

**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**

3. Child's Strengths

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

Social & Emotional Skills	Academic Skills	Motor Skills	Other Skills/Traits

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.

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

PART 2 Systematic Behavior Analysis

5. Describing and Defining the Primary Challenging Behavior

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.

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.

Examples

Behavior Cluster: Samantha may sometimes kick, sometimes hit, and sometimes bite her peers when she wants to get a toy from them (behavior cluster); whereas,

Behavior Chain: 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.

Distinct Behavior: 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.

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.).

What does this challenging behavior look like?



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.

- _____
- _____
- _____
- _____
- _____

Frequency
About how often does this happen?

___ Times/week

___ Times/day

___ Times/ hour

Comments:

Duration
How long does the behavior typically last each time it occurs?

___ Hours

___ Minutes

___ Seconds

Comments:

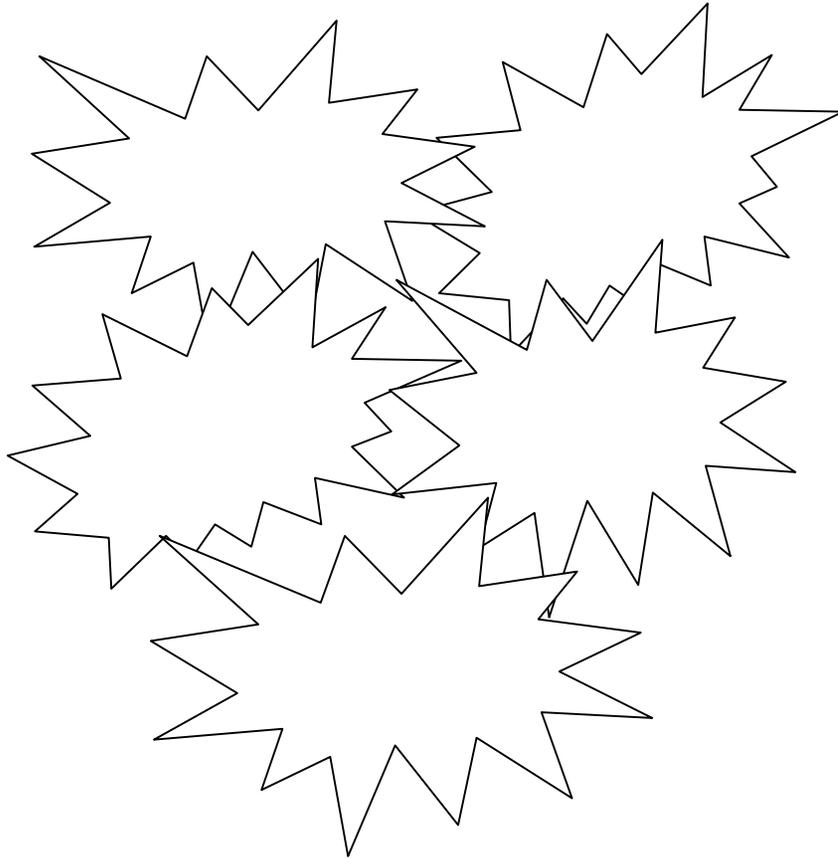
Intensity
On a scale of 1-5 with 5 being the most intense, how would you rate the intensity of this behavior?

1 2 3 4 5

Comments:

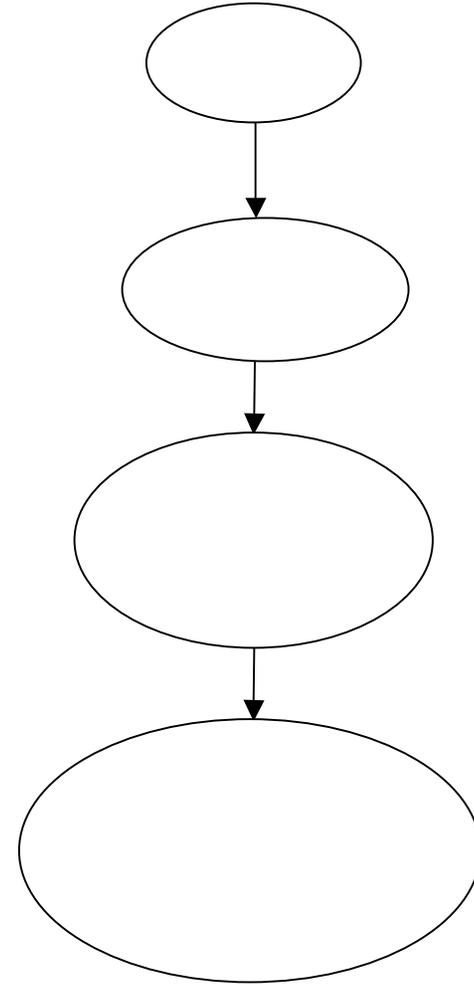
Behavior Cluster

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.

Before	During	After
<p><i>Check/list any of the situations that happen immediately before the behavior and seem to trigger it.</i></p>	<p><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></p>	<p><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></p>
<p>Triggers</p> <p><input type="checkbox"/> Lack of attention _____</p> <p><input type="checkbox"/> Too much attention _____</p> <p><input type="checkbox"/> Adult direction/request _____</p> <p><input type="checkbox"/> Difficult tasks _____</p> <p><input type="checkbox"/> Transition between tasks _____</p> <p><input type="checkbox"/> Transition between settings _____</p> <p><input type="checkbox"/> Negative social interaction _____</p> <p><input type="checkbox"/> Interruption of enjoyable activity _____</p> <p><input type="checkbox"/> Change in routine (e.g. fire drill, field trip) _____</p> <p><input type="checkbox"/> Activity lasts too long _____</p> <p><input type="checkbox"/> Consequences imposed for negative behavior _____</p> <p><input type="checkbox"/> High activity/noise level _____</p> <p><input type="checkbox"/> Crowded room/setting _____</p> <p><input type="checkbox"/> Other: _____ _____ _____</p>	<p>General Settings</p> <p><input type="checkbox"/> Independent play</p> <p><input type="checkbox"/> Small group activity (2-5)</p> <p><input type="checkbox"/> Large group activity (>5)</p> <p><input type="checkbox"/> Crowded seating/spacing</p> <p><input type="checkbox"/> Less structured activity</p> <p><input type="checkbox"/> Less structured setting</p> <p><input type="checkbox"/> Other: _____ _____</p> <p>Specific Settings</p> <p>Places: _____ _____</p> <p>Activities/Situations: _____ _____ _____</p> <p>Times: _____ _____ _____</p>	<p>Consequences</p> <p><input type="checkbox"/> Behavior ignored _____</p> <p><input type="checkbox"/> Adult attention to behavior _____</p> <p><input type="checkbox"/> Peer attention to behavior _____</p> <p><input type="checkbox"/> Reprimand for behavior _____</p> <p><input type="checkbox"/> Time out _____</p> <p><input type="checkbox"/> Loss of privilege _____</p> <p><input type="checkbox"/> Removed from setting _____</p> <p><input type="checkbox"/> Task removed _____</p> <p><input type="checkbox"/> Obtains desired object/activity _____</p> <p><input type="checkbox"/> Other: _____ _____ _____ _____ _____</p>

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.

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.

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

PART 4 Progress Monitoring

Indicate how you will evaluate the effectiveness of each strategy.

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