The purpose of this worksheet is to solicit information from you about the specific behavior of concern. Your input will be used to draft a working definition of behavior that will apply throughout the assessment and intervention process. As you prepare to provide input about the behaviors of concern, keep these three principles in mind:

|  |  |  |
| --- | --- | --- |
| **Use Action-Oriented Language****(Verbs instead of Adjectives)** | **Describe the Behavior in Discrete Actions** | **Use Quantifiable Language** |
|  | 1.2.3. |  |

**Instructions**: Provide an operationalized description of the behavior of concern.

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| *What is the specific behavior(s) of concern*? |

**Instructions**: Often, behaviors have a predictable sequence of escalation. To determine what type of escalation sequence is occurring, provide specific examples of what the student says and does for each of the questions.

|  |  |
| --- | --- |
| *What is the first thing you notice about the student that signals to you the student may have a problem during that class?*  |  |
| *Typically, what does the initial or first occurrence of a behavior look like? Provide specific examples of what the student says and does?* |  |
| *When the behavior is the most intense or problematic, what does the student say or do?* |  |

**Intervention Priority Assessment for Selecting and Defining a Target Behavior(s)**

**Reflections and Considerations**

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| With the behavior definition in mind, indicate which items are an accurate reflection of the situation with this student. |
| **Y/N** | **Reflection Items** |
|  | 1. Parent has expressed concern about the behavior(s)
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|  | 1. The student has expressed concern about the behavior and/or self-identifies as wanting to improve the behavior
 |
|  | 1. Team members have reflected on the potential for bias and considered the extent to which those biases may impact their decision-making in negative ways for the student
 |
|  | 1. Teacher/adult is not able to teach through, ignore, or easily redirect the ‘behavior’.

Ex: The ‘behavior’ causes a brief interruption or disruption during the routine; student talking out of turn; out of seat; tapping; humming; singing; cell phone use; etc. |
|  | 1. Occurrences of behavior are non-threatening / non-directed in nature or not intended to cause harm.

Ex: Negative comments about work; kicking backpack; putting up hood; etc. |
|  | 1. Occurrences of behavior continue despite the use of positive Try First strategies or reasonable redirections by staff to engage in school work or to cease the misconduct.

Ex: After three requests and use of positive strategies for 5 minutes or longer the behavior continues or intensifies |
|  | 1. Occurrences of behavior are directed at another student or adult.

Ex: Student uses inappropriate language towards student or adult (e.g., you suck); taking another student’s belongings; etc. |
|  | 1. Occurrences of behavior poses a safety risk or danger to the student or others.

Ex: Student walks out of class; intention/harmful physical contact with another party; threatening harm to self or others; self-injury; etc. |
|  | 1. Occurrences of behavior are present across school routines, settings, and staff.

Ex: Behavior occurs across multiple staff, routines, and settings (i.e., not specific to one person, routine, or class) |
|  | 1. Occurrences of behavior have been occurring for a sustained period of time.

Ex: Behavior occurs for at least three consecutive weeks |
|  | 1. Occurrences of behavior are happening at a consistent and regular frequency.

Ex: Behavior occurs in 3 out of five classes in a week; occurs at least once during the school day, etc. |
|  | 1. Occurrences of behavior results in the student not being engaged in the routine or following through with adult direction.

Ex: Refusal to change seat, remove hat, start assignment, and put away materials |
|  | 1. Occurrences of behavior interferes with staff member’s ability to manage environment or disrupts other students from following the routine.

Ex: Student crying, screaming, yelling |
|  | 1. Replacing the behaviors of concern with a functional alternative will increase the student’s access to positive experiences and successes in the future.

Ex: Increase or improvement in academic success, relationships, social opportunities, etc. |
|  | 1. Replacing the behavior of concern with a functional alternative will decrease negative experiences the student is having.

Ex: No longer being sent to the office, being suspension, having conflict with adults or peers |