

INSERT SCHOOL NAME

Response to Instruction and Intervention for Behavior (RTI2-B)

Tier III

Implementation Manual

2019-2020

Implementation Plan designed by the RTI2-B School Team Members:

INSERT TEAM MEMBER NAMES HERE

Table of Contents

Table of Contents

[Tier III Overview 3](#_Toc16601001)

[Tier III Team Roles 4](#_Toc16601002)

[Student Support Team 4](#_Toc16601003)

[Consent Form 4](#_Toc16601004)

[Cut-Off Score Grid 4](#_Toc16601005)

[Intervention Grid 4](#_Toc16601006)

[Record Review 5](#_Toc16601007)

[Staff Interview – FACTS Part A and B 5](#_Toc16601008)

[Family Interview 5](#_Toc16601009)

[Student Interview 5](#_Toc16601010)

[ABC Observations 5](#_Toc16601011)

[Data Collection 5](#_Toc16601012)

[FBA Summary Sheet 8](#_Toc16601013)

[Behavior Support Plan 8](#_Toc16601014)

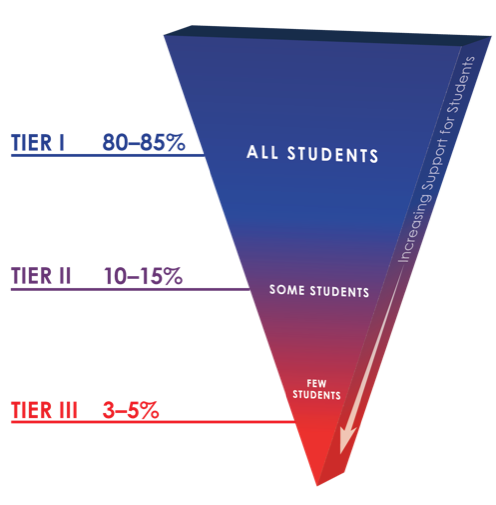
[Intervention Resource Menu 8](#_Toc16601015)

[Behavior Support Plan Fidelity Checklist 8](#_Toc16601016)

[Tier 3 Support Meeting Process 9](#_Toc16601017)

[Appendix 10](#_Toc16601018)

# Tier III Overview



**Tier III:** Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. The focus of Tier III is on reducing the intensity and/or complexity of existing problem behavior. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

**Functional Behavior Assessment (FBA):** Systematic process for gathering information to determine the relationship between a person’s problem behavior and aspects of their environment including antecedents and consequences.

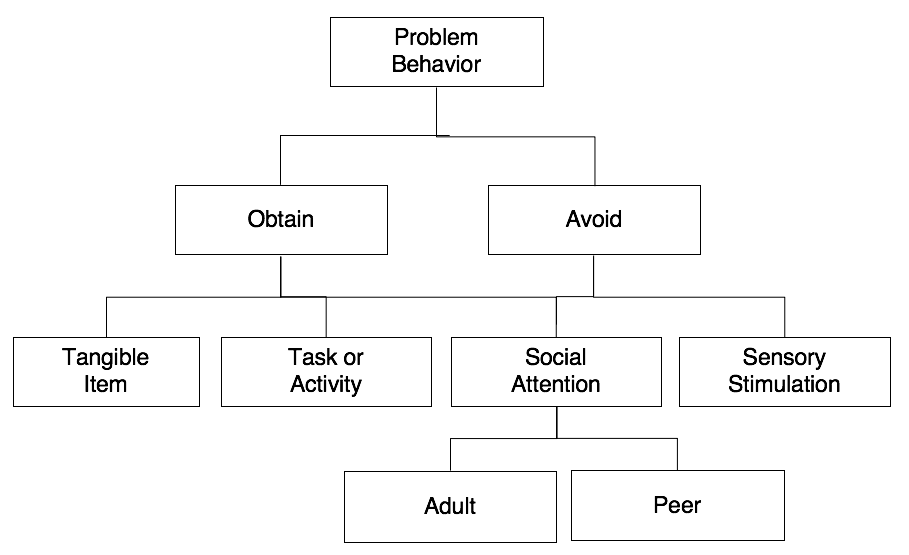
**Antecedent:** Find out the events that occur right before the behavior

**Behavior:** Define problem in specific, observable, and measurable terms

**Consequence:** Find out what happens after the behavior occurs

**Function:** When thinking about changing student behavior, it is important to consider

the function of the behavior. Just like all behavior is learned, all behavior serves a function.

****

**Tier III Team**

# Tier III Team Roles

The Tier III Team should include a Tier III system coordinator (or team lead), administrator, an individual with behavioral expertise (i.e. school psychologist or special education teacher), an individual with knowledge of students (i.e. school counselor), Tier II member, an individual with knowledge of grade levels and programs, and multi-agency supports.

INSERT ASSIGN TIER III TEAM ROLES (see Activity #4 in Day 1 Workbook)

# Student Support Team

The student’s Student Support Team should include the general education teacher, administrator, school psychologist, school counselor, family member, and student (if appropriate).

**Identifying Students**

# Consent Form

FBAs are evaluation assessments; informed parental consent is required.

INSERT YOUR COUNTY’S CONSENT FORM

# Cut-Off Score Grid

This chart is a document the team uses to organize school data to identify students for Tier III Interventions.

INSERT THE CUT-OFF SCORE GRID HERE (see Activity #6 in Day 1 Workbook)

# Intervention Grid

This grid is used to organize the Tier III interventions offered at our school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Support** | **Logistics** | | | **Data** |
| **Functional Behavior Assessment and Behavior Support Plan** | **Description:** | | | **Entry Criteria:**  **Progress Monitoring Source:**  **Exit Criteria:** |
| **Staff Roles:** | | **Student Characteristics:** |
| **Frequency of Intervention:** | | |
| **Individual School Counseling** | **Description:** | | | **Entry Criteria:**  **Progress Monitoring Source:**  **Exit Criteria:** |
| **Staff Roles:** | **Student Characteristics:** | |
| **Frequency of Intervention:** | | |
| **Community-Based Mental Health Counseling** | **Description:** | | | **Entry Criteria:**  **Progress Monitoring Source:**  **Exit Criteria:** |
| **Staff Roles:** | **Student Characteristics:** | |
| **Frequency of Intervention:** | | |

**Conduct FBA – Indirect Assessment**

# Record Review

A record review provides important information about a student’s academic and behavioral history. Completing the record review will provide information on patterns of problem behavior and academics, medical history, and family history.

INSERT YOUR SCHOOL’S RECORD REVIEW FORM

# Staff Interview – FACTS Part A and B

The FACTS is a semi-structured functional assessment interview form which helps to identify problem behavior, the antecedents and consequences of the problem behavior, and is intended to inform the development of a behavior support plan (BSP).

SEE FORM IN APPENDIX

# Family Interview

The family interview helps us understand the student’s behavior from the parent/guardian’s perspective. It verifies the information proposed from the staff interview to determine if problem behavior is happening in settings outside of school.

SEE FORM IN APPENDIX

# Student Interview

The student interview helps us understand the behavior from the student’s perspective, determine potential reinforcers, and verify information from the staff interview.

SEE FORM IN APPENDIX

**Conduct FBA – Descriptive Assessment**

# ABC Observations

An ABC observation involves observing the student during identified routines to confirm the summary statement from the interview, look for possible antecedents and consequences, inform us of the function of the target behavior, and help guide the development of the Behavior Support Plan.

SEE FORM IN APPENDIX

# Data Collection

Data collection is used to watch the student and record what happens for a period of time. It should be used to determine if the intervention is working, needs to be revised, or stopped. Data collection methods should be based on “what is the easiest method which will give the information needed to determine if the student is making adequate progress? Types of data collection include rate, duration, time sampling, and direct behavior rating.

SEE FORMS IN APPENDIX

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Data Collection Method** | **Questions to Answer** | **Use for behaviors that…** | **Avoid for behaviors that…** | **Examples** |
| Rate | How often is the behavior occurring during a period of time? | * Have a clear beginning and end. * Happen frequently in a short period of time. | * Do not have a clear beginning and end. * Last for a long period of time (more than 30 seconds. | * Talk-outs * Physical Aggression * Spitting |
| Duration | How long is the behavior lasting? | * Have a clear beginning and end. * Last for a longer period of time. | * Hard to determine beginning and end. * Frequent and short in duration. | * Tantrums * Task Completion |
| Time Sampling | How frequently is the behavior occurring? | * Happen intermittently, but at high rates when it occurs. * Have a pattern throughout the day | * Duration information would be more descriptive of the behavior. | * Off-Task * Out of Seat * Self-Stimulatory Behaviors |
| Direct Behavior Rating | How a student has performed throughout a time period? | * Are lower priority * A single person is able to rate the student each day | * Are dangerous to self or others. * Multiple staff members need to collect data on daily. | * Academic Engagement * Following Directions * Non-Compliance |

Selecting a Data Collection Method

# FBA Summary Sheet

The FBA Summary Sheet gives your team a place to summarize your indirect and descriptive assessments, as well as the competing behavior pathway, which will lead to development of a behavior support plan.

SEE FORM IN APPENDIX

# Behavior Support Plan

The behavior support plan defines how an educational setting will be changed to improve the behavioral successes of the student. It is developed based on information from the completed FBA.

SEE FORM IN APPENDIX

# Intervention Resource Menu

The intervention menu provides ideas and electronic resources for interventions sorted by function and sections of the behavior support plan.

SEE FORM IN APPENDIX

# Behavior Support Plan Fidelity Checklist

The behavior support plan fidelity checklist allows the Student Support Team members to observe if specific features of the intervention occurred or not.

SEE FORM IN APPENDIX

# Tier 3 Support Meeting Process

The Tier III Support Meeting Process form provides the Tier III Team with a checklist of items that should be completed during each meeting with the Student Support Team.

Support Team Meeting 1

* Identify Student Support Team members
* Obtain parent/guardian consent
* Review Teacher Nomination Form and determine if more information is needed
* Identify and discuss target behavior
* Determine who will complete the FACTS – Part A & B with teacher
* Assign Support Team members to complete the interviews with family and student (if appropriate)
* Assign Support Team member(s) to complete ABC observation(s)
* Choose data collection method
* Assign who will collect data
* Assign who will train staff members on data collection method
* Schedule next meeting (within 2 weeks)

Support Team Meeting 3

Support Team Meeting 2

* Review BSP (implement with fidelity?)
* Review progress-monitoring data
  + Based on data, team will determine whether to reteach adults and/or students, continue, modify or intensify intervention(s)
* Schedule next review meeting (repeat Meeting 3 agenda)
* Review and summarize observation information on FBA Summary Sheet
* Confirm summary statement
* Complete Competing Behavior Pathway
* Complete Behavior Support Plan
* Develop plan to train staff
* Assign teachers to complete progress-monitoring
* Determine who will check fidelity of implementation
* Schedule Meeting 3

# Appendix

**Staff Interview – FACTS Part A and B**

**Efficient Functional Behavior Assessment:**

**The Functional Assessment Checklist for Teachers and Staff (FACTS): Part A**

The FACTS is a brief, semi-structures interview for use in building behavior support plans. The FACTS should be completed with a staff who know the student best and should take about 20 minutes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Step 1: Demographic Data** | | | |
| Record the student’s name and grade level, who was interviewed, the date the interview was completed, and who administered the interview. | | | |
| Student: | Grade: | | Date: Click or tap to enter a date. |
| Respondent: | | Interviewer: | |

|  |
| --- |
| **Step 2: Student Profile** |
| Identify at least three strengths of special attributes of the student. This can include activities the student is good at, activities they enjoy, or special qualities. This step helps the team identify strengths and activities that could potentially be used as part of the intervention. |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Step 3: Problem Behaviors** | | | |
| Mark the problem behavior(s) you are seeing. Circle the one of greatest concern. | | | |
| Tardy  Disruptive  Withdrawn | Self-Injury  Theft  Vandalism  Non-compliance | Unresponsive  Defiance  Work not done  Verbally inappropriate | Fight/ Physical Aggression  Inappropriate Language  Verbal Harassment  Other |
| Describe the Problem Behavior: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Step 4: Routine Analysis** | | | |
| Identify routines when problem behaviors (identified in Step 3) are most likely to occur:  **Schedule:** Identify the times that define the student’s schedule. Include unstructured times like transitions, lunch, and before/after school.  **Activity:** For each time listed, indicate the type of activity the student is typically engaged in during that time (e.g. small group instruction, math, and transition).  **Likelihood:** (Use the 1 to 6 scale to indicate which times/activities are least and most likely to be associated with the problem behavior. “1” indicates low likelihood and “6” indicates high likelihood.  **Specific Problem Behavior:** For any activity rated 4, 5, or 6, indicate which problem behavior is most likely to occur during that time. | | | |
| **Schedule** | **Activity** | **Likelihood of Problem Behavior** | **Specific Problem Behavior** |
| *Ex: 11:30 Math* | *Whole group instruction* | *Low High*  *☐1 ☐2 ☐3 ☐4 ☒5 ☐6* | *Walking out of classroom* |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |
|  |  | Low High  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 |  |

|  |  |  |
| --- | --- | --- |
| **Step 5: Target Routine for Behavior Support** | | |
| Select between 1 or 2 activities with ratings of 4, 5, or 6 from Step 4. Write the name of the activity and the most common problem behavior occurring during that time. Only combine activities when activities and problem behavior(s) are the same. | | |
|  | **Activities** | **Problem Behavior(s)**  *From Step 3* |
| *Example* | *Math- whole group instruction* | *Defiance* |
| **Routine #1** |  |  |
| **Routine #2** |  |  |

**The Functional Assessment Checklist for Teachers and Staff: Part B**

Complete a FACTS-Part B for each activity identified in Step 5 of Part A

|  |  |
| --- | --- |
| **Step 6: Target Routine** | |
| Complete this part of the interview separately for each targeted activity and problem behavior of the FACTS-Part A. Use multiple Part B forms if more than one activity was targeted. | |
| **Activity** | **Problem Behavior(s)** |
|  |  |

|  |
| --- |
| **Step 7: Problem Behavior Details** |
| Provide details about problem behavior(s). |
| **Describe the problem behavior(s). What does it look like? Provide examples.** |
| **How often does the problem behavior(s) occur (one per week or day, hourly)?** |
| **How long does this problem behavior(s) last when it does occur (minutes, hours)?** |
| **How intense is the problem behavior(s)? Does the behavior cause injury to self? Injury to others?** |

|  |
| --- |
| **Step 8a: Antecedents** |
| Identify the events that occur prior to the problem behavior(s) by asking the following guiding questions. |
| **In this activity, what happens most often just before the problem behavior?** |
| **If you put this trigger in place 10 times, how often would it result in problem behavior?** |
| **Does the problem behavior ever happen when the trigger is absent? Or when the opposite of trigger occurs?** |

|  |  |  |
| --- | --- | --- |
| **Step 8b: Antecedents** | | |
| Once the antecedent has been identified, place a check mark in the relevant trigger box and complete the row | | |
| **Trigger** | **Features to Describe** | **Describe** |
| ☐ If tasks (e.g. group work, independent work, small-group instruction)… | Describe the task in detail (e.g., duration, ease of task for student), what features of it likely are aversive to the student and why is it hypothesized? |  |
| ☐ If unstructured time… | Describe the setting, activities, and who is around |  |
| ☐ If reprimand… | Describe who delivers the reprimand, what is said, and what the purpose of the correction is. |  |
| ☐ If structured, nonacademic activities… | Describe the context, who is around, what activities are going on, what behaviors are expected? |  |
| ☐ If transitions… | Describe the activity that is ending and the one that is being transitioned to, identify whether any of the activities are highly preferred or non-preferred, which are structured versus non-structured |  |
| ☐ If isolated… | Where did the behavior occur? What features of the environment might be relevant? |  |
| **Step 9: Setting Events** | | |
| Setting events are things that happen before a problem behavior that make it more likely that an antecedent will trigger the behavior (e.g., conflict at home, hunger, lack of sleep, medication, assignments not completed). Ask the following guiding questions to find out if a setting event is involved. | | |
| **Is there something that, when present, makes it more likely that the trigger identified above sets off the behavior?** | | |
| **If yes, is this event present sometimes and absent others?** | | |
| **Does the behavior occur only when the event is present?** | | |

|  |  |  |
| --- | --- | --- |
| **Step 10: Consequences** | | |
| What consequences appear most likely to maintain the problem behavior(s)? Ask the following guiding questions to consider what the student may be trying to obtain or escape. Once you have identified the consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number “1” next to the consequence that you believe is most valued by student and a “2” next to the one that is the next important. Then move to the “consequence” and “features to describe” box. | | |
| **In the activity identified, when the trigger occurs and problem behaviors happen what occurs next?**    **What do you do?**    **What do other students do?**  **What activities happen or stop happening?**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Things that are obtained** | | | **Things avoided or escaped from** | | | | adult attention  peer attention | activity  tangible items | sensory | hard tasks  reprimands | peer negatives  physical effort | adult attention  sensory | | | |
| **Consequence** | **Features to Describe** | **Describe** |
| If adult or peer attention is obtained or avoided | Define who provides/avoids attention, what they say/or do, and how long the attention/or lack of attention typically lasts. What does the student do following this attention or lack of attention? Does the problem behavior get worse or escalate? |  |
| If a task/activity/request is obtained or avoided | *Obtained:* describe the specific activity including who else is present, what the activity consists of, and how long it lasts.  *Avoided:* Describe what activity is removed, how long it is removed for, and what the student does instead. |  |
| If tangible items are obtained or avoided | Describe the specific item(s) obtained or avoided, including who else is present and how long the student has access or is restricted from using the item. |  |
| If sensory stimulation is obtained or avoided | Describe the context, who is around, what activities are going on, what behaviors are expected? |  |

|  |  |  |
| --- | --- | --- |
| **Step 11: Summary of Behavior** | | |
| **Antecedent(s)/ Triggers** | **Problem Behavior(s)** | **Consequence(s)/ Function** |
| **Setting Events** |
| How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?  Not real sure 100% Sure  ☐1 ☐ 2 ☐3 ☐4 ☐5 ☐ 6 | | During insert target routine, insert student name is likely to insert problem behavior(s), when s/he insert details of antecedent conditions that trigger behavior, and we believe that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting event. |

**Parent Interview**

**Basic FBA - Family Interview**

Complete the interview below with student’s parent(s)/guardian(s). Item written in **bold** are the questions to ask parents/guardians. Answers should be written or typed in the white spaces below the questions. The summary statement at the bottom should be completed by the interviewer (not the parent/guardian).

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographic Information** | | | |
| Student: | Grade: | | Date: |
| Respondent: | | Interviewer: | |

|  |  |  |  |
| --- | --- | --- | --- |
| **What are your child’s strengths? (*Can select more than 1 option*)** | | | |
| ☐Friendly  ☐Helpful  ☐Sociable  ☐Organized  ☐Natural leader | ☐Liked by peers  ☐Self-starter  ☐Follows directions  ☐Honest | ☐Easygoing  ☐Respectful  ☐Kind  ☐Funny  ☐Positive | ☐Hard worker  ☐Good communicator  ☐Other: |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What are your child’s preferences?** *(Can list multiple) (Examples: preferred items, activities, food/snacks, peers)* | | | | | | | | | | | | | |
| List the preferences below: | | | | | | | | | | | | | |
| **What does your child like to do during his/her free time?** *(Please describe)* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **What behavior(s) are you most concerned about at home?** *(Please describe)* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Possible Antecedents: When problem behavior happens at home, describe what happens right before that problem behavior occurs**. *(Please describe)* | | | | | | | | | | | |
|  | | | | | | | | | | | |
| *If parent/guardian has difficulty identifying antecedents, the interviewer can ask the questions in the row below, and check off antecedents that match what the parent says. You do not need to read off every check box, but some check boxes can be read if a parent is struggling to give examples or identify an antecedent.* | | | | | | | | | | | |
| **Does the problem behavior happen if you give your child a task to complete (e.g. group work, independent work, etc.)** | | | | **Does the problem behavior happen if your child has unstructured time at home?** | | **Does the problem behavior happen if you reprimand your child for something? (e.g., tell them “no,” “stop,” don’t give them something they want)** | **Does problem behavior happen if your child has to transition to or away from something?** | **Does problem behavior happen if your child is not getting any attention/isolated?** | | ☐Other: | |
| ☐When asked to do a chore or task  ☐ When it is time to do homework  ☐ When told to do something non-preferred | | ☐Tasks that are difficult or confusing  ☐Not prepared with necessary materials  ☐Multi-step work or projects  ☐Given a direction to follow | | ☐Unstructured situations or settings | | ☐ When told “no” or “stop”  ☐When corrected  ☐When he/she cannot have something they want  ☐When given an ultimatum | ☐Transitions  ☐ When there is a change in routine | ☐When working or playing independently  ☐When adult attention is on others | |
| **Possible Consequences: thinking about the problem behaviors you are concerned about, please tell how you or others at home typically respond when those problem behaviors occur.** *(Please describe)* | | | | | | | | | | | |
|  | | | | | | | | | | | |
| *If parent/guardian has difficulty identifying consequences, the interviewer can ask the questions in the row below, and check off consequences that match what the parent says. You do not need to read off every check box, but some check boxes can be read if a parent is struggling to give examples or identify a consequence.* | | | | | | | | | | | |
| **When problem behavior happens, do you give your child attention in some form?** (e.g., give “the look,” correct my child, comfort/soothe my child, etc.)  *Obtain attention…* | | **When problem behavior happens, do you give your child what they’re asking for?**  *Obtain item/activity…* | | **When problem behavior happens, do you give your child access to sensory things?** (e.g., squeezes, bear hugs, swing time, etc.)  *Obtain other…* | | **When problem behavior happens, does your child then spend time by themselves? (**e.g., sent to timeout, sent to bedroom)  *Avoid attention…* | | **When problem behavior happens, does your child get anything taken away, or have to stop doing a task he/she was supposed to be doing?**  *Avoid activity or task…* | | *Avoid other…* | |
| ☐Give a nonverbal cue (e.g., give “the look”)  ☐Verbally correct or prompt  ☐Assist my child  ☐Speak to my child afterward  ☐Provide a reminder of what is and isn’t appropriate  ☐Explain and discuss the issue  ☐Comfort/ soothe child | | ☐Let him/her have what they are asking for | | ☐Other: | | ☐Send child to bedroom or quiet area by themselves | | ☐He/she gets out of or delays doing the task  ☐Take away an activity or free time  ☐Take a privilege away  ☐Send child to bedroom or quiet area by themselves (they don’t have to do what they were supposed to do) | | ☐Other: | |

|  |  |  |
| --- | --- | --- |
| **Summary Statement:** | | |
| Identify the hypothesis that will be used to build a behavior support plan. Mark your confidence in the hypothesis statement. | | |
| **Antecedent(s)** | **Problem Behavior:** | **Consequences:** |
|  |  |  |
| **Not Real Sure 100% Sure**  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 | | |

**Student Interview**

**Basic FBA - Student Interview**

Complete the interview with student. Items written in **bold** are the questions to ask the student. Answers should be written or typed in the white spaces below the questions. The summary statement at the bottom should be completed by the interviewer (not the student).

|  |  |
| --- | --- |
| **Demographic Information:** | |
| **Student:** | **Grade:** |
| **Interviewer:** | **Date:** |

|  |  |  |
| --- | --- | --- |
| **What is your favorite class at school?** | | |
|  | | |
| **What do you like about that class?** | | |
|  | | |
| **What are some things you do very well?** | | |
|  | | |
| **When do you have the most difficulty at school?** *OR* **What things are really hard for you to do at school?** | | |
|  | | |
| **What is it about** (above answer) **that you find to be the most difficult?** *OR* **Why do you think (**above answer**) is so hard?** | | |
|  | | |
| **The following is a list of possible rewards for doing good work. Read the options to the student and check any the student is interested in earning.** | | | |
| **ACCESS** | | | |
| **Attention**  ☐Helper to an adult in the building  ☐Helper to younger student  ☐Work with a friend  ☐Positive note/call home  ☐Pick seat for a period  ☐Use teacher’s chair/desk  ☐Lunch bunch  ☐Tell a joke/story to class  ☐Deliver announcements  ☐Share work, art, or item with class  ☐Earn a reward for the whole class  ☐Change name for the period or day | **Activity/ Tangible**  ☐Drawing time  ☐Treasure box  ☐Use preferred writing tool  ☐Choose video for class to watch or movement break  ☐Special snack  ☐Stickers  ☐Extra technology time  ☐Listen to music at end of class | **Other**  ☐Use of sensory tools during instruction (e.g., wiggle cushion, ball chair, etc.) *(only read this option if available at the school)*  ☐Movement breaks  ☐Extra time for a sensory activity (e.g., swings, water play, listening to music)  ☐Class helper for sensory tasks (e.g., erase board, take down chairs, carry books) | |
| **AVOID** | | | |
| **Attention**  ☐Exemption from portion of assignment requiring public speaking  ☐Participation based on written responses rather than oral responses  ☐Choice of small group or individual work  ☐Questions posed to class presented to the student before the activity/period  ☐No speaking pass (get out of answering questions out loud for the period) | **Activity/Tangible**  ☐Helper to adult in the building during a non-preferred activity  ☐Helper to younger student during a non-preferred activity  ☐\_\_\_\_\_ minutes of free choice time  ☐Go to lunch/recess early  ☐Listen to music for part of non-preferred activity  ☐Do only part of an assignment  ☐No bell-ringer activity for a day  ☐”No Homework” pass | **Other**  ☐Temporary break from non-preferred sensation/activity (e.g., break from swinging, break from noisy cafeteria)  ☐Exemption from non-preferred sensation/activity (e.g., stay inside during recess, eat lunch in classroom instead of cafeteria)  ☐Temporary control of volume, intensity, duration of an activity or experience  ☐Choice of seating, lighting, noise level in classroom  ☐Break pass | |
| **Other tangible or nontangible items the student would like to earn:** (List options shared by student) | | | |
|  | | | |

|  |  |  |
| --- | --- | --- |
| **Summary Statement:** *(To be completed by the interviewer)* | | |
| Identify the hypothesis that will be used to build a behavior support plan. Mark your confidence in the hypothesis statement. | | |
| **Antecedent(s):** | **Problem Behavior:** | **Consequences:** |
|  |  |  |
| **Not Real Sure 100% Sure**  ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 | | |

**ABC Observation Form**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ABC Recording Form** | | | | | | | | | | | | |
| Observer: | | | | | Student: | | | | | | | |
| Setting: | | | | Date: Click or tap to enter a date. | | | Time: | | | | | |
| **Behavior Definition** | | | | | | | | | | | | |
| Behavior: | | | | | | | | | | | | |
| **#** | **Time** | **Activity** | **Antecedent** | | | **Behavior** | | **Consequence** | | | | | |
| 1 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | | **Avoid** | | |
| 2 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | | **Avoid** | | |
| 3 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | | **Avoid** | | |
| 4 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | | **Avoid** | | |
| 5 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | | **Avoid** | | |
| 6 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | | **Avoid** | | |
| **#** | **Time** | **Activity** | **Antecedent** | | | **Behavior** | | **Consequence** | | | | | |
| 7 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | | **Obtain** | | **Avoid** | | |
| 8 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | | **Obtain** | | **Avoid** | | |
| 9 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | | **Obtain** | | **Avoid** | | |
| 10 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | | **Obtain** | | **Avoid** | | |
| 11 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | | **Obtain** | | **Avoid** | | |
| 12 |  | Large group  instruction  Small group work  Independent work  Unstructured time  Specify: | Task  Unstructured Time  Reprimand  Structured, nonacademic  activities  Transitions  Isolated | | | Behavior | | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | | **Obtain** | | **Avoid** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tally ABC Results** | Within each column, tally how often each event occurred. Then, identify the most frequently observed event by writing the event next to the #1 in the corresponding box below.  Ratio = total number of observed occurrences of #1/ total intervals observed. | | | | | |
| Large Group Instruction:  Small group work:  Independent work:  Unstructured time:  Specify: | Task:  Unstructured Time:  Reprimand:  Structured, nonacademic activities:  Transitions:  Isolated: | Behavior | Adult Attention  Peer Attention  Task/Activity  Tangible Items  Sensory Stimulation | **Obtain** | **Avoid** |
| **Activity** | **Antecedent** | **Behavior** | **Consequence** | | |
| #1  Ratio      / | #1  Ratio      / |  | #1  Ratio      / | | |

|  |  |
| --- | --- |
| **Activity** | **Definition** |
| Large Group Instruction | All students in the class are attending to the same person/event  (e.g., teach is lecturing, working problems out on the board) |
| Small Group Work | Students are working in small-groups |
| Independent Work | Students are working by themselves (e.g., worksheet, individual tasks) |
| Unstructured Time | Student(s) has not been given a specific activity to engage in (e.g., recess, free time) |

|  |  |
| --- | --- |
| **Antecedent** | **Definition** |
| Task | Teacher gives a task, an assignment has been given, or teacher asks student a question |
| Unstructured Time | Student(s) has not been given a specific activity to engage in (e.g., recess, free time) |
| Reprimand | Teacher corrects student’s incorrect response or behavior |
| Structured, nonacademic activities | Activities in which there is a known routine for students to engage in (e.g., lunch, nonacademic center time, assembly, related arts) |
| Transitions | Current activity is changed (e.g., changing centers, changing activities within the classroom, moving to a different location in or out of the building) |
| Isolated | Student is separated from peers and/or adults (e.g., time out, ISS) |

|  |  |  |
| --- | --- | --- |
| **Consequence** | **Definition** | |
|  | **Obtain** | **Avoid** |
| Adult or peer attention | Teacher or peers talk/respond to student in a negative, neutral, or positive way | Student avoids attention from teacher or peers |
| Task/activity/request | Student is given access to a preferred task or activity, or the student’s request is fulfilled | A task, activity, or request is removed |
| Tangible items | Student is given access to a preferred item | An item is removed from the student’s vicinity |
| Sensory stimulation | Student accesses some sort of sensory input (e.g., sounds, movement) | Student avoids some sort of sensory input (e.g., loud noises, textures, etc.) |

**Data Collection Forms**

**Rate Recording**

**Instructions**:

Mark with a tally each time the target behavior occurs during the given time period. When the time period is over, calculate the rate using the formula below.

|  |
| --- |
| **Target Behavior** (*insert target behavior from FACTS Part A, Step 3):* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week of: | Start Time (*t*) | End Time (*t*) | Tally when the behavior occurs (*n*) | Calculate Rate (n/t) |
| *Example* | 10:00 AM | 10:15 AM | ~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ | 20 times in 15 minutes or 1.33 times per minute |
| Monday |  |  |  |  |
| Tuesday |  |  |  |  |
| Wednesday |  |  |  |  |
| Thursday |  |  |  |  |
| Friday |  |  |  |  |

Formula for Rate: r = (n/t) number of occurrences over time

**Duration Recording**

**Instructions**:

Write the start and end time each instance of the target behavior and then calculate the total duration of the behavior for each day. Mark with an X if the behavior did not occur and with a – if the student is absent.

|  |
| --- |
| **Target Behavior** (*insert target behavior from FACTS Part A, Step 3):* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Instance** | **1** | **2** | **3** | **4** | **5** | **6** | **Total Duration** |
| *Example* | 15 min | 4 min | 4 min | 1 min | X | X | 24 minutes |
| Monday |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Target Behavior (*insert target behavior from FACTS Part A, Step 3*): | | | | | | |
| Time Intervals | Example | Monday | Tuesday | Wednesday | Thursday | Friday |
| 7:45 – 8:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 8:00 – 8:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| 8:15-8:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 8:30 – 8:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 8:45 – 9:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 9:00 – 9:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| 9:15 – 9:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 9:30 – 9:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 9:45 – 10:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 10:00 – 10:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| 10:15 – 10:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 10:30 – 10:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 10:45 – 11:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 11:00 – 11:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| 11:15 – 11:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 11:30 – 11:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 11:45 – 12:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 12:00 – 12:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| 12:15-12:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 12:30-12:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 12:45 – 1:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 1:00 – 1:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| 1:15-1:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 1:30 – 1:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 1:45-2:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 2:15 – 2:30 | Y N | Y N | Y N | Y N | Y N | Y N |
| 2:30- 2:45 | Y N | Y N | Y N | Y N | Y N | Y N |
| 2:45-3:00 | Y N | Y N | Y N | Y N | Y N | Y N |
| 3:00 -3:15 | Y N | Y N | Y N | Y N | Y N | Y N |
| **Totals** | 9 Y 25 IO | \_ Y \_ IO | \_ Y \_ IO | \_ Y \_ IO | \_ Y \_ IO | \_ Y \_ IO |
| **Percentage** | 9/25=36% |  |  |  |  |  |

Time Sampling Data Sheet

**Instructions: Circle Y (yes) or N (no) at the end of each time period. Circle Y if the behavior occurred, circle N if the behavior did not occur. At the end of the observation, total the number of Y’s and the total number of intervals observed (IO) in the “totals” row. Then calculate the percentage of time intervals in which the target behavior occurred (total Y’s/intervals observed).**

**Note – If a student is absent or data is not collected during a time period, cross out the cells with an X.**

Direct Behavior Rating

|  |  |  |
| --- | --- | --- |
| Date:  M T W Th F | Student: | Activity Description: |
| Rater: |
| Observation Time:  Start: \_\_\_\_\_\_\_\_\_  End:\_\_\_\_\_\_\_\_\_\_   * Check if no observation today   Circle the number that corresponds with the amount of time the student engaged in each behavior. | Target Behavior Description (Insert Target Behavior from FACTS here):   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | Never |  |  |  | Sometimes |  |  |  |  | Always | | |
| Replacement Behavior (Insert Replacement Behavior from BSP here):   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | Never |  |  |  | Sometimes |  |  |  |  | Always | | |

**FBA Summary Sheet**

**Functional Behavior Assessment Summary Sheet**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Step 1: Student Information** | | | | | | | | |
| **Last name:** | **First name:** | **Gender:** | | **Age:** | **Birthdate:**  Click or tap to enter a date. | | **Date:**  Click or tap to enter a date. | **Grade:** |
| **School:** | | | ☐**Special Education** | | | **If SPED, list eligibility:** | | |
| ☐ **General Education** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Step 2: Assessment tools used to determine function (complete and attach)** | | | |
| **Item Reviewed** | Staff Interview: FACTS | Family Interview | Student Interview |
| **Date Completed** | Click or tap to enter a date. | Click or tap to enter a date. | Click or tap to enter a date. |

|  |
| --- |
| **Step 3: Problem Behavior Definition: Write the problem behavior and definition** |
| **Problem Behavior:** |

|  |
| --- |
| **Step 4: FACTS Summary of Behavior** |
| During insert target routine, insert student name is likely to insert problem behaviors, when s/he insert details of antecedent conditions that trigger behavior, and we believe that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Step 5: Summary of ABC Data: Attach ABC Observation Form as documentation** | | | |
| **Activity** | **Antecedent** | **Behavior** | **Consequence** |
| #1 | #1 | Ratio      / | #1 |
| Ratio      / | Ratio      / | Ratio      / |
| Does Summary of ABC Data match the FACTS Summary of Behavior?  ☐Yes ☐No (if no collect more ABC data or revisit the FACTS) | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Step 6: Summary of Baseline Data: Attach baseline data as documentation** | | | | | | | | | |
| **Check the type of data collected** | | | | | | | | | |
| ☐Rate (freq/time) | | ☐Time Sampling | | | ☐Average duration | | | ☐Direct Behavior Rating | |
| **Enter at least 3 baseline data points into the table below and calculate the baseline average** | | | | | | | | | |
| Data #1 | Data #2 | | Data #3 | Data #4 | | Data #5 | Data #6 | | Average |
|  |  | |  |  | |  |  | |  |

|  |
| --- |
| **Step 7: Competing Behavior Pathway** |

Consequence/Outcome

Desired Behavior ce

Activity

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Consequencece

Click or tap here to enter text.

Setting Event

Click or tap here to enter text.

Antecedent ce

Problem Behaviorce

Click or tap here to enter text.

Click or tap here to enter text.

Function

Click or tap here to enter text.

Click or tap here to enter text.

Replacement Behavior

**Behavior Support Plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Information** | | | | | | | | |
| **Last name:** |  | **First name:** |  | **Gender:** | **Age:** | **Birthdate:** | **Date:** | **Grade:** | |
|  |  |  |  |  |  |  |  |  | |
| **School:** |  |  |  | **☐ Special Education** | | **If SPED, list eligibility:** | | | |
|  |  |  |  | **☐ General Education** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Replacement Behavior Goals** | **Condition** | **Replacement Behavior** | **Criteria** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Setting Event Interventions** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Antecedent Interventions** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teaching Interventions** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequence Strategies:**  **To Make Problem Behavior Ineffective** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequence Strategies:**  **To Reinforce Replacement Behavior** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Maintenance** | **Data Collection** | **Who will complete?** | **When and how will it be collected?** | **When will it be reviewed by the team?** | **Materials Needed** |
| Progress Monitoring Data |  |  |  |  |
| Fidelity Data |  |  |  |  |
|  |  |  |  |  |

When was this document last updated?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Setting Event Strategies | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangible** | **Avoid Attention** | **Avoid Tasks** |
| * Connect with a meaningful adult upon arrival to school   + Talk with the student about non-academic interests or positive things happening outside of school using the   + [Two-By-Ten Strategy](http://www.ascd.org/publications/newsletters/education_update/jul14/vol56/num07/The_Two-Minute_Relationship_Builder.aspx)   + [Other Tips for Building Relationships with Students](http://www.interventioncentral.org/behavioral-interventions/motivation/motivation-challenge-6-student-lacks-positive-relationship-teach) * Review what the expected behaviors are at the beginning of the day (work, leisure).   + [Supporting and Responding to Behavior – Page 9](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Help students prepare for the day (organize materials, check agenda, etc.)   + [Tips for Student Organization](http://www.pbisworld.com/tier-2/organizational-tools/) | * Connect with a peer buddy upon arrival to school   + For more information on peer buddy supports go to [Peer Buddy Supports Resource](https://vkc.mc.vanderbilt.edu/assets/files/resources/psiPeermedstrategies.pdf) | * Consider seating proximity to desired items to minimize distractions   + [Effective Room Arrangement](http://iriscenter.com/wp-content/uploads/pdf_case_studies/ics_effrmarr_elementary.pdf)   + [Supporting and Responding to Behavior - Page 7](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Provide a quiet space for students upon arrival to school * Quiet spaces can be set up in classrooms, libraries, or guidance offices * Things to include in the quiet zone:   + Soft rug   + Comfy place to sit   + Books, magazines   + Relaxing music   + Visual timer | * Provide a visual schedule of the day’s activities   + [Visual Schedule Online Course](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/7d50d448-1d22-435f-9252-6053803c54ea/Default.aspx)\* * Clearly mark areas of the classroom (e.g. work, leisure)   + [Visual Supports in the Classroom Online Course](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/a0f4f299-44be-41d2-9797-213e2a33c5c1/Default.aspx)\* |

\*Must register for an account at <https://www.vkclearning.org/default.aspx> to access modules.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Antecedent Strategies | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Provide free, positive attention * [Noncontingent Attention Tip Sheet](http://tennesseebsp.org/wp-content/uploads/2016/12/Noncontingent-attention-tips.pdf) * [Tips for Breaking Attention Seeking Habits](http://www.interventioncentral.org/behavioral-interventions/challenging-students/breaking-attention-seeking-habit-power-random-positive) * Increase opportunities to respond (OTR)   + [Tips for Increasing OTRs](http://tennesseebsp.org/wp-content/uploads/2016/12/OTRs-Tips.pdf)   + ["Opportunities to Respond" Online Module](http://tennesseebsp.org/tier-1-classroom-management-webinars/)   + [Supporting and Responding to Behavior – Page 11](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Use proximity control—stand, but don’t hover near students   + [Proximity Control](http://www.teachhub.com/classroom-management-tips-using-proximity-control)   + [Supporting and Responding to Behavior – Page 10](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Clarify expected behavior and provide precorrects   + [Setting Behavioral Expectations Tips](http://tennesseebsp.org/wp-content/uploads/2018/01/Behavior-Expectations-Tips5b25d.pdf)   + [Supporting and Responding to Behavior – Pages 9 & 14](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide student jobs in the classroom * Increase positive home-to-school   communication   * [Positive Notes Home](http://brownbagteacher.com/a-pbis-idea-positive-notes-home/) * Provide daily check-in with students * [School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior](http://www.interventioncentral.org/student_motivation_school_home_note) | * Increase opportunities for peer interaction   + [Peer Mediated Support Strategies](https://vkc.mc.vanderbilt.edu/assets/files/resources/psiPeermedstrategies.pdf) * Provide students a partner to go through transitions with * Move seat to optimal learning area and visuals   + [Supporting and Responding to Behavior - Page 7](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Allow student to sit away from non-preferred peer | * Provide choice of preferred activity prior to work session * [Opportunities for Choice Making Tip Sheet](http://tennesseebsp.org/wp-content/uploads/2016/12/Opportunities-for-Choice-Making-Tips.pdf) * Use first/ then language and visuals   + [Creating and Using First-Then Boards](https://handsinautism.iupui.edu/FirstThenBoard.html#.WleU1FQ-dZ0)   + [Visual Supports and Autism Spectrum Disorder](http://vkc.mc.vanderbilt.edu/assets/files/resources/visualsupports.pdf) * Have more than one preferred item available * Use a timer to structure access to preferred items * Provide guidelines for use of preferred items | * Modify instructional delivery (e.g. reduce complexity of language, alter rate of speech, present instruction in preferred modality)   + [Precision Requests](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/behavior_management_precision_request.pdf) * Use positive tone when delivering instructions and feedback   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide student’s choice of how they would like to receive feedback | * Behavioral Momentum (have student complete enjoyable or easier tasks before more difficult tasks)   + [High-Probability Requests](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/motivation_students_high_probability_requests.pdf)   + [Creating and Using First-Then Boards](https://handsinautism.iupui.edu/FirstThenBoard.html#.WleU1FQ-dZ0) * Use positive and direct statements when delivering task directions and feedback   + [Communication Strategies for Positive Student Relationships](https://www.interventioncentral.org/behavioral-interventions/communication-tools/working-defiant-kids-communication-tools-teachers)   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide high interest materials * Adjust assignment length/difficulty   + [Modifications and Accommodations for Assignments](https://osepideasthatwork.org/sites/default/files/33%20-%20School%20Accommodations%20and%20Modifications.pdf)   + ["Activity Sequencing" Online Module](http://tennesseebsp.org/tier-1-classroom-management-webinars/) * Review assignments before taught in whole group instruction * Provide warnings before transitions   + [Transition Strategies](https://www.iidc.indiana.edu/pages/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another) * Provide students choices on the type of task/activity, order of completion, what materials to use, etc.   + [Opportunities for Choice-making Tips](http://tennesseebsp.org/wp-content/uploads/2016/12/Opportunities-for-Choice-Making-Tips.pdf)   + [Using Choice and Preference to Promote Improved Behavior](http://csefel.vanderbilt.edu/briefs/wwb15.pdf) * Set short-term daily goals |

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| Teaching Strategies | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Teach specific ways to ask for attention across settings and people   + [Functional Communication Training](http://csefel.vanderbilt.edu/briefs/wwb11.pdf) * Teach students to use a journal to write down incidents they can share with an adult when they meet   + [Talk Ticket](https://www.interventioncentral.org/behavioral-interventions/challenging-students/talk-ticket) is a variation of this strategy | * Teach social skills   + [Social Skills Instruction](http://tennesseebsp.org/wp-content/uploads/2016/03/SocialSkillsInstructionBrief-REV.pdf) * Have peers model appropriate behaviors   + [Setting Behavioral Expectations Tips](http://tennesseebsp.org/wp-content/uploads/2018/01/Behavior-Expectations-Tips5b25d.pdf) * Allow student to help teach lesson to peers   + [Peer Assisted Interventions](http://www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/peer_assisted_interventions) * Teach peers to respond to appropriate attempts for attention | * Teach student to appropriately ask for item   + [Functional Communication Training](http://csefel.vanderbilt.edu/briefs/wwb11.pdf) * Teach and engage in de-escalation techniques   + [Strategies to Manage Escalated Situations](https://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-defiance-non-complianc) | * Teach self-management skills   + [Using Self-Management](https://intensiveintervention.org/sites/default/files/Self-Mgmt_508.pdf) * Teach students to use self-monitoring to observe and record own behavior   + [Teaching Students to Self-Monitor](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/self_management_self_monitoring.pdf) | * Teach students how to ask for a break   + [Escape Breaks](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/behavior_management_escape_avoidance_Class_Pass.pdf) * Teach students how to ask for an alternative assignment/activity   + [Functional Communication Training](http://csefel.vanderbilt.edu/briefs/wwb11.pdf) * Teach students how to ask for help   + [Using a Help Signal](https://www.interventioncentral.org/academic-interventions/general-academic/help-signal) * Teach students problem solving skills   + [Problem-Solving Steps Poster](http://csefel.vanderbilt.edu/resources/strategies/problemsolvingboy.pdf)   + [The Solution Kit](http://csefel.vanderbilt.edu/resources/strategies.html) * Teach students academic skills * Teach and engage in de-escalation techniques   + [Strategies to Manage Escalated Situations](https://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-defiance-non-complianc)   + [Tucker the Turtle](http://csefel.vanderbilt.edu/resources/strategies.html) |

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| Consequences to Make Problem Behavior Ineffective | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Provide minimal attention for the problem behavior   + [Planned Ignoring](http://www.pbisworld.com/tier-1/ignore/) * Speak in a calm and neutral tone * Time out from Reinforcement   + [Time-Out from Reinforcement](https://www.interventioncentral.org/behavioral-interventions/challenging-students/time-out-reinforcement)   + [Supporting and Responding to Behavior – Page 17](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Limit verbal interactions when problem behavior occurs; walk away from student rather than engaging in power struggle   + [Avoiding the Power Struggle](https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers) | * Time out   + [Time-Out from Reinforcement](https://www.interventioncentral.org/behavioral-interventions/challenging-students/time-out-reinforcement) * Teach peers to ignore problem behavior | * Minimize attention given to the problem behavior * Speak in a calm and neutral tone * Consider seating and proximity to desired items to decrease distractions   + [Supporting and Responding to Behavior - Page 7](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Minimize attention given to the problem behavior * Speak in a calm and neutral tone * Walk away from student rather than engaging in power struggle   + [Avoiding the Power Struggle](https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers) | * Redirect the student to get back to work and avoid commenting on the problem behavior * Speak in a calm and neutral tone * Briefly ask student if they need assistance * Build time into schedule for student to complete work   + [Finishing Work](http://www.pbisworld.com/tier-1/do-unfinished-work-during-recess-or-unstructured-time/) |

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| Consequences to Reinforce Replacement Behaviors | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Immediately recognize positive behaviors using behavior specific praise   + [Implementing Behavior Specific Praise](http://tennesseebsp.org/wp-content/uploads/2016/03/Behavior-Specific-Praise.pdf)   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide attention for any appropriate behavior   + [Praise Video](https://www.youtube.com/watch?v=ud4y-V9QBzU)   + [Praise Handout](https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/2_using_praise.pdf)   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Give students time to “check-in” with one another after completion of work | * Acknowledge appropriate requests of items   + [Supporting](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/) and [Responding](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) to Behavior – Page 12 * Provide opportunity to earn highly preferred items after a specified number of tasks are completed   + [Introduction to Token Economies](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/d1f682de-9480-4ab5-bbe2-f389ff5a035f/Default.aspx)\*   + [Response Based Token Economies](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/d1f682de-9480-4ab5-bbe2-f389ff5a035f/Default.aspx)\*   + [Supporting and Responding to Behavior – Page 13](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Provide nonverbal reinforcers such as thumbs up, note on desk, smile, or a made-up signal   + [Supporting](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/) and [Responding](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) to Behavior – Page 12 * Reinforce other students who are working/engaging in appropriate behavior   + [Narrating Positive Behaviors](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/)   + [Supporting](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/) and [Responding](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) to Behavior – Page 12 | * Provide opportunity to earn breaks after a specified number of tasks are completed   + [Introduction to Token Economies](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/d1f682de-9480-4ab5-bbe2-f389ff5a035f/Default.aspx)\*   + [Token Economy Tip Sheet](http://vkc.mc.vanderbilt.edu/assets/files/tipsheets/tokeneconomytips.pdf)   + [Supporting and Responding to Behavior – Page 13](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide time-based break irrelevant to problem-behavior occurring or not * Develop a work completion contract to access reward   + [Creating Student Contracts](https://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts)   + [Supporting and Responding to Behavior – Page 13](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) |

\*Must register for an account at <https://www.vkclearning.org/default.aspx> to access modules.

**Behavior Support Plan Fidelity Checklist**

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| **Student Information** | | | | | | | | |
| **Last name:** |  | **First name:** |  | **Gender:** | **Age:** | **Birthdate:** | **Date BSP was created:** | **Grade:** | |
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| **School:** |  |  |  | **☐ Special Education** | | **If SPED, list eligibility:** | | | |
|  |  |  |  | **☐ General Education** | |

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| **Replacement Behavior Goals** | **Condition** | **Replacement Behavior** | **Criteria** |
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| **Setting Event Interventions** | **Intervention** | **Date Observed**  **\_\_\_\_\_\_\_\_\_\_\_** | **Date Observed**  **\_\_\_\_\_\_\_\_** | **Date Observed**  **\_\_\_\_\_\_\_\_\_** | **Date Observed**  **\_\_\_\_\_\_\_\_\_\_\_** |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |

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| **Antecedent Interventions** |  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |

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| **Teaching Interventions** |  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |

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| **Consequence Strategies:**  **To Make Problem Behavior Ineffective** |  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |

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| **Consequence Strategies:**  **To Reinforce Replacement Behavior** |  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |
|  | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A | ☐Y ☐N ☐N/A |

**Notes on updating your Implementation Manual**

1. The Table of Contents automatically adjusts and reformats according to any changes you make. Use the following steps as a guideline to update page numbers:
   1. Click on the title “Table of Contents”
   2. A box should appear above where you clicked that says “Table” with an arrow
   3. Click on the arrow that appears in the box
   4. Click on “Update Table”
   5. Click on “Update Page Numbers Only
   6. Click “OK” and the page numbers should update
2. Insert the listed items where called for, as indicated by yellow highlights. Delete the highlighted instructions when finished adding the materials. All requested items should be copy and pasted directly from the RTI2-B School Team Workbook that was completed during training.