

## APPENDIX A

### FUNCTIONAL ASSESSMENT/BEHAVIORAL INTERVENTION CHECKLIST

*IEP teams can use this checklist to guide them through the process of conducting a functional behavioral assessment and writing and implementing a positive behavioral intervention plan.*

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Team leader: \_\_\_\_\_ Grade: \_\_\_\_\_

Behavior(s) of concern: \_\_\_\_\_

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Is the student behavior of concern clearly defined?
<input type="checkbox"/>	<input type="checkbox"/>	2. Have replacement behaviors that serve the same function (or result in the same outcome) for the student been identified, along with the circumstances under which they should occur (e.g., when threatened by peer in hallway)?
<input type="checkbox"/>	<input type="checkbox"/>	3. Are multiple sources of information available that have been collected from various individuals (e.g., teachers, parents, classmates, student)? At least two separate indirect measures and multiple direct measures (e.g., ABC charts, scatterplots) that capture multiple occurrences/non-occurrences of the behavior (and its context) should be in agreement.
<input type="checkbox"/>	<input type="checkbox"/>	4. Has the team produced an acceptable convergent database?
<input type="checkbox"/>	<input type="checkbox"/>	5. Is the hypothesis statement written according to the three-term contingency (i.e., under $x$ conditions, the student does $y$ , in order to achieve $z$ ) so that an intervention plan can easily be produced?
<input type="checkbox"/>	<input type="checkbox"/>	6. Is the plan aligned with student needs and assessment results?
<input type="checkbox"/>	<input type="checkbox"/>	7. Does the plan address all aspects of the social/environmental contexts in which the behavior of concern has occurred?
<input type="checkbox"/>	<input type="checkbox"/>	8. Is there a strategy to verify the accuracy of the hypothesis statement (e.g., analogue assessment)?
<input type="checkbox"/>	<input type="checkbox"/>	9. Does the plan address both short-term and long-term aspects of student behavior (and its social/environmental context), including procedures to eliminate reliance on unacceptable behavior?
<input type="checkbox"/>	<input type="checkbox"/>	10. Does the plan include practical ways to monitor both its implementation (e.g., checklist, treatment scripts) and its effectiveness as a behavioral intervention plan?
<input type="checkbox"/>	<input type="checkbox"/>	11. Does the plan include ways to promote the maintenance and generalization of positive behavior changes in student behavior (e.g., self-monitoring)?
<input type="checkbox"/>	<input type="checkbox"/>	12. Is the plan consistent with building-level systems of student behavior change and support?

## APPENDIX B

### POSITIVE BEHAVIORAL INTERVENTION PLAN PLANNING FORM

*IEP teams can use this form to guide them through the process of developing the Positive Behavioral Intervention Plan.*

Student \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Teacher(s) \_\_\_\_\_ Grade \_\_\_\_\_

Case Manager \_\_\_\_\_ Date(s) \_\_\_\_\_

Reason for intervention plan:

Participants (specify names):

- |   |  |
|---|--|
| <input type="checkbox"/> student _____          | <input type="checkbox"/> special education administrator _____ |
| <input type="checkbox"/> family member _____    | <input type="checkbox"/> general education administrator _____ |
| <input type="checkbox"/> special educator _____ | <input type="checkbox"/> school psychologist _____             |
| <input type="checkbox"/> general educator _____ | <input type="checkbox"/> other agency personnel _____          |
| <input type="checkbox"/> peer(s) _____          | _____  |
| <input type="checkbox"/> other (specify) _____  | _____  |
- 

#### **Fact Finding**

- 1) **General learning environment:** Describe the student's school class schedule, including any special programs or services.
  
- 2) **Problem behavior:** Define the problem behavior(s) in observable, measurable, and countable terms (i.e., topography, event, duration, seriousness, and/or intensity). Include several examples of the behavior.
  
- 3) **Setting events:** Describe important things that are happening in the student's life that may be causing the behavior(s) of concern.

- 4) **Review existing data:** Summarize previously collected information (records review, interviews, observations, and test results) relevant to the behavior(s). Attach additional sheets if necessary.

**Possible Explanations**

- 5) Identify likely antecedents (precipitating events) to the behavior(s).
- 6) Identify likely consequences that may be maintaining the behavior(s).
- 7) Identify and describe any academic or environmental context(s) in which the problem behavior(s) does not occur.

**Validation**

- 8) **Functional assessment:** Do you already have enough information to believe that the possible explanations are sufficient to plan an intervention?

- a) If yes, go to Step 9, if no, then what additional data collection is necessary?

- Review of IEP goals and objectives
- Review of medical records
- Review of previous intervention plans
- Review of incident reports
- ABC (across time and situations)
- Motivational analysis
- Ecological analysis
- Curricular analysis
- Scatter plot
- Parent questionnaire/interview
- Student questionnaire/interview
- Teacher questionnaire/interview (specify who) \_\_\_\_\_
- Other (explain) \_\_\_\_\_

- b) Summarize data. Attach additional sheets if necessary.

**Planning**

9) **Formulate hypothesis statement:** Using the table below, determine why the student engages in problem behavior(s), whether the behavior(s) serves single or multiple functions, and what to do about the behavior(s).

	Internal	External
Obtain Something		
Avoid Something		

10) **Current level of performance:** Describe problem behavior(s) in a way the team will recognize onset and conclusion of behavior.

11) Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.

12) **Measurement procedures for problem behavior(s) and replacement behavior(s):**

- a) Describe how (e.g., permanent products, event recording, scatterplot), when, and where student behavior(s) will be measured.
  
- b) Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.

13) **Behavioral intervention plan:**

- a) Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).

- b) Specify instructional strategies that will be used to teach the replacement behavior(s).
- c) Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).
- d) Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.
- e) Specify extent to which intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of plan.

14) **Evaluation plan and schedule:** Describe the plan and timetable to evaluate effectiveness of the intervention plan.

- a) Describe how, when, where, and how often the problem behavior(s) will be measured.
- b) Specify persons and settings involved.
- c) Specify a plan for crisis/emergency intervention, if necessary
- d) Determine schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.

15) Describe plan and timetable to monitor the degree to which the plan is being implemented.

## APPENDIX C

















### FORCED-CHOICE REINFORCEMENT MENU

Name: \_\_\_\_\_

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of “controlled choice” survey items about individual reinforcement preferences. Please read the following paragraph carefully:

“Let’s suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and “X” in the blank that comes in front of it. Remember, mark only one blank for each pair.”

1.  Teacher writes “100” on your paper. (A)  
 Be first to finish your work. (CM)
2.  A bag of chips. (CN)  
 Classmates ask you to be on their team. (P)
3.  Be free to do what you like. (I)  
 Teacher writes “100” on your paper. (A)
4.  Classmates ask you to be on their team. (P)  
 Be first to finish your work. (CM)
5.  Be free to do what you like. (I)  
 A bag of chips. (CN)
6.  Teacher writes “100” on your paper. (A)  
 Classmates ask you to be on their team. (P)
7.  Be first to finish your work. (CM)  
 Be free to do what you like. (I)
8.  A bag of chips. (CN)  
 Teacher writes “100” on your paper. (A)
9.  Classmates ask you to be on their team. (P)  
 Be free to do what you like. (I)
10.  Be first to finish your work. (CM)  
 A bag of chips. (CN)

11.  Teacher writes "A" on your paper. (A)  
Be the only one that can answer a question. (CM)
12.  A candy bar. (CN)  
Friends ask you to sit with them. (P)
13.  Be free to go outside. (I)  
Teacher writes "A" on your paper. (A)
14.  Friends ask you to sit with them. (P)  
Be the only one that answers a question. (CM)
15.  Be free to go outside. (I)  
A candy bar. (CN)
16.  Teacher writes "A" on your paper. (A)  
Friends ask you to sit with them. (P)
17.  Be the only one that can answer a question. (CM)  
Be free to go outside. (I)
18.  A candy bar. (CN)  
Teacher writes "A" on your paper. (A)
19.  Friends ask you to sit with them. (P)  
Be free to go outside. (I)
20.  Be the only on that can answer a question. (CM)  
A candy bar. (CN)
21.  Teacher writes "Perfect" on your paper. (A)  
Have only your paper shown to the class. (CM)
22.  A can of soda. (CN)  
Classmates ask you to be class leader. (P)
23.  Be free to play outside. (I)  
Teacher writes "Perfect" on your paper. (A)
24.  Classmates ask you to be class leader. (P)  
Have only your paper shown to the class. (CM)
25.  Be free to play outside. (I)  
A can of soda. (CN)
26.  Teacher writes "Perfect" on your paper. (A)  
Classmates ask you to be class leader. (P)

27.   
 Have only your paper shown to the class. (CM)  
Be free to play outside. (I)
28.   
 A can of soda. (CN)  
Teacher writes "Perfect" on your paper. (A)
29.   
 Classmates ask you to be class leader. (P)  
Be free to play outside. (I)
30.   
 Have only your paper shown to class. (CM)  
A can of soda. (CN)
31.   
 Teacher writes "Excellent" on your paper. (A)  
Have your paper put on the bulletin board. (CM)
32.   
 A pack of gum. (CN)  
Friends ask you to work with them. (P)
33.   
 Be free to work on something you like. (I)  
Teacher writes "Excellent" on your paper. (A)
34.   
 Friends ask you to work with them. (P)  
Have your paper put on the bulletin board. (CM)
35.   
 Be free to work on something you like. (I)  
A pack of gum. (CN)
36.   
 Teacher writes "Excellent" on your paper. (A)  
Friends ask you to work with them. (P)
37.   
 Have your paper put on the bulletin board. (CM)  
Be free to work in something you like. (I)
38.   
 A pack of gum. (CN)  
Teacher writes "Excellent" on your paper. (A)
39.   
 Friends ask you to work with them. (P)  
Be free to work on something you like. (I)
40.   
 Have your paper put on the bulletin board. (CM)  
A pack of gum. (CN)

Other suggestions about classroom rewards:

**Thank you for taking the time to complete this survey.**



# Reinforcement Inventory

## SCORING KEY

- \_\_\_\_\_ Adult Approval (A)
- \_\_\_\_\_ Competitive Approval (CM)
- \_\_\_\_\_ Peer Approval (P)
- \_\_\_\_\_ Independent Rewards (I)
- \_\_\_\_\_ Consumable Rewards (CN)

Modified by Gable, R. A. (1991) from:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. TEACHING Exceptional Children, 2:3, 143-149.