**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 ownbehavior-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*** |