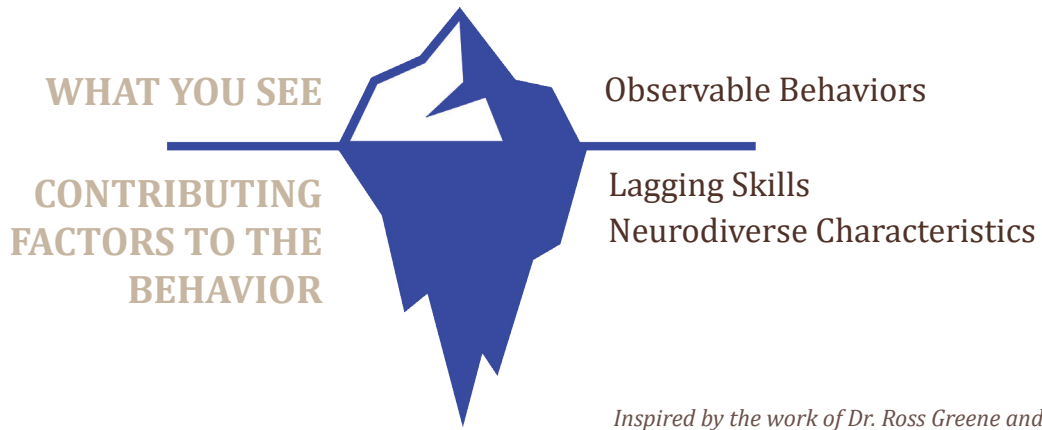


Functional Behavioral Assessment and Positive Behavioral Support Plan

ICEBERG ANALOGY



Inspired by the work of Dr. Ross Greene and Dr. Eric Schopler

Lagging Skills *(Underlying skills that are delayed and contributing to why the student is having behaviors.)*

Neurodiverse Characteristics *(Authentic human diversity that may contribute to behaviors depending on how adaptable the environment is to individual differences.)*

Unknown	Emerging	Progressing	Partially Known	Flexibly Known	Flexibly Known and Integrated
Is not able to perform the skill yet.	Can imitate the skill after practice or modeling.	Knows the skill in one context only.	Can use the skill in some contexts but not all and not always accurately.	Can demonstrate the skill, most of the time, across settings and people when calm and regulated.	Can demonstrate the skill across settings and people accurately, most of the time, and when dysregulated.

SHADES OF KNOWING FOR SOCIAL, EMOTIONAL, AND BEHAVIORAL SKILLS *Adapted from the concept of Fountas & Pinnell*