# Basic Functional Behavior Assessment/Positive Behavior Support Plan

## Basic Student Information

**Student:** _____  **Date:** _____

**School:** _____  **Medications:** _____

**Parent(s):** _____  **Parent Phone:** _____

**Caseload Teacher:** _____  **Date of next PBSP review meeting:** _____

## Team Members

**Teacher:** _____  **Special Education Teacher:** _____

**SSW/Psychologist:** _____  **Administrator:** _____

**Parent:** _____  **Student:** _____

**Other:** _____  **Other:** _____

**Other:** _____  **Other:** _____

## Data Collection Checklist

| Indirect | Initials/Date | Direct | Initials/Date |
|---|---|---|---|
| ☐ Record Review | | ☐ Consultation Observation | |
| ☐ Behavioral Logs/Disc. Reports | | ☐ ABC Data Collection | |
| ☐ Structured Interviews | | ☐ Staff Direct Observation | |
| ☐ Rating Scales: | | ☐ Other Directed Data Collection: | |
| ☐ Reports From: | | | |

## Strengths & Successes
(Include students preferred areas on interests, activities, classes, relationships, make sure to include behavioral, academic & social strengths)
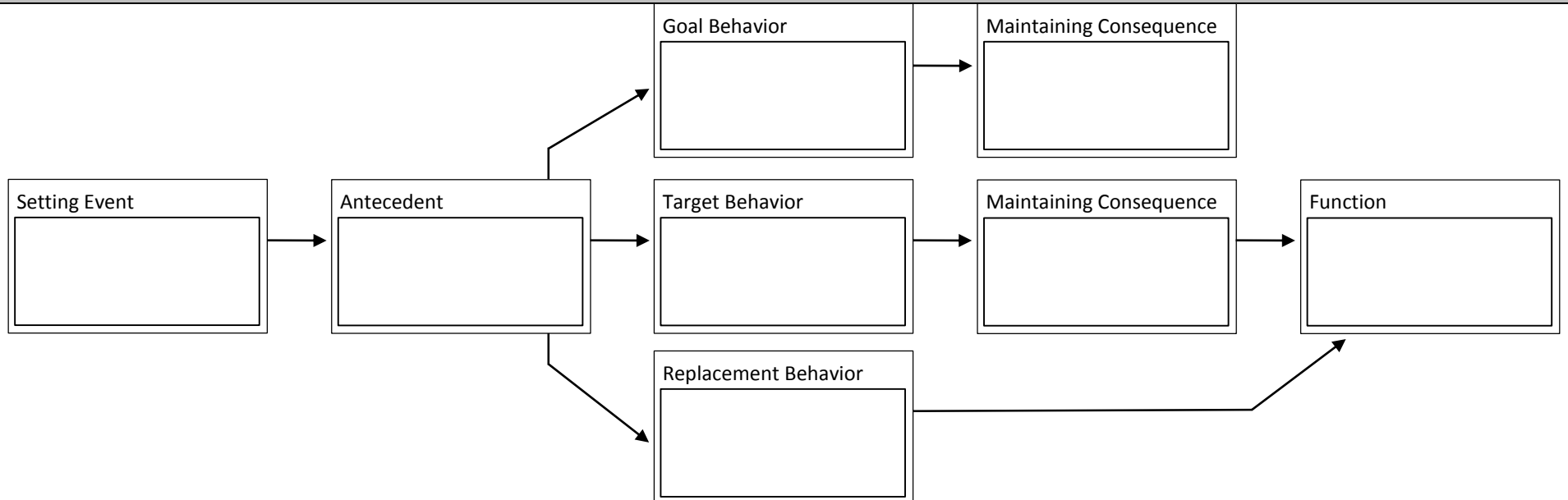
## Target Behavior Identification (Prioritized)

1.

2.

3.

| Previous School-Based Interventions & Strategies for Target Behaviors | | |
|---|---|---|
| **Previous School-Based Intervention/Strategy** | **When** | **Student Response** |
| | | |

| Specification/Operational Definition (include baseline data) | | | | |
|---|---|---|---|---|
| **A**<br>**What is happening before the behavior occurs?** | | **B**<br>**Describe the target behavior & how often it occurs.**<br>**(frequency, intensity, & duration)** | **C**<br>**What happens after the target behavior occurs?**<br>**What is the response from staff, peers, etc.?** | |
| **Setting Event** | **Antecedent** | | | |
| 1. | | | | |
| 2. | | | | |

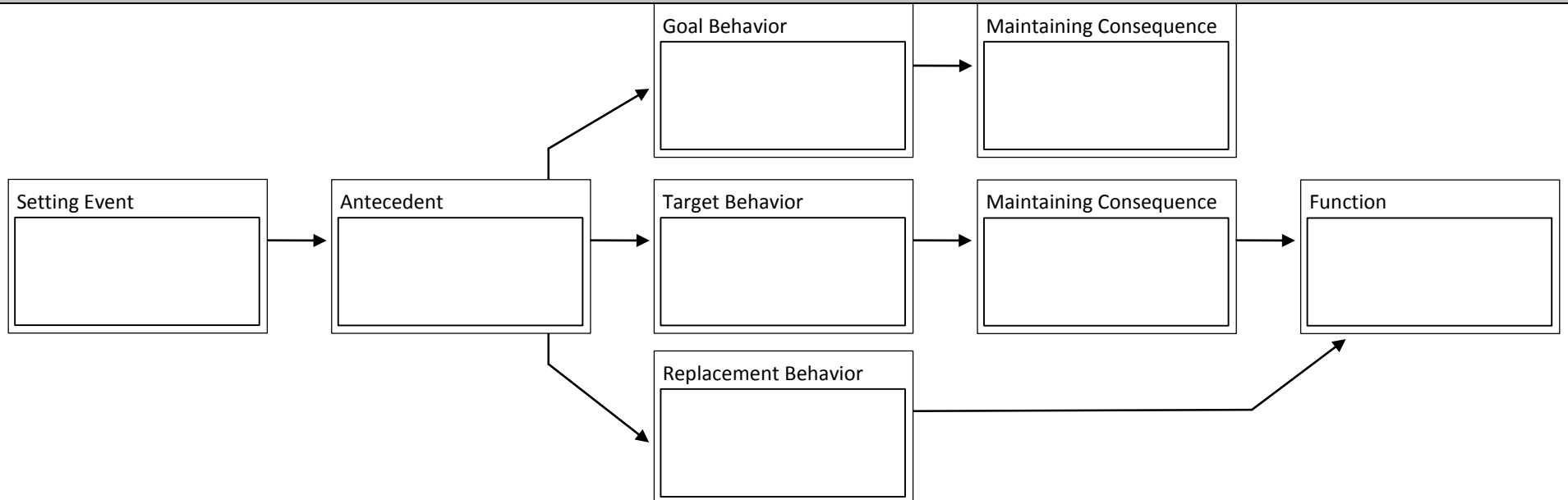| Hypothesis Statement |
|---|
| **When [this] occurs [antecedents/setting events],**<br>**The student does [this] (describe the behavior),**<br>**In order to get or avoid [this] (function of the behavior).**<br>(Be sure to include other relevant factors that may be having an impact on the behavior.) |
| 1. |
| 2. |

## Competing Pathways for Target Behavior:

```
                              ┌─────────────────────┐      ┌─────────────────────┐
                              │ Goal Behavior       │      │ Maintaining         │
                              │                     │ ───► │ Consequence         │
                              │                     │      │                     │
                              └─────────────────────┘      └─────────────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Setting Event│   │ Antecedent   │   │ Target       │   │ Maintaining  │   │ Function     │
│              │──►│              │──►│ Behavior     │──►│ Consequence  │──►│              │
│              │   │              │   │              │   │              │   │              │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘

                              ┌─────────────────────┐
                              │ Replacement Behavior│
                              │                     │
                              │                     │
                              └─────────────────────┘
```

## Brainstorming Interventions & Strategies

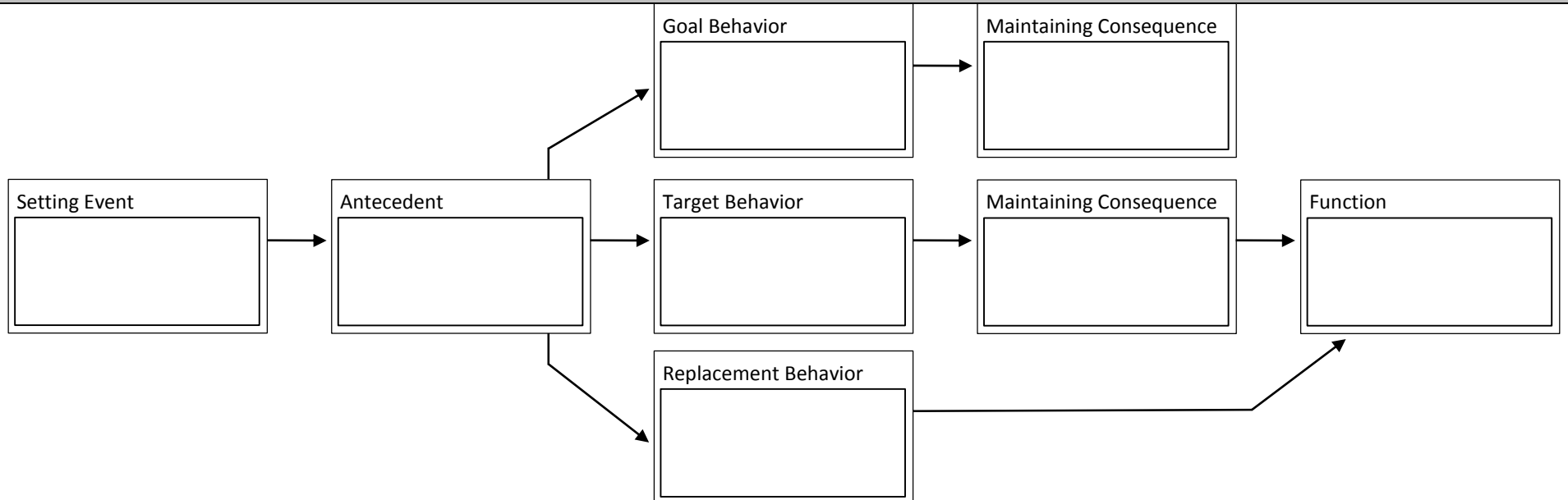| A | | B | C |
|---|---|---|---|
| **Setting Event Strategies** | **Antecedent Strategies** | **Teaching Strategies** | **Consequence/Response Strategies** |
| Prevention: How will staff adapt the environment to reduce or eliminate setting events & antecedents? May be permanent or temporary. Examples include: PBIS classroom management, accommodations and modifications to work, communication with medical personnel, visual strategies, sensory diet, etc. | | Teaching: What skills can be taught to replace or meet the same function as the student's target behavior? | Response: How will staff respond effectively & consistently in order to support positive behavior and reduce the intensity and frequency of the target behavior? |
| | | | |

## Competing Pathways for Target Behavior:

| Goal Behavior | Maintaining Consequence |
|---|---|
| | |

Setting Event → Antecedent

| Target Behavior | Maintaining Consequence | Function |
|---|---|---|
| | | |

| Replacement Behavior |
|---|
| |

## Brainstorming Interventions & Strategies

| A | | B | C |
|---|---|---|---|
| Setting Event Strategies | Antecedent Strategies | Teaching Strategies | Consequence/Response Strategies |
| Prevention: How will staff adapt the environment to reduce or eliminate setting events & antecedents? May be permanent or temporary. Examples include: PBIS classroom management, accommodations and modifications to work, communication with medical personnel, visual strategies, sensory diet, etc. | | Teaching: What skills can be taught to replace or meet the same function as the student's target behavior? | Response: How will staff respond effectively & consistently in order to support positive behavior and reduce the intensity and frequency of the target behavior? |
| | | | |

| Competing Pathways for Target Behavior: | | | |
|---|---|---|---|

**Goal Behavior**

**Maintaining Consequence**

**Setting Event**

**Antecedent**

**Target Behavior**

**Maintaining Consequence**

**Function**

**Replacement Behavior**

| Brainstorming Interventions & Strategies | | | |
|---|---|---|---|
| **A** | | **B** | **C** |
| **Setting Event Strategies** | **Antecedent Strategies** | **Teaching Strategies** | **Consequence/Response Strategies** |
| Prevention: How will staff adapt the environment to reduce or eliminate setting events & antecedents? May be permanent or temporary. Examples include: PBIS classroom management, accommodations and modifications to work, communication with medical personnel, visual strategies, sensory diet, etc. | | Teaching: What skills can be taught to replace or meet the same function as the student's target behavior? | Response: How will staff respond effectively & consistently in order to support positive behavior and reduce the intensity and frequency of the target behavior? |
| | | | |

## PBSP Implementation Action Plan
(Include staff support/training necessary for PBSP implementation)

| What | Who | Start Date | By When | Outcome |
|---|---|---|---|---|
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## PBSP Review Date:
Provide Specific data for each Target Behavior

## Van Buren Intermediate School District

| Basic Positive Behavior Supports Plan |
|---|
| **Basic Student Information** |

**Student:** _____   **Date:** _____

**Caseload Teacher:** _____   **Date of next PBSP review meeting:** _____

| Cover page to be completed at the end-as a result of the PBSP process |
|---|
| **Target Behavior Identification (Prioritized)** |
| 1. |
| 2. |
| 3. |
| **Interventions (with specific descriptions)** <br> Indicate what Target Behavior the intervention addresses |
| **Prevention Strategies** |
| |
| **Teaching Strategies** |
| |
| **Response Strategies*** <br> (How to acknowledge appropriate behavior; procedures to follow when behavior occurs) |
| *If emergency/crisis procedures are necessary, attach a crisis plan on a separate sheet. |
| **Data Collection:** <br> (Describe how data will be collected) |
| |