What Every Administrator Should Know About Positive Behavior Support

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OSEP Center on Positive Behavioral Interventions and Supports
pbis.org

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- *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment*
- *Evaluation Blueprint for School-Wide Positive Behavior Support*
- *Blueprint for School-wide Positive Behavior Support Training and Professional Development*

The Key

Behavior is functionally related to the Teaching Environment

Big Ideas

- Build Positive Behavior Support Plans that teach pro-social "replacement" behaviors
- Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student

Starting Point....

- Educators cannot "make" students learn or behave
- Educators can create environments to increase the likelihood students learn and behave
- *Environments that increase the likelihood are guided by a core social behavior curriculum and implemented with consistency and fidelity*

So What do We do

Evidence/Research-Based Practices

Research-Based Practices

- Academic
  - "Effective instruction"
  - Antecedent / setting modifications
  - Peer tutoring
  - Direct Instruction
  - Self-management targeting academic related skills
  - Opportunities to Respond

Research-Based Practices

- Behavior
  - Environmental modifications and supports
  - Contingent positive performance based feedback
  - Self Management
  - Social Skill Instruction (with maintenance and generalization strategies)

Research-Based Practices

- Related Supports
  - Comprehensive case management / wrap around
  - Family supports/ parent training

Systems

Putting Research-Based Practices in Place

Systems

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support

Systems

The Challenge

- The "core social behavior curriculum" is often "punishment" to try and reduce problem behavior in school

- However, "punishing" problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.

Good News…

Research reviews indicate that the **most effective** responses to school violence are:

- Social Skills Training
- Academic Restructuring
- Behavioral Interventions

= instructional strategies - "teaching"

School-wide Positive Behavior Support

SW-PBS is a broad range of <u>systemic and individualized</u> strategies for achieving important <u>social and learning outcomes</u> while preventing problem behavior

OSEP Center on PBIS

Essential Features at the School Level

- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Feedback

Designing School-Wide Systems for Student Success

Continuum of Supports
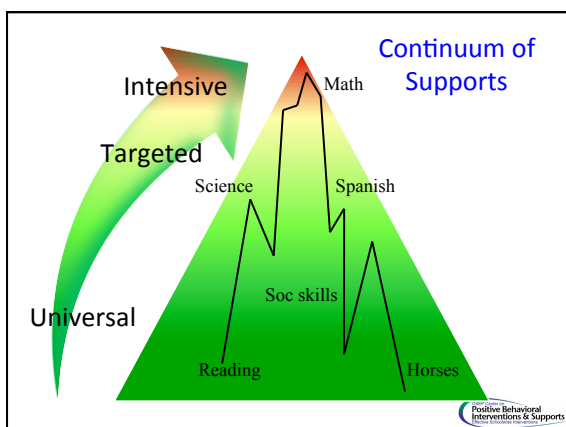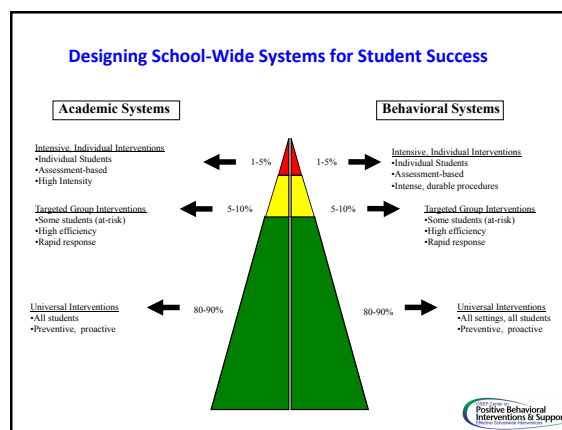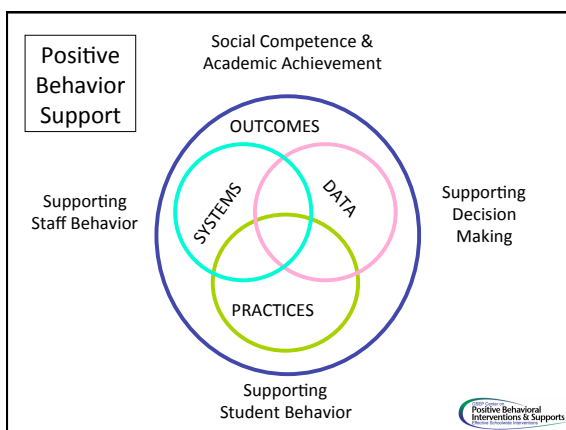
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for <u>teaching & practicing</u> expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

Benton Elementary School

I am….	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	•Keep bodies calm in line •Report any problems •Ask permission to leave any setting	•Maintain personal space	•Walk •Stay to the right on stairs •Banisters are for hands	•Walk •Push in chairs •Place trash in trash can	•Wash hands with soap and water •Keep water in the sink •One person per stall	•Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self	•Walk •Enter and exit gym in an orderly manner
Respect-ful	•Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly	•Be honest •Take care of yourself	•Walk quietly so others can continue learning	•Eat only your food •Use a peaceful voice	•Allow for privacy of others •Clean up after self	•Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language	•Be an active listener •Applaud appropriately to show appreciation
A Learner	•Be an active participant •Give full effort •Be a team player •Do your job	•Be a risk taker •Be prepared •Make good choices	•Return to class promptly	•Use proper manners •Leave when adult excuses	•Follow bathroom procedures •Return to class promptly	•Be a problem solver •Learn new games and activities	•Raise your hand to share •Keep comments and questions on topic

RAH – at Adams City High School
(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

Positive Behavioral Interventions & Supports

Universals: Non Classroom Settings

- Identify Setting Specific Behaviors
- Develop Teaching Strategies
- Develop Practice Opportunities and Consequences
- Assess the Physical Characteristics
- Establish Setting Routines
- Identify Needed Support Structures
- Data collection strategies

Positive Behavioral Interventions & Supports

Universal Strategies: Classroom

Needed at the classroom level...
- Use of school-wide expectations/rules
- Effective Classroom Management
  – Behavior management
  – Instructional management
  – Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

Positive Behavioral Interventions & Supports

Tier II (small group)

- Efficient and effective way to identify at-risk students
  – Screen
  – Data decision rules
- Informal assessment process to match intervention to student need & function of problem beavior
  – Small group Social Skill Instruction
  – Self-management
  – Academic Support
- Part of a continuum – must link to universal school-wide PBS system

Positive Behavioral Interventions & Supports

Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – must link to universal school-wide PBS system

Positive Behavioral Interventions & Supports

Why Invest in SW-PBS?

- Change in school discipline system creates an environment that promotes, teaches, and acknowledges appropriate behavior
- Reduction in problem behavior resulting in less staff time dealing with problems, more student time in the classroom
- Improved academic performance
- Improved social behavior performance
- Improved school safety, mental health connections, and individual interventions

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Understanding the Function of Behavior

Individual Student PBS Plans

Essential Steps to Individual PBS Plans

1. Request for assistance/Noted concern
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
   - Indirect measures
   - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
   - Social skill instruction
   - Self management
   - Environmental modifications
7. Implement, Monitor and Evaluate progress

When To Conduct a Functional Assessment

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school "discipline" procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

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FBA: Indirect

- Interviews
- Student behavior rating scales
- Environmental Assessment
- Record Review

Indirect: Record Review

- Attendance
- Health history
- Assessment data
- Previous educational functioning
- Onset of current problems
- Discipline referrals
- Past services or interventions
  - Effectiveness

Indirect: Classroom Assessment

- Physical Space
- Teacher Practices
- Organization
- Routines
- Behavior Management

Informally as Part of Tier II process

FBA: Direct

Direct Observation
- ABC
- Functional Analysis
- Structural Analysis

To "Get" or "Avoid"

- Things student might get or acquire from behavior:
  - Attention
  - Something tangible
  - Access to preferred activities
  - Sensory stimulation
- Things students may avoid
  - Attention from adults or peers
  - Work tasks
  - Responsibilities
  - Sensory stimulation

Developing a Hypothesis

- When this occurs (setting condition) _____

- The student does (problem behavior operationally defined) _____

- To get/avoid _____

FBA-BIP/PBS-IEP

- Present Level
  - Hypothesis & supporting data
  - Dynamic – need to reassess when significant changes in environment
- Goals & Objectives
  - Target replacement behavior
  - Conditions in which FBA targeted
  - Measurable criteria
- Teaching plan separate from IEP

Key Features of Successful Plans

- Behavior within objective based on a "functionally equivalent" replacement
- Supplemental teaching plan clearly delineates
  - What environment changes should be made
  - What adults will do when replacement behavior displayed (Same/Similar Function!!!)
  - What adults will do if problem behavior displayed (Not feed function)

District –Wide Planning

District-Wide Considerations

- Common forms & process
- Training & Technical assistance targets
- Evaluation
  - FBA
  - BIP
  - School & District Process

Functional Behavioral Assessment – Behavioral Intervention Plan
Process Evaluation and Professional Development Action Plan

School/ District/Agency _____

Essential Feature/Step	In Place	Action* (Information Dissemination; Training + Follow-up; Material Development; Process Development; Resource Procurement)	Who/Date
Systems			
Representative school-based team established to conduct, develop, review and monitor FBA-BIP development:			
Staff with behavioral expertise	Yes No		
Building administrator	Yes No		
Special Educator	Yes No		
General Educator	Yes No		
Other staff involved in plan and/or with student	Yes No		
All faculty and staff in building familiar with basic logic and process of FBA-BIP	Yes No		
All faculty and staff understand their role in FBA-BIP development	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Systems – cont.			
Building administrator and all school staff understand the basic IDEA requirements related to FBA-BIP	Yes No		
Special education case manager monitors FBA-BIP process for IDEA compliance	Yes No		
Standard protocol developed with all essential features, steps, and timelines	Yes No		
FBA related forms identified / developed and assembled into useable format with instructions for use	Yes No		
Direct and indirect data collection tools identified / developed and assembled into useable format with instructions for use	Yes No		
FBA-BIP rubric used to evaluate FBA-BIPs on a regular basis	Yes No		
Fidelity measures developed to check implementation:			
Assessment	Yes No		
Plan implementation	Yes No		
Progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Systems – cont.			
Trained personnel available to:			
Lead FBA-BIP process	Yes No		
Conduct & interpret indirect FBA measures	Yes No		
Conduct & interpret FBA direct observation	Yes No		
Develop data-based hypotheses	Yes No		
Conduct analogue manipulations if necessary	Yes No		
Evaluate FBA-BIP plans	Yes No		
Assist with identifying data collection systems and progress monitoring	Yes No		

Functional Behavior Assessments and Behavior Intervention Plan – Rubric

(Page 1) Part 3: Defining the Problem Behavior (Target Behaviors)	
Meets Expectations	**Does Not Meet Expectations**
Description of the problem behavior includes **all** of the following characteristics: ☐ **Specific/clear** (observable, unambiguous, can be replicated by stranger) ☐ **Objective** (description of specific student actions, not inferred traits) ☐ **Measurable** (frequency and/or duration can be counted; beginning and ending of behavior are clearly delineated)	Description of the problem behavior includes **one or none** of the following characteristics: ☐ **Specific/clear** ☐ **Objective** ☐ **Measurable** *Or problem behavior description is not included
+ Strengths	☐ NEEDS Improvement

(Page 2) Part 5: Identifying the FUNCTION of the Behavior	
Meets Expectations	**Does Not Meet Expectations**
Description of the function of the behavior includes **all** of the following characteristics: ☐ it identifies what the student is trying to communicate ☐ it is based on data and analysis ☐ it includes motivating factors (i.e. to escape/avoid or obtain/acquire) ☐ it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction	Description of the function of the behavior includes **one or none** of the following characteristics: ☐ it identifies what the student is trying to communicate ☐ it is based on data and analysis ☐ it includes motivating factors (i.e. to escape/avoid or obtain/acquire) ☐ it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction *Or the function is not included
+ Strengths	☐ NEEDS Improvement

Building a Comprehensive School Improvement Plan Through Data, Practices, and Systems

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Recommendations on Promoting New Initiatives

New initiatives should be adopted with:

1. Formal assessment of how they may or may not connect with other initiatives
2. Documented evidence of effectiveness
3. Well defined and relevant outcome indicators
4. Mechanism for assessing and evaluating their fidelity of treatment

(Adelman & Taylor, 2003)

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling

Business Expert

SW-Positive Behavior Support

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS DATA

Supporting Staff Behavior

Supporting Decision Making

PRACTICES

Supporting Student Behavior
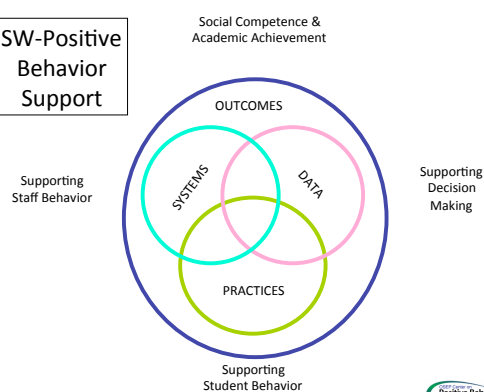
SW-PBS Problem Solving Logic

1. Establish Ground Rules
2. Start with Data
3. Match Practices to Data
4. Align Resources to Implement Practices (systems, systems, systems)

SW-PBS Problem Solving Logic

1. Establish Ground Rules
   – Nothing sacred / Everything is important
   – Not about "philosophy" or "theory"
   – Keep focus on outcomes
   – Remember, if what we are doing now was meeting the needs of all students we wouldn't be having the conversation
   – Allow for a transition period
     • 2-3 years

SW-PBS Problem Solving Logic

2. Start with Data
   – Be prepared for the "examination & explanation"
   – Understand that data are simply a "sample" of what is going on
   – Data must be contextualized
   – Don't drown in the data
   – Assess the integrity of the data (plan to correct)
   – Keep the conversation focused on data that are "in your control"
   – Be prepared with a draft action plan

Positive Behavioral Interventions & Supports

SW-PBS Problem Solving Logic

3. Match Practices to Data
   – Strategies, curricula, and resources independent of what is currently in place
   – Don't limit to what you currently know – outside resources
   – *Build your daily schedule around priorities*

Positive Behavioral Interventions & Supports

SW-PBS Problem Solving Logic

4. Align Resources to Implement Practices
   – New roles to reach outcomes will require training and on-going technical assistance (systems)

Positive Behavioral Interventions & Supports

Key

Build parallel systemic processes
- Provide school/district teams with a process to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel process for districts/states to support school implementation and continue to expand with integrity (*Blue Print* Leadership Team)

Positive Behavioral Interventions & Supports

Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what <u>doesn't</u> work:
  – Information dissemination alone
  – Training by itself

Positive Behavioral Interventions & Supports

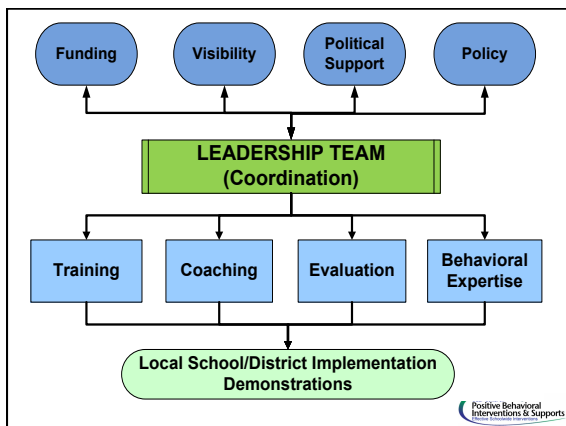## Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- What does work
  – *Long term, multi-level approaches*
  – *Skills-based training*
  – *Practice-based coaching*
  – *Practioner performance-feedback*
  – *Program evaluation*
  – *Facilitative administrative practices*
  – *Methods for systems intervention*

Positive Behavioral Interventions & Supports

Slide 1

Funding **Visibility** **Political Support** **Policy**

LEADERSHIP TEAM (Coordination)

Training **Coaching** **Evaluation** **Behavioral Expertise**

Local School/District Implementation Demonstrations

Positive Behavioral Interventions & Supports

Slide 2

CPS District Leadership Team

- Director of Student Services
- Director of Special Education
- Assistant Superintendent for Curriculum
- Director of Secondary Education
- Director of Elementary Education
- Professional Development Coordinator

- Building Principals from elementary and secondary schools
- Classroom teacher
- School Psychologist Coordinator
- Guidance Counselor

Positive Behavioral Interventions & Supports

Slide 3

District Leadership Team Meetings

Quarterly
- Present data on progress toward goals
- Action plan item updates and additions

Annually
- Conduct leadership team evaluation
- Revisit action plans
- Reports to key stakeholders

Positive Behavioral Interventions & Supports

Slide 4

Key District Activities

- Professional development for ALL district personnel
- Monthly "Building Level Coach" meetings
- On-site technical assistance to school teams
- Material development and dissemination
- Formative evaluation of progress (multiple data points)
- Reports to district leadership and school board
- Connection between district SW-PBS initiative with larger District Improvement Plan

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Slide 5

CPS District Action Plan

Goals	Tasks	Evaluation Measure	Timeline	Responsible Party
2. Provide Professional Development	1. Conduct monthly coaches workshops	1) log of CPS PBS professional development 2) coaches self assessment	1) annually in June 2) semi-annually	CPS PBS facilitators
	2. Conduct team workshops four times per year	1) log of CPS PBS professional development 2) Team Check-up 3) Team products (e.g., matrix, lesson plans) 4) Team process integrity checks (i.e., action plans, agenda and mtg notes) 5) Office referrals (SWIS) 6) PD evaluations	1) annually in June 2) December, May 3) December, May 4) Monthly 5) Monthly 6) Monthly	CPS PBS facilitators
	3. Conduct PBS Awareness workshops to building personnel (all employees in districts)	1) log of CPS PBS professional development	1) annually in June	CPS PBS facilitators
	5. Provide Technical Assistance to schools	1) district school wide PBS reporting checklist	1) annually in June	CPS PBS facilitators
	7. Meet with district academic coordinators to discuss connect points	1) copies of meeting minutes and action steps	TBD	CPS PBS facilitators; Academic coordinators

Positive Behavioral Interventions & Supports

Slide 6

Alignment of Missouri State Improvement Plan, CPS District Improvement Plan and SW-PBS

MSIP Goal	Objective	Strategy	District PBS Action Plan	School-wide PBS Implementation		
				Practices	Systems	Data
Increase Student Achievement	Reduce drop out rate to 4% or less	1. Building plan will include: Step 1: monitor data on students who are likely to drop out. Step 2: professional development 2. District develop programs regarding drugs and violence Step 1: identify needs Step 2: student activities, supports and education	Goal 2: tasks 1, 2, 4, 5 & 6 Goal 3: tasks 1, 3 & 4 Goal 2: tasks 1, 2, 5, & 6 Goal 3: tasks 1, 3 & 4			

Positive Behavioral Interventions & Supports

Problem Solving Logic

- Establish Ground Rules
  - Nothing sacred
  - Not about "philosophy" or "theory"
- Start with Data
  - Be prepared for the "examination & explanation"
  - Be prepared with an action plan
- Match Practices to Data
  - Strategies, curricula, and resources independent of what is currently in place
- Align Resources to Implement Practices
  - New roles = need for training and TA

Positive Behavioral Interventions & Supports

Field Elementary Literacy Data 04-05

Legend: Intensive, Strategic, Benchmark

44%, 26%, 30%

2004-2005

Positive Behavioral Interventions & Supports
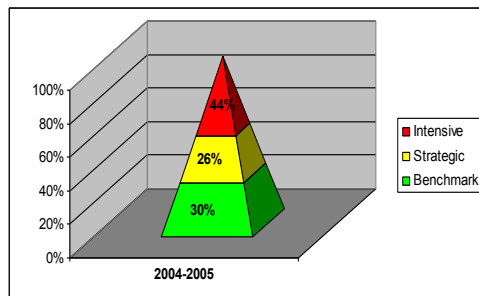
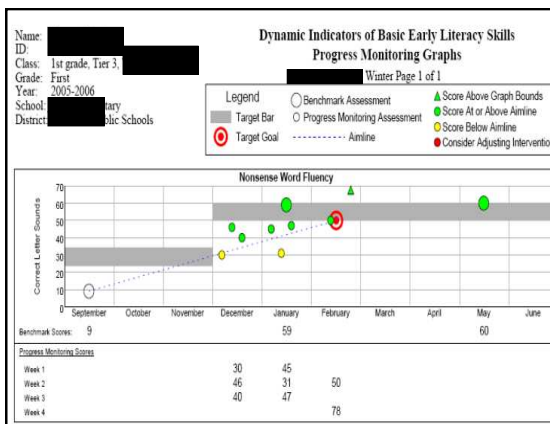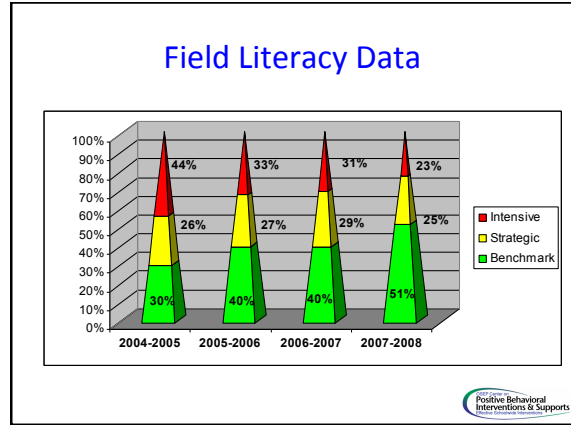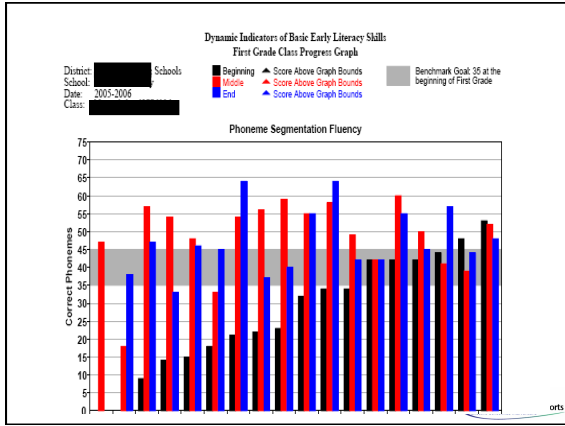| Structure	Core Reading 90 min, 5 days week with:	Intervention Groups 45 min, 4 days week, with: (5th day individual focus)
Tier III Intensive Intervention	Classroom Teacher	Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems
Tier II Strategic Intervention	Classroom Teacher	Classroom Teacher Reading Mastery or Soar to Success
Tier I DIBELS benchmark	Classroom Teacher	Classroom Teacher Enrichment based on themes of core program

Positive Behavioral Interventions & Supports

Core Reading and Intervention Schedule

Core		Intervention
K	9:00-10:30	12:25-12:55
1st	9:00-10:30	11:30-12:15
2	10:00-11:30	9:15-10:00
3	11:00-12:30	10:15-11:00
4	1:45-3:15	1:00-1:45
5	1:00-2:30	2:15-3:00

Positive Behavioral Interventions & Supports

Data Collection	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark	Progress Monitoring
Tier III	Fall, Winter & Spring	Every Other Week
Tier II	Fall, Winter & Spring	Every Other Week
Tier I	Fall, Winter & Spring	Once a month

Also utilize as needed:
- Developmental Reading Assessment (DRA & DRA-2)
- Scholastic Reading Inventory (SRI)
- District Writing Assessments

Positive Behavioral Interventions & Supports

Dynamic Indicators of Basic Early Literacy Skills Progress Monitoring Graphs

Name:
ID:
Class: 1st grade, Tier 3,
Grade: First
Year: 2005-2006
School: ____tary
District: ____blic Schools

Winter Page 1 of 1

Legend: Target Bar, Target Goal, Benchmark Assessment, Progress Monitoring Assessment, Aimline, Score Above Graph Bounds, Score At or Above Aimline, Score Below Aimline, Consider Adjusting Intervention

Nonsense Word Fluency

	September	October	November	December	January	February	March	April	May	June
Benchmark Scores:	9				59				60	

Progress Monitoring Scores

	December	January	February
Week 1	30	45	
Week 2	46	31	50
Week 3	40	47	
Week 4			78

Dynamic Indicators of Basic Early Literacy Skills
First Grade Class Progress Graph

Phoneme Segmentation Fluency

Field Literacy Data

For More Information

OSEP Center for Positive Behavioral Interventions and Supports
pbis.org
Maryland School-wide Positive Behavior Support
pbismaryland.org
IDEAS that Work
osepideasthatwork.org
What Works Clearinghouse
Ies.ed.gov/ncee/wwc

Positive Behavioral
Interventions & Supports

Functional Behavioral Assessment – Behavioral Intervention Plan
Process Evaluation and Professional Development Action Plan

School/ District/Agency _____

Essential Feature/Step	In Place	Action* (Information Dissemination; Training + Follow-up; Material Development; Process Development; Resource Procurement)	Who/Date
Systems			
Representative school-based team established to conduct, develop, review and monitor FBA-BIP development:			
Staff with behavioral expertise	Yes No		
Building administrator	Yes No		
Special Educator	Yes No		
General Educator	Yes No		
Other staff involved in plan and/or with student	Yes No		
All faculty and staff in building familiar with basic logic and process of FBA-BIP	Yes No		
All faculty and staff understand their role in FBA-BIP development	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Systems – cont.			
Building administrator and all school staff understand the basic IDEA requirements related to FBA-BIP	Yes No		
Special education case manager monitors FBA-BIP process for IDEA compliance	Yes No		
Standard protocol developed with all essential features, steps, and timelines	Yes No		
FBA related forms identified / developed and assembled into useable format with instructions for use	Yes No		
Direct and indirect data collection tools identified / developed and assembled into useable format with instructions for use	Yes No		
FBA-BIP rubric used to evaluate FBA-BIPs on a regular basis	Yes No		
Fidelity measures developed to check implementation:			
Assessment	Yes No		
Plan implementation	Yes No		
Progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Systems – cont.			
Trained personnel available to:			
Lead FBA-BIP process	Yes No		
Conduct & interpret indirect FBA measures	Yes No		
Conduct & interpret FBA direct observation	Yes No		
Develop data-based hypotheses	Yes No		
Conduct analogue manipulations if necessary	Yes No		
Evaluate FBA-BIP plans	Yes No		
Assist with identifying data collection systems and progress monitoring	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
FBA Process			
Archival data reviewed for functional patterns and to rule out contributing factors (e.g., hearing problems, inconsistent medications)	Yes No		
Classroom(s) environment assessed for prevention / possible supports	Yes No		
Problem and replacement behavior operationally defined and a matching data collection system identified/ developed	Yes No		
Indirect measures identified with directions and scoring guides:			
Checklist(s)	Yes No		
Teacher(s) interview	Yes No		
Student interview	Yes No		
Parent interview	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
FBA Process- cont.			
Targeted settings identified for direct observation based on archival review and indirect FBA measures	Yes No		
Multiple direct observations conducted within problem and non-problem settings	Yes No		
Hypothesis developed based on FBA	Yes No		
Analogue manipulations developed and implemented when a clear hypothesis is not evident	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Behavioral Intervention Plan Elements			
Replacement behavior is identified that is functionally equivalent to problem behavior (linked to school-wide expectations)	Yes No		
Plan to teach replacement behavior outlined	Yes No		
Environmental modifications outlined (antecedent and consequent events)	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
Behavioral Intervention Plan Elements – cont.			
Environmental responses to behavior based on hypothesis of behavior function	Yes No		
What will adults/peers do when replacement behavior displayed	Yes No		
What will adults/peers do when problem behavior displayed (including escalations)	Yes No		
Measurable goal for replacement behavior established	Yes No		
Progress monitoring schedule established	Yes No		
Plan includes maintenance and generalization strategies:			
Self-management	Yes No		
Classroom strategies	Yes No		
School-wide strategies	Yes No		

Essential Feature/Step	In Place	Action*	Who/Date
FBA-BIP and the IEP			
FBA-BIP developed for all students with social behavior goals/objectives	Yes No		
FBA-BIP and manifestation determination procedural safeguard process followed when student meets 10 day removal rule	Yes No		
FBA measures/steps used and hypothesis listed in present level within the IEP	Yes No		
Replacement behavior and desired criteria listed within IEP objective(s)	Yes No		
Teaching plan (BIP) in student file	Yes No		

* Attach prioritized comprehensive plans including what supports are necessary from the state department.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY
THE DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

Functional Behavior Assessment

Submit this completed form to the ESE Contact or School Based Team Leader. A copy of this form, if applicable, will be attached to the student's Individual Education Plan (PBSD 0659).

Current Date
Date Reviewed
Date Reviewed

Student First Name	Student Last Name	Grade	Birth Date	Assessment Start Date	Implementation Date

School `Select One`   Exceptionality (if applicable) `Select One`

I. Functional Behavior Assessment (FBA) Team Members

Name _____   Title _____

Name _____   Title _____

Name _____   Title _____

Name _____   Title _____

Name _____   Title _____

Name _____   Title _____

II. Student Profile

a. List/describe the student's strengths, interests, and preferences:

b. Describe the student's needs which may be related to the target behavior.

Current Date	Student First Name	Student Last Name

III. Target Behavior(s)

Identify and define the specific problem behavior(s) that has been targeted for change. Target behaviors should be defined in observable, measurable terms.

Target/Problem Behavior #1	

Target/Problem Behavior #2 (if applicable)	

Corresponding IEP Goal(s) (if applicable)	

IV. Assessment Tools Used: Record the following information.

REVIEW TYPE	REVIEW CONDUCTED BY	DATE REVIEWED
Select One		
Select One		
Select One		
Select One		
Select One		
Select One		
Select One		

PERSON INTERVIEWED		PERSON CONDUCTING INTERVIEW	
NAME	RELATIONSHIP TO STUDENT	NAME/TITLE	DATE(S)
	Select One		
	Select One		
	Select One		
	Select One		
	Select One		
	Select One		

Current Date	Student First Name	Student Last Name

IV.   Assessment Tools Used *(con't)*

DATA COLLECTION TYPE *(Must Include Quantitative Data)*	PERSON WHO COLLECTED DATA	DATA COLLECTION DATE(S)
Select One		
Select One		
Select One		
Select One		
Select One		
Select One		
Select One		

V.   Hypothesis Statement(s)

A.   Based on an analysis of data collected complete the statements below of when the target behavior is <u>most</u> <u>likely</u> to occur. Examples of functions are: *to get something (attention or obtain something tangible),* escape/ *avoidance* or self stimulation.

Target Behavior #1

When _____ the student will _____
                   antecedent (activity/situation)   target behavior

in order to _____
                                    function

Target Behavior #2 *(if applicable)*

When _____ the student will _____
                   antecedent (activity/situation)   target behavior

in order to _____
                                    function

V.   Hypothesis Statement(s)*(con't)*

B.   Fill in below where the target behavior is <u>least</u> <u>likely</u> to or never occur(s):

Target Behavior #1

With whom:	Where/places:	During what activities/subjects:

Target Behavior #2

With whom:	Where/places:	During what activities/subjects:

THE SCHOOL DISTRICT OF PALM BEACH COUNTY
THE DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

Behavior Intervention Plan (BIP)

Submit this completed form to the ESE Contact or School Based Team Leader. A copy of this form, if applicable, will be attached to the student's Individual Education Plan (PBSD 0659).

Current Date:
Date Reviewed:
Date Reviewed:

Student ID#:	Student First Name:	Student Last Name:	Grade:	Birth Date:	Assessment Start Date:	Implementation Date:

School [None]   Exceptionality (if applicable) [None]

I. Behavior Intervention Plan Team Members

Name:	Title:

II. Behavior Intervention Plan

This plan should be based on and driven by the hypotheses statements created during the Functional Behavior Assessment process.

A. Goals of Intervention: Describe the expected outcomes/objectives of the intervention.

Current Date	Student First Name	Student Last Name

B. Proactive/Preventative Strategies:

Describe what will be done to make it unlikely that the student will encounter the conditions which trigger the target (problem) behavior(s).

C. Replacement Skills: These skills have to serve the same function as the target (problem) behavior.

Function of Target Behavior(s): **(i.e. gain attention; escape math task; protest item or activity)**	Replacement Behavior(s) to be taught: **(i.e. Raise hand to gain attention; Request a break from math; Teach them to communicate)**	How replacement behavior(s) will be taught: **(i.e. Direct Instruction; modeling; role play)**	Person Responsible for teaching replacement skill: **(i.e. ESE Teacher, SLP)**	Identify when the replacement skill will be taught: **(i.e. Weekly in ESE setting; Daily with SLP in various settings)**

Current Date	Student First Name	Student Last Name

D. Consequence strategies:

When student uses the replacement skill or positive skills (List at least one type of reinforcement for each replacement skill):

Criteria for reinforcement when replacement skill(s) is/are demonstrated	List rewards	Reinforcement Schedule	Name and title of person responsible for delivering reinforcement

When the student exhibits the target (problem) behaviors:

List the continuum of interventions that will be implemented when the student demonstrates the target (problem) behavior:

Describe the reactive interventions that will be used by staff, during crisis or emegency situations:

Current Date	Student First Name	Student Last Name

E. <u>Generalization:</u> Describe how the intervention plan will be implemented across settings, time, and people.

List setting(s) for implementation: (i.e., classroom, hallway)	List person(s) responsible for implementation: (i.e., ESE Teacher, SLP)	Identify timeline of implementation: (i.e., daily, weekly)

F. <u>Monitoring:</u> Describe the method and timelines for evaluating the effectiveness of the BIP and name the person responsible.

List type of <u>quantitative data</u> that will continue to be collected and reviewed:	List how often the team will meet to monitor or revise BIP:	Person responsible for monitoring plan:

Functional Behavior Assessments and Behavior Intervention Plan – Rubric

| (Page 1) Part 3: Defining the Problem Behavior (Target Behaviors) ||
Meets Expectations	Does Not Meet Expectations
Description of the problem behavior includes **all** of the following characteristics: ❑ **Specific/clear** (observable, unambiguous, can be replicated by stranger) ❑ **Objective** (description of specific student actions, not inferred traits) ❑ **Measureable** (frequency and/or duration can be counted; beginning and ending of behavior are clearly delineated)	Description of the problem behavior includes **one or none** of the following characteristics: ❑ **Specific/clear** ❑ **Objective** ❑ **Measurable** *Or problem behavior description is not included
+ Strengths	❑ NEEDS Improvement

| (Page 2) Part 5: Identifying the FUNCTION of the Behavior ||
Meets Expectations	Does Not Meet Expectations
Description of the function of the behavior includes **all** of the following characteristics: ❑ it identifies what the student is trying to communicate ❑ it is based on data and analysis ❑ it includes motivating factors (i.e. to escape/avoid or obtain/acquire) ❑ it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction	Description of the function of the behavior includes **one or none** of the following characteristics: ❑ it identifies what the student is trying to communicate ❑ it is based on data and analysis ❑ it includes motivating factors (i.e. to escape/avoid or obtain/acquire) ❑ it identifies reinforcing consequences of the behavior (i.e. sensory input, activity/event/object (tangible), social interaction ***Or the function is not included**
+ Strengths	❑ NEEDS Improvement

(Page 2) Part 5: Identifying the FUNCTION of the Behavior (Hypothesis)	
Meets Expectations	Does Not Meet Expectations
There is a summary statement that provides a hypothesis and includes the following components: ❑ the **antecedents** (immediate triggers) of the behavior (when?) ❑ the **behavior** (what?) ❑ **function** of the behavior (indicating what the student is trying to either get/obtain or escape/avoid) (why?) ❑ **setting events** for the behavior (the environmental, physical, instructional, or interpersonal factors that may influence whether or not the behavior is likely to occur), **if known**	Description of the function of the behavior includes **one or none** of the following components: ❑ antecedents ❑ behavior ❑ function of behaviors ❑ setting events for the behavior ***Or a summary statement is not included**
+ Strengths	❑ NEEDS Improvement

(Page 3) Part B: Proactive/Preventative Strategies	
Meets Expectations	Does Not Meet Expectations
Strategies (supports) to prevent the behavior are described in the Behavior Intervention Plan and include both: ❑ **Strategies which are general,** prevention supports (such as providing choices, reinforcing alternative acceptable behavior, self- monitoring checklist, or other ❑ **Strategies that are based on the function** (e.g., if escape work, then reduce work stress; if for social attention from peers, then design opportunities for peer interaction.	Strategies (supports) to prevent the behavior are: ❑ NOT described in the Behavior Intervention Plan OR ❑ Does not describe how to RESPOND when the behavior occurs (i.e., how to prevent the behavior from becoming worse when it has already occurred)
+ Strengths	❑ NEEDS Improvement

| (Page 3) Part C: Strategies to teach replacement skills ||
Meets Expectations	Does Not Meet Expectations
A 'replacement' behavior is defined that serves the same function as the problem behavior (i.e. allows the student to communicate the SAME need in a more acceptable way) ❑ Strategies to teach replacement behaviors have been identified 　º When 　º How often 　º What will be used 　º Who	An alternative behavior is identified, but it describes what the student will NOT do. *Or no replacement behavior is included ❑ Strategies to teach replacement behaviors are not identified
+ Strengths	❑ NEEDS Improvement

| (Page 4) Part D - 1: Consequence Strategies (Replacement Behavior) ||
Meets Expectations	Does Not Meet Expectations
Strategies that describe how to respond when/if the student demonstrates the replacement behaviors: ❑ Identify what reinforcers will be used ❑ Reinforcement serves the same function which has been identified as _____ ❑ Identify the schedule of reinforcers ❑ Identify who will provide the reinforcement	Strategies that describe how to respond when/if the student demonstrates the replacement behaviors are not identified. 　❑ Reinforcement not identified 　❑ Function is not clearly stated 　❑ Schedule of reinforcement is not provided 　❑ Individual to provide reinforcement not provided
+ Strengths	❑ NEEDS Improvement

(Page 4) Part D - 2: Consequence Strategies (Target Behavior)	
Meets Expectations	Does Not Meet Expectations
Strategies that describe how to respond when/if the problem behavior does occur designed to: ❑ Minimize the impact of the problem behavior on other students ❑ Reduce the reinforcement (desired consequences) of the problem behavior ❑ Minimize damage to the student's reputation ❑ Identify strategies to teach peers responses to target behavior	Strategies that describe how to respond when/if the problem behavior does occur and focus only on punishing the student and may actually reinforce the problem behavior ❑ Schedule of reinforcement is not provided ❑ Strategies to teach peers responses are not identified *No response strategies are identified
+ Strengths	❑ NEEDS Improvement

(Page 4) Part F: Crisis Management	
Meets Expectations	Does Not Meet Expectations
Describes the procedures that will be used by staff to ensure safety and de-escalate the target behaviors in emergency situations: ❑ Identify a crisis management plan ❑ Crisis plan matches the intensity of behavior	Does not describe the procedures that will be used by staff to ensure safety and de-escalate the target behaviors in emergency situations: ❑ Crisis plan not identified ❑ Crisis plan does not match the intensity of behavior
+ Strengths	❑ NEEDS Improvement

(Page 4) Part G - 1: Generalization and Maintenance Strategies	
Meets Expectations	Does Not Meet Expectations
Describes how interventions will be implemented across time, people and settings. ❑ Identifies who is responsible ❑ Identifies the time line ❑ Identifies where the interventions will be implemented	Does not describe how interventions will be implemented across time, people and settings. ❑ No one was indentified as the responsible party ❑ Time line not identified ❑ Unclear as to where the interventions will be implemented
+ Strengths	❑ NEEDS Improvement

(Page 4) Part G - 2: Generalization and Maintenance Strategies	
Meets Expectations	Does Not Meet Expectations
Identify the strategies that will be used to maintain positive behavior skills. ❑ Addresses reinforcement schedule ❑ Addresses prompting ❑ Identifies how reinforcement will change as student demonstrates success ❑ Identifies a change in criteria of reinforcement	Does not identify the strategies that will be used to maintain positive behavior skills. ❑ Changes in criteria of reinforcement no identified ❑ Reinforcement schedule not identified
+ Strengths	❑ NEEDS Improvement

(Page 4) Part H: Monitoring and Evaluation	
Meets Expectations	Does Not Meet Expectations
Methods and timelines for evaluating the effectiveness of plan are identified. ❑ Timeline identified for team to meet, review plan and analyze data ❑ Identify what type of data collection will be used for the replacement skill and target behaviors ❑ The same type of data collection identified that was used during the baseline and intervention phase ❑ Quantitative data identified for collection (frequency, duration) ❑ Identified who will collect data	Methods and timelines for evaluating the effectiveness of plan are not identified. ❑ Timeline not identified ❑ Data collection not identified ❑ No one identified to collect data
+ Strengths	❑ NEEDS Improvement