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How to Use this Guide

The purpose of this guide is to provide parents and professionals with an overview of Positive Behavior Support (PBS) and suggestions for working together while creating a support plan. Much of the suggestions in the guide are designed to help parents and professionals feel empowered as they work together during a potentially stressful period of time. Even under the best of circumstances problem behavior can evoke intense emotional responses such as fear, anger, frustration, and sadness. Because of this, it is important that parents and professionals support one another through respectful and constructive interactions as they work toward creating meaningful support strategies for the individual. Creating effective and meaningful supports for individuals engaging in challenging behavior can be complicated and may require information and skills beyond this guide. The suggested readings at the end of this guide will offer resources for more information.

The guide is organized into six? Seven? sections. Each section presents a step of the functional behavioral assessment and behavior support plan process. To use the guide, readers may find it helpful to refer..... **WE NEED TO WORK ON SOME SORT OF ORIENTATION TO THE GUIDE THAT PROVIDES AN OVERVIEW OF ITS CONTENTS AND INTENDED USE**

What is Positive Behavior Support?

Positive Behavior Support (PBS) is an orientation based on research and person centered values, one adopts that aims to build a culture of support by:

Understanding the Function of Behavior

At the heart of PBS is the belief that problem behavior is functional for the individual. It is a way of communicating a pressing need in the absence of socially appropriate alternatives. For many individuals problem behavior is a way of expressing unhappiness or dissatisfaction with the quality of their life or their current circumstances. For example a child may find a task or activity too difficult, but may have not traditional way to express this frustration. Over time, she may discover that if she throws her materials on the floor, someone usually removes her from the situation. Thus, she is learning to use throwing to escape from uncomfortable situations. It is clear that parents and other caregivers/providers do not purposely provoke behaviors, but sometimes in very subtle ways, the manner in which caregivers respond to behaviors, or particular things about the environment, may lead to, or reinforce, a person behaving in certain ways. In our throwing example, the child learned that a particular behavior accomplished something of value-getting out of nonpreferred situations. By “listening” to problem behavior and considering the underlying message the individual is trying to communicate, team members can develop effective support strategies. To

understand the function of problem behavior, the team conducts a functional behavior assessment that includes indirect and direct strategies for gathering information about the individual and the circumstances under which behavior occurs.

Creating Individualized and Socially Meaningful Supports

PBS emphasizes a highly individualized approach to behavioral support that results in outcomes perceived as meaningful by the individual and his/her family. The extent that support strategies and outcomes are socially meaningful depends on how well they are matched to the individual's priorities, preferences, and needs. Because "meaningfulness" is subjective, it is critical that the individual and the family have an honored voice in the assessment and support design process. Continual evaluation of the effectiveness and desirability of support strategies and outcomes is essential.

Creating Person Centered Environments

PBS emphasizes the importance of creating environments that are reflective of a sensitive to the individual's social, emotional, physical, and intellectual needs. Person centered environments are highly responsive to changing needs and offer opportunities for the individual to pursue personal aspirations. Characteristics of person centered environments include (a) encouraging relationships and community belonging, (b) acknowledging and celebrating the individual's strengths and accomplishments, and (c) honoring the individual's preferences and priorities.

Using a Collaborative Team Approach

One of the hallmark features of PBS is the emphasis on collaboration and teaming. Team planning offers a viable forum for sharing ideas, responsibilities, celebrations, and challenges. Whether the focus is on an individual or a system – such as a school or an agency - PBS is best applied within the context of a team of individuals who have an invested interest in the outcomes. At the systems level, the PBS team is likely to include administrators, direct service providers (e.g., teachers, therapists, group home personnel, etc.), family members, service recipients, and community members. When the focus is on an individual, the team typically includes the person, his or her family members, direct service providers, and other professionals who are involved in the individual's support. Although one person can accomplish a functional assessment and behavior intervention planning, the team-planning format is recommended for two key reasons. First, coming together as a group creates the opportunity for dialogue among team members. Such dialogue will produce richer information because of the exchanging of ideas and perspectives. Second, when implementers (e.g., teachers, direct service personnel, parents) are involved in the development process, the interventions designed are more likely to have strong contextual fit and subsequently be used.

Conducting a Functional Behavior Assessment

Positive behavior support is a dynamic process that is guided by five key steps (a) creating a strengths based profile of the individual, (b) gathering direct and indirect information about the possible functions a behavior may serve for the individual, (c) summarizing and interpreting information gathered to develop a hypothesis about the problem, (d) designing and selecting support strategies that are directly related to the identified functions and hypothesis, and (e) ongoing evaluation of effectiveness and meaningfulness of the support plan including re-evaluating possible functions of behavior and making changes to support strategies that are not working. Generally these steps occur across two phases: conducting the functional behavioral assessment (steps a-c) and designing the behavior support plan (steps d & e).

To use this guide, teams may find it helpful to refer to the Team Planning Agenda in Appendix A. The Planning Agenda details the tasks that need to be completed at each step of the assessment and intervention design process. Parents and family members may also want to refer to the Parent PBS Checklist in Appendix B. This checklist will help parents and family members anticipate the steps and sequence of planning.

Step One

Develop a Strengths
Based Profile



Step 1: Creating a Strengths Based Profile of the Individual

The first step of a functional behavior assessment (FBA) is to develop a thorough and comprehensive understanding of who the individual is, what his/her life is like, and the contextual factors that may be contributing to problem behavior. Being able to understand, from the individual's perspective, what day to day life is like is paramount to our ability to truly understand why behavior is occurring. The only way to change difficult behaviors is to get a good handle on why they are occurring i.e., (the functions they serve for the individual). The best way to start this process is with a team meeting where the individual, the family, and providers (e.g., school personnel or agency staff) share personal experiences and perspectives, with a special focus on the individual's strengths. Often, planning behavioral support strategies often occurs in reaction to problem behavior (e.g., what do we do when Tonya gets upset in the grocery store?). Through discussion, the team should achieve four key outcomes at the end of the first step: (1) reaffirm their commitment to doing what is best for the individual, (2) acknowledge and celebrate the person's strengths, (3) consider the person's dreams and life quality, and (4) identify specific behaviors and environmental influences of concern.

Team discussion during the initial meeting will cover several different topics and often can take 90 minutes to 2 hours to complete. We should note that steps one and two of the guide are accomplished during this initial team meeting, which is why often it takes up to two hours to complete. When conducting Step 1 of the Functional Assessment, the team needs to answer each of the following questions. Refer to *Appendix C* for a blank copy of the functional assessment summary worksheet.

A. What are the key long term outcomes the team would like to see happen for the individual?

In this section, the team discusses its long term vision for the individual. What type of changes or outcomes you would like to see for this person over the long term. Here, it may be helpful to think beyond immediate behavior change and instead focus on broader quality of life improvements. Important topics may include relationships, skill building, career goals, living arrangements, etc.

B. What are the team's biggest concerns or fears for the individual's future?

Although difficult, and sometimes painful, constructing a comprehensive picture of concerns and fears will help the team to complete a thorough assessment and design interventions to avoid problematic outcomes. List all fears, even if there are differing opinions across team members.

C. What are the individual's strengths, preferences, and learning style?

Knowing the strengths, preferences, and learning style of the individual will be very important for developing a behavior support plan. The plan should build on these strengths, preferences, and learning style considerations in order to establish appropriate skills and make environmental changes consistent with his/her needs/interests. Because problem behavior can result in detrimental reputations, identifying strengths is a simple yet powerful strategy to improve the individual's reputation with team members and other people who support the individual.

D. Who are important people in the individual's life?

The team needs to ensure that all the important individuals in this person's day and life have been considered when collecting information. It is important to include people who are around when the target behavior occurs as well as when the individual is successful. Paid supports include anyone who is paid to be a part of the individual's life. It be important to contrast paid and unpaid supports and discuss the extent that there is a sufficient natural support network surrounding the individual. Often times, individuals who engage in problem behavior have a very small circle of natural supports. This step helps to the team to determine if strategies are needed to expand the natural supports in the individual's life.

E. What are important current or past events in the individual's life?

Many influences contribute to our behavior. In addition to understanding the immediate setting influences consider major past or current life events that may play some role in the maintenance of a problem behavior.

F. What setting events (e.g., medication changes, illness, etc.) are suspected of being problematic for the individual?

Setting events (e.g., medication changes, illness, and hunger) can play a role in establishing and maintaining problem behavior and prevent interventions from being effective. Often, setting events result in highly variable behavioral responses. This can be seen when the individual has up days and down days with no visible pattern or explanation for what is causing the variation. The team should consider influences such as medical conditions, sensory integration dysfunction, side effects of medications, relationship history with a person, colds, hunger, sleep, and lifestyle changes.

G. What are the specific behaviors of concern? Define in terms of what the behavior would look and sound like to someone unfamiliar to the individual.

An important part of developing a complete assessment of the individual's challenging behaviors is to understand what he or she looks like across a variety of levels of escalation and relaxation. This can help the team to establish the appropriate antecedent interventions for the individual, identify alternative skills to teach, and develop effective responses to challenging behavior. When defining what the behavior looks like consider four levels of escalation and relaxation: Calm Behavior, Precursor Behavior, Agitated Behavior, and Calming Down Behavior.

Calm Behavior is when the individual is content, calm, and engaged in typical activities.

Precursor Behavior signals that a state of agitation is approaching. These are often subtle changes in mood, disposition or overt behaviors that can be detected by people who know the individual well. Precursor behaviors are often interpreted by caregivers as a signal that “something is going to happen.” They are typically highly idiosyncratic to the individual and may include behaviors such as changes in facial expression, engagement in an activity, or verbal expression of dissatisfaction (e.g., “I’m bored”).

Agitated Behavior is often the point where team members have to intervene to keep the person and others in the environment safe. The intensity of agitated behaviors will vary depending on the individual and the type of problem behavior. When defining agitated behaviors, consider individual acts (e.g., hitting, screaming, biting) and then consider whether these things occur individually or as a group of interchangeable behaviors.

Calming Down Behavior refers to the period following agitation where the person becomes quieter and less animated in appearance. For many individuals it is important to understand the difference between calming down and calm. Often it is possible to “re-escalate” a person if you try to engage them too quickly and they are not completely calm.

H. What are antecedents and consequences that occur most often before and after problem behavior?

Antecedents are events that happen just before the behavior. Antecedents might include events such as no one was interacting with the person, task demands, or a peer entering the room. Antecedents may be unique to a person or setting so variations might occur across team members.

Consequences are the things that people in the environment say and do in response to problem behavior. Consequent responses should not be thought of as just punitive or negative responses and may include examples such as verbal redirection, physical assistance, or peers laughing. For each behavior consider whether the responses result in the individual gaining access to something such as attention (positive or negative), an item, or an activity or whether it gets him or her out of something, delays something, or results in a reduced demand.

Developing a strengths based profile is helpful because it (a) reminds everyone about the individual’s positive qualities, (b) provides information about preferences and strengths to build on during intervention planning, (c) illuminates gaps in opportunities for inclusion and belonging, (d) helps the team come to consensus about the specific behaviors of concern, and (e) helps to build trust among team members.

FUNCTIONAL BEHAVIOR ASSESSMENT SUMMARY WORKSHEET

Name: Jeremy

Team Meeting Date:

Persons Attending:

- A. What are key long term outcomes the team would like to see for Jeremy?

- B. What are the team's biggest concerns and fears for Jeremy?

- C. What are Jeremy's strength's, preferences, and learning style?

D. Who are important people in Jeremy's life?

E. What are important current or past life events for Jeremy?

F. What setting events (e.g., medication changes, illness, etc.) are suspected of being problematic for the individual?

G. What are the specific behaviors of concern?

What does Jeremy Look Like When:	Provide a Measurable and Observable Definition of Each Behavior
He is calm and on task	
About to get upset (precursor behavior)	
Is agitated	
Is calming down	

H. List antecedents and consequences that occur most often before and after problem behavior.

Behavior	Antecedents	Consequences

Strategies for Success: Developing a Strengths Based Profile

Possible Pitfalls

Ways to Avoid or Resolve the Pitfalls

Difficulty assembling a meeting where everyone can attend

(1) Be flexible with meeting times. (2) Suggest a “pot luck” lunch meeting; (3) identify a core group of people and ask for input ahead of time from those individuals who can not come; (4) video tape the meeting for people who can not attend.

Frustration gets in the way of talking about strengths

(1) Start meetings by praising and validating one another’s efforts and feelings; (2) express appreciation for everyone’s hard work; (3) reassure that this is not about “identifying what people are doing wrong;” (4) reassure that problem behavior is not a reflection of anyone’s competence; (5) express confidence in one another’s ability to problem solve together.

Lack of a unified vision (team members have different agendas)

(1) Develop a common vision (e.g., “We agree to do what is best for the individual based on their needs and preferences”); (2) talk about each member’s desired outcome and how it fits with the common vision; (3) periodically each member should reflect on their own personal agenda to see if it is consistent with the overall vision.

Reluctance to share personal information or experiences

(1) Establish a climate of trust – what is discussed in the meeting stays in the meeting, (2) agree on what information will be translated to other people not present, (3) establish a culture of support where expressing oneself is not judged or criticized and where the common goals is to do what is best for the individual.

Blaming one another or conflict among team members

(1) Use solution focused language “How can we solve this problem together;” (2) use language that focuses on the future “today is a fresh start;” (3) avoid language that makes situations personal or attributes blame to any one person; (4) when conflict arises mediate it quickly and refocus everyone on the common goal of doing what is best for the individual

Step Two

Gather Information



Step 2: Gather Direct and Indirect Information

At the end of the initial team meeting (began in step 1) the team should develop a plan for how they will proceed with collecting direct and indirect information about the environment and the specific behaviors of concern. Indirect information is information that is collected through records reviews, interviews and checklists, and typically reflects people's opinions about what is happening. Direct information takes the form of data (e.g., frequency and duration) that are collected during direct observations of the individual in settings where unwanted behaviors typically occur. To develop the assessment plan and complete Step 2 of the functional assessment the team should refer to the planning matrix on page ? of Appendix C.

Gather INDIRECT information

When gathering indirect information many teams begin by reviewing past and current records for information about previous interventions, setting events, and environmental events related to past occurrences of behavior.

In addition to a record review, the team will want to gather information from all of the people who have significant interactions with the individual during the course of a day/week. Typically, information is collected either by talking directly with the person and/or providing him/her with an assessment form to complete. Appendix D provides samples of indirect assessment tools that can be distributed. Because behavior is context specific, team members might notice that some circumstances influencing behavior might vary situation to situation. For example, when working with Mrs. Barone, Elaine will throw materials when asked to perform a task, but not with Mr. Henderson. When distributing the assessment tools, ask respondents to provide as much detail as possible. When making a plan to collect indirect information record the person(s) responsible and a date for completion.

Gather DIRECT observation information

When selecting observation tools, consider the type of behavior you are observing. Generally, there are two types of behaviors: *behaviors you can count and behaviors you can time*.

Behaviors you can Count

Behaviors you can count, also called simple discrete behaviors, are behaviors that you can see a discrete start and end to (e.g., throwing a plate). Simple discrete behaviors can occur as a single behavior or a group of behaviors. For example, a child may cry, scream, throw objects, and hit during the same incident. Although these behaviors look differently they occur as a group and are functionally interchangeable. Event recording forms are typically used to collect data on simple discrete behavior (i.e., you can count each event). These forms include tally or frequency counts and scatterplots. The goal of event recording forms is

to provide you with a number of behavior incidents that occurred during a specified period of time. A typical frequency count observation form would look like this:

Name:				
Definition of Behavior:				
Setting/Activity:				
Monday	Tuesday	Wednesday	Thursday	Friday
////////	////	///	////	////
Total: 8	Total: 5	Total:	Total: 6	Total: 5

When you want to take data on the most and least likely times that a behavior is occurring scatterplot forms are the best option. Scatterplot forms are easy to use and involve plotting occurrences of behavior across routines and days. A typical scatterplot would look like this:

Name:											
Setting/Activity:			Start Date:				End Date:				
Behavior Key:			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity											
Total:											

Frequency counts and scatterplots are useful when the behavior occurs often enough to demonstrate a pattern. When behaviors occur infrequently, but are of sufficient intensity to warrant collecting data (e.g., public stripping) an anecdotal recording form may be the best option. Anecdotal recording forms or A–B–C forms provide a narrative description of the events occurring before and after a behavioral incident. The key to collecting useful anecdotal data is providing a description of the events in observable and measurable terms. Useful anecdotal narratives will describe exactly what the recorder saw and *not* a subjective interpretation of the events. The following are good and poor examples of anecdotal data.

Good example of an anecdotal description

Poor example of an anecdotal description

Behaviors you can time

Not all behaviors lend themselves to being counted however. Some behaviors are better captured through descriptions of time. When using time as a measure the team typically relies on observation tools that allow them to capture the duration a behavior lasts (e.g., rocking), the presence or absence of a behavior (e.g., off task) during a given period of time, and or the latency between a given cue or environmental event (e.g., amount of time it takes to initiate a task following a prompt) and the person’s response.

When collecting information about how long a behavior last (i.e., duration) the team will need to decide whether they are observing a behavior that last for a continuous period of time (e.g., humming) or a behavior that occurs at high rates in a given period of time. Behaviors that occur at high rates, although countable, are often hard to capture using event recording observation forms. It is often easier to measure how long an incident lasts. For example, Suzette will poke her eye in excess of 40 times in a two-minute period of time. In place of a tally, the team could time how long the incident lasts from the first time she pokes her eye to the last time she pokes her eye (or attempts to poke her eye). This may be particularly helpful with a behavior that has the potential for injury, such as eye poking, because often caregivers will block the attempt to prevent the person (or others) from getting hurt. For example, teachers working with Suzette would not let her just sit there and poke her eye while they timed it. Instead, they would likely block her arms so that she would not injure herself. By timing when the incident started and when Suzette stopped making attempts (as hopefully blocking would be effective to prevent injury) to poke her eye, the team can get a measure for how long the behavior lasted. When measuring duration, the team may use an observation form that looks like this:

Name: _____ Date: _____ Setting: _____

Behavior: _____

Occurrence/Episode	Activity	Duration (in minutes and seconds) of behavior
1		
2		
3		
Total Duration		

A second option when measuring behaviors you can time is interval recording. Interval recording will generate information about the percentage of intervals within a specified period of time that the behavior(s) was present or absent. When using an interval recording method, the first step is to determine the period of time the observation will occur. For example, an IEP team may want to know what percentage of time a student is off task during math class. The team would determine that the class last 42 minutes and then break the 42 minutes into

brief intervals of equal length (e.g., 252 -10 second intervals). Next the team would decide what they are going to count as presence or absence of the off task behavior.

Three methods are available when deciding about the presence or absence of behavior when using interval recording: partial interval, whole interval, or momentary time sampling. When using partial interval, the team would score the presence of off task behavior if at any given point during the interval (i.e., part of the interval) if the behavior was present (e.g., the student were off task), even if it only lasted 3 out of the 10 seconds. When whole interval recording is used, the observer only records the presence of a behavior if it occurred the entire interval. When using momentary time sampling, the observer only records whether the behavior was present at a specified period of time (e.g., the last second of the interval).

A third observation option when measuring behaviors you can time is latency recording. Latency recording is helpful when the person is having difficulty responding timely to requests, demands, or cues to initiate. For example, when asked to begin working, Joshua takes between 10 and 12 minutes to start his job. Because of this, his productivity is low and continued employment is at risk. To measure latency, the observer would record the amount of time elapsed (i.e., the latency) between the cue to start work and Joshua’s initiation to engage in the task. The observer may use a recording form that looks like this:

Name:		Date:	Setting:
Behavior Definition:			
Cue/Prompt	Time of Prompt	Time Initiated	Total Elapsed Time

General guidelines for collecting observation data:

When deciding on what observation and recording methods to use consider the following:

1. Select an observation tool/method by asking the following questions about each of the target behaviors:
 - Can you count the behavior? If so choose the event recording such as a frequency count or scatter plot form (see Appendix ?).
 - Do you need to know how long the behavior lasts? If so choose the duration recording form (see Appendix ?).
 - Do you need to know what percentage of intervals a behavior is present or absent in a given period of time? If so, choose an interval recording method (See Appendix?)

- Do you need to know the latency between a demand/prompt and the individual's response? If so, choose the latency recording form (See Appendix ?)
 - Do you need to describe the behavior/situation because it does not occur often? If so choose the anecdotal recording form (See Appendix ?).
2. Determine the persons responsible for conducting observations and a time line for completing them. Develop a schedule using the planning matrix on page # of Appendix ? that includes at least 3 observations across days and times.
 3. Establish an observation schedule based on the individual's current daily or weekly schedule of routines. The team should conduct observations in each of the environments in which the individual spends blocks of time (e.g., home, recreation program, classrooms, work settings). Try to select at least one observation during a time when the individual is successful
 4. Determine the length of the observations. Often it is helpful to record data for an entire routine in one session, however, this may not always be possible. When it is not possible to record data for an entire routine in one session considering dividing the routine into logical subroutines (e.g., dinner preparation, eating dinner, and clearing up after dinner) and then take data on the subroutines over a series of days.
 5. Establish a date for the next team meeting to review the gathered information.

Gathering direct and indirect information is important because it (a) allows for different perspectives about what is happening; (b) gathers specific information about what happens before, during, and after an incident; (c) establishes a baseline; and (d) informs the hypothesis. Once all of the assessment information is collected, the next step is for the team to reconvene and share what they have learned

Strategies for Success: Gathering Information

Possible Pitfalls

Ways to Avoid or Resolve the Pitfalls

Poor follow through/failure to complete tasks

(1) Put the to do list in writing with names and dates; (2) begin every meeting by identifying a note taker and establishing that it is their responsibility to get everyone the minutes with the to do list; (3) speak privately with individuals who demonstrate a pattern of poor follow through to determine what is preventing them from completing tasks and the type of support they need in order to follow through (4) build in a “task completion update” to every meeting agenda.

Resistance to conducting observations

(1) Reassure that it is not an evaluation of the person’s performance; (2) remind that data will help the team to be more effective and efficient in the long run; (3) share responsibility of conducting observations; (4) use simple strategies for collecting information (e.g., putting a paperclip in your pocket and then counting the total at the end of a given period of time).

Lack of skills or knowledge about tools and strategies for gathering information

(1) Have a team member attend a training and then come back to train the rest of the team; (2) use resource manuals to guide implementation; (3) use the TASH resource list to identify someone in your state familiar with PBS; (4) obtain samples of completed assessments

No one wants to volunteer for tasks

(1) Use supportive phrases such as “many hands make light work;” (2) praise and thank people for initiating; (3) validate feelings of being overwhelmed; (4) focus everyone on the long term goals; (5) be honest in saying when you are overwhelmed and feel like you are being left to do everything; (6) directly ask people for their help “Sue could you conduct an observation?”

Step 2: Gather Information about the Environments Where Behavior Occurs

A. Indirect Information. For each person who interacts with the individual and is familiar with the problem behaviors identify how you will gather information about the environment and the nature of behavioral occurrence.

List the people to collect information from	List the tool you will use	Who is responsible for disseminating and collecting the tool?	When will it be completed by?

B. Select a Direct Observation Tool. For each behavior of concern select an observation method/tool that is best matched to the type of behavior you are observing.

List behaviors individually or if they occur together by group	Can you count the behavior? Then choose one of these:	Do you need to know how long the behavior lasts? Then choose one of these:	Do you need to describe the behavior/situation because it does not occur often?
	Scatterplot Interaction observation form Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal recording form
	Scatterplot Interaction observation form Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal recording form
	Scatterplot Interaction observation form Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal recording form

C. Develop an Observation Schedule. Develop a schedule for when the individual will be observed. At least 3 observations across days and times are recommended. Indicate the date and person responsible for conducting the observation.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:
Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:
Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:

Step Three

Summarize and Interpret



Step 3: Summarizing and Interpreting Information Gathered

This step is characterized by dynamic and reflective discussion that enables team members to come to a consensus about the function behavior serves by making connections between occurrences of behavior and the environment. To do this, team members discuss scenarios observed as well as data collected during the observation period. Team members should begin to discover patterns, or variables that are associated with the behavior, such as time of day, day of the week, particular activities or routines, settings or places, certain people, specific instructional strategies, and many, many more.

The team will usually discover that the individual is trying to either get something they want (access) or get out of something (escape). This is referred to as the function of behavior. Getting something you want, or getting out of something you do not want to do, is reinforcing. It is this reinforcement that motivates the individual to continue engaging in the behavior.

It is important for the team to determine (or hypothesize) the functions of the behavior (e.g., escape difficult tasks) and the environmental variables associated with the behavior (e.g., in seat activities, unpredictable schedules of activities). Team members should:

- Discuss possible reasons why meeting that need (i.e., function) may be important to the individual. For example, a student may be trying to escape because the task is too difficult, not challenging enough, or he/she may not understand the directions.
- Write up summary statements (i.e., your hypothesis) that explains the possible function(s) of behavior(s), the conditions or variables contributing to the occurrence of the behavior (antecedents such as verbal instructions or activity schedule) and the maintaining consequences (e.g., reinforced by escaping from a difficult activity). It is common to have more than one hypothesis for the same behavior. For example, Jenny will hit and pinch to escape tasks that are too difficult. She may also hit and pinch to gain attention when in social situations.

To complete Step 3, the team reconvenes and use the planning matrix on page # of Appendix ?. Using the assessment data collected discuss patterns of behavior observed. Team members should discuss individual incidents and identify what happened right before the behavior and how people in the environment responded when behavior occurred. Reflect on each situation and ask if the individual was trying to get out of something (escape) or get something they wanted (access).

When discussing function, consider the extent that the behavior serves multiple functions or a combination of functions. For example, sometimes the behavior may result in attention, while

other times it is escape from a nonpreferred task. In some instances a behavior may result in two functions. For example, when presented with a nonpreferred task, Sally will cry and throw materials. In response, teachers will sit with Sally and talk to her to help calm her down. This results in Sally and the teacher engaging in conversation for 5 or more minutes. In this example, initially, the behavior served the function of escaping from a nonpreferred task, but it also resulted in access to preferred teacher attention.

When discussing possible escape motivated behavior, consider the extent to which the task/demand/activity is delayed or demands are reduced. Often times, behavior does not result in a complete removal of the nonpreferred event but may result in a delay of the demand or a reduction in demands (e.g., eating one more bite instead of finishing all the green beans).

Strategies for Success: Summarizing and Interpreting the Information Gathered

Possible Pitfalls

Ways to Avoid or Resolve the Pitfalls

Team members are having a hard time making sense of all the information they have gathered

(1) Reassure one another that you can figure it out together; (2) use the TASH state resource list to identify someone who may be able to help you; (3) identify another person in your district who may be able to help or provide guidance; (4) focus on one behavior at a time; (5) reflect on the strengths based profile to make connections between life quality/preferences/needs and what is happening.

Team members disagree about function and or environmental influences

(1) “Test” out your hypothesis by setting up contrasting situations to see how the individual responds and to confirm the correct hypothesis. For example, if there is a hypothesis that the behavior is associated with difficult tasks, alternate more and less difficult tasks and note changes in behavior.

A superficial or incomplete explanation of function/environmental influences is developed

(1) Encourage the team to keep asking why – “We agree that she uses this behavior to try to get out of work, but I wonder why she does not want to do the work. Could it be too difficult or maybe she does not like that type of activity? Or could it be that it is too early in the morning to do it?”

There is resistance to the concept of function and or environmental influences

(1) Remind one another that behavior is just another form of communication; (2) validate that the behavior is purposeful, but not to “get at” or “upset “ anyone; it is a way to meet a need the individual has; (3) share success stories from other situations in the district, agency, or state.

Step 3: Summarize and Interpret the Information

2nd Team Meeting Date:

Persons Attending:

Under what conditions is the behavior most likely to occur? (Antecedents and Setting Events)	What does the individual do? (Behavior)	In order to Escape?	In order to Gain Access?
		<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other
		<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other
		<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other

Designing Behavior Support Plans

Once the team forms an understanding of the function of behavior and the variables associated with the behavior, the next step is to design and select strategies to support the individual. Effective support plans are those that are implemented consistently and should include strategies that “feel good” to use, match the function of behavior, and result in desired outcomes beyond just reducing/eliminating behavior. The most effective support plans are based on the hypothesis of the function the behavior serves and uses combinations of strategies to address all aspects of the situation. A good positive behavior support plan should be largely **proactive** rather than reactive.

The support plan should address ways to change the person’s environment, reduce stressors, communicate needs in an alternative and acceptable manner, and in general make the person’s life better (from his/her own point of view). When a good functional assessment is done and the team is able to identify and address the functions of a behavior, the behaviors will occur less often because the person’s life has improved and he or she has the skills to make their needs known in more appropriate ways. While the plan needs to include what team members will do after the behaviors occur (i.e., consequences of the behavior), an effective plan will require far less attention paid to what to do in response to the behaviors than what to proactively do to reduce the likelihood of the behavior occurring in the first place.

Step Four

Develop Support Strategies



Step 4: Designing and Implementing Support Strategies

Recall, that during the functional assessment we asked you define behaviors in terms of four levels of escalation (calm, precursor, agitated, and calming down). As the plan is developed, the team will need to ask themselves what strategies will be needed at each phase of escalation. Since the most effective plans are those that are proactive, emphasis should be placed on strategies that occur prior to problem behavior (i.e., when the individual is calm and when they begin to exhibit precursor behaviors). By doing this, you are more likely to prevent behavior from occurring and thus rely less on reactive or safety emergency strategies. To develop the plan, first select one of the hypotheses explaining the function of behavior. Next, for each phase of escalation ask:

What strategies are needed to prevent behavior from occurring?

Develop **antecedent strategies** (changes in what will be done before behaviors occur), such as giving more choices, providing visual prompts instead of verbal prompts, or changing a child's seat. Antecedent strategies require the environment to change in ways that better match the individual's needs, strengths, and interests.

What skills can the person learn that are useful, relevant, and replace the problem behavior?

Identify **alternative skills** and develop instructional strategies that replace problem behavior with socially appropriate alternatives. Once the individual learns the alternative skills he/she is more prepared to handle situations that may previously have triggered the difficult behavior. For example, John got frustrated after long periods of work. He used to throw things or turn over the table to escape the situation that he found aversive. Once team members taught John how to use the sign for "break" and allowed him to take a break, John no longer needed to create a disruption to meet his need.

What strategies are needed to respond to occurrences of appropriate or desired behaviors?

Develop **strategies to reinforce/attend** to appropriate behavior (e.g., praise sitting down at the table and eating with family or honoring a communication request).

What strategies are needed to respond to unwanted behavior?

Develop strategies that keep the individual and others safe (e.g., offering calm down choices) while at the same time minimizing the amount and intensity of response from people in the environment.

What strategies are needed to improve relationships and belonging?

Develop strategies that focus on improving key **quality of life** needs and desires.

As the team proceeds through each phase of escalation, you will notice that the emphasis shifts from proactive to reactive strategies. When the individual is calm and on task, the focus of the intervention should be on applying environmental interventions to prevent occurrences of problem behavior, teaching replacement skills, and reinforcing appropriate behavior. When the individual is in a state of agitation, emphasis is now on prompting use of alternative skills and using strategies to effectively respond to behavior and keep the individual safe.

BEHAVIOR SUPPORT PLAN
Persons Attending

3rd Team Meeting Date:

What will you do when Jeremy is calm and on task?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

What will you do when Jeremy begins to exhibit precursor behavior?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

What will you do when Jeremy is agitated?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

What will you do when Jeremy is calming down?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

Strategies for Success: Designing and Implementing Support Plans

Possible Pitfalls

Ways to Avoid or Resolve the Pitfalls

Team members do not know how to design a plan that uses combinations of strategies

(1) Review samples; (2) find a local resource to help guide you; (3) attend a training; (4) use TASH's positive approaches resource list to identify someone from your state familiar with PBS

Team members are relying on "standard" practices and are not individualizing based on function or context of behavior

(1) Always question how the strategies meet or are consistent with the function of behavior; (2) continue to ask "What can we do before the behavior is likely to occur so we do not have to react all the time?"; (3) continue to ask "What alternative replacement skills can we teach so he or she does not have to resort to the problem behavior to communicate?"

Team members are placing too much emphasis on reactive strategies and not enough emphasis on prevention or teaching alternative skills

(1) Remind one another that it is easier to avoid problems using preventative strategies than to respond when behavior occurs; (2) continue to ask "What can we do before so we do not have to react all the time?"; (3) continue to ask "What alternative replacement skills can we teach so this is not an issue for the individual?"

Strategies suggested do not "feel right" to use or you think the individual will not like them

(1) Keep brainstorming; (2) look for another way to approach the situation; (3) do not agree to use the strategy if you know you will not follow through – better to say "no" up front; (4) advocate on behalf of the individual "I don't think Jamil will feel okay with this, I think it will make him feel like he has to earn all of his favorite things."

Team members want to vote on strategies rather reach consensus

(1) Remind team members that everyone has to be comfortable with the strategies selected; (2) talk about the reasons why some members may not want to implement a particular strategy and then brainstorm ways to make it acceptable.

Step Five

Ongoing Evaluation



Step 5: Ongoing Evaluation of Effectiveness and Meaningfulness

Once the support plan is developed, the next step is to ensure there is a systematic method for evaluating how effective the strategies are and the extent that the plan is achieving outcomes that are meaningful to team members and most importantly, to the person him/herself. Sometimes our first efforts, although informative, are not effective. It is critical that we know this, and change our strategies in a timely way. To evaluate effectiveness and meaningfulness, team members should:

Develop a regular meeting schedule

The team should meet more often initially (e.g., every other week, or if the behavior is dangerous multiple times each week) and then adjust the schedule to less frequent times as improvements are noted.

Stay attentive to emerging situations and any return of problem behavior (even at low rates)

Often, even when a support plan is effective behavior may never disappear completely or may return at higher rates. This could happen because changing circumstances in the individual's life may serve as new triggers for behavior or because there are inconsistencies in how support strategies are being applied.

Implement strategies consistent with the plan

Routinely check to determine if support strategies are being consistently implemented as designed in the plan. This is called "treatment integrity" or "treatment fidelity." When behavior is no longer occurring, we have a tendency to forget about implementing the strategies that caused the reduction in the first place. It is akin to stopping your antibiotics because you feel better. For a period of time the individual will likely continue to engage in no or very minor occurrences of behavior. Over time though, if the support strategies are not implemented you will begin to see a return in problem behavior. By routinely checking the quality of treatment fidelity the team can help avoid drifts in implementation and the return of problem behavior.

Stress improvements in life quality

Question the extent the support plan is having an impact on the person's quality of life, not just reductions in behavior. Do the strategies result in positive changes in the individual's life such as inclusion at school, keeping a preferred competitive job, or making friends? Reducing problem behavior is important, but equally important is improving the life quality

circumstances that contribute to problem behavior in the first place. Without such changes, the need (i.e., function) will persist and the return of problem behaviors is inevitable.

Celebrate accomplishments big and small

Celebrate one another and your hard work; celebrate the individual and his/her successes

Strategies for Success: Ongoing Evaluation

Possible Pitfalls

Ways to Avoid or Resolve the Pitfalls

The support strategies were not effective

(1) Go back and reflect on the information gathered to determine if the hypothesis of behavioral function and associated environmental variables was correct; (2) conduct a brief test to validate the hypothesis by setting up contrasting situations; (3) reflect on how well the strategies meet the function and teach appropriate and effective alternative skills. For example, learning anger management skills is important but does a taking deep breath get you out of an unpleasant task?

Team members are resistant to meet because everything is going well

(1) Remind one another that the best way to catch problems before they spiral into crisis is to have ongoing communication; (2) readjust the meeting schedule to more convenient times; (3) use alternative forms of communication such as a weekly email updates.

Team members have drifted from how the support plan is designed

(1) Remind one another that the support strategies are what reduced the behavior problems and not implementing them as designed will only result in future occurrences of behavior (even if that is not happening right now); (2) schedule times for monitoring "implementation fidelity."

New occurrences or patterns of behavior have emerged

(1) Rule out that occurrences of behavior are not the result of drifts in procedure implementation; (2) go back to the original functional assessment information to see whether the new patterns of behavior are consistent with or different from the original patterns – remember that the way a behavior looks (e.g., hitting verses pinching) can change but the underlying function can remain the same; (3) start the process over beginning with collecting data and discussing why you think the behavior is occurring.

Problem behavior has improved but there is no real change in alternative skills or the person's quality of life

(1) Determine if the person has learned a skill different than the alternative that is appropriate and meeting their needs; (2) if the person has not already learned an alternative skill then identify and teach an appropriate alternative skill; (3) assess the status of the person's quality of life to determine steps to help them attain desired outcomes. Be careful of reductions in behavior that do not have accompanying quality of life changes as improvements are likely temporary and a return of problem behavior is highly probably.

Summary

Positive Behavior Support is an orientation that focuses on reducing problem behavior by understanding the meaning of the behavior and the context in which the behavior occurs. Functional behavioral assessment (FBA) is an important component of developing effective and respectful behavior support strategies that not only aim to reduce problem behavior, but has as its goal to improve the quality of life for individuals with problem behavior.

PBS is a dynamic process that is guided by five key steps: (a) creating a strengths based profile of the individual, (b) gathering direct and indirect information (data), (c) summarizing and interpreting information gathered, (d) designing and implementing support strategies, and (e) conducting ongoing evaluation of the effectiveness and meaningfulness of our support strategies.

Creating effective and meaningful supports for individuals engaging in challenging behavior can be complicated. However, by “listening” to problem behavior and considering the underlying message the individual is trying to communicate, team members can work together to develop effective, respectful and responsive environments that lead to meaningful and durable behavior change.

Ten Suggestions for Supporting One Another

1. Celebrate one another and your accomplishments
2. Take turns cheerleading – every team needs someone who can keep you motivated and moving forward
3. Share personal aspirations and remind one another of the individual's personal aspirations
4. Listen to one another and respect differing opinions
5. Set up a strong system for organization and communication
6. Share responsibility – offer help
7. Create a climate of trust where expressing ideas and asking for help is risk free
8. Adopt a common vision for the future and use this vision to guide all decision making
9. Adopt a quest for always understanding why behavior is occurring
10. Brainstorm in the absence of can't's and but's.

Suggested Readings and Resources

Bambara, L.M. Dunlap, G., & Schwartz, I.S (2004). *Positive Behavior Support: Critical Articles on improving practice for individuals with severe disabilities*. Austin, TX: PRO-ED Inc and TASH.

Janney, R., & Snell, M.E. (2000). *Behavior Support*. Baltimore, MD: Paul H. Brookes Publishing Co.

Journals

Journal of Positive Behavior Interventions. Austin TX: PRO-ED Inc.

Research and Practice for Persons with Severe Disabilities. Baltimore, MD: TASH.
consensus about the specific behaviors of concern, and (e) helps to build trust among team members.

Websites

www.pbis.org

www.njpbs.org

www.bridgesforkids.org

<http://flpbs.fmhi.usf.edu>

www.apbs.org

www.challengingbehavior.org

www.beachcenter.org

Appendix A

PBS Team Planning Agenda

PBS Team Meeting Agenda Form

Date Completed	Planning Steps
Conduct a Functional Behavior Assessment	
<i>Initial Team Meeting to Discuss Context Information and Plan the Assessment</i>	
Next Meeting Date:	<p>A team of people important to the individual came together and:</p> <ul style="list-style-type: none"> ▪ Developed a strengths based profile including: <ul style="list-style-type: none"> ○ A long range vision including desired outcomes for the individual ○ Fears and concerns ○ Strengths and preferences ○ Important people in the individuals life ○ Skill deficits contributing to problem behavior ○ Current or past life events pertinent to problem behavior ○ Known or suspected medical or sensory issues ○ Known or suspected setting events ○ An operational definition of the problem behaviors ○ Antecedents and consequences associated with occurrences of behavior ▪ Developed an assessment plan including: <ul style="list-style-type: none"> ○ Important people to interview or ask to fill out an assessment form ○ Times and strategies for conducting observations ○ Determined time lines and people responsible for completing each of the tasks identified ▪ Planned a second team meeting data to review the assessment information gathered
<i>Summarize and Interpret the Assessment Information</i>	
Next Meeting Date:	<p>Team members reconvened and brought with them all of the assessment data collected. The team summarizes the information and:</p> <ul style="list-style-type: none"> ▪ Using the data collected, individual occurrences of behavior, the antecedent and consequent events associated with each occurrence were discussed. ▪ Possible setting events (e.g., medical issues, tiredness, earlier incident, etc.) contributing to individual occurrences of behavior were considered. ▪ Taking into considering possible setting events, antecedent triggers, and consequence responses, the team discussed each occurrence of behavior and asks themselves if the individual was trying to get something he/she wanted (access) or get out of something he or she did not want (or want to do) (escape/avoidance). ▪ Once the team agreed on a probably function of behavior (i.e., access or escape) a hypothesis statement was written. ▪ The team continued this discuss until all possible hypotheses were exhausted, agreed upon, and written ▪ A third meeting was scheduled to develop behavior support strategies

Develop and Implement Support Strategies

Designing Support Strategies

Next Meeting Date:	<p>The team reconvened and for each hypothesis:</p> <ul style="list-style-type: none">▪ Identified and clarified antecedent strategies to prevent the occurrence of unwanted behaviors.▪ Identified and defined alternative skills to teach the individual to replace unwanted behaviors and provide him/her with a socially appropriate alternative to meet his/her needs▪ Developed an instructional plan to teach alternative skills▪ Identified and clarified strategies, including crisis strategies, for responding to occurrences of unwanted behavior▪ Identified and clarified strategies for responding to occurrences of desired behavior and newly learned alternative skills▪ Identified and clarified strategies to promote broader quality of life changes such as increases peer networks, inclusion, living or working arrangements, etc.▪ Developed a plan to train people who work with the individual how to use the plan▪ Determined a method for ongoing data collection▪ A fourth meeting was scheduled to monitor the implementation of support strategies
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Ongoing Monitoring of Support Strategies

	<p>The team reconvened to monitor implementation of support strategies including:</p> <ul style="list-style-type: none">▪ Celebrated successes and accomplishments▪ The extent that data being collected adequately captures the kind of information needed to make decisions about the effectiveness of support strategies▪ The extent that support strategies are working and whether changes or modifications in strategies are needed▪ The extent that support strategies are being implemented as designed▪ The extent that decreases in unwanted behavior and increases in desired are being observed▪ The extent that the individual is experiences positive changes in quality of life beyond just decreases in problem behavior (e.g., more opportunities for inclusion, increases peer network, etc.)▪ The team identified dates for an ongoing meeting schedule to monitor implementation of support strategies
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Appendix B

PBS Parent Checklist

Positive Behavior Support Parent Checklist

Was team planning used?

- A team was assembled that included:
 - myself and other important family members
 - people who work directly with my family member
 - someone with expertise to guide the team
 - someone who can support and authorize decisions made by the team
- I had input into who would be on the planning team
- I was given sufficient notice about the time, location, and purpose of the meeting
- I received a copy of the notes following the meeting

Was a functional behavior assessment conducted?

- I was interviewed
- People important to my family member were interviewed
- Observation data were collected across days of the week
- Observation data were collected across settings and times
- Observation data were collected during times typical for problem behavior and during times when the individual is successful
- Observation data collected included information about what happened right before the behavior occurred (antecedents), the behavior itself, and what happened right after the behavior (consequences/responses of people in the environment)
- Observation data were summarized and graphed
- Summary statements (also called hypothesis statements) for each function of behavior, or for each behavior, were developed
- When developing the summary statements, the team considered environmental influences (e.g., what people in the environment were doing) and medical or neurological influences (e.g., seizures).
- I participated in discussions to develop hypothesis statements
- A final report of information from the functional behavior assessment was developed and contained sufficiently descriptive information to plan for intervention strategies
- I received a copy of the functional behavior assessment summary
- My input and the input of other people important to my family member were incorporated into the final report
- As needed, the report was modified to incorporate additional information, make clarifications, or correct erroneous information

Was a behavior support plan developed?

A behavior support plan was developed that included:

- the individual's preferences, desires, and interests
- things to change in the environment, including the behavior of other people
- identification of new or alternative skills to replace unwanted behavior, including the development of communication skills
- strategies to reinforce appropriate behavior and newly learned alternative skills
- strategies to respond to occurrences of unwanted behavior including de-escalation/calm down strategies
- strategies to address emergency situations, if needed to keep the individual and others safe
- I feel comfortable with the strategies developed
- There is a relationship between the plan and the hypothesis statements
- All pertinent people have been trained to implement the plan
- I had input into the development of the plan
- The plan is incorporated into my child's individualized education program (IEP) (for school age children only)

Is the plan being monitored and evaluated?

- There is a schedule for ongoing meetings to evaluate progress
- We came up with a plan for ongoing communication between meetings
- I am aware of who to contact if I have concerns about plan implementation
- Criteria to evaluate the effectiveness and meaningfulness of the support plan were developed
- Evaluation criteria include consideration of the individual's happiness, satisfaction, and self-esteem
- I am comfortable with the criteria to evaluate success of the plan
- Data of occurrences of behavior, including positive behaviors such as newly learned alternative skills are being collected, graphed, and used during meetings to evaluate progress
- As needed, the plan is being modified based on a review of the data being collected

Are behavior problems continuing to occur?

- I am being informed of behavior problems that continue to occur following implementation of the plan
- I am being notified within 24 hours when safety emergencies (e.g., removal from a typical area or restraint to prevent injury) occur
- A meeting is convened within 48 hours of a serious crisis (e.g., removal from a typical area or restraint to prevent injury) to discuss what happened, evaluate the behavior support plan, the safety procedures and make necessary modifications
- The next steps and resources available have been explained to me in the event that there is insufficient progress

Appendix C

**Functional
Assessment
Summary Worksheet**

FUNCTIONAL BEHAVIOR ASSESSMENT SUMMARY WORKSHEET

Name: Jeremy

Team Meeting Date:

Persons Attending:

- A. What are key long term outcomes the team would like to see for Jeremy?**

- B. What are the team's biggest concerns and fears for Jeremy?**

- C. What are Jeremy's strength's, preferences, and learning style?**

- D. Who are important people in Jeremy's life?**

- E. What are important current or past life events for Jeremy?**

- F. What setting events (e.g., medication changes, illness, etc.)are suspected of being problematic for the individual?**

Step 2: Gather Information about the Environments Where Behavior Occurs

G. Indirect Information. For each person who interacts with the individual and is familiar with the problem behaviors identify how you will gather information about the environment and the nature of behavioral occurrence.

List the people to collect information from	List the tool you will use	Who is responsible for disseminating and collecting the tool?	When will it be completed by?

H. Select a Direct Observation Tool. For each behavior of concern select an observation method/tool that is best matched to the type of behavior you are observing.

List behaviors individually or if they occur together by group	Can you count the behavior? Then choose one of these:	Do you need to know how long the behavior lasts? Then choose one of these:	Do you need to describe the behavior/situation because it does not occur often?
	Scatterplot Interaction observation form Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal recording form
	Scatterplot Interaction observation form Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal recording form

	Scatterplot Interaction observation form Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal recording form
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I. Develop an Observation Schedule. Develop a schedule for when the individual will be observed. At least 3 observations across days and times are recommended. Indicate the date and person responsible for conducting the observation.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:
Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:
Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:	Date: Observer:

J. What are the specific behaviors of concern?

What does Jeremy Look Like When:	Provide a Measurable and Observable Definition of Each Behavior
He is calm and on task	
About to get upset (precursor behavior)	
Is agitated	
Is calming down	

K. List antecedents and consequences that occur most often before and after problem behavior.

Behavior	Antecedents	Consequences

Step 3: Summarize and Interpret the Information

2nd Team Meeting Date:

Persons Attending:

Under what conditions is the behavior most likely to occur? (Antecedents and Setting Events)	What does the individual do? (Behavior)	In order to Escape?	In order to Gain Access?
		<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other
		<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other
		<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other

Appendix D

Indirect Information Data Gathering Tools

Family Information Assessment

Part 1: Please tell us a bit about _____

1. Using one or two words provides some descriptors of _____.
2. What are _____ strengths?
3. What are _____ preferences?
4. What makes _____ happy or content?
5. What makes _____ unhappy or upset?
6. Is _____ taking any medication? If so what medication and what is it for?

7. Does _____ have any medical issues or problems? If so what are they?

8. Typically, how does _____ communicate their wants and needs?

Part 2: Routine Assessment

Typically Daily Routine	What behaviors typically occur?	What typically happens right before the behavior occurs?	What do you do to stop the behavior or calm him/her down?	How does he/she calm him/herself down?	Is this a preferred routine?

Functional Assessment Interview Tool (FAIT)

The purpose of this tool is to help team members organize their thought prior to attending the team meeting. Please complete each section to the best of your knowledge. It is often helpful to look over the contents of the tool and then observe the individual for a couple of days to see if particular events begin to stand out.

1. What are the individual's strengths, preferences/Interests, and learning style?

Strengths
Preferences/Interests
Learning Style

2. What are the problem behaviors of concern? Describe the behaviors in terms of what the behavior looks and sounds like.

Problem Behavior	What it looks/sounds like	Intensity High - Medium - Low

3. What events tend to precede occurrences of problem behavior? Check all that apply.

- Difficult or new task
- Nonpreferred task/activity
- Lacks prior knowledge/skills
- Group or partner work
- Independent work/activity
- Multi-step task or direction
- Demand made of the individual
- Expectation to self-manage time or task
- No one interacting with the individual
- Not sure what to do/what is expected
- Could not locate materials/desired item
- Expected to initiate independently
- Transition between activities
- Cue to end/start an activity
- Very structured activity or setting
- Unstructured activity or setting
- Change in schedule or routine
- Limited opportunities to make choices or decisions
- Desired activity interrupted
- Denied access to a desired activity
- Excessive visual or auditory stimuli
- Directive comments made toward the individual
- Received criticism
- Recent conflict with another person
- Emotionally stimulating situation (either positive or negative)
- Other:
- Other:

4. How do others in the environment respond when problem behavior occurs? Check all that apply.

- No response (i.e., no eye contact, verbalizations, gestures)
- Sent out of the room/area
- Did not complete task or demand required
- Redirected
- Reprimanded
- Provided with assistance to complete assignment or task
- Peers laughed or encouraged, scolded/jeered/responded angrily
- Other:

5. What types of outcomes are present as a result of the problem behavior? Check all that apply.

- Did not complete work or demand required
- Delayed completion of task or demand required
- Suspended from school/fired from job
- Provided access to a desired event or activity
- Lost points or privileges
- Other:
- Other:

6. Why do you think the individual engages in the problem behavior? Check all that apply.

Is the individual engaging in the problem behavior to get out of something?

- Escape work tasks or demands
- Escape situations that are perceived unpleasant or nonpreferred
- Escape situations where the student does not know what to do
- Escape situations where the student is not motivated to participate
- Escape situations where the student lacks the skills to respond appropriately
- Other:
- Other:

Is the individual engaging in the problem behavior to get something?

- Gain access to attention
- Gain access to validation
- Gain access to preferred events or situations
- Other:
- Other:
- Other:

7. At this point in time, what are your top priorities for intervention planning?

Some version of a student/person directed interview?

Appendix E

Direct Observation Data Gathering Tools

Antecedent-Behavior-Consequence Frequency Count

Date:				Observer:					Activity:												
Antecedents									Behaviors					Consequences And Responses					For the Entire Activity Keep a Tally		
Things he/she might want to get out of				Things he/she might want															Negative Comments	Positive Comments	
Task	Demand	Transition	Activity	Activity	Item	Person	Privilege							Verbal Redirection	Removal or Task/Activity	Removal from Area	Physical Redirection	Peer Response			

A-B-C Recording Form

Date	Antecedent	Behavior	Consequence

Appendix F

Behavior Support

Plan

BEHAVIOR SUPPORT PLAN

3rd Team Meeting Date:

Persons Attending

What will you do when Jeremy is calm and on task?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

What will you do when Jeremy begins to exhibit precursor behavior?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

What will you do when Jeremy is agitated?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior

What will you do when Jeremy is calming down?

Antecedent Strategies	What Jeremy is Doing?	Alternative Skill Instruction	Strategies to Respond to Appropriate Behavior	Strategies to Respond to Unwanted Behavior