**Function-Based Problem Solving Worksheet**

*At a minimum, a new version of this form should be used when the behavior or function of the behavior has changed.*

What are the student’s **strengths**?

**Summary of the *most* problematic behavior:** We have the most problems during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Time of day/class/activity/routine)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent**  (Trigger/Predictor) | **Problem Behavior** | **Outcome/Response** | **Function/Pay Off** |
| **When…** | **The student will…** | **When this happens…**  (teacher does…) | So, the function of the behavior is to **(pick one)**…  **Get:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  *or*  **Avoid:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Desired Replacement Behavior:**

* List the **behavioral goal** (*desired replacement*) – what do we want the student to do instead of the problem behavior? Be specific and list an observable skill:
* How will staff **reinforce** this desired **replacement** behavior? See column C.

**Prevention of Problem Behavior:**

* List a strategy to **prevent** the problem behavior from occurring. Strategies must connect back to the **function** of the behavior (see column A for *preventative* strategy suggestions):
* List a strategy for **responding** after the problem behavior has occurred. These strategies must connect back to the **function** of the behavior (see column B for *responsive* strategy suggestions):

**Monitoring Progress of Strategy #1:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Start**  **Date**  *(implement for at least 4-6 weeks)* | **Data Collection**  **Method**  *(attach relevant graphs)* | **Person**  **Responsible** | **Strategy**  **Review Date**  *(review frequently)* | **Decision**  -Continue to monitor  -Modify strategy  -Try new strategy  *(complete next section)* | **Date of**  **Decision** |
|  |  |  |  |  |  |

**Monitoring Progress of Strategy #2** (change ONE aspect below)**:**

**Change the Reinforcer** *(specify)*:

*or*

**Change the Prevention Strategy** *(specify)*:

*or*

**Change the Responsive Strategy** *(specify)*:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Start**  **Date**  *(implement for at least 4-6 weeks)* | **Data Collection**  **Method**  *(attach relevant graphs)* | **Person**  **Responsible** | **Strategy**  **Review Date**  *(review frequently)* | **Decision**  -Continue to monitor  -Modify strategy  -Try new strategy  *(complete next section)* | **Date of**  **Decision** |
|  |  |  |  |  |  |

**Monitoring Progress of Strategy #3** (change ONE aspect below)**:**

**Change the Reinforcer** *(specify)*:

*or*

**Change the Prevention Strategy** *(specify)*:

*or*

**Change the Responsive Strategy** *(specify)*:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Start**  **Date**  *(implement for at least 4-6 weeks)* | **Data Collection**  **Method**  *(attach relevant graphs)* | **Person**  **Responsible** | **Strategy**  **Review Date**  *(review frequently)* | **Decision**  -Continue to monitor  -Modify strategy  -Try new strategy  *(complete next section)* | **Date of**  **Decision** |
|  |  |  |  |  |  |

**Menu of Strategies for**

**Behavior Intervention Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Preventative Strategies** (not exhaustive) | | **Responsive Strategies** (not exhaustive) | |
| Column A | | Column B | Column C |
| **Start of the Day**  ***Check-in with the student***  -provide adult interaction/attention immediately upon student arrival  -food, sleep, medications, hygiene, clothing, etc.  -organize materials  -practice replacement behaviors    ***Structured daily schedule for on-task activities***  *-*visual schedule    ***Teach the student to "wait"***  -a wait card  -timer  -first-then board  **Sensory Needs**  ***Provide appropriate sensory***  ***input before the student needs***  ***it and/or provide it on a regular***  ***basis***  -wiggle seat  -Velcro under the desk  -buddy bands on chair  ***Provide an alternative sensory***  ***strategy that may give the***  ***student the same type of***  ***sensory input as the problem***  ***behavior does***  -for a student who cannot stay  in their seat, provide a space in  the back to walk or stand | **Attention-Seeking**  ***Increase positive recognition***  -give student leadership responsibility  -give student a class job which requires the student to interact with staff  -increase positive home/school communication  ***Increase opportunities to respond***  ***to teacher questions***  ***Do not provide attention for***  ***inappropriate behavior***  -no eye contact  -no verbal comments  -neutral body language  ***Increase active supervision***  -schedule more frequent  interactions  ***Increase opportunities for positive***  ***peer interactions***  **Escape/Avoid Task**  ***Teach procedures***  -asking for help  -individualize procedure for use of resources (e.g., help bucket, peer support, etc.)  -check to see if student has needed materials and if not, provide them before they are needed  ***Address task difficulty***  -design assignments to meet student instructional/skill level (e.g., chunking work)  -pre-teach content  -modify amount or type of activity  -provide extra help/checks for understanding  ***Provide choice***  -provide choices such as what to do first or what tools to use  -provide an opportunity to engage in a preferred activity first  -sequence tasks | **Responding to Problem**  **Behavior**  **Attention-Seeking**  ***Teach specific ways to ask for attention***  -differentiate if strategy changes across conditions or settings (e.g., large group, small group, independent work, cafeteria, hallway)  -use If/Then chart (visual if needed) to link situation (i.e., work, effort, completion) to a reward  -assist the student into a safe situation without verbal comments if safety is a concern  ***Teach self-management skills***  *-*have student observe/record his own  behavior  -set goals together  -have the student evaluate her own behavior  -have the student participate in strategy instruction  **Escape/Avoid Task**  ***Teach how to ask for a break***  ***Teach how to ask for an alternative***  ***activity/assignment***  ***Teach student how to ask for***  ***assistance***  ***Teach student how to use resources***  ***Teach specific academic skills to***  ***avoid frustration*** | **Reinforcing Replacement Behavior**  **Attention-Seeking**  • ***Respond quickly when the student asks for attention appropriately***  ***• Give frequent attention for any appropriate behavior***  ***• Allow student to earn opportunity to pick activity for group or class***  ***• Provide opportunity for peer interaction***  ***Provide opportunity for the student to act as a mentor in a younger class***  **Escape/Avoid Task**  • ***Provide opportunity to earn breaks after specified number of completed tasks***  ***• Provide opportunity to earn time doing self-selected activity***  ***• Reward student for attempting tasks and staying focused on the task***  **Responses to Make Problem**  **Behavior Ineffective**  • ***Provide consistent and calm responses***  ***• Limit verbal interactions for problem behaviors***    ***. Create a signal that prompts student to stop and/or return to desired activity***  ***• Prompt peers to ignore problem behavior***  ***• Offer brief assistance with task or activity***  ***• Offer alternatives to complete the task***  ***• Schedule standard times to complete unfinished work*** |