

BEHAVIOR ASSESSMENT SUMMARY: *(pull this info from your FBA and/or Competing Behavior Model)*

Antecedents to the behavior of concern	Behavior of concern (BOC)	Consequences maintaining the behavior of concern	Perceived function of the behavior of concern
-list common antecedents that happen before BOC.	<p>-Operational definition. Can any stranger come in and take data on what you defined? Can include non-examples.</p> <p>Good example: Puts head on desk or walks out of class when expected to do work. Non-examples include asking to walk out or playing heads-up 7-up.</p> <p>Bad example: Non-compliance</p>	-from the student's perspective, why are they continuing to do this behavior? What are they getting out of it?	<p>- from the student's perspective, why does he or she continue this behavior?</p> <p>*Sometimes we might find 2+ functions. It is ok to list that here. But then we should have a matching number of Replacement Behaviors below. One to match each function.</p>
<p>When receiving redirection of off-task behavior, in an unstructured setting, during work and/or recess, and seeking attention from adults; the student is non acceptant of redirection and consequences (loses focus), non-compliant with school and classroom rules (physically and verbally aggressive), exhibits off-task behaviors such as: pushing /kicking chairs, under table/desks, throwing work or job tasks, out of seat,, and engages in inappropriate vocalizations and / or gestures (mocking peers, laughing at peers, inappropriate sexual language); in order to escape academic tasks, the classroom setting, avoid a demand or request and gain attention from peers or teacher, and gain control.</p>			

Identify educational (skill) deficit(s) related to the behavior of concern:

Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.

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Refer for further assessment: *(check here and describe plan for assessment if skill deficits have not previously been assessed and identified).*

Describe: _____

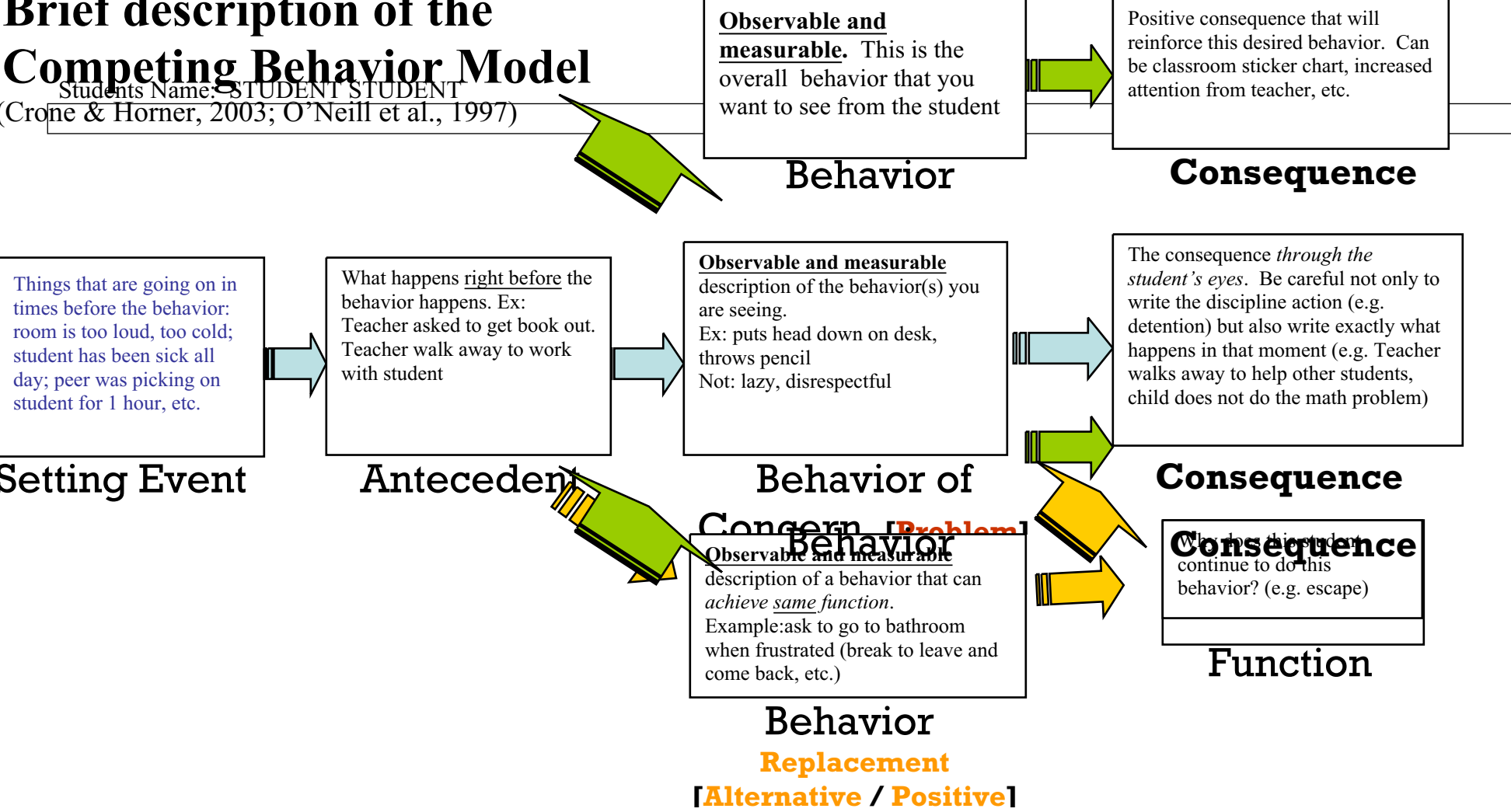
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Educational deficits addressed in other areas of IEP: *(check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP).*

Describe: _____

Brief description of the Competing Behavior Model

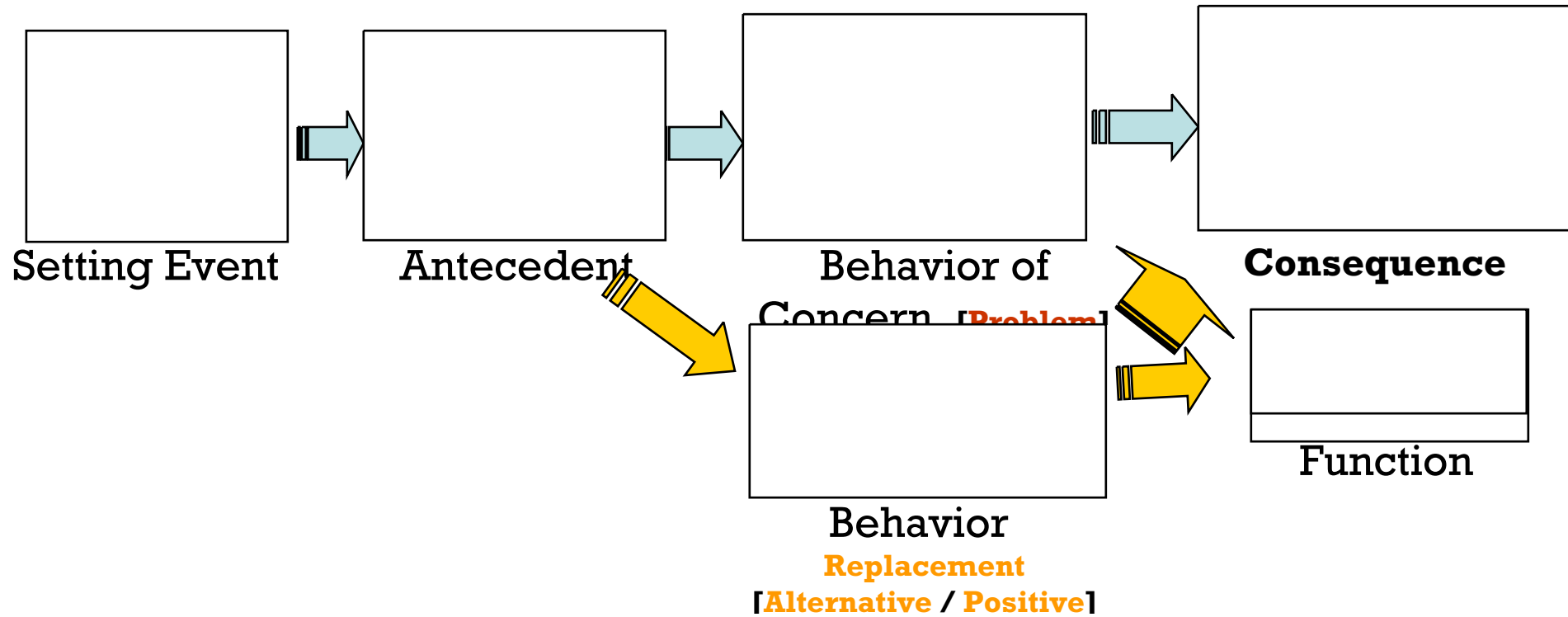
Students Name: STUDENT STUDENT
(Crone & Horner, 2003; O'Neill et al., 1997)



Antecedent Modifications	Replacement Behavior	↑Consequences	↓Consequences
<i>How or why would your student want to do the activity that you WISH he was doing?</i>	<i>MUST still result in student getting the original function.</i>	<i>What's the payoff for doing this correct behavior?</i>	<i>What will staff do if BOC occurs?</i>
<i>Is it a functional activity?</i>	<i>When will you teach?</i>	<i>Should be the true function, perhaps an additional reinforcer (since this is 1.</i>	<i>How will you ensure that function is not rewarded?</i>
<i>Is there reinforcement available?</i>	<i>Type of prompts? Fading prompts?</i>	<i>reinforcer (since this is 1. New and 2. Hard to break a habit)</i>	<i>How will all staff be consistent?</i>
<i>Does he have the communication skills needed?</i>	<i>Effort needed for replacement behavior needs to be less than effort for the BOC</i>		<i>Safety.</i>
<i>Other skills needed?</i>			

The Competing Behavior Model

Students Name: STUDENT STUDENT
(Crone & Horner, 2003; O'Neill et al., 1997)



Antecedent Modifications	Replacement Behavior	↑Consequences	↓Consequences

Positive Behavior Support Plan

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

A Antecedent (prevention) Strategies

- Specific strategies that will prevent the behavior from happening.
- Be careful not to make this section too long. If the PBSP has been in place for years, look each year to determine what is still working vs. what is not.
- When it's too long to read, staff tend to forget which ones to use (which means we're technically breaking the law).
 - How or why would your student want to do the activity that you WISH he was doing?
 - Is it a functional activity?
 - Is there reinforcement available?
 - Does he have the communication skills needed?
 - Other skills needed?

B Replacement Behavior

- MUSTMATCH THE FUNCTION THAT YOU LISTED ABOVE.
- If multiple functions are listed, there should be multiple replacement behaviors.
- Should be specific so staff know exactly what behavior(s) to prompt and reinforce.
 - MUST still result in student getting the original function.
 - When will you teach?
 - Type of prompts? Fading prompts?
- Effort needed for replacement behavior needs to be less than effort for the BOC

↑C Consequences (reinforcement) for when the student performs the replacement behavior:

- What's the payoff for doing this correct behavior?
 - Should be the true function, perhaps an additional reinforcer (since this is 1. New and 2. Hard to break a habit)

↓C Consequences (including procedures to follow) when the student performs the behavior of concern:

- What will staff do if BOC occurs?
- How will you ensure that function is not rewarded?
- How will all staff be consistent?
- Safety.

Note:
In developing the Positive Behavior Support Plan (PBSP) the IEP team must consider Program Modifications and Specially Designed Instruction, Related Services, and Supports for School Personnel Provided for the Child. These items should be described within Section VI of the IEP.

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