

# BEHAVIOR ASSESSMENT TIPS

## Match the Assessment Type with the Circumstances

Select the best-fit choice for each of the following considerations:

### The behaviors are...

- Mildly to somewhat concerning
- Moderately concerning; somewhat impacting student success and teacher instruction
- Seriously concerning; significantly impacting student success and teacher instruction
- Seriously concerning and/or impacted by complex issues (e.g., substance abuse, family dynamics, mental health)

### The priority behaviors (the number of behaviors we are most concerned about) are...

- 1-2
- 3-4, with 1 or 2 that are more concerning and might require some consultation to school staff
- Several, with 3 or more that are concerning and/or will require consultation to school staff
- Several, with 3 or more that are concerning and likely require supports well beyond the school

### The pattern of occurrence is...

- Clear and occurs in specific situations or activities
- Mostly clear but occurs in multiple situations or activities
- Not completely clear and occurs in multiple situations or activities
- Unclear; multiple behaviors occurring in multiple environments, potentially for different reasons

### The people who need to be directly involved are...

- Teacher and 1-2 other in-school staff
- Several staff, or IEP team, with in-school expertise in specialized areas
- Full IEP team and some consultation to school staff
- Multiple agencies and supports well beyond school

Based on the answers, identify the options for a behavior assessment (brief, comprehensive, comprehensive-complex) to inform a behavior support plan, or the appropriateness of wraparound services. See sample chart on next page.



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Match Type <sup>1</sup>	BRIEF	COMPREHENSIVE	COMPREHENSIVE-COMPLEX	WRAPAROUND
<b>Behaviors</b>	<ul style="list-style-type: none"> <li>Mildly to somewhat concerning</li> <li>1-2 concerning behaviors</li> <li>A pattern is clear and occurs in specific situations or activities</li> </ul>	<ul style="list-style-type: none"> <li>Moderately to seriously concerning; somewhat impacting student success and teacher instruction</li> <li>3-4 concerning behaviors, with 1 or 2 that are more concerning</li> <li>A pattern is mostly clear but occurs in multiple situations or activities</li> </ul>	<ul style="list-style-type: none"> <li>Seriously concerning; significantly impacting student success and teacher instruction</li> <li>Several concerning behaviors, with 3+ that are more concerning and/or require some consultation to school staff</li> <li>A pattern is not completely clear and occurs in multiple situations or activities</li> </ul>	<ul style="list-style-type: none"> <li>Seriously concerning; and/or impacted by complex issues (e.g., substance abuse, family dynamics, mental health)</li> <li>Several concerning behaviors, with 3+ that are more concerning and/or require supports well beyond the school</li> <li>Unclear; multiple behaviors occurring in multiple environments, potentially for different reasons</li> </ul>
<b>Teaming</b>	<ul style="list-style-type: none"> <li>Teacher and 1-2 other in-school staff</li> </ul>	<ul style="list-style-type: none"> <li>Several staff/IEP team, in-school expertise in specialized areas</li> <li>Consensus building</li> <li>Possible consultation needed</li> </ul>	<ul style="list-style-type: none"> <li>Full IEP team, specialized expertise</li> <li>Consensus building</li> <li>Consultation to school staff</li> </ul>	<ul style="list-style-type: none"> <li>Multiple agencies and supports well beyond school</li> <li>Consensus building</li> <li>Consultation to team</li> <li>Service coordinatio</li> </ul>
<b>Data Collection</b>	<ul style="list-style-type: none"> <li>Mostly indirect sources gathered from staff</li> <li>ALSUP</li> </ul>	<ul style="list-style-type: none"> <li>Records, team questionnaire, observations, daily tracking, interviews</li> <li>ALSUP, Person Profile, Quality of Life</li> </ul>	Comprehensive plus: <ul style="list-style-type: none"> <li>Home visit</li> <li>Additional information (e.g., Strengths-Needs, Relationship Circles)</li> </ul>	Comprehensive-Complex plus: <ul style="list-style-type: none"> <li>Person-centered goals/vision</li> <li>Additional assessment information related to areas of concern (medical, therapeutic)</li> </ul>
<b>Support Plan</b>	<ul style="list-style-type: none"> <li>Brief plan, prevention emphasis</li> <li>Teaching new skills and self-management</li> </ul>	<ul style="list-style-type: none"> <li>Multi-component plan: Prevent, Access Support, Teach, Respond, and Debrief</li> <li>Possible safety plan</li> </ul>	Comprehensive plus: <ul style="list-style-type: none"> <li>Coordination across educators and providers</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary integration to address challenges and questions</li> <li>Multi-agency service coordination</li> <li>Person-centered planning and support team</li> </ul>

<sup>1</sup> Adapted for Evolve and Effect, LLC by McSheehan, M. (2022) from Center on PBIS: Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide, (January 2022).