

Glossary of Terms You May See on Your Child's Positive Behavior Support Plan (PBSP)

- Antecedents- Events or setting factors that may be in place prior to the occurrence of the behavior
- Break (not a time out) – Planned place or opportunity for a student to select when s/he feels overwhelmed, frustrated or unable to perform
- Communication device – Any mechanical or printed device that a student can use to express his/her needs
- Communication Strip – Usually made of Velcro or other type of rack, contains objects or pictures depicting required steps in an activity. Also used for showing “if...then” sequence
- Communicative Function- The outcome of a behavior, or the “need” it fills for the student
- Consequences- Events that occur following a behavior
- Fading- Reducing the amount of supports a student needs to behave as per classroom rules, or to work independently
- First...then...sequence – A clear depiction of task to be performed and the desired reinforcement. Often presented pictorially or verbally to help student understand the “payoff” for behaving/performing as requested
- Inappropriate/Maladaptive/Non-Desired/Target Behavior- (Any of these words may be used with the same meaning)- The behavior that the teams wants to change. The behavior may be appropriate in some settings, but not others (e.g., shouting may be inappropriate in the classroom but appropriate on the playground)
- Interventions- Active steps taken by adults to either encourage appropriate behavior, or reduce non-desired behavior
- Modeling – An adult or peer demonstrating how the desired behavior or skill should look
- PECS – Picture Exchange Communication System. Printed symbols that are used to assist student with schedule, understanding requests, or expressing needs
- Proactive Strategies- Planned strategies for staff to use to change factors in the environment to prevent the non-desired behavior from occurring
- Prompting- Planned verbal, gestural or physical cues an adult may give to assist a student to respond
- Reactive Strategies – Planned strategies for staff to use if the non-desired behavior occurs
- Reinforcement – Items, activities, setting, etc. preferred by the student that increase the possibility of a behavior being used
- Replacement Behavior- The socially appropriate behavior which achieves the same result for a student as does the non-desired behavior
- Sensory Diet –A planned availability of a variety of items or settings to assist a student in “regulating” his or her self in order to be ready to learn. (e.g., “wobble cushion”, weighted vests, fidget toys, heavy mats, quiet corner)

- Social Stories – A scripted “story” that describes the student using the desired behavior in certain settings or scenarios. Student reads the story several times prior to the setting or scenario
- Visual Count Down – Printed method of showing decreasing amounts of time in an activity
- Visual Schedule – Picture, object or word sequence that shows a student the steps in a task or events in a period of time
- Visual Timer – A timer which shows how much time is left in an activity
- Work Systems – A visual way of depicting required steps in a task (e.g., basket for “done”, left-right sequence, etc.)