ACTIVITY 1: SCHOOLWIDE PBS

1. Big Ideas in Schoolwide PBS:

2. Current level of implementation of schoolwide PBS in the building your target student attends (describe):
    a. Full Implementation
    b. Emerging
    c. Not Implementing

3. Next steps to implementation of schoolwide PBS (write action items on master action plan):

ACTIVITY 2: IDENTIFYING THE INTERFERING BEHAVIOR

1. List ALL the behaviors of concern for your target student: (excess or deficit behaviors)

2. Prioritize the behaviors of concern (impede independent skills, socialization skills or opportunities in integrated environments):

3. Operationalize the selected behavior(s) (observable / measurable):

4. How will you measure this behavior?

5. What is your baseline data?

    If you don't have this information, design a plan for collecting it and record on your master action plan:

ACTIVITY 3: CONDUCTING AN FBA

The following are excerpts from FBA forms. Complete as much information as you have. If there is relevant information you do not have, design a plan for collecting that information and record on the master action plan. Summarize all this information on the FBA Summary Form.

Relevant History: Interview / Ratings Scale Information
Summarize historical information that may be relevant in interpreting the interfering behavior.
General History   (Family; Personal; Likes/Dislikes; Strengths/Challenges; etc.)
Medical Issues/Treatment (including diagnoses (medical /psychiatric), medications (purpose/dosage), and service agencies / /medical professionals currently involved)
Educational Programs/Related Services (Previous services as well as current)
Social History (including interaction with peers and adults, family members, etc.)
Intervention History (including treatments / strategies attempted and their affect on the behavior)
Behavior History (How long has the behavior been a problem? Have there been other behavior challenges?

Where does the behavior occur MOST often? / LEAST often?

When does the behavior occur MOST often? / LEAST often?

For whom is the behavior a problem? / For whom is the behavior NOT a problem?

During what activities does the behavior occur MOST often? / Least often?

What universal supports are in place? / What universal supports are not in place?

Are the adults in the student's environment RESPECTFUL of the student's values/needs?

What OTHER relevant variables may be influencing this behavior?

ANTECEDENTS VARIABLES Checklist
(check/describe most relevant variables based on data)

Medical/Emotional	**Environmental**	**Social/Interactional**	**Curricular/Instructional**	**Personal**
___ Hunger/Thirst	___ Auditory	___ Social Expectations	___ Task Difficulty	___Choice-Making
___ Restroom	___ Visual	___ Opportunity w/ peers	___ Task Length	___Communication
___ Health	___ Transition	___ Teacher / Staff	___ Rate of Presentation	___Emotional
___ Medication	___ Predictability	___ Proximity	___ Delivery of Instruction	___Routine Dependent
___ Diet	___ Class Size	___ Behavior of Peers	___ Level of Assistance	___Personal Likes/Dislikes
___ Sleep	___ Seating	___ Necessary Social Skills	___ Meaningful	___Coping Skills
___ Clothing		___ Change of Staff	___ Variation of Material	

What events / variables typically FOLLOW the behavior?

Based on this, what FUNCTION might the behavior be serving?: (What might the student be GETTING or AVOIDING from engaging in the behavior)

	INTERNAL	EXTERNAL
ACCESS / GET Something	___ **Cognitive** _____ ___ **Emotional** _____ ___ **Communication** ___ **Control** ___ **Revenge** ___ **Sensory** ___**Auditory** ___**Visual** ___ **OTHER** _____	___ **Attention** _____ ___ **Tangibles** _____ ___ **Activities** _____ ___ **Other** _____
AVOID/ESCAPE Something	___ **Cognitive** _____ ___ **Emotional** _____ ___ **Physiological** _____ ___ **Sensory** ___**Auditory** ___**Visual** ___ **OTHER** _____	___ **Setting** _____ ___ **Task** _____ ___ **Activity** _____ ___ **Person(s)** _____ ___ **Academic Subject** _____ ___ **OTHER** _____

OTHER Relevant VARIABLES:

ACTIVITY 4: Programming for Function and ASD

1. List at least THREE activities your target student enjoys. Design a plan for imbedding these within the student's schedule and record on master action plan.

2. Based on your data, what are the possible functions for your target student?

3. How can you address function in your developing behavior plan?
    a. Imbed access to it in the schedule?
    b. Teach the student where / when to access it?
    c. Teach replacement behaviors that serve the same function? (if so, design plan and record on master action plan)