

Individualized Behavior Approach Checklist

Adherence:

Getting Started

- ☐ Think ABCs! (Antecedent, Behavior, Consequence)
- ☐ Identify the challenging behavior (the “b”) that you want to decrease.
- ☐ Observe the specific situations that occur right before and after the challenging behavior. This will help you identify the triggers or antecedents (the “a”) and the consequences (the “c”), i.e., factors that might be unintentionally reinforcing or maintaining the challenging behavior).
- ☐ Identify **why** the student is doing the behavior (i.e., avoiding something, gaining something). What is the student trying to communicate? What is the function of the behavior?
- ☐ Think “proactive!” Modify the antecedent conditions. What can you change to proactively prevent the challenging behavior or to give the student what they need (e.g., attention, connection to others) before they engage in the challenging behavior.
- ☐ Modify the consequences to reduce accidental reinforcement of the challenging behavior. Instead of giving attention to negative behaviors, (a) praise prosocial behaviors (e.g., using appropriate tone of voice, meeting expectations signs of self-regulation) and (b)
 - Provide brief natural consequence to reduce the disruptive behavior (e.g., loss of a privilege)
- ☐ Develop a schedule for how often you will modify the antecedent and/or consequences (i.e., praise/rewards for positive behaviors; removal of attention or privileges for challenging behaviors)

Implementation

- ☐ Start each day or class period with a personalized greeting and reminder of the desired behaviors, as well as rewards and/or consequences. This reminder is a proactive and effective antecedent!
- ☐ Use a checklist, stickie notes, or timers to remind yourself to stick to your schedule of applying antecedents and consequences as planned.

Quality:

- ☐ Provide genuine encouragement to the student.
- ☐ Provide feedback in a supportive way; use subtle, less public corrections to preserve student dignity.
- ☐ Consider the timing and tone of your feedback, so that you seize critical moments for praise and avoid escalating negative behavior.

- Individualized Behavior Approaches work best when there is a [Positive Student-Teacher relationship](#)

Tips For Success:

- Identify ways to motivate the student to try to change their behavior (present it as a game or a challenge; make the goals easy to achieve at first until you get them engaged).
- Consider starting with only reinforcements for desired behaviors rather than punishments. Desired behaviors can be determined by examining the opposite of the challenging behavior (e.g., raising your hand is the opposite of blurting out answers).
- As the student starts to demonstrate desired behaviors more often and challenging behaviors less often, the reinforcements and punishments can be faded to a less frequent schedule.
- If a particular schedule of reinforcements or punishments is not working well for a student, consider using an alternative schedule such as a sporadic schedule in which the student cannot predict when they will receive the reward; make a game out of it.
- If you need help implementing or evaluating this intervention, seek out consultation from your school mental health professional or intervention team leader.