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| Image result for simple**TEACHER-GUIDED**  **SIMPLE F-B BEHAVIOR PLAN** |

**STEP 1: Interviews**

**TEACHER STUDENT**

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| --- | --- |
| Behavior **(TEACH)** | Behavior **(TEACH)** |
| What are some **positive attributes** you have observed in this student?  What is the most common low level, frequent **misbehavior** interfering with the student’s social/academic success in your classroom?  Define this **behavior** so it is observable, specific, and measurable.  What does the student **do**?  What does the student **say**?  What **SWPBIS expectation** does this student need extra practices with to be successful in your classroom? | What are some things you like that **contributes** to your **success** in this classroom? (at school?)  What is one thing you do which **interferes** with your **success** in this classroom? (at school?)  **Behavior:**  What do you **do**?  What do you **say**?  What is one **SWPBIS expectation** that would help you be more successful in this classroom? |

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| Antecedent**(PREVENT)** | Antecedent**(PREVENT)** |
| **When** is the misbehavior **most** likely to occur?  a. time during the day:  b. specific activities:  What is the best prevention strategy you could focus on to support **(*SW-PBIS expectation)*** behaviors in your classroom?   1. Active supervision 2. Opportunities to Respond 3. Acknowledgement 4. Pre-corrections & Prompts 5. Instructional Supports 6. Other strategy? | What **time of the day** or **activity** does (the described behavior) **most likely** to happen for you?  What could your teacher do to support you being more successful (***SW-PBIS expectation***) in this classroom? (or location?)   1. Check in with you more often 2. Increase your time to respond in class 3. Give you feedback on how you are doing 4. Provide you prompts and reminders 5. Give you choice with…. 6. Other idea? |

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| Consequence **(REINFORCE)** | Consequence**(REINFORCE)** |
| Identify the **top 3 responses** adults and/or peers almost always do immediately after the student’s misbehavior:  \_\_verbal reprimand  \_\_verbal redirect  \_\_restated expectations  \_\_physical prompt  \_\_assistance given  \_\_activity changed, delayed or terminated  \_\_student reaction (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  \_\_peer reaction (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  \_\_adult reaction (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  Does student enjoy praise from you? Y or N  Other Staff? Y or N  Is the student’s misbehavior reinforced by adult acknowledgement or praise? Y or N  Is the student’s appropriate behavior reinforced by adult acknowledgement or praise? Y or N  What do you think the payoff is for the student?  Choice one: Choice one:  **\_\_\_obtain** \_\_\_adult  \_\_**\_avoid** \_\_\_peers  \_\_\_activity/task  \_\_\_object/item | What happens in your classroom during **(time/activity/routine)** when you demonstrate **(targeted SWPBIS expectation)?**  What happens in your classroom during **(time/activity/routine)** when you demonstrate **(misbehavior)**?  Do you like it when your teacher says positive things to you? Y or N  Other Adults? Y or N  Do you enjoy talking with your classmates? Y or N  What activities do you enjoy the most at school? |

**STEP 2: Hypothesis Statement**

1. **Target Routine:** *(When the misbehavior most likely occurs.)*
2. **Target Schoolwide Expectation:**
3. **Precision Statement**

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| Antecedent (PREVENT) | Behavior (TEACH) | Consequence (Reinforce) |
| **When……** | **Student does….** | **As a result…**  **Therefore…** |

**STEP 3: Strategy Planning Worksheet**

**Targeted Schoolwide Expectations:**

**Precision Statement:**

Function of Behavior: **TO OBTAIN/TO GET**

|  |  |  |
| --- | --- | --- |
| Antecedent (PREVENT) | Behavior (TEACH) | Consequence (Reinforce) |
| Reduce probability of future or continued problem behavior | Increase probability of positive behavior change | Increase probability of positive behavior |
| *Check one:*  \_\_Schedule adult or peer attention  \_\_Leadership responsibility or a class job giving the student the opportunity to interact with staff  \_\_ Proximity and accessibility for frequent staff attention  \_\_Pre-corrections/Prompts  \_\_Pairing/tutoring with peers | *Check one:*  \_\_ Specific Academic Instruction  \_\_Specific Social Skill Instruction  \_\_Specific Classroom Routine | *Check one:*  \_\_Frequent adult attention for positive or neutral behavior  \_\_Respond quickly if student appropriately requests adult attention  \_\_Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior  \_\_Limit verbal interaction – create a signal to prompt the student to stop the problem behavior and to raise hand to request attention more appropriately |

Function of Behavior: **TO AVOID/ESCAPE**

|  |  |  |
| --- | --- | --- |
| Antecedent (PREVENT) | Behavior (TEACH) | Consequence (Reinforce) |
| Reduce probability of future or continued problem behavior | Increase probability of positive behavior change | Increase probability of positive behavior |
| *Check one:*  \_\_ Modify assignments to meet student instructional/skill level  \_\_Peer support/mentoring  \_\_Visual prompt to cues steps for completing tasks  \_\_Pre-teaching content  \_\_Pre-corrections  \_\_Schedules/Routines for predictability  \_\_Recruit student interest or preference for activity | *Check one:*  \_\_ Specific Academic Instruction  \_\_Specific Social Skill Instruction  \_\_Asking for Help  \_\_Asking for a Break  \_\_Specific Classroom Routine | *Check one:*  \_\_Respond quickly if student asks for help or for a break and provide praise  \_\_Provide positive feedback for being on task, trying hard and working  \_\_Eliminate and minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior |

**STEP 4: Simple F-B Behavior Plan**

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| --- | --- | --- |
| Precise Problem Statement: | | |
| Current Level: | | |
| Goal and Timeline: | | |
| Classroom Prevention Strategy: (supervision, opportunity, acknowledgment, prompting, instructional supports)  Who does what? When?  Materials needed? | | |
| Prevention | Teach | Reinforce |
| **Prevent Strategy:**  Who does what? When?  Materials needed? | **SWPBIS Expectation**  (SOCIAL SKILL):  **Teach Strategy:**  Step 1: Task Analysis  (what are the steps?)  Step 2: Lesson Plan  Step 3: When, Where, Who | **Reinforce Strategy:**  Who does what? When?  Materials needed? |
| **TEACHING SOCIAL SKILLS:**   * Short lessons (15 min) taught by a student or teacher * Half of the lesson is delivered in a classroom environment   a. introduce skill and  b. initial guided practice   * After basic skill mastery is acquired, the remainder of lessons are moved to applicable settings   a. guided practice in location  b. practice with specific people including specific students or adults  c. independent practice including an assignment for the rest of the day | | |
| **Consequence re-engaging the student and minimizing reinforcement of problem behavior** | | |

**STEP 5: Fidelity/Outcome Data**

What **FIDELITY** data will we collect? *(what, when, who)*

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| --- | --- | --- | --- |
| **FIDELITY:** After two weeks, answer fidelity questions for all practices defined in the plan. | | | |
| **Strategies** | Was practice implemented as intended? | Did the student respond as intended? | Was the practice implemented as frequently as intended?  as intended? |
| **Classroom** (for all) | YES  NO | YES  NO | YES  NO |
| **Prevent** | YES  NO | YES  NO | YES  NO |
| **Teach** | YES  NO | YES  NO | YES  NO |
| **Reinforce** | YES  NO | YES  NO | YES  NO |

Level of Implementation (Did it work)

* Not Started
* Partially Started
* Implemented with Fidelity
* Stopped

What **OUTCOME** data will we collect? *(what, when, who)*

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| --- | --- | --- | --- | --- | --- |
| **OUTCOME:** Follow guidelines and procedures for Check-in Check-out | | | | | |
| **DAILY POINT REPORT** | **Time/Period** | **Time/Period** | **Time/Period** | **Time/Period** | **Time/Period** |
| SWPBISExpectations | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |
| SWPBISExpectations | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |
| SWPBISExpectations | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |
| Week One Total %: (\_\_\_\_/15) | | | | | |
| SWPBISExpectations | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |
| SWPBISExpectations | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |
| SWPBISExpectations | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |
| Week Two Total %: (\_\_\_\_/15) | | | | | |

Comparison to Goal

* Worse
* No Change
* Improved but not to goal
* Goal Met

**STEP 6: Coaching Support**

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| **Interview Checklist** |
| **Qualification:** Is the student a good candidate for a Tier 2 Positive Behavior Support Plan? **N = DNQ**  Does the student engage in dangerous behaviors? Y or N  Does student behavior occur in more than 3 school routines? Y or N |
| **Interview:** Was the interview completed with the person with primary responsibility for the student? Y or N |
| **Classroom Prevention Practices:** Has an evidence-based practice been identified to support student success? Y or N |
| **Defining the Problem Behavior**  Is the misbehavior clearly prioritized to identify level of concern and defined in a clearly observable and measurable way? Y or N  Is the schoolwide positive behavioral expectation identified to teach? Y or N |
| **Antecedent –** Is the antecedent described in sufficient detail to inform intervention planning? Y or N |
| **Consequence & Function –** Have the consequence and function described in sufficient detail to inform intervention planning? Y or N |
| **Final Summary of Behavior –** Was a clear and detailed precision statement formulated from completed teacher and/or student interview? |
| **Implementation Planning Checklist** |
| **Classroom:**   1. Have classroom practices been assessed and have steps been taken to improve implementation of classroom practices? Yor N |
| **Prevent:**   1. Have antecedent intervention strategies been clearly defined to prevent problem behavior(s) from occurring consistent with the identified function of problem behavior. Y or N 2. Does the plan clearly identify “Who” is responsible for PREVENT practices & “When” Y or N |
| **Teach:**   1. Has explicit teaching of identified schoolwide expectation consistent with the identified function of problem behavior been clearly described? Y or N 2. Does the plan clearly identify “Who” is responsible for the TEACH practices & “When”? Y or N |
| **Reinforce:**   1. Are meaningful reinforcement intervention strategies in use when student engages in desired behavior regularly available & achievable for the student. Are they clearly defined? Y or N 2. Does the plan clearly identify “Who” is responsible for REINFORCE practices & “When” Y or N |
| **Support:**   1. Did the team determine what training and ongoing support would be provided for the classroom personnel responsible for implementing the behavior intervention plan? Y or N |
| **Fidelity:**   1. Is there documented follow-up meeting time to review implementation fidelity & student progress in less than 2 weeks? Y or N |
| **Reflective Coaching Conversation Questions** |
| * + “*How do you think the intervention plan worked?”*   + *“What parts of the intervention plan went well?”*   + *“What parts of the plan felt less effective?”*   + *“Were there any tricky parts? What were they?”* |
| **Collaborative Coaching Conversation Questions** |
| * + *“Have you considered this?”*   + *“What do you think would be more effective?”*   + *“Others have found this to work well. Would it work for you?”*   + *“What are your next steps?” and “What do you need from me?”* |