



CICO with a Simple Behavior Support Plan Snapshot

Tiered Fidelity Inventory

2.5 Array of Tier II Interventions Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

2.7 Practices Matched to Student Need A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

Making the Case

- ▲ While the occurrence of serious violent crimes in schools appears to have been steadily declining since 1994, less serious negative behaviors (e.g., verbal aggression, bullying, disruption) are at an all-time high. Sprague, Walker, Golly, White, Meyers, & Shannon, 2001
- ▲ If these low-level aggressive behaviors are not addressed effectively, they can escalate creating additional problems affecting the individual's overall instability in school and the home environment. Conoley and Goldstein, 2004
- ▲ Effective primary prevention measures can help to reduce problem behaviors. Sugai, Lewis-Palmer, & Hagan-Burke, 2000



Without primary prevention measures low-level high frequency behaviors can escalate causing strains on student-teacher relationship.

More proactive behavioral management systems have proven widely effective in addressing problem behaviors, especially those using a functional-based approach.

Important to address the needs of these students exhibiting low-level behavioral problems, there must be an increased effort to develop less rigorous, teacher-guided interventions that are behavioral based and that are both useful and efficient.

**KEEP IT
SIMPLE**

Purpose:

- ▲ A teacher friendly assessment tool used in general education settings to decrease the number of teacher referrals for outside assistance using a Function-based Assessment model.
- ▲ A process general education teachers and student (if appropriate) can implement to decrease problem behaviors in the classroom.
- ▲ A behavior support plan developed by teacher (and student) including classroom prevention practices paired with essential features of CICO.

Simple Behavior Support Plan



Student Name:
 Teacher:
 Date:
 Coach:

STEP 1: TEACHER AND STUDENT INTERVIEW DATA

*Optional for students grade 4 – 12.

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

Teacher Interview Antecedent(PREVENT)	Student Interview Antecedent(PREVENT)
<p>When is the misbehavior most likely to occur?</p> <p>a. time during the day:</p> <p>b. specific activities:</p> <p>What is the best prevention strategy you could focus on to support (SW-PBIS expectation) behaviors in your classroom?</p> <ol style="list-style-type: none"> Active supervision Opportunities to Respond Acknowledgement Pre-corrections & Prompts Instructional Supports Other strategy? 	<p>What time of the day or activity does (the described behavior) most likely to happen for you?</p> <p>What could your teacher do to support you being more successful (SW-PBIS expectation) in this classroom? (or location?)</p> <ol style="list-style-type: none"> Check in with you more often Increase your time to respond in class Give you feedback on how you are doing Provide you prompts and reminders Give you choice with.... Other idea?

Teacher Interview Consequence (REINFORCE)	Student Interview Antecedent(REINFORCE)
<p>Identify the top 3 responses adults and/or peers almost always do immediately after the student's misbehavior:</p> <p><input type="checkbox"/> verbal reprimand <input type="checkbox"/> verbal redirect <input type="checkbox"/> restated expectations <input type="checkbox"/> physical prompt <input type="checkbox"/> assistance given <input type="checkbox"/> activity changed, delayed or terminated <input type="checkbox"/> student reaction (_____)</p> <p><input type="checkbox"/> peer reaction (_____)</p> <p><input type="checkbox"/> adult reaction (_____)</p> <p>Does student enjoy praise from you? Y or N Other Staff? Y or N</p> <p>Is the student's misbehavior reinforced by adult acknowledgement or praise? Y or N</p> <p>Is the student's appropriate behavior reinforced by adult acknowledgement or praise? Y or N</p> <p>What do you think the payoff is for the student? Choice one: Choice one: <input type="checkbox"/> obtain <input type="checkbox"/> adult <input type="checkbox"/> avoid <input type="checkbox"/> peers <input type="checkbox"/> activity/task <input type="checkbox"/> object/item</p>	<p>What happens in your classroom during (time/activity/routine) when you demonstrate (targeted SWPBIS expectation)?</p> <p>What happens in your classroom during (time/activity/routine) when you demonstrate (misbehavior)?</p> <p>Do you like it when your teacher says positive things to you? Y or N</p> <p>Other Adults? Y or N</p> <p>Do you enjoy talking with your classmates? Y or N</p> <p>What activities do you enjoy the most at school?</p>

STEP 2: INTERVIEW DATA

A. Target Routine: *(When the misbehavior most likely occurs.)*

B. Target Schoolwide Expectation:

C. Precision Statement

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

STEP 3: FUNCTION OF BEHAVIOR STRATEGY PLANNING WORKSHEET

**Targeted Schoolwide Expectations:
Precision Statement:**

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
<p style="text-align: center;"><i>Check one:</i></p> <p><input type="checkbox"/> Schedule adult or peer attention</p> <p><input type="checkbox"/> Leadership responsibility or a class job giving the student the opportunity to interact with staff</p> <p><input type="checkbox"/> Proximity and accessibility for frequent staff attention</p> <p><input type="checkbox"/> Pre-corrections/Prompts</p> <p><input type="checkbox"/> Pairing/tutoring with peers</p>	<p style="text-align: center;"><i>Check one:</i></p> <p><input type="checkbox"/> Specific Academic Instruction</p> <p><input type="checkbox"/> Specific Social Skill Instruction</p> <p><input type="checkbox"/> Specific Classroom Routine</p>	<p style="text-align: center;"><i>Check one:</i></p> <p><input type="checkbox"/> Frequent adult attention for positive or neutral behavior</p> <p><input type="checkbox"/> Respond quickly if student appropriately requests adult attention</p> <p><input type="checkbox"/> Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</p> <p><input type="checkbox"/> Limit verbal interaction – create a signal to prompt the student to stop the problem behavior and to raise hand to request attention more appropriately</p>

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
<p style="text-align: center;"><i>Check one:</i></p> <p><input type="checkbox"/> Modify assignments to meet student instructional/skill level</p> <p><input type="checkbox"/> Peer support/mentoring</p> <p><input type="checkbox"/> Visual prompt to cues steps for completing tasks</p> <p><input type="checkbox"/> Pre-teaching content</p> <p><input type="checkbox"/> Pre-corrections</p> <p><input type="checkbox"/> Schedules/Routines for predictability</p> <p><input type="checkbox"/> Recruit student interest or preference for activity</p>	<p style="text-align: center;"><i>Check one:</i></p> <p><input type="checkbox"/> Specific Academic Instruction</p> <p><input type="checkbox"/> Specific Social Skill Instruction</p> <p><input type="checkbox"/> Asking for Help</p> <p><input type="checkbox"/> Asking for a Break</p> <p><input type="checkbox"/> Specific Classroom Routine</p>	<p style="text-align: center;"><i>Check one:</i></p> <p><input type="checkbox"/> Respond quickly if student asks for help or for a break and provide praise</p> <p><input type="checkbox"/> Provide positive feedback for being on task, trying hard and working</p> <p><input type="checkbox"/> Eliminate and minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</p>

STEP 5: FIDELITY AND OUTCOME DATA

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

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
Classroom	YES	YES	YES
	NO	NO	NO
Prevent	YES	YES	YES
	NO	NO	NO
Teach	YES	YES	YES
	NO	NO	NO
Reinforce	YES	YES	YES
	NO	NO	NO

Level of Implementation (Did it work)

- Not Started
- Partially Started
- Implemented with Fidelity
- Stopped

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

OUTCOME: Follow guidelines and procedures for Check-in Check-out

DAILY POINT REPORT	Periods/Time			Periods/Time			Periods/Time		
SWPBIS Expectations	1	2	3	1	2	3	1	2	3
SWPBIS Expectations	1	2	3	1	2	3	1	2	3
SWPBIS Expectations	1	2	3	1	2	3	1	2	3

Comparison to Goal

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

STEP 6: COACHING SUPPORT

Interview Checklist	
Qualification: Is the student a good candidate for a Tier 2 Positive Behavior Support Plan? N = DNQ	
<input type="checkbox"/> Does the student engage in dangerous behaviors? Y or N	
<input type="checkbox"/> 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? Y or 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?"	

Simple Behavior Support Plan **EXAMPLE**



Student Name: **Michael**
 Teacher: **Middle School Language Arts teacher**
 Date: **October 15**
 Coach: **PBIS Tier II Team Member**

STEP 1: TEACHER AND STUDENT INTERVIEW DATA

*Optional for students grade 4 – 12.

Teacher Interview Behavior (TEACH)	Student Interview Behavior (TEACH)
<p>What are some positive attributes you have observed in this student? Likeable and funny</p> <p>What is the most common low level, frequent misbehavior interfering with the student's social/academic success in your classroom? Disruption/Disrespect</p> <p>Define this behavior so it is observable, specific, and measurable. What does the student do? What does the student say? Talking out-walking around the classroom-off topic conversations with peers-not turning in assignments</p> <p>What SWPBIS expectation does this student need extra practices with to be successful in your classroom? Respect/Responsibility</p>	<p>What are some things you like that contributes to your success in this classroom? (at school?) I'm a cartoonist</p> <p>What is one thing you do which interferes with your success in this classroom? (at school?) Behavior: The teacher telling me to be quiet</p> <p>What do you do? I get out of my seat and do something, sharpen pencil-get a book...</p> <p>What do you say? Nothing, I talk to my friends-make sure they are ok</p> <p>What is one SWPBIS expectation that would help you be more successful in this classroom? Responsibility</p>

Teacher Interview Antecedent(PREVENT)	Student Interview Antecedent(PREVENT)
<p>When is the misbehavior most likely to occur? a. time during the day: All the time, constant battle- mostly during language arts, 2nd period (after snack)</p> <p>b. specific activities: Independent reading/writing or group projects</p> <p>What is the best prevention strategy you could focus on to support (SW-PBIS expectation) behaviors in your classroom? g. Active supervision h. Opportunities to Respond i. Acknowledgement j. Pre-corrections & Prompts k. Instructional Supports l. Other strategy?</p>	<p>What time of the day or activity does (the described behavior) most likely to happen for you? (Talking out-walking around the classroom-off topic conversations with peers-not turning in assignments)</p> <p style="text-align: center;">2nd Period-English-she hates me</p> <p>What could your teacher do to support you being more successful (SW-PBIS expectation) in this classroom? (or location?) g. Check in with you more often h. Increase your time to respond in class i. Give you feedback on how you are doing j. Provide you prompts and reminders k. Give you choice with doing work l. Other idea?</p>

Teacher Interview Consequence (REINFORCE)	Student Interview Antecedent(REINFORCE)
<p>Identify the top 3 responses adults and/or peers almost always do immediately after the student's misbehavior:</p> <p><input type="checkbox"/> verbal reprimand</p> <p><input type="checkbox"/> verbal redirect</p> <p><input type="checkbox"/> restated expectations</p> <p><input type="checkbox"/> physical prompt</p> <p><input type="checkbox"/> assistance given</p> <p><input type="checkbox"/> activity changed, delayed or terminated</p> <p><input type="checkbox"/> student reaction (_____)</p> <p><input type="checkbox"/> peer reaction (laugh at him-some egg him on, others act annoyed)</p> <p><input type="checkbox"/> adult reaction (_____)</p> <p>Does student enjoy praise from you? Y or N Other Staff? Y or N</p> <p>Is the student's misbehavior reinforced by adult attention, positive or negative? Y or N It must be, he keeps doing it!</p> <p>Is the student's appropriate behavior reinforced by adult acknowledgement or praise? Y or N It works for a little while, I'd have to do it all the time</p> <p>What do you think the payoff is for the student? Choice one: <input checked="" type="checkbox"/> obtain <input type="checkbox"/> avoid</p> <p>Choice one: <input type="checkbox"/> adult <input type="checkbox"/> peers <input type="checkbox"/> activity/task <input type="checkbox"/> object/item</p> <p>He also avoids doing his work, but he could do it</p>	<p>What happens in your classroom during (time/activity/routine) when you demonstrate (targeted SWPBIS expectation)? I'm respectful-raise my hand, talk about what everyone else is talking about during classroom discussion I'm also respectful while she's teaching because I'm drawing cartoons.</p> <p>What happens in your classroom during (time/activity/routine) when you demonstrate (misbehavior)? I get into trouble for talking and not working when we have to do our own work and when I have to work with Sheri-she always calls me names.</p> <p>Do you like it when your teacher says positive things to you? Y or N</p> <p>Other Adults? Y or N</p> <p>Do you enjoy talking with your classmates? Y or N</p> <p>What activities do you enjoy the most at school? Break, art, free time, and science</p>

STEP 2: INTERVIEW DATA

▲ **Target Routine:** *(When the misbehavior most likely occurs.)*

Independent and group work time during language arts class

▲ **Target Schoolwide Expectation:**

Responsibility

▲ **Precision Statement**

Antecedent (PREVENT)	Behavior (TEACH)	Consequence (Reinforce)
<p>When..... During LA when asked to work independently or to work with a group on a written assignment</p>	<p>Student does.... Michael gets out of his seat, walks around the room talking to classmates and doesn't complete his work</p>	<p>As a result..... I constantly tell him what to do, engage in arguments and give him extra support Therefore..... He gets my attention and attention from his peers</p>

STEP 3: FUNCTION OF BEHAVIOR STRATEGY PLANNING WORKSHEET

Targeted Schoolwide Expectations: Responsibility

Precision Statement: During LA when asked to work independently or to work with a group on a written assignment, Michael gets out of his seat, walks around the room talking with classmates and doesn't complete his work. as a result he gets extra attention and help: therefor the function is to obtain attention.

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
<p style="text-align: center;">Check one:</p> <p><input type="checkbox"/> Schedule adult or peer attention</p> <p><input type="checkbox"/> Leadership responsibility or a class job giving the student the opportunity to interact with staff</p> <p><input type="checkbox"/> Proximity and accessibility for frequent staff attention</p> <p><input type="checkbox"/> Pre-corrections/Prompts</p> <p><input type="checkbox"/> Pairing/tutoring with peers</p>	<p style="text-align: center;">Check one:</p> <p><input type="checkbox"/> Specific Academic Instruction</p> <p><input type="checkbox"/> Specific Social Skill Instruction</p> <p><input type="checkbox"/> Specific Classroom Routine</p>	<p style="text-align: center;">Check one:</p> <p><input type="checkbox"/> Frequent adult attention for positive or neutral behavior</p> <p><input type="checkbox"/> Respond quickly if student appropriately requests adult attention</p> <p><input type="checkbox"/> Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</p> <p><input type="checkbox"/> Limit verbal interaction – create a signal to prompt the student to stop the problem behavior and to raise hand to request attention more appropriately</p>

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
<p style="text-align: center;">Check one:</p> <p><input type="checkbox"/> Modify assignments to meet student instructional/skill level</p> <p><input type="checkbox"/> Peer support/mentoring</p> <p><input type="checkbox"/> Visual prompt to cues steps for completing tasks</p> <p><input type="checkbox"/> Pre-teaching content</p> <p><input type="checkbox"/> Pre-corrections</p> <p><input type="checkbox"/> Schedules/Routines for predictability</p> <p><input type="checkbox"/> Recruit student interest or preference for activity</p>	<p style="text-align: center;">Check one:</p> <p><input type="checkbox"/> Specific Academic Instruction</p> <p><input type="checkbox"/> Specific Social Skill Instruction</p> <p><input type="checkbox"/> Asking for Help</p> <p><input type="checkbox"/> Asking for a Break</p> <p><input type="checkbox"/> Specific Classroom Routine</p>	<p style="text-align: center;">Check one:</p> <p><input type="checkbox"/> Respond quickly if student asks for help or for a break and provide praise</p> <p><input type="checkbox"/> Provide positive feedback for being on task, trying hard and working</p> <p><input type="checkbox"/> Eliminate and minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</p>

STEP 4: SUPPORT/SOLUTION PLAN

Precise Problem Statement:

During LA when asked to work independently or to work with a group on a written assignment, Michael gets out of his seat, walks around the room talking with classmates and doesn't complete his work, as a result he gets extra attention and help; therefor the function is to obtain attention.

Current Level: **Daily/60% of the time during language arts**

Goal and Timeline: **By November 10, Michael will decrease off-task, disruptive behaviors during LA to 10-15% of the time**

Classroom Prevention Strategy: (supervision, opportunity, acknowledgment, prompting, instructional supports)

Who does what? When?

Acknowledgment: Give Michael an assignment to create cartoon recognition scripts for the classroom behavior expectations from the classroom matrix, place them on popsicle sticks and I will use them for the whole class as prompts and to acknowledge when I see the classroom-wide expected behavior.

Materials needed? **Classroom Matrix, popsicle sticks, glue, cardstock and his art supplies**

Prevention	Teach	Reinforce
<p>Prevent Strategy:</p> <p>Leadership responsibility or a class job giving the student the opportunity to interact with staff</p> <p>Who does what? When?</p> <p>Michael hands out the written assignments to each work group and when independent assignment he checks with me before starting his work</p> <p>Materials needed? Classroom assignments</p>	<p>SWPBIS Expectation (SOCIAL SKILL): Ask for Help</p> <p>Teach Strategy:</p> <p>Step 1: Task Analysis (what are the steps?)</p> <ul style="list-style-type: none"> ▲ 1st step, look at directions ▲ 2nd step, ask class buddy ▲ 3rd step, help signal ▲ Wait for Teacher response <p>Step 2: Lesson Plan</p> <ul style="list-style-type: none"> ▲ What it looks like ▲ What it is NOT ▲ Closer approximation ▲ What it looks like ▲ Practice ▲ Acknowledge <p>Step 3: When, Where, Who</p> <ul style="list-style-type: none"> ▲ During LA ▲ Independent/group work ▲ Teacher/Teacher Assistant and Subs 	<p>Reinforce Strategy: Classroom Acknowledgment System STAR Cards</p> <p>Who does what? When?</p> <ul style="list-style-type: none"> ▲ Teacher gives out STAR cards after each demonstration of desired behavior (asking for help) ▲ Teacher tells student why getting STAR card ▲ Teacher increases use of STAR card for classroom expectations for all kids ▲ Teacher increases use of classroom drawings for free time <p>Materials needed? STAR cards Classroom Reinforcers</p>

Consequence and minimize reinforcement of problem behavior: use brief, contingent and specific error corrections and planned-ignoring (ignore problem behavior, continue teaching and increase specific feedback on behavior expectations to whole class). Follow through with minor/major office referral following schoolwide discipline flow chart

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

STEP 5: FIDELITY AND OUTCOME DATA

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

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
Classroom	YES	YES	YES
	NO	NO	NO
Prevent	YES	YES	YES
	NO	NO	NO
Teach	YES	YES	YES
	NO	NO	NO
Reinforce	YES	YES	YES
	NO	NO	NO

Level of Implementation (Did it work) **Yes, I didn't need to reinforce everytime...**

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

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

OUTCOME: Follow guidelines and procedures for Check-in Check-out

DAILY POINT REPORT	2 nd period			2 nd period			2 nd period		
	So-so	Good	Great	So-so	Good	Great	So-so	Good	Great
Respect	1	2	3	1	2	3	1	2	3
Responsibility	1	2	3	1	2	3	1	2	3
Integrity	1	2	3	1	2	3	1	2	3

Comparison to Goal

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

STEP 6: COACHING SUPPORT

Interview Checklist	
Qualification: Is the student a good candidate for a Tier II Positive Behavior Support Plan? N = DNQ	
<input type="checkbox"/> Does the student engage in dangerous behaviors? Y or N	
<input type="checkbox"/> 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? YES	
Implementation Planning Checklist	
Classroom:	
▲ Have classroom practices been assessed and have steps been taken to improve implementation of classroom practices? Y or N	
Prevent:	
▲ 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	
▲ Does the plan clearly identify “Who” is responsible for PREVENT practices & “When” Y or N	
Teach:	
▲ Has explicit teaching of identified schoolwide expectation consistent with the identified function of problem behavior been clearly described? Y or N	
▲ Does the plan clearly identify “Who” is responsible for the TEACH practices & “When”? Y or N	
Reinforce:	
▲ Are meaningful reinforcement intervention strategies in use when student engages in desired behavior regularly available & achievable for the student. Have they been clearly defined? Y or N	
▲ Does the plan clearly identify “Who” is responsible for REINFORCE practices & “When” Y or N	
Support:	
▲ 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:	
2. 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?”	

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