

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
<p>When developing and implementing behavior support plans, judge the degree to which each of the following has been considered:</p> <p style="text-align: center;">G = Good, O = Okay, P = Poor, N = Not Applicable</p>		
<p>Functional Assessment: Develop an understanding of problem behavior.</p> <ol style="list-style-type: none"> 1. Describe problem behavior in operational terms 2. Identify problem routines 3. State complete functional assessment hypothesis 4. Collect data to confirm hypothesis statement 		<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____
<p>Foundations: Consider factors that go across routines.</p> <ol style="list-style-type: none"> 1. Health and physiology 2. Communication 3. Mobility 4. Predictability 5. Choice 6. Social relationships 7. Activity patterns 		<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
<p>Proactive: Make problem behavior irrelevant.</p> <ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
<p>Educative: Make problem behavior less efficient.</p> <ol style="list-style-type: none"> 1. Teach specific replacement skills 2. Teach adaptive social skills 		<ol style="list-style-type: none"> 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.____