

Positive Behavior Support Plan Self Check

Adapted from Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans: A technical brief. *Exceptionalities*, 8(3) 205-215

Student Name:	Date:	Rating
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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

Functional Assessment: Develop an 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

1. _____
2. _____
3. _____
4. _____

Foundations: Consider factors that go across routines.

1. Health and physiology
2. Communication
3. Mobility
4. Predictability
5. Choice
6. Social relationships
7. Activity patterns

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Proactive: 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 behavior
6. Precorrect for typical problem

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Educative: Make problem behavior less efficient.

1. Teach specific replacement skills
2. Teach adaptive social skills

1. _____
2. _____

Functional: Make problem behavior less effective.

- 1. Minimize positive reinforcement for problem behavior
- 2. Minimize negative reinforcement for problem behavior

1.____
2.____

Reinforcement: Make appropriate behavior more effective.

- 1. Select range of effective positive reinforcers
- 2. Maximize schedule of positive reinforcement for appropriate behavior
- 3. appropriate behavior

1.____
2.____
3.____

Crisis Intervention Plan: Prevent injury.

- 1. Arrange environment and practice procedures to prevent crisis management
- 2. Arrange environment and practice procedures to respond to crisis and emergency situations

1.____
2.____

Ensure Contextual Fit: Match intervention to social and treatment context.

- 1. Consider values and expectations of adults
- 2. Assess skill level and fluency of adults
- 3. Determine budget
- 4. Assess time requirements
- 5. Secure administrative support system
- 6. Give priority to best interest of student and family

1.____
2.____
3.____
4.____
5.____
6.____

Evaluation and Assessment: Make plan more effective, efficient, and 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 and evaluate data
- 6. Use data to improve plan

1.____
2.____
3.____
4.____
5.____
6.____