



# CONSIDERING THE USE OF POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Student \_\_\_\_\_ School/Program \_\_\_\_\_ Date \_\_\_\_\_

FBA Date \_\_\_\_\_ BIP Date \_\_\_\_\_ IEP Date \_\_\_\_\_

*Note: In the context of IDEA, "PBIS" refers to the individual behavior supports provided through an IEP, not a school wide positive behavior support system.*

## 1. Team Members and Roles

## 2. Classify the behavior(s) of concern (select all that apply)

- No behaviors of concern
- Off task
- Poor organization and planning
- Disrupts other students' learning
- Escalating aggression pattern
- Outbursts/rage/explosive reactions/tantrums
- Verbal threats to harm peers
- Profanity or inappropriate language
- Upset with changes to routine or transitions
- Self-stimulatory behaviors
- Other:

3. Describe the behavior(s) in observable, measurable teams including Frequency/ Intensity/Duration, Location/Time of Day, and other relevant factors

4. Define the Impact

Identify the impact of the behavior(s) on the individual, other students, and staff (select all that apply)

- No impact on student's or others' learning
- Unavailable for instruction
- Reduced skills learning
- Reduced productivity
- Lack of work production negatively impacts progress/grades
- Disrupts other students' learning opportunities
- Stops activities/class instruction
- Instructional time lost for disciplinary proceedings
- Requires full adult attention during the behavior
- Negative interaction with peers (creates fear or an environment where peers are overly vigilant about this student, which interferes with peers' learning)
- Other:

5. Describe the impact of the behavior(s) in observable, measurable teams including Frequency/ Intensity/Duration, Location/Time of Day, and other relevant factors

6. Consider the Need for Positive Behavior Interventions and Supports using the following levels: “No Need Indicated,” “Early Stage,” “Moderate,” and “Serious or Extreme” (Choose 1 of 4)

No Need Indicated

There are no behaviors of concern for the student and/or there is no behavior that is impeding the student’s learning or that of others’. Behavior, if it occurs, is of very low frequency, intensity, and duration, does not escalate, and does not disrupt student learning or classroom functioning. General classroom management techniques are sufficient to address any behavior concerns that arise.

Examples of behaviors potentially fulfilling the criteria “No Need Indicated”:

- Student responds to the use classroom management system and rectifies any behavior concerns upon feedback from the general education teacher
- Behavior is low intensity, of short duration, and occurs less than 1-2 times

Document team discussion and reasoning for this selection:

Early Stage

The behavior is not yet significantly impacting student learning or classroom functioning but could escalate if not addressed. General classroom management techniques are likely not sufficient and individualized supports are necessary. The behavior may be addressed through annual goals, supplementary aids and services, or an FBA and BIP at the discretion of the IEP team.

Examples of behaviors potentially fulfilling the criteria “Early Stage”:

- Student response to the classroom management system is variable or inconsistent
- Behavior has not generalized to more than one specific situation
- Behavior has only occurred recently, less than 3-4 times

Document team discussion and reasoning for this selection:

Moderate

The behavior is beginning to significantly impact classroom functioning or student learning. The behavior may be better addressed through an FBA or BIP although supplementary aids and services and annual goals may also be useful.

Examples of behaviors potentially fulfilling the criteria “Moderate”:

- Generalized to multiple settings
- Occurs frequently (daily, weekly)
- Disrupts the classroom functioning; students are unable to complete anticipated work due to frequency of the teacher’s need to address this behavior
- Student is not mastering core curriculum at anticipated rate and/or is not progressing in IEP goals and objectives

Document team discussion and reasoning for this selection:

Serious or Extreme

The student’s behavior may require systematic observations, data collection, and analysis procedures; the student may (but is not required to) pose a safety issue to others or to self. Due to the severity of the behavior, an FBA and BIP are necessary to develop appropriate interventions and supports. A crisis plan may also be developed. Additional district staff with expertise in the area of concern may assist the IEP team.

Examples of “Serious or Extreme” behavior which require expertise to adequately address the problem:

- Assault/Aggression
- Threats to kill self or others.
- Severe self-injury
- Serious behaviors that interfere with quality of life, and/or IEP goal mastery (i.e., maladaptive behaviors) and/or occurring in multiple environments.

Document team discussion and reasoning for this selection:

7. Document the Consideration and Determination in the IEP (choose 1 of 2)

No Need Indicated

Document the team's consideration of behavior needs and PBIS in the PLAAFP under "Area considered but not identified as need area" AND in the Notice page using "Options and other factors considered" and "Reason for not selecting."

Early Stage, Moderate, or Serious/Extreme Need

Document the behavior, need, impact, and how it will be addressed in the IEP PLAAFP. Complete other sections of the IEP as appropriate (e.g., supplementary aids/services, annual goals, other considerations, Notice, etc.)