



Person-Centered Positive Behavior Support Plan (PC-PBS) Report

Scoring Criteria & Checklist (3-28-11)

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Name: _____ Case Name: _____ Case #: ____ Rater: _____ Date: _____

| Critical Features | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------|----------|
| Note: The plan needs to meet all of the critical features listed below, and needs to obtain a score of 2 for items # 21, 24, 25, 29, & 30 in order to be considered for passing | | | |
| CF1 | Interventions selected employ validated procedures | Y | N |
| CF2 | Preferred lifestyle goals attempt to increase quality of life, not simply maintain it | Y | N |
| CF3 | The plan is designed to make a meaningful positive difference in the life of the individual | Y | N |
| CF4 | The plan clearly reflects the values and beliefs (philosophy, standards, & foundation) of KIPBS | Y | N |
| CF5 | The plan has obtained a score of 2 on items 21, 24, 25, 29, & 30 | Y | N |

Instructions - Please rate each of the following questions by circling either **0**, **1**, or **2** according to each question's criteria

| IDENTIFYING INFORMATION | | | | |
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| 1. | Identifying info. is complete (facilitator name, person name, address, DOB, age, contacts, referral source) 2 = All identifying information is provided including name of person writing the report, person's name, address, DOB, age, contacts, and referral source 1 = Some of the above identifying information is included but not all 0 = With the exception of the person's name, there is no identifying information included that is relevant to the plan | 2 | 1 | 0 |
| GENERAL INFORMATION | | | | |
| Information – (GENERAL Information) | | | | |
| 2. | A brief history of the person's life is provided 2 = There is a description of the person's history, which includes health issues, behavioral issues, diagnoses, living situations, moves, and community involvement. If particular events do not apply, it is so stated. 1 = Some events are described, or there is a diagnosis provided, but the information is limited 0 = There is no information provided regarding the person's history | 2 | 1 | 0 |
| 3. | Important places for the person at school/work, home, and in the community are described 2 = Important places for the person, at school/work, home and in the community are described in general 1 = Some places are listed, but the information is limited (e.g. does not address each setting listed above) 0 = There is no information provided regarding important places for the person | 2 | 1 | 0 |
| 4. | The person's strengths are described 2 = Several specific person's positive behaviors, skills, and strengths are described 1 = Some positive behaviors, skills, or strengths are described but the information is limited 0 = There is no information provided regarding the person's positive behaviors, skills, or strengths | 2 | 1 | 0 |
| 5. | The person's preferred method of communication is described 2 = The person's mode of communication is described as well as any possible issues related to communication and problem behavior 1 = Incomplete information is provided regarding the person's mode of communication 0 = There is no information provided regarding the person's mode of communication or strategies related to communication | 2 | 1 | 0 |
| 6. | Opportunities for choice in the person's current environment are described 2 = There is a specific description of the person's opportunities to make choices in at least 3 areas throughout the day. If there are areas in which opportunities for choice are limited, these are listed. (Need to mention "choice") 1 = The description of opportunities to make choices addresses less than 3 areas. (Need to mention "choice") 0 = The issue of opportunities to make choices is not addressed (there is not mention "choice"). | 2 | 1 | 0 |
| 7. | Current health and physiology issues are described 2 = Current health status, including chronic and/or acute medical issues, medication, and necessary adaptive equipment, is described. If the person is in good health, it is so stated. 1 = Incomplete information is provided regarding current health status issues, including medication information 0 = There is no information regarding current health status | 2 | 1 | 0 |
| 8. | Current schedules and routines are described (quality, predictability) | 2 | 1 | 0 |

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| | <p>2 = There is a general description of the person's daily schedule and routines, which includes quality, choice, variety, and predictability, in general</p> <p>1 = There is some information provided regarding regularly scheduled activities but there is no mention of how predictable they are or how enjoyable they are</p> <p>0 = There is no information provided regarding the person's daily activity schedule</p> | | | |
| Reason For Referral | | | | |
| 9. | <p>Behavioral and/or environmental issues are identified</p> <p>2 = A detailed description of the person's problem behavior and the environmental context in which it occurs is provided</p> <p>1 = A limited description of the person's problem behavior is provided, but no information is provided about the contexts or situations in which it occurs, or why it is a problem</p> <p>0 = There is no information provided regarding why the person has been referred to for services</p> | 2 | 1 | 0 |
| PART 1 – ASSESSMENT | | | | |
| Understanding Preferred Future Lifestyle – (SPECIFIC Information) | | | | |
| 10. | <p>Planning and assessment participants are listed</p> <p>2 = Planning and assessment participants' names and their functions are listed</p> <p>1 = There is a description of who participated in the planning and assessment, but it is incomplete (either not all participants are listed or their function is unknown)</p> <p>0 = There is no mention about who participated in the planning and assessment</p> | 2 | 1 | 0 |
| 11. | <p>A global statement of the person's dreams is made</p> <p>2 = There is a global statement about what the person's dreams for the future are</p> <p>1 = There is a statement about what the person's dreams for the future are, but it is not very clear</p> <p>0 = There is no mention about what the person's dreams for the future are</p> | 2 | 1 | 0 |
| 12. | <p>Type of preferred living setting for the person is described</p> <p>2 = The person's preferred living setting is clearly identified and there is a statement regarding how this information was gathered</p> <p>1 = The person's preferred living setting is identified but there is no information about how this was assessed</p> <p>0 = The person's preferred living setting is not identified</p> | 2 | 1 | 0 |
| 13. | <p>With whom the person wants to socialize is clearly stated</p> <p>2 = Specific people the person wants to socialize with are clearly identified and there is a statement regarding how this information was gathered</p> <p>1 = With whom the person wants to socialize is identified but there is no information about how this was assessed</p> <p>0 = With whom the person wants to socialize is not identified</p> | 2 | 1 | 0 |
| 14. | <p>Social, leisure, or religious activities the person wants to participate in are described</p> <p>2 = Specific social, leisure, or religious activities the person wants to participate in are clearly identified and there is a statement regarding how this information was gathered</p> <p>1 = What social, leisure, or religious activities the person wants to participate in are identified but there is no information about how this was assessed</p> <p>0 = What social, leisure, or religious activities the person wants to participate in are not identified</p> | 2 | 1 | 0 |
| 15. | <p>Barriers to achieving Preferred Future Lifestyle are described</p> <p>2 = Possible barriers for the person to achieve his/her Preferred Future Lifestyle are identified, there is a statement regarding why it is thought that this may be a barrier and for what area this it may be a barrier</p> <p>1 = Possible barriers for the person to achieve his/her Preferred Future Lifestyle are identified, but there is not mention as to why it is thought that this may be a barrier or for what area this it may be a barrier</p> <p>0 = Possible barriers for the person to achieve his/her Preferred Future Lifestyle are not identified</p> | 2 | 1 | 0 |
| Functional Assessment | | | | |
| 16. | <p>Indirect assessment data include at least 2 of the following (tools used & results are described):</p> <p><input type="checkbox"/> Caretaker interviews <input type="checkbox"/> Record reviews <input type="checkbox"/> Preferred Future Lifestyle information</p> <p><input type="checkbox"/> Assessment tools used to collect quality of life, setting events, & other related information</p> <p>2 = Results from at least 2 of the information gathering methods listed above are described. If specific tools are used, these are described, and their results are explained (e.g., mood scales).</p> <p>1 = All the information is provided regarding results from only one of the assessment methods listed above, or results from tools used are explained but the tools themselves are not described, or results are listed but not explained.</p> | 2 | 1 | 0 |

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| | 0 = No information regarding results from any of the assessment methods listed above is provided (even if it is listed that such assessments were conducted) | | | |
| 17. | Data from 3-5 facilitator conducted direct observations are described 2 = The facilitator conducted three or more observations of the person, and the observations are described or the data are provided 1 = The facilitator conducted less than three observations of the person and the observations are described or the data are provided 0 = No observations were conducted or observations are not described and the data for such are not provided | 2 | 1 | 0 |
| 18. | Problem behaviors are operationally defined; definitions are clear 2 = For each problem behavior targeted (or behavior class) there is a clear operational definition, devoid of subjective and/or circular terms 1 = There is a definition, but it is unclear or incomplete or only some of the targeted problem behaviors are defined 0 = There is no definition provided regarding any problem behavior | 2 | 1 | 0 |
| 19. | Baseline data are clearly graphed (include labels, axis values, titles, and legend) 2 = Baseline data are clearly graphed (no more than 3 behaviors in one graph), and the graph provided includes labels, axis values, titles and a legend 1 = Baseline data are clearly graphed (no more than 3 behaviors in one graph) and the graph has some but not all of its components 0 = Baseline data are not graphed or the graph is not clear (more than 3 behaviors in one graph) | 2 | 1 | 0 |
| 20. | Hypothesis statement is provided for each function of the problem behavior(s) 2 = A hypothesis is described for every function of the problem behavior(s) listed (or behavior class). If multiple behaviors serve the same function, they can be listed together. If the same behavior serves different functions, there are separate hypothesis statements for each function. 1 = A hypothesis is described for some but not all of the functions and/or problem behaviors (or behavior class) 0 = There is no hypothesis statement | 2 | 1 | 0 |
| *21. | Data to support each hypothesis statement are presented 2 = There are data provided in some format (graph, table, list, interview summary) that specifically support each hypothesis statement 1 = There are data provided, but it is unclear whether they support a specific hypothesis or not 0 = Either there are no data presented or the data that are presented do not support the hypotheses listed | 2 | 1 | 0 |
| IDENTIFYING INFORMATION, GENERAL INFORMATION, & PART 1 – ASSESSMENT | | | | |
| Total Points Earned (21 Items) = _____ PERCENT = [_____ / 42] X 100% = _____ % (Total Points Earned) | | | | |

PART 2 – INTERVENTIONS AND SUPPORTS

Preferred Lifestyle Interventions

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| 22. | Goals or skills to be achieved are described 2 = The goals or skills to be achieved are clearly described 1 = The goals or skills to be achieved are listed but are not clearly described 0 = There is no mention about the goals or skills to be achieved | 2 | 1 | 0 |
| 23. | Plan outlines how achievement of goals or skills will be assessed 2 = Exactly which data are to be collected, and how they will be collected, to assess goal achievement, is stated 1 = It is unclear which data will be collected or how they will be collected or which will be used to assess goal achievement 0 = There is no mention of data collection of any kind to assess goal achievement | 2 | 1 | 0 |

Function Based Interventions

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|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| *24. | Possible function of problem behavior is addressed 2 = The interventions selected include a description of how they address all the function(s) of the problem behavior(s) 1 = The interventions selected do not completely address the function(s) of the problem behavior(s) 0 = The interventions selected are unrelated to the function(s) of problem behavior(s) | 2 | 1 | 0 |
| *25. | Teaching of adaptive skills as replacement behavior is included 2 = There is a portion of the intervention that addresses reinforcing or teaching adaptive skills to replace problem behavior 1 = The intervention plan notes that replacement behaviors should be reinforced but there is no description of how this would be done or there is no description of specific replacement behaviors to target 0 = There is no mention of target replacement behavior | 2 | 1 | 0 |

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| 26. | Replacement behaviors are operationally defined 2 = For each replacement behavior there is a clear operational definition that is appropriate for any caretaker to use to collect direct observation data 1 = There is a definition but it is unclear or incomplete or only some of the replacement behaviors are defined 0 = There is no definition provided regarding any replacement behavior | 2 | 1 | 0 |
| 27. | Each part of the hypothesis statement (setting event, antecedent, behavior, & consequence) is addressed 2 = There are specific components of the intervention that address each portion of the hypothesis statement and include setting events, antecedents, teaching new skills, and consequences of the behavior 1 = Some of the components of the hypothesis statement are addressed but not all 0 = The intervention does not address the hypothesis statement at all | 2 | 1 | 0 |
| 28. | Environmental interventions address at least 3 of the following: <input type="checkbox"/> Opportunities for choice <input type="checkbox"/> Schedule predictability <input type="checkbox"/> Instructional/ interaction approaches <input type="checkbox"/> Prompts for appropriate behavior <input type="checkbox"/> School or day program curriculum 2 = The intervention addresses at least three of the above listed environmental issues 1 = The intervention addresses less than one or two of the above listed environmental issues 0 = The intervention does not address any of the above listed environmental issues | 2 | 1 | 0 |
| *29. | Minimizing positive and/or negative reinforcement for problem behavior is included 2 = The intervention specifically describes how to minimize positive or negative reinforcement for the problem behavior 1 = The intervention notes that reinforcement for problem behavior should be minimized but does not describe how this should be done 0 = The intervention does not include a component to minimize positive or negative reinforcement for problem behavior | 2 | 1 | 0 |
| *30. | Selecting effective reinforcers and/or maximizing positive reinforcement for appropriate behavior is included 2 = The intervention includes specific reinforcers for appropriate behavior and describes how/when these will be used 1 = The intervention includes a positive reinforcement component but it is too general or does not describe how to implement it (e.g. Praise appropriate behavior) 0 = The intervention does not include a description of any positive reinforcers that could be used | 2 | 1 | 0 |
| 31. | Safety/emergency procedures for what to do if/when crisis occurs is addressed 2 = There is a specific crisis intervention plan described and the components are appropriate given the severity of the behavior. If safety/emergency procedures are not necessary, it is so stated. 1 = There is a crisis plan noted but the description is incomplete or it is inappropriate given the severity of the behavior 0 = There is no crisis plan noted and the severity of the behavior warrants one | 2 | 1 | 0 |
| 32. | Training needs are identified and/or system of support is established 2 = There is an explicit plan to address the abilities of the caretakers regarding the types of additional training they may need or other issues related to supporting the person 1 = Training issues are noted but there is no explicit plan for addressing them or it is unclear how the plan address the needs of the caretakers 0 = There is no mention of training or issues of support for the caretakers in the plan | 2 | 1 | 0 |

General Intervention Considerations/ Contextual Fit

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| 33. | Process for monitoring the intervention plan is described: <input type="checkbox"/> Timeline for meetings <input type="checkbox"/> What needs to be done <input type="checkbox"/> When <input type="checkbox"/> By whom (responsibilities) 2 = There is a specific process described for the team to meet and for specific individuals to monitor the plan 1 = It is noted that the plan will be monitored regularly, but there are no specific details regarding how it will be done 0 = There is no indication that the plan will be monitored at all | 2 | 1 | 0 |
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PART 2 – INTERVENTIONS AND SUPPORTS

Total Points Earned (12 Items) = _____ PERCENT = [_____ / 24] X 100% = _____ %
(Total Points Earned)

PART 3 – FOLLOW-UP

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| Preferred Lifestyle Interventions Follow-up | | | | |
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| 34. | Evaluation of achievement of goals or skills includes (at least 1): <input type="checkbox"/> Number of goals or skills achieved <input type="checkbox"/> Other measures of achievement of goals or skills 2 = For each goal, there is a measure of some sort provided, regarding goal status 1 = Goal status is discussed, but there is not specific measure provided, or not all goals are addressed 0 = There is no mention of goal status | 2 | 1 | 0 |
| Function Based Interventions Follow-up | | | | |
| 35. | Baseline and intervention data for each target behavior are graphed 2 = All target behaviors are graphed and graph(s) depict(s) both baseline and intervention data 1 = There is a graph, but not all target behaviors are graphed, or graph does not include either baseline or intervention data 0 = There is no graph | 2 | 1 | 0 |
| 36. | Graphs are clear (include labels, axis values, titles, and legend) 2 = The graph provided (no more than 3 behaviors in one graph) includes labels, axis values, titles and a legend 1 = The graph has some but not all of its components 0 = There is no graph or it the graph is not clear | 2 | 1 | 0 |
| 37. | Indirect or direct measures of replacement behavior are provided 2 = Either direct or indirect measures of changes in the replacement behavior are provided 1 = Replacement behavior change is discussed, but there is no mention of actual direct or indirect measures of it 0 = There is no mention of replacement behavior change | 2 | 1 | 0 |
| 38. | Data provided support statement(s) regarding the effectiveness of interventions 2 = There are data provided in some format (graph, table, list,) that specifically support the statements made regarding intervention effectiveness 1 = There are data provided, but it is unclear whether they support the statements made regarding intervention effectiveness 0 = Either there are no data presented or the data that are presented do not support the statements made regarding intervention effectiveness | 2 | 1 | 0 |
| Continuous Evaluation | | | | |
| 39. | Process for continuing to monitor the intervention plan is described: <input type="checkbox"/> Timeline for meetings <input type="checkbox"/> What needs to be done <input type="checkbox"/> When <input type="checkbox"/> By whom (responsibilities) 2 = There is a specific process described for the team to meet and for specific individuals to monitor the plan 1 = It is noted that the plan will be monitored regularly, but there are no specific details regarding how it will be done 0 = There is no indication that the plan will be monitored at all | 2 | 1 | 0 |
| 40. | Plan for sustainability includes: <input type="checkbox"/> Plan for transitions or major setting events and/or <input type="checkbox"/> Training plan for new staff 2 = There is a long term plan for how the intervention will be kept going including addressing possible transitions or major life changes 1 = It is mentioned that the implementation of the intervention plan will continue but there is no indication of how possible transitions or major life changes will be addressed 0 = There is no mention of long-term plans for sustaining the intervention | 2 | 1 | 0 |
| PART 4 – ATTACHMENTS | | | | |
| 41. | Sample fidelity checklist 2 = Sample fidelity checklist is included and accurately portrays program procedures 1 = Sample fidelity checklist is included but is inaccurate, incomplete, or unclear 0 = Sample fidelity checklist is not included | 2 | 1 | 0 |
| 42. | KIPBS Intervention & Supports Plan At-A-Glance sheet (not need to be labeled “KIPBS”) 2 = At-A-Glance sheet is included and accurately portrays information and important program information (i.e. Do’s and Don’ts) 1 = At-A-Glance sheet is included but is inaccurate, incomplete, unclear, or only addresses what to do when problem behavior occurs 0 = At-A-Glance sheet is not included | 2 | 1 | 0 |
| 43. | Contextual Fit Survey 2 = Completed Contextual Fit surveys are included for at least 2 different team members (2 separate surveys) | 2 | 1 | 0 |



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| | 1 = Completed Contextual Fit survey is included for only one team member 0 = There were no completed Contextual Fit surveys | | | |
| 44. | Quality of Life Evaluation Survey 2 = Completed Quality of Life Evaluation surveys are included for at least 2 different team members (2 separate surveys) 1 = Completed Quality of Life Evaluation survey is included for only one team member 0 = There were no completed Quality of Life Evaluation surveys | 2 | 1 | 0 |
| 45. | PCP Satisfaction Survey 2 = Completed PCP Satisfaction surveys are included for at least 2 different team members (2 separate surveys) 1 = Completed PCP Satisfaction survey is included for only one team member 0 = There were no completed PCP Satisfaction surveys | 2 | 1 | 0 |

PART 3 – FOLLOW-UP & PART 4 – ATTACHMENTS

Total Points Earned (10 Items) = _____ **PERCENT** = [_____ / 20] X 100% = _____ %
 (Total Points Earned)

ENTIRE CASE STUDY

Total Points Earned = _____ **PERCENT** = [_____ / 86] X 100% = _____ %
 (Total Points Earned)