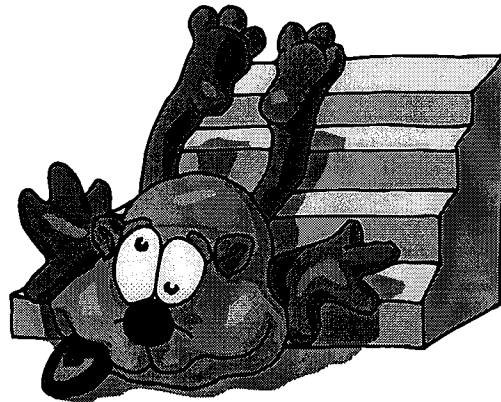


Possible Pitfalls to Effective Behavioral Plans

The process of functional behavioral assessment and intervention is complete only when the team produces positive behavioral changes in student performance. The best laid plans may be obstructed by any number of factors. Below are some possible pitfalls to an effective Behavior Plan and supports. To insure success, teams should avoid these pitfalls.

- Too vague a definition of the behavior(s) of concern.
- Incomplete measurement/data collection regarding the behavior(s) and the interventions selected.
- Incorrect interpretation of the functional assessment data collected.
- Inappropriate intervention (e.g., too weak to deal with the complexity or magnitude of the behavior problem; not aligned with the assessment data).
- Inconsistent or incorrect application of one or more parts of the intervention plan.
- Personnel lack skills and/or training to correctly implement the interventions.



- Failure to adequately monitor the implementation of the plan or to adjust the plan over time, as needed, based on on-going monitoring and evaluation , and to adequately evaluate the impact of the intervention plan.
- Inadequate system-wide support to avoid future episodes of the behavior problem (e.g., too many initiatives or competing priorities that may interfere with time and commitment needed to develop and implement the plans).
- The behavior is an issue of tolerance rather than being something that distracts the student or others (e.g., a specific minor behavior, such as doodling).
- Failure to consider environment or psychological issues, cultural norms, family or other situations outside the school that are impacting the student's behavior.