



# Kent ISD

## FBA/PBSP

### GUIDANCE

### MANUAL



# Functional Behavior Assessment (FBA)

**STUDENT INFORMATION**  
A. Enter the Date of the FBA Meeting. This should be the date that the team compiles and records the result of the entire FBA.

**PARTICIPANTS**  
B. Lookup or enter the name and role of all people who participated in the FBA process.

**POSITIVE BEHAVIOR: STRENGTHS AND SUCCESSES**  
C. Enter the student's strengths, successes and interest areas. This includes any information that will help the team understand when the student experiences success.

**BEHAVIORS OF CONCERN**  
D. Enter the student's Behaviors of Concern. Behaviors that reliably occur alongside one another or in a behavioral sequence are listed in the same text box. The Behaviors of Concern include an observable and measurable description of what the student is doing.

E. Enter Baseline Data for each listed Behavior of Concern. Specific Baseline Data will be collected through the FBA process. Use relevant and realistic measurement criteria such as frequency, intensity, duration and/or longevity for each Behavior of Concern.  
• Note: not all measurement criteria listed will be appropriate for all Behaviors of Concern.

F. Use the checkmark to indicate Behaviors of Concern that the team will target during the FBA and PBSP. Choose a maximum of 3 Behaviors of Concern.

**PREVIOUS SCHOOL-BASED INTERVENTIONS**  
G. List all Previous School-Based Interventions and Strategies that the team has tried prior to the FBA in order to address the selected Behaviors of Concern.

H. List the Implementation Timeline. Include an exact date range if available. If not, list an estimated date range.  
I. Indicate the student's response to the Previous School-Based Interventions and Strategies. Include data when possible.

**DATA COLLECTION CHECKLIST**  
J. Indirect Assessments include data review and collection from people who know the student. Use the drop-down feature to select all Indirect Assessments that the team completed during the FBA. When using a Quantitative Assessment, use the text box to

**FUNCTIONAL BEHAVIOR ASSESSMENT**

**STUDENT INFORMATION**

Student:	Date of FBA Meeting: <b>A</b>
Birthdate:	Resident District for Purpose of FAPE:
Age:	Student Primary Language:
Grade:	Language in the Home:

**PARTICIPANTS**

Name	Role
<b>B</b>	

**POSITIVE BEHAVIOR: STRENGTHS AND SUCCESSES**

Include student's preferred areas of interests, activities, classes and relationships. Make sure to include behavioral, academic and social strengths.

**C**

**BEHAVIORS OF CONCERN**

List student's behaviors of concern. *Choose a maximum of 3 target behaviors and include Baseline Data.*

Behaviors of Concern <i>Please list linked or sequential behaviors in the same text box</i>	Baseline Data <i>Include how often it occurs (consider frequency, intensity, duration, and/or longevity)</i>	Target Behavior
<b>D</b>	<b>E</b>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>

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

Previous School-Based Intervention/Strategy	Implementation Timeline <i>(Dates or timeframe of implementation)</i>	Student Response <i>(Include data)</i>
<b>G</b>	<b>H</b>	<b>I</b>

**DATA COLLECTION CHECKLIST**

List the indirect and direct sources of information to help identify function(s) of the problem behavior. It is best practice to observe at least 5 occurrences of behavior across multiple days and/or settings.

Indirect	Initials	Date	Direct	Initials	Date
Record Review			Consultant Observation		
Behavior Logs/Disc. Reports	<b>J</b>	<b>K</b>	ABC Data Collection	<b>L</b>	<b>M</b>
Quantitative Assessment			Staff Direct Observation		
<i>Guidance: examples may include FACTS, QABF, MAS, etc.</i>			Other		
Open Ended Parent Interview					
Open Ended Teacher Interview					
Other					

enter the name of the Assessment. If using something that is not available in the drop-down feature, select "Other" and use the text box to document. Promising practice includes two or more total interviews completed, including both open-ended and quantitative.  
K. Enter initials and dates of completion for all participants contributing to each type of Indirect Assessment.  
L. Direct Assessments include observing the student to collect data. Use the drop-down feature to select all Direct Assessments that

the team completed during the FBA. If using something that is not available in the drop-down feature, select "Other" and use the text box to document. Promising practice includes ABC Data collected by all evaluation team members listed, observations across all settings where problem behavior has a history of occurring, and observations of at least 5 occurrences of target behavior(s).  
M. Enter initials and dates of observation for all participants contributing to each type of Direct Assessment.

# Functional Behavior Assessment (FBA)

## FBA SUMMARY STATEMENT

- N. Enter the Setting Events identified during the FBA. Utilize the Insert Statements Bank to reference examples of Setting Events. If no Setting Events were identified, enter "None".
- O. Enter data related to the occurrence of each Setting Event identified during the FBA. Promising practice includes reporting percentages identified through ABC Data collection. If no Setting Events were identified or data is not available, enter "None".
- P. Enter the common Antecedents (triggers) identified during the FBA. Utilize the Insert Statements Bank to reference examples of Antecedents.
- Q. Enter data related to the occurrence of each Antecedent included in the FBA Summary Statement. Promising practice includes reporting percentages identified through ABC Data collection.
- R. Selected Target Behavior(s) definitions will prepopulate to the FBA Summary Statement from the Behaviors of Concern section on the first page of the FBA document.
- S. Data related to the occurrence of Target Behavior(s) will prepopulate to the FBA Summary Statement from the Behaviors of Concern section on the first page of the FBA.
- T. Enter the common Consequences (responses) identified during the FBA. Utilize the Insert Statements Bank to reference examples of Consequences.
- U. Enter data related to the occurrence of each Consequence included in the FBA Summary Statement. Promising practice includes reporting percentages identified through ABC Data collection.
- V. Consider the Setting Event, Antecedent and Consequence information to hypothesize the Function of the student's behavior. Utilize the Insert Statements Bank to reference examples of Functions of Behavior. Remember that each Target Behavior may have more than one function.

**Information included in the FBA Summary Hypothesis Statement is not intended to be an exhaustive list of all observed data, but instead, a summary of the most frequently occurring Setting Events, Antecedents, and Consequences.**

FBA SUMMARY STATEMENT (INCLUDE ASSESSMENT DATA)				
<i>Information on the "FBA: Target Behavior Information" page is not intended to be an exhaustive list of data, but instead, a summary of frequently occurring setting events, antecedents and consequences.</i>				
<b>Setting Event</b> <i>Guidance: Setting events are events that increase the likelihood that a behavior will occur and NOT the location. If none, enter none.</i>	<b>Antecedents</b> <i>Guidance: Antecedents are observable environmental conditions and NOT the student's behavior/emotions.</i>	<b>Target Behaviors</b> <i>Guidance: This information populates from behaviors of concerns and data listed on the 1st page of the FBA.</i>	<b>Consequence</b> <i>Guidance: How did the environment change? What is the response from staff, peers, etc.? What did the student obtain or avoid?</i>	<b>Identify Function</b> <i>Guidance: Function is identified as one or a combination of the following: to escape or obtain attention/interaction, tangible/activities, and/or sensory stimulation.</i>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">N</div> Setting Event Data:	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">P</div> Antecedent Data:	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">R</div> Target Behavior Data:	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">T</div> Consequence Data:	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">V</div>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">O</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Q</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">S</div>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">U</div>	
<i>Please upload record of data collection into this document. An example would be the ABC data summary and/or graph.</i>				

**Guidance Statements (text in red) only appear while the document is in edit mode. They do not print.**

**Consider uploading all assessment materials related to the FBA and utilize the File Attachments option found under the Navigate To tab of the FBA to attach them to the FBA Document.**

**The FBA document must be finalized in MiPSE before opening the PBSP document so that information from the FBA document can flow into the PBSP document.**

# Positive Behavior Support Plan (PBSP)

## STUDENT INFORMATION

- A. Select the purpose of "PBSP" from the dropdown to indicate this is an initial PBSP following an FBA.
- B. Enter the Date of the PBSP Meeting. This should be the date that the team meets to develop the PBSP.
- C. Lookup or enter the name and role of the PBSP Coordinator. This is the individual who will ensure training for appropriate staff and implementation of the PBSP across the school environment.

## PARTICIPANTS

- D. Lookup or enter the name and role of all people who participated in the development of the PBSP.
- E. Lookup or enter the name and role of anyone who was unable to attend the PBSP meeting but contributed to the development of the PBSP.

## COMPETING PATHWAYS

- F. The FBA Summary Statement (comprised of Setting Events, Antecedents, Target Behavior(s), Maintaining Consequences, and Function(s)) prepopulate from the FBA document. Only information from the most recent finalized FBA using the new MiPSE FBA form will prepopulate into this document.
- G. Enter the description of the long-term goal in the Goal Behavior text box. Generally, this is the behavior that is expected from all students.
- H. Enter the description of the Natural Consequence that reinforces the Goal Behavior. This is the response or reinforcement that is most likely to occur if a student demonstrates Goal Behavior.
- I. Enter the description of the Replacement Behavior. This is the short-term goal behavior that serves the same Function(s) as the Target Behavior(s). The replacement behavior is a skill that we will teach the student to demonstrate. It must be easier and more efficient at achieving the identified Function(s) than Target Behavior(s).

**POSITIVE BEHAVIOR SUPPORT PLAN**

**STUDENT INFORMATION**

Student: <b>A</b>	Purpose:	Date of PBSP Meeting: <b>B</b>
Birthdate:	Resident District for Purpose of FAPE:	
Age:	Student Primary Language:	
Grade:	Language in the Home:	
PBSP Coordinator: <b>C</b>		

**PARTICIPANTS**

These persons were present and participated in the Positive Behavior Support Plan meeting:

Name	Role
<b>D</b>	

In addition, these persons also provided input to the Positive Behavior Support Plan process:

Name	Role
<b>E</b>	

**COMPETING PATHWAYS**

<b>F</b>	Setting Event	Antecedent	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Goal Behavior</td> <td style="border: 1px solid black; padding: 2px;"><b>G</b></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Target Behavior</td> <td style="border: 1px solid black; padding: 2px;"></td> </tr> </table>	Goal Behavior	<b>G</b>	Target Behavior		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Natural Consequence</td> <td style="border: 1px solid black; padding: 2px;"><b>H</b></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Maintaining Consequence</td> <td style="border: 1px solid black; padding: 2px;"></td> </tr> </table>	Natural Consequence	<b>H</b>	Maintaining Consequence		Function
Goal Behavior	<b>G</b>												
Target Behavior													
Natural Consequence	<b>H</b>												
Maintaining Consequence													
	<div style="position: relative; width: 100%; height: 100%;"> <div style="position: absolute; top: 0; left: 0; right: 0; border-bottom: 1px solid black;"></div> </div>												
	Replacement Behavior	<b>I</b>											

# Positive Behavior Support Plan (PBSP)

## INTERVENTION

- J. Use this column to indicate the status (“Strategy Considered and Not Selected” or “Active”) for each intervention discussed during the development of the PBSP.
- K. Use this column to **briefly** indicate each intervention discussed during the development of the PBSP.
- L. Use this column to provide a **detailed** description of how each “Active” intervention will be implemented. This description should include all specifics and allow anyone with the document to implement the intervention accurately, with consistency between staff members.
- M. Use this column to list the role of all staff members required to implement each “Active” intervention. Listing roles is preferred to staff names so the document is accurate if staff members change.
- N. Use the checkbox feature to indicate if each intervention is a “Strategy Considered and Not Implemented” or “Active”. Only select one checkbox per intervention.
- O. Select the date that corresponds to the status determination for each intervention included in the development of the PBSP. For initial PBSPs, this is generally the date of the PBSP meeting.
- P. Include at least one “Active” Setting Event Strategy for each Setting Event identified in the Competing Pathways. Setting Event Strategies are preventative measures that reduce the likelihood that antecedents trigger Target Behavior.
- Q. Include at least one “Active” Antecedent Strategy for each Antecedent identified in the Competing Pathways. Antecedent Strategies are preventative measures that meet the identified Function(s) identified in the Competing Pathways. They modify the environment so the student does not need to engage in Target Behavior to achieve the Function(s) included in the Competing Pathways.
- R. The Replacement Behavior identified in the Competing Pathways prepopulates as an “active” strategy in Behaviors to Teach. The team must determine how they will teach the student to demonstrate the Replacement Behavior instead of Target Behavior.
- S. The team may include additional Behaviors to Teach in the interventions included in the PBSP development. Behaviors to Teach are skills that the

INTERVENTION (with specific descriptions)			
Specifically describe how this intervention will be implemented (Who will do what, when, and how often?)			
J	K	L	M
<b>Setting Event Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Setting Event?</i> <i>Setting events are events that increase the likelihood that a behavior will occur and NOT the location. What preventative strategies can the team provide to reduce the likelihood that problem behavior is triggered?</i>			
<input checked="" type="checkbox"/> Strategy Considered and Not Selected <input type="checkbox"/> Active	O	P	
Please click to add new row.			
<b>Antecedent Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Antecedent?</i> <i>Function-based strategies that modify the environment in a way that minimizes the student's motivation to engage in problem behavior – why engage in problem behavior if you are already getting what you need?</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	Q		
Please click to add new row.			
<b>Behaviors to Teach</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Behavior to Teach?</i> <i>Skills/behaviors which will be taught using the behavior plan – including but not limited to function-based replacement behavior.</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	R		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	S		
Please click to add new row.			
<b>Reinforcement Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Reinforcement Strategy?</i> <i>How will the team reinforce replacement and desired behaviors?</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	T		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date			
Please click to add new row.			
<b>Redirect/Minimize Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Redirect/Minimize Strategy?</i> <i>How will the team respond at the earliest sign of problem behavior and after the problem behavior occurs?</i>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date	U		
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date			
Please click to add new row.			
Other strategies considered or additional information:			
V			

- T. Include at least one “Active” Reinforcement Strategy for the identified Replacement Behavior **and** Goal Behavior. Initially, these strategies should align with the Function(s) identified in the Competing Pathways.
- U. Include at least one “Active” Redirect/Minimize Strategy for responding
- V. Use this text box to document any additional information related of interventions. Generally, information included in this text box includes future Replacement Behaviors or intervention ideas that will be implemented once the student achieves current short-term goals. If none, enter “none”.

# Positive Behavior Support Plan (PBSP)

## BASELINE DATA AND DATA COLLECTION PLAN

- W. Describe how the team will collect implementation fidelity data for the PBSP. This plan should include who will do what, and how often. Generally, teams utilize documented observations or implementation fidelity checklists to indicate if the PBSP was implemented as written. General guidance is at least 85% implementation fidelity with data collected weekly until that criteria is reached. Once data indicates the PBSP is being implemented with at least 85% fidelity, data collection can occur less often. If at any point implementation fidelity falls below 85%, the team should resume weekly data collection.
- X. Describe how the team will collect data to measure student progress with the PBSP. This plan should include who will do what, and how often. Generally, teams collect data including the frequency of Target Behavior (measured in the same way as baseline data for the Target Behavior), and the frequency that the student demonstrates the Replacement Behavior and Goal Behavior.
- Y. To keep the PBSP active, select "Yes" the team will reconvene to review progress and effectiveness of the PBSP.
- Z. Indicate the date by which the team will reconvene to review progress and effectiveness of the PBSP. The team should meet on or before the indicated Team Reconvene Date. Generally, initial PBSPs require more frequent Team Reconvene Dates as the team identifies necessary adjustments to increase the effectiveness of the PBSP. General guidance is that teams review initial PBSPs as early as two, but not more than six weeks after implementation.

**Guidance Statements (text in red) only appear while the document is in edit mode. They do not print.**

**Finalize the PBSP upon plan completion by selecting "Set Document" and then "Status from Draft to Final" at the top of the PBSP document.**

**BASELINE DATA AND DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

W

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

X

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

Team Reconvene Date: Z

# Positive Behavior Support Plan (PBSP)

## POSITIVE BEHAVIOR SUPPORT PLAN

The Positive Behavior Support Plan Summary Page provides a summary of all active interventions included in the PBSP, how each intervention will be implemented and the staff members required to implement each strategy. This page is not editable and prepopulates from the Intervention table of the PBSP. Teams can utilize this page to inform all staff implementing the PBSP of their roles and responsibilities related to interventions and strategies.

POSITIVE BEHAVIOR SUPPORT PLAN			
STUDENT INFORMATION			
Student:	Purpose: Resident District for Purpose of FAPE: Student Primary Language:	Date of PBSP:	
Birthdate:			
Age:			
Grade:	Language in the Home:		
PBSP Coordinator:			
INTERVENTION SUMMARY			
Status	Intervention	Describe how this intervention will be implemented	Staff Required to Implement Strategy
<b>Setting Event Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Antecedent Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Teaching Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Reinforcement Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Redirect/Minimize Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			

# Positive Behavior Support Plan Review

Create a review of the PBSP document by opening the current PBSP, selecting "More", and then "Create PBSP Review of this Document" at the top of the page. Select "Edit this Section" to begin reviewing and revising the PBSP.

## STUDENT INFORMATION

- A. Ensure the purpose is set to "PBSP Review" to indicate this is a review of a current PBSP.
- B. Enter the Date of the PBSP Review Meeting. This should be the date that the team meets to review the PBSP.
- C. Lookup or enter the name and role of the PBSP Coordinator. This is the individual who will ensure training for appropriate staff and implementation of the PBSP across the school environment.

## PARTICIPANTS

- D. Lookup or enter the name and role of all people who participated in the review of the PBSP.
- E. Lookup or enter the name and role of anyone who was unable to attend the PBSP Review meeting but contributed to the review process of the PBSP.

## FBA BASELINE DATA AND PBSP PROGRESS REVIEW

- F. The Target Behavior(s) and Baseline Data prepopulate from the finalized FBA document. Teams should reference this information to determine if the student is making progress.
- G. Enter Progress Data related to the effectiveness of the PBSP in this textbox. Include frequency of Target Behavior(s) as well as skill acquisition (Behaviors to Teach). Consider graphing progress data and attach a copy to the PBSP Review document by selecting "Navigate To" and "File Attachments" at the top of the PBSP Review Document.
- H. Utilize available implementation fidelity data to indicate whether the PBSP was implemented as written by selecting "Yes", "No", or "Somewhat" from the dropdown selection.
- I. Enter information related to implementation fidelity. If selecting "Yes", the PBSP was implemented as written, provide implementation fidelity data in the textbox provided. If implementation fidelity data is not available, enter "None". If selecting "No", the PBSP was not implemented as written, provide a description of the barriers to implementation in the textbox provided. If selecting the PBSP was "Somewhat"

**POSITIVE BEHAVIOR SUPPORT PLAN**

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**STUDENT INFORMATION**

Student: \_\_\_\_\_ Purpose: **A** Resident District for Purpose of FAPE: \_\_\_\_\_ Date of PBSP Meeting: **B**  
 Birthdate: \_\_\_\_\_ Student Primary Language: \_\_\_\_\_ Date of PBSP Review: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Language in the Home: \_\_\_\_\_  
 PBSP Coordinator: **C**

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**PARTICIPANTS**

These persons were present and participated in the Positive Behavior Support Plan meeting:

Name	Role
<b>D</b>	

In addition, these persons also provided input to the Positive Behavior Support Plan process:

Name	Role
<b>E</b>	

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**FBA BASELINE DATA AND POSITIVE BEHAVIOR SUPPORT PLAN PROGRESS REVIEW**

Baseline Data			
<b>F</b>			

Date	Progress: Include data related to the effectiveness of the PBSP including skill acquisition and target behavior. <i>Guidance: Please upload and attach graphs.</i>	Was the Positive Behavior Support Plan implemented as written?	Implementation Follow-up
<b>G</b>		<b>H</b>	<b>I</b>

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**COMPETING PATHWAYS**

*Guidance: For each hypothesis statement, complete a Competing Pathways chart.*

	Goal Behavior <i>the long-term behavior that the team is building toward, that serves a different function and/or is reinforced differently than the target behavior.</i>	Natural Consequence <i>The natural consequence/reinforcement that most students receive for goal behavior such as attention from teachers, pride in their work, positive peer interactions, etc.</i>	
<b>K</b>	Target Behavior	Maintaining Consequence	Function
<b>L</b>	Replacement Behavior <i>A short-term behavior that serves the same function, yet is easier and more efficient than the target behavior. This is a student behavior, not something staff will do.</i>		

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- J. The FBA Summary Statement (comprised of Setting Events, Antecedents, Target Behavior(s), Maintaining Consequences, and Function(s)) prepopulates from the finalized FBA document.
- K. The Goal Statement (comprised of Goal Behavior and Natural Consequences) prepopulates from the initial PBSP document.
- L. Enter the description of the Replacement Behavior. This is the short-term goal behavior that serves the same Function(s) as the Target Behavior(s). The Replacement Behavior may remain the same during the PBSP Review, or the team may identify a new Replacement Behavior, based on progress data. For teams looking to map from replacement to goal behavior, consider using the optional Expanded Competing Pathways/Successive Approximation Chart, linked at the top of the PBSP Review document. Attach this document by selecting "Navigate To" and "File Attachments" at the top of the PBSP Review Document.



# Positive Behavior Support Plan Review

## INTERVENTION

- M. Use this column to indicate the status (“strategy considered and not selected”, “active”, “revised”, or “discontinued”) for each intervention discussed during the development of the PBSP.
- N. Use this column to **briefly** indicate each intervention discussed during the development of the PBSP.
- O. Use this column to provide a **detailed** description of how each “active” or “revised” intervention will be implemented. This description should include all specifics and allow anyone with the document to implement the intervention accurately, with consistency between staff members.
- P. Use this column to list the role of all staff members required to implement each “active” or “revised” intervention. Listing roles is preferred to staff names so the document is accurate if staff members change.
- Q. Use the checkbox feature to indicate if each intervention is a “strategy considered and not implemented”, “active”, “revised” or “discontinued”. Only select one checkbox per intervention.
- R. Select the date that corresponds to the status determination for each intervention included in the revision of the PBSP. This is generally the date of the PBSP Review meeting.
- S. Include an “active” Setting Event Strategy for each Setting Event included in the Competing Pathways.
- T. If selecting “revised” as the status for any intervention, describe the intervention, how it will be implemented, and staff required for implementation in the text boxes provided.
- U. Include an “active” Antecedent Strategy for each Antecedent included in the Competing Pathways.
- V. If selecting “discontinued” as the status for any intervention, provide a rationale for discontinuation in the text box provided. When identifying a new Replacement Behavior, “discontinue” the old Replacement Behavior and provide a rationale for doing so.
- W. The Replacement Behavior identified in the Competing Pathways prepopulates as an “active” strategy in Behaviors to Teach. The team must determine how they will teach the student to demonstrate

INTERVENTION (with specific descriptions)				
Specifically describe how this intervention will be implemented (Who will do what, when, and how often?)				
M	Status	N	O	P
<b>Setting Event Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Setting Event?</i> Setting events are events that increase the likelihood that a behavior will occur and NOT the location. What preventative strategies can the team provide to reduce the likelihood that problem behavior is triggered?				
<input type="checkbox"/> Strategy Considered and Not Selected				
<input checked="" type="checkbox"/> Active: Date	R	S		
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<input type="checkbox"/> Strategy Considered and Not Selected		Revision: T	Revision:	Revision:
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<i>Please click to add new row.</i>				
<b>Antecedent Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Antecedent?</i> Function-based strategies that modify the environment in a way that minimizes the student's motivation to engage in problem behavior – why engage in problem behavior if you are already getting what you need?				
<input type="checkbox"/> Strategy Considered and Not Selected		U		
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<i>Please click to add new row.</i>				
<b>Behaviors to Teach</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Behavior to Teach?</i> Skills/behaviors which will be taught using the behavior plan – including but not limited to function-based replacement behavior.				
<input type="checkbox"/> Strategy Considered and Not Selected		V		
<input type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input checked="" type="checkbox"/> Discontinued: Date		W		
<input type="checkbox"/> Discontinued Rationale:				
<input type="checkbox"/> Strategy Considered and Not Selected				
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<i>Please click to add new row.</i>				
<b>Reinforcement Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Reinforcement Strategy?</i> How will the team reinforce replacement and desired behaviors?				
<input type="checkbox"/> Strategy Considered and Not Selected		X		
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<input type="checkbox"/> Strategy Considered and Not Selected				
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<i>Please click to add new row.</i>				
<b>Redirect/Minimize Strategies</b> <i>Guidance: Has the team identified at least one function-based strategy for each identified Redirect/Minimize Strategy?</i> How will the team respond at the earliest sign of problem behavior and after the problem behavior occurs?				
<input type="checkbox"/> Strategy Considered and Not Selected		Y		
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<input type="checkbox"/> Strategy Considered and Not Selected				
<input checked="" type="checkbox"/> Active: Date				
<input type="checkbox"/> Revised				
<input type="checkbox"/> Discontinued				
<i>Please click to add new row.</i>				
Other strategies considered or additional information: Z				

- X. Include an “active” Reinforcement Strategy for the identified Replacement Behavior **and** Goal Behavior. These strategies should align with the Function(s) identified in the Competing Pathways.
- Y. Include an “active” Redirect/Minimize Strategy for responding at the earliest sign of problem behavior **and** after Target Behavior occurs. After Target Behavior

- Z. Use this text box to document any additional information related of interventions. Generally, information included in this text box includes future Replacement Behaviors or intervention ideas that will be implemented once the student achieves current short-term goals. If none, enter “none”.

**BASELINE DATA AND DATA COLLECTION PLAN**

- a. Describe how the team will collect implementation fidelity data for the PBSP. This plan should include who will do what, and how often. Generally, teams utilize documented observations or implementation fidelity checklists to indicate if the PBSP was implemented as written. General guidance is at least 85% implementation fidelity with data collected weekly until that criteria is reached. Once data indicates the PBSP is being implemented with at least 85% fidelity, data collection can occur less often. If at any point implementation fidelity falls below 85%, the team should resume weekly data collection.
- b. Describe how the team will collect data to measure student progress with the PBSP. This plan should include who will do what, and how often. Generally, teams collect data including the frequency of Target Behavior (measured in the same way as baseline data for the Target Behavior), and the frequency that the student demonstrates the Replacement Behavior and Goal Behavior.
- c. To keep the PBSP active, select “Yes, the team will reconvene to review progress and effectiveness of the PBSP. To discontinue the PBSP, select “No”.
- d. If the PBSP will remain active (indicated by selecting “Yes” to the question, “Will the team reconvene to review progress and effectiveness of the PBSP”), indicate the date by which the team will reconvene to review progress and effectiveness of the PBSP. The team should meet on or before the indicated Team Reconvene Date. Generally, initial PBSPs require earlier Team Reconvene Dates as the team identifies necessary adjustments to increase the effectiveness of the PBSP. If the PBSP will be discontinued (indicated by selecting “No” to the question, “Will the team reconvene to review progress and effectiveness of the PBSP”), indicate the date of PBSP termination. The team must amend or hold a new IEP to reflect the termination of the PBSP if it is included on the Special Factors/Supplementary Aids/Assessments page of the student’s current IEP.

BASELINE DATA AND DATA COLLECTION PLAN

Describe how data will be collected to ensure implementation fidelity (Who will do what, when, and how often?)

a

Describe how data will be collected to monitor student progress and determine intervention effectiveness (Who will do what, when, and how often?)

b

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

Positive Behavior Support Plan has been discontinued. Termination Date:

d

c

**Guidance Statements (text in red) only appear while the document is in edit mode. They do not print.**

**Finalize the PBSP Review upon plan completion by selecting “Set Document” and then “Status from Draft to Final” at the top of the PBSP Review document.**

# Positive Behavior Support Plan Review

## POSITIVE BEHAVIOR SUPPORT PLAN

The Positive Behavior Support Plan Review Summary Page provides a summary of all “active” and “revised” interventions included in the PBSP, how each intervention will be implemented and the staff members required to implement each strategy. This page is not editable and prepopulates from the Intervention table of the PBSP Review. Teams can utilize this page to inform all staff implementing the PBSP of their roles and responsibilities related to interventions and strategies.

### POSITIVE BEHAVIOR SUPPORT PLAN

#### STUDENT INFORMATION

<b>Student:</b>	<b>Purpose:</b>	<b>Date of PBSP:</b>
<b>Birthdate:</b>	<b>Resident District for Purpose of FAPE:</b>	<b>Date of PBSP Review:</b>
<b>Age:</b>	<b>Student Primary Language:</b>	
<b>Grade:</b>	<b>Language in the Home:</b>	
<b>PBSP Coordinator:</b>		

#### INTERVENTION SUMMARY

Status	Intervention	Describe how this intervention will be implemented	Staff Required to Implement Strategy
<b>Setting Event Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<input type="checkbox"/> Strategy Considered and Not Selected <input type="checkbox"/> Active <input checked="" type="checkbox"/> Revised: Date <input type="checkbox"/> Discontinued	Revision:	Revision:	Revision:
<b>Antecedent Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Teaching Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Reinforcement Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<b>Redirect/Minimize Strategies</b>			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			
<input type="checkbox"/> Strategy Considered and Not Selected <input checked="" type="checkbox"/> Active: Date <input type="checkbox"/> Revised <input type="checkbox"/> Discontinued			