SAMPLE

This document was developed as a collaborative partnership between Saint Paul Public Schools and The University of Minnesota.

St. Paul Public Schools Early Childhood Special Education

ACTION PLAN

FOR POSITIVE BEHAVIORAL SUPPORT

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PART 1 Background and Preference Assessment

1. Child and Team Information

Child's Name: _____ Age: _____ Meeting Date: _____

| Parent/Guardian/s Name(s): _____ _____ *Please inform parents/guardians of the team's action planning.* *Who will do this?* _____ *By what date?* _____ | Class/Program Type: ☐ Team-taught inclusion ☐ ECSE ☐ Speech/language ☐ Community preschool ☐ Home-based ☐ Autism ☐ Other: _____ | Class/Program Location: ☐ Rondo ☐ Wheelock ☐ Highwood ☐ JJ Hill ☐ Crossroads ☐ Home-Community-based ☐ Expo ☐ Riverview ☐ Jackson ☐ Other: _____ | Action Planning Team Members: _____ _____ _____ _____ _____ _____ |

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.

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 *(stickers,toys, food)*	Activities *(e.g. computer time, basketball)*	Privileges *(e.g. line leader)*	People *(e.g. one-on-onetime with teacher)*

PART 2 Functional Behavior Assessment (FBA)

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 record it in section 6 below and come back and address it with a separate FBA 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.
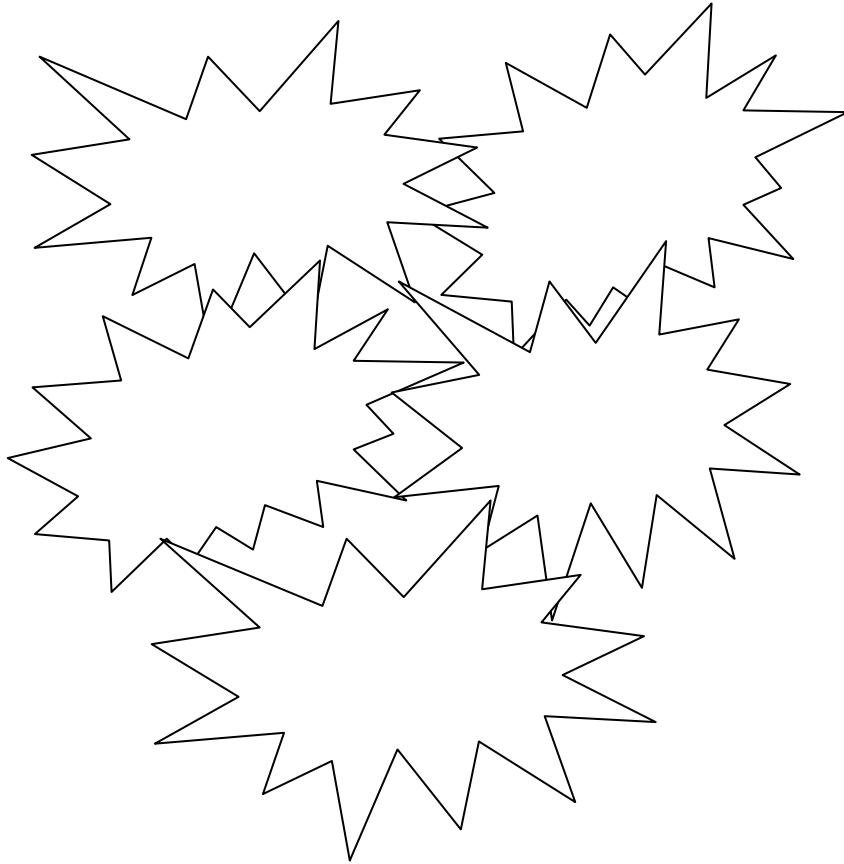
Behavior Chain

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).
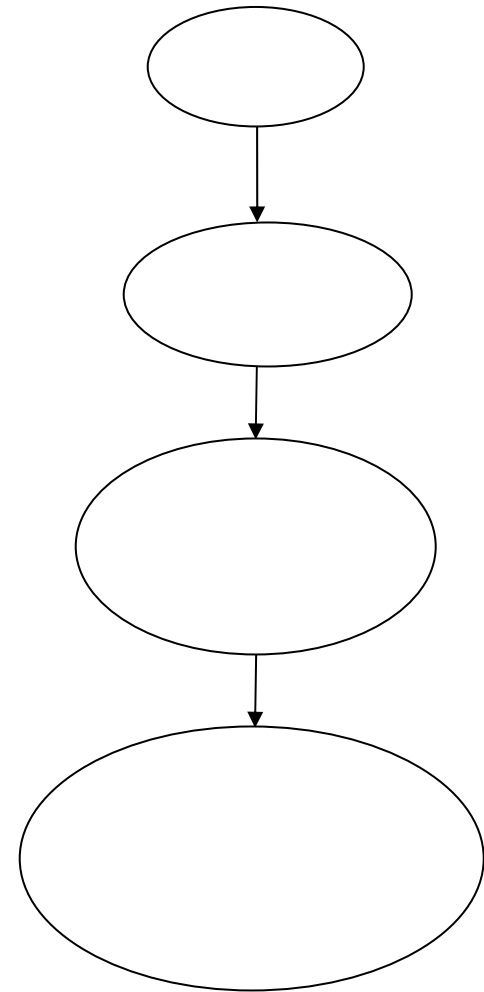
6. Contexts for Challenging Behavior

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

Before	**During**	**After**
Check/list any of the situations that happen immediately before the behavior and seem to trigger it.	*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.*	*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.*

Before

Check/list any of the situations that happen immediately before the behavior and seem to trigger it.

Triggers

☐ Lack of attention
_____

☐ Too much attention
_____

☐ Adult direction/request
_____

☐ Difficult tasks
_____

☐ Transition between tasks
_____

☐ Transition between settings
_____

☐ Negative social interaction
_____

☐ Interruption of enjoyable activity
_____

☐ Chang in routine (e.g. fire drill, field trip)
_____

☐ Activity lasts too long
_____

☐ Consequences imposed for negative behavior
_____

☐ High activity/noise level
_____

☐ Crowded room/setting
_____

☐ Other:
_____

_____

_____

During

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.

General Settings

☐ Independent play
☐ Small group activity (2-5)
☐ Large group activity (>5)
☐ Crowded seating/spacing
☐ Less structured activity
☐ Less structured setting
☐ Other:
_____

_____

Specific Settings

Places:

_____

_____

Activities/Situations:

_____

_____

Times:

_____

_____

After

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.

Consequences

☐ Behavior ignored
_____

☐ Adult attention to behavior
_____

☐ Peer attention to behavior
_____

☐ Reprimand for behavior
_____

☐ Time out
_____

☐ Loss of privilege
_____

☐ Removed from setting
_____

☐ Task removed
_____

☐ Obtains desired object/activity
_____

☐ Other:
_____

_____

_____

_____

_____

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**
☐ Leave or avoid difficult task	☐ Get or keep adult attention	☐ Developmental level
☐ Get out of a long activity	☐ Get or keep peer attention	☐ Physical/medical condition
☐ Refuse an object or activity	☐ Get a preferred object	☐ Sensory needs
☐ Get away from a peer	☐ Get to do a preferred activity	☐ Events before/after school
☐ Get away from an adult	☐ Other:	☐ Other:
☐ Get out an uncomfortable setting		
☐ 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 assessment suggests that in <u>these situations</u> (antecedents, situations, or triggers) :
_____

this child engages in <u>these behaviors</u>:
_____

in order to fulfill <u>this reason/function:</u>
_____

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.*

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

Desirable Replacement Behaviors to Teach and/or Reinforce
Consider...
3 Selecting a replacement behavior that serves the same function as the challenging behavior but is more socially acceptable.
3 How you will teach the child the replacement behavior if he/ she cannot already do it.

Positive Reinforcement Strategy for Replacement Behavior
Consider...
3 Review the child's likes and dislikes.
3 Praise
3 Privileges
3 Activities
3 Time with people
3 Tangibles (remember to pair with verbal praise)

9. Intervention 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	Desirable Replacement Behaviors to Teach and/or Reinforce

As these proactive behavior support strategies are implemented and taking effect, the child may still exhibit some significant challenging behavior. In most cases, he 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

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.

	What do we need to do?	Who will be responsible?	By when should it be done?	Was it done?
Implementation 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?
Evaluation Plan					

PART 4 Evaluations

Indicate how you will evaluate the effectiveness of each strategy.

3-WEEK EVALUATION	Consider… *3* What are the results of the intervention based on the data summary? *3* What is working well? *3* What is not working? *3* How can strategies be adjusted to make them more effective?
-WEEK EVALUATION	Consider… *3* What are the results of the intervention based on the data summary? *3* What is working well? *3* What is not working? *3* What are the next steps?