

Responding to Non-Responsive Behavior: Basic Practices and Systems

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Preventing & Responding to Problem Behavior: Overview of Best Practice¹

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Why this overview?

The purpose of this overview is to assist school teams in their development and implementation of school-wide practices and systems for ***responding to norm violating problem behavior***.

What is “discipline?”

“Discipline” is the collection of implemented steps, policies, or actions developed to support teaching and learning environments so the likelihood of student academic and social success is promoted, in particular,

1. Increases in the likelihood of occurrences of socially appropriate behavior.
2. Decreases in the likelihood of occurrences of problem or rule violating behavior.
3. Decreases in the intensity, frequency, and duration of severe problem behavior.

To achieve these outcomes, the emphases are on

1. Teaching and reinforcing context-appropriate social behaviors or skills.
2. Removing antecedent factors that trigger occurrences of problem behavior.
3. Adding antecedent factors that trigger occurrences of context appropriate social skills.
4. Removing consequence factors that maintain (function) occurrences of problem behaviors.
5. Adding consequence factors that maintain occurrences of context appropriate social behaviors.

¹ OSEP Center on Positive Behavioral Interventions and Supports. Go to www.pbis.org or contact George Sugai (george.sugai@uconn.edu) for additional information.

What should be considered when developing and implementing SWPBS?

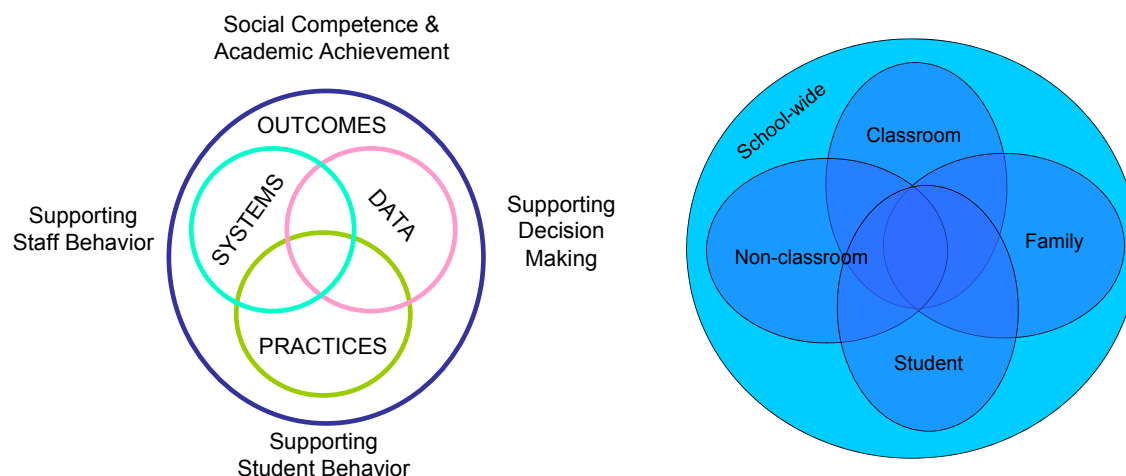
1. Use continuous data collection to guide decision making
2. Have measurable benchmarks or decision rules for determining when student behavior is occurring at acceptable rates or is unresponsive to intervention and a more intensive/specialized intervention should be considered.
3. Establish school discipline as instrument for academic and behavior success
4. Give priority to research-validated practices that can be arranged in a continuum of behavior support for all, some, and a few students.
5. Emphasize an instructional, preventive approach to behavior management by teaching and encouraging prosocial behavior
6. Conduct regular universal screening to determine students who are behaviorally successful and who might be at risk for behavior failure.
7. Conduct regular assessments of the extent to which interventions and practices are implemented accurately, comprehensively, durably, and relevantly.
8. Coordinate implementation efforts with school-wide leadership team

What are the MOST IMPORTANT things to remember when developing and implementing a continuum of procedures for responding to rule violations?

1. Behaviors do not occur in a vacuum; they are more likely to be triggered by predictable antecedent events and maintained by predictable consequence events.
2. Punishment strategies should never cause pain or humiliation, or put individual at risk of injury.
3. Punishment is defined as a contingent consequence event that is associated with a decreased likelihood of a behavior occurring in the future.
4. Punishment works best if used in environments where students experience high rates of academic and social behavior success, and high rates of positive adult attention. Punishment by itself is insufficient.
5. SWPBS discipline systems (primary prevention/intervention) work for most students, and function as a “screening tool” for students who need more and different specialized and individualized support (secondary/tertiary prevention/intervention).
6. Students who require secondary/tertiary prevention/intervention PBS must
 - a. Be taught and encouraged to use more socially appropriate alternative behaviors that “work” as effectively, efficiently, and relevantly as problem behavior....not more punishment for problem behavior.
 - b. Experience more frequent, more powerful, and more immediate positive acknowledgement for displays of appropriate behavior....not less.

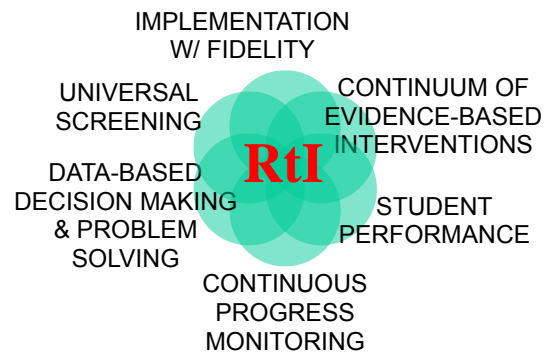
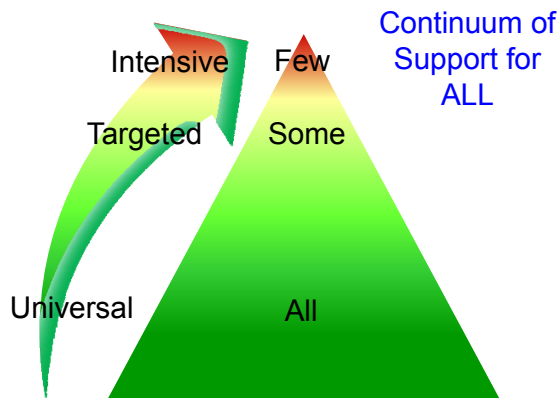
Recommended Behavior Management Action for Responding to and Decreasing Likelihood of Norm Violating Problem Behavior

WHAT	ACTION
1. Displays of expected behavior	<ul style="list-style-type: none"> • Look continuously for displays of expected behavior • Label display of expected behavior (rule) • Provide context appropriate and relevant positive reinforcement
2. Prompts for desired behavior	<ul style="list-style-type: none"> • Provide effective signal, reminder, hint where and before problem behavior likely • Label display of expected behavior (rule)
3. Minor, not interfering problem behavior	<ul style="list-style-type: none"> • If possible, remove attention • Wait for display of expected behavior and provide positive reinforcement. • When problem behavior ends, prompt expected behavior • Provide positive reinforcement for other-student displays of desired behavior • Provide minor aversive consequence immediately following the problem behavior
4. Minor, interfering problem behavior	<ul style="list-style-type: none"> • Signal error or problem behavior observed • Remind/ask student for expected behavior • Ask student to display/practice expected behavior • Provide immediate and effective positive reinforcement after displays of desired behavior • 1. and 2.
5. Repeated minor problem behavior	<ul style="list-style-type: none"> • Identify context/setting/condition when problem behavior most likely to occur. • Conduct functional assessment • Develop antecedent and consequence actions based on predictable factors that trigger (antecedent) and maintain (consequence) problem and expected behavior • 1. and 2.
6. Classroom managed major	<ul style="list-style-type: none"> • Develop precorrection plan • Teach/practice desired behavior • Conduct FBA • 1. and 2.
7. Office managed major	<ul style="list-style-type: none"> • Follow school and district disciplinary procedures • 1. and 2.



Behavioral Interventions and Practices	
School-Wide	<ol style="list-style-type: none"> 1. Leadership team 2. Common behavior purpose & approach to discipline 3. Clear set of positive expectations & behaviors 4. Procedures for teaching expected behavior school-wide & classroom-wide 5. Continuum of procedures for encouraging expected behavior 6. Continuum of procedures for discouraging inappropriate behavior 7. Procedures for on-going data-based monitoring & evaluation
Classroom-Wide	<ol style="list-style-type: none"> 1. All school-wide above. 2. Maximum structure & predictability (e.g., routines, environment) 3. Positively stated expectations posted, taught, reviewed, prompted, & supervised 4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices 5. Continuum of strategies to acknowledge displays of appropriate behavior, including contingent & specific praise, group contingencies, behavior contracts, token economies 6. Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic and social behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, and time out.

Non-Classroom Settings	<ol style="list-style-type: none"> 1. Positive expectations & routines taught & encouraged/acknowledged 2. Active supervision by all staff, emphasizing scanning, moving, & interacting 3. Precorrections, prompts, & reminders 4. Positive reinforcement
Individual Student	<ol style="list-style-type: none"> 1. Behavioral competence at school & district levels 2. Function-based behavior support planning 3. Team- & data-based decision making 4. Comprehensive person-centered planning & wraparound processes 5. Targeted social skills & self-management instruction 6. Individualized instructional & curricular accommodations
Family Engagement	<ol style="list-style-type: none"> 1. Continuum of positive behavior support for all families 2. Frequent, regular, & positive contacts, communications, & acknowledgements 3. Formal & active participation & involvement as equal partners 4. Access to system of integrated school & community resources



CLASSROOM MANAGEMENT: THE BASICS

Classroom Management Practice	Description
1. Minimize crowding and distraction	<ul style="list-style-type: none"> • Design environment to elicit appropriate behavior: <ul style="list-style-type: none"> ○ Arrange furniture to allow easy traffic flow. ○ Ensure adequate supervision of all areas. ○ Designate staff & student areas. ○ Seating arrangements (classrooms, cafeteria, etc.)
2. Maximize structure & predictability	<ul style="list-style-type: none"> • Teacher routines: volunteers, communications, movement, planning, grading, etc. • Student routines: personal needs, transitions, working in groups, independent work, instruction, getting materials, homework, etc.
3. State, teach, review & reinforce positively stated expectations	<ul style="list-style-type: none"> • Establish behavioral expectations/rules. • Teach rules in context of routines. • Prompt or remind students of rule prior to entering natural context. • Monitor students' behavior in natural context & provide specific feedback. • Evaluate effect of instruction - review data, make decisions, & follow up.
4. Provide more acknowledgements for appropriate than inappropriate behavior	<ul style="list-style-type: none"> • Maintain at least 4 to 1 • Interact positively once every 5 minutes • Follow correction for violation of behavior expectations with positive reinforcement for rule following
5. Maximize varied opportunities to respond	<ul style="list-style-type: none"> • Vary individual v. group responding • Vary response type <ul style="list-style-type: none"> ○ Oral, written, gestural • Increase participatory instruction <ul style="list-style-type: none"> ○ Questioning, materials

6. Maximize Active Engagement	<ul style="list-style-type: none"> • Vary format <ul style="list-style-type: none"> ◦ Written, choral, gestures • Specify observable engagements • Link engagement with outcome objectives
7. Actively & Continuously Supervise	<ul style="list-style-type: none"> • Move • Scan • Interact • Remind/precorrect • Positively acknowledge
8. Respond to Inappropriate Behavior Quickly, Positively, & Directly	<ul style="list-style-type: none"> • Respond efficiently • Attend to students who are displaying appropriate behavior • Follow school procedures for major problem behaviors objectively & anticipate next occurrence
9. Establish Multiple Strategies for Acknowledging Appropriate Behavior	<ul style="list-style-type: none"> • Social, tangible, activity, etc. • Frequent v. infrequent • Predictably v. unpredictably • Immediate v. delayed
10. Generally Provide Specific Feedback for Errors & Corrects	<ul style="list-style-type: none"> • Provide contingently • Always indicate correct behaviors • Link to context

Classroom Management Self-Assessment

Teacher _____		Rater _____		Date _____	
Instructional Activity				Time Start _____	
				Time End _____	
Tally each Positive Student Contacts		Total #	Tally each Negative Student Contacts		Total #
Ratio ² of Positives to Negatives: _____ to 1					
Classroom Management Practice					Rating
1. I have arranged my classroom to minimize crowding and distraction					Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).					Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).					Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).					Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.					Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)					Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.					Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.					Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).					Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.					Yes No
Overall classroom management score:					
10-8 "yes" = "Super" 7-5 "yes" = "So-So" <5 "yes" = "Improvement Needed"					# Yes _____

² To calculate, divide # positives by # of negatives.

Supervision Self-Assessment³

Name _____		Date _____
Setting <input type="checkbox"/> Hallway <input type="checkbox"/> Entrance <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other _____		Time Start _____ Time End _____
Tally each Positive Student Contacts	Total #	Ratio ⁴ of Positives to Negatives: _____: 1
Tally each Negative Student Contacts	Total #	

1. Did I have at least 4 positive for 1 negative student contacts?	Yes	No
2. Did I move throughout the area I was supervising?	Yes	No
3. Did I frequently scan the area I was supervising?	Yes	No
4. Did I positively interact with most of the students in the area?	Yes	No
5. Did I handle most minor violations of behavior expectations quickly and quietly?	Yes	No
6. Did I follow school procedures for handling major violations of behavior expectations?	Yes	No
7. Do I know our school-wide behavior expectations (positively stated rules)?	Yes	No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide behavior expectations	Yes	No
Overall active supervision score:		
7-8 "yes" = "Super Supervision"	# Yes _____	
5-6 "yes" = "So-So Supervision"		
<5 "yes" = "Improvement Needed"		

³ Draft 3-10-04 Sugai

⁴ To calculate, divide # positives by # of negatives.

Developing a School-wide Continuum of Positive Behavior Support

The development of a SW continuum of requires a careful consideration of local context (features and data), desired outcomes (data, priority needs, etc.), evidence-based practices, and systems capacities and supports.

To enhance efficiency and relevance, the following steps for selecting practices within a school-wide continuum of positive behavior supports should be considered:

Steps for Selecting Practices within a School-Wide Continuum of Positive Behavior Support
Step 1: Identify what practices (e.g., interventions, programs, strategies) are available at each prevention tier. (See Practices Evaluation Chart)
<p>Step 2: Evaluate each practice against the following evaluation criteria</p> <ul style="list-style-type: none"> • Evidence-based – Does experimental research evidence exist to support the selection and use of a practice to achieve desired outcome? • Outcome Data – Are relevant data collected to measure effectiveness? • Non-Responder Decision Rule – Are data-based rules available and used to modify intervention for students who do not respond to practice? • Implementation Fidelity – Are data collected to assess and improve accuracy of practice implementation? • Effectiveness – Have data demonstrated that practice is effective in achieving desired outcomes?
Step 3: Based on the above results, decide whether to (a) eliminate or discontinue, (b) integrate with other practices, (c) modify and continue or integrate, or (d) sustain as is.
<p>Step 4: Based on the above results, do new or different practices need to be considered and adopted to complete the continuum?</p> <ul style="list-style-type: none"> • Identify outcome that needs to be achieved. • Evaluate practices that have experimental evidence of their effectiveness and are likely to produce desired outcome. • Insert new practice into Practices Evaluation Chart
Step 5: Complete display of continuum of behavior support practices (see following Continuum of School-wide Behavior Support triangle continuum)

Practices Evaluation Chart


Practices		Evaluation						
		Evidence-Based?	Outcome Data Collected?	Non-Responder Decision Rule?	Implem. Fidelity Assessed?	Effective?	Decision	
Prevention Tier	Primary		Y ? N ⁵	Y ? N	Y ? N	Y ? N	Y ? N	E I M S ⁶
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Secondary		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Tertiary		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
			Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S

⁵ Yes ? No

⁶ Eliminate, Modify, Integrate, Sustain

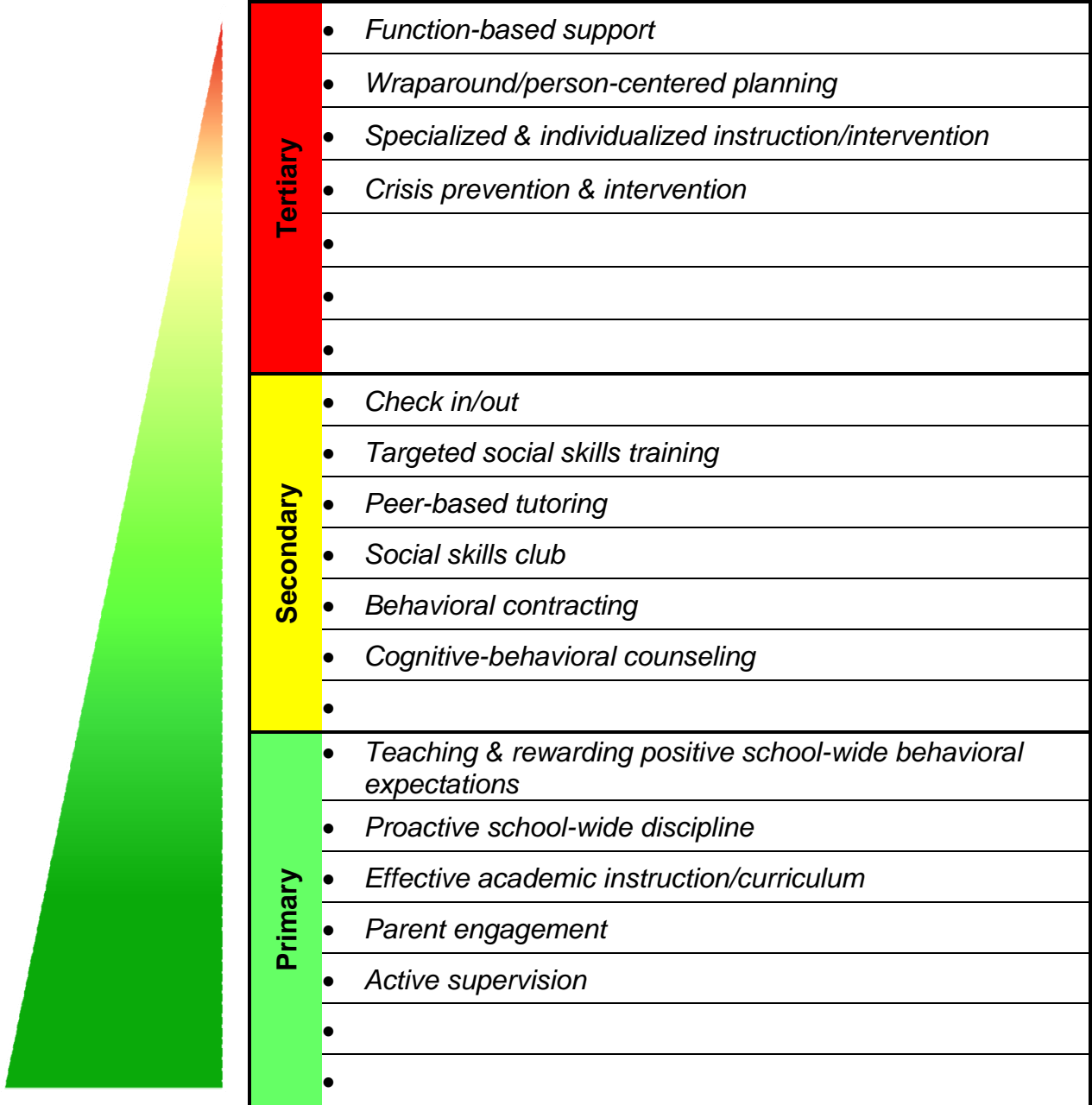
Continuum of School-wide Positive Behavior Support

Directions: Insert evaluated and selected practices and strategies into this table to establish a continuum of school-wide positive behavior supports.



Tertiary	•
	•
	•
	•
	•
	•
	•
Secondary	•
	•
	•
	•
	•
	•
	•
Primary	•
	•
	•
	•
	•
	•
	•

Example: Continuum of School-wide Positive Behavior Support



Functional Behavioral Assessment Implementation Checklist⁷

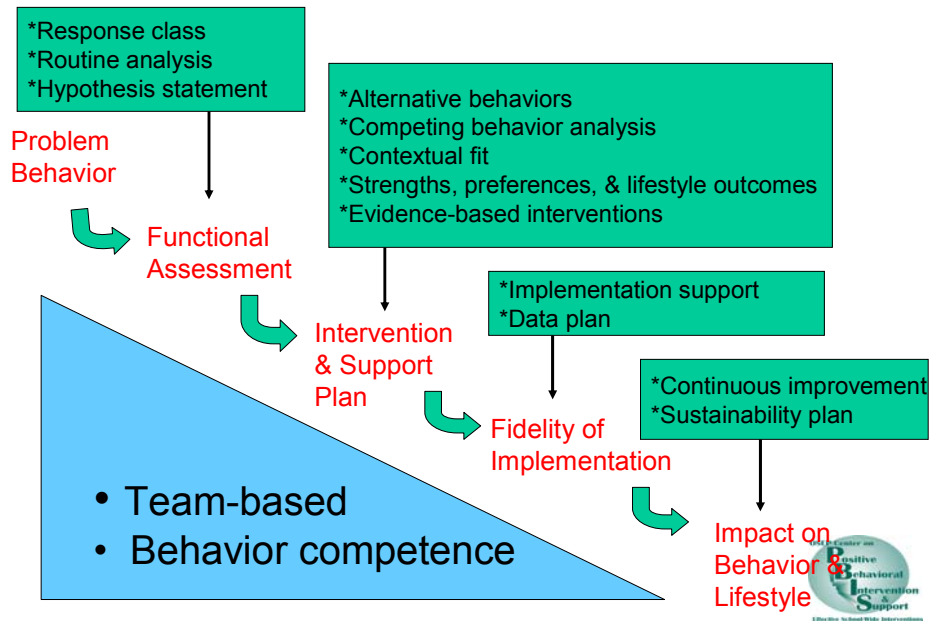
Step	Activity	Status	Action Plan
1. Collect Information	1. Include key individuals in the initial assessment meetings.	Y N	
	2. Review relevant records.	Y N	
	3. Collect informal direct observation data.	Y N	
	3. Interview individuals who have direct experience with the student.	Y N	
2. Develop Summary Statement	1. Define problem behavior in observable terms.	Y N	
	2. Identify triggering antecedents events.	Y N	
	3. Identify maintaining consequence events.	Y N	
	4. Identify possible setting events.	Y N	
	5. Develop summary statements based on 1. – 4.	Y N	
	6. Determine level of agreement/confidence individuals have in resulting summary statement.	Y N	If agreement/confidence high, go to Step 3. If low, go back to Step 1.
3. Confirm Summary Statement	1. Collect formal direct observation information on behavior, antecedents, & consequences.	Y N	
	2. Determine if direct observation data confirm summary statement.	Y N	If summary statement confirmed, go to Step 4. If not confirmed, go back to Step 2.

⁷ 3-10-04. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8, 149-160.

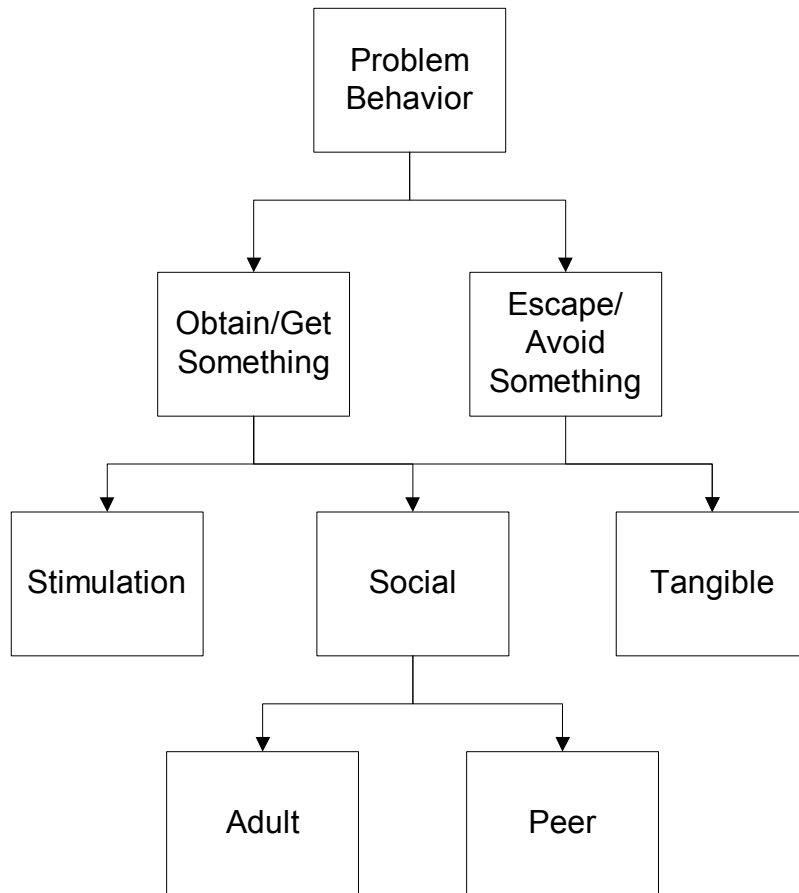
4. Develop Competing Behavior Pathway Summary	1. Identified desired replacement behavior (long term objective).	Y	N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y	N	
	3. Identified alternative replacement behavior(s) based on function of problem behavior (short term objectives).	Y	N	
	4. Determine level of agreement/confidence in competing pathway summary.	Y	N	If agreement/confidence high, go to Step 5. If low, repeat Step 4.
5. Identify Strategies for BIP	1. Select strategies &/or environmental manipulations that neutralize impact of setting events.	Y	N	
	2. Select strategies &/or environmental manipulations that make triggering antecedents irrelevant.	Y	N	
	3. Select strategies &/or environmental manipulations that teach student skills that make problem behavior inefficient.	Y	N	
	4. Select strategies &/or environmental manipulations that make consequences for problem behavior ineffective.	Y	N	
	5. If necessary, develop additional (beyond current school-wide) crisis prevention & intervention procedures.	Y	N	
6. Develop Implementation Scripts for BIP	1. Develop scripts & routines for implementation of BIP.	Y	N	
	2. Identify who will implement BIP.	Y	N	
	3. Determine if resources & capacity to implement BIP available.	Y	N	If capacity adequate, implement. If resources/capacity inadequate, obtain resources, modify context, &/or adjust implementation requirements.

7. Develop Evaluation & Monitoring Procedures	1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc.	Y N	
	2. Develop schedule for on-going evaluation of implementation impact.	Y N	
	3. Develop procedures for assessing accuracy of implementation of BIP.	Y N	
	4. Assess progress toward achieving long term objective.	Y N	If adequate progress, continue. If criteria met, develop new objective. If inadequate progress, go back to Step 1.

Behavior Support Elements

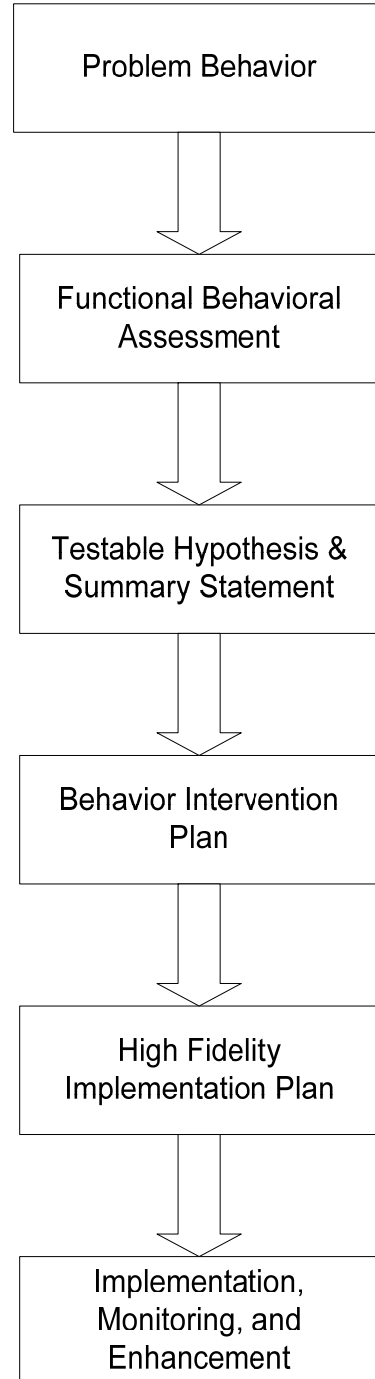


Problem Behaviors and Functions

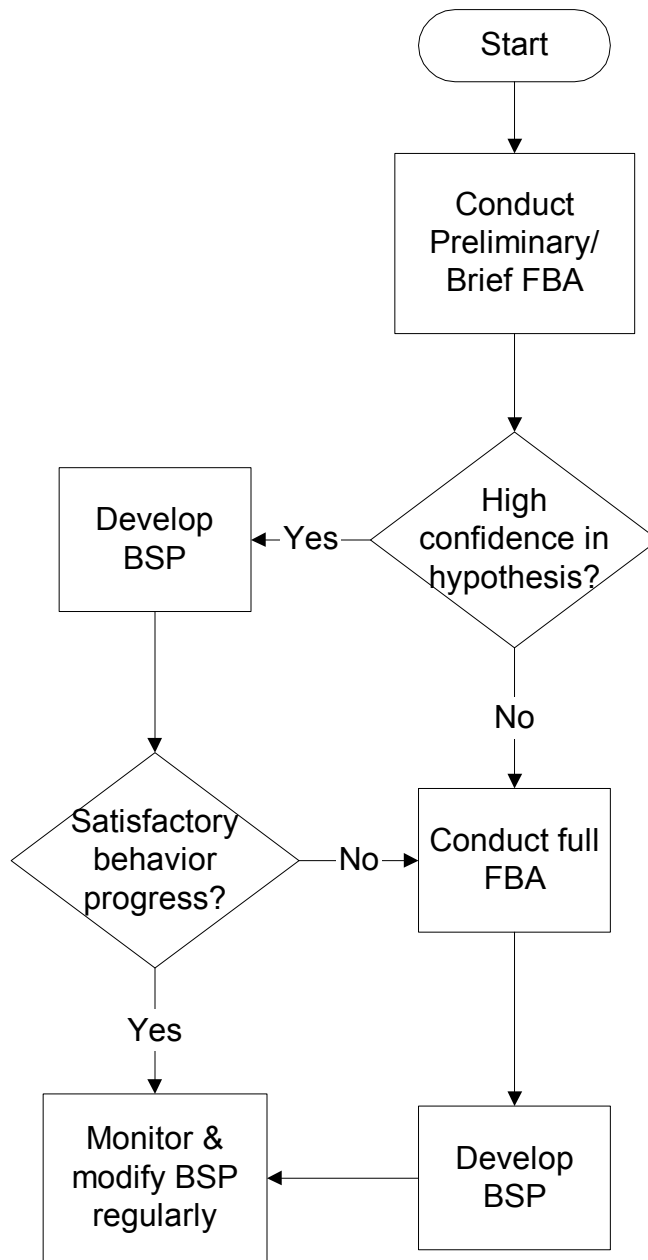


What are the essential steps of the FBA process?

1. Collect data to determine function of problem behavior
2. Develop testable hypotheses or summary statements and indicate possible function
3. Collect direct observation data to confirm summary statement
4. Identify desired and acceptable replacement behaviors based on summary statement and behavior function
5. Develop behavior intervention plan based on summary statement and behavior function
6. Develop details & routines to ensure high fidelity implementation of behavior intervention plan
7. Develop strategies for on-going monitoring & evaluation

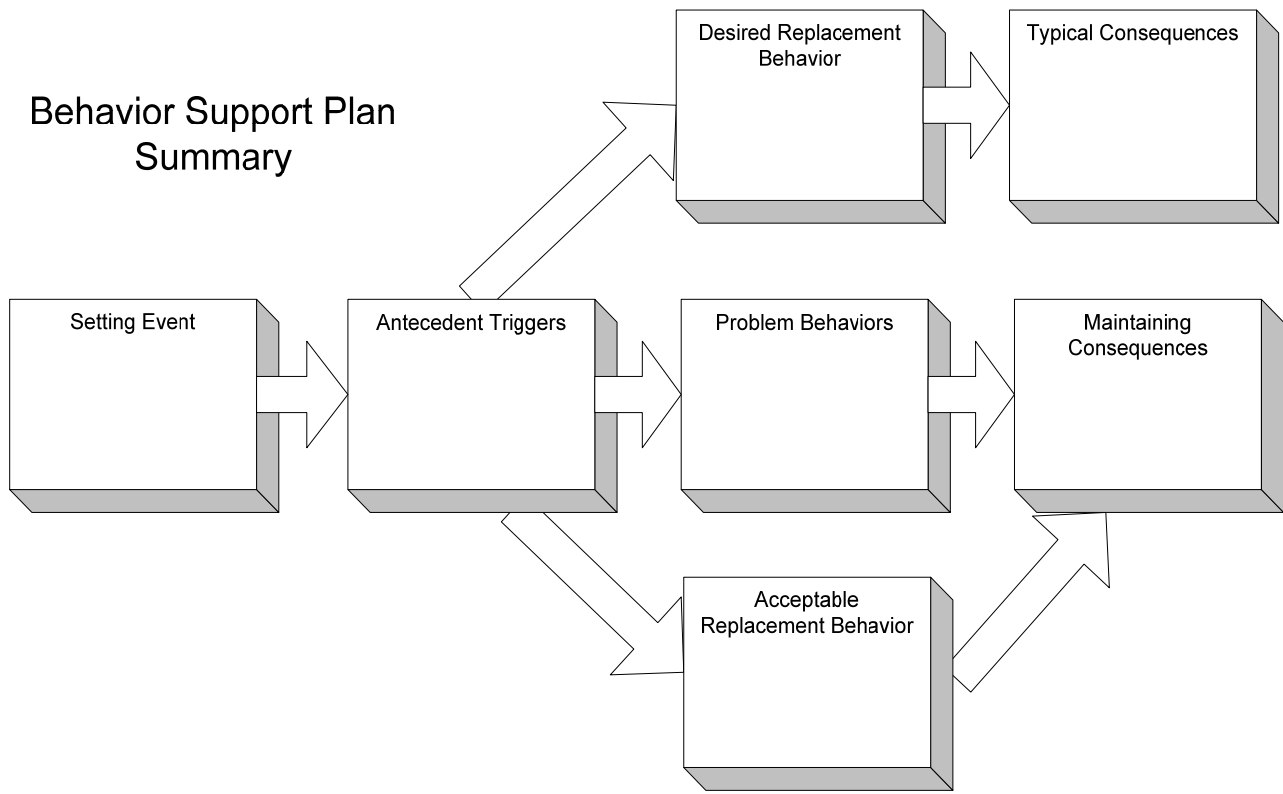


Behavior Support Planning Process



Behavior Support Plan Summary

Problem Behavior 21



Setting Event Strategies

Antecedent Strategies

Behavior Teaching Strategies

Consequence Strategies

**Checklist for Assessing Quality of Behavior Support Planning:
Does Plan and Process Have These Features?⁸**

1. Definition of academic and lifestyle context for behavior support
2. Operational/observable/measurable description of problem behaviors
3. Identification of problem routines
4. Statements of hypotheses based on functional assessment information
5. Descriptions of Interventions & Supports that Consider Quality of Life
 - Health and physiology
 - Communication
 - Mobility
 - Predictability
 - Control/choice
 - Social relationships
 - Activity patterns
6. Descriptions of Preventive Interventions that Make Problem Behavior Irrelevant
 - Physical environment
 - Schedule
 - Curriculum
 - Instructional procedures
7. Descriptions of Instructional & Teaching Interventions that Make Problem Behavior Inefficient
 - Replacement skills
 - New adaptive skills
8. Descriptions of Consequence-based Interventions that Reduce Likelihood of Problem Behavior
 - Minimization of positive reinforcement to make problem behavior ineffective (extinction)
 - Minimization of negative reinforcement to make problem behavior ineffective (extinction)
 - Maximization of positive reinforcement to make appropriate behavior more effective (reinforcement)
 - If needed, aversive consequences contingent upon problem behavior (punishment)
 - Safety/emergency intervention plan for occurrences of severe problem behaviors
9. Descriptions of Evaluation & Assessment Procedures
 - Definition of information to be collected
 - Description of measurement process
 - Description of decision-making process
10. Descriptions of Procedures to Consider & Enhance Contextual Fit
 - Values & beliefs of participants
 - Skill capacity & fluency of implementers
 - Availability of supporting resources
 - Administrative support system
 - Plan in best interest of student

⁸ 3-10-04 Adapted from Horner, R., Sugai, G., Todd, A., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans. *Exceptionality*, 8(3), 205-216

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

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

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

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:

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

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

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)

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

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

Routine/Activities/Context	Problem Behavior(s)

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)?

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"/> structured activity <input type="checkbox"/> physical demands <input type="checkbox"/> unstructured time <input type="checkbox"/> socially isolated <input type="checkbox"/> tasks too boring <input type="checkbox"/> with peers <input type="checkbox"/> activity too long <input type="checkbox"/> Other <input type="checkbox"/> tasks too difficult _____

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.

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

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

Not very confident 1	2	3	4	5	Very Confident 6
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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 _____

March, Horner, Lewis-Palmer, Brown, Crone, Todd, & Carr (2000)

4/24/00