

The profile is recommended to be completed **at least once per year**, or more often as needed to establish baseline, inform behavioral interventions, and analyze future data. It is recommended to complete this profile **as a team**.

Core Behavior Profile | Current

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Completed By: Ashley Kitchen, Teacher



Strengths & Positive Attributes

I have many strengths.

Observations

What do you like and admire about the student?

Positive attitude, works hard

What is important to the student? (Include people, places, activities, items, interests, etc.)

mom, dad, dogs

What are the overall strengths of the student?

math, science



Reinforcement

Review/Revise ★☆☆☆

Observations

The individual:

Has limited range of motivators - motivators are only low to moderately reinforcing.

Review/Revise

Strategy Suggestion: Observe the individual's natural interests in the environment. Interview others familiar with the individual to identify additional possible preferences and motivators. Conduct a structured preference assessment. Pair new or less preferred items or activities with known or more preferred items or activities to increase repertoire.

When given a choice of potential reinforcers, the individual:

Inconsistently makes a selection out of a group of options.

Emerging

Strategy Suggestion: Teach the individual to make a consistent choice by providing an option of two choices, one preferred and one non-preferred item. Once the individual reliably makes a choice, present two preferred items at the same time. Gradually increase the number of options available. Consider creating a choice board using a pre-made decision tree template to represent choices.

When asked to give up a preferred item or end a preferred activity, the individual:

Refuses to give up the item or end the activity, requiring intervention to move to the next task.

Review/Revise

Strategy Suggestion: Consider using another preferred item as reinforcement for giving up or ending an activity. Practice giving up items that are less motivating to teach the individual the skill. Initially avoid using items or activities for reinforcement if it ends in a challenging behavior every time it is present.

For the remaining categories, teams select descriptors based on the **closest description of the student**.

When answering as a team it is important to select one checkbox that **most accurately describes the individual's highest level of skill**.

Identifying strengths, interests, and motivators supports increased **confidence, skill development, and program planning**. Open text fields allow teams to answer open-ended questions needed to plan for future success.

Review/Revise suggests there is **minimal-to-no demonstration of this skill/behavior** or that the skill is associated with problem behavior.

Emerging means limited and/or inappropriate demonstration of skill or behavior. **This may be a problem behavior.**



Functional Communication

Review/Revise ★☆☆☆

Observations

When requesting an item, activity, or attention from others, the individual:

Engages in problem behavior such as screaming, crying, physical aggression, etc. in attempts to gain access to the desired item or activity.

Review/Revise

Strategy Suggestion: Identify and teach an appropriate replacement behavior to request (e.g. sign, picture card, word, gesture, eye gaze, etc.). Provide support at initial signs of upset and quickly prompt the individual to request the item. Immediately provide access to the requested item or activity when engaged in the new, more appropriate communication strategy.

When an individual need arises, the individual:

Uses physical or gestural movement, such as pulling or pointing, to communicate needed assistance, however need is not always clearly identified.

Emerging

Strategy Suggestion: Setup planned situations in the day in which the individual is likely to request assistance. Remind the individual what he or she can do to ask for help (e.g. "Remember if you need help, you can say 'help.'"). Prompt the individual to make an appropriate request and then reinforce the individual immediately with assistance.

When an academic need arises, the individual:

Seeks assistance by engaging in emotional behavior such as crying or yelling.

Review/Revise

Strategy Suggestion: Consider personalizing the "Asking for Help" social narrative or decision tree to a social narrative or using a customizable decision tree to introduce appropriate strategies for requesting assistance. Teach the skill to the individual when the individual is calm. Reinforce requests and/or approximations initially. Prompt to request assistance immediately. Provide help immediately following request to reinforce the request.

In order to communicate a desire to escape or avoid a situation, the individual:

Disengages from the event/situation or attempts to leave the area.

Review/Revise

Strategy Suggestion: Prompt the individual to request a break at initial signs of stress or frustration. Provide access to the break immediately following request. Teach a functional communication response such as tapping selecting a Positivity a break card, using a sign for break or saying "break". Set up situations where the individual is most likely to desire a break and follow a gradual release model to teach the request. Provide immediate reinforcement after each request. Make appropriate modifications to task demands to setup for success.

With "Review/Revise," intervention should include reviewing the student's present levels and revising to address the need specified. **This behavior may need a specific plan to address it.**

"Emerging" means **direct instruction and support** for skill acquisition in this area are needed.

 **Self-Regulation**
Emerging ★★☆☆

Observations

During developmentally appropriate contexts, the individual:

Identifies and expresses basic emotions appropriately, but struggles with more complex emotions such as frustration, anxiety, disappointment, etc.

Instructional

Strategy Suggestion: Introduce more complex emotions using the premade decision tree called "Rating My Emotions" or other visual supports to enhance understanding of such emotion(s). Practice labeling and role playing emotions when the individual is relaxed. Pair facial expressions/emotions with internal thoughts and feelings throughout the day, bringing attention to events that may impact such emotions. Ensure individual has an effective strategy to express their emotions (e.g. picture supports, verbal, sign, eye gaze).

During demanding situations, the individual:

Has a limited range of coping strategies.

Emerging

Strategy Suggestion: Identify specific coping strategies (e.g. deep breathing, count to 10) for direct instruction. Teach one strategy at a time. When the individual is relaxed, model the strategy, prompt and reinforce. Use antecedent strategies such as video modeling, workflow or social narratives to precorrect behavior before situations where the behavior is most likely to occur. The premade strategies "Managing Strong Emotions" or Taking Care of My Emotions" may also be used to support learning. Increase reinforcement for the use of the known strategies.

When asked to wait to receive access to a preferred item or activity, the individual:

Repeatedly requests access to the item or activity and requires reminders in order to wait to gain access to the desired item or activity.

Emerging

Strategy Suggestion: Provide direct instruction on how to "wait" appropriately through role-plays or premade strategies such as the social narrative "Waiting Is Not Easy" or "It's Time to Wait" decision tree. Reinforce appropriate waiting with praise and access to the preferred item or activity at first. Gradually increase the amount of time the individual must wait before gaining access to the object or activity once proficient.

When denied access to a preferred item or activity, the individual:

Expresses definite displeasure regarding the denial that requires intervening, and struggles to move forward.

Review/Revise

Strategy Suggestion: Provide a visual to signal to the individual when the item or activity is and is not available. Teach the student to accept denied access by setting up situations where the student needs to request an item (such as the last piece of a puzzle), is denied access, accepts the denial, and is immediately reinforced with the item. Slowly transfer this intermittently to preferred activities throughout the day. Provide a social narrative such as the premade template titled "Accepting No" or create a choice board of items the student can have instead of the denied item before times/situations where the behavior is most likely to occur. Conduct a Functional Behavior Assessment and create a Behavior Intervention Plan.

When given feedback from an adult, the individual:

Verbally rejects the feedback (e.g., "no", "I hate this.").

Review/Revise

Strategy Suggestion: Role play receiving feedback with the student. Before providing feedback, pre-correct the behavior through social narratives, video modeling, or workflow. Provide frequent reinforcement matched to the function of the student's behavior for accepting feedback. Increase ratio of positive to negative feedback. Conduct Functional Behavior Assessment if behavior continues to be of concern with interventions in place.

When faced with change (e.g., substitute teacher, furniture moved, change of materials), the individual:

Expresses definite displeasure regarding change that requires intervening, and struggles to move forward.

Review/Revise

Strategy Suggestion: Use a social narrative, such as "Handling Schedule Changes" to let the individual know of the change. Explicitly teach student how to cope with change. Develop a visual cue used during instruction that can remind the student to use learned skills in the moment, such as the premade decision tree "Change". Display the visual when change occurs. Provide immediate reinforcement for demonstrating learned skills.

"Instructional" suggests an **appropriate but inconsistent** demonstration of this skill or behavior across people, settings, and/or context.

The focus on intervention should be to **strengthen the skill or behavior** when instructional is the level of demonstration.

The profile is made up of **critical and essential skills** needed for success in learning environments and beyond.



Independence

Review/Revise ★☆☆☆

Observations

When transitioning between activities and places, the individual:

May exhibit emotional responses related to some transitions in the day and require prompting and/or close proximity to complete the transitions. Review/Revise

Strategy Suggestion: Analyze the transitions where the individual is struggling most. Break the transition(s) down into smaller steps and reinforce the individual after completing each step. Consider using the "first ____, then ____" template for such transitions to help motivate the student. Utilize a visual schedule. Provide a signal to indicate when a transition will occur. Provide reinforcement at multiple points in the transition. Limit use of verbal prompts and use body positioning and gesturing to support student's transition, if needed. Collect data surrounding the behavior to analyze trends and variables surrounding the behavior.

In the presence of a door or open area, the individual:

Immediately attempts to leave the area, but will not exit the building. Review/Revise

Strategy Suggestion: Use signals (i.e. tape on floor, cue card, adult proximity) to indicate boundaries. Provide direct instruction related to safety directions (i.e. stop, wait, come here) when the student is calm. Identify preferences and provide high rates of reinforcement that is matched to the function of the individual's behavior for remaining in designated area (e.g. if the student is attempting to gain attention, provide attention as reinforcement). Consider conducting a Functional Behavior Assessment to determine the function the individual's behavior serves.

When given an independent assignment/task, the individual:

Often becomes distracted and requires frequent prompting to begin and continue the assignment/task. Review/Revise

Strategy Suggestion: Ensure task is at an appropriate instructional level. Make appropriate adjustments to tasks and assignments (i.e. simplify the task, provide choice between tasks, reduce demands, shorten work sessions) to increase focus and engagement in tasks/assignments. Break tasks down into smaller, more manageable sections, providing frequent reinforcement for engagement and completion. Set an alarm or timer to provide a nonverbal cue to the individual to reengage with the assignment. Teach the individual to request if break if appropriate.

Upon completion of an independent assignment/task, the individual:

Begins to wander around the room and/or engage in activities or interactions that are not appropriate or available at the time. Review/Revise

Strategy Suggestion: Make appropriate modifications to tasks, such as reducing the number, providing choice within activities, and integrating interests into materials to help to refocus attention on the work at hand. Create a list or bin of alternative tasks the individual can engage in upon completion of work. Use a decision tree to visually represent choices. Increase rate of reinforcement for remaining in expected location. Consider conducting a Functional Behavioral Assessment to collect data and analyze variables surrounding the behavior, including the possible function.

Given routine multi-step tasks (e.g., arrival routine, washing hands, turning in homework), the individual:

Requires frequent support/prompting to complete the majority of steps in the routine task. Review/Revise

Strategy Suggestion: Use a decision tree to visually represent each step of the task. Analyze the level of support the individual requires to complete each step of the task through task analysis. Identify and use a prompting strategy related to each step of the routine task using the least amount of support necessary for success. Reinforce the individual for completion of each step, providing higher levels of reinforcement for independent responses. Develop a clear plan to fade prompts. Model and role play completion of task(s).



Classroom Skills

Review/Revise ★☆☆☆

Observations

Given single and multi-step directions, the individual:

Fails to follow most instructions or requires frequent intervention.

Review/Revise

Strategy Suggestion: Break single-step direction down into smaller steps. Provide explicit, direct instruction on how to follow the direction using forward or backward chaining. Provide a visual workflow or decision tree of the directions. Deliver reinforcement for completion of each step. Ensure individual has the skills to follow the instruction independently. Remind student of reinforcement system for independently following directions.

When an adult is providing direct instruction, the individual:

Frequently requires prompting to maintain attention during the lesson or activity.

Emerging

Strategy Suggestion: Increase preferred interests during lessons or activities where individual is less likely to maintain attention. Provide frequent reinforcement (matched to function of individual's behavior) for maintaining attention. Increase pace of instruction. Intersperse activities that maintain less engagement with activities that maintain high engagement. Use workflow visual and review before each work task. Slowly increase the time and number of tasks required before receiving a break or access to reinforcement.

Throughout the school day, the individual:

Sometimes uses materials appropriately, but also uses chair, table or desk inappropriately by rocking, moving or marking on items.

Review/Revise

Strategy Suggestion: Provide opportunities for movement prior to periods of sitting. Model appropriate use of materials through social narratives such as "Respecting Property" or video modeling. Provide reinforcement for appropriate use of materials. Provide direct instruction using modeling and role play and reinforce student's appropriate use of materials. Review the social narrative or video model before situations where behavior is most likely to occur.

When working with others in a small group, the individual:

Fails to demonstrate the ability to work in a small group without causing excessive disruption. Differentiated from above by the continuous nature of the behaviors.

Review/Revise

Strategy Suggestion: Depending on the intensity and severity of the behavior, the team may consider conducting a Functional Behavioral Assessment to determine the function of the individual's behavior and identify skills/behaviors to target for instruction. A positive behavior intervention plan should be written based off the information collected. Isolate skills that the individual may be missing to effectively participate in group activities and provide instruction on such skills to enhance performance.

When given an instructional activity that requires selecting between two or more items, the individual:

Is unable to make an accurate, independent selection and the difficulty persists after several trials that included physical guidance to make a selection.

Review/Revise

Strategy Suggestion: Conduct a preference assessment. Provide direct instruction on choice making by presenting student with option of a very high preferred item/edible and a very low preferred item/edible based on preference assessment results. Provide immediate reinforcement with access to the item/edible upon selection.

If an area is marked as "Mastery", the skill/behavior should be maintained because the skill/behavior is appropriate, consistent, and demonstrated independently across people, settings, and contexts.

Strategy suggestions can assist in the process of creating a plan for support and instruction of targeted behavior. The team may also consider conducting a **functional behavior assessment (FBA)**.

Targeted skills/behaviors should be **prioritized based on the individual.**

Some questions to consider when prioritizing include:

- What skills are most important to the individual?
- What behaviors are interfering with their success?
- Do any of these skills pose a danger to self or others?

Once the team has identified behaviors to target for intervention, these can be added to **Tracked Behaviors in Positivity** so that the team can record data.



Relationship Skills

Review/Revise ★☆☆☆

Observations

When speaking to others, the individual:
Uses threatening language toward peers or adults.

Review/Revise

Strategy Suggestion: The premade Decision Tree, "Contingency Map", may be used to create a visual detailing consequences of using appropriate language versus threatening language. Provide clear instruction on concepts such as perspective taking and self-regulation. Conduct a Functional Behavior Assessment and write a plan to address threatening behavior.

When others are speaking, the individual:
Interrupts and rarely allows others to speak for any conversation topic.

Review/Revise

Strategy Suggestion: Provide a script for conversations. Role play conversations with the individual using less preferred topics. Use signal to indicate when individual is or is not maintaining topic of conversation. Provide reinforcement for allowing others to take a turn in conversation and for participating in a wider range of topics.

When around other students, the individual:
Continuously enters or attempts to enter others' personal space, requiring frequent adult intervention.

Review/Revise

Strategy Suggestion: Provide direct instruction via video modeling, role-playing, or social narrative to remind of boundary distance. Provide reinforcement (matched to the function of the student's behavior) for maintaining appropriate space at a rate that is more frequently than the student stands or sits too close to others. Develop a cue to prompt the student to increase distance from others and provide reinforcement when the individual corrects the behavior. Consider conducting a Functional Behavior Assessment to gather additional details surrounding the behavior.

In social settings, the individual:
Responds inconsistently and sporadically to interactions with others even with adult support.

Review/Revise

Strategy Suggestion: Break down the steps of having a conversation. Develop task analysis of steps for initiating and maintaining conversation and reinforce the individual at each step. Prompt interaction skills by using video modeling and/or social narratives. Use visual cues to prompt expected behavior and develop a plan to fade prompts. Isolate skills that the individual may be missing to effectively engage in social interactions with others and provide instruction on such skills to enhance performance.

When taking part in a cooperative activity with peers, the individual:
Actively disrupts the group and may prevent the group from completing the activity.

Review/Revise

Strategy Suggestion: Consider curriculum match and the individual's ability/developmental level. Reinforce appropriate behavior in real time. Conduct a Functional Behavior Assessment. Consider functionally matched alternatives that could serve as replacement behaviors to meet the individual's needs during the activity. Through modeling and prompting, reinforce the student for successive approximations of activities that begin to look more like engaging in cooperation activities with others.

When making physical contact with others, the individual:
Makes forceful physical contact with others (e.g., pushing, hitting, kicking).

Review/Revise

Strategy Suggestion: Teach the concept of space prior to situations in which individual will be in close proximity to others. Schedule a customized social narrative or video model for delivery to remind the individual of expectations as it relates to space or expected touch. In the moment, provide prompts if needed and positive reinforcement when the individual maintains appropriate physical contact and space with others. For some individuals, a decision tree or contingency map to detail the possible consequences of both positive and negative actions may be appropriate. A safety plan should also be outlined if the behavior is dangerous to others to ensure all remain safe and that any interactions and supports do not inadvertently reinforce the unwanted behavior. Collect data surrounding the behavior to assist the team in creating a plan.