

Essential Parts of a Positive Behavior Intervention Plan

Does your child's behavior plan have the following components included?

- **Accurate behavior information from a recent functional behavior assessment (FBA)** that helps the team better understand your child's behavior. Data should be used to guide decision making and action planning. The FBA process involves the collection of data, observations, and information in order to look for trends and routines in behaviors that interfere with your child's learning. The data is then analyzed to determine possible triggers (antecedents) and what the function of the behavior is (either to obtain or avoid something). This FBA data includes information on possible setting events and includes where the behavior happens, who is present, when the behavior happens (what happens right before the behavior takes place), and what happens right after the behavior takes place which is the consequence or payoff (as a result ____). With the FBA data, the team can then develop an appropriate and effective positive behavior support plan to help manage, reduce, and replace undesired behaviors
- Clear, consistent **positive behavior reinforcements** - there should be a buffet menu of reinforcement (reward) choices that are meaningful to your child
- Clear, consistent **negative consequences** that are meaningful to your child
- **Skill teaching.** Social skills should be taught through direct instruction like academic skills are. There should be consistent opportunities to work on social, emotional, and behavioral skills and to learn desired, appropriate replacement behavior skills. This includes time to practice and receive feedback on these skills, as well as time for re-teaching when necessary
- **Preventative (proactive) strategies.** Examples are teaching behavioral expectations, providing environmental support and adaptations, establishing predictable routines, using visual aids, providing transition support, and pre-teaching
- Consideration of **instructional and academic accommodations and supports**
- Consideration of **assistive technology supports**
- Discussion of how your **child's strengths** will be used in the plan
- Opportunities for **choice-making**
- Collaboration/**consultations with related services professionals**
- Discussion of **new ways staff can respond** to the problem behavior
- Confirmation that the **staff members working with your child are properly trained** in the general behavior management system being used, de-escalation techniques, individualized behavioral supports and instructional strategies, and restraint techniques if necessary
- On-going **monitoring and evaluation** of the supports in place and your child's outcomes (how will progress be measured)
- Discussion of **home-school communication** (what information would you like, how often do you want it reported to you, and how would you like to receive it)
- Specific plan with the steps of what to do when the various supports in place and the skill teaching opportunities are not working. There should be a discussion about a **back-up support plan** and a **crisis and/or safety support plan** in the event it's needed

The behavior plan should be a collaborative process and written in easy to understand language that all members of the team understand. The plan should describe the expected goals and outcomes for the plan and identify the different strategies and interventions being used to achieve the goals. The plan should also specify the person(s) responsible for the interventions, how the interventions will be monitored, and when the plan and data collection will be reviewed.