



# TIENET: Functional Behavior Assessment and Positive Behavior Support Plan

A Functional Behavior Assessment (FBA) is a process for identifying (a) observable Target Behaviors, (b) the contexts or routines where the Target Behaviors are most likely to occur, (c) the specific Antecedent events within a context or routine that reliably predict occurrence of Target Behaviors, and (d) the Consequences that appear to maintain the Target Behaviors. An FBA may be initiated when a student’s behavior has not improved through the implementation of Tier 1 supports.

Research shows that Positive Behavior Support Plans (PBSPs) that are function-based (i.e., informed by an FBA) have greater outcomes than non-function based interventions (Carr et al., 1999, Ingram, Lewis-Palmer, & Sugai, 2005).

## Functional Behavior Assessment

### DATA COLLECTION CHECKLIST

DATA COLLECTION CHECKLIST							
List the direct and indirect sources of information that help to understand the behavioral concerns:							
	Indirect	Initials	Date	Direct	Initials	Date	
↔ ↕ ⌵	(none) ▼			(none) ▼			
↔ ↕ ⌵	(none) ▼			(none) ▼			
↔ ↕ ⌵	(none) ▼			(none) ▼			

⊕ Please click to add new row.

Although the form only requires a minimum of one indirect OR one direct data collection tool, best practice suggests using a variety of data sources. When documenting data collection tools:

- For record reviews, behavior logs, or other compiled data, enter the date the data was reviewed.
- For rating scales and other tools, enter the date completed or administered.
- For observations, enter the date the observation occurred. Enter each observation separately.

### BEHAVIORS OF CONCERN

BEHAVIORS OF CONCERN		
Behaviors of Concern		Target Behavior?
↔ ↕ ⌵	Insert Statements	<input type="checkbox"/>
↔ ↕ ⌵	Insert Statements	<input type="checkbox"/>
↔ ↕ ⌵	Insert Statements	<input type="checkbox"/>

⊕ Please click to add new row.

1. List all behaviors of concern.
2. Choose up to 3 Target Behaviors by selecting checkboxes.
3. Selected Target Behaviors will populate to SPECIFICATION/OPERATIONAL DEFINITION chart.

## SPECIFICATION/OPERATIONAL DEFINITION (INCLUDE BASELINE DATA)

- Selected (checked) Behaviors of Concern will populate to the Target Behavior field. The field is editable to provide for additional specification.
- If the field is manually emptied, the selected (checked) Target Behavior will remain in the Behavior of Concern chart, but will no longer populate to this field.
- Should the team decide to focus on different Target Behaviors while completing the FBA, different Behaviors of Concern can be selected from the BEHAVIORS OF CONCERN section. If a Target Behavior is deselected/unchecked, the data associated with it will be deleted from the SPECIFICATION/OPERATIONAL DEFINITION section.

SPECIFICATION/OPERATIONAL DEFINITION (INCLUDE BASELINE DATA)			
Antecedent		Target Behaviors	Consequence
What is happening before the behavior occurs?		Define the target behavior and how often it occurs (Frequency, intensity, duration and longevity).	What happens after the target behavior occurs? What is the response from staff, peers, etc.?
Setting Event	Antecedent		
Insert Statements	Insert Statements	Insert Statements	Insert Statements
3	2	1	4

### Setting Event

Situations that make it more likely a Target Behavior will occur. There may not always be a Setting Event or it may not be known. Enter "none" or "unknown" in this box if that is the case.

*Examples: sleep deprivation, hunger, family stressors, bus issues*

### Antecedent

A trigger/circumstance that happens immediately before a Target Behavior occurs.

*Examples: given direction, long or difficult task, sitting next to peers, change in routine*

### Target Behaviors

Selected Target Behaviors from the BEHAVIORS OF CONCERN section will populate to this field. This field is editable to allow for further specification of Target Behaviors (i.e., frequency, intensity, duration and longevity).

*Examples: frequency: 2-3x daily; intensity: requires seclusion, duration: 10-30 minutes, longevity: 1 month*

### Consequence

What happens immediately following the Target Behavior.

*Examples: receives adult attention, avoids difficult task, removed from classroom, gets peer attention*

## PREVIOUS SCHOOL-BASED INTERVENTIONS AND STRATEGIES FOR TARGET BEHAVIORS

PREVIOUS SCHOOL-BASED INTERVENTIONS and STRATEGIES FOR TARGET BEHAVIORS		
Previous School-Based Intervention/Strategy	When	Student Response
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; margin-bottom: 5px;"> <span style="font-size: small;">B I U A</span> <span style="font-size: x-small;">Insert Statements</span> </div> <div style="background-color: #f8d7da; height: 30px;"></div> </div>		
<div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; margin-bottom: 5px;"> <span style="font-size: small;">B I U A</span> <span style="font-size: x-small;">Insert Statements</span> </div> <div style="background-color: #f8d7da; height: 30px;"></div> </div>		

Provide documentation of previous interventions (e.g., academic, behavior, social) implemented and student response of those interventions. Include relevant data and specify what Target Behavior(s) each intervention addressed.

## SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIOR(S)

SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIOR(S)		
Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern.		
When this occurs...	the student does...	to obtain or avoid...
Describe Setting Events & Antecedents	Define Target Behavior of Concern.	Describe Consequence & Identify Function
2	1	3

Create the Hypothesis Statement(s) using information from SPECIFICATION/OPERATIONAL DEFINITION chart. Develop a Hypothesis Statement for each Function of behavior. There may be more than one Function for the same behavior.

1. Target Behavior of Concern
2. Antecedents and Setting Events (There may not always be a Setting Event or it may be unknown.)
3. Consequences and Function of behavior

If the FBA is finalized before the PBSP is created, the Hypothesis Statement(s) will flow to the PBSP upon finalization.

Once the FBA is complete, the FBA must be finalized in order to have the Hypothesis Statement flow to the PBSP. A PBSP can be created without finalizing an FBA, but there will not be data flow from the FBA.

Once finalized, the FBA cannot be revised. If the team finds one or more of the Hypothesis Statements is no longer accurate, a new FBA needs to be created.

## Positive Behavior Support Plan

Research shows that Positive Behavior Support Plans (PBSPs) that are function-based (i.e., informed by a FBA) have greater outcomes than non-function based interventions (Carr et al., 1999, Ingram, Lewis-Palmer, & Sugai, 2005).

### PURPOSE

STUDENT INFORMATION		
Student: Jennifer Haassellnek	Purpose: (none) <input type="button" value="v"/>	Date of PBSP: <input type="text"/>
Birthdate: 06/01/2007	Resident: (none) <input type="button" value="v"/>	
Age: 8	<input type="text"/> (ID) <input type="button" value="lookup"/>	
Grade: First grade	Student Primary Language: (none) <input type="button" value="v"/>	
PBSP Coordinator: <input type="text"/>	Language in the Home: <input type="text"/>	
	(ID) <input type="button" value="lookup"/> / <input type="button" value="non-lookup"/>	

When creating a new plan, create a PBSP and select PBSP as the purpose.

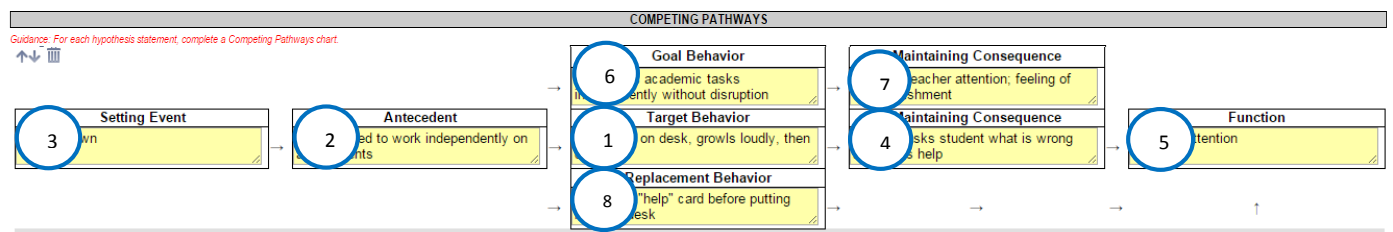
When reviewing and/or revising an existing plan, create a revision of the most recent version of the current plan and select PBSP REVIEW as the purpose. For important information on creating a revision of the PBSP (e.g., data flow, progress reporting), see the **Positive Behavior Support Plan Review** section.

The **PBSP Coordinator** is the team member who is primarily responsible for guiding the team in developing the plan, ensuring all team members participate in the process and agree with the outcomes, and ensuring that the plan includes all necessary components. The PBSP Coordinator may also be responsible for scheduling review meetings.

## COMPETING PATHWAYS

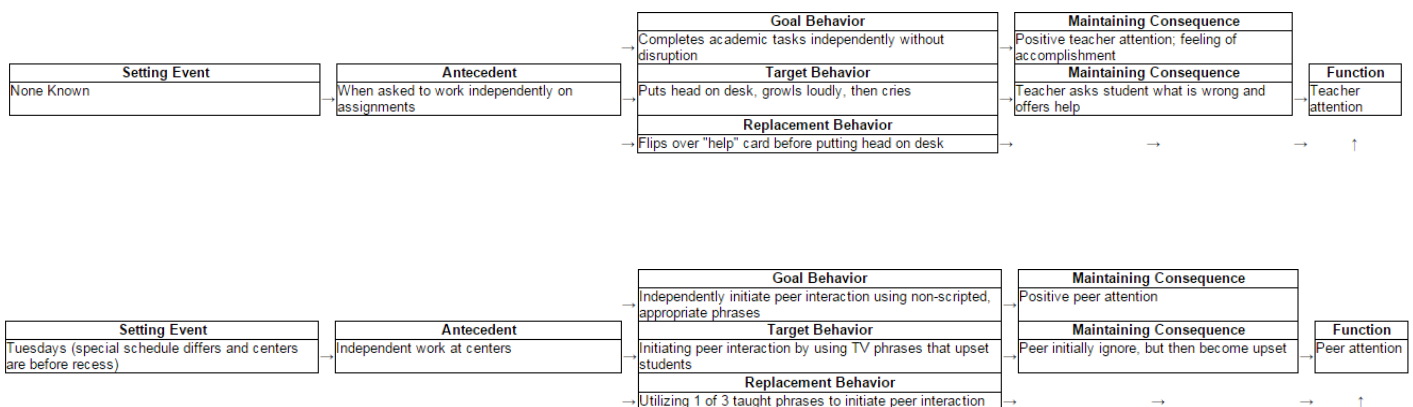
The purpose of the Competing Behavior Pathway is threefold: (1) to highlight the importance of building the PBSP around the Hypothesis Statement(s); (2) to identify competing behavioral alternatives (i.e., Replacement Behavior) to the Target Behavior; (3) to determine strategies for making the Target Behavior ineffective, inefficient, or irrelevant through changes to the routine or environment (Crone & Horner, 2003).

For each Hypothesis Statement, complete a Competing Pathways chart. Note: A behavior that has more than one Function requires a separate Competing Pathways chart for each Function. *Example: A student engages in growling to avoid peer attention during social times but also engages in growling during academic times to gain teacher attention.*



- Use information from the Hypothesis Statement to complete boxes 1, 2, 3, 4, and 5.
- Define the Goal Behavior in box 6. A Goal Behavior is the ultimate desired behavior. *Example: completes academic tasks independently without disruptions*
- Define the Maintaining Consequence in box 7. The Maintaining Consequence is what the team anticipates will maintain the Goal Behavior. *Example: positive teacher attention*
- Define the Replacement Behavior in box 8. The Replacement Behavior is the alternate behavior that serves the same Function as the Target Behavior and is an approximation to the Goal Behavior. *Example: turns over "help" card before putting head down*

Examples:



## BRAINSTORMING STRATEGIES

BRAINSTORMING STRATEGIES							
Brainstorm possible strategies in the following areas. Check the box next to strategies implemented at this time.							
Setting Event Strategies	A	Antecedent Strategies	B	Teaching Strategies	C	Consequence/Response Strategies	
Provide breakfast at school	<input checked="" type="checkbox"/>	Break Card	<input type="checkbox"/>	Teach student how to take a break	<input type="checkbox"/>	Planned ignoring	<input checked="" type="checkbox"/>
Communication with medical personnel	<input type="checkbox"/>	Accommodations to work	<input type="checkbox"/>	Teach student to ask for help	<input checked="" type="checkbox"/>	Providing break when requested	<input type="checkbox"/>
Dispense medication at school	<input type="checkbox"/>	Social narrative	<input type="checkbox"/>	Teach how to use <u>assistive</u> technology for communication	<input type="checkbox"/>	Providing help when requested	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	Preferred seating	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Following a script	<input type="checkbox"/>
	<input type="checkbox"/>	Visual cues	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Teach other students not to respond to behavior	<input type="checkbox"/>

During team brainstorming, focus on strategies that address the current Function of the Target Behavior. Check the box next to the strategies that will be implemented at this time; the selected strategies will populate to the INTERVENTION section.

## INTERVENTION (with specific descriptions)

INTERVENTION (with specific descriptions)	
Describe specifically how the selected strategies will be implemented and the Target Behavior/Hypothesis Statement each strategy will address.	
Intervention	Description
Provide breakfast at school	
Preferred seating	
Visual cues	
Teach student to ask for help	
Planned ignoring	

1. Selected strategies populate from BRAINSTORMING STRATEGIES chart into corresponding sections.

2. Specify how strategies will be implemented and which Target Behavior/Hypothesis Statement each strategy will address.

**Example:**

- *Antecedent Strategy: Visual Schedule with Preferred Activities*
- *Description: Available to student in all settings. Store in student binder. Uses 2 x 2 inch Boardmaker icons; icons are removed in put into "all done" envelope when activities are complete. Incorporate preferred activity every third icon. This strategy addresses the student's avoidance-maintained behavior.*

## DATA COLLECTION PLAN

DATA COLLECTION PLAN
Describe how data will be collected to ensure implementation fidelity, monitor student progress, and determine intervention effectiveness.

Data collection must (1) evaluate student progress and (2) evaluate the effectiveness of the intervention(s) (i.e., implementation data). Include: what data will be collected, who is responsible for collecting data, and when the data will be collected. Sample data collection tools may be uploaded to the plan as file-based documents.

## IMPLEMENTATION ACTION PLAN

IMPLEMENTATION ACTION PLAN			
Include staff supports/training necessary for data collection and implementation of Positive Behavior Support Plan.			
Who	Will Do What	By When	Status
<div style="background-color: #f8d7da; padding: 2px;"> <span>↕</span> <span>↕</span> <span>🗑</span> <span style="border: 1px solid #ccc; padding: 2px;"> </span> (ID) <a href="#">lookup</a> / <a href="#">non-lookup</a> </div>	<div style="border: 1px solid #ccc; height: 40px;"> </div>	<div style="background-color: #f8d7da; padding: 2px;"> <span>📅</span> <span>🕒</span> <span>📌</span> </div>	
<div style="background-color: #f8d7da; padding: 2px;"> <span>↕</span> <span>↕</span> <span>🗑</span> <span style="border: 1px solid #ccc; padding: 2px;"> </span> (ID) <a href="#">lookup</a> / <a href="#">non-lookup</a> </div>	<div style="border: 1px solid #ccc; height: 40px;"> </div>	<div style="background-color: #f8d7da; padding: 2px;"> <span>📅</span> <span>🕒</span> <span>📌</span> </div>	

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No

- Develop a thorough action plan to support implementation of the PBSP by determining who will do what and when it will be completed. Example action items include: making materials, teaching the student a new strategy, data collection, and observations.
- Review the outcomes of the action plan and create a new action plan at the next review meeting. The **Status** column is not required in a new PBSP, but can be utilized if there is relevant information to include.

Teams are required to determine whether or not they will be reconvening to review the plan. If **Yes**, select Team Reconvene Date. If **No**, select Termination Date. Selecting a Termination Date discontinues the plan.

## Positive Behavior Support Summary Page

Information from the plan will flow to the Positive Behavior Support Summary Page. This page acts as a “PBSP at a glance” and can be disseminated to staff members who need to be informed about the PBSP but may not need to know all of the information included in the FBA and PBSP documents (e.g., general education teachers, lunch staff, specials teachers, bus staff). It can also be provided to substitutes/guest teachers.

# Positive Behavior Support Plan Review

Changes can be made to the PBSP by creating a revision of the most recent version of the document. In the revision, most fields are editable and can be updated with new information and data. The information is saved in the previous version, creating a record of previous interventions and outcome data. This allows the team to delete any information that is not currently relevant to the plan.

## CREATING A REVISION

The screenshot shows the PBSP system interface. At the top, there is a breadcrumb trail: "My Home Page > Jennifer Haassellnek (1324354657) > Documents > Final: Positive Behavior Support Plan (PBSP) (Revision: 6/10/15, 2014-15)". Below this, the document title "PBSP: Competing Pathways and Brainstorming" is visible. A "More..." menu is open, highlighting the "Create Revision of This Document" option. The main content area shows "POSITIVE BEHAVIOR SUPPORT PLAN" and "STUDENT INFORMATION" with fields for Student, Birthdate, Age, Grade, Purpose, Resident District, Student Primary Language, Language in the Home, Date of PBSP, and Date of PBSP Review. A dialog box titled "Create Revision of This Document" is open, showing "Accept" and "Cancel" buttons and a "Label/Comment:" field with the text "Revision 6/10/15".

To create a revision:

1. Open the most recent finalized PBSP.
2. Navigate to More > Create Revision of This Document.
3. Change Label/Comment to "Revision: [Date]."
4. Click on "Accept." The plan is now ready to edit.

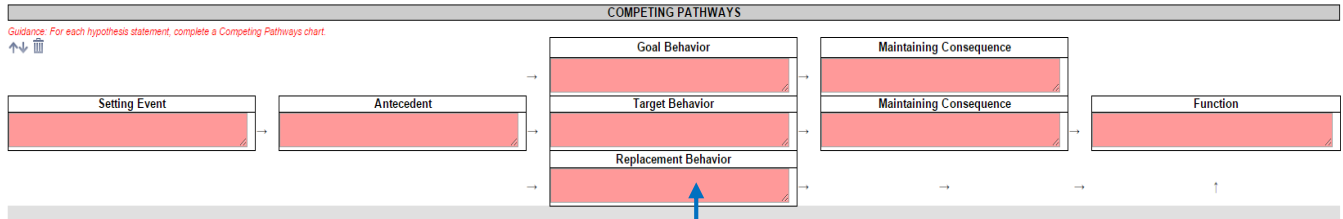
## PURPOSE

The screenshot shows the "POSITIVE BEHAVIOR SUPPORT PLAN" and "STUDENT INFORMATION" section. The "Purpose" field is set to "PBSP Review" (dropdown menu). The "Date of PBSP" is "06/10/2015" and the "Date of PBSP Review" is "6/30/2015".

After creating the revision, choose **PBSP Review** as the purpose. PBSP Review must be selected for the new date field and POSITIVE BEHAVIOR SUPPORT PLAN PROGRESS REVIEW section to appear in the form.

Both the date of the initial PBSP (Date of PBSP) and the date of the review (Date of PBSP Review) will appear in the STUDENT INFORMATION section.

## COMPETING PATHWAYS



As the student meets behavioral goals, adjust the Replacement Behavior to more closely approximate the Goal Behavior. *Example: The original Replacement Behavior was to ask for a break during difficult math tasks. The new Replacement Behavior now incorporates a limit on the number of breaks the student is allowed to take.*

## BRAINSTORMING STRATEGIES

**BRAINSTORMING STRATEGIES**

Brainstorm possible strategies in the following areas. Check the box next to strategies implemented at this time.

A		B		C	
Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence/Response Strategies		
Provide breakfast at school <input checked="" type="checkbox"/>	Break Card <input type="checkbox"/>	Teach student how to take a break <input type="checkbox"/>	Planned ignoring <input checked="" type="checkbox"/>		
Communication with medical personnel <input type="checkbox"/>	Accommodations to work <input type="checkbox"/>	Teach student to ask for help <input checked="" type="checkbox"/>	Providing break when requested <input type="checkbox"/>		

If appropriate, add new strategies or choose other previously identified strategies. Uncheck any that will no longer be in effect and check any additional strategies that will be implemented moving forward. Note: Unchecking a box will delete the strategy and associated description information in the INTERVENTION section.

## INTERVENTION (with specific descriptions)

**INTERVENTION (with specific descriptions)**

Describe specifically how the selected strategies will be implemented and the Target Behavior/Hypothesis Statement each strategy will address.

Intervention	Description
Setting Strategies Provide breakfast at school	
Antecedent Strategies Preferred seating	
Visual cues	
Teaching Strategies Teach student to ask for help	

Adjust the descriptions of existing/continuing strategies to reflect any changes the team has made; include descriptions for any new strategies.



## DATA COLLECTION PLAN

DATA COLLECTION PLAN
Describe how data will be collected to ensure implementation fidelity, monitor student progress, and determine intervention effectiveness.

Document any changes to the DATA COLLECTION PLAN and additions to the IMPLEMENTATION ACTION PLAN. The **Status** column is required when the purpose of PBSP Review is selected.

## IMPLEMENTATION ACTION PLAN

IMPLEMENTATION ACTION PLAN			
Include staff supports/training necessary for data collection and implementation of Positive Behavior Support Plan.			
Who	Will Do What	By When	Status
<span style="background-color: #f8d7da; display: inline-block; width: 150px; height: 15px;"></span> (ID) <a href="#">lookup</a> / <a href="#">non-lookup</a>		<span style="background-color: #f8d7da; display: inline-block; width: 50px; height: 15px;"></span>	
<span style="background-color: #f8d7da; display: inline-block; width: 150px; height: 15px;"></span> (ID) <a href="#">lookup</a> / <a href="#">non-lookup</a>		<span style="background-color: #f8d7da; display: inline-block; width: 50px; height: 15px;"></span>	

## POSITIVE BEHAVIOR SUPPORT PLAN PROGRESS REVIEW

POSITIVE BEHAVIOR SUPPORT PLAN PROGRESS REVIEW	
Date	Progress
<span style="background-color: #f8d7da; display: inline-block; width: 100px; height: 15px;"></span>	
<span style="background-color: #f8d7da; display: inline-block; width: 100px; height: 15px;"></span>	

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No

- Bring compiled data to the review meeting so that the team can further evaluate the progress at the meeting and record these findings in the review section. This review section will prompt the steps that will be placed on the new action plan.
- Record progress since the last PBSP review meeting. Progress notes from previous finalized reviews will populate in this section.
- Consider interventions and strategies and ask the following questions: (1) What worked? (2) What didn't work? (3) Was the PBSP implemented with fidelity across all environments and by all team members?
- Determine whether or not the team will be reconvening to review the plan. If **Yes**, select Team Reconvene Date. If **No**, select Termination Date. Selecting a Termination Date discontinues the plan.
- Finalize the document when the review is complete.