

Effective Behavior Support Systems Development A step-by-step Planning Guide

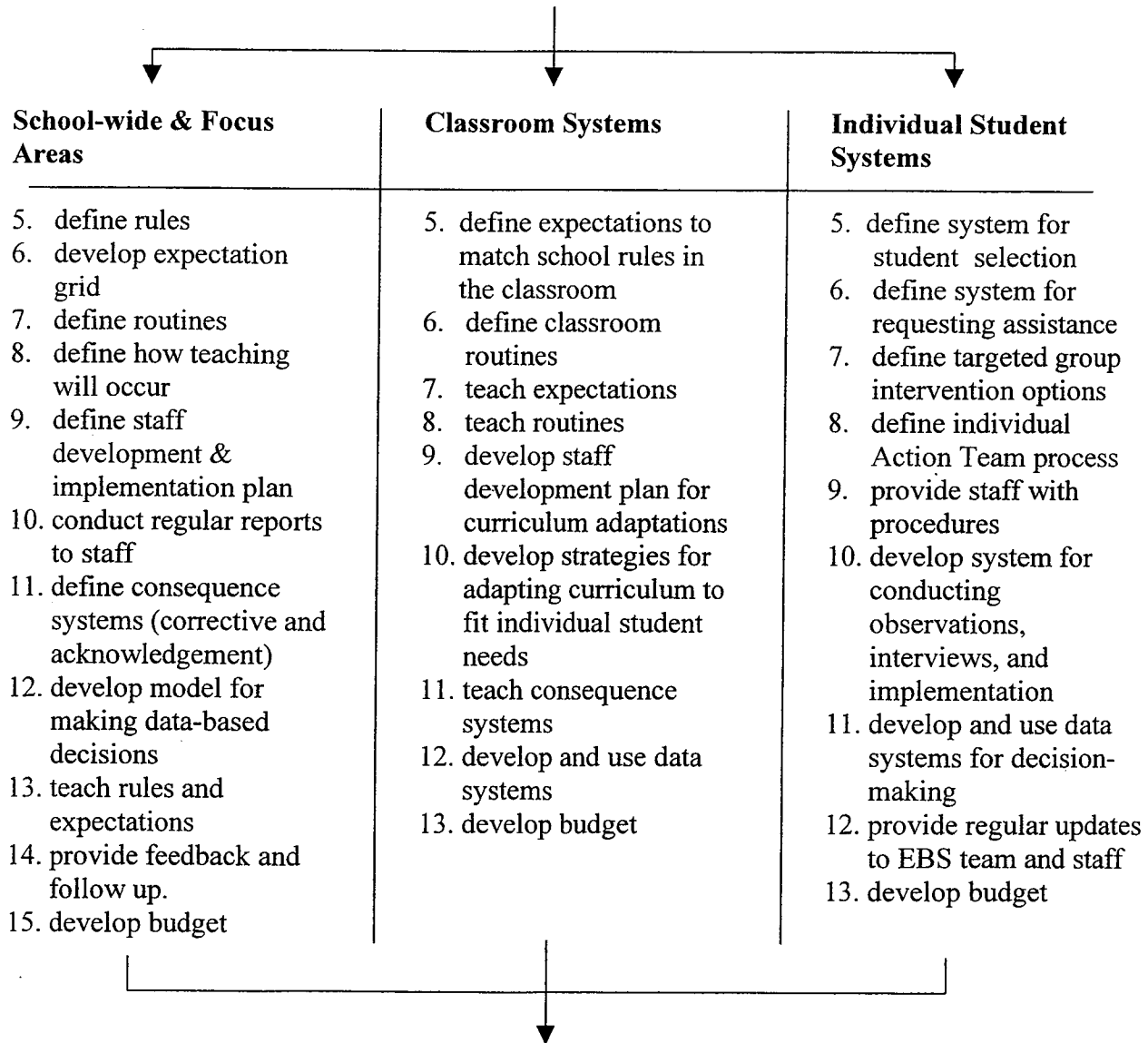
Step

1. Define Team (roles and meeting schedule)
Determine/ Review School Improvement Goal

2. Complete EBS Self-Assessment Survey Summary & Graph
Complete Oregon School Safety Survey
Conduct other initial & on-going assessments

3. Use Assessment information to revise School Improvement Plan for year
Complete/update Assessing Student Support Programs

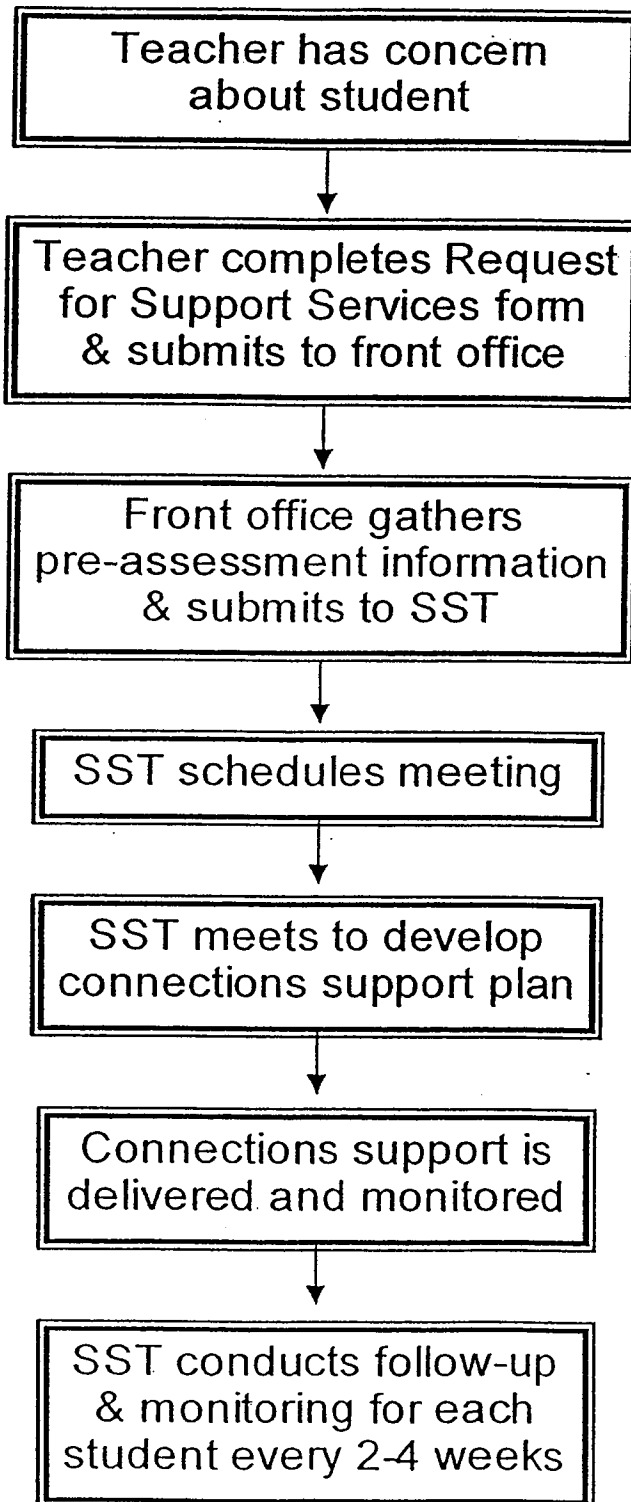
4. Determine Focus Area for the year
Either maintain current systems OR develop a new system while maintaining current systems.



Continue on-going assessment and evaluation activities as specified in the Annual Action Plan and School Improvement Goal. Always use accurate data for decision-making.

Maintain & revise in-place systems as new systems are developed.

Individualizing Student Support



Effective Behavior Support Reading List 2001-02

Administrators and Team Facilitators

Colvin, G & Sprick, R. (1999). Providing Administrative Leadership for Effective Behavior Support: Ten Strategies for Principals. Effective School Practices. Vol. 17, No. 4, (Pp.65-71). Association for Direct Instruction, Eugene, Or.

Colvin, G., Wilbanks, D., Borg., Dickey, C., Duncan, M., Gilmore, M., Henery, J., & Shaw, S. (1996). Establishing an Effective School-Wide Discipline Plan: Getting All Staff on Board. In J. Marr, G. Sugai, & G. Tindal (Eds.) The Oregon Conference Monograph. Vol. 8, University of Oregon, Eugene, Oregon.

Horner, R. H., Sugai, G., & Todd, A. W. (2001). "Data" Need Not Be A Four Letter Word: Using Data to Improve Schoolwide Discipline. Beyond Behavior. Fall 2001. pp.20-21.

All EBS Teams

Horner, R. H., Sugai, G., & Todd, A. W. (2001). "Data" Need Not Be A Four Letter Word: Using Data to Improve Schoolwide Discipline. Beyond Behavior. Fall 2001. pp.20-21.

Lewis-Palmer, T., Sugai, G., Larson, S. (1999). Using Data to Guide Decisions about Program Implementation and Effectiveness: An Overview and Applied Example. Effective School Practices. Vol. 17, No. 4, (Pp.47-53). Association for Direct Instruction, Eugene, Or.

Nersesian, M., Todd, A.W., Lehmann, J., & Watson, J. (2000). School-Wide Behavior Support Through District-Level System Change. Journal of Positive Behavioral Interventions. Vol. 2, (4), pp. 244-247.

Sugai, G. & Horner, R.H. (1999). Discipline and Behavioral Support: Practices, pitfalls, and promises. Effective School Practices. Vol. 17, No. 4, (Pp.10-22). Association for Direct Instruction, Eugene, Or.

School-wide Systems

In addition to the articles listed above for "All EBS Teams":

Colvin, G. & Lazar, M. (1995). Establishing Classroom Routines. In L. Timmons (Ed.), The Effective Elementary Classroom. Managing for Success. (Pp.21-37). Sopris Press. Longmont, Co.

Lewis, T.J. & Garrison-Harrell, L. (1999). Effective Behavior Support: Designing Setting-Specific Interventions. Effective School Practices. Vol. 17, No. 4, (Pp.38-46). Association for Direct Instruction, Eugene, Or.

Sugai, G. & Lewis, T.J. (1996). Preferred and Promising Practices for Social Skills Instruction. Focus on Exceptional Children. Vol. 29, No. 4, 1-16. Love Publishing Co.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R., Sugai, G., & Hall, S. (1997). School-Wide Behavioral Support: Starting the Year Off Right. Journal of Behavioral Education, Vol. 7, No. 1, (Pp. 99-112). Human Sciences Press, Inc.

Focus Area Systems

In addition to the articles listed above for "All Focus Areas":

Colvin, G. & Fernandez, B. (2000). Sustaining Effective Behavior Support Systems in an Elementary School. Journal of Positive Behavioral Interventions. Vol. 2, (4), pp. 251-254.

Lewis, T.J. & Garrison-Harrell, L. (1999). Effective Behavior Support: Designing Setting-Specific Interventions. Effective School Practices. Vol. 17, No. 4, (Pp.38-46). Association for Direct Instruction, Eugene, Or.

Kartub, D. T., Taylor-Greene, S., March, R. E., & Horner, R. H. (2000). Reducing Hallway Noise: A Systems Approach. Journal of Positive Behavior Interventions. Vol. 2 (3) pp. 179-182.

Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching Respect in the Classroom: An Instructional Approach. Journal of Behavior Education, Vol. 8, No. 2, pp.245-262.

Sadler, C. (2000). Effective Behavior Support Implementation at the District Level: Tigard-Tualatin School District. Journal of Positive Behavioral Interventions. Vol. 2, (4), pp. 241-244.

Todd, A. W., Haugen, L., Anderson, K., & Spriggs, M. (2002). Teaching Recess: Low Cost Efforts Producing Effective Results. Journal of Positive Behavioral Interventions. Vol 4. (1). pp. 46-52.

Todd, A. W., Horner, R. H., Sugai, G. , & Sprague, J. R. (1999). Effective Behavior Support: Strengthening School-Wide Systems Through a Team-based Approach. Effective School Practices, 17(4), 23-37. ADI

Classroom Systems

Burke, M.D., Hagan, S.L., & Grossen, B. (1998). What Curricular Decisions and Strategies Accommodate Diverse Learners? The Council for Exceptional Children. Sept/Oct., pp. 34-38.

Classroom Management. A California Resource Guide. (2000). California Department of Education.

Colvin, G. (1999). Defusing Anger and Agression. Video

Colvin, G. & Lazar, M. (1995). Establishing Classroom Routines. In L. Timmons (Ed.), The Effective Elementary Classroom. Managing for Success. (Pp.21-37). Sopris Press. Longmont, Co.

Individual Student System Focus Area

In addition to the articles listed above for "All EBS Teams":

Todd, A. W., Horner, R.H., Sugai, G., & Colvin, G. (1999). Individualizing School-wide Discipline for Students with Chronic Problem Behaviors: A Team Approach. Effective School Practices. Vol. 17, No. 4, (Pp.72-82). Association for Direct Instruction, Eugene, Or.

Todd, A. W., Horner, R. H. & Sugai, G. (1999). Effects of Self-monitoring and Self-recruited Praise on Problem Behavior, Academic Engagement and Work Completion in a Typical Classroom. Journal of Positive Behavior Interventions, Vol.1, No.1. pp. 98-131. Austin, TX: Pro-Ed.

Reed, H., Thomas, E., Sprague, J.R., & Horner, R.H. (1997). The Student Guided Functional Assessment Interview: An Analysis of Student and Teacher Agreement. Journal of Behavioral Education, Vol. 7, No. 1, pp.33-49.

Horner, R. H., Todd, A.W., Sugai, G., & Lewis-Palmer, T. (2000). A Technical Brief. Exceptionality.

Request for Student Support Team (SST) Assistance

Student's name _____ Referred by: _____ Date: _____

DOB: _____ Grade: _____ IEP: Y N

1. Check the areas of concern(s):

Academic	Problem Behaviors	Communication	Personal Care	Health
<input type="checkbox"/> reading <input type="checkbox"/> math <input type="checkbox"/> spelling <input type="checkbox"/> writing <input type="checkbox"/> study skills <input type="checkbox"/> other _____	<input type="checkbox"/> aggressive <input type="checkbox"/> non compliant <input type="checkbox"/> truant <input type="checkbox"/> tardy <input type="checkbox"/> withdrawn <input type="checkbox"/> disruptive <input type="checkbox"/> other	<input type="checkbox"/> language <input type="checkbox"/> fluency <input type="checkbox"/> articulation* <input type="checkbox"/> voice <input type="checkbox"/> other * artic. only	<input type="checkbox"/> dressing <input type="checkbox"/> hygiene <input type="checkbox"/> unorganized <input type="checkbox"/> other	<input type="checkbox"/> visual acuity <input type="checkbox"/> visual tracking <input type="checkbox"/> hearing <input type="checkbox"/> physical <input type="checkbox"/> seizures <input type="checkbox"/> other

2. Check the strategies tried so far & circle those that were effective:

General review	Modify Environment	Modify Presentation	Modify Curriculum/ Homework	Modify Expectations
<input type="checkbox"/> review cum file <input type="checkbox"/> talk with parents <input type="checkbox"/> talk with previous teacher <input type="checkbox"/> seek peer help <input type="checkbox"/> classroom assessment <input type="checkbox"/> other	<input type="checkbox"/> change seating arrangement <input type="checkbox"/> provide quiet space <input type="checkbox"/> provide a larger space <input type="checkbox"/> encourage work breaks <input type="checkbox"/> other	<input type="checkbox"/> pre-teach <input type="checkbox"/> give extra practice <input type="checkbox"/> guided practice <input type="checkbox"/> change pacing <input type="checkbox"/> give extra feedback <input type="checkbox"/> provide patterns <input type="checkbox"/> vary materials <input type="checkbox"/> increase instructional time <input type="checkbox"/> planned positive reinforcer <input type="checkbox"/> other	<input type="checkbox"/> change task size <input type="checkbox"/> change color <input type="checkbox"/> provide computer <input type="checkbox"/> provide calculator <input type="checkbox"/> use visuals/manipulatives <input type="checkbox"/> change instruction <input type="checkbox"/> match to sample <input type="checkbox"/> other	<input type="checkbox"/> group product <input type="checkbox"/> individual product <input type="checkbox"/> make it easier <input type="checkbox"/> give more time <input type="checkbox"/> tutor/mentor <input type="checkbox"/> alternative response <input type="checkbox"/> emphasize quality over quantity <input type="checkbox"/> other

3. Parent contacted by phone, conf, letter, on _____ (date)

4. When completed, place this form in _____ mailbox

5. SST meeting scheduled for : _____ (date/time/place)

6. Health aide _____ gathers:

Medication _____ Physician _____
 (name/dose/time) (name & #)

7. Sped EA _____ gathers:

Past Year Information SWIS _____ Attendance _____ Tardies _____ Retention _____
 (# of referrals) (# of abs.) (# of tardies) (specify grades)

Current Year Information SWIS _____ Attendance _____ Tardies _____ IEP _____
 (# of referrals) (# of abs.) (# of tardies) review date)

Medical Issues:
 Vision, Hearing, Speech

Teacher bring the following info. to SST meeting:
 Work samples, assessment scores, reading rate/accuracy, anecdotal, incident reports, other data

Student Action Plan

Name: _____ Date: _____ Grade level: _____ Teacher: _____

Step 1: Use Request for Support Services to summarize preliminary Functional Assessment Information & Propose a summary statement of the problem

What sets off the problem?	What are the problems?	Why are they happening?
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Step 2: Rate your confidence level on the above summary statement

1 2 3 4 5 6
 Low ----- High

Step 3: Continue to work on summary statement accuracy until confidence rating is 5-6 for all team members.

Step 4: Determine if you have enough information to design student support. If so, design support plan. If not, determine the activities, time lines, and the people to conduct observations and interviews.

Step 5: Conduct SST meeting to determine Student Goal and design support plan

Student goal:

Student Support Program/ Observations/Interviews	When	Where	With Whom	Information Sources
Review Meeting				

Step 6: Conduct regular review meetings
 Determine meeting date and location.
 Use the Student Monitoring Form to monitor progress.

Individual Student Action Plan

Student: _____

Date: _____

Team Members: _____

Action Team Coordinator: _____

Activity	Tasks	Person/People Responsible	Completion Date	Team Meeting Date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Action Team Plan

Date: _____

Student: _____

Team Members: _____

Action Team Coordinator: _____

At the initial Action Team Meeting, use this plan to organize activities and dates.

<u>Activity</u>	<u>People Responsible</u>	<u>Date</u>	<u>Team Meeting</u>
<u>Functional Assessment</u>			
1. interview	_____	_____	
2. observations	_____	_____	
3. summarize	_____	_____	_____
<u>Support Plan Development</u>			
1. develop considerations for support plan	_____	_____	_____
2. firm up support plan	_____	_____	_____
<u>Support Plan Implementation</u>			
1. teaching	_____	_____	
2. coaching and feedback	_____	_____	
<u>Monitoring and Evaluation</u>			
1. managing student information	_____	_____	
2. meeting times	_____	_____	_____

Behavior Support Planning Checklist

Student _____

When developing and implementing behavior support plans, judge the degree to which each of the following has been considered:

G = Good, **O** = Okay, **P** = poor, **N** = not applicable

		Date		
FUNCTIONAL ASSESSMENT: Develop understanding of problem behavior	1. Describe problem behavior in operational terms			
	2. Identify problem routines			
	3. State complete functional assessment hypothesis			
	4. Collect data to confirm hypothesis statement			
FOUNDATIONS: Consider factors that go across routines	1. Health & physiology			
	2. Communication			
	3. Mobility			
	4. Predictability			
	5. Choice			
	6. Social relationships			
	7. Activity patterns			
PREVENTION: Make problem behavior irrelevant	1. Modify activity schedule			
	2. Adapt curriculum			
	3. Modify design of instruction			
	4. Adapt instructional procedures			
	5. Add prompts for appropriate behaviors			
	6. Precorrect for typical problem situations			
TEACHING: Make problem behavior less efficient	1. Teach specific replacement skills			

	2. Teach adaptive social skills			
EXTINCTION: Make problem behavior less effective	1. Minimize positive reinforcement for problem behavior			
	2. Minimize negative reinforcement for problem behavior			
REINFORCEMENT: Make appropriate behavior more effective	1. Select range of effective positive reinforcers			
	2. Maximize schedule of positive reinforcement for appropriate behavior			
CRISIS INTERVENTION PLAN: Prevent injury	1. Arrange environment & practice procedures to prevent crisis/emergency situations			
	2. Arrange environment & practice procedures to respond to crisis/emergency situations			
ENSURE CONTEXTUAL FIT: Match intervention to social & treatment context	1. Consider values & expectations of adults			
	2. Assess skill level/fluency of adults			
	3. Determine budget			
	4. Assess time requirements			
	5. Secure administrative support & system			
	6. Give priority to best interests of student & family			
EVALUATION & ASSESSMENT: Make plan more effective, efficient, & relevant	1. Specify what questions need to be answered			
	2. Specify information to be collected			
	3. Develop measurement system			
	4. Establish schedule for collecting data.			
	5. Collect & evaluate data			
	6. Use data to improve plan			

Brief Functional Assessment Interview

Student: _____

Date: _____

Behavior(s) of Concern:

Predictors:(When, where, with whom, with what) (Routine)

Maintaining Function(s): (Attention, Objects/Food, Avoid Demands/Tasks, Avoid Social Contact, Obtain Activity)

What Makes it Worse (Setting Events): (sleep, diet, schedule, home problems, constipation).

Summary Statement (Define by Routine)

Setting Event ---> Predictor ---> Prob Beh ---> Maintaining
Function

--	--	--	--

Student Guided Functional Assessment Interview
Adapted by A. Todd from Reed, Thomas, Sprague & Horner, 1997

The purpose of this brief interview is to get a snapshot of strengths, preferences and problems from the target students perspective. Therefore, it is important for the person conducting the "interview" to be neutral and accepting of everything that the student says.

I. Opening:

"We are meeting today to discuss the things you like and don't like about school and things in general. I want to ask you some questions, make some notes (so I don't forget what you say) as you answer the questions. Our conversation will take about 20 minutes. I am hoping that the information you tell me will help me help you have more success in school."

1. *"Tell me the things you like to do and are good at doing..."*
(Ask about favorite activities, foods, people, etc.)

II. Defining Problems:

2. *"What are the things that you have problems with? ".....*
(Are there certain behaviors, actions, people, activities?)

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A) Problem in Picture Form (Pro-form)

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 Student Profile: Please identify at least three strengths or contributions the student brings to school.

Step 3 Problem Behavior(s): Identify problem behaviors

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> Self-injury	

Describe problem behavior: _____

Step 4 Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Step 5 Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Step 2 **Routine/Activities/Context:** Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
<input type="checkbox"/> illness Other: _____ <input type="checkbox"/> drug use _____ <input type="checkbox"/> negative social _____ <input type="checkbox"/> conflict at home _____ <input type="checkbox"/> academic failure _____	<input type="checkbox"/> reprimand/correction _____ <input type="checkbox"/> physical demands _____ <input type="checkbox"/> socially isolated _____ <input type="checkbox"/> with peers _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> structured activity _____ <input type="checkbox"/> unstructured time _____ <input type="checkbox"/> tasks too boring _____ <input type="checkbox"/> activity too long _____ <input type="checkbox"/> tasks too difficult _____

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention Other: _____ <input type="checkbox"/> peer attention _____ <input type="checkbox"/> preferred activity _____ <input type="checkbox"/> money/things _____	<input type="checkbox"/> hard tasks Other: _____ <input type="checkbox"/> reprimands _____ <input type="checkbox"/> peer negatives _____ <input type="checkbox"/> physical effort _____ <input type="checkbox"/> adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Step 6

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequenc(s)

Step 7 **How confident are you that the Summary of Behavior is accurate?**

Strategies for preventing problem behavior	Consequences for problem behavior
Not very confident	Very Confident
1 2 3	4 5 6

Step 8 **What current efforts have been used to control the problem behavior?**

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input type="checkbox"/> schedule change Other: _____ <input type="checkbox"/> seating change _____ <input type="checkbox"/> curriculum change _____	<input type="checkbox"/> reprimand Other: _____ <input type="checkbox"/> office referral _____ <input type="checkbox"/> detention _____

The Functional Assessment Checklist for Teachers and Staff (FACTS): Instructions

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part A

Step #1: Complete Demographic Information:

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step #2: Complete Student Profile

Begin each assessment with a review of the positive, and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

Step #3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as “routines for future analysis”.

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

How to Complete the FACTS-Part B

Step #1: Complete Demographic Information:

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a “1”, and other possible consequences with a “2” or “3.” Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Step #6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

Step #7: Determine "Level of Confidence"

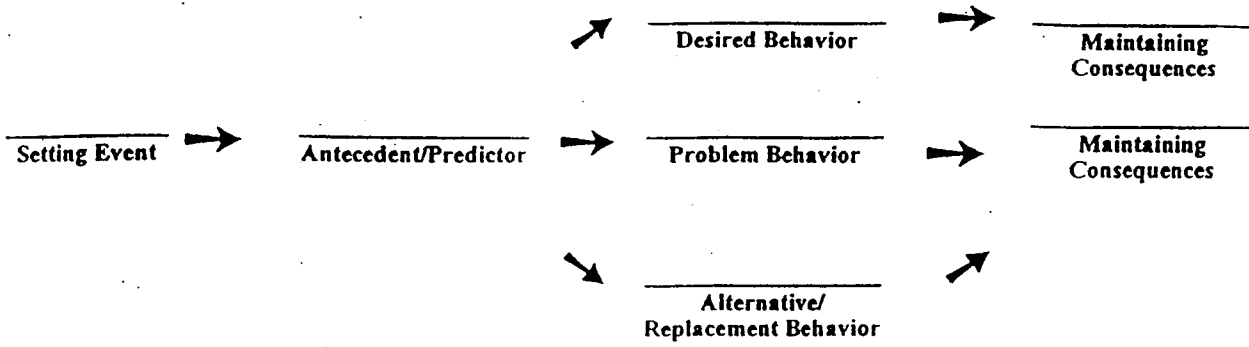
Use the 1-6 scale to define the extent to which you, the interviewer or the team are "confident" that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

Step #8: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).

Examples of completed FACTS-Part A and FACTS-Part B are provided below

Diagram Summary Statement and Competing Behavior Paths



List Strategies that Make the Problem Behavior Irrelevant, Ineffective, & Inefficient

Setting Event Strategies	Predictor Strategies	Teaching Strategies	Consequence Strategies

Transition Action Plan

Student name: _____

Today's date: _____

Placement: _____

Transition target date: _____

Transition Team Member Name	Phone #	E-mail address
Transition Activity	Person Responsible	Date

Adaptations for _____ Date: _____

Before the Lesson	During the Lesson	Completing/After the Lesson
Level of participation	Task Size	Time to Complete
Alternate Goal	Level of Support	Output Method
Substitute Curriculum	Input Method	Acknowledgment
Precorrection	Task Difficulty	Remove/ Restrict

Transition Information

Name: _____

Teacher: _____

Date: _____

Phone : _____

Grade: From: _____ to _____

e-mail: _____

Issues of Concern Why might this student need extra attention or support?

What worked ? What is recommended to improve student success in the new context?

What should be avoided?

Other Sources of Information or Assistance

Behavior Support Planning Checklist

Student _____

When developing and implementing behavior support plans, judge the degree to which each of the following has been considered:

G = Good, O = Okay, P = poor, N = not applicable

		Date		
FUNCTIONAL ASSESSMENT: Develop understanding of problem behavior	1. Describe problem behavior in operational terms			
	2. Identify problem routines			
	3. State complete functional assessment hypothesis			
	4. Collect data to confirm hypothesis statement			
FOUNDATIONS: Consider factors that go across routines	1. Health & physiology			
	2. Communication			
	3. Mobility			
	4. Predictability			
	5. Choice			
	6. Social relationships			
	7. Activity patterns			
PREVENTION: Make problem behavior irrelevant	1. Modify activity schedule			
	2. Adapt curriculum			
	3. Modify design of instruction			
	4. Adapt instructional procedures			
	5. Add prompts for appropriate behaviors			
	6. Precorrect for typical problem situations			
TEACHING: Make problem behavior less efficient	1. Teach specific replacement skills			

	2. Teach adaptive social skills			
EXTINCTION: Make problem behavior less effective	1. Minimize positive reinforcement for problem behavior			
	2. Minimize negative reinforcement for problem behavior			
REINFORCEMENT: Make appropriate behavior more effective	1. Select range of effective positive reinforcers			
	2. Maximize schedule of positive reinforcement for appropriate behavior			
CRISIS INTERVENTION PLAN: Prevent injury	1. Arrange environment & practice procedures to prevent crisis/emergency situations			
	2. Arrange environment & practice procedures to respond to crisis/emergency situations			
ENSURE CONTEXTUAL FIT: Match intervention to social & treatment context	1. Consider values & expectations of adults			
	2. Assess skill level/fluency of adults			
	3. Determine budget			
	4. Assess time requirements			
	5. Secure administrative support & system			
	6. Give priority to best interests of student & family			
EVALUATION & ASSESSMENT: Make plan more effective, efficient, & relevant	1. Specify what questions need to be answered			
	2. Specify information to be collected			
	3. Develop measurement system			
	4. Establish schedule for collecting data.			
	5. Collect & evaluate data			
	6. Use data to improve plan			

Using the Weekly Record

Purpose of the Weekly Record:

The weekly record is designed to monitor progress of acquisition of specific skills for meeting short term objectives within each IEP goal area.

How to use the Weekly Record:

1. Specify student name and dates for the week
2. Specify each IEP goal area and the short term objectives targeted for meeting the goal.
3. Specify the specific/target skills to be worked on during the week for meeting the objective. Use the instructional monitoring form to determine specific skills.
4. Each day that an objective has been worked on, initial the day of the week. Try to teach each short term objective at least 4 of 5 (or 3 of 4) days a week.
5. At the end of the week, highlight the specific skills that have been mastered (as monitored on the instructional monitoring form).
6. Make a copy of the completed and highlighted weekly record and share with family/team members.
7. Update academic progress graph.
8. Prepare weekly record for next week.

Weekly Record

Name of Student: _____

Week of: _____

*Initial objectives, daily, after you have worked on them.
Try to teach each short term objective 4 out of 5 days weekly.*

IEP Goal Area	Short term objective (abbreviated)	Specific skills	M	Tu	Wed	Th	Fr

Comments:

Using the Routines Monitoring Form

Purpose of the form

The routines monitoring form is designed to:

1. guide the sequence of steps for completing a routine specified within an IEP/ISFP,
2. guide student progress on specific routines,
3. guide instruction to include generalization and maintenance of all skills used within the routine, and
4. review student progress at-a-glance for instructional decisions.

How to use

1. Complete the top of the form by identifying student name, routine/activity to be taught, the objective, and criteria for mastery.
2. List the relevant/ critical features needing to be varied across instructional opportunities (A-I, as needed).
3. Design the task analysis for completing the routine, start to completion, on the left side of the form.
4. Use the task analysis to guide the sequence of the routine when teaching.
5. At the completion of the routine, record the steps that the student completed independently (as defined by the objective), the amount of time it took to complete the routine, features that were included within the routine, staff initials and any other comments.
6. Total the number of steps completed independently. Create a graph of student progress toward the objective by filling in the number of steps completed independently.
7. Monitor student progress over time, use the graph to determine if revisions are necessary.

Interpreting and using the data

- ☞ Use the data to determine whether sufficient progress is being made:
 - ✓ If a student is making sufficient progress, continue teaching as planned.
 - ✓ If a student is stuck at any particular step(s) or failing to make progress toward the objective of the routine, make the chunk of instruction smaller by breaking the step down into smaller steps. Practice it as a smaller routine, but remember to regularly practice it within the context of the whole routine.

Options for use

Option 1

- ☞ Use for individual students.
 - ✓ Monitor progress on one large routine or smaller task analyzed steps within the routine, using the same form for at least a month.
 - ✓ Monitor cumulative review skills in other content areas (i.e. word lists).

Option 2

- ☞ Use for multiple students.
 - ✓ Monitor progress on multiple students with the same large routine.
 - ✓ Monitor progress on multiple students with different smaller routines.

Routines Monitoring Form

Name: _____ Routine: _____

Objective & criteria: _____

Key

+ independent
 ✓ intermittent help
 0 total/full help

List the relevant/ critical features to vary across instructional opportunities:

A. _____ D. _____ G. _____

B. _____ E. _____ H. _____

C. _____ F. _____ I. _____

Steps	Date																			
15.																				
14.																				
13.																				
12.																				
11.																				
10.																				
9.																				
8.																				
7.																				
6.																				
5.																				
4.																				
3.																				
2.																				
1.																				
completion time																				
staff initials																				
features included																				

Add up the number of steps performed successfully and graph that number each time the routine is taught.
 Add comments on back: ☞ Update IEP