**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?**

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

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**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** |
|  |  |  |  |

**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:** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**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.

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

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

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:

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

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

**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 |  |  |  |

**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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## 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)