

****This process should be completed prior to a referral when behavioral /emotional progress is limited following implementation of Tier 1(universal), Tier 2 (small group) and Tier 3 (Individual) interventions for an adequate period of time.

This process should be implemented when students demonstrate behavior that impedes with their learning or the learning of others.

Step 1: Identify the Targeted Behavior by collecting data from a variety of sources.

- Complete Parent Interview (Required Form A)
- Complete Functional Behavioral Assessment Consent Form
- Complete Student-Assisted Interview (Required Form B-1)
- Complete Student Self-Check Form (Required Form B-2)
- Complete Teacher Interview (Required Form C-1)
- Complete Functional Analysis Checklist-Teacher (Required Form C-2)
- Collect 5 days data, copy as needed (Required Form D)
- Develop a definition of the target behavior that describes the actual behavior rather than the outcome of the behavior. Make sure the definition describes an observable, measureable and repeatable behavior.

Step 2: Select a Replacement Behavior.

- Based on the hypothesis, determine the function of the target behavior.
 - To gain attention or control
 - To escape activity, demand, social interaction or sensory issue
- Based on the target behavior definition, choose a replacement behavior that:
 - States what the student is to do
 - Is something the student can do or can learn to do
 - Is a behavior that is supported by the natural environment (Required Form E)
- Review the definition to ensure it:
 - Describes actual behavior rather than an outcome of behavior
 - Describes an action or activity rather than the absence of behavior

Step 3: Determine if target behavior is due to lack of skill or due to lack of performance.

- Complete “Skills versus Performance Checklist”. (Required Form F)
- Higher percentage of marks would suggest this is the primary reason, however may need to address all concerns in the behavior plan.
- If determined to be a skill deficit, determine what skill must be taught and how (ie. direct instruction, small group instruction, large group instruction)
- If determined to be a performance deficit, determine what would motivate the student to perform the desired replacement behavior. (tangible reward, interaction with adult, peer, environmental, medical)

Step 4: Analysis Data/ Develop Hypothesis

- Using the data collected, the team should complete the Functional Behavioral Analysis (FBA) Form to analysis data and develop hypothesis. Copy as needed. (Required Form G)
- The hypothesis is the purpose or the behavior and will be used to create the behavior plan for the student.

Step 5: Rule out any additional factors as to why the target behavior is occurring.

- Complete Additional Factors Form (Required Form H)
- Identify any additional factor present and develop interventions to address these factors.

Step 6: Link deficits to specific research-based interventions

- Develop a list of research-based interventions available in the district or cooperative, including what skill areas the interventions address and required training for implementation.
- Link the identified skill deficits to specific interventions

Step 7: Develop an Individualized Behavior Plan

- Using required data and forms, complete Behavior Plan (Required Form I-1,or I-2)

Step 8: Determine the progress monitoring tool to be used to determine effectiveness

- Determine progress monitoring tool and schedule for collecting and reviewing data.
- Revise Plan according to progress
- Determine district case study referral criteria