for the behavior	High		
<b>V. Develop Implementation Strategy for BIP</b>			
26. Develop an implementation strategy for BIP	High		
27. Identify the function of the behavior	High		
28. Identify the consequences of the behavior	High		
29. Identify the individuals who are affected by the behavior	High		
30. Identify the individuals who are responsible for the behavior	High		
<b>VI. Develop Evaluation and Monitoring Procedures</b>			
31. Develop evaluation and monitoring procedures	High		
32. Identify the function of the behavior	High		
33. Identify the consequences of the behavior	High		
34. Identify the individuals who are affected by the behavior	High		
35. Identify the individuals who are responsible for the behavior	High		





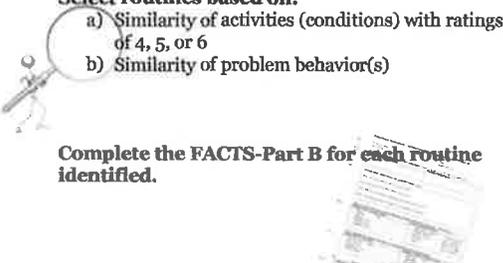
NEBRASKA DEPARTMENT OF EDUCATION

## Step 5: Select 1 to 3 routines for further assessment

**Select routines based on:**

- Similarity of activities (conditions) with ratings of 4, 5, or 6
- Similarity of problem behavior(s)

**Complete the FACTS-Part B for each routine identified.**



NEBRASKA DEPARTMENT OF EDUCATION

## FACTS – Part B

### Functional Assessment Checklist for Teachers and Staff

Take Targeted Behavioral Routine & Define Behavior(s) that Occur During the Routine

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

Step 2 Routine/Activities Context: Which routine(s) from the FACTS-Part A is assessed? \_\_\_\_\_  
Problem Behavior(s): \_\_\_\_\_  
Look at problem behaviors on FACTS-Part A: Which 3 behaviors are most concerning to the routine?

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

What does the problem behavior(s) look like? **Describe Clearly (observable and measurable)**

How often does the problem behavior(s) occur? **Frequency**

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

What is the intensity level of danger of the problem behavior(s)? **Does behavior pose immediate danger to self or others?**

NEBRASKA DEPARTMENT OF EDUCATION

FACTS B continued

Step 4 **What are the strongest predictors? (Prioritize/Rank)**

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

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

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

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

**How is the behavior paying off for the student? What is the most valuable payoff for the student?**

NEBRASKA DEPARTMENT OF EDUCATION

### SUMMARY OF BEHAVIOR

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

Step 6 **Setting Events & Predictors** | **Problem Behavior(s)** | **Maintaining Consequence(s)**

Antecedents = Predictors/Triggers  
Setting Events = Events that happen outside of the immediate/targeted environment or routine that affect the likelihood/extent/severity of problem behavior. Setting events are things that vary day to day.

**Examples of Setting Events**

- Lack of sleep
- Missing breakfast / hunger
- Having a fight on the way to school
- Bad grade on a test
- Substitute teacher
- Forgetting to take medication

NEBRASKA DEPARTMENT OF EDUCATION

## The result of a FBA is a Clear and Specific Summary of Behavior

The Summary of Behavior is only helpful when it is *clear enough* and *specific enough* to inform:

- The function of student behavior and
- What interventions can be used to improve student behavior.

Step 6 **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)

NEBRASKA DEPARTMENT OF EDUCATION

## Summary of Behavior

### Be specific & clear

**Routine/ Setting:** Have you identified a specific routine so the information collected about the behavior can be focused & specific?

Antecedent	Behavior	Consequence
Are the identified triggers of behavior clear and specific enough to know how to prevent problem behavior from occurring?	Is the behavioral definition clear enough? Have you clearly identified any escalating behavior patterns?	Have you clearly identified the environmental responses to behavior (staff or peer) linked with the function of behavior?

**Function:** Can you identify the function of behavior? What has the student learned that maintains the behavior or makes it pay off?

NEBRASKA DEPARTMENT OF EDUCATION

## Summary of Behavior

### Example - Joe

**Routine/ Setting:** Math group – math tasks

Antecedent	Behavior	Consequence
Presented w/ double digit addition problems, subtraction or harder math facts	Joe will verbally refuse, throw pencil on floor & rip up the paper, leave table and walk around room	Staff may ignore initially, but redirects to math work lead to escalated behavior, student breaking materials and leaving classroom

**Function:** Avoid difficult Math tasks

NEBRASKA DEPARTMENT OF EDUCATION

**When you have completed all three boxes, read the *Summary of Behavior* using the following format:**

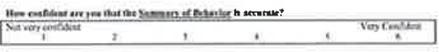
**“During (insert target routine), (insert student name) is likely to (insert problem behavior) when he is (insert details of antecedent conditions) and you believe that he does this to (insert details of consequence/function)”**

Ask the team:

- Do you agree with this summary of behavior?
- Is there anything you'd like to add or change?

NEBRASKA DEPARTMENT OF EDUCATION

Determine the level of confidence: Ask the group to rate the extent they believe the summary of behavior is accurate on the 6 point scale provided.



Step 7

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

Step 8

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

Strategies for preventing problem behavior	Strategies for responding to problem behavior
Schedule change Seating change Environment change	Verbal Other Response Other Office referral Detention

Define what has been done to date to prevent/control the problem behavior. List strategies that have been tried and organize by things done to prevent problem behavior and by those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).



# FBA Leads to a Behavior Improvement Plan (BIP)



NEBRASKA DEPARTMENT OF EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

**A Behavior Improvement Plan is a roadmap for how the the environment will...**

- Teach new skills
- Adapt the setting
- Adjust consequences for desired and undesired behavior

**Also defines....**

- Systems necessary for effective implementation
- How progress monitoring will occur

**Components of a BIP.....**

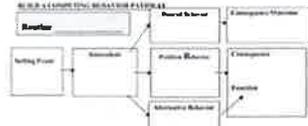
- Intervention - what will occur to teach and reinforce appropriate behavior and prevent inappropriate behavior
- Systems - what will be done to support implementation
- Measurement/Data - how will outcomes be monitored?

NEBRASKA DEPARTMENT OF EDUCATION

## BIP Forms

**Behavior Support Plan**  
Developed from a Functional Behavior Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Class: \_\_\_\_\_



**BEHAVIORAL CONSEQUENCE PATTERNS**

Behavior	Setting	Consequence
Problem Behavior	Setting	Consequence
Alternative Behavior	Setting	Consequence

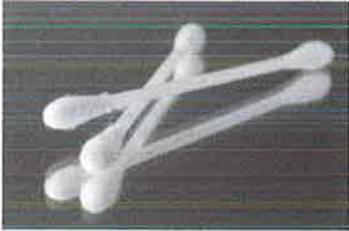
**IMPLEMENTATION MONITORING**

Behavior	Setting	Consequence
Problem Behavior	Setting	Consequence
Alternative Behavior	Setting	Consequence

**NOT COMPLETE - NUMBER OF DAYS TO IMPLEMENTATION**

\_\_\_\_\_

NEBRASKA DEPARTMENT OF EDUCATION



# QTIP

## Quit Taking It Personally

# Resources



NEBRASKA DEPARTMENT OF EDUCATION

## Information/Resources:

**Jolene Palmer, NPBIS Project Coordinator**

- Nebraska Dept. of Education
- Phone: 402.471.2944
- [jolene.palmer@nebraska.gov](mailto:jolene.palmer@nebraska.gov)
- <http://www.npbis.org>



Positive Behavior Supports are an integrated system of school-wide, classroom management, and individual student supports designed to create a positive learning environment for all children.

**Institute on Violence and Destructive Behavior**

- University of Oregon
- <http://pages.uoregon.edu/ivdb>
- Jeff Sprague and Hill Walker, Directors



NEBRASKA DEPARTMENT OF EDUCATION



## Functional Behavior Assessment You Tube Videos

by Chris Borgmeyer, PhD, Portland State University and  
Shawn Fleicher, Clackamas ESD

1. FACTS Part A: Introduction and Student Strengths
2. FACTS Part A: Routines Analysis and Prioritizing Routines
3. FACTS Part A: Defining the Behavior of Concern
4. FACTS Part B: Identifying Antecedents or Triggers
5. FACTS Part B: Identifying Consequences
6. FACTS Part B: Identifying Setting Events
7. FACTS Part B: Summary of Behavior, Confidence Ratings and Next Steps

NEBRASKA DEPARTMENT OF EDUCATION

## School-Wide Positive Behavior Supports



- <http://www.pbis.org>  
The "National Center on Positive Behavioral Interventions and Supports" provides technical assistance on school-wide positive behavior supports and gathers and disseminates evidence based behavioral practices and systems for schools, families, districts, and states. In addition, information is available on implementing states, training resources, links, research and evaluation, and other behavior related topics.
- <http://www.npbis.org/> (Nebraska)
- <http://www.pbisillinois.org> (Illinois)
- <http://lpbs.fnhl.usf.edu/> (Florida)
- <http://www.edc.state.co.us/pbs/index.htm> (Colorado)
- <http://www.pbismaryland.org> (Maryland)
- <http://www.eber.org/> (Connecticut)
- <http://www.stopbullyingkansas.org> (Kansas Bullying site)
- <http://www.swis.org> The "School-Wide Information System" was developed at the University of Oregon for the Center on PBIS.

NEBRASKA DEPARTMENT OF EDUCATION

## Behavioral Assessment and Treatment Integrity

- [www.interventioncentral.com](http://www.interventioncentral.com)  
This website offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. On this site, you can learn about academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.
- <http://www.search-institute.org> The Search Institute helps people understand what kids need to succeed and to take action based on that knowledge. They have identified the Developmental Assets framework.
- [www.whatworksclearinghouse.com](http://www.whatworksclearinghouse.com)  
The What Works Clearinghouse was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. The WWC aims to promote informed education decision making through a set of easily accessible databases and user-friendly reports that provide education consumers with high-quality reviews of the effectiveness of replicable educational interventions (programs, products, practices, and policies) that intend to improve student outcomes.

## Proactive Strategies that are Effective at Preventing Behavior Problems

# What Works?

NEBRASKA  
DEPARTMENT OF  
EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

First.....

## What Doesn't Work?

Treatment/Intervention

Effect Size

- |  |                |
|--|----------------|
| • Punitive discipline                    | - .13 to + .06 |
| • Referral to outside counseling         | .00 to + .08   |
| • Meeting with the student               | .00            |
| • Analyze cognitive strengths & weakness | .00            |

NEBRASKA DEPARTMENT OF EDUCATION

## Evidence-Based Practices that DO Work

Treatment

Effect Size

- |  |                |
|--|----------------|
| • PBIS   | + .90          |
| • Mentor-based support                               | + .60 to +1.00 |
| • Social emotional learning                          | + .90          |
| • Social skills training                             | + .68          |
| • Proactive classroom management                     | + .81          |
| • Formative evaluation +<br>graphing + reinforcement | + 1.00         |
| • Supplemental academic instruction                  | + .70 to 1.50  |
| • Behavior contract, self-monitoring                 | > + .50        |

Kavale (2005); Marquis et al. (2000); Cook, et al. (in press); Blueprints for Promising  
Treatments (1999)

Using these practices will reduce the number of children that need PBAs

## Thank You!

*If you have questions  
Contact Sally*

Sally Carlson  
[sallycarlson@gmail.com](mailto:sallycarlson@gmail.com)  
(402) 631-3058



## 40 Developmental Assets<sup>™</sup> for Adolescents (ages 12-18)

Search Institute<sup>®</sup> has identified the following building blocks of healthy development—known as **Developmental Assets<sup>™</sup>**—that help young people grow up healthy, caring, and responsible.



<b>External Assets</b>	<b>Support</b>	<p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</p> <p>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</p>
	<b>Empowerment</b>	<p>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</p> <p>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</p> <p>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</p> <p>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</p>
	<b>Boundaries &amp; Expectations</b>	<p>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. <b>School Boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</p> <p>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</p>
	<b>Constructive Use of Time</b>	<p>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>

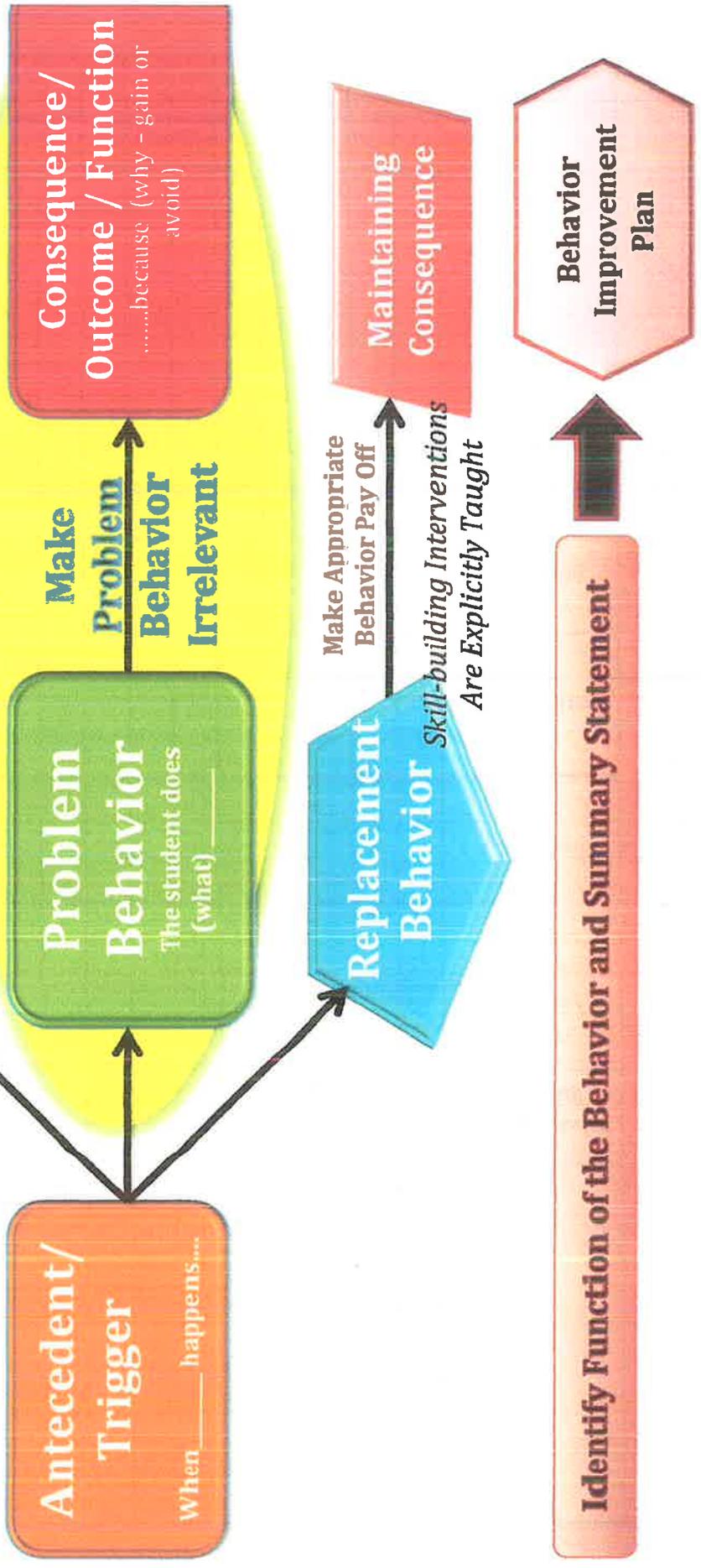
<b>Internal Assets</b>	<b>Commitment to Learning</b>	<p>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</p> <p>22. <b>School Engagement</b>—Young person is actively engaged in learning.</p> <p>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</p> <p>24. <b>Bonding to school</b>—Young person cares about her or his school.</p> <p>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</p>
	<b>Positive Values</b>	<p>26. <b>Caring</b>—Young person places high value on helping other people.</p> <p>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</p> <p>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</p> <p>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
	<b>Social Competencies</b>	<p>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</p> <p>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</p>
	<b>Positive Identity</b>	<p>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</p> <p>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</p> <p>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</p> <p>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</p>



**Remember:** Always Start with the Behavior and know the **Where** and **When** the behaviors occur (Routine/Setting and Antecedents, environmental factors which contribute to or spark a behavior) Then want to find out **Why** (the outcome of the behavior, what happens, functional factors - The purpose, reason, or motivation which fuels a behavior: aim/get something or escape/avoid something)

# A, B, C's of Behavior Competing Pathway

**Setting Event:**  
 Events that happen outside of the immediate/ targeted environment or routine that affects the likelihood and/or severity of problem behavior.  
 Setting events are things that vary day to day.



## Classroom Management Checklist

Teacher \_\_\_\_\_ Grade/Subject \_\_\_\_\_  
 School \_\_\_\_\_

In Place Status			Essential Practices	
Full	Partial	Not	Classroom Management	
			1. 5 to 1 positive to negative interactions (# observed below).	
			<u># Positive</u>	<u># Negative</u>
			2. Classroom rules & expectations are posted, taught directly, practiced, & positively reinforced.	
			3. Efficient transition procedures taught, practiced, & positively reinforced.	
			a. Entering Classroom	Y
			b. Lining up	N
			c. Changing activities	Y
			d. Exiting Classroom	N
			4. Typical classroom routines taught directly, practiced & positively reinforced.	
			a. Start of day	Y
			b. Group Work	N
			c. Independent Seat Work	Y
			e. Obtaining materials	N
			f. Seeking help	Y
			g. End of day	N
			5. Attention getting cue/rule taught directly, practiced, & positively reinforced.	
			6. Continuous active supervision across settings & activities, including moving throughout setting & scanning.	
			7. Desks/ room arranged so that all students are easily accessible by the teacher.	
			8. Necessary materials and supplies are accessible to students in an orderly fashion.	
			9. Minor problem behaviors managed positively, consistently & quickly.	
			10. Chronic problem behaviors anticipated & precorrected.	
			11. Students are provided with activities to engage in if they complete work before other students in the class.	
			Instructional Management	
			1. Majority of time allocated & scheduled for instruction.	
			2. Allocated instructional time involves active academic engagement with quick paced instruction.	
			3. Asks clear questions and provides clear directions of assignments.	
			4. Active academic engagement results in high rates of student success (90%+).	
			5. Actively involves all/ majority of students in lesson, this includes providing activities/instruction to students of varying skill levels	
			6. Instructional activities linked directly to measurable short & long term academic outcomes.	

Adapted by C. Borgmeier from Sugai & Colvin, 11/29/01

## Classroom Management Action Plan

Strategies for acknowledging students for doing well		Strategies for consequating student behavior	
Activity	When	How	Who
1. Define expected classroom behaviors & routines			
2. Teach expected classroom behaviors & routines			
3. Decide how you will provide consistent application all day			
4. Define with students how they will be recognized for meeting expectations initially & over time			
5. Define the procedure for consequating student behavior			
6. Define when you will do reteach & practice behavioral expectations			
7. Define how you will monitor and evaluate progress & determine necessary revisions			

1. Explicitly teach routines and expectations
2. Provide active, engaging instruction.
3. Anticipate that you will have behavior problems.
4. Preteach and Precorrect during situations when problems are likely.
5. Limit interruptions of instruction by being prepared to respond, and by responding calmly, quickly, and briefly
6. Focus on and actively respond when students are doing what is expected -- 5 (+) to 1 (-) interaction ratio.

### Functional Behavioral Assessment Implementation Checklist<sup>1</sup>

Step	Activity	Status	Action Plan
<b>1. Collect Information</b>	1. Include key individuals in the initial assessment meetings.	Y N	
	2. Review relevant records.	Y N	
	3. Collect informal direct observation data.	Y N	
	3. Interview individuals who have direct experience with the student.	Y N	
<b>2. Develop Summary Statement</b>	1. Define problem behavior in observable terms.	Y N	
	2. Identify daily routines that are and are not associated with problem behavior.		
	3. Identify triggering antecedents events.	Y N	
	4. Identify maintaining consequence events. Select the ONE, most effective, maintaining reinforcer.	Y N	
	5. Identify possible setting events/establishing operations.	Y N	
	6. Develop summary statements based on 1. – 5.	Y N	
	7. Determine level of agreement/confidence individuals have in resulting summary statement.	Y N	If agreement/confidence high (4-6), go to Step 3. If low (<4), go back to Step 1 and collect more direct observation data.
<b>3. Confirm Summary Statement</b>	1. Collect formal direct observation information on behavior, antecedents, & consequences.	Y N	
	2. Determine if direct observation data confirm summary statement.	Y N	If summary statement confirmed, go to Step 4. If not confirmed, go back to Step 2. Consider need to conduct formal functional analysis.
<b>4. Develop Competing Behavior Pathway Summary</b>	1. Identified desired replacement behavior (long term objective).	Y N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y N	

<sup>1</sup> Sugai & Horner 2003. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8, 149-160.

	3. Identified alternative replacement behavior(s) based on function of problem behavior (short term objectives).	Y	N	
	4. Determine level of agreement/confidence in competing pathway summary.	Y	N	If agreement/confidence high, go to Step 5. If low, repeat Step 4.
<b>5. Identify Strategies for BIP</b>	1. Select strategies &/or environmental manipulations that neutralize impact of setting events.	Y	N	
	2. Select strategies &/or environmental manipulations that make triggering antecedents irrelevant.	Y	N	
	3. Select strategies &/or environmental manipulations that teach student skills that make problem behavior inefficient.	Y	N	
	4. Select strategies &/or environmental manipulations that make consequences for problem behavior ineffective.	Y	N	
	5. If necessary, develop additional (beyond current school-wide) crisis prevention & intervention procedures.	Y	N	
<b>6. Develop Implementation Scripts for BIP</b>	1. Develop scripts & routines for implementation of BIP.	Y	N	
	2. Identify who will implement BIP.	Y	N	
	3. Determine if resources & capacity to implement BIP available.	Y	N	If capacity adequate, implement. If resources/capacity inadequate, obtain resources, modify context, &/or adjust implementation requirements.
<b>7. Develop Evaluation &amp; Monitoring Procedures</b>	1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc.	Y	N	
	2. Develop schedule for on-going evaluation of implementation impact.	Y	N	
	3. Develop procedures for assessing accuracy of implementation of BIP.	Y	N	
	4. Assess progress toward achieving long term objective.	Y	N	If adequate progress, continue. If criteria met, develop new objective. If inadequate progress, go back to Step 1.

# Simple Functional Behavior Assessment (FBA)

	Setting Events	Antecedents	Behavior	Consequence / Function
Sam	Poor reading skills	Asked to read out loud	Pushes books off desk, profanity	Sent to office, feels relieved
Alex	Stayed up late playing video games	Independent work time	Falls asleep in class	Office, hangs out with friends in office
Cary	Ran out of meds	Standing in line waiting to go to recess	Hands on students in front and behind him, pushes, talks	Office, gained peer attention
Jerry	Parent lost job	11:30, No lunch money	Punches peer while lining up for lunch	Sent to office, gets lunch in office
Andy	Difficulty with timed tasks	History test	Crushes test paper, pushes desk, profanity	Sent to office, gets out of taking test
Ryan	Didn't study for test	History test	Lays head on desk and does nothing	Sent to office, gets out of taking test
Sally	Difficulty expressing thoughts/ideas on paper	History test – essay and short answer questions	Throws pencil, knocks desk over, profanity, runs from room	Runs to office, Spends time with Principal

**Summary Statement:** During some setting event/routine, when antecedent condition occurs, the student will engage in a specific behavior, because a predictable consequence/outcome will occur. The function of behavior is to obtain/access or escape/avoid.

During \_\_\_\_\_, when \_\_\_\_\_, because \_\_\_\_\_, the student will \_\_\_\_\_.

# Simple Behavior Intervention Plan (BIP)

	Setting Event Strategies	Antecedent Strategies	Behavior TEACHING Strategies	Consequence Strategies
<b>Sam</b>	Arrange for reading interventions	Let Sam know ahead of time so he can practice passage that he is capable of reading, or allow him to not read aloud	Provide reading instruction at the correct level of difficulty	
<b>Alex</b>	Inform parent that Alex has been playing video games instead of sleeping			
<b>Cary</b>	Inform parent that Cary is out of medication	Remind of expectations for behavior in hallway and at recess	Teach missing skills	
<b>Jerry</b>	Provide positive adult contact, visit with counselor			
<b>Andy</b>		Allow to take the test in a different setting, allow to take untimed	Teach options: ask for break, ask for help, turn in assignment as is and finish later	
<b>Ryan</b>	Make sure he takes home study materials, or allow to stay after school and study with staff member			
<b>Sally</b>	Difficulty expressing thoughts/ideas on paper	Provide advance organizer, tell Sally the topic ahead of time to allow think time, provide a scribe	Teach procedure for using a break card to leave room appropriately	

For all behaviors:

- Immediately reinforce when he/she enters class
  - Provide reinforce within one minute of starting task (then at 3 minutes, 5 minutes, 10 minutes)
  - Provide individual assistance
- Other strategies:
- Provide breaks
  - Allow to sit with preferred peer when done
  - Listen to music (device with headphones) while working

n't Forget:

➔ Determine WHO, WHAT, HOW, WHEN

- WHO is responsible for each part of the BIP?
- WHAT, exactly, are they supposed to do?
- HOW are they supposed to do their part?
- WHEN should they do their part?

➔ Evaluation of the BIP plan

- How will the team determine if the plan is working?
- When will the team meet again to **review** the plan and **modify** as needed?

## 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
		Low					High	
		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	
		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): \_\_\_\_\_

Step 2 **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)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

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

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention <input type="checkbox"/> peer attention <input type="checkbox"/> preferred activity <input type="checkbox"/> money/things Other: _____	<input type="checkbox"/> hard tasks <input type="checkbox"/> reprimands <input type="checkbox"/> peer negatives <input type="checkbox"/> physical effort <input type="checkbox"/> adult attention Other: _____

### SUMMARY OF BEHAVIOR

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

Step 6

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

Step 7 **How confident are you that the Summary of Behavior is accurate?**

Not very confident	1	2	3	4	5	Very Confident	6
--------------------	---	---	---	---	---	----------------	---

Step 8 **What current efforts have been used to control the problem behavior?**

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input type="checkbox"/> schedule change <input type="checkbox"/> seating change <input type="checkbox"/> curriculum change Other: _____	<input type="checkbox"/> reprimand <input type="checkbox"/> office referral <input type="checkbox"/> detention Other: _____

