**VTPBIS Intensive Level: Behavior Support Plan**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SU: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Stages for Creating Behavior Support Plan**

|  |
| --- |
| **Stage 1: Teaming** |

**Individual Student Team Roster**

|  |  |
| --- | --- |
| ***Team Member Name*** | ***Team Member Role***  ***(e.g., student, parent, teacher)*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Day and Time of Scheduled Meetings:** | | |

***Recommended Meeting Agenda:***

1. **Start with positives!**
2. **Review all relevant data**
3. **Brainstorm ideas based on data**
4. **Discuss, prioritize, make data-based decisions**
5. **Gain consensus and implement agreed upon steps**

|  |
| --- |
| **Stage 2: Goals** |

**Team identifies broad goals that they all agree will be focus for assessment & intervention:**

|  |
| --- |
| **Broad Goal *(positive, long-term goal for student)*** |
| **Pro-Social Behaviors to Increase *(prioritize what behaviors you want to increase)*** |
| **Problem Behaviors to Decrease (*prioritize what behavior to focus on in FBA)*** |
| **Stage 3: Assessment** | |

**Functional Behavioral Assessment Behavior Support Plan (F-BSP) Protocol**

**Functional Behavioral Assessment Interview – Teachers/Staff**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Age**:\_\_\_\_ **Grade**:\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Person(s) interviewed**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interviewer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Student Profile**: **What is the student good at or what are some strengths that the student brings to school?** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### **STEP 1: INTERVIEW TEACHER/STAFF/PARENT**

**Description of the Behavior**

|  |
| --- |
| **What does the problem behavior(s) look like?**  **How often does the problem behavior(s) occur?**  **How long does the problem behavior(s) last when it does occur?**  **How disruptive or dangerous is the problem behavior(s)?** |

**Description of the Antecedent**

**When, where, and with whom are problem behaviors most likely?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Schedule**  **(Times)** | **Activity** | **Specific Problem Behavior** | **Likelihood of Problem Behavior** | **With Whom does Problem Occur** |
|  |  |  | **Low High**  **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |

**Summarize** **Antecedent** **(and Setting Events)**

**What situations seem to set off the problem behavior?** (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)

**When is the problem behavior most likely to occur?** (times of day and days of the week)

**When is the problem behavior least likely to occur?** (times of day and days of the week)

**Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse?**  (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

**Description of the Consequence**

**What usually happens after the behavior occurs?** (what is the teacher’s reaction, how do other student’s react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

*- - - - - - End of Interview - - - - - -*

###### STEP 2: PROPOSE A TESTABLE EXPLANATION

|  |  |  |  |
| --- | --- | --- | --- |
| Setting Event | Antecedent | **Behavior** | **Consequence** |
|  |  | 1. |  |
|  |  | 2. |  |

**Function of the Behavior**

**For each ABC sequence listed above, why do you think the behavior is occurring?** (to get teacher attention, to get peer attention, to get desired object/activity, to escape undesirable activity, to escape demand, to escape particular people, etc.)

**1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How confident are you that your testable explanation is accurate?**

Very sure So-so Not at all

6 5 4 3 2 1 **Functional Behavioral Assessment Interview – Students**

**Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Age**:\_\_\_\_ **Grade**:\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Interviewer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Profile**: **What are things that you like to do, or do well, while at school?** (e.g. activities, classes, helping others, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### **STEP 1: INTERVIEW STUDENT**

**Description of the Behavior**

|  |
| --- |
| **What are some things you do that get you in trouble or that are a problem at school?** (e.g. talking out, not getting work done, fighting, etc.)  **How often do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?** (Insert the behavior listed by the student)  **How long does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ usually last each time it happens?**  **How serious is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?** (Do you or another student end up getting hurt? Are other students distracted?) |

**Description of the Antecedent**

**Where, when and with whom are problem behaviors most likely?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Schedule**  **(Times)** | **Activity** | **With Whom does Problem Occur** | **Likelihood/Intensity of Problem Behavior** | **Specific Problem Behavior** |
|  |  |  | **Low High**  **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |
|  |  |  | **1 2 3 4 5 6** |  |

**Summarize** **Antecedent** **(and Setting Events)**

**What kind of things make it more likely that you will have this problem?** (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)

**When and where is the problem most likely to happen?** (days of week, specific classes, hallways, bathrooms)

**When is the problem behavior least likely to occur?** (days of week, specific classes, hallways, bathrooms)

**Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you’ll have a problem?** (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

**Description of the Consequence**

**What usually happens after the problem occurs?** (what is the teacher’s reaction, how do other student’s react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

*- - - - - - End of Interview - - - - - -*

###### STEP 2: DEVELOP A TESTABLE EXPLANATION

|  |  |  |  |
| --- | --- | --- | --- |
| Setting Event | Antecedent | **Behavior** | **Consequence** |
|  |  | 1. |  |
|  |  | 2. |  |
|  |  | 3. |  |

**Function of the Behavior**

**For each ABC sequence listed above, why do you think the behavior is occurring?** (to get teacher attention, to get peer attention, to get desired object/activity, to escape undesirable activity, to escape demand, to escape particular people, etc.)

**1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION**

If you completed both interviews, was there agreement on these parts? (Y/N)

(a) Setting Events \_\_\_ (b) Antecedents \_\_\_ (c) Behaviors \_\_\_ (d) Consequences \_\_\_ (e) Function \_\_\_

How confident are you that your testable explanation is accurate?

Very sure So-so Not at all

6 5 4 3 2 1

**STEP 4: CONDUCT OBSERVATIONS** (IF NECESSARY)

* If student has an identified disability and is at risk of suspension, expulsion, or change in placement, you must conduct an observation of student.
* If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4 you should conduct observations to better understand when, where, and why the problem behavior is occurring.
* If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6.

###### Summarize Observation Data

|  |  |  |  |
| --- | --- | --- | --- |
| Setting Event | Antecedent | **Behavior** | **Consequence** |
|  |  | 1. |  |
|  |  | 2. |  |
|  |  | 3. |  |

**Function of the Behavior**

**For each ABC sequence listed above, why do you think the behavior is occurring?** (to get teacher attention, to get peer attention, to get desired object/activity, to escape undesirable activity, to escape demand, to escape particular people, etc.)

**1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION**

**Was there agreement between the Teacher Interview and the Observation? Y/N**

a) Setting Events \_\_\_ (b) Antecedents \_\_\_ (c) Behaviors \_\_\_ (d) Consequences \_\_\_ (e) Function \_\_\_

**Was there agreement between the Student Interview and the Observation? Y/N**

a) Setting Events \_\_\_ (b) Antecedents \_\_\_ (c) Behaviors \_\_\_ (d) Consequences \_\_\_ (e) Function \_\_\_

**Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 6: BUILD A COMPETING BEHAVIOR PATHWAY**

# Desired Behavior

Consequence

Function

Problem Behavior

# Setting Event

Antecedent

Consequence that meets the Function

=

Alternative Behavior

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event Strategies** | **Antecedent Strategies** | **Behavior TeachingStrategies** | **Consequence Strategies** |
|  |  |  |  |

## STEP 7: SELECT INITIAL INTERVENTION STRATEGIES

|  |
| --- |
| **Stage 4: Intervention** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks (*Organized by intervention strategy*)** | **Person Responsible** | **By When** | **Review**  **Date** | **Decision**   * **Monitor** * **Modify** * **Discontinue** |
| **Setting Event Strategies** |  |  |  |  |
| **Antecedent Strategies** |  |  |  |  |
| **Behavior Teaching Strategies** |  |  |  |  |
| **Consequence Strategies**  ***Reinforcing alternative behavior***  ***Extinguishing problem behavior*** |  |  |  |  |

**Proactive Crisis Plan (*from VT Coordinated Services Plan / Act 264*)**

*Teams are strongly encouraged to develop a proactive crisis plan if the child or youth is medically fragile, at risk for, or has ever been hospitalized in a psychiatric setting, or demonstrates risky and unsafe behaviors.*

|  |
| --- |
| **Situation (triggers/stressors)** |
| **Coping strategies (describe skills, strategies, to prevent, reduce or de-escalate crisis)** |
| **What is needed to feel safe in crisis?** |
| **Key support people to contact – include names, relationship, and contact information** |
| **What to do to manage the crisis?** |
| **What NOT to do** |
| **Conditions for emergency room, police, hospital** |

|  |
| --- |
| ***PLEASE NOTE:*** *There may be special or unusual circumstances that will require the responsible adults to modify the plan.* |

|  |
| --- |
| **Stage 5: Evaluation** |

STEP 8: EVALUATE PLAN

|  |  |
| --- | --- |
| **Long & Short-Term Behavioral Goals** | **Expected Date** |
| **Long-term Goal increase replacement behavior** |  |
| **Short-term goal increase alternative behavior** |  |
| **Short-term goal decrease problem behavior** |  |

**Evaluation Procedures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data to be Collected** | **Procedures for Data Collection** | **Person Responsible** | **Timeline** |
| **Increasing alternative / desired behavior**  **Decreasing problem behavior**  **Fidelity** |  |  |  |

**Plan review date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

We agree to the conditions of this plan:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student (date) Parent or guardian (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher (date) Teacher (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Team member (date) Action Team member (date)

**Appendix:**

**BSP Brainstorming Tools:**

1. Clarifying Roles and Goals of Team Members
2. Setting Event Interventions
3. Antecedent Interventions
4. Teaching Behavior
5. Consequence Strategies

**1. ntensive Level Roll-Out Plan Goalsto training (e.g., VFN, previously trained schools)Clarifying Roles and Goals of Team Members**

*From Art & Science of Wraparound Manual (Eber, 2003)*

This activity is intended to help facilitators understand the importance of clarifying roles and goals of team members and to provide some experience in examining roles/goals in relation to job titles and behavior of individual team members.

* For a student you are working with through a team process, list all the people involved with the student at home, school, or in the community.
* For each person you identified, see if you can identify the role they would say they are engaged in with that student and the goal they would say they have in mind in their role with the student.
* If you are unclear about perceived roles/goals of some people, think of their behavior at team meetings or the type of interactions they have with the student and/or family.

|  |  |  |
| --- | --- | --- |
| People Involved w/Student | Their Role | Their Goal |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Then ask yourself the following questions:**

1. Were you able to identify each person’s perception of their role with the student and each person’s perception of their goal with the student?
2. Were the roles some people perceive they play different than what is expected by their job title? By other team members?
3. Did you identify people who were involved with the student *who haven’t been included on the team* who may be helpful to include?
4. Did you identify any potential *overlap* of roles among team members?
5. Did you identify any team members who have the potential for *multiple roles*, which may be confusing or overwhelming?
6. Did you identify any people with *unclear roles*?

**2. Setting Events Interventions Brainstorming Tool**

**List Setting Events from your F-BSP and complete the following table. Consider the following:**

* Basic needs (eat, sleep, warm/cool clothing, health)
* Needs relating to diagnosis or disability (i.e. medication, instructional support or differentiation, IEP accommodations)
* Student and/or family needs for community services or supports (basic needs, housing, mental health, transportation, safety)
* School culture, routines, and structures (bus ride, playground, schedule, school-wide PBIS, etc.)

|  |  |  |
| --- | --- | --- |
| **Setting Event** | **Can you change it?** | **If yes, what will you do:** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**3. Antecedent Interventions Brainstorming Tool**

**Antecedent(s)/Trigger: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

How can the antecedent be eliminated? Is this desirable and feasible?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How can the antecedent be changed? If the antecedent is a demand or request, then consider how requests are made (i.e. tone of voice, words used, private/public, verbal vs. nonverbal, etc.), choices offered, differentiation of instruction, task length, multiple steps involved in the task, student interests, meaningfulness of tasks, bridging activities, predictability, routines, etc.

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When/how/who will provide pre-correction and reminders of behavioral expectations?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will replacement behaviors be prompted?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Identify any changes that could be made to classroom management strategies:

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**4. Behavior Teaching Interventions Brainstorming Tool**

A Behavior Skills Training (BST) approach includes:

* **Tell** (coaching)
* **Show** (modeling)
* **Do** (role play)
* **Practice** (behavioral rehearsal)
* **Monitor Progress** (feedback)
* **Generalize** (apply in multiple settings)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Replacement Behavior** | **Circle Type of Issue** | **What written resources will be used? Social skills curriculum, social stories, F-BSP** | **Who will deliver BST to student?** | **How will replacement behaviors be reinforced?** |
|  | Acquisition  Performance  Fluency |  |  |  |
|  | Acquisition  Performance  Fluency |  |  |  |
|  | Acquisition  Performance  Fluency |  |  |  |
|  | Acquisition  Performance  Fluency |  |  |  |
|  | Acquisition  Performance  Fluency |  |  |  |
|  | Acquisition  Performance  Fluency |  |  |  |

**5.Consequence Interventions Brainstorming Tool**

How can you **minimize all sources of reinforcement for problem behavior** (extinction)? Consider reinforcement possibilities, include: Peer Attention, Adult Attention, Escape, Preferred Activity, Tangible, Sensory

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What **discipline strategies** might be effective in reducing the problem behavior? Ensure that any discipline does not inadvertently reward the behavior.

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What type of **reinforcement will you provide for replacement behaviors**? Try to make this the same type of reinforcement that is currently being obtained (i.e. fulfilling the same function) – add additional reinforcers that may be effective at inspiring choice to engage in replacement behaviors.

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Identify **“red flag” indicators** that an escalation to crisis is likely:

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**Plan for responding to “red flag” indicators** that will reduce the probability of escalation to crisis (ensure plan does not inadvertently reinforce problem behaviors):

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