

Aspect Positive Behaviour Support Contextual Fit Checklists for Families & Schools

aspect
practice

These checklists are for any family or school who are receiving a Positive Behaviour Support (PBS) service. The aim of the checklists are to empower families & teachers to ask key questions that will ensure good 'contextual fit' for those who are receiving a PBS Service or strategies.

What is Contextual Fit?

Contextual fit is the match between a written PBS plan and/or intervention strategies and your family or school's priorities, goals, values and strengths. The PBS plan should use your experience, knowledge, skills, resources and supports. Research suggests that the better contextual fit, the more effective the plan and strategies will be*.

A PBS Plan or intervention has a 'good fit' if the key stakeholders (e.g. the person with challenging behaviour, family members, school, direct support professionals and others who are involved in supporting the family)

- ✓ Have been consulted and have had their expertise recognised
- ✓ Are comfortable with the goals and strategies included in the plan
- ✓ Perceive you have the skills and resources to implement strategies
- ✓ View the plan as having a high likelihood of success

If these have not occurred you can ask for the plan and strategies to be reviewed.

*Please Note:

The *family* measure is published as 'Albin, R.W., Lucyshyn, J.M., Horner, R.H. and Flannery, B. (1996). Contextual fit for behavioural support plans: A model for goodness of fit In L.K Koegel, R.L Koegel, & G. Dunlap (Eds.), *Positive behaviour support; Including people with difficult behaviour in the community* (pp. 81-98). Baltimore, MD: Paul Brookes Publishing' and shared with permission with the author only for private use by individuals (not to be sold).

The *school* measure (Horner, Salentine, & Albin, (2003) Self-Assessment of contextual fit in schools. Eugene, Oregon: University of Oregon.) is also available on the www.PBIS.org website that is funded through a US federally funded technical assistance centre.

Below is a list of questions your family and team can use to help determine if the PBS Plan or intervention has good contextual fit. The checklist is completed when the plan is ready to be implemented and can be used periodically to ensure good contextual fit is maintained as the needs of your family change.

Family Contextual Fit Checklist

	Not at all	Not Much	Can't tell	Well	Very well
Do you believe the support team understands the needs your child has for support across the day and settings?	1	2	3	4	5
Do you believe the plan takes into account your understanding of your child (e.g., reasons for problem behaviour, strategies that promote positive behaviour, child preferences etc..)?	1	2	3	4	5
Does the plan really address your highest priority goals for your child and family?	1	2	3	4	5
Do you understand what you are expected to do as part of the plan?	1	2	3	4	5
Are you comfortable with what you are expected to do?	1	2	3	4	5
Do you understand what other members of the team are expected to do as part of the plan?	1	2	3	4	5
Are you comfortable with what other team members are expected to do?	1	2	3	4	5
Does the plan recognise and support your needs as mother or father?	1	2	3	4	5
Does the plan recognise the needs of other family members living at home?	1	2	3	4	5
Overall, how does the plan fit with the daily routines of your family (e.g. meals, shopping, social events, bedtime etc..)?	1	2	3	4	5
Overall, how well does the plan fit with your values and beliefs about raising your child with a disability and creating a meaningful family life together?	1	2	3	4	5
Does the plan include successful strategies you have used during family outlines in the home or community?	1	2	3	4	5
Will the plan, in the long run, disrupt family routines to a point that stress and hardship are created?	1	2	3	4	5
Does the plan recognise and build on your families strengths?	1	2	3	4	5
Does the plan recognise and build on positive contributions your child has made to the family?	1	2	3	4	5
Does the plan make use of resources (e.g. help from partner, respite care, parent support group etc) available to you and your family?	1	2	3	4	5
Does the plan include needs you may have for long-term social emotional support (e.g. someone to discuss problems with, someone with whom you do enjoyable activities with)?	1	2	3	4	5
All this considered, how difficult will it be for you to use the plan (e.g. time involved, co-ordination, tasks etc)?	1	2	3	4	5
Do you believe the support plan will be effective?	1	2	3	4	5
If the plan is effective, do you believe you can keep using the support plan strategies for a long time (e.g. over 1 year) even though other members of the team will not be available as much (e.g. little to no contact from the consultant, consultative assistance by telephone, less contact with school personnel)?	1	2	3	4	5
Comments:					

A plan with good contextual fit will score mostly 4s & 5s. You have the right to ask for any strategy or part of a PBS Plan to be reviewed so it has better fit with your family.

School Contextual Fit Checklist (Horner, Salentine, & Albin, 2003)

The purpose of this interview is to assess the extent to which the elements of a behaviour support plan fit the contextual features of your school environment. The interview asks you to rate (a) your knowledge of the elements of the plan, (b) your perception of the extent to which the elements of the behaviour support plan are consistent with your personal values, and skills, and (c) the school’s ability to support implementation of the plan.

Please read the attached behaviour support plan, and provide your perceptions of the specific elements in this plan. Thank you for your contribution and assistance.

	Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree
Knowledge of elements in the Behaviour Support Plan						
I am aware of the elements of this behaviour support plan.	1	2	3	4	5	6
I know what I am expected to do to implement this behaviour support plan	1	2	3	4	5	6
Skills needed to implement the Behaviour Support Plan						
I have the skills needed to implement this behaviour support plan.	1	2	3	4	5	6
I have received any training that I need to be able to implement this behaviour support plan.	1	2	3	4	5	6
No training needed _____						
Values are consistent with elements of the behaviour support plan						
I am comfortable implementing the elements of this behaviour support plan	1	2	3	4	5	6
The elements of this behaviour support plan are consistent with the way I believe students should be treated.	1	2	3	4	5	6
Resources available to implement the plan						
My school provides the faculty/staff time needed to implement this behaviour support plan.	1	2	3	4	5	6
My school provides the funding, materials, and spaced needed to implement this behaviour support plan.	1	2	3	4	5	6
Administrative Support						
My school provides the supervision support needed for effective implementation of this behaviour support plan.	1	2	3	4	5	6
My school administration is committed to investing in effective design and implementation of behaviour support plans.	1	2	3	4	5	6
I believe the behaviour support plan will be (or is being) effective in achieving targeted outcomes.	1	2	3	4	5	6
I believe the behaviour support plan will help prevent future occurrence of problem behaviours for this child.	1	2	3	4	5	6

	Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree
Behaviour Support Plan is in the best interest of the student						
I believe this behaviour support plan is in the best interest of the student.	1	2	3	4	5	6
This behaviour support plan is likely to assist the child to be more successful in school.	1	2	3	4	5	6
The Behaviour Support Plan is efficient to implement						
Implementing this behaviour support plan will not be stressful.	1	2	3	4	5	6
The amount of time, money and energy needed to implement this behaviour support plan is reasonable.	1	2	3	4	5	6
Comments:						

References:

* e.g. McLaughlin, T.W., Denney, M.K., Snyder, P.A., Welsh, J.L. (2012). *Behaviour Support Interventions Implemented by Families of Young Children: Examination of Contextual Fit*. Journal of Positive Behaviour Interventions 14(2) 87-89. Hammill Institute on Disabilities.