Challenging Behavior: Expect Success Guiding Questions

1. Student Underlying Issues

Learning Challenges & Uneven Skill Development

Guiding Questions
What are the cognitive/learning challenges?
Is this student missing key skills that are needed to learn the material being presented?
Does the teacher's classroom approach/style match how this student learns?
Does this student have the supports needed to organize work materials? Does this student know how to begin and end assignments?
Does this student know how to prepare and complete homework?
What supports does this student need to be at his/her optimal learning level?
What accommodations/modifications are needed for this student to successfully learn?

Environmental Mismatch & Change

Guiding Questions
Do changes in routines impact this student's learning?
Is this student overwhelmed by the physical environment of the classroom/other locations in the school building?
Is this student affected by noise level, visual surroundings, presentation style of materials, response demands, pace of class, etc.?
What coping skills does this student have to deal with challenges in the classroom?

Sensory/Biological/Medical Impact of Concerns

Guiding Questions
Is the student/team aware of this student's sensory needs?
Are sensory supports proactively built into this student's day?
What coping skills does this student utilize when sensory challenges arise?
What physical needs impact this student?
Are medications a factor?
Is this student impacted by co-occurring conditions and/or diagnoses, including mental health issues?

Difficult to Motivate

Guiding Questions
Does this student value learning? If not, what does s/he value?
Does this student understand the importance of the academic content being taught?
Is there a connection to the academic(s) being taught and this student's knowledge base?
Has meaningful reinforcement been identified and provided to this student?
Does the school team know when this student needs additional reinforcement?
Does this student have special interests that could be used as part of the reinforcement plan?
Does the school team have a plan of how to provide reinforcement to this student both within and following completion of work activities?

Social Challenges

Guiding Questions
Does this student have the level of social competence needed to understand the social demands in various school settings?
What specific social skills is this student missing in order to actively participate in social settings?
What problem-solving skills does this student need to meet the social situations in his/her life?
What social rules does this student understand, but does not apply in social situations?
How does this student mask symptoms of his/her disability to fit in with others?
What coping skills does this student use in challenging social situations?

Emotional Challenges

Guiding Questions
Can this student identify his/her own emotions?
Can this student identify/react appropriately to the emotions of others?
Does this student apply problem solving skills to situations that raise anxiety, anger, happiness, and other emotional levels?
How does this person's masking impact their emotional challenges?
What coping skills does this student use in emotionally charged situations?

Communication Challenges

Guiding Questions
Does this student have a functional communication system available at all times throughout the school day?
Does the school team recognize the differences in this student's expressive and receptive language?
Are directions given in a clear and concise manner to all students? Modified for this student (i.e., using visual supports, breaking directions down into simple steps etc.)?
Does this student understand adult/student communication expectations in each school situation/setting (pragmatics)?
What coping skills does this student use in difficult/confusing communication situations?

2. Impact of Actions and Reactions Of Adults and Peers

No Guiding Questions

3. Antecedents

Setting Events/Slow Triggers

(make the behavior more likely to happen)
Guiding Questions
What factors are impacting this student? (sleep, medication, illness, situations outside of school, etc.)
What sensory aspects are happening in the environment that may be affecting this student?
In what environment(s) is the behavior occurring?
What/how are others reacting/ communicating with this student?

Quick Triggers

(happen shortly/right before the behavior)
Guiding Questions
What is this student doing or being asked to do or being asked to stop doing?
Who is in the environment and what are they doing? (peers and adults)
When is the behavior occurring? (day of week, time of day, etc.)

Precursor Behavior

("rumblings"; give us a clue the behavior is about to happen)
Guiding Questions
What signs does this student consistently exhibit that tell others s/he is starting to get upset?

4. Target Behavior

No Guiding Questions

5. Consequences

(what happens after the target behavior occurs)
Guiding Questions
What do the adults do when the behavior starts? Are there changes in their actions, behavior, attention, activity, etc. when the behavior occurs or begins?
How does the environment change once the behavior has occurred?
What changes are observed with this student when s/he begins the behavior?
  · Does s/he stop an activity? Leave the area? Obtain an object or adult/peer assistance?
  · Are requests or demands changed?

- Does this student obtain or avoid some type of sensory input as a result of the behavior?
- Does this student lose an object or activity because of the behavior (e.g., loss of place in classroom discipline program, loss of token etc.)?

Do others in the environment enter or leave?

What do peers do when the behavior begins? Are there changes in their behavior, attention, activity, etc.?

6. Data

No Guiding Questions

7. Missing Skills

Skills needed in academic/learning situations?

Guiding Questions
Does this student:
Have missing academic skills? If yes, specify what skills.
Have difficulty understanding or connecting with material/content?
Have difficulty or is unable to ask for help?
Have difficulty indicating how to ask for support during academic activities (i.e., support for writing using computer or adult assistance, etc.)?

Skills needed in social situations?

Guiding Questions
Does this student:
Know how to interact with peers, staff? Know how to interact in large group, small group?
Know how to interact with persons s/he doesn't prefer to be with?
Have an acceptable way to gain attention?
Know how to be successful in social situations?
Know how to engage and understand participation in typical activity skills, such as games, playground, free time?

Skills needed when overwhelmed with emotions, anxiety, or sensory overload?

Guiding Questions
Does this student:
Know how to identify internal signals when there are changes in the environment (i.e., sensory overload, situations that affect emotions such as anxiety, stress, etc.)
Know how to use individualized sensory strategies to reduce anxiety/stress?
Know how to take an acceptable break from a difficult situation?

Skills needed when attempting to communicate?

Guiding Questions
Does this student:
Know how to successfully use a functional communication system?
Know how to share ideas in an acceptable way?
Know how to work with a partner or in a small group?
Know how to make choices?
Know what language is appropriate for different situations and different audiences?

Skills needed when following directions, making a transition, or engaging independently with assigned work/task?

Guiding Questions
Does this student:
Know how to use and follow organizational supports? (schedule, clock, checklists, etc.)
Know how to end a task/assignment (even if not completed) and move to the next task/assignment?
Know how to work independently without adult prompting?
Know how to express "I need more time" or "I don't understand"?
Know how to follow adult directions (even when s/he would rather do something else?)

Skills needed when using coping/self-regulation/calming skills?

Guiding Questions
Does this student:
Recognize what is going "wrong" in a situation?
Know how to match coping skills to different situations?
Know and use coping strategies, such as deep breathing, yoga, visualization, mindfulness practices, sensory, etc.?

Skills needed when needing to complete functional/daily living skills and/or vocational/job skills?

Guiding Questions
Does this student:
Understand the importance of daily living skills? Use daily living skills?
Know how to ask for help?
Know how to follow directions for daily living/vocational tasks?
Know how to independently complete daily living/vocational tasks?

8. Student Strengths, Interests, Preferences

No Guiding Questions

9. Baseline Data Results

No Guiding Questions

10. Why? Function of the Target Behavior

No Guiding Questions

11. Replacement Behavior

No Guiding Questions

12. Behavior Intervention Plan

Behavioral Objectives

Guiding Questions
[Leave Blank]

Objective to Decrease Target Behavior

Guiding Questions
Write an objective including:
- What is the condition/situation the target behavior occurs in
- The target behavior (#4 on Google form) to decrease
- Measurement from baseline data to goal data over what period of time

Objective to Increase Replacement Behavior

Guiding Questions
Write an objective including:
- What is the condition/situation where the replacement behavior will occur
- The replacement behavior (#11 on Google form) that will increase
- Measurement over what period of time

Data Collection Procedures

Guiding Questions
Determine:
- Who will collect the data?
- What data is being collected?

- When/where will the data be collected?
- Who will graph the data and how often?

Antecedent Procedures

Guiding Questions

Determine:

- What strategies need to be in place to support items related to the target and replacement behaviors from the following areas?
  - #1 Student Underlying Issues
  - #3 Antecedents
  - #7 Missing Skills
  - #8 Student Strengths, Interests, Preferences
- Keep in mind that 80% of strategies need to be antecedent strategies.
- What resources would be helpful for staff to learn more about the strategies?

Procedures in Response to Target Behavior

(including reinforcement plan)

Guiding Questions

Determine:

- If the student engages in the target behavior, what will the staff do?
- If the student stops the target behavior, what and how will reinforcement be given?
- If the student continues the target behavior, what will staff do?

Procedures to Teach Replacement Behavior

(including reinforcement plan)

Guiding Questions

Determine:

- How will the replacement behavior be taught?
- What strategies will be used to teach the replacement behavior and how will the strategies be implemented?
- When the student uses the replacement behavior, what and how will reinforcement be given?

Safety Procedures

Guiding Questions

Determine:

- If a behavior escalates to the level of an immediate risk of hurting self/others, what steps will be taken?
- What can staff do to calm the situation? (For example, consider body posture, eye contact, vocal volume, environmental changes, limiting verbal, using visual supports, etc.)
- What does staff need to do to keep everyone in the environment safe?
- Who does staff call for assistance if needed?

(If you need reminders, please see Positive Behavior Interventions and Support for Educators
https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Ohio-Positive-Behavior-Interventions-Network-4
and/or Ohio Department of Education's Policy: Positive Behavior Interventions and Support and Restraint and Seclusion
https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Policy-Positive-Behavior-Interventions-and-Support)

Implementation and Monitoring of Plan

Guiding Questions

Determine:

- Who will train all staff on the behavior intervention plan's strategies and how the procedures will be implemented?
- How and when will the training take place?
- Who will collect implementation data?
- How/when/where will implementation data be collected?
- When will the data be shared with and reviewed by the team?
- How will decisions be made about changes to the plan?
- If there is a drastic change in behavior or if an unsafe behavior occurs, what steps will be taken?

13. Intervention Data Results

No Guiding Questions

14. Next Steps

No Guiding Questions