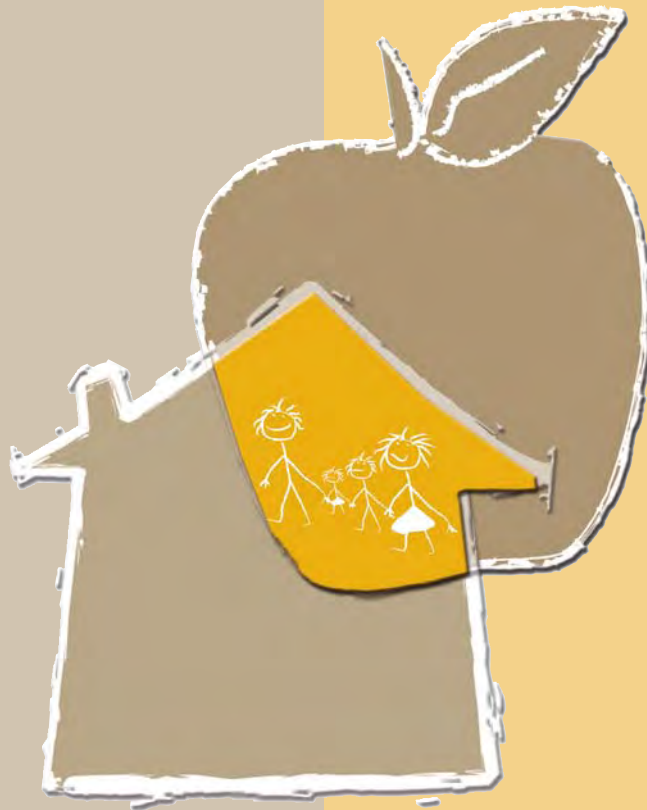




# Family Involvement in Functional Assessment



A Guide for  
School  
Professionals







# Collaboration and Family Involvement in Functional Assessment

A Guide for  
School  
Professionals



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# A Guide for School Professionals Family Involvement in Functional Assessment

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# About the Collaborators

## Collaboration and Family Involvement in Functional Assessment: A Guide for School Professionals

This manual has been developed through the collaboration of the following state and federally funded programs of the Division of Applied Research and Educational Support, Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa, Florida:

**Florida Positive Behavior Support Project Team Training and Technical Assistance** funded by the Bureau of Instructional Support and Community Services, Florida Department of Education

**Collaboration and Family Involvement in Functional Assessment** funded by the Office of Special Education Programs, U.S. Department of Education (# H324000049)

**The Rehabilitation Research and Training Center on Positive Behavior Support** funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education (# H133B980005)

The grants described above provide training, technical assistance, and the promotion of effective practices in the provision of positive behavior support. While each of the programs have a distinctive mission, stakeholders, and specific goal, they share an emphasis on the essential importance of collaborating with families in the behavior support process. The manual includes a core of information and strategies that are relevant for all stakeholders of these grants.

## Features and Usage

More specifically, this manual has been designed for teachers, principals, school psychologists, behavior specialists, and other school personnel who are involved in the implementation of positive behavior interventions and supports collaboration of families in the functional behavior assessment and behavior support process. Users of the manual are encouraged to reproduce pages from the manual or to adapt forms from the manual for use within their schools or school system.







*The team with family input develops strategies designed to change the environment, interactions, or tasks to support appropriate behavior at home and school*

The process of Positive Behavior Support (PBS) is implemented by a team that includes the persons who interact with the student in home, school, and community environments. That team should always include the student's teachers and family or primary caregivers. The involvement of families is especially important because they are the experts on their child and can provide both current and historical information about the child's behavior. Other team members who may participate include: the school psychologist, related service providers, a behavior specialist, other school personnel, community providers, peers, and the student who has challenging behavior.

PBS uses an assessment-based process (i.e., functional behavioral assessment) to develop an understanding of the student's challenging behavior and factors related to the behavior in multiple settings and situations. In this process, families contribute specific information about difficult situations at home or in the community to create a more comprehensive assessment.

PBS is a proactive approach that includes prevention strategies that emerge as an outcome of the assessment process. The team, with family input, develops strategies designed to change the environment, interactions, or tasks to support appropriate behavior at home and school.

Most importantly, PBS is an educative approach that places a priority on the instruction of new skills. The team identifies replacement skills that are taught to the student as alternative behaviors to the use of challenging behavior.

The process of PBS became legally mandated for some students through the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). In IDEA, the practice of positive behavior supports and functional behavioral assessment was included to address needs of students whose behavior disrupts the learning of others or students who may be removed from school due to numerous serious office referrals or a single dangerous infraction (i.e., zero tolerance).

# Positive Behavior Support and Families

## The specific sections where PBS is addressed in IDEA are:

### *Section 614(d)(3)(B)(i)*

“in the case of the child whose behavior impedes his or her learning or that of others, the child’s IEP team must consider, when appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.”

### *Section 615(k)(1)(B)(i)*

“if the local agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in paragraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior if the child already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.”

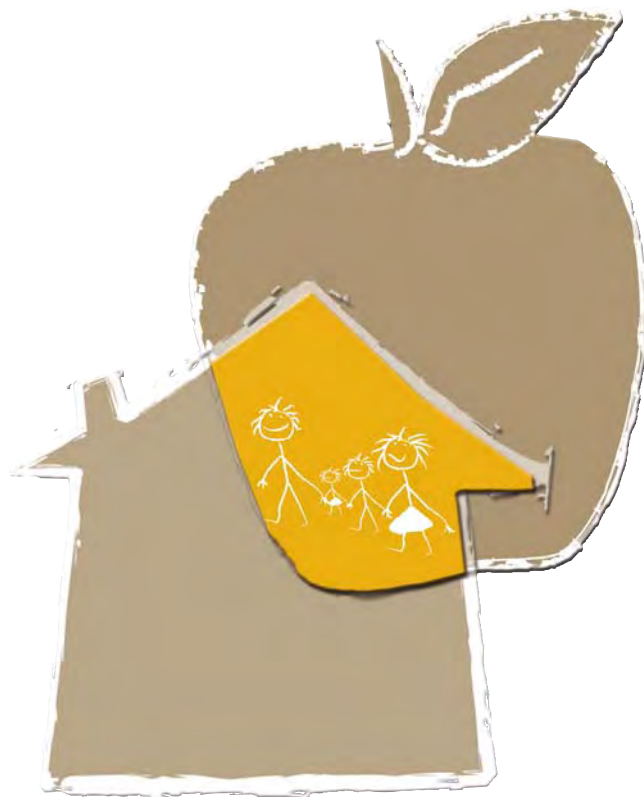
*The process of PBS became legally mandated for some students through the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA).*

Please note, while IDEA includes best practice such as positive behavior interventions and supports for serious or dangerous behavior problems or infractions, PBS is a preventative approach that works effectively for all disruptive behaviors. The authors recommend the use of PBS to assist students who exhibit persistent problem behavior. Indeed, the combination of family involvement and a proactive, assessment-based approach creates a foundation for the development of powerful strategies for preventative behavior change and family partnerships.

In [Section 1](#) of this manual, the authors provide some helpful recommendations for the ongoing development of a family-friendly school climate as well some specific suggestions for communicating effectively with all families, especially families from ethnically or culturally diverse backgrounds. [Section 2](#), provides specific strategies for the promotion of family involvement in each step of the process of PBS. Helpful tip sheets and blank forms that promote activities associated with family friendly schools and positive behavior support are located at the back of the manual in the [Resources Section](#).

# Section 1

## Creating a Family Friendly School





# Laying the Foundation for Successful Partnerships with Families

This section of the guide provides suggestions for the development of family-friendly schools with supporting tips and checklists found in the [Resource Section](#) at the back of the manual. The authors acknowledge that much of the information may fit into the long range development of a family-centered school climate; however, simple strategies also are discussed that may be immediately implemented to welcome families as they become more involved in the behavior support process.

Schools whose focus is on a family-friendly climate and the involvement of families in all aspects of their child's education, may prove more successful in involving families in the positive behavior support process. Families who feel welcomed and unthreatened by the school, are much more willing to partner with the school in their child's behavior support. Though not a prerequisite, schools must consider the effect of the whole school climate on family involvement in the behavior support process, recognizing that developing such a climate is a process that occurs over time.

Schools with family partnerships as a central goal clearly set the stage enlisting many families to take an interest in the school. This type of climate, obviously, assists in fostering family involvement and interest for those families who have children with behavior problems. However, schools may still be involved in the positive behavior support process, while they still strive to achieve a family friendly environment climate.

There is no recipe for creating a family-friendly school nor a precise set of steps to follow in creating a school that fosters successful family relationships. Each school must look at its unique strengths and needs in order to create the environment that reaches **its** families. A school may consider itself "family friendly," but it is the families' perception of "friendliness" that is important.

*Schools with family partnerships as a central goal clearly set the stage for getting many families to take an interest in the school.*



# Laying the Foundation for Successful Partnerships with Families

Schools may want to consider the following key points when laying the foundation for successful partnerships with families. The Resources Section provides specific details, suggestions, or checklists to consider when establishing a successful partnership with families within the school setting.

Creating a welcoming environment sets the stage for engaging all families. It reveals the various cultures, interests, abilities and strengths of the school community so that all are recognized and welcomed as valued members of the school (see [Resources Section](#)).

Communication is a key to successful partnerships between families and schools. Good communication lays the foundation for the success of team-based activities including Positive Behavior Support. (see [Resources Section](#)).

Family members are involved most effectively when they function as partners in the education process. The school has a responsibility to do everything it can to assist family members in realizing their potential as partners in the process. Partnerships involve activities where families and schools are working toward a common goal. Schools must communicate with families in ways that are understandable to the family. This means they must take into consideration the families' native language and literacy level.

Research and practice in the field of family involvement clearly identify primary barriers to family participation and offer suggestions for overcoming those barriers. (see [Resources Section](#))

*Family members are involved most effectively when they function as partners in the education process.*



# Laying the Foundation for Successful Partnerships with Families

## **Cultural Awareness**

At least one third of the general school population consists of students from ethnically, linguistically, and culturally diverse backgrounds. This diversity can present challenges to parent and family involvement in traditional “school cultures.” Professionals working with diverse populations should develop an awareness of their own culture and inherent values as a basis for developing sensitivity to the diverse backgrounds of the children and families with whom they work.

It is critical when increasing the family’s comfort at school, for schools to consider factors that increase the cultural competence and sensitivity such as family ecology (i.e., how the family interacts with one another and as a system), the available resources for support, religious or spiritual beliefs and values, and discipline practices. Schools may seek to demonstrate their awareness and respect for these factors through some of the suggestions for creating a family friendly environment (see [Resources Section](#)).

Many suggestions or assessments of the key elements previously discussed may be found in the [Resources Section](#).

*At least one third of the general school population consists of students from ethnically, linguistically, and culturally diverse backgrounds.*



# Engaging Families to Participate in Behavior Support Initiatives

## Effective Communication

Effective on-going communication is critical to establishing good relationships between families and schools and a key to the success of a team-based approach to behavior support. Positive communication about children's successes must begin early in the school year.

The form and frequency of communication between home and school must begin at a level that is comfortable for the family. Such communication may take the form of notes home, phone calls, or emails. It takes a variety of formats to meet the needs of the family. Communication must be two way in nature with communication originating at home as well as at school. As a family feels more comfortable with the school/or teacher, their method or frequency of communication may change.

*Good communication is a key to success of a team-based approach.*

## Suggestions for Enhancing Communication

- Create beginning-of-the-year welcome packets and include student information sheets as a way to get to know the students
- In welcome packets, include a survey or information sheet with the type of method families prefer to be contacted (i.e., one, mail, notes home with child, etc.)
- Provide phone messages about school events in the native languages of the families in your school
- Make a phone line with messages from teachers about homework assignments
- Contact families early in the school year and periodically throughout the year
- Make personal (face-to-face) contacts when possible
- Distribute calendars with pictures of families that highlight family involvement in school activities and identify important dates, including special school functions for families as well as holidays and grading schedules
- Create tip sheets that summarize school discipline policies and procedures
- Create booklets that include phone numbers of community resources including exceptional student education related information





# Engaging Families to Participate in Behavior Support Initiatives

*When families consider themselves partners they will contribute more significantly to the PBS process.*

Family members can become most effectively involved when they function as partners in the education process. When families consider themselves partners they will contribute more significantly to the PBS process.

## Tips For Strengthening Family Partnerships

- Set meeting times to accommodate parent schedules
- Make time for teachers to communicate with families
- Involve family members in decision making at the school
- Survey family members to identify needs, interests, resources, etc.
- Establish Principal office hours when parents can stop in to talk
- Draw up student-parent-teacher contracts
- Provide in-service training to staff on how to work effectively with families
- Invite teachers and family members who have effectively worked together to share their experiences with other staff

The level of family participation in school-based activities varies depending upon the family's unique needs, abilities, and circumstances. Families should be encouraged to participate at a level most appropriate for them. When family members are not visibly involved in their children's education, educators may assume that families don't care about their children's experience in school.

## Research and commentary in the field of family involvement clearly identifies primary barriers:

- Time constraints
- Childcare
- Transportation
- Diverse language/culture, and
- Overwhelming medical and financial needs of immediate and extended family
- Limited services for child



# Engaging Families to Participate in Behavior Support Initiatives

Another important issue to consider when working to create partnerships with families is the growing diversity in the population of our schools. At least one third of the general school population consists of students from ethnically, linguistically, and culturally diverse backgrounds.

## **This diversity can present challenges to parent and family involvement in “school cultures” such as:**

- Differing ethnic and cultural backgrounds are, at times, accorded a lesser status inhibiting formation of “partnerships”
- Limited English proficiency and minimal experiences with the dominant educational system may inhibit involvement and access to information
- Misunderstandings due to differing cultural norms and values
- Simplistic over generalities can offend and increase the divide between the family and the school

There are ways to create links between families of diverse cultures and schools.

## **Some strategies for supporting families**

- Prepare to communicate (verbal & written) in the languages of the families in your school (greetings are a good way to start)
- Provide parent education programs that help parents who have limited access to formal education (e.g. ESOL)
- Provide parent education programs that are designed to increase parents’ influence on their children’s education
- Provide awareness training programs that provide opportunities for role-play and simulations to help increase parents’ confidence level when working with school personnel
- Employ parents as para-educators in bilingual and special education programs that address linguistic and cultural diversity
- Demonstrate respect for different cultures (guest speakers, displays, classroom and school-wide awareness activities, etc....)

*Create partnerships with families is the growing diversity in the population of our schools.*



# Engaging Families to Participate in Behavior Support Initiatives

*Professionals working with diverse populations implementing positive behavior support should develop an awareness of their own culture and inherent values.*

Professionals working with diverse populations implementing positive behavior support should develop an awareness of their own culture and inherent values as a basis for developing sensitivity to the diverse linguistic and cultural backgrounds of the children and families with whom they will work.

## **Guidelines for professionals**

- Enhance cultural self-awareness
- Learn about the cultures of the families in the school community
- Emphasize information sharing in contrast to information giving
- Avoid describing differences in a negative or judgmental manner
- Consider cultural beliefs as they relate to greeting, privacy, and physical space
- Recognize that in some cultures strong matriarchal or patriarchal lines of authority respect other cultures vary in their view of authority and parents' roles





# Section 2

## The Steps in the Positive Behavior Support Process with Families





*Family friendly schools promote the involvement of families who have children with challenging behavior in the Positive Behavior Support process.*

Family friendly schools promote the involvement of families who have children with challenging behavior in the Positive Behavior Support process. Positive Behavior Support is an approach that involves planning for the child's future by creating a vision, gathering information about the child's various environmental events associated with the challenging behavior across all living and learning settings, developing hypotheses or ideas about the events associated with the challenging behavior, and creating a strength-based support plan that focuses on reducing challenging behaviors while enhancing the life-style of the child and family.

Thus, families are critical to comprehensive positive behavior support since they offer valuable information regarding the child's behavior in home and community environments and insights into their child's preferences, strengths, communication abilities, medical issues and more. When families are integrally involved in the development of interventions, they tend to buy in to the interventions. When they buy in, they are more likely to implement the interventions because they fit the family beliefs about discipline, cultural and religious practices, and life-style resulting in greater.

This section of the manual describes the five steps of the Positive Behavior Support process with rationales and strategies for involving families in the process. In addition, a vignette is provided to illustrate the application of the strategies with the school and family. The vignettes begin with background information about Juan, a student, and his family. Thereafter, the vignettes occur at the end of each step. Resources for the five steps of Positive Behavior Support are located at the back of the manual in the resource section.



## Meet Juan

### Who is Juan?



Juan is a 10-year-old Hispanic boy, who is enrolled in a rural elementary school on the outskirts of a large metropolitan city. He attends a 5th grade general education class, ESOL, and receives special education services in a resource room for two hours per day. Juan speaks English very well, but Spanish was his primary language as a young child. His parents wanted their children to speak both English and Spanish. Juan's test scores indicate he has borderline mild mental retardation, as teachers report, he exhibits chronic behavior problems.

### About Juan's Family

He lives with his mother and father, who are vegetable farmers; his grandmother; two younger brothers; and a sister. Juan's mother and father have farmed all of their lives and attended schools sporadically as they were growing up. His father speaks and understands English fairly well, but does not read well in English or Spanish. Juan's mother speaks and reads English and Spanish on about an 8<sup>th</sup> grade level. His grandmother does not read and speaks Spanish only.

They have a three bedroom stucco house with an open kitchen and living area. All the children share one bedroom.

Juan's family lives on the land that they farm; however, the land belongs to their employer. Juan and his family have traveled the United States to farm, but now they have secured year-round work and plan to stay in the area indefinitely. Juan's parents want their children to receive a stable education.

### About Behavior at School



Juan has always experienced some behavior problems at home and in school. Last year, his teacher managed Juan's behavior with "time out" and some other contingencies such as the loss of privileges (e.g., recess, field trips, etc.).

This year Juan's behavior has intensified from minor disruptions to refusal to work, destroying his work, and talking out disrespectfully. As the new school year has progressed, his teachers have become increasingly concerned about his behavior, and realize that "time out" and the loss of privileges is not working. He doesn't seem to care. In fact, he seems happier when he's sent to time out.

### About Behavior at Home



Juan also experiences serious behavior problems at home. When it is time for homework he often leaves the house and is gone for hours or he will tear up his homework and start fights with his siblings. However, Juan has many problems with home work, he still wants to help his parents farm on the weekends.



# Step 1





# Identifying Goals Step 1

*Encourage risk taking and creativity. When mistakes are made, treat them as a source of learning rather than reasons for punishment.*

The first step of the PBS process involves team building and identification of team goals. The development of a well-functioning collaborative team is key to effective positive behavior support. Family members are a critical component of the team since they are regarded as “their child’s most powerful, valuable, and durable resource” (Dunlap & Robbins, 1991, p.188).

Including family members in collaborative teams is important and valuable, but not necessarily simple. Collaboration requires effort.

## Tips on Creating Strong Teams

- Make sure all members feel and are treated as equals. *If some people come to the team not feeling valued, they won't be open to sharing solutions and ideas*
- Focus on common interests rather than differences (e.g. concerns for the child)
- Use awareness training to jump-start collaboration. *Once everyone's awareness level becomes more equal, the team can begin to plan with more confidence and enthusiasm for the process*
- Establish goals through a group process of team interaction and agreement. *Each team member should be willing to work toward achieving these goals*
- Distribute leadership among team members and encourage sharing of resources
- Deal with conflict; don't suppress it. *Team members should be allowed to express negative feelings*
- Identify and recognize each team member's resources, talents, skills, knowledge and experience whenever appropriate
- Encourage risk taking and creativity. *When mistakes are made, treat them as a source of learning rather than reasons for punishment*
- Encourage participation – ensure that all members have an opportunity to participate in each meeting
- Establish ground rules at the first meeting



# Step 1 Identifying Goals

One way to involve family members and gain this valuable information is through the use of person-centered planning. While there are numerous processes that fall under the umbrella of person-centered planning, most approaches:

- assist teams in developing a range of new techniques for identifying and pursuing current and future student wants and needs
- utilize group graphics (large paper and marker drawings)
- facilitate groups in learning more about the student and his or her family in planning for a more positive future
- gather information on long-term dreams, personal history, and current non-school activities can be shared with the team.

Effective intervention is based on a comprehensive understanding of the focus individual and environmental circumstances influencing his or her behavior. This step is central to positive behavior support and known as functional behavior assessment or functional assessment. Since family members are sources of essential information regarding their children, they can contribute greatly to the collection of information during functional assessment. Family members should be considered an equally valid informant and should be encouraged to share.

A family may participate in information gathering by both providing and collecting information. Turnbull and Turnbull (2001) suggest that professionals involve families by having them:

- Share their family story
- Express preferences, expectations, strengths, and needs
- Assist in the administration of non-standardized assessments
- Assist in construction of portfolio assessments
- Conduct trans-disciplinary assessments
- Share their own priorities, resources and concerns

*One way to involve family members and gain this valuable information is through the use of person-centered planning.*

*New techniques  
Group graphics  
Learning about student & family  
Gather information*



Juan's general education, special education, and his ESOL teachers contacted the school psychologist, social worker, and an exceptional student education (ESE) specialist about Juan's challenging behavior. They felt that Juan's behaviors were serious enough to warrant some additional help from people experienced in supporting students with challenging behavior. They wanted to form a team with the family to help make decisions about how to help Juan's behavior over the next year.

The ESOL teacher volunteered to call Juan's parents since they are not fluent in English. She explained to them in Spanish that the school was very interested in knowing what they wanted for Juan's future and that their participation in a meeting to plan for his future was important because of their understanding of Juan. The family was pleased that people wanted to help Juan, but felt hesitant about the meeting.

### Family Centered Practices

Juan's teachers talked with the school principal about Juan's situation and explained that they established a team to help Juan and wanted to encourage his parent's participation on the team. The teachers and other team

members wanted the flexibility to hold the meeting at a time and place comfortable for Juan's parents.

The principal agreed to allow the staff to meet off campus and offered a small stipend to the team for their "after-hours" effort. The family and school staff met at the neighborhood recreation center close to the family's house at 5:00 PM when Juan's father could attend. They agreed to only meet for an hour and a half at the family's request. The recreation center provided a meeting room at no cost and there were toys and games to entertain Juan's siblings.

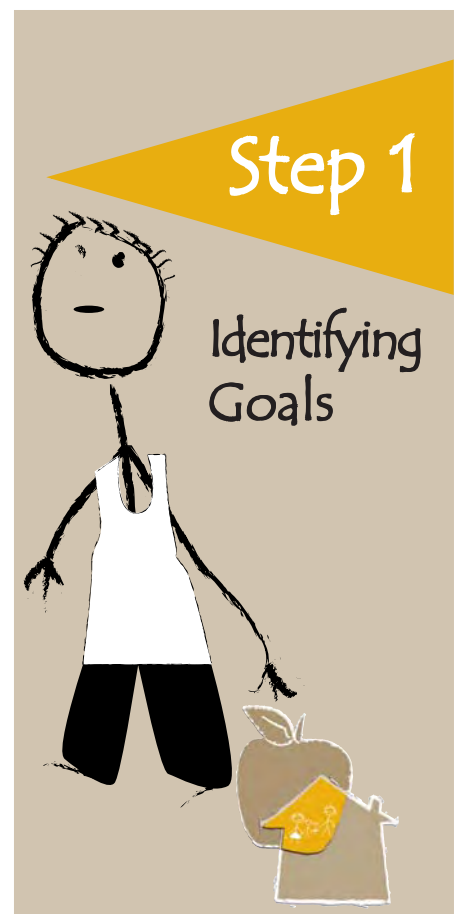
### Personal Futures Planning

Juan's team participated in a person-centered process called personal futures planning. Juan also was invited to stay for the meeting. The goal of the futures planning process was to understand his family's vision for Juan's future, learn more about his life, and gain insight about family cultural and religious beliefs.

The futures planning process results in "maps" that are used to portray aspects and goals of the student's life. Since the family felt more comfortable speaking Spanish, the ESOL teacher translated orally in English and wrote both in Spanish and English on the maps.

The first map had "Who is Juan?" The second map read "Juan's life," then "Who are the people in Juan's life?" "What works, what doesn't?" "Vision for this school year" and "Where do we start?"

Everyone felt good about the personal futures planning meeting. The family left feeling understood and supported by the school. The school staff felt that they had a better understanding of Juan's family life, the potential for supporting him, and how behavior issues affected his life at home and school.



## A Vision for Juan

- Have friends and be invited to parties
- Learn to enjoy some sports
- Increase reading skills so that he might get a good job in the future and help the family with things they need to read
- Learn math to take care of his own finances help the family with theirs



# Step 2







*Family input is crucial.*

Information gathering is a process for understanding environmental events associated with a student's challenging behavior. This process is also known as functional behavioral assessment. Families can contribute significantly to data collection during this process. Their input is crucial to understanding all the aspects of the student's life and making meaningful life-styles changes across all living and learning environments. Collecting data enhances the family's understanding of this phase of the process by pinpointing those events at home and in the community that contribute to their child's challenging behavior.

It is important for the school and family to work in partnership with the school to identify the triggers or things that "set off" the behavior, the responses of others to the behavior, and what the student gets from those interactions or events. The identification of these events across home, school, and community creates a foundation for a comprehensive behavior support plan.

There is a range of simple methods by which families can collect and report valuable information regarding their child (see [Resources Section](#)). The facilitator of the PBS process should assess the resources, knowledge, interests and abilities of the family in determining the most appropriate and effective data collection procedures. The best results from data collection come when schools and families use the same or similar methods. Often teachers find simple forms easier to complete during their busy day or evening. This standardization across people and environments provides a more comprehensive picture of the child and allows for a more cohesive summary of the data.



# Step 2 Information Gathering

## Some broad methods of data collection to consider are:

- **Informal conversations** – family members, through informal discussion, share the when's, where's, and why's of their child's behavior
- **Interviews**-Interviews or questionnaires are vital to the functional assessment process. These range from screening questionnaires to in-depth research-based interviews
- **Direct Observation Recording** – family members briefly record incidents of behavior in writing through checklists or rating scales (brief descriptions, frequency checks, etc....) or use forms similar to those employed by the school (ABC, scatter plot, etc.)

## A typical plan for data recording follows:

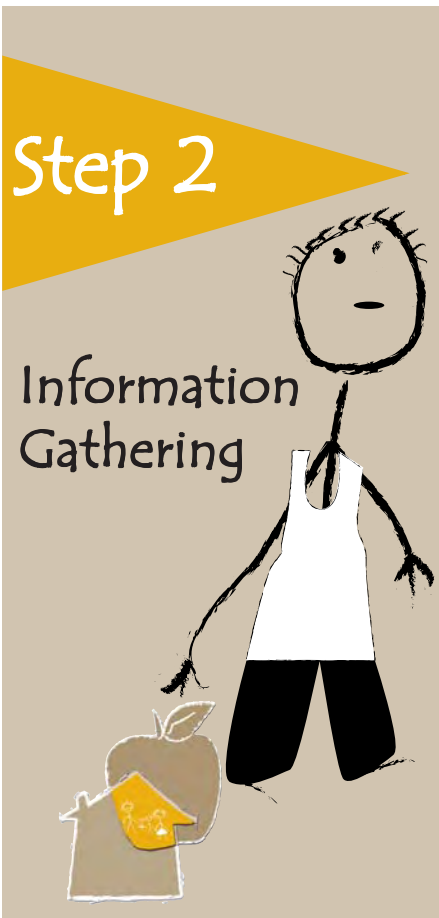
- **The process:** Interview the family and the school or related service staff who support the student. From the information gathered in the interviews, select the environments of concern and collect data or information using a scatter plot, rating scale, or some other observation form to confirm the information provided in the interviews or questionnaires.

*Interview the family and those school or related service staff who support the student.*



## Step 2

### Information Gathering



#### A Home Visit

The next week the ESOL teacher and school psychologist called the family to ask whether they could visit them in their home to discuss Juan's behavior at home and in the community. They mailed the family English and Spanish versions of the functional behavior assessment interview for the family's approval prior to their visit. The ESOL teacher, school psychologist and an ESOL assistant (for translation) scheduled a visit at a time convenient for the family. The school staff assured the family that the information gathered would help everyone understand Juan's challenging behavior.

When the team members from school arrived, they sat and, initially, talked with the family in more detail about their lives and the travels associated with their work. Although this was discussed in the person-centered planning process, they wanted a better understanding about the family's life-style and Juan's educational history as a young child.

#### Functional Behavior Assessment

The school team members used an interview process to gather information from the family about Juan's behaviors at home just as they had with Juan's teachers.

The staff explained to the family how each section of the interview provided information that would help everyone understand and support Juan.

They used a form that asked about the type of challenging behaviors Juan exhibited at home; his physical state (e.g., sleep, eating habits, fatigue, illness, medication, etc.); specific events, people or places that upset him (e.g., demands, homework, etc.); his communication or social skills; how people respond to him and what he gets from their response (e.g.,

sent to his room, scolded) and Juan's strengths and interests (e.g., helping on the farm).

The school team, respectfully wove questions into the conversation about the family's beliefs and values on discipline and child rearing. The school team believed it was important to understand the family's life-style and values when thinking about Juan's current challenges.

The school team members explained that this process had a "formal" name called functional behavioral assessment, but that it was really just a way to talk about the things or events that influenced Juan's behavior.



They also left a simple behavior checklist in Spanish, where the family simply wrote Juan’s after school schedule vertically in the far left column with days of the week at the top of the remaining columns and a simple rating scale beside each activity across each of the days.

The school staff explained that keeping track of the difficult activities and the behavior provided the team with even more information.

### Establishing Next Steps

The team decided on two weeks for the next meeting. They wanted to schedule it at the school, just before a school-sponsored bar-b-que. The school arranged for childcare at school for Juan and his siblings so the team could meet and freely discuss what they learned from the information gathering.

Child Behavior Score for Home Routines

Please list, in the left hand column, the routines in order that they happen after school Monday-Friday. Write the number that best describes how often the child’s behaviors occurred in the routine based on the scale below from 1 Excessively to 4 Not at all.

1	2	3	4
Excessively (Exesivamente)	Frequently (Frecuentemente)	Seldom (Pocas Veces)	Not at all (Casi Nunca)

Daily Routines (Rutinas Dairias)	Monday (Lunes) Date: _____ (Fecha: ____)	Tuesday (Martes) Date: _____ (Fecha: ____)	Wednesday (Miércoles) Date: _____ (Fecha: ____)	Thursday (Jueves) Date: _____ (Fecha: ____)	Friday (Viernes) Date: _____ (Fecha: ____)

# Step 3





# Hypothesis Development Step 3

*When family members are partners in the hypothesis development phase, they can validate the summary of events associated with their child's challenging behavior at home and in the community.*

Hypothesis Development provides an opportunity to summarize and synthesize the findings of the functional behavioral assessment with the family as an integral part of the team. The family, in collaboration with instructional staff, may begin by discussing the triggers, associated challenging behavior, and responses from adults or peers that might maintain the behavior as revealed in the interviews and other data collection methods. The team may then move into the development of hypotheses or ideas about the behavior.

Hypotheses provide the elements for a comprehensive support plan. When family members are partners in the hypothesis development phase, they can validate the summary of events associated with their child's challenging behavior at home and in the community. The team may also discover that the events at home and in the community may overlap with those problem situations at school. The understanding of overlapping situations between home and school helps in developing a more consistent analysis that may result in similar or common behavior support strategies across both living and learning environments. The use of similar strategies at home and in school strengthens the support plan and provides a more consistent plan for the student.



# Step 3 Hypotheses Development

## Important elements to consider in the hypothesis development phase

- Create a written or visual framework for both home and school that follows events in a behavioral chain (i.e., the triggers, behaviors, responses or consequences of the behavior, and function) (see [Resources Section](#), Step 3, and vignette)
- Orient the family and other team members to each component of the chain (e.g., the triggers, behaviors, and responses or consequences of the behavior)
- Check with the family and other team members to be sure they understand the importance and the function of the components (e.g., “triggers are important because they “set off” the behavior, if we understand those triggers we can change them to prevent challenging behavior”)
- Present a partially developed framework, based on the functional assessment, to the group to gather input from the family and instructional staff
- Point out similarities and differences in the events associated with problem behaviors at home and at school
- Check with instructional staff and family members for accuracy of the summary or synthesis of the functional behavior assessment
- Verify with the family and instructional staff the triggers, the behaviors that follow the triggers, the responses to those behaviors, and the purpose or function of the behavior based on the triggers and responses
- Make any changes suggested by the family members or other team members at the time of the meeting
- Revise the framework as necessary and reproduce the hypothesis framework for each team member
- Be sure every team member has a copy of the hypotheses

*Check with instructional staff and family members for accuracy of the summary or synthesis of the functional behavior assessment*





## Hypotheses

The meeting was held in a large conference room where they could sit comfortably for the meeting. The school team served some drinks and snacks and had the chart paper on the wall. They wanted this meeting to be casual and interactive. The principal offered to pay two paraprofessionals to care for Juan and his siblings in an empty classroom where they could play and use the computer during the meeting.

The school psychologist helped Juan's school team summarize the interviews and observations with the teachers and family. They created a simple format on chart paper, in English and Spanish, for organizing the information.

They discussed what things "set off" or triggered the challenging behaviors (e.g., reading, and math at school and home), the behaviors connected to the specific triggers, (e.g., destroying work, talking back, and leaving the house) and finally how the teachers and parents were responding to Juan's behaviors (e.g., time out, loss of privileges, scolding etc.). From this information, they learned the function or purpose of Juan's behavior.

The categories below included prevention of the triggers; new behaviors to teach Juan; and new responses from teachers and family members (see example on next page).

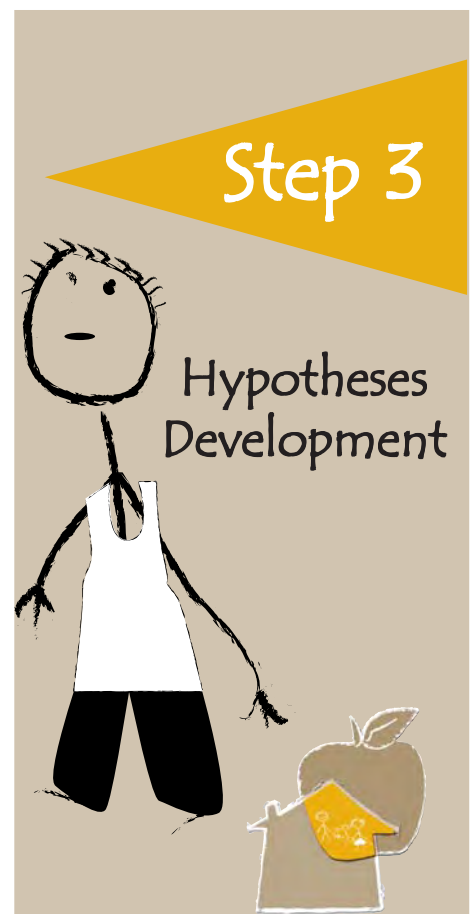
As the school psychologist led the discussion about the hypotheses, she carefully described the categories on the chart paper and what they meant. The ESOL teacher translated in Spanish. The school psychologist said that from the interviews it was clear that school work were the main triggers for the behaviors. The observations gave further insight into the specifics of the schoolwork.

When the team finished their discussion, they had some ideas or hypotheses about the events that influenced and maintained the behavior. The hypotheses provided a starting point for the behavior support plan. In particular, it was clear that Juan would begin his work, but after about 10 minutes he would become disruptive, especially in math. It seemed that Juan would work about five problems, and then the challenging behaviors would begin.

At home, the family related similar situation, only Juan would often leave the house. This made the family afraid for his safety.

On the next page is a summary of all hypotheses and the framework for the hypotheses regarding math at school and home.

Step 3 Continued on page 42



**Step 3 Continued from p. 41**



**After Some discussion, The team developed three hypotheses, Two for School and one for home**

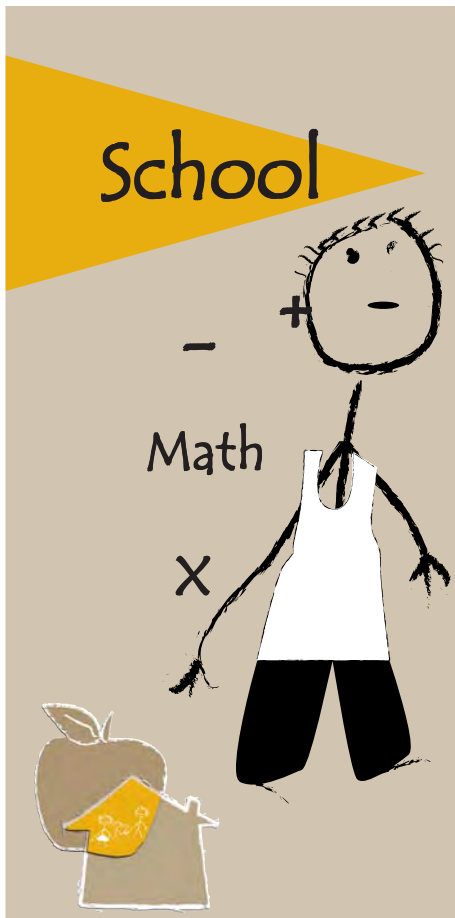
**1 School** When Juan was presented with longer assignments in Math and new concepts (triggers) he talked out and tore his papers or just refused to do his work (behaviors) and was sent to “time out” or to the principal (responses): he escaped or avoided his assignment.

**2 School** When Juan had to read out loud or read within an assignment, he would refuse to answer or tear up the work and was sent to time out or lost recess where he had to read to himself, which resulted in escape from assignment and reading out loud.

**3 Home** When Juan had homework in math, especially new concepts, he would tear his papers and/or leave the house which resulted in escape from homework.

Name \_\_\_\_\_

Triggers Desencadenante de la conducta	Behaviors Conducta Desafiante	Responses Respuesta/Su reaccior
School long Difficult math activities actividades matemáticas largas y dificultosas	tear work refusal rompe el papel no quiere hacer nada	time out pasar tiempo en soledad
Home new math concepts for homework	tear paper  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Function: Proposito Escape</div>	parents scold leave house do not make Juan do homework
Preventions Prevencion	New Skills Nueva Conducta	New Responses Nueva Respuesta/Nueva Reaccion



## Hypothesis One

When Juan was presented with longer assignments in Math and new concepts (triggers) he talked out and tore his papers or just refused to do his work (behaviors) and was sent to “time out” or to the principal (responses): he escaped or avoided his assignment.

### Change Triggers

The team decided to change the triggers by shortening Juan’s math assignment and ensuring that the assignment began and ended with problems that were easy for Juan to complete. He was given a series of three worksheets with 5 math problems on each one. The first and last pages of the worksheet were a review of the material that Juan had mastered, while the worksheet in the middle introduced new concepts or concepts not yet mastered. When Juan’s assignment began and ended with easy problems, the team hoped he would feel more success. In addition, the team wanted to teach Juan new behaviors to replace the challenging behaviors.

### Teach New Skills

The team wanted Juan to ask for help or encourage him to talk about his frustration, rather than act out. Juan would be asked periodically if he needed help while he completed his assignments. When Juan raised his hand to request help, the teacher moved quickly to him, thanked him for raising his hand, and responded to him by saying “Can I help you?” The teacher also agreed to set aside the last 30 minutes of

the day as a “study hall” for the whole class. This way Juan and his peers could finish up their unfinished work.

### Change Responses

Finally, the team realized that they needed to change their responses to Juan’s behavior. The teachers and family members were encouraging Juan’s acting out by allowing him to escape his work through time-out or not making him complete his work. They agreed to remind him to ask for help and for everyone to offer lots of praise for working. The shortened worksheets provided more opportunities for praising Juan for his hard work.

When the team discussed Juan's problems around reading assignments, they realized that Juan was self-conscious about his challenges with reading.

### Change Triggers

To change the trigger the team suggested that Juan read aloud into a tape recorder by himself or with the teacher. The teacher provided him with easy passages for these practice sessions. Juan played the tapes back and listened for his improvement with reading.

As Juan became more comfortable, he chose two friends to read aloud with him. They wanted Juan to become more comfortable and read with the rest of the class. They also suggested an increase in the difficulty of his reading passages as his comfort level increased. They also realized another trigger included long silent reading assignments. Because reading was difficult for Juan, it took him much longer to read his assignments and complete the written work at the end.

To change the trigger, the team decided to give him less to read by having a peer read part of the assignment to him. This way Juan finished the written assignments more quickly.

### Teach New Skills

The team again encouraged the new behavior of asking for help and negotiating the completion of his assignments.

### Change Responses

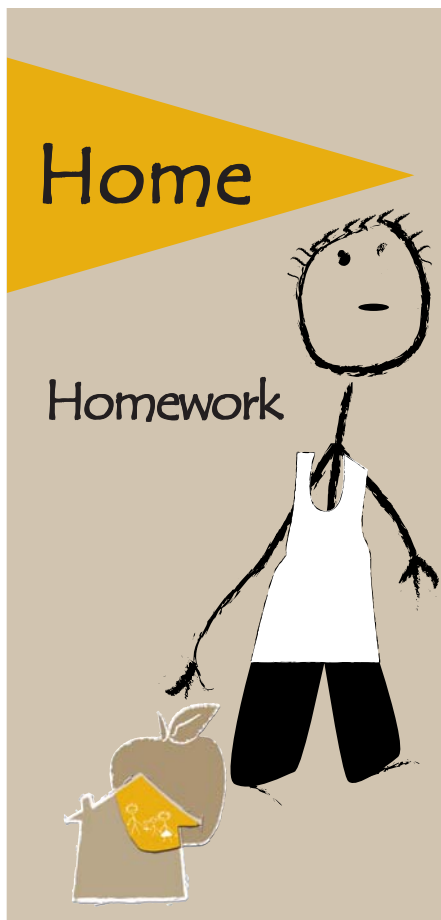
The teachers agreed to change their responses and remind Juan ahead of time to ask for help and offer lots of praise for his attempts at reading. They also talked with peers ahead of time to work with Juan so that they would praise his reading.

# Hypothesis Two

When Juan had to read out loud or read within an assignment, he would refuse to answer or tear up the work and was sent to time out or lost recess where he had to read to himself, which resulted in escape from assignment and reading out loud.

- ◇ Change the Trigger
- ◇ Learn New Behaviors
- ◇ Change the Responses





## Hypothesis Three

When Juan had homework in math, especially new concepts, he would tear his papers and/or leave the house, which resulted in escape from homework

### Math Homework

From the ESOL's teacher's observations, they brainstormed some strategies with the family to address his challenging behaviors at home.

### Change Triggers

First, they had to change the trigger to encourage Juan's completion of homework. The family was very concerned about Juan leaving the house at night and the dangers he might encounter if he wandered too far away. They decided to give Juan only five math problems for each of his homework evenings—Tuesday, Wednesday, and Thursday.

They gave him problems that they knew he could do. The team wanted him to feel successful and help him generate a more positive attitude about homework. These things helped change the trigger, but they also needed to teach Juan new behaviors to replace his tearing of homework and leaving the house.

### Teach New Skills

His parents and teachers encouraged him to express his frustration and circle any difficult problems. He also was supposed to let

teachers know the next day that he needed help. The resource teacher would go over any of the problems that caused him difficulty. No grades were given for his homework, but he could earn extra points toward his math grade in school.

### Change Response

Finally, the team wanted to change their responses to Juan. They encouraged the family, especially his father, to sit with him while he completed his homework. They set up a time after dinner for the father to sit with Juan. They wanted the parents to be very encouraging and express the importance of knowing math when you earn money and pay bills.

### Reading Homework

The family set up a time for Juan to read bedtime stories aloud to his siblings. They had very simple books for the younger siblings and felt that this would help his reading and strengthen his relationship with his siblings.



# Step 4





*Effective strategies are those, which “fit” the cultural, religious, and ethnic beliefs or values of the family.*

The behavior support plan emerges from the hypothesis development process and provides a comprehensive plan that includes strategies that may be similar or unique to home, and above all fit the child’s abilities, the environment, and the abilities of those implementing the strategies. Ideally, the development of the support plan will provide an interactive forum for the team to discuss possible strategies, the procedures for implementing those strategies, and the challenges that may accompany the implementation of strategies at home and school.

Effective strategies are those, which “fit” the cultural, religious, and ethnic beliefs or values of the family. These values and beliefs may dictate what the family considers appropriate for home and school. Of course, those same strategies must fit within the discipline policies and procedures of the school district. The strategies must be manageable for the child and within his or her abilities (i.e., if the child does not understand or know how to use the strategy, he or she may resort to the problem behaviors).

**Prior to finalizing the support plan, the team must determine whether the strategies:**

1. Fit within the environment (i.e., are they acceptable, or do they highlight the child’s disabilities or make the child seem different from others in their classroom or community environments)
2. Are easy for those implementing or conducting the procedures of the support plan (otherwise people will discontinue the strategy)
3. Can work across multiple environments and situations (i.e., the more useful strategies are across multiple environments and people, the more consistent the implementation and the more likely the strategy will work in reducing challenging behavior)





# Step 4 Behavior Support Plan

## Elements of successful plan development

- Bring the team together as a group and refer to the framework that was used for the hypotheses, which provides the foundation for the development of strategies (i.e., replacing the triggers for challenging behavior with those for more positive behavior) (see sample in vignette and [Resources Section, Step 3](#))
- Consider other information such as broader goals of the family for their child discussed in the person-centered plan (e.g., increase in friendships, more activities with their child outside of the home)
- Provide a forum for open discussion between the family and school staff. Call the family prior to the meeting to determine any cultural, ethnic, or religious beliefs and the limitations the family may have in implementing strategies or procedures
- Emphasize similar or common challenging situations between home and school. These common difficult situations may provide opportunities to implement the strategies across home and school settings
- Encourage the family and school staff to address any challenges they may face in implementing strategies and offer solutions for making strategies fit within the unique situations of home and school
- Consider the resources and supports needed to develop and implement strategies. The family may have limited access to materials or equipment needed to implement strategies (e.g., for a laminated visual schedule at home the school may provide help getting the pictures or printing them from a computer. The school might laminate the pictures so they will maintain over time)
- Consider the people and time needed to develop and implement strategies. If it takes more than one person at a time to implement a strategy, this may not work within a home situation and may not be feasible for the school over time
- Once the team decides on the strategies and procedures for implementation, write up the plan using a simple format (see [Resources Section](#))
- Share the written plan with all team members to verify that the plan reflects the strategies discussed within the development of the support plan
- Distribute the plan to all team members and place in the child's cumulative file
- Schedule periodic meetings to review the plan strategies
- Establish a plan for gathering data to determine the success and challenges of the support plan strategies (See next section for Monitoring and Evaluation)



Once Juan's team generated ideas or hypotheses about his challenging behavior at home and school, they immediately began to develop strategies for a support plan. They wanted to identify strategies that would make it unnecessary for Juan to exhibit challenging behavior during Math and Reading and strategies that would promote his engagement in learning activities. They wanted to replace Juan's desire to take the possessions from his peers with ways that he could acquire his own possessions.

For each hypothesis, the team agreed to only include strategies that would work for everyone. The plan included ways to change the triggers for his behaviors, teach him new behaviors, and change teacher and family responses. In selecting the strategies, the team considered the resources available to the family and the teachers, ease of implementation, and whether the strategies could be used at home and school.

The team thought that using the same or similar strategies across both environments would be more powerful. They also realized that they would need to be very consistent and agree to implement the strategies for some period of time before changing the strategies. The team made sure that the strategies also related to the person-centered plan described in Step 1, Identifying Goals. The team used the same support plan form for listing the strategies.



The team began to develop strategies for the support plan.  
Strategies that would:

- ◇ Make it unnecessary for Juan to exhibit challenging behavior during math and reading at school
- ◇ Promote his engagement in learning activities
- ◇ Help him complete homework at home



FUNCTIONAL ASSESSMENT/BEHAVIOR SUPPORT PLAN SUMMARY  
NAME: JUAN

Triggers Desencadenante de la conducta	Behaviors Conducta Desafiante	Responses Respuesta/Su reacción
<p><u>School /Escuela</u></p> <ul style="list-style-type: none"> <li>• Long difficult math activities</li> <li>• Actividades matemáticas largas y dificultosas</li> </ul> <p><u>Home/Casa</u></p> <ul style="list-style-type: none"> <li>• Difficult math/new concepts</li> <li>• Conceptos matemáticos nuevos y dificultosos</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal</li> <li>• Se rehusa</li> </ul> <ul style="list-style-type: none"> <li>• Leaves house</li> <li>• Sale de su casa</li> <li>• Tears papers</li> <li>• Rompe sus papeles</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Function:</u></b> <b><u>Proposito:</u></b>  <b>ESCAPE</b></p> </div>	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Tiempo en soledad</li> </ul> <ul style="list-style-type: none"> <li>• Scold</li> <li>• Castigar</li> <li>• Do not make him do homework</li> <li>• No le obligan a hacer sus deberes</li> </ul>
Preventions	New Skills	New Responses
<p><u>School/Escuela</u></p> <ul style="list-style-type: none"> <li>• Give 5 easy problems to do first, then 5 more with new concepts, then end with 5 easy</li> <li>• Primero dele 5 problemas faciles, después 5 con nuevos conceptos y termine con 5 faciles</li> </ul> <p><u>Home/Casa</u></p> <ul style="list-style-type: none"> <li>• Complete 5 easy problems</li> <li>• Termine 5 problemas faciles</li> <li>• Circle any difficult problems</li> <li>• Circule los problemas mas dificultosos</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for help</li> <li>• Pida ayuda</li> <li>• Negotiate for more time or to finish at a different time</li> <li>• Negocie mas tiempo o para terminar en un tiempo diferente</li> </ul> <ul style="list-style-type: none"> <li>• Express frustration</li> <li>• Expresé frustración</li> <li>• Let teachers know the next morning he needs help with homework</li> <li>• Deje saber a su maestro (a) en la mañana siguiente que necesita ayuda con sus deberes</li> </ul>	<ul style="list-style-type: none"> <li>• Remind Juan to ask for help</li> <li>• Recordarle a Juan de pedir ayuda</li> <li>• Offer lots of praise for completing each work sheet</li> <li>• Dele muchas alabanzas/ elogios por terminar cada trabajo</li> </ul> <ul style="list-style-type: none"> <li>• Sit with Juan</li> <li>• Siéntese con Juan</li> <li>• Encourage him</li> <li>• Dele mucho aliento y porras</li> <li>• Express importance of learning math</li> <li>• Expresé la importancia de aprender las matemáticas</li> </ul>





# Step 5





*The team may want or need to return to the functional behavioral assessment and/or reconsider the hypotheses, if a behavior plan proves unsuccessful*

The team may want or need to return to the functional assessment and/or reconsider the hypotheses, if the plan proves unsuccessful. The team may have overlooked something during the functional behavioral assessment or in hypothesis development (i.e., that behaviors may serve a different function than described in the original functional assessment and/or hypothesis development).

## **To ensure a support plan with positive outcomes**

- Listen to the family members' feelings about their child's progress and the use of specific interventions
- Help provide adaptations or modifications to the plan and help devise additional or different measurement or evaluation forms
- Consider the use of broad-based measures versus discrete measures- this may be easier for everyone and assure accuracy (i.e., use a simple scale to determine the improvement of formerly difficult routines, activities, or educational subject matter)
- Encourage the measurement or evaluation of what works, what doesn't for similar outcomes and/or strategies used across home and school routines
- Develop easy-to-use or informal evaluation tools that may be used within the home and classroom setting (see appendix for some sample forms)
- Remind the team that evaluation may involve a return to the functional assessment process, if the original plan proves unsuccessful or modification doesn't work. The original functional assessment may have resulted in incorrect hypotheses or a new situation may have arisen since the original functional assessment



# Step 5 Monitoring & Evaluation

## What Works, What Doesn't, and What Changes Need to Occur

The team may want to conduct periodic evaluation meetings to discuss “what works and what doesn't.” These follow-up meetings provide an opportunity for the team to revisit, re-evaluate, and adjust the support plan. The success of these meetings requires an open forum to discuss challenges in a very non-threatening atmosphere.

Family members play an important role in the evaluation process as they ensure that strategies are suitable for their cultural, ethnic or religious beliefs and work in the family environment. Furthermore, the process of monitoring and evaluation not only provides an opportunity to problem-solve what isn't working, but also to celebrate the successes of the support plan. These periodic meetings provide multiple celebrations and positive experiences for the families.

However, the challenges of “what works what doesn't” must occur in the validation of successes. In the determination of evaluation methods, consider the circumstances of the family, their goals for their child, and their understanding of evaluation methods (much as in the development of the support plan).

Often it is difficult to collect detailed information on the changes in the child's behavior, depending on the home and school environments. Thus, families and school staff may want to avoid data collection on discrete behaviors and instead consider scales measuring changes in behavior improvement or improvements in activity participation. Regardless, it is important to use methods that work for all team members and document any additional outcomes associated with improved behavior (e.g., increases in friendships, communication, activity level, etc.). The family and school staff should not only evaluate behavior and behavioral outcomes, but also the procedures of implementation (i.e., were the steps for implementation easy to follow, could different people follow the steps, etc.)

The method of evaluation for home and school may vary as long as they evaluate the same outcome or procedure (i.e., behavioral change, ease of implementation, etc.). In other words, the school may take rate or interval data on groups of behaviors that serve the same function (e.g., tantrums), while the family at home may complete a qualitative rating scale about tantrums within a routine (e.g., “never” to “excessively”).

*...the process of monitoring and evaluation not only provides an opportunity to problem-solve what isn't working, but also to celebrate the successes of the support plan.*





## Step 5

### Monitoring & Evaluation



#### Monitoring

Juan's team reconvened one month later. The school psychologist summarized the information gathered from team members during that one month time period. The teacher also included work samples and homework brought to school by Juan. The school team created a separate chart for each Hypothesis. The school psychologist created columns with headings from left to right "Strategies", "What Works?" "What Doesn't?" "Why?" and "Changes?" They filled in the strategies according to the support plan and talked through each to determine what to change and what to leave in the support plan. They discussed strategies both at school and home.

#### Evaluation

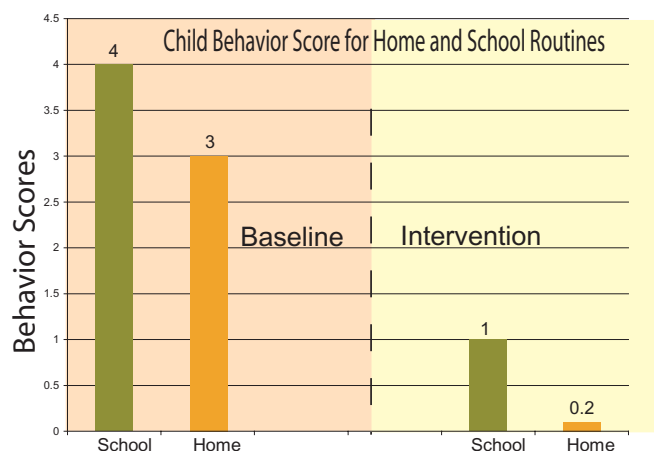
For the support plan strategies addressing concerns in Hypothesis 1, the team reported that shortened assignments worked well at school, but Juan gets through them quickly. The teachers want to keep the worksheets, but increase the number of challenging problems. They also decided to put some of his worksheets on the computer for incentives to improve computer skills and math assignments.

The team seemed to think that asking for "help" has decreased Juan's challenging behaviors, but he waits for the teacher to prompt him. The team decided to make a card that says "Ask for Help" as a reminder for Juan and to fade teacher prompts. At home, the team decided to have Juan continue with the same homework strategy.

As a result of his using "help" the teachers abandoned the use of time out. They also felt that they needed to increase praise for Juan's attempts at work. They believe Juan wants to please and responds very well to the praise.

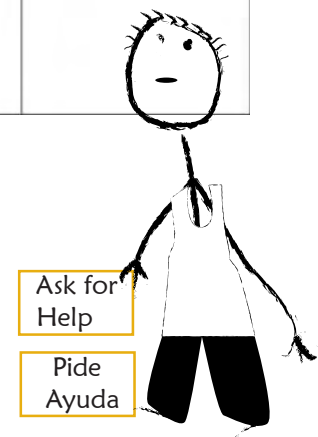
Overall, the team is very happy with the behavior support plan. The changes needed in Juan's support plan are minor. In addition, to discussing "what works what doesn't", the school psychologist created a simple bar graph with behavior before and after the support plan. She used bright colors to distinguish each bar. The bars represented the changes in Juan's behavior from baseline to intervention at school and home.

This gave the team a general idea of how well the interventions were working for Juan's escape behavior. Coming back together, provided opportunities for celebrating Juan's successes as well as agreement from the entire team for making the necessary adjustments in the support plan.



## Monitoring and Evaluation, Step 5

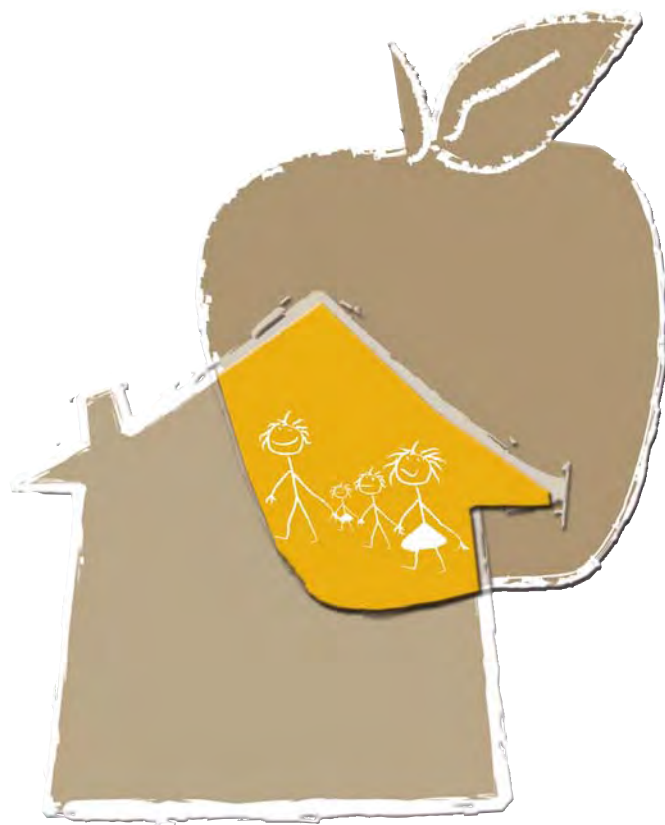
Strategies Estrategias	What Works? Qué Trabaja?	What Doesn't? Qué no trabaja?	Why? Por Qué?	Changes? Cambios?
<p>1. Shortened Math Assign Alternate 5 easy, 5 more challenging and 5 easy.</p> <p>1. Acortar los problemas de matemática</p>	<p>1. Worksheets help at school. The parents report Juan is completing his work sheets at home. His behavior is better during Math at home and at school.</p> <p>1. Trabajos en papel ayudan en la escuela. Los padres reportan que Juan esta terminando sus trabajos en casa. Su conducta se ha mejorado durante la clase de matemática y en la casa.</p>	<p>1. Not enough work sheets at school. He can do more.</p> <p>1. No hay suficiente papeles de trabajo en la escuela. Él puede hacer más.</p>	<p>1. Juan is finishing too fast and then has too much time. The teacher wants to add on more challenging problems</p> <p>1. Juan esta terminando muy rápido y después tiene mucho tiempo. La profesora quiere añadir más problemas difıcultosos.</p>	<p>1. The teacher wants to add more challenging problems. Increase to 8 challenging problems. Add more Math problems to work sheet</p> <p>1. La profesora quiere añadir más problemas difıcultosos. Incrementar a 8 los problemas difıcultosos. Añadir más problemas al papel.</p>
<p>2. Teach new behaviors- Asking for help</p> <p>2. Enseñe nuevas conductas- Pidiendo ayuda</p>	<p>2. Juan is asking for help more often.</p> <p>2. Juan está pidiendo ayuda más frecuente</p>	<p>2. Nothing except want to fade teacher prompts</p> <p>2. Nada excepto de disminuir las indicaciones de la profesora.</p>	<p>2. Juan too dependent on teacher. Juan's parents concerned they can't help Juan much</p> <p>2. Juan depende mucho de su profesora. Los padres de Juan están preocupados de que ellos no pueden ayudar a Juan.</p>	<p>2. Make a card that says "Ask for Help." Send one home.</p> <p>2. Haga una carta que diga "Pide ayuda" Mandar una a la casa.</p>
<p>3. Change responses-No time out, reminders of asking for help, praise</p> <p>3. Cambiar como el adulto responde – No tiempo afuera, recordarle de pedir ayuda, alabar</p>	<p>3. Juan likes the praise and seems like he wants to please. Family is really letting Juan know how happy they are with is work at home</p> <p>3. Juan le gusta los halagos y parece que él quiere complacer a personas. La familia le está dejando saber a Juan que contentos están ellos con su trabajo en la casa.</p>	<p>3. Nothing except they want him to ask for help without prompts</p> <p>3. Nada excepto que ellos quieren que Juan pida ayuda sin indicaciones.</p>	<p>3. They want him to ask for help without prompts</p> <p>3. Ellos quieren que él pida ayuda sin indicacion</p>	<p>3. Point to "Ask for help" card</p> <p>3. Señale a la carta de "Pide ayuda"</p>







# Resources





# Resources

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# Section 1





# Family-Friendly Schools Checklist

## School Climate

- Signs are posted warmly welcome parents
- Directions are posted to direct visitors around the school
- Signage reflects the languages of the families of the school
- Office personnel greet visitors in a friendly, courteous manner
- The school provides a comfortable reception and information area for parents
- The principal has clearly posted office hours for parents to drop in
- Teacher names and photos placed on outside of classroom doors
- The school provides a welcoming program for parents/students who enroll after the beginning of the year
- Photos of family oriented activities are displayed in common areas
- The school provides social occasions where parents and school staff can get to know each other
- Students and teachers in ESE classes are visible on campus, in newsletters, at assemblies, etc...
- The school permits parents to observe in class
- The school has an "open door" policy where parents are welcome at any time during the school day
- The school provides resource areas for families in the waiting areas

## Communication

- The school provide a newsletter in multiple languages with up-to-date information
- The school sends home a calendar with important dates
- Parents receive positive phone calls and notes about student success
- School sends home a beginning of the year "we want to know your child" packet that asks for child strengths and needs
- Information is sent home in small "digestible" increments
- School sends home a directory of parent organization representatives and school personnel with phone numbers

- \_\_\_ The school holds annual open houses and regular parent-teacher conferences
- \_\_\_ The school has a "hot line" for emergencies, rumors and burning questions
- \_\_\_ Parents know where to go with concerns, questions and complaints
- \_\_\_ Personal, face-to-face contacts are made when possible
- \_\_\_ Personnel have adequate time to engage in communication with families
- \_\_\_ A mechanism exists for 2-way communication regarding student progress, performance, and/or assignments at least once each week.
- \_\_\_ School surveys families to determine the best mechanism for communicating

### **Parents as Partners**

- \_\_\_ School sets meeting times to accommodate parent schedules
- \_\_\_ Teachers are provided time to communicate with families
- \_\_\_ School surveys family members to identify needs, interests, resources, etc...
- \_\_\_ School draws up student-parent-teacher contracts identifying everyone's responsibilities and expectations
- \_\_\_ School provides in-service training for staff on how to work effectively with families
- \_\_\_ School invites teachers and family members who have established good working relationships to share their experiences
- \_\_\_ The school provides in-service training to help teachers work w/parents
- \_\_\_ The school supports an early warning policy in effect for teachers to consult with parents promptly when there are difficulties
- \_\_\_ Secondary schools require parent approval of student's choices of courses
- \_\_\_ Training and resources are available for parents of students enrolled in exceptional education programs to help them participate more fully in IEPs.
- \_\_\_ Parents are encouraged to take an active role in school improvement
- \_\_\_ There is a mechanism for getting parent input on new policies
- \_\_\_ School staff inform and enlist the help of parents immediately when serious problems arise in the school
- \_\_\_ Time is spent during staff meetings discussing working with parents
- \_\_\_ Plans are made to allow teachers and other staff to have meetings with parents

## Strategies for Schools to Support Families of Diverse Cultures

- ◆ Prepare to communicate (verbal & written) in the languages of the families in your school (greetings are a good way to start)
- ◆ Provide parent education programs that help parents who have limited access to formal education (e.g. ESOL)
- ◆ Provide parent education programs that are designed to increase parents' influence on their children's education
- ◆ Provide awareness training programs that provide opportunities for role-play and simulations to help increase parents' confidence level when working with school personnel
- ◆ Employ parents as para-educators in bilingual and special education programs that address linguistic and cultural diversity
- ◆ Demonstrate respect for different cultures (guest speakers, displays, classroom and school-wide awareness activities, etc...)

## Suggestions for Professionals Working with Families of Diverse Cultures

- ◆ Enhance cultural self-awareness
- ◆ Learn about the cultures of the families in the community served
- ◆ Consider ways in which the culture of your families may influence their preference for participation (listening vs. speaking, age and gender roles, etc...)
- ◆ Emphasize information sharing in contrast to information giving
- ◆ Avoid describing differences in a negative or judgmental manner
- ◆ Provide guidance to speakers on language and literacy levels that are appropriate
- ◆ Consider cultural beliefs as they relate to greeting and touching others, matriarchal or patriarchal lines of authority, cultural values regarding issues such as time, privacy etc.
- ◆ Respect other culture's views of authority and parents' roles

*A product of the National School Boards Foundation*



## Overcoming Barriers to Family Involvement

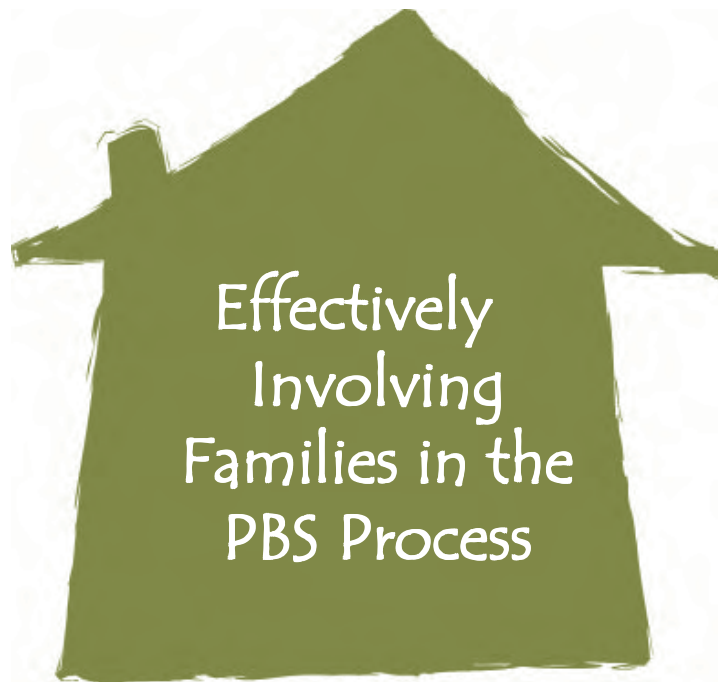
<b>Time</b>	<b><i>Solution</i></b>
It's hard for families to find enough time to attend meetings or join decision-making committees. School functions are often rigidly scheduled at inconvenient times. Often, families have many demands on their time.	Encourage flexibility in meetings and events. Go to the families. Some workshops can be offered in the morning and at night. Some meetings may need to occur at a more convenient location. Be efficient in meetings.
<b>Not Valued</b>	<b><i>Solution</i></b>
Some families feel they have nothing to contribute and feel intimidated by school staff. These parents may have had unpleasant experiences when they were in school, they may have limited education, or they may have been treated badly by school personnel.	Survey families about their interests and abilities. Find opportunities for hesitant families to use their hobbies, talents and experiences for the benefit of the school. They may volunteer to help with school activities.
<b>Childcare</b>	<b><i>Solution</i></b>
Childcare often is not offered at school meetings and functions. Thus, families may be discouraged from bringing their children to events or unable to afford childcare.	Find an available room in the school for childcare. Ask classroom assistants to volunteer for childcare. Hire older students in family life class to care for children at after-school or evening meetings. Provide safe and quality childcare.
<b>Language Differences</b>	<b><i>Solution</i></b>
Families for whom English is a second language may not understand newsletters and fliers, or district documents or speakers at meetings.	Translate printed materials into native language. English on one side and the other language on the other. Plan for translation when a parent drops in at the school. Provide telephone messages, websites, and recordings in the languages of the families of the school. Provide an interpreter at workshops and meetings.
<b>Jargon</b>	<b><i>Solution</i></b>
Many families feel put down and confused when school staff uses jargon or expressions they don't understand.	Avoid education jargon in your meetings and publication. For instances, don't refer to a project by its initials. Identify people, projects, and events clearly. Assume that your members are new to the school community and need this basic information.

<p style="text-align: center;"><b>Transportation</b></p> <p>Lack of transportation or access to parking at the school during school hours keeps families from various activities at the school.</p>	<p style="text-align: center;"><b><i>Solution</i></b></p> <p>If families live far from school, provide taxi vouchers to encourage them to attend meetings. Hold meetings in the families' community.</p>
<p style="text-align: center;"><b>Exclusion</b></p> <p>Families may feel they unwelcome in the school. Many families have met a principal or teacher who sends the message, "Do not interfere" or "Stay Away."</p>	<p style="text-align: center;"><b><i>Solution</i></b></p> <p>Make sure that families are welcome to drop in at school during the day. Provide welcome to our school buttons for staff. Post welcome signs in all languages spoken at the school. Provide direction signs for entering the school and locating the office.</p>
<p style="text-align: center;"><b>Resources</b></p> <p>Many families without adequate resources are simply overwhelmed. They barely have the energy to meet their personal needs, much less be involved at the school.</p>	<p style="text-align: center;"><b><i>Solution</i></b></p> <p>Provide information to help families secure the services they need, such as public assistance or job training. Develop a directory of services such as social service agencies, medical clinics, food pantries, substance abuse counseling, legal services, literacy courses, and tutoring in English as a second language (ESL). After families' personal needs are met, you can begin to help them address the educational needs of their children.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Families who may not read well cannot understand the lengthy newsletters, brochures, notices, or other written information sent home. Their literacy level may also discourage them from attending meetings or they may not understand that the correspondence in an invitation</p>	<p style="text-align: center;"><b><i>Solution</i></b></p> <p>Call family members on the telephone, or talk to them in person. Encourage and work with the school to provide messages on video. Don't assume that everyone can read.</p>
<p style="text-align: center;"><b>Diversity</b></p> <p>People talk about common courtesy, but courtesy is not common; it is culturally determined. American mannerisms, practices and habits can embarrass or offend families from diverse cultures or ethnic groups. Likewise, the beliefs and values of families from other cultures may disturb school staff. School meetings may conflict with religious observances or cultural practices. Some families have different views of schools and their own role in their children's education.</p>	<p style="text-align: center;"><b><i>Solution</i></b></p> <p>Work to increase everyone's awareness of all cultures represented in your school. Learn about and be sensitive to others cultures' values, attitudes, manners, and views of the school community. Know and respect the religious holidays and observances of all groups in your school. Invite parents to discuss their cultural or ethnic practices.</p>

(Adapted From National PTA, 1996)



# Section 2





# Step 1

## Identifying Goals





## Helpful Hints for Defusing Difficult Situations

- ◆ Extend a friendly greeting. Try to establish a common, human, non-contentious connection.
- ◆ Listen carefully and respectfully. Don't respond until the person has said everything he has to say. Research shows that people often feel a problem is solved when they have been listened to by a person in authority, even when no action to correct the problem can be promised.
- ◆ Allow long silences as you listen. Silence conveys caring and lack of hostility.
- ◆ Don't mirror hostile behavior. If you maintain a calm, rational attitude, people will be more likely to do the same.
- ◆ Paraphrase what people say and ask them follow-up questions to show that you have heard and understood them correctly.
- ◆ Apologize if you were wrong or for the fact that there is a problem.
- ◆ Emphasize common ground, "We both want to do the right thing."
- ◆ Try to find a mutually acceptable solution. Emphasize what we can do.
- ◆ If agreement is not possible, try to find another time to meet or involve others who have input into the resolution of the situation.





# Rehabilitation Research & Training Center on Positive Behavior Support

Funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education

The purpose of the series on PBS Practices is to provide information about important elements of positive behavior support. PBS Practices are not specific recommendations for implementation, and they should always be considered within the larger context of planning, assessment and comprehensive support.

## **Collaborative Teaming in PBS**

Positive behavioral support involves designing interventions based on a thorough understanding of the circumstances affecting a person's behavior and implementing those interventions within typical daily routines and environments. To achieve these ends, PBS requires open communication and coordinated effort among all individuals participating in the support process. Collaboration entails people who know and care about the focus individual sharing responsibility, resources, and a positive vision for their success.

Features of effective collaboration:

1. Mutual trust and respect
2. Shared goals and objectives
3. Open, respectful communication
4. Effective conflict resolution
5. Equity in task distribution
6. Consensus decision-making
7. Ongoing problem solving

Collaboration in positive behavioral support means that a team, made up of the individual, their family and friends, and service providers from various disciplines and environments, engage in all aspects of the support process.

Example: Joey is having behavioral difficulties on community outings (e.g., job training, trips to the grocery store). Joey, his parents, coworkers, and job coach meet to discuss their concerns and establish goals. Then (with assistance from someone with training in PBS) the team works together to gather information and identify conditions affecting Joey's behavior. Using what they learned as a foundation, the team designs a support plan that will fit in their environments and that they feel capable of implementing. They put it in place and continue to meet periodically to monitor the progress and celebrate their success.

*Nonexample: Joey is having behavioral difficulties on community outings. The supported employment agency contracts with an outside expert to complete a functional behavioral assessment and develop a program. The consultant observes Joey in the community, administers a rating scale with his job coach, and then writes up a report with recommendations. The consultant presents the plan to the 'team,' tells them what to do and how to take data, and fields questions as needed. Joey's support providers have not had input into the assessment or intervention, but are expected to implement the strategies.*

Effective collaboration requires that systems (e.g., agencies) be organized so that they support creative, cooperative activities, rather than embracing hierarchical structures in which individuals with disabilities, family members, and direct service providers are undervalued. Collaboration often involves overcoming attitudinal barriers and extending participation in team activities beyond typical parameters.

### Frequently-Asked Questions

1. *Collaboration is fine in theory, but realistically it is extremely time-consuming. How many more meetings can a person take?* Collaboration does not necessarily mean meetings; it requires finding a forum for open communication and working together. However, it is true that collaboration requires time. The challenge is to use time effectively and efficiently. If a good deal of time is currently being spent managing crises, attempting ineffective strategies, or addressing conflict among team members, that time would be better channeled into more productive, collaborative activities.
2. *What do you do when some of the team members refuse to collaborate, or even react with resistance or hostility?* PBS teaches us that people behave in certain ways for a reason. If members of the team are responding in ways that affect the collaborative effort, it would be important to investigate why (e.g., When do they behave that way? How do people respond?). It may be that they are being left out of discussions or are not committed to the outcomes identified by the rest of the team (or a host of other issues). With understanding, it may be possible to draw them back into the process and support more positive interaction.

#### Other Resources

Hieneman, M. & Dunlap, G. (1999). Issues and challenges in implementing community-based behavioral support for two boys with severe disabilities. In J.R. Scotti & L.H. Meyer (Eds.), Behavioral intervention: Principles, models, and practices (pp.363-384). Baltimore: Paul H. Brookes

Turnbull, A.P. & Turnbull, H.R. (1996). Group action planning as a strategy for providing comprehensive family support. In L.K. Koegel, R.L. Koegel, & G. Dunlap (Eds.) Positive behavioral support: Including people with difficult behavior in the community (pp. 99-114). Baltimore: Paul H. Brookes.

*Collaborative Teaming in PBS*

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# Step 2

## Information Gathering





# Data Collection







### Child Behavior Score for Home Routines

Please list the routines in order that they happen immediately after school Monday-Friday and circle the number that best describes the child's behavior in that routine

Daily Routines	Monday Date: _____	Tuesday Date: _____	Wednesday Date: _____	Thursday Date: _____	Friday Date: _____
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1
	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1	Very Good 5 Good 4 Fair 3 Poor 2 Very Poor 1





# Scatter Plot

**Target Behavior:**

- 1.
- 2.

Student:

Observer:

Dates: \_\_\_\_\_ through \_\_\_\_\_

Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does and does not occur to identify patterns that occur over days or weeks.

		Dates									
Time	Activity										

- /
Behavior did not occur
- Behavior occurred
- NA
Did not observe



## Suggestions for running a meeting that will positively address the needs of family and school team members

- ◆ meeting time – hold meetings at times convenient for both school and family
- ◆ Locations – consider the best meeting site; avoid assuming the school is best
- ◆ scheduling – consider all team members in scheduling meetings (families too)
- ◆ seating arrangements – establish equitable seating arrangements (circular)
- ◆ name tags – provide all members with nametags
- ◆ resources/supplies – make all resources and meeting supplies (pads, pens, handouts, etc...) available for all members at each meeting
- ◆ facilitation – provide facilitation, not control of the meeting
- ◆ member roles – give each team member a specific, meaningful
- ◆ role reflections/feedback – provide opportunities for feedback and reflection

*Adapted from "How to Professionally Collaborate for Effective Special Education" by the Beach Center on Families and Disability (<http://www.beachcenter.org>).*







# Functional Assessment

Interview Form  
for Schools





Date: \_\_\_\_\_

## School Functional Assessment Questionnaire

Student \_\_\_\_\_ Age \_\_\_\_\_ Sex: M F Respondent \_\_\_\_\_

### Behavior

1. Write down how often the behavior happens (e.g., 2 times a day, 4 times per period or activity), and/or how long the behavior lasts (e.g., 5-10 minutes). Describe the intensity of the problem behavior by checking one option.

Behavior	How Often?	Intensity
_____	_____	___ bothersome ___ disruptive ___ violent
_____	_____	___ bothersome ___ disruptive ___ violent
_____	_____	___ bothersome ___ disruptive ___ violent
_____	_____	___ bothersome ___ disruptive ___ violent

### Environmental factors that affect the behavior

2. Please check the factors that may make my student=s behavior worse:

	YES	NO		YES	NO
sick	___	___	parties	___	___
lack of sleep	___	___	hears loud noise	___	___
hungry/thirsty	___	___	a holiday	___	___
on medication	___	___	visitors in class	___	___
tired/exhausted	___	___	after a seizure	___	___
hot or cold	___	___	has schedule changes	___	___
other (list):					

Immediate Environmental Influences/Triggers

3. Check all adjacent school settings where problem behavior is most likely or least likely to occur.

**Most likely:**    \_\_\_ halls                      \_\_\_ cafeteria                      \_\_\_ courtyard                      \_\_\_ Library  
                     \_\_\_ bus                              \_\_\_ bathroom

Other areas:

**Least likely:**    \_\_\_ halls                      \_\_\_ cafeteria                      \_\_\_ courtyard                      \_\_\_ Library  
                     \_\_\_ bus                              \_\_\_ bathroom

Other areas:

Comments: \_\_\_\_\_

4. List any specific activities or routines/activities at school in which problem behavior is most likely or least likely to occur. Be specific with subject/activity (e.g., academic classes, P.E., Art, electives, speech, counseling, transitions out or in classroom).

**Most likely:**

**Least likely:**

5. Check specific aspects of an activity/subject:

**Most likely:**

___ beginning	___ new materials or concepts	___ using pen or pencil
___ long activities	___ in between activities or assignments	___ using a computer
___ waiting	___ into work or activity (10 + minutes)	___ transitions between activities
___ difficult work	___ getting materials	___ worksheets w/multiple exercises
___ sitting next to quiet students	___ sitting next to noisy students	___ sitting alone
___ independent work	___ group work	___ other students talking
___ teacher helping others	___ teacher talking to another adult	___ staying w/a task

**Least likely:**

- |                                                         |                                                                 |                                                         |
|---------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> beginning an activity          | <input type="checkbox"/> into work or activity(10 or more min.) | <input type="checkbox"/> using a computer               |
| <input type="checkbox"/> long activities                | <input type="checkbox"/> in between activities or assignments   | <input type="checkbox"/> using pen or pencil            |
| <input type="checkbox"/> waiting                        | <input type="checkbox"/> getting materials                      | <input type="checkbox"/> transitions between activities |
| <input type="checkbox"/> difficult work                 | <input type="checkbox"/> worksheets w/multiple exercises        | <input type="checkbox"/> new materials or concepts      |
| <input type="checkbox"/> sitting next to quiet students | <input type="checkbox"/> sitting next to noisy students         | <input type="checkbox"/> sitting alone                  |
| <input type="checkbox"/> independent work               | <input type="checkbox"/> group work                             | <input type="checkbox"/> other students talking         |
| <input type="checkbox"/> teacher helping others         | <input type="checkbox"/> teacher talking to another adult       | <input type="checkbox"/> staying w/a task               |
| <input type="checkbox"/> Oral activities/exercises      |                                                                 |                                                         |

Comments: \_\_\_\_\_

6. List any specific activities or routines in the community in which problem behavior is most likely or least likely to occur if you go into community (e.g., shopping, eating, visits to schools, job sites riding in car/bus).

**Most likely:**

**Least likely:**

7. List times of day when problem behavior is most likely to occur. List times of day when problem behavior is least likely to occur.

- |               |                                            |                                     |                                       |
|---------------|--------------------------------------------|-------------------------------------|---------------------------------------|
| Most likely:  | <input type="checkbox"/> Before class      | <input type="checkbox"/> Midmorning | <input type="checkbox"/> Afternoon    |
|               | <input type="checkbox"/> Just before lunch | <input type="checkbox"/> end of day | <input type="checkbox"/> During lunch |
| Least likely: | <input type="checkbox"/> Before class      | <input type="checkbox"/> Midmorning | <input type="checkbox"/> Afternoon    |
|               | <input type="checkbox"/> Just before lunch | <input type="checkbox"/> end of day | <input type="checkbox"/> During lunch |

Comments: \_\_\_\_\_

Communication/Social Skills

8. List the type of social interactions most problematic:

___ peers	___ initiating conversations	___ maintaining conversations
	___ terminating conversations	___ staying on topic
	___ maintain eye contact	___ no problem at all
___ adults	___ initiating conversations	___ maintaining conversations
	___ terminating conversations	___ staying on topic

Comments: \_\_\_\_\_

9. List all of the forms of independent communication skills.

\_\_\_ Requesting attention  
 \_\_\_ object \_\_\_ gesture \_\_\_ pictures \_\_\_ words \_\_\_ problem behavior  
 give example: \_\_\_\_\_

\_\_\_ Requesting objects, materials, activities  
 \_\_\_ object \_\_\_ gesture \_\_\_ pictures \_\_\_ words \_\_\_ problem behavior  
 give example: \_\_\_\_\_

\_\_\_ Rejecting, stopping, or avoiding an activity, transition  
 \_\_\_ object \_\_\_ gesture \_\_\_ pictures \_\_\_ words \_\_\_ problem behavior  
 give example: \_\_\_\_\_

10. When your student tries to tell you something, or show you something, and you don't understand, what will your student do? (e.g., repeat action or word, repeat vocalization, change the action or vocalization, get frustrated, say nothing)

Problem Behavior/Responses (actual response and the purpose/function)

11. What do you do in response to each of your student=s problem behaviors? (list behaviors and responses)

<b>Problem Behavior/Context</b>	<b>Adult Response to Problem Behavior</b>	<b>What does student get (neg. or pos. attention, activities, Materials, etc.)? Or Avoid (work, demands, etc.)?</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. List interventions or strategies that have been used in the past as an attempt to reduce

problem behavior.

What ' s worked?

What hasn ' t worked?

Student Attributes

13. Please describe under what circumstances/activities the student's behavior is most appropriate.
  
14. List the kinds of food or snacks the student prefers.
  
15. List the kinds of activities the student prefers.
  
16. Who does the student prefer to be around? Please list all.
  
17. List your student's favorite topics of conversation.
  
18. Describe your student's greatest strengths:



# Functional Assessment

Questionnaire for  
Families





**Family Functional Assessment Questionnaire**

Child \_\_\_\_\_ Age \_\_\_\_\_ Gender: M F Date:

Respondent

**Challenging Routines and Behavior**

1.

<b>Routines/Activities/Events</b>	<b>Challenging behavior</b>	<b>How often?</b>	<b>How difficult?</b>
<i>Example: Homework</i>	<i>Refuses, tears paper</i>	<input type="checkbox"/> occasionally <input type="checkbox"/> frequently <input checked="" type="checkbox"/> excessively	<input type="checkbox"/> bothersome <input type="checkbox"/> disruptive <input checked="" type="checkbox"/> unmanageable
_____	_____	<input type="checkbox"/> occasionally <input type="checkbox"/> frequently <input type="checkbox"/> excessively	<input type="checkbox"/> bothersome <input type="checkbox"/> disruptive <input type="checkbox"/> unmanageable
_____	_____	<input type="checkbox"/> occasionally <input type="checkbox"/> frequently <input type="checkbox"/> excessively	<input type="checkbox"/> bothersome <input type="checkbox"/> disruptive <input type="checkbox"/> unmanageable
_____	_____	<input type="checkbox"/> occasionally <input type="checkbox"/> frequently <input type="checkbox"/> excessively	<input type="checkbox"/> bothersome <input type="checkbox"/> disruptive <input type="checkbox"/> unmanageable
_____	_____	<input type="checkbox"/> occasionally <input type="checkbox"/> frequently <input type="checkbox"/> excessively	<input type="checkbox"/> bothersome <input type="checkbox"/> disruptive <input type="checkbox"/> unmanageable

**Setting Events/Lifestyle Influences**

2. Check all of the following that make your child’s problem behavior more likely to happen (and possibly more intense).

- sickness                       lack of sleep                       seizures                       tired/exhausted                       loud noises  
 unexpected visitors                       hunger/thirst                       medicine                       temperature changes                       too many people  
 parties                       Interruption in routine                       other factor(s) \_\_\_\_\_

**What Happens Before Problem Behavior (Triggers)?**

Please indicate in items #3 through #8, the events that are most likely and least likely to lead to problem behaviors:

3. List any specific activities or routines at **home** when challenging behavior is most likely and least likely to happen (e.g., computer games, self-care tasks, meals, television, outside, bedtime).

Most likely:

Least likely:

4. List any specific activities, routines, or settings in the **community** where problem behavior is most likely and least likely to happen (e.g., dinner, shopping, park, riding in car).

Most likely:

Least likely:

5. List times of day when problem behavior is most likely and is least likely to happen.

Most likely:

Least likely:

6. Describe the types of social interactions or things that prevent your child from having problem behavior (e.g, games with friends, games with family, play during bath, helping your child, etc.).

7. Describe the types of social interactions or things that may cause your child to have problem behavior (e.g., saying “no!”, “stop,” waiting, told to do something, etc.)

**What Happens After Problem Behavior (Actual Responses and Functions)?**

8. In the challenging routines you listed on page 1, what do you or others do in response to each of your child’s challenging behaviors and what is the function or purpose or function of that behavior? (List responses and functions)

**Response from adult or peer to challenging behavior**

**Purpose of challenging behavior (based on your response) others’**

---

*Example: gives up on homework, get angry, lecture,*

---

     *Gets attention , activities, things, or materials*

  X   *Gets away or avoids activities, things, or materials*

---

**1.**

---

     *Gets Attention , activities, things, or materials*

     *Gets away or avoids attention, activities, things, or materials*

---

2.

---

\_\_\_\_\_ Gets Attention , activities, things, or materials

\_\_\_\_\_ Gets away or avoids attention, activities, things, or materials

---

3.

---

\_\_\_\_\_ Gets Attention , activities, things, or materials

\_\_\_\_\_ Gets away or avoids attention, activities, things, or materials

---

**Communication**

9. Based on the behaviors you described in question 1 (page 1), what desirable communication skills or behaviors does your child use **to get activities, attention, or things** or **get away from or avoid activities, attention, or things** s/he dislikes?

**Desireable Communicaton** (*This could replace challenging behavior*)

*Example: "help me with homework" or comes to get you for help with something*

**What your child likes**

13. List the foods or snacks your child likes.

14. List the activities your child likes.

15. Who does your child like to be around? Please list all.

17. What are you child's favorite toys or materials (toy cars, magazines, dolls, bicycle, computer, video games, videos, etc.)?

16. What things make you most proud of your child (e.g., skills, personality, etc.)?

Other comments/concerns:

# Step 3

## Hypothesis Development





NAME

Triggers	Behaviors	Responses
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul> <div data-bbox="649 642 961 907" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"><p><u>Function:</u></p></div>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Preventions	New Skills	New Responses
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>





# Step 4

## Support Plan Development





## Behavior Support Plan

### Problem or Summary Statement: (Hypothesis)

1.

2.

### Prevention Strategies

Summary Statement 1.

Summary Statement 2.

### New Behaviors

Summary Statement 1.

Summary Statement 2.

### Responses to Behaviors

Summary Statement 1.

Summary Statement 2.

### Long Term Supports



# Step 5

## Monitoring and Evaluation





## Strategies: Monitoring and Evaluation

Estrategias (Strategies)	Que funciona? (What Works?)	Que no funciona? (What Doesn't?)	Porque? (Why?)	Cambios? (Changes?)







