

## Collaborative Functional Behavioral Assessment and Behavior Invention Planning Configuration Map

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Contributors to Plan	One or two staff members determine function of behavior and design intervention. Contributors typically do not work with student on a daily basis in the academic or social setting.	Several staff members from different disciplines participate in developing the intervention plan. Rarely includes staff directly working with the student, the parents, or the student.	Representatives of staff responsible for directly educating and supporting the student collaboratively assess function and develop the intervention plan. Contributors often include parents, regular and special education staff and the student.	A multi-disciplinary team, including regular and special education staff, specialist(s) in behavior for intensive students, parents, and student, collaboratively assesses function and develops the plan.
Background Information	No background information is stated or the statement focuses on infractions and behavioral excesses. Statement may include comments about need for obeying school rules or learning consequences.	A brief statement is made which summarizes some of the past and current educational and behavioral concerns. Information does not include relevant deficits or strengths. Need for or purpose of the plan is not stated.	A brief statement is made which summarizes some of the past and current educational and behavioral concerns. Information does not include relevant deficits or strengths. Purpose of the plan is stated.	A brief statement summarizes past and current educationally and behaviorally relevant information. Major deficits identified in the IEP which contribute to the concerning behaviors are present as are strengths which provide a basis on which to build. Purpose of the intervention plan is included.
Definition of Behavioral Problem	Listed behaviors are judgmental or summative (student is angry, lazy, rude, doesn't care...)	Most behaviors are not descriptive, are generalized and classroom. Too many behaviors may be targeted.	Some listed behaviors are clear, observable and measurable, but others are summative or too general.	A clear, observable and measurable description of behaviors is delineated. Two to three concerning behaviors are targeted for assessment.
Functional Assessment of Behavior	Little effort is made to examine different settings. Thinking skill deficits and behavioral deficits are not considered.	Several settings are examined with indirect observational methods. Patterns and variables are considered. Records and assessments may be considered.	Multiple settings and multiple views are examined and considered. Direct and indirect methods of data collection are used. Patterns and variables are considered. Student strengths are considered and included.	All team members' views are considered and multiple direct observations are documented. Indirect methods of data collection are shared. Behavior is examined in context and includes when it occurs and when it does not. Patterns and variables are considered. Skill deficits are reviewed; access skills and cognitive deficits and lagging skills are considered. Student interests and strengths are listed. Student's concerns are elicited, considered, and documented. Team continues to peel the onion and look at potential causes/functions with great depth.
Hypothesis of Function	Conclusions about purpose of behavior are rapid with little or no discussion or consideration of other functions. Conclusions tend to be 'attention seeking' and 'power/control'.	Some discussion occurs around hypothesis. Little debate is present or only an alternative or two are considered.	Team collaborates on hypothesis and agrees as to what purpose the behavior serves. Questions are answered as to what the student may be getting from and avoiding with the behaviors.	After significant consideration of data, IEP information, family and student concerns, team collaborates on the hypothesis of behavior. Team uses caution in the examination, and continues to peel the onion on the skill deficits and determining what the student is gaining and avoiding with the behaviors and what skills

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				are missing or compromised.
Behavioral Goals	Goals are typically stated in negative terms such as 'student will not....' Goals do address deficits or purpose of behaviors. Goals are not clear, measurable nor descriptive.	Goals are clear, descriptive, and measurable but are about teacher need and not student driven, No measures of success are defined.	Goals are clear, descriptive and measurable and relate to skill deficits. Replacement behaviors are at least part of the goal statement and related to the function of behavior. Goals are primarily about adult needs.	Team recognizes need for skill development and importance of meeting the student's needs and purpose of behavior. Intensity, frequency and duration of behaviors are considered and measures of progress allow for improvement and do not require perfection. Goals reflect skills that need to be taught. Goals are about student needs and about learning skills.
Behavior Intervention Plan: Environmental (preventative) Strategies	No adjustments are made to the environment to support the student. A behavioral 'contract' outlining expectations and consequences is developed by the administrator or individual involved.	Staff not responsible for the classroom or unstructured settings determines a few changes to be made in the setting(s) to support the student.	Participating staff members agree on strategies needed to support the student. Schedules, structures and supports are put into place.	Team considers all environments across the school day. Classroom and unstructured settings are structured to provide for needs, schedules including access to breaks as needed, safe people/places and supports are outlined. Communication procedures between home/school are defined. Student participates in development of strategies as appropriate. All strategies relate to skill deficits and strengths and resulting function of behavior.
Behavior Intervention Plan: Direct Teaching	No interventions are considered for teaching the student replacement behaviors or skills.	Skills to be taught are vague and general and typically revolve around teacher need and concern not the skill deficits demonstrated by the student.	Staff determines what skills need to be taught and how their demonstration will be reinforced in all settings.	Student involved in problem identification and solution development which is the basis of determining skills to be taught. Team focuses on new or replacement skills, how they will be taught and by whom, how they will be reinforced at home and across all school settings. Cues will be developed and shared to encourage student to use new skills.
Behavior Intervention Plan: Teachable Moments and Adult Response	A contract is developed outlining consequences for problem behaviors. Teachers are told which behaviors to document and how/when to refer to the office for punishment.	Consequences for problem behavior and reinforcements for desired behaviors are outlined.	Responses to critical moments are outlined including general de-escalation strategies. Specific comments, reinforcements and consequences are detailed.	Team members directly involved with the student, specialists, parents and if appropriate, the student collaborate on strategies and responses to reinforce the direct teaching of missing skills. Focus is on increasing replacement skills and decreasing problem behaviors. Responses are sensitive to the skill deficits and to the purpose of behavior. Team members determine what few, if any, behaviors need immediate control to stop, what behaviors should be ignored for now and what behaviors present the teachable moment. Consistent responses to behavior are outlined and reflect function and lagging skills. If needed a specific crisis plan is written to reduce trauma to the student and ensure adults have proactive responses. Post crisis discussion strategies are

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<p>Behavior Intervention Plan: Data Collection</p>	<p>Student is told that no infraction is the goal and that referrals and reports will be monitored.</p>	<p>Little or no formal data on the success of the plan is collected</p>	<p>Staff members determine what data will be collected and how it will be reviewed.</p>	<p>outlined. Behaviors that warrant administrative involvement and parental contact are stated.</p> <p>Team determines what data will be collected and how it will be reviewed. Team also decides how all involved will know if the interventions are working or not and how ongoing data will be shared with home.</p>
<p>Behavior Intervention Plan: Evaluation</p>	<p>Absence of infractions indicates success. Infractions elevate action to next disciplinary level.</p>	<p>When student continues or begins again to struggle, staff members reconvene to look at next steps, often suspension or alternative settings.</p>	<p>The staff involved in the plan reviews data periodically and changes are made in an attempt to improve the plan and increase success.</p>	<p>Specific formal data on frequency, intensity, and duration of targeted behaviors is collected as well as data on use of replacement behaviors. Team determines how success is defined. Data is collected on an ongoing basis and reviewed regularly. When the plan is not successful, the team asks critical questions concerning fidelity of implementation of the plan, misjudging critical skill deficits, accuracy of the hypothesis, frequency and effectiveness of reinforcements, encouragement of approximations, and level of feedback for student.</p>
<p>Behavior Intervention Plan: Next Steps</p>	<p>Next steps are to wait and see.</p>	<p>Staff members typically do not identify next steps or may state that other staff members will be given the plan.</p>	<p>Staff members determine when to meet and review plan. Other staff members are given plan and coached on its implementation.</p>	<p>Team identifies next steps in implementation, dates to review plan, which helpful attachments are needed, who all needs to be informed and coached on the plan, and whether there are other considerations or concerns to be addressed.</p>