linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webinar Series: Part Five

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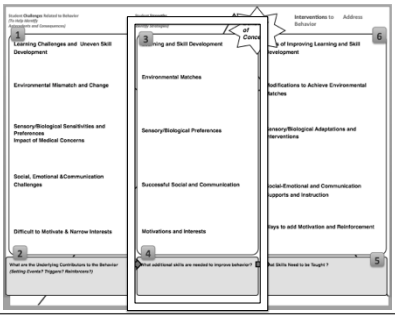
A division of the ESC of Central Ohio

SINCE LAST WEBINAR: YOU COMPLETED STRENGTHS FOR YOUR INDIVIDUAL

SINCE LAST WEBINAR: YOU COMPLETED SECTIONS 3 & 4



SINCE LAST WEBINAR: YOU COMPLETED DATA FOR YOUR INDIVIDUAL

Data and Your Individual

Behavior

What are you going to measure?	
What would be the best way to measure?	
Who is going to create the data sheet?	
Who will be responsible to track the data? Graph the data?	
When will the team meet to review data?	

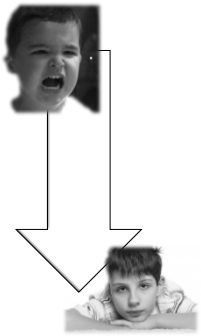
SINCE LAST WEBINAR: YOU COMPLETED REINFORCEMENT FOR YOUR INDIVIDUAL

Reinforcement and Your Individual

Discuss what is reinforcing to your individual. If you aren't sure, how can you find out?	
What types of reinforcement would work best with your individual?	
What schedule of reinforcement would best support teaching the new skills that will change the behavior?	

Interventions to Address Targeted Behaviors: Creating Your Toolkit

Intervention Objectives:



Some interventions *decrease the stress* that increases intensity or frequency of behaviors

Intervention Objectives:

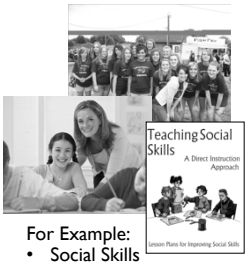
More Sleep

Some may change the setting events that make the behavior more likely to occur

Predictability and Routine

Intervention Objectives:

Some of the interventions may directly teach or reinforce the needed skills *…both substitute skills and related skills*



For Example:
- Social Skills
- Coping Skills
- Academic skills

What is a "Substitute"

When asking a person to change or "give up" a challenging behavior, the person should be provided or taught a substitute or replacement behavior

The new behavior should provide the individual with the same outcome or get the same results as the challenging behavior (as *determined by the FBA)*

What is a "Related Skill"?

There are many skills (…in addition to the substitute skill….) that would be helpful for a person and would improve opportunities and outcomes. But these skills or behaviors ***do not*** have exactly the same outcomes as the behavior being replaced (that's why they are "related" and not "substitute"). These can be taught, but are secondary to the replacement skill.

Let's look at it in a different way……..

You have a Droid smartphone …and you lose it!!!

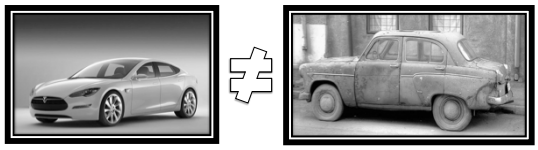
***Equivalent* Replacement**

The iPhone

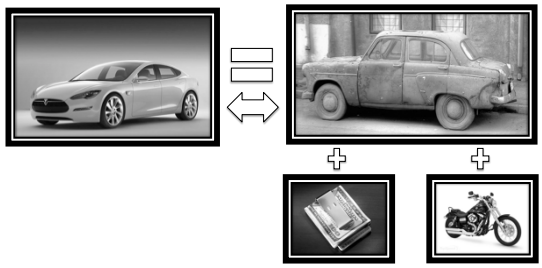
***Related* Replacements**

Only a Phone

Functionally Equivalent



Functionally Related

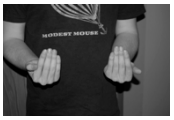


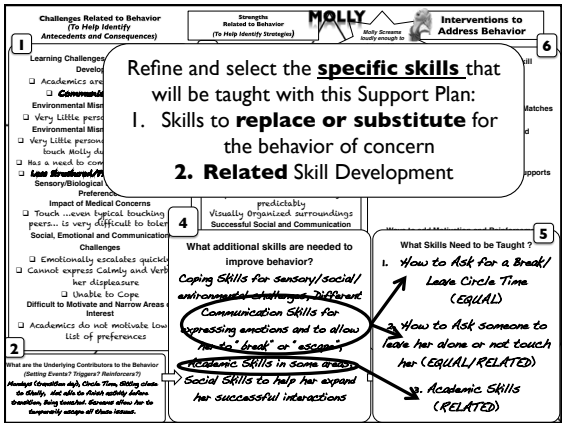
Replacement Behaviors: *Must be "Equal"*

Equivalent/Same	**Related/Connected**
If Hitting = Escape from Academic Demands	If Hitting = Escape from Academic Demands
An Equal and Substitute skill/ behavior could be teaching: to "ask for a ***"break"*** to be ***"done"*** to ***"leave"***	Related Skills could be teaching: • to ask for ***help*** • to ***request a different math paper*** • the ***desired academic skills***
	…….but these are not equal

4 Common Areas for Replacement Skills

Escape
Attention getting
Communication
Coping





Evidence Based and Promising Practice

"The best measure of effectiveness of an intervention is **whether it is effective for a particular individual**. It is of utmost importance to **collect and analyze data** when using interventions with a student with autism. If an intervention **results in positive change** for a particular student and you, as an educational professional, **have data to support** that, **then the intervention is evidence-based for that student**."

TARGET: Texas Autism Resource Guide for Effective Teaching, retrieved 10/3/11

Challenges Related to Behavior
(To Help Identify Antecedents and Consequences)

Strengths Related to Behavior
(To Help Identify Strategies)

MOLLY

Molly Screams loudly enough to

Interventions to Address Behavior

1

Learning Challenges
Develop
- ❑ Academics are
- ❑ ***Communic***

Environmental Misr
- ❑ Very Little perso

Environmental Misr
- ❑ Very Little person touch Molly du
- ❑ Has a need to com
- ❑ ***Less Structured/P***

Sensory/Biological
Preference
Impact of Medical Concerns
- ❑ Touch ...even typical touching peers... is very difficult to toler

Social, Emotional and Communication Challenges
- ❑ Emotionally escalates quickly
- ❑ Cannot express Calmly and Verb her displeasure
- ❑ Unable to Cope

Difficult to Motivate and Narrow Areas Interest
- ❑ Academics do not motivate low list of preferences

6

kill

Matches

d

upports

Refine and select the **specific skills** that will be taught with this Support Plan:

1. Skills to **replace or substitute** for the behavior of concern
2. **Related** Skill Development

predictably
Visually Organized surroundings
Successful Social and Communication

4

What additional skills are needed to improve behavior?

Coping Skills for sensory/social/ environmental challenges, Different Communication Skills for expressing emotions and to allow her to "break" or "escape", Academic Skills in some areas, Social Skills to help her expand her successful interactions

5

What Skills Need to be Taught ?

1. How to Ask for a Break/ Leave Circle Time (EQUAL)
2. How to Ask someone to leave her alone or not touch her (EQUAL/RELATED)
3. Academic Skills (RELATED)

2

What are the Underlying Contributors to the Behavior
(Setting Events? Triggers? Reinforcers?)

Mondays (transition day), Circle Time, Sitting close to Shelly, Not able to finish activity before transition, Being touched. Screams allow her to temporarily escape all these issues.

Evidence Based and Promising Practice

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WHY Does A Strategy Work?
Strategy Assessment Revision Tool (SART)

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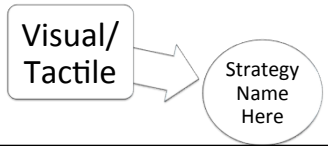
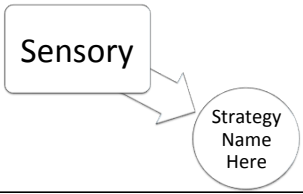
- Support learning skills and routines
- Remain constant, unchanging
- Consistent across environments, persons



WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Promising practice
- Supports learning through regulation of sensory needs



WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

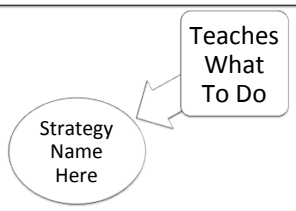
- Build into the strategies/interventions
- Increases the chances for positive outcomes

WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Learning is saturated with topics, items, and passions of the individual
- Increases opportunity for positive outcomes

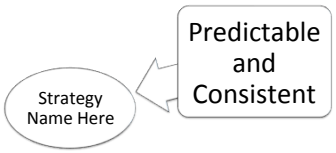
WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Direct, repetitive instruction of new skills that are part of strategies
- Opportunities to practice new skills



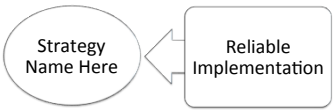
WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- New information is best learned through repetition and uniformity of instruction
- Strategy/intervention needs to be same across environments and people



WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Making sure all steps of a strategy are being taught in the way it was developed and studied
- Requires ongoing data collection and analysis



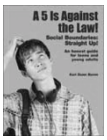
WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

Incredible 5-Point Scale

- Controls emotional reactions
- Student participates
- Identifies problem
- Enhances alternative, positive behaviors

Rating	Description	Setting
5	Screaming	Emergency only
4	Outside voice	Recess, ball game
3	Talking voice	Classroom, lunchroom
2	Soft voice/whisper	Library
1	No talking	When someone is talking to me, movies

Buron, K.D., & Curtis, M. (2003). The Incredible 5-Point Scale. Shawnee Mission, KS: AAPC.



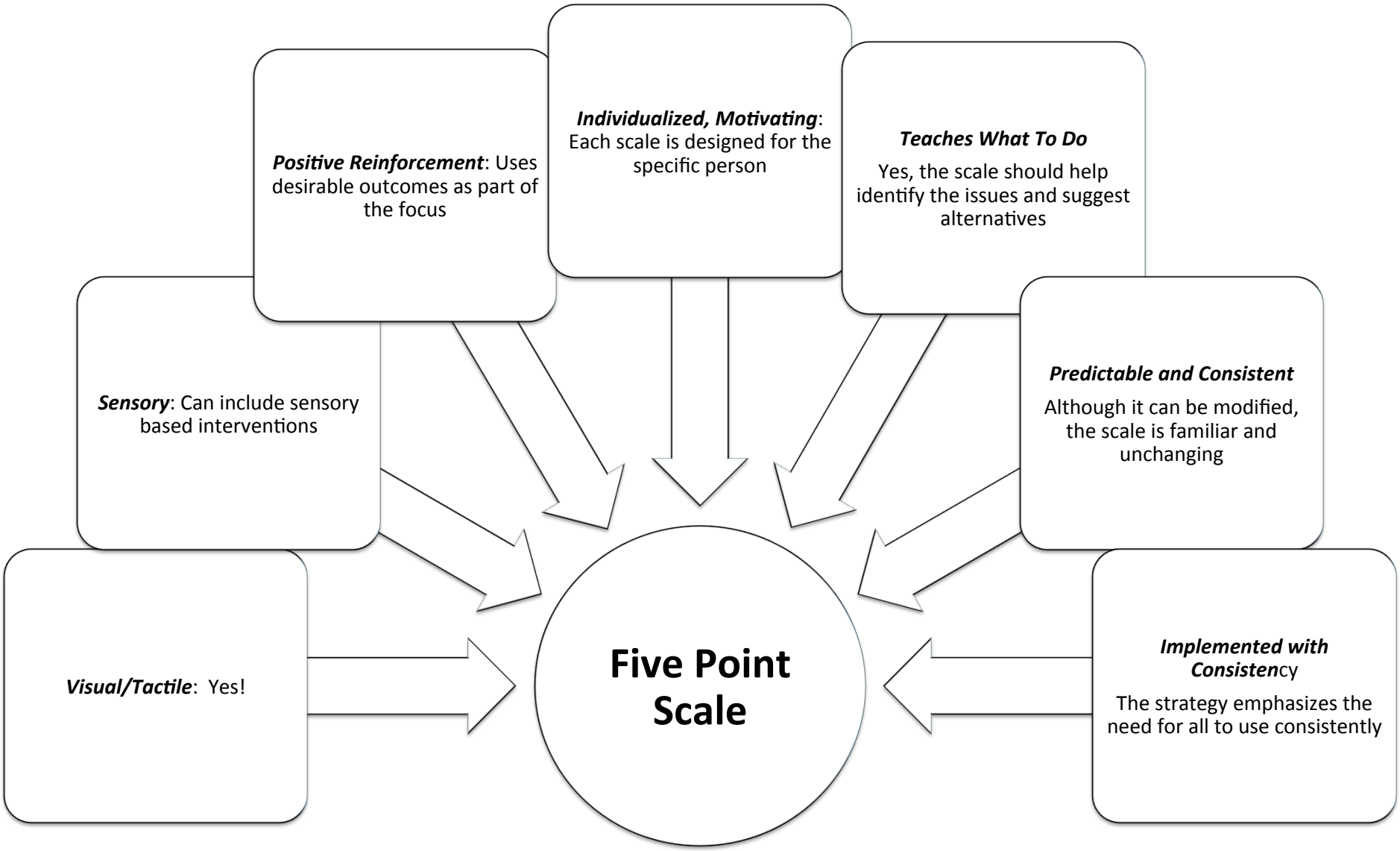
Example of an Incredible 5 Point Scale

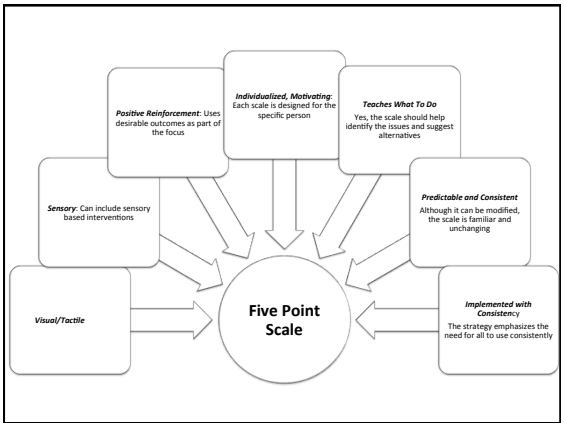
Rating	Looks/Sounds like	Feels like	I can try to
5	Hitting, kicking	Volcano	Ask to call/go home
4	Swearing	I am about to erupt	Use words I learned from Mrs. B
3	I can't sit & my face is red	Fidgety	Take 3 deep breaths and ask for a break
2	I'm sitting and attending	Other kids, maybe	Stay in the groove
1	I am ready for anything	Sitting on the beach	Enjoy

5	***Feeling Out of control*** – This could end up with me being fired if I fall apart! I need to use my "HELP" card to ask for help so I can have a quiet break
4	***Almost over the edge*** – I can feel it coming and know I need to get out. Grab the stress ball and walk outside
3	***It's Building*** – I feel unsettled, hard to concentrate. Ask the boss for a break
2	***Something is not quite right***– I know something is happening. Self-Talk ("Relax"), Listen to music while I work
1	***Chillin'*** – I am good. I can do the work and I feel safe.

Individuals can use the concept of the 5 Point Scale to develop a visual reminder of how they may feel and what they need to do.

This scale is an example of what may be developed after a person has worked through and recognizes how it feels to "escalate and escape" and what action may be necessary when that occurs to avoid unfortunate endings


Positive Reinforcement: Uses desirable outcomes as part of the focus
Individualized, Motivating: Each scale is designed for the specific person
Teaches What To Do
Yes, the scale should help identify the issues and suggest alternatives
Sensory: Can include sensory based interventions
Predictable and Consistent
Although it can be modified, the scale is familiar and unchanging
Visual/Tactile: Yes!
Five Point Scale
Implemented with Consistency
The strategy emphasizes the need for all to use consistently



Social Narratives

- Stories that describe social situations and appropriate behaviors or responses
- May be all words or have pictures
- Written at the individual's level of understanding
- Helps the individual learn a new social behavior
- Needs to be taught to the individual

Example of a Social Narrative

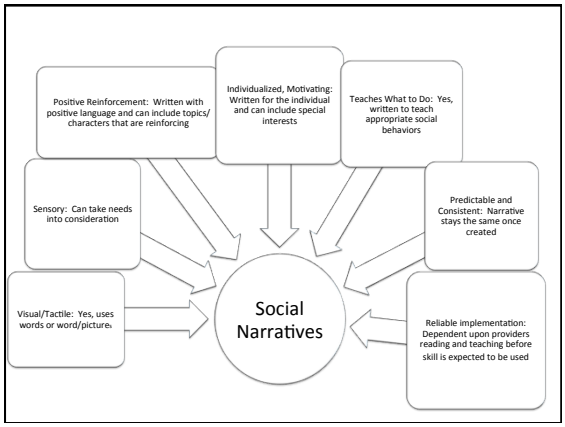
"Pretending"

Sometimes when I play with my friends, we may pretend to be someone else. Pretending means to act like someone else for a short time and then be myself again.

Sometimes, we might pretend to work at a grocery store. We might use pretend food and money in a play cash register. We pretend to be workers and shoppers.

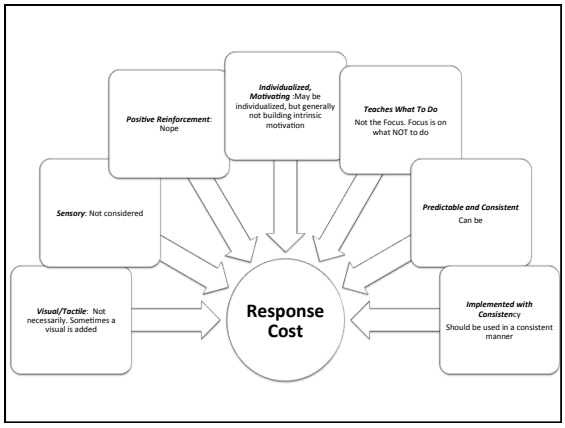
Sometimes, we might play dress-up and pretend to be a doctor or nurse. Someone pretends to be a patient and someone pretends to make them better. When we pretend, we never use real medicine or other things that might hurt us.

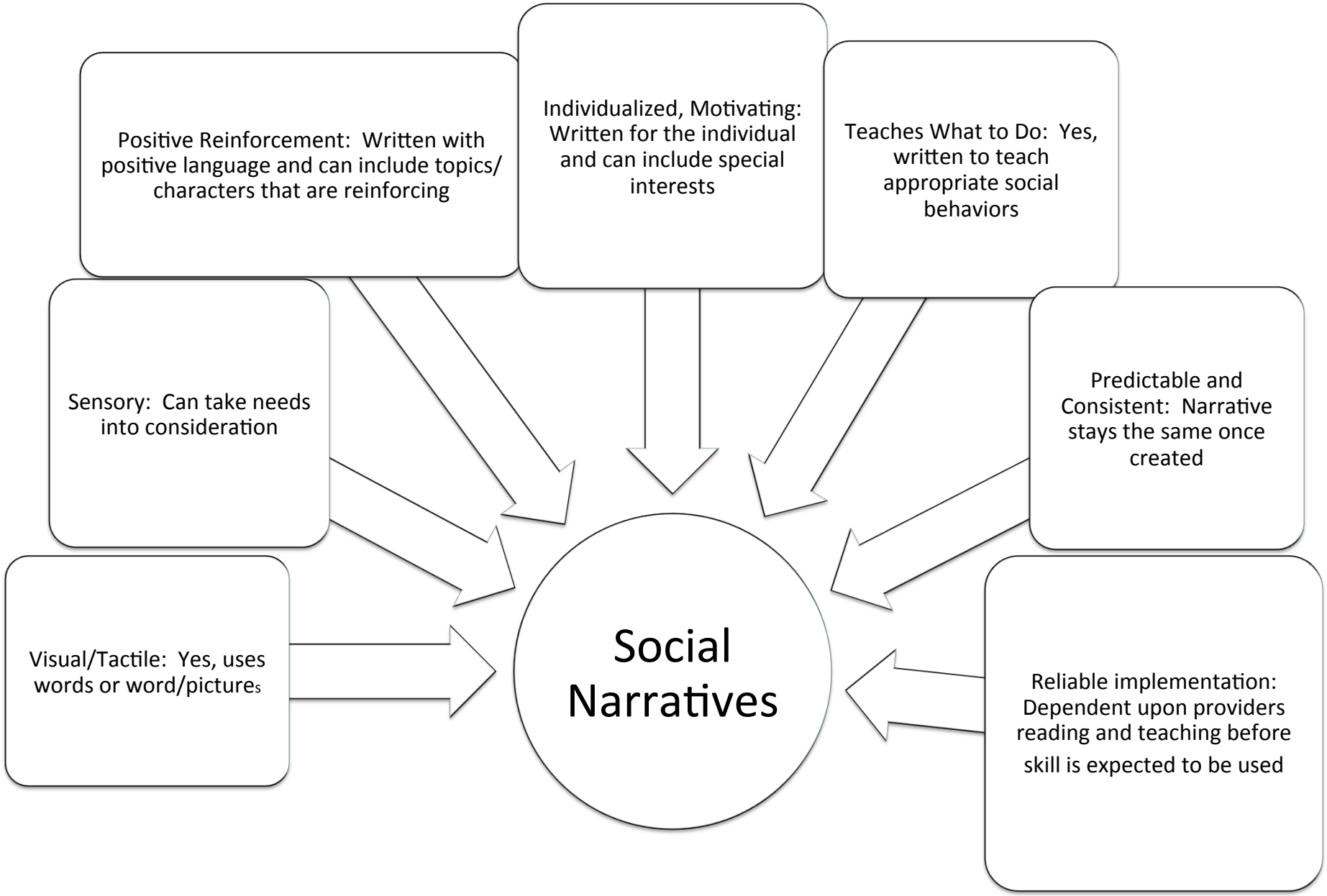
When we finish pretending, my friends and I are ourselves again. We are like actors and actresses who perform a play and then, it is over. Pretending can be fun.

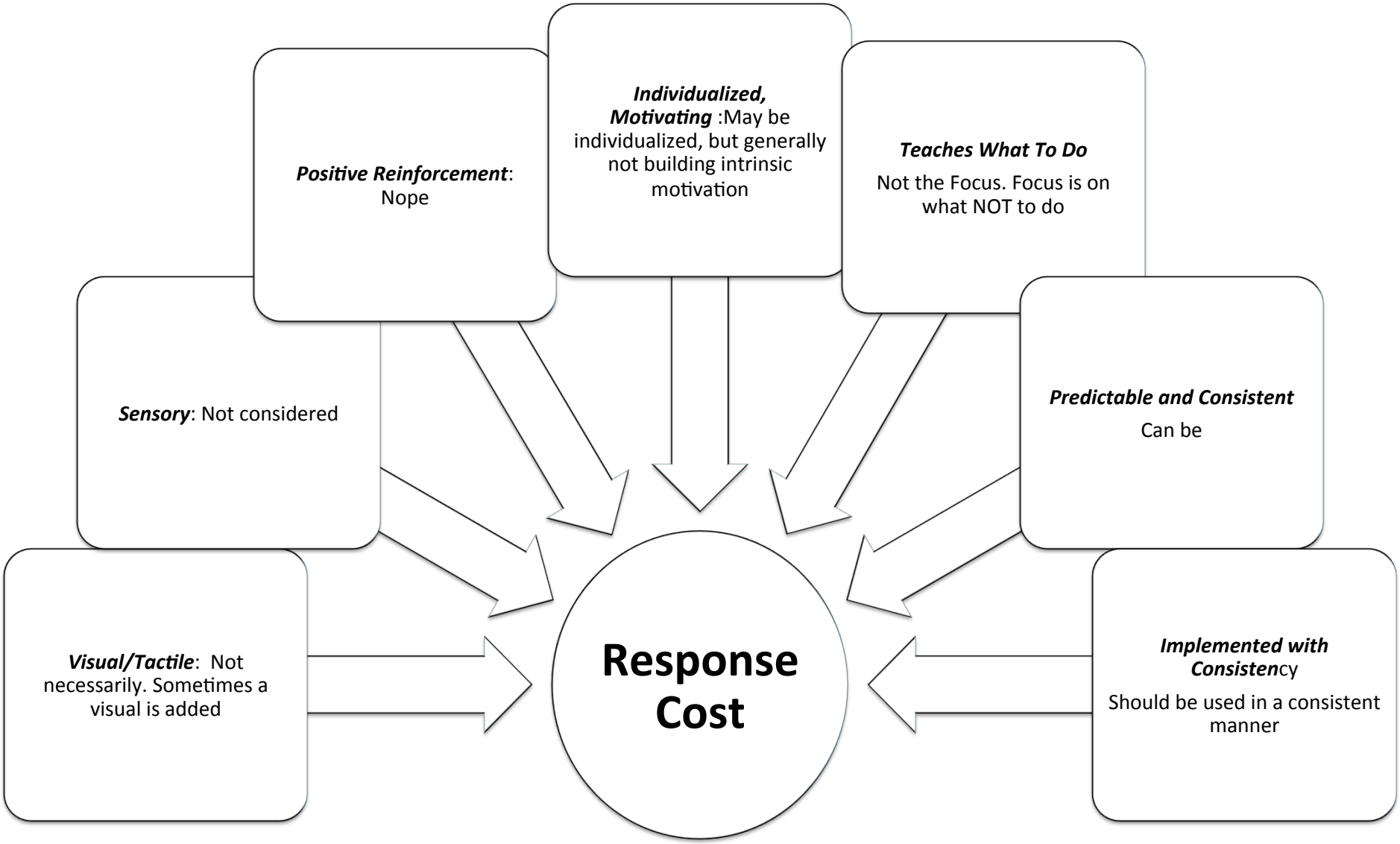


Response Cost

- A penalty is assessed for inappropriate behavior
- Could include a stepwise or staircase system of losing more for each incidence of inappropriate behavior
- Loss of: points, tokens, recess, computer time, etc.

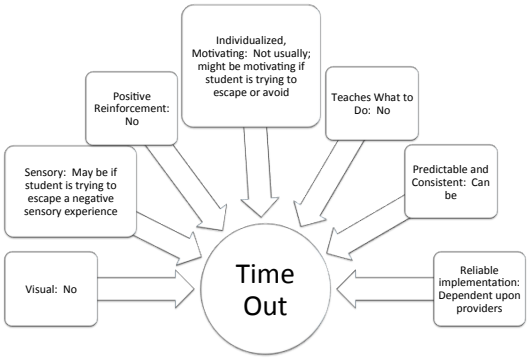



Positive Reinforcement: Written with positive language and can include topics/ characters that are reinforcing
Individualized, Motivating: Written for the individual and can include special interests
Teaches What to Do: Yes, written to teach appropriate social behaviors
Sensory: Can take needs into consideration
Predictable and Consistent: Narrative stays the same once created
Visual/Tactile: Yes, uses words or word/pictures
Social Narratives
Reliable implementation: Dependent upon providers reading and teaching before skill is expected to be used


Positive Reinforcement: Nope
Individualized, Motivating :May be individualized, but generally not building intrinsic motivation
Teaches What To Do
Not the Focus. Focus is on what NOT to do
Sensory: Not considered
Predictable and Consistent
Can be
Visual/Tactile: Not necessarily. Sometimes a visual is added
Response Cost
Implemented with Consistency
Should be used in a consistent manner

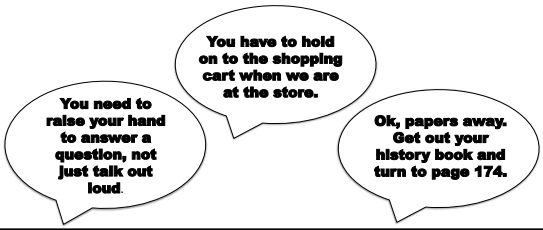
Exclusionary Time Out

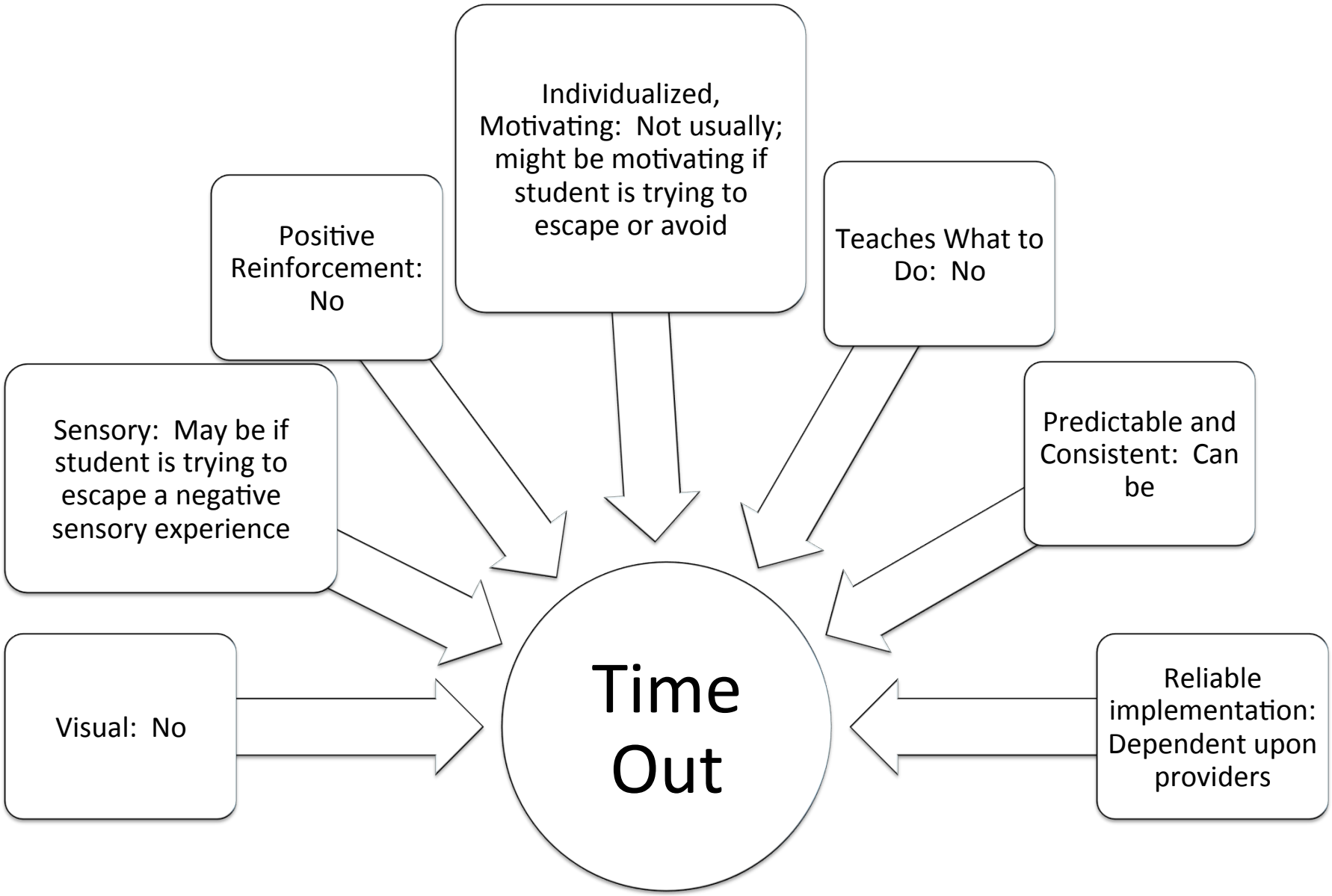
- Removal from a situation in which the individual is exhibiting inappropriate behavior (e.g. hurting self, endangering physical well-being of others, damage to property)
- Allowing for time to regain self-control
- Moved to a separate area away from peers, family members, activities

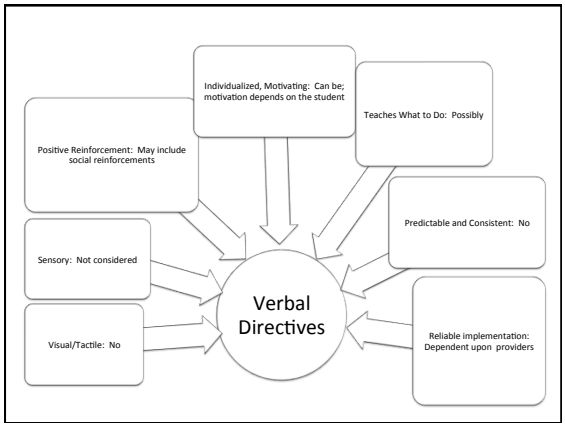


Verbal Directives

- Using spoken words to correct/direct behavior
- Using spoken words to prompt completion of an action or task

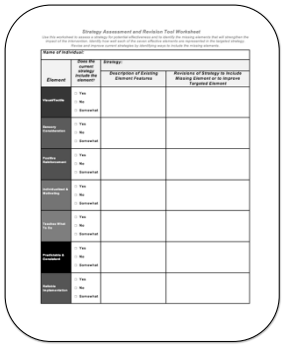



Individualized, Motivating: Not usually; might be motivating if student is trying to escape or avoid
Positive Reinforcement: No
Teaches What to Do: No
Sensory: May be if student is trying to escape a negative sensory experience
Predictable and Consistent: Can be
Visual: No
Time Out
Reliable implementation: Dependent upon providers



SART Worksheet

- Fill in student name
- Choose a strategy the team/you are using or a strategy the team/you want to try with the individual
- Determine if the strategy includes each element for the individual using the guiding questions sheet
- If yes, describe how in column three or if no, describe what you might be able to do to include or improve the element in column four



Strategy Assessment and Revision Tool Worksheet

Use this worksheet to assess a strategy for all elements of the SART and to identify the missing elements that will strengthen the chance of the strategy being successful. Use the guiding questions sheet to identify the missing elements in the targeted strategy. Then revise and improve current strategies by identifying ways to include the missing elements.

Name of Individual:			
Element	Does the current strategy include this element?	Strategy: Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	○ Yes ○ No ○ Somewhat		
Sensory Enrichment	○ Yes ○ No ○ Somewhat		
Positive Reinforcement	○ Yes ○ No ○ Somewhat		
Individualized & Motivating	○ Yes ○ No ○ Somewhat		
Teaches What To Do ...	○ Yes ○ No ○ Somewhat		
Predictable & Consistent	○ Yes ○ No ○ Somewhat		
Reliable Implementation	○ Yes ○ No ○ Somewhat		

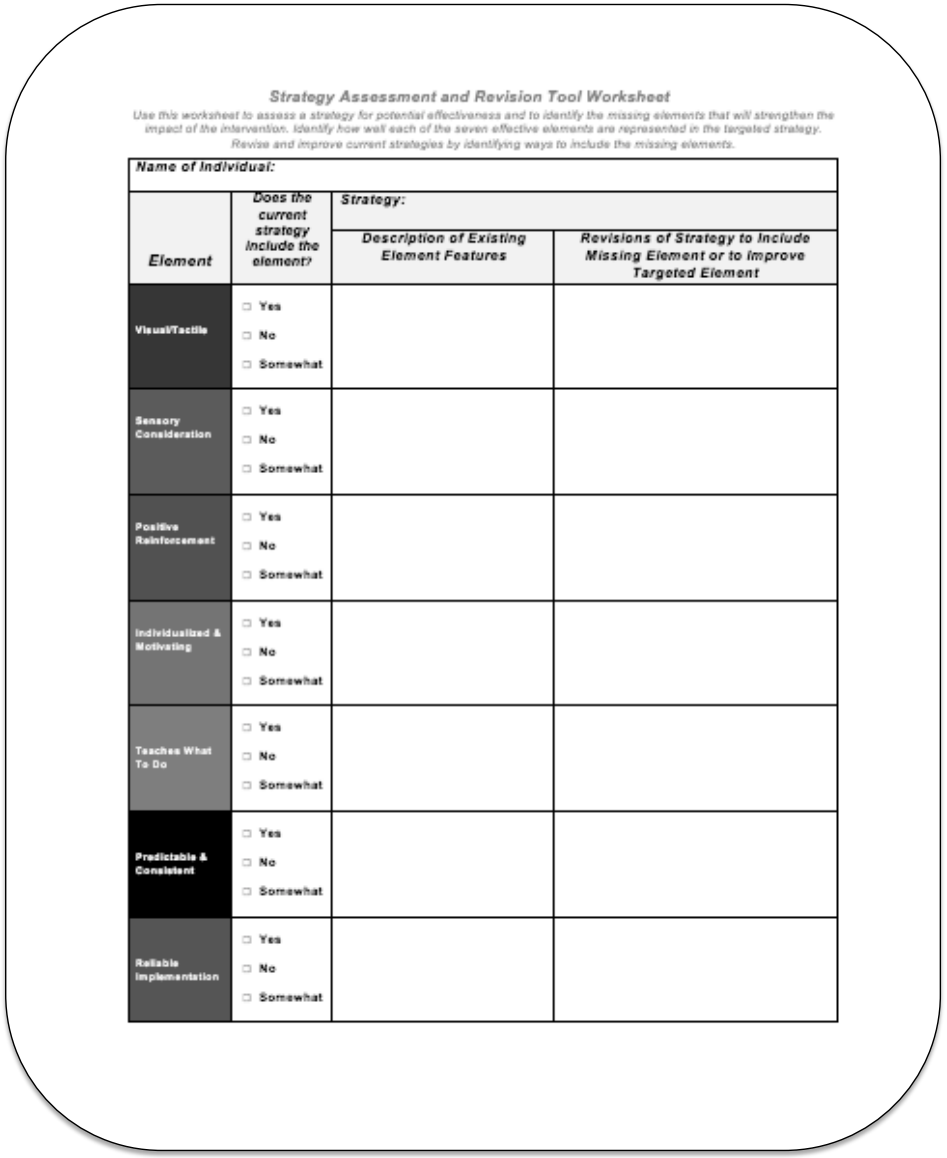
SART Guiding Questions

Use the Guiding Questions sheet to help determine how each element of the SART is included in your chosen strategy.

Element	Guiding Questions Use the questions below to guide discussion and thought when determining if each element is present in the targeted intervention for the specific person the intervention is designed to assist
Visual Tactile	• What aspects on the intervention are represented visually? • What is the visual element? Words? Pictures? Symbols? Objects? Input? • Is the visual representation available consistently? • Is the visual component presented understandable to this person?
Sensory Enrichment	• Are sensory sensitivity and sensory preferences included as part of the intervention? How? • Is the sensory nature of the intervention generic, assuming it will meet the needs of anyone? • Is consideration given to how the intervention will affect all senses? Auditory, visual, tactile/touch, movement, smell or other sensory areas? • Is the sensory component only available under certain considerations or if-comes?
Positive Reinforcement	• Does the intervention include reinforcement? • Is it clear what is being used as reinforcement to receive reinforcement? Is it conscious? • Is the reinforcement desirable to this person or is it "generic"? • Has the person shown an interest in the reinforcement or is it assumed? • Is it always the same reinforcement? Does it change dependent on the difficulty or effort required to earn the reinforcement? • Is there opportunity for choice?
Individualized & Motivating	• Does the activity or task have this person's interests and preferences built in as part of the task? • Is the plan individualized for this person or the same for everyone? • Is there opportunity for the inclusion of visual, sensory and reinforcement elements that match the person's specific needs and strengths? • How is this plan unique for this person?
Teaches What To Do	• Does the intervention have an element focused on teaching? • Does the plan teach what "to do" rather than what "not to do"? • Is "what to do" clear and concrete? • Are aspects of the "Hidden Curriculum" taught to assist this person to remember what to do & why? • Are there enough supports and reinforcement for this person to be able to meet the identified expectations?
Predictable & Consistent	• Is the intervention predictable for this person or is it vague? • Is the structure of the intervention such that it looks, sounds or presents similarly/predictably from time to time and place to place? • Does this person recognize the elements of the intervention such that he begins to predict it?
Reliable Implementation	• Do all those supporting and using this intervention use it the same way? • Are the elements of the intervention implemented in the same manner at the same time in all locations? • Do all those implementing the intervention understand the elements and the intention of the intervention? • Is data being collected to be able to evaluate the effectiveness of the intervention for this person? • Is it collected consistently by all those responsible for the implementation of the intervention?

SART Worksheet

- Fill in student name
- Choose a strategy the team/you are using or a strategy the team/you want to try with the individual
- Determine if the strategy includes each element for the individual using the guiding questions sheet
- If yes, describe how in column three or if no, describe what you might be able to do to include or improve the element in column four



Strategy Assessment and Revision Tool Worksheet

Use this worksheet to assess a strategy for potential effectiveness and to identify the missing elements that will strengthen the impact of the intervention. Identify how well each of the seven effective elements are represented in the targeted strategy. Revise and improve current strategies by identifying ways to include the missing elements.

Name of Individual:			
Element	***Does the current strategy include the element?***	***Strategy:***	
		Description of Existing Element Features	***Revisions of Strategy to Include Missing Element or to Improve Targeted Element***
Visual/Tactile	☐ Yes ☐ No ☐ Somewhat		
Sensory Consideration	☐ Yes ☐ No ☐ Somewhat		
Positive Reinforcement	☐ Yes ☐ No ☐ Somewhat		
Individualized & Motivating	☐ Yes ☐ No ☐ Somewhat		
Teaches What To Do	☐ Yes ☐ No ☐ Somewhat		
Predictable & Consistent	☐ Yes ☐ No ☐ Somewhat		
Reliable Implementation	☐ Yes ☐ No ☐ Somewhat		

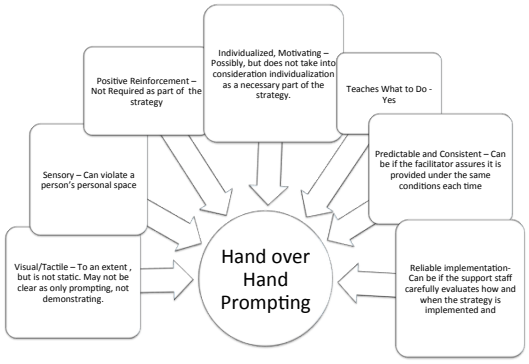
SART Guiding Questions

Use the Guiding Questions sheet to help determine how each element of the SART is included in your chosen strategy.

Elements	**Guiding Questions** Use the questions below to guide discussion and thought when determining if each element is present in the targeted intervention for the specific person the intervention is designed to assist
Visual/ Tactile	• What aspects on the intervention are represented visually? • What is the visual element? Words? Pictures? Symbols? Objects? Video? • Is the visual representation available consistently? • Is the visual component provided understandable to this person?
Sensory Consideration	• Are sensory sensitivity and sensory preferences included as part of the intervention? How? • Is the sensory nature of the intervention generic, assuming it will meet the needs of anyone? • Is consideration given to how the intervention will affect all senses? Auditory, visual, tactile/touch, movement, smell or other sensory senses? • Is the sensory component only available under certain considerations or if earned?
Positive Reinforcement	• Does the intervention include reinforcement? • Is it clear to the individual what must be done to receive reinforcement? Is it consistent? • Is the reinforcement desirable to this person or is it "generic"? • Has the person shown an interest in the reinforcement or is it assumed? • Is it always the same reinforcement? Does it change dependent on the difficulty or effort required to earn the reinforcement? • Is there opportunity for choice?
Individualized & Motivating	• Does the activity or task have this person's interests and preferences built in as part of the task? • Is the plan individualized for this person or the same for everyone? • Does the plan contain the type of visual, sensory and reinforcement elements that match the person's specific needs and strengths? • How is this plan unique for this person?
Teaches What To Do	• Does the intervention have an element focused on teaching? • Does the plan teach what "to do" rather than what "not to do"? • Is "what to do" clear and concrete? • Are aspects of the "Hidden Curriculum" taught to assist this person to remember what to do & why? • Are there enough supports and reinforcement for this person to be able to meet the identified expectations?
Predictable & Consistent	• Is the intervention predictable for this person or is it vague? • Is the structure of the intervention such that it looks, sounds or presents similarly/predictably from time to time and place to place? • Does this person recognize the elements of the intervention such that he begins to predict it?
Reliable Implementation	• Do all those supporting and using this intervention use it the same way? • Are the elements of the intervention implemented in the same manner at the same time in all locations? • Do all those implementing the intervention understand the elements and the intention of the intervention? • Is data being collected to be able to evaluate the effectiveness of the intervention for this person? • Is it collected consistently by all those responsible for the implementation of the intervention?

Hand Over Hand

- Physical prompt
- Adult guides hand of individual to complete an action or task



Strategy Assessment/ Revision Sheet:

Hand Over Hand Prompting for Molly

Strategy Assessment and Revision Worksheet

Use this worksheet to assess a strategy for potential effectiveness and to identify the missing elements that will strengthen the impact of the intervention. Identify how well each of the seven effective elements are represented in the targeted strategy. Revise and improve current strategies by identifying ways to include the missing elements.

Name of Individual: Molly

Strategy: *Hand Over Hand Prompting*

Element	*Does the current strategy include the element?*	*Description of Existing Element Features*	*Revisions of Strategy to Include Missing Element or to Improve Targeted Element*
Visual/Tactile	☐ Yes ☐ No ☒ Somewhat	Kind of, but not static. It's prompting, not demonstration.	Develop visual prompts to show how to do the task/action; model the task/action
Sensory Consideration	☐ Yes ☒ No ☐ Somewhat	She is tactile defensive, so hand over hand might cause her some discomfort	Hand under hand would give Molly the pressure control and an ability to release her hand easier
Positive Reinforcement	☐ Yes ☒ No ☐ Somewhat	Not part of this strategy	Build in reinforcement for completing the task/action using items from her reinforcement survey/assessment
Individualized & Motivating	☐ Yes ☐ No ☒ Somewhat	She is prompted when she seems to require it, but doesn't like the touch or having other people move her hand	Add special interest of music or movement to the task/action
Teaches What To Do	☒ Yes ☐ No ☐ Somewhat	It moves Molly through the action or task so she can see how to do it	
Predictable & Consistent	☒ Yes ☐ No ☐ Somewhat	Staff tries to do the prompt the same each Time	
Reliable Implementation	☒ Yes ☐ No ☐ Somewhat	Staff are waiting for a count of 12 for Molly to process directions before hand over hand	

Strategy Assessment/ Revision Sheet:

Hand Over Hand Prompting for Molly

Strategy Assessment and Revision Worksheet

Use this worksheet to assess a strategy for potential effectiveness and to identify the missing elements that will strengthen the impact of the intervention. Identify how well each of the seven effective elements are represented in the targeted strategy. Revise and improve current strategies by identifying ways to include the missing elements.

Name of Individual: *Molly*			
Element	***Does the current strategy include the element?***	***Strategy:*** *Hand Over Hand Prompting*	
		Description of Existing Element Features	***Revisions of Strategy to Include Missing Element or to Improve Targeted Element***
Visual/Tactile	☐ Yes ☐ No ☒ Somewhat	Kind of, but not static. It's prompting, not demonstration.	Develop visual prompts to show how to do the task/action; model the task/action
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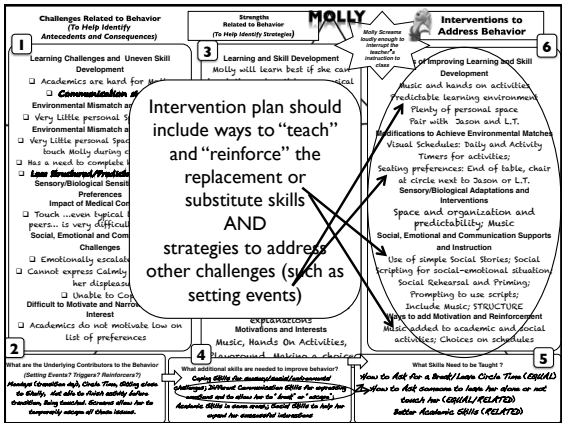


Aligning Strategy Selection to Identified Antecedent, Consequences and Strengths

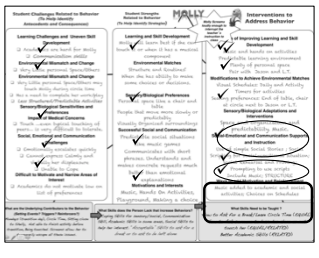
Check the Plan

- Have you included strategies to address the **antecedents** that are setting up and triggering the behavior?
- Have you included strategies to address the **consequences** that are maintaining or reinforcing the behavior?
- Cross check each item in the "Challenges" and the "Strengths" with the Intervention Items to **assure each has been addressed.**

Aligning Strategy Selection to Identified Antecedent , Consequences and Strengths

What are you teaching?

Circle the strategies in the third column that reinforce and teach replacement and new skills.



MOLLY

Molly Screams loudly enough to interrupt the teacher's instruction to class

1 Challenges Related to Behavior *(To Help Identify Antecedents and Consequences)*

Learning Challenges and Uneven Skill Development

- ❑ Academics are hard for M
- ❑ ***Communication sk***

Environmental Mismatch an

- ❑ Very Little personal S

Environmental Mismatch a

- ❑ Very Little personal Spac
  touch Molly during c
- ❑ Has a need to complete t
- ❑ ***Less Structured/Predicta***

Sensory/Biological Sensit Preferences

Impact of Medical Cor

- ❑ Touch ...even typical p
  peers... is very difficul

Social, Emotional and Com Challenges

- ❑ Emotionally escalate
- ❑ Cannot express Calmly
  her displeasu
- ❑ Unable to Cop

Difficult to Motivate and Narrow Interest

- ❑ Academics do not motivate low on list of preferences

2 What are the Underlying Contributors to the Behavior *(Setting Events? Triggers? Reinforcers?)*

Mondays (transition day), Circle Time, Sitting close to Shelly, Not able to finish activity before transition, Being touched. Screams allow her to temporarily escape all these issues.

3 Strengths Related to Behavior *(To Help Identify Strategies)*

Learning and Skill Development

Molly will learn best if she can
sical

explanations

Motivations and Interests

Music, Hands On Activities,
Playground, Making a choice

4 What additional skills are needed to improve behavior?

Coping Skills for sensory/social/environmental challenges; Different Communication Skills for expressing emotions and to allow her to "break" or "escape"; Academic Skills in some areas;; Social Skills to help her expand her successful interactions

5 What Skills Need to be Taught ?

How to Ask for a Break/Leave Circle Time (EQUAL)

How to Ask someone to leave her alone or not touch her (EQUAL/RELATED)

Better Academic Skills (RELATED)

6 Interventions to Address Behavior

s of Improving Learning and Skill Development

Music and hands on activities
Predictable learning environment
Plenty of personal space
Pair with Jason and L.T.

Modifications to Achieve Environmental Matches

Visual Schedules: Daily and Activity
Timers for activities;
Seating preferences: End of table, chair at circle next to Jason or L.T.

Sensory/Biological Adaptations and Interventions

Space and organization and predictability; Music

Social, Emotional and Communication Supports and Instruction

Use of simple Social Stories; Social Scripting for social-emotional situations
Social Rehearsal and Priming;
Prompting to use scripts;
Include Music; STRUCTURE

Ways to add Motivation and Reinforcement

Music added to academic and social activities; Choices on schedules

Intervention plan should include ways to "teach" and "reinforce" the replacement or substitute skills AND strategies to address other challenges (such as setting events)

Aligning Strategy Selection to Identified Antecedent, Consequences and Strengths

Check the Plan

- Have you included strategies to address the **antecedents** that are setting up and triggering the behavior?
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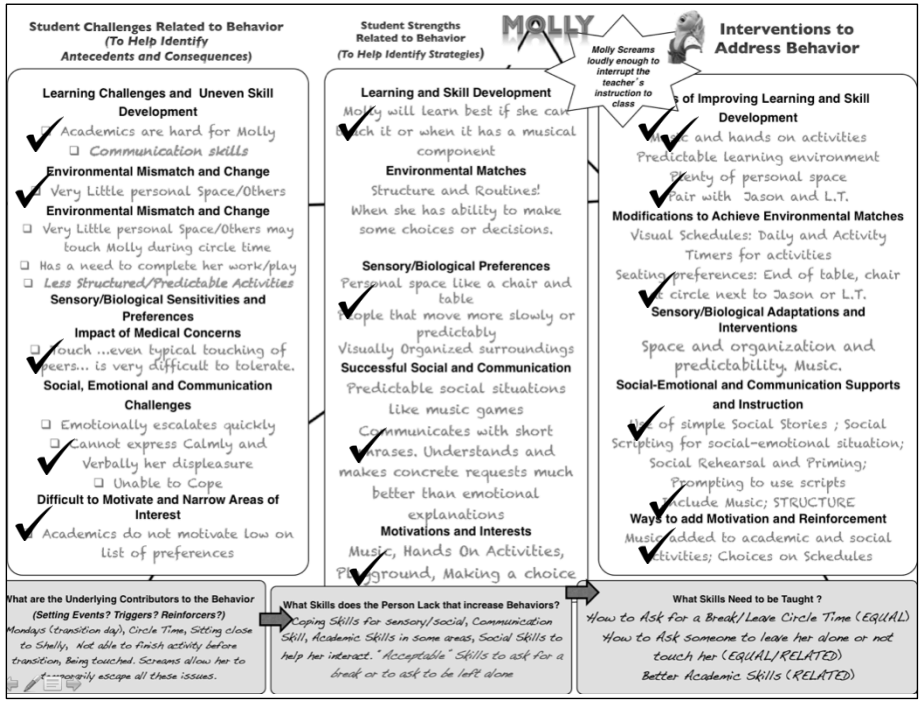

Aligning Strategy Selection to Identified Antecedent , Consequences and Strengths

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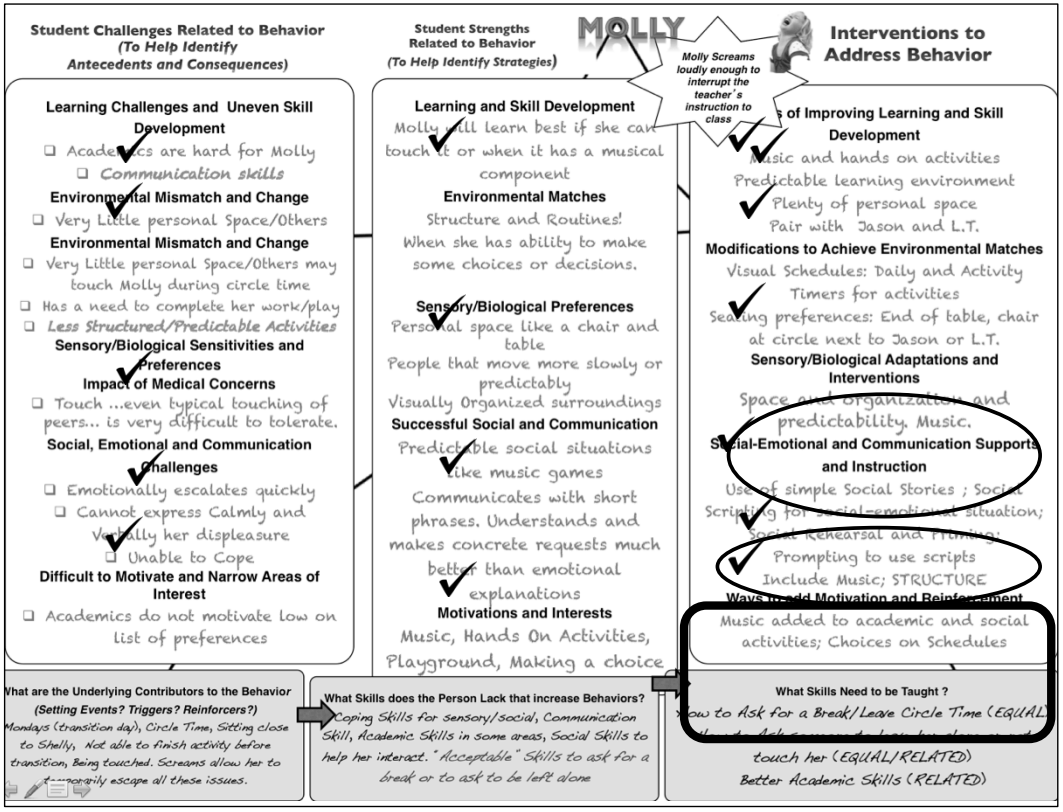
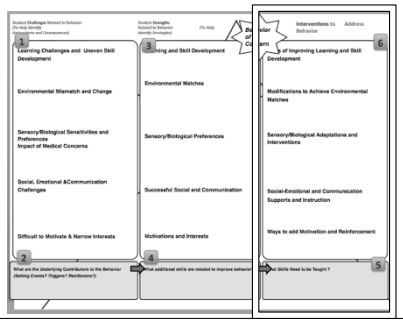
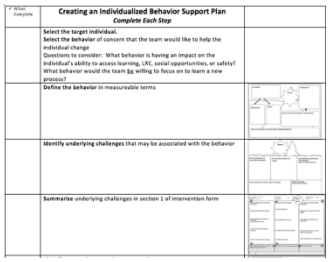


NEXT STEPS: COMPLETE SECTIONS 5 & 6

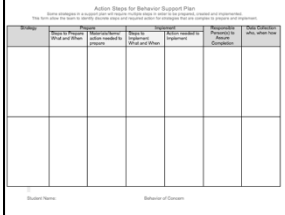


Behavior Plan Steps Chart

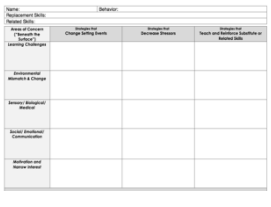


Other Helpful Forms

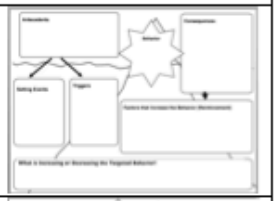
Action Steps



Review & Check

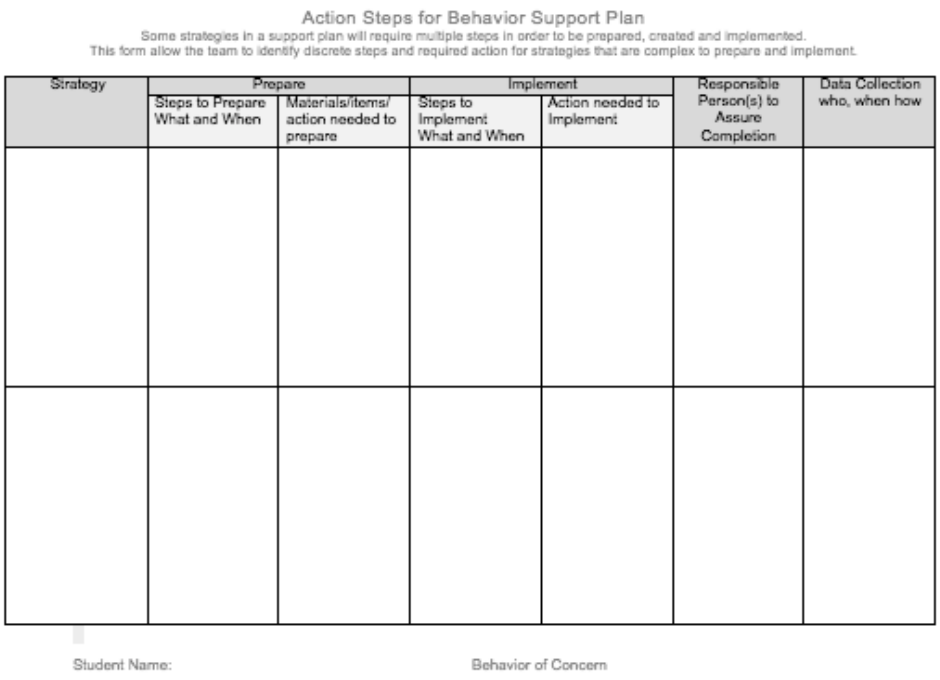


Behavior Plan Steps Chart

✓ When Complete	**Creating an Individualized Behavior Support Plan** ***Complete Each Step***	
	Select the target individual. **Select the behavior** of concern that the team would like to help the individual change Questions to consider: What behavior is having an impact on the individual's ability to access learning, LRE, social opportunities, or safety? What behavior would the team be willing to focus on to learn a new process?	
	Define the behavior in measureable terms	
	Identify underlying challenges that may be associated with the behavior	
	Summarize underlying challenges in section 1 of intervention form	

Other Helpful Forms

Action Steps



Action Steps for Behavior Support Plan

Some strategies in a support plan will require multiple steps in order to be prepared, created and implemented.
This form allow the team to identify discrete steps and required action for strategies that are complex to prepare and implement.

Strategy	Prepare		Implement		Responsible Person(s) to Assure Completion	Data Collection who, when how
	Steps to Prepare What and When	Materials/items/ action needed to prepare	Steps to Implement What and When	Action needed to Implement		

Student Name: Behavior of Concern

Review & Check

Name:	Behavior:
Replacement Skills:	
Related Skills:	

Areas of Concern ("Beneath the Surface")	Strategies that Change Setting Events	Strategies that Decrease Stressors	Strategies that Teach and Reinforce Substitute or Related Skills
Learning Challenges			
Environmental Mismatch & Change			
Sensory/ Biological/ Medical			
Social/ Emotional/ Communication			
Motivation and Narrow Interest			

Last Step Before Implementation

- Identify your district or agency approved behavior plan form OR, if applicable, your preferred behavior plan form
- Transfer the information from the forms in this behavior process to your district or agency forms

Using the Process: Next Steps

- Complete the plan with as much information as possible
- Select strategies that you are going to try first
- Assess and revise the first strategies
- Implement your plan and keep data
- Continue to update

linking research
to real life.

A division of the ESC of Central Ohio