

**Saint Paul Public Schools  
Early Childhood Special Education**

# **ACTION PLAN**

## **FOR POSITIVE BEHAVIORAL SUPPORT**



**Developed through a collaboration of  
Saint Paul Public Schools ECSE  
University of Minnesota  
and  
Minnesota Department of Education**

## FOR POSITIVE BEHAVIORAL SUPPORT

<b>Child's Name:</b>	<b>Age:</b>	<b>Meeting Date:</b>		
<b>Parent/Guardian/s Name(s):</b>  <i>Please inform/invite parents/guardians to participate in the team action planning. Who will do this?</i>  <i>Date entered in contact log:</i>	<b>Class/Program Type:</b> <input type="checkbox"/> Co-taught inclusion <input type="checkbox"/> ECSE classroom <input type="checkbox"/> Community preschool <input type="checkbox"/> Home-based <input type="checkbox"/> Other:	<b>Class/Program Location:</b> <input type="checkbox"/> Rondo <input type="checkbox"/> Wheelock <input type="checkbox"/> Highwood <input type="checkbox"/> JA Johnson <input type="checkbox"/> Crossroads <input type="checkbox"/> Home-Community-based <input type="checkbox"/> Expo <input type="checkbox"/> Monroe <input type="checkbox"/> Other:		<b>Action Planning Team Members:</b>  
2. Child's Functional Skills Levels		Broad average	Mildly delayed	Significantly Delayed
Cognitive Functioning				
Expressive Language				
Receptive Language				
Social Skills				
Gross Motor Skills				
Fine Motor Skills				
Notes:				

### 3. Child's Strengths

*Use the space to note the child's specific strengths upon which this intervention team can build.*

<b>Social &amp; Emotional Skills</b>	<b>Academic Skills</b>	<b>Motor Skills</b>	<b>Other Skills/Traits</b>

### 4. Child's Preferences

*Use this space to indicate the child's preferences for items, activities, privileges and/or people that could be used to provide positive reinforcement.*

<b>Tangible Things</b> <i>(stickers,toys, food)</i>	<b>Activities</b> <i>(e.g. computer time, basketball)</i>	<b>Privileges</b> <i>(e.g. line leader)</i>	<b>People</b> <i>(e.g. one-on-onetime with teacher)</i>


## PART 2 Systematic Behavior Analysis

### 5. Describing and Defining the Primary Challenging Behavior

<p>Complete this section for the behavior that is most problematic. Sometimes other behaviors may frequently occur together, either at the same time (behavior cluster) or in a predictable sequence (behavior chain). If this is the case, all of the behaviors within one cluster or chain should be addressed together.</p> <p>However, if there is another, distinct challenging behavior that seem to occur separately in different situations and/or for different reasons, you can come back and address it with a separate systematic behavior analysis and Action Plan after the primary behavior has been adequately addressed.</p>	<p style="text-align: right;"><b>Examples</b></p> <p><u>Behavior Cluster:</u> Samantha may sometimes kick, sometimes hit, and sometimes bite her peers when she wants to get a toy from them (behavior cluster); whereas,</p> <p><u>Behavior Chain:</u> Anthony may typically first swear before he hits his peers to get a toy (behavior chain). These behavior clusters and chains will all be addressed in the same intervention.</p> <p><u>Distinct Behavior:</u> If Samantha sulks whenever her teacher responds negatively to a request, this is a distinct behavior from her aggression, and should probably be addressed separately and after the more serious behaviors have been successfully reduced.</p>
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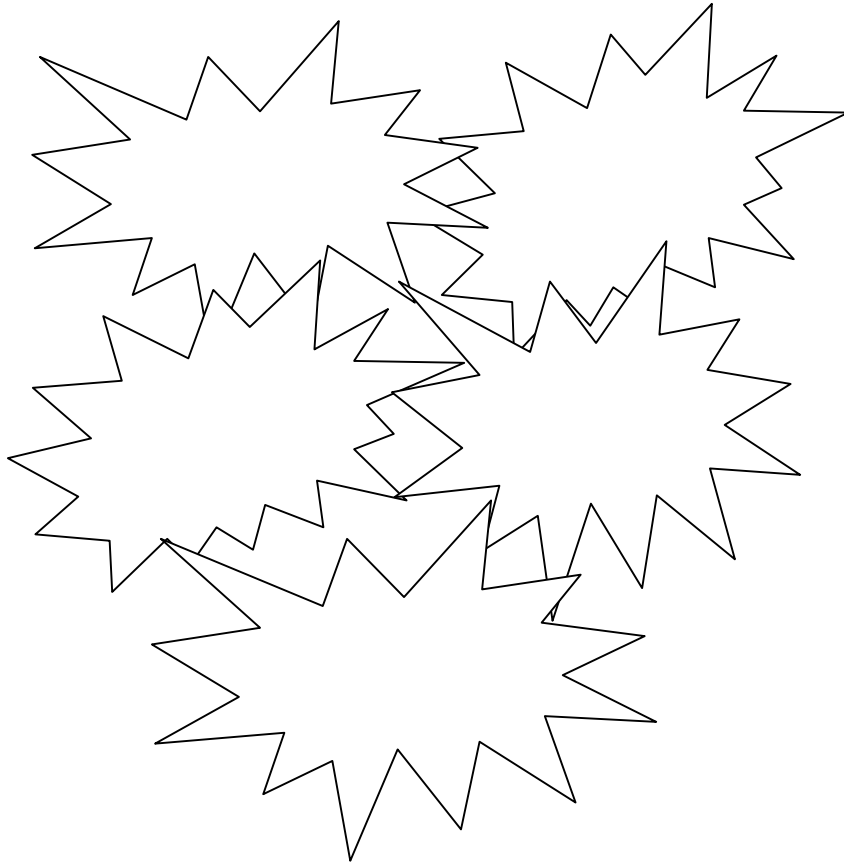
**What challenging behavior do you want to STOP?** \_\_\_\_\_

Try to use a verb to describe this behavior, such as tantrumming, whining, aggressing, pouting, hiding, complaining, etc.).

<b>What does this challenging behavior look like?</b> 	<b>Frequency</b>	<b>Duration</b>	<b>Intensity</b>
<i>Provide 1-2 short phrases describing exactly what the challenging behavior(s) most typically looks like so that someone who has not seen it could envision it clearly.</i>	<i>About how often does this happen?</i>	<i>How long does the behavior typically last each time it occurs?</i>	<i>On a scale of 1-5 with 5 being the most intense, how would you rate the intensity of this behavior?</i>
<p>➤ _____</p>	<p>___ Times/week</p>	<p>___ Hours</p>	
<p>➤ _____</p>	<p>___ Times/day</p>	<p>___ Minutes</p>	<p>1 2 3 4 5</p>
<p>➤ _____</p>	<p>___ Times/ hour</p>	<p>___ Seconds</p>	
<p>➤ _____</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>
<p>➤ _____</p>			

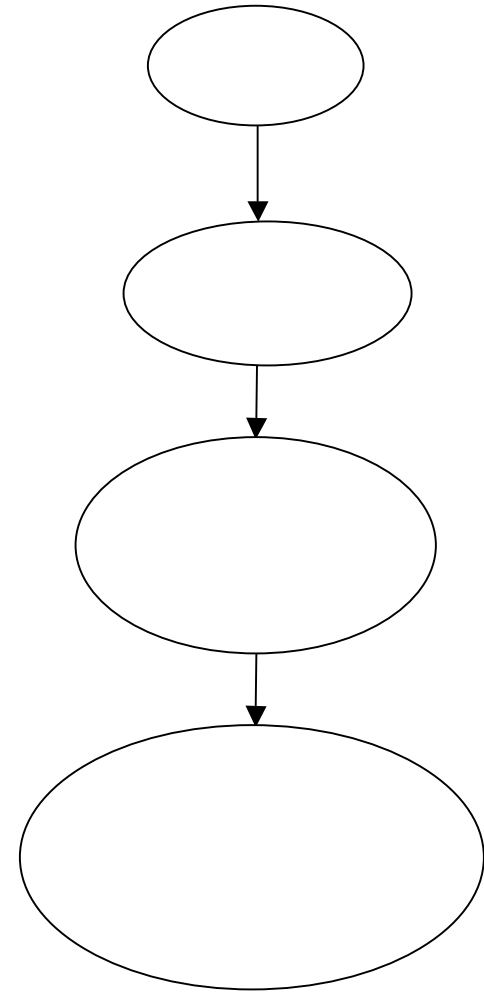
### Behavior Cluster

*If it would be helpful, create a cluster diagram of the behaviors that tend to occur together or in place of each other (e.g. aggression might include kicking, hitting, biting, pushing) using the space below.*



### Behavior Chain

*If it would be helpful, create a chain diagram showing how the behaviors escalate from smaller initial behaviors to more serious behaviors (e.g. fidgeting may lead to body rocking, which may then lead to head banging).*



## 6. Contexts for Challenging Behavior

*This section should be completed by considering the child's perspective.*

<b>Before</b>	<b>During</b>	<b>After</b>
<i>Check/list any of the situations that happen immediately before the behavior and seem to trigger it.</i>	<i>Check any of the general settings during which the behavior is likely to occur. Then list any of the specific places, activities, situations or times in which the challenging behavior is most likely to take place.</i>	<i>Check/list any of the situations that happen immediately after the behavior. Consider what happens after the behavior occurs to make it come to an end.</i>
<b>Triggers</b>	<b>General Settings</b>	<b>Consequences</b>
<input type="checkbox"/> Lack of attention	<input type="checkbox"/> Independent play	<input type="checkbox"/> Behavior ignored
<input type="checkbox"/> Too much attention	<input type="checkbox"/> Small group activity (2-5)	<input type="checkbox"/> Adult attention to behavior
<input type="checkbox"/> Adult direction/request	<input type="checkbox"/> Large group activity (>5)	<input type="checkbox"/> Peer attention to behavior
<input type="checkbox"/> Difficult tasks	<input type="checkbox"/> Crowded seating/spacing	<input type="checkbox"/> Reprimand for behavior
<input type="checkbox"/> Transition between tasks	<input type="checkbox"/> Less structured activity	<input type="checkbox"/> Time out
<input type="checkbox"/> Transition between settings	<input type="checkbox"/> Less structured setting	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Negative social interaction	<input type="checkbox"/> Other:	<input type="checkbox"/> Removed from setting
<input type="checkbox"/> Interruption of enjoyable activity	<b>Specific Settings</b>	<input type="checkbox"/> Task removed
<input type="checkbox"/> Change in routine (e.g. fire drill, field trip)	Places:	<input type="checkbox"/> Obtains desired object/activity
<input type="checkbox"/> Activity lasts too long		<input type="checkbox"/> Other:
<input type="checkbox"/> Consequences imposed for negative behavior		
<input type="checkbox"/> High activity/noise level	Activities/Situations:	
<input type="checkbox"/> Crowded room/setting		
<input type="checkbox"/> Other:		
	Times:	

## 7. Possible Reasons for Challenging Behavior (i.e. Functions)

Based on the information discussed so far, indicate the reasons the child may be engaging in challenging behaviors. In other words, what function do these behaviors serve for the child?

Escape	Obtain or Maintain	Other Contributing Factors
<input type="checkbox"/> Leave or avoid difficult task	<input type="checkbox"/> Get or keep adult attention	<input type="checkbox"/> Developmental level
<input type="checkbox"/> Get out of a long activity	<input type="checkbox"/> Get or keep peer attention	<input type="checkbox"/> Physical/medical condition
<input type="checkbox"/> Refuse an object or activity	<input type="checkbox"/> Get a preferred object	<input type="checkbox"/> Sensory needs
<input type="checkbox"/> Get away from a peer	<input type="checkbox"/> Get to do a preferred activity	<input type="checkbox"/> Events before/after school
<input type="checkbox"/> Get away from an adult	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Get out an uncomfortable setting		
<input type="checkbox"/> Other:		

### Hypothesized Function of Challenging Behavior

After considering all of these factors, describe the team's belief as to why the challenging behavior is occurring by following the prompts and filling in the blanks to fit the child's situation. This statement will help explain the function the behavior does it serve the child (e.g. to obtain adult attention; to escape a hard activity, etc.) which will guide your intervention planning.

The data from this analysis suggests that in these situations (antecedents, situations, or triggers) :

this child engages in these behaviors:

in order to fulfill this reason/function:

**Example:** When Samantha is on the playground after lunch and she wants a toy with which another child is playing, she often hits, kicks or bites the other child in order to get access to the toy.

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## ***PART 3 Intervention Planning***

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### **8. Brainstorming Possible Interventions based on the Behavior's Function**

*Based on the hypothesized function/reason for the behavior, use the first column to identify strategies for reducing challenging behavior and the second column to identify replacement behaviors and strategies for teaching or increasing the child's use of these more appropriate alternatives. Use an extra sheet of paper if you need more space for note-taking.*

#### **Proactive Strategies to Prevent Challenging Behavior**

*Consider...*

- ✓ Room arrangement
  
  
  
  
  
- ✓ Staff planning and communication
  
  
  
  
  
- ✓ Rules and expectations
  
  
  
  
  
- ✓ Schedules and routines
  
  
  
  
  
- ✓ Staffing Patterns/ Deployment
  
  
  
  
  
- ✓ Curriculum modification
  
  
  
  
  
- ✓ Prompts

#### **Desirable Replacement Behaviors to Teach and/or Reinforce**

*Consider...*

- ✓ Selecting a replacement behavior that serves the same function as the challenging behavior but is more socially acceptable.
  
  
  
  
  
- ✓ How you will teach the child the replacement behavior if he/ she cannot already do it.

#### **Positive Reinforcement Strategy for Replacement Behavior**

*Consider...*

- ✓ Review the child's likes and dislikes.
  
  
  
  
  
- ✓ Praise
  
  
  
  
  
- ✓ Privileges
  
  
  
  
  
- ✓ Activities
  
  
  
  
  
- ✓ Time with people
  
  
  
  
  
- ✓ Tangibles (remember to pair with verbal praise)



## 9. Intervention / Teaching Plan

Summarize the strategies that have been selected to address the child's challenging behavior. Your intervention may include plans to both prevent challenging behavior, as well as to increase the use of more appropriate replacement behaviors. You may want to, but do not have to fill in every box.

- Setting(s) in which strategies will be implemented (place, time, situations, etc.): \_\_\_\_\_
- Primary interventionist(s): \_\_\_\_\_

### Proactive Strategies to Prevent Challenging Behavior

*As these proactive behavior support strategies are implemented and taking effect, the child may still exhibit some significant challenging behavior. In most cases, the behavior should be handled the same as it was previously. However, if it is possible that the behavior could escalate to a point in which the child is a danger to her/himself, others, or the environment, a strategy for managing this crisis should be developed.*

### Crisis Management Plan

### Desirable Replacement Behaviors to Teach and/or Reinforce

### Positive Reinforcement Strategy for Replacement Behavior

## 10. Action Plan

*Now that the intervention strategies have been selected, determine what needs to be done, who will assume responsibility for doing it, by what deadline, and how the success of each strategy will be measured. The more specific the action and evaluation plan, the more likely it is that the intervention will be implemented as intended and have the desired effect on the child's behavior.*

<b>Implementation Plan</b>	<b>What do we need to do?</b>		<b>Who will be responsible?</b>	<b>By when should it be done?</b>	<b>Was it done?</b>
<b>Progress Monitoring Plan</b>	<b>What data needs to be collected?</b>	<b>When and where should we collect it and how often?</b>	<b>Who will be responsible</b>	<b>How will it be summarized</b>	<b>Was it done?</b>

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## ***PART 4 Progress Monitoring***

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*Indicate how you will evaluate the effectiveness of each strategy.*

<b>3-WEEK PROGRESS REPORT</b>	<p>Consider...</p> <ul style="list-style-type: none"><li>✓ What are the results of the intervention based on the data summary?</li> <li>✓ What is working well?</li> <li>✓ What is not working?</li> <li>✓ How can strategies be adjusted to make them more effective?</li></ul>
<b>6-WEEK PROGRESS REPORT</b>	<p>Consider...</p> <ul style="list-style-type: none"><li>✓ What are the results of the intervention based on the data summary?</li> <li>✓ What is working well?</li> <li>✓ What is not working?</li> <li>✓ What are the next steps?</li></ul>