



### Basic Functional Behavior Assessment/Positive Behavior Support Plan

#### Basic Student Information

Student: _____	Date: _____
School: _____	Medications: _____
Parent(s): _____	Parent Phone: _____
Caseload Teacher: _____	Date of next PBSP review meeting: _____

#### Team Members

Teacher: _____	Special Ed Teacher: _____
SSW/Psychologist: _____	Administrator: _____
Parent: _____	Student: _____
Other: _____	Other: _____
Other: _____	Other: _____

#### Data Collection Checklist

Indirect	Initials/Date	Direct	Initials/Date
Record Review		Consultant Observation	
Behavioral Logs/Disc. Reports		ABC Data Collection	
Structured Interviews		Staff Direct Observation	
Rating Scales:		Other Directed Data Collection:	
Reports From:			

#### Strengths & Successes

(Include students preferred areas on interests, activities, classes, relationships, make sure to include behavioral, academic & social strengths)

#### Target Behavior Identification (Prioritized)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Previous School-Based Interventions & Strategies for Target Behaviors**

Previous School-Based Intervention/Strategy	When	Student Response

**Specification/Operational Definition (include baseline data)**

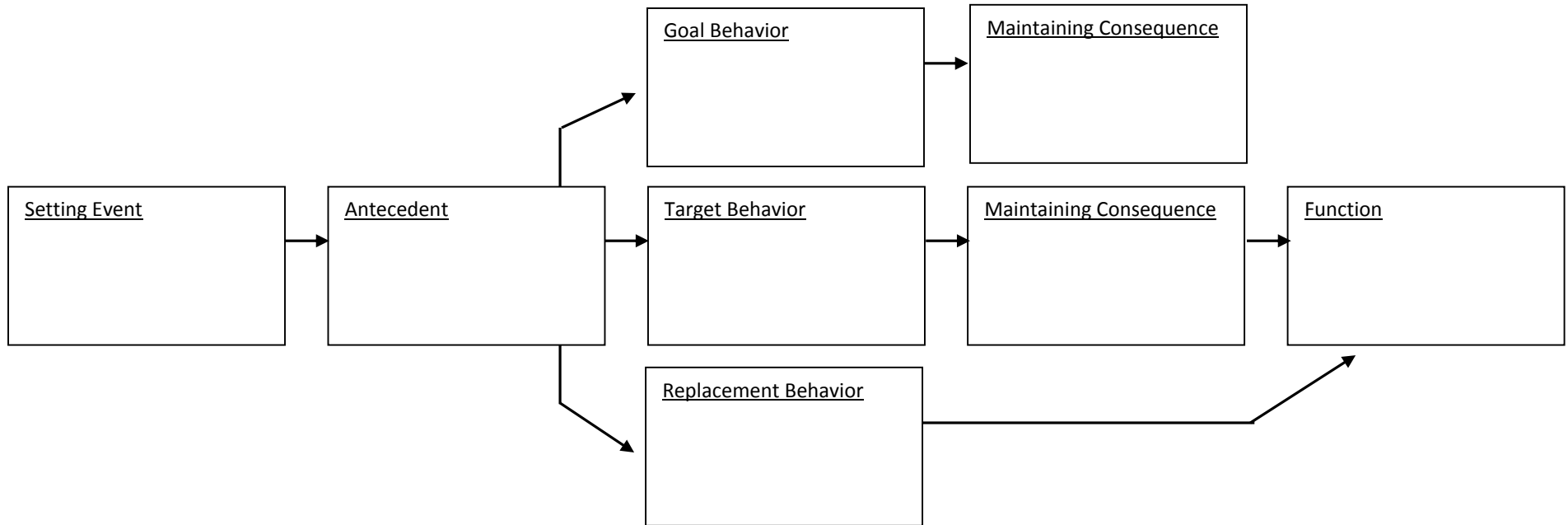
A		B	C
What is happening before the behavior occurs?		Describe the target behavior & how often it occurs. (frequency, intensity & duration)	What happens after the target behavior occurs? What is the response from the staff, peers, etc?
Setting Event	Antecedent		
1.			
2.			

**Hypothesis Statement**

**When [this] occurs [antecedents/setting events],  
 the student does [this] (describe the behavior),  
 in order to get or avoid [this] (function of the behavior).**  
 (Be sure to include other relevant factors that may be having an impact on the behavior.)

1.	
2.	

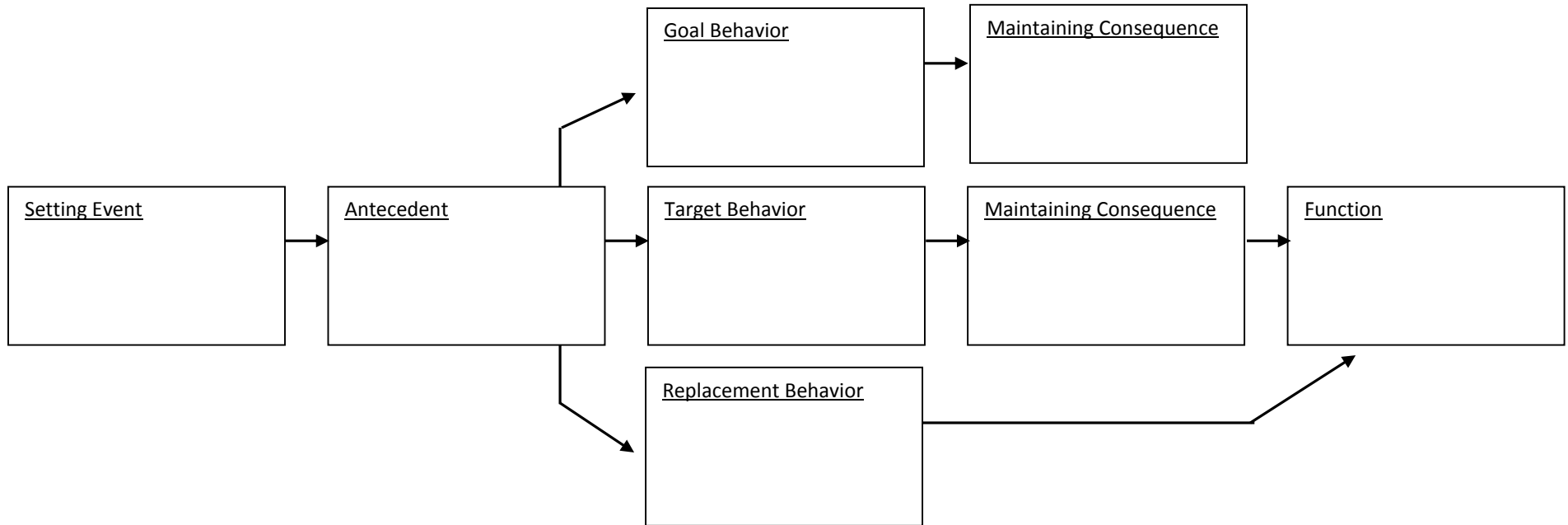
**Competing Pathways for Target Behavior:**



**Brainstorming Interventions & Strategies**

A	B	C	D
Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence/Response Strategies
Prevention: How will staff adapt the environment to reduce or eliminate setting events & antecedents? May be permanent or temporary. Examples include: PBIS classroom management, accommodations and modifications to work, communication with medical personnel, visual strategies, sensory diet, etc.		Teaching: What skills can be taught to replace or meet the same function as the student's target behavior?	Response: How will staff respond effectively & consistently in order to support positive behavior and reduce the intensity and frequency of the target behavior?

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**PBSP Implementation Action Plan**

(Include staff supports/training necessary for PBSP implementation)

<b>What</b>	<b>Who</b>	<b>Start Date</b>	<b>By When</b>	<b>Outcome</b>

**PBSP Review Date:**

Provide specific data for each Target Behavior

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**Basic Positive Behavior Support Plan**

**Basic Student Information**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Caseload Teacher: \_\_\_\_\_ Date of next PBSP review meeting: \_\_\_\_\_

**Cover page to be completed at the end-as a result of the PBSP process**

**Target Behavior Identification (Prioritized)**

1.

2.

3.

**Interventions (with specific descriptions)**

Indicate what Target Behavior the intervention addresses

**Prevention Strategies**

**Teaching Strategies**

**Response Strategies\***

(How to acknowledge appropriate behavior; procedures to follow when behavior occurs)

\*If emergency/crisis procedures are necessary, attach a crisis plan on a separate sheet.

**Data Collection:**

(Describe how data will be collected)