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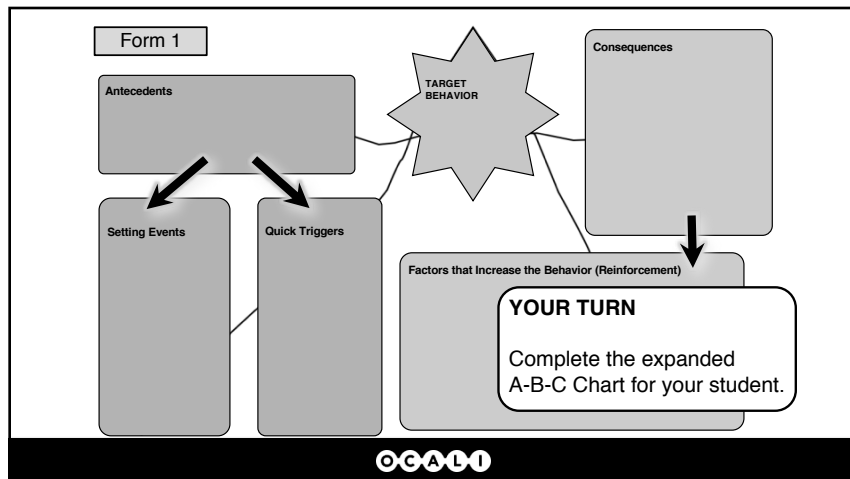
**Understanding and Addressing  
Challenging Behaviors:  
Expect Success**

**Webcast 6:  
Student Strengths, Preferences, Interests**

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“It’s ok to hit the pause button...”

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Process of FBA for Students with  
Complex and Challenging Needs

- **Review Student Strengths and Interests**

Form 4 Student Strengths, Interests, Preferences

STRENGTHS	INTERESTS	PREFERENCES
SELF-REGULATION	SELF-REGULATION	SELF-REGULATION
SELF-REGULATION	SELF-REGULATION	SELF-REGULATION
SELF-REGULATION	SELF-REGULATION	SELF-REGULATION
SELF-REGULATION	SELF-REGULATION	SELF-REGULATION
SELF-REGULATION	SELF-REGULATION	SELF-REGULATION

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## Recognizing Strengths

What factors are present when the student is:  
Engaged? Calm? Social?  
“Appropriate”?



Consider student's  
strengths, preferences  
and interests



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## The Importance of Strengths, Preferences, Interests



**Strengths**  
Can build a  
plan based  
on what the  
student CAN  
do



**Preferences**  
Can use  
strategies  
that are  
based in  
how a  
student best  
learns and  
where/when  
s/he is most  
comfortable



**Interests**  
Can use  
high  
interests to  
motivate a  
student to  
use the  
behaviors  
that are  
desirable  
and  
functional

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### Form 4 Student Strengths, Interests, Preferences

TEAM: STUDENT PSEUDO-NAME:

COMMUNICATION	PHYSICAL ATTRIBUTES	COPING SKILLS	ACADEMICS	FUNCTIONAL SKILLS
WORK HABITS	SELF REGULATION	SELF MONITORING OF SENSORY NEEDS	PERSONALITY TRAITS	PERSONAL MOTIVATORS/REINFORCERS
SELF-DETERMINATION SKILLS	SOCIAL/MANNERS	ATTITUDE	PERSEVERANCE	EMPATHY
CREATIVITY	ART/MUSIC	ELECTRONICS	OTHER	OTHER

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### Form 4 Student Strengths, Interests, Preferences

TEAM: OCALI STUDENT PSEUDO-NAME: Molly

COMMUNICATION Finds a way to get her point across	PHYSICAL ATTRIBUTES CUTE!! Large motor skills	COPING SKILLS ???	ACADEMICS Possibly math, if hands on	FUNCTIONAL SKILLS Puts on own coat Follows a schedule
WORK HABITS Can work alone sometimes	SELF REGULATION Seems to know when she is overwhelmed	SELF MONITORING OF SENSORY NEEDS Moves away from people that are too close and touching her	PERSONALITY TRAITS Can be very engaging	PERSONAL MOTIVATORS/REINFORCERS Music Playground
SELF-DETERMINATION SKILLS Will keep trying to let you know what she wants	SOCIAL/MANNERS Best one on one	ATTITUDE Seems to like many parts of the school day	PERSEVERANCE Keeps trying when hands on activity	EMPATHY ???
CREATIVITY Likes to try new ways to play with playground equipment (goes down slide different ways)	ART/MUSIC LOVES music!! Watches others doing art projects	ELECTRONICS Likes musical toys Plays with music apps on tablet	OTHER Can follow a TOBI schedule (out pictures to show dimension)	OTHER <b>MOLLY</b>

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### Form 4 Student Strengths, Interests, Preferences

TEAM: OCALI

STUDENT PSEUDO-NAME: Joe

<b>COMMUNICATION</b> Can use short phrases	<b>PHYSICAL ATTRIBUTES</b> Well coordinated with gross motor skills	<b>COPING SKILLS</b> Can handle large class for a short time	<b>ACADEMICS</b> Math	<b>FUNCTIONAL SKILLS</b> With environmental support, Joe can be independent in a general education classroom
<b>WORK HABITS</b> Can work well on computer Finishes assignments once started	<b>SELF REGULATION</b> Knows when he gets overwhelmed and needs to leave an environment	<b>SELF MONITORING OF SENSORY NEEDS</b> ???	<b>PERSONALITY TRAITS</b> In small groups, his unique personality comes out and is appreciated	<b>PERSONAL MOTIVATORS/REINFORCERS</b> Cars; computers; books; music
<b>SELF-DETERMINATION SKILLS</b> Often knows what he wants and needs	<b>SOCIAL/MANNERS</b> Capable of participating in small group of familiar boys; very polite	<b>ATTITUDE</b> Likes to have fun in small groups	<b>PERSEVERANCE</b> Keeps trying to approach peers; Tries to learn new information and skills with help	<b>EMPATHY</b> ???
<b>CREATIVITY</b> Writes songs on guitar	<b>ART/MUSIC</b> Plays guitar; writes songs; likes to draw	<b>ELECTRONICS</b> LOVES Computers and games	<b>OTHER</b>	<b>OTHER</b>

**JOE**

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### Form 4 Student Strengths, Interests, Preferences

TEAM: Jimmy Cricket

STUDENT PSEUDO-NAME: Rubin

<b>COMMUNICATION</b> Verbal Good social language	<b>PHYSICAL ATTRIBUTES</b> Handsome Strong	<b>COPING SKILLS</b> Staying quiet in stressful situations	<b>ACADEMICS</b> Strong in history and science	<b>FUNCTIONAL SKILLS</b> Independent in all
<b>WORK HABITS</b> Has an after-school job at an oil change business	<b>SELF REGULATION</b> Can stay quiet at times	<b>SELF MONITORING OF SENSORY NEEDS</b> No identified sensory needs	<b>PERSONALITY TRAITS</b> Loyal Has friends Street smart	<b>PERSONAL MOTIVATORS/REINFORCERS</b> Music Building things
<b>SELF-DETERMINATION SKILLS</b> Found his own job working with cars Knows his future occupation	<b>SOCIAL/MANNERS</b> Can be polite	<b>ATTITUDE</b> Determined to be a mechanic	<b>PERSEVERANCE</b> Sticks with his decisions	<b>EMPATHY</b>
<b>CREATIVITY</b> Likes to build things, like in industrial arts	<b>ART/MUSIC</b> Loves choir and singing	<b>ELECTRONICS</b> Excellent with computer work	<b>OTHER</b>	<b>OTHER</b>

**RUBIN**

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## Behavior Plan Steps Chart

Step	Creating an Individualized Behavior Support Plan	Complete Each Step
1	<b>Select the target behavior:</b> Select the target behavior that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, life, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
2	<b>Identify underlying challenge:</b> What may be associated with the behavior? Informal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
3	<b>Define the behavior in measurable terms:</b> See Behavior Forms: Form 3 (Green Star Target Behavior Grid)	
4	<b>Consider data questions for identified behavior:</b> What will you measure? Frequency? Duration? Intensity? Time and When? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2	
5	<b>Identify antecedents, setting events, triggers, consequences, reinforcement:</b> These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided. See Behavior Forms: Form 1	

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## Begin with Success: Recognize the Student's Strengths, Preferences, Interests

### Form 4 Student Strengths, Interests, Preferences

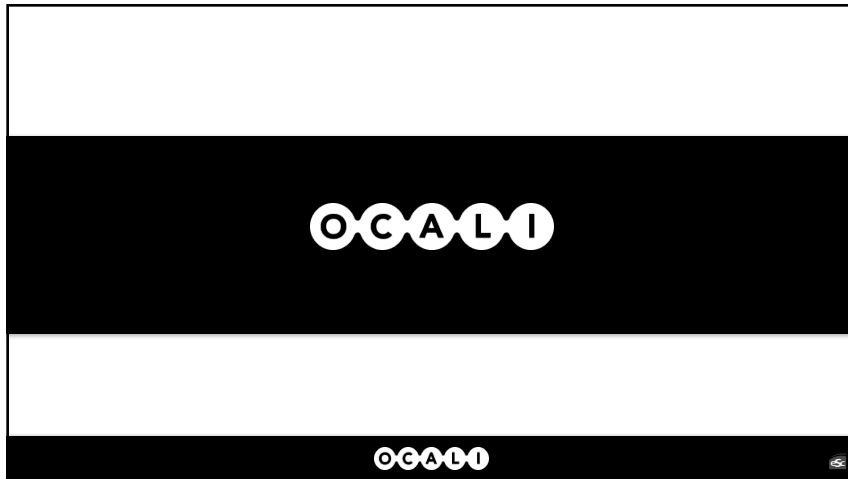
TEAM:

STUDENT PSEUDO-NAME:

<b>COMMUNICATION</b>	<b>PHYSICAL ATTRIBUTES</b>	<b>COPING SKILLS</b>	<b>ACADEMICS</b>	<b>FUNCTIONAL SKILLS</b>
<b>WORK HABITS</b>	<b>SELF REGULATION</b>	<b>SELF MONITORING OF SENSORY NEEDS</b>	<b>PERSONALITY TRAITS</b>	<b>PERSONAL MOTIVATORS/REINFORCERS</b>
<b>SELF-DETERMINATION SKILLS</b>	<b>SOCIAL/MANNERS</b>	<b>ATTITUDE</b>	<b>PERSEVERANCE</b>	<b>EMPATHY</b>
<b>CREATIVITY</b>	<b>ART/MUSIC</b>	<b>ELECTRONICS</b>	<b>OTHER</b>	<b>OTHER</b>

**YOUR TURN**

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