

BEHAVIOR PLAN INTERVENTIONS

➤ ACTION TEMPLATES

➤ 3 SAMPLE PLANS

➤ REPLACEMENT TOOL

➤ BEHAVIOR GOALS

SPECIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS

Behaviors of Concern

Does the behavior impede his or her learning or learning of others? Identify the behavior of concern and function of the behavior from the list below if the answer to the question is "yes."

No, STUDENT'S behavior does not impede his learning or the learning of others.

Yes, STUDENT'S behavior impedes his learning and the learning of others.

- STUDENT avoids classwork by saying he does not understand the work and cannot do an assignment. STUDENT does not accept help from teachers and ignores repeated requests to complete work. He has emotional outbursts that disrupt the instruction of the class.
- STUDENT will attempt to remove himself from an undesirable room, walking away, pushing away, or focusing his attention elsewhere.
- When presented with assignments STUDENT does not think. He is very frustrated, makes self-deprecating statements, and cries with peers in a partner or group setting. He will hit his head. STUDENT has made threatening statements towards himself.
- STUDENT struggles with completing tasks within the classroom education individually, with a partner, within a group, or in a task and has difficulty controlling his internet use. If a computer is used, he doodles on paper and his body or playing with a small item to do classwork. When STUDENT has begun working, he does not immediately know the answer. STUDENT often becomes depressed. STUDENT has used profanity at school, thrown objects, and has threatened to harm others.
- STUDENT is often inattentive during classroom academic activities. He has his homework and any necessary supplies to participate in class. He often fidgets or using his computer for nonacademic tasks.
- STUDENT is able to participate in the general education curriculum and understands teachers' directions. STUDENT often becomes distracted and within the classroom which distracts others. STUDENT has built-in sensory breaks and walking breaks.
- STUDENT demonstrates off-task behaviors and has difficulty following directions. STUDENT appears to not know or understand when presented with directions.
- STUDENT exhibits many off-task physical behaviors. He makes noises that interfere with his ability to focus and organize his work and curriculum.
- STUDENT often exhibits disruptive behavior including leaving the classroom without permission.
- STUDENT struggles with appropriate peer and adult interaction. When asked to complete work, STUDENT often becomes defiant.
- STUDENT often comes to school in an escalated state of aggression. Due to STUDENT'S increased level of aggression in his educational programming. STUDENT refuses to follow directions and if the direction is in regards to a non-academic task, he becomes physically aggressive towards peers and adults and has become physically aggressive towards staff members, but staff members, and threatened bodily harm to staff members.

Student: _____

Setting: _____

Teacher of Record: _____

School Psychologist: _____

School Counselor: _____

Behavior Specialist: _____

When (note the observed cause of behavior) perceived attempt to (identify perceived function): _____

Proactive Action & Visuals

Visuals	Proactive Action & Visuals
☐ Agenda	☐ Breathing exercises
☐ Behavior contract	☐ Calm down strategies
☐ Calendar	☐ Fidgets
☐ Classroom rules	☐ Head down
☐ Cue Cards	☐ Preferred activities
☐ First/then board	☐ Seat of choice
☐ Reward/token system	☐ Sensory breaks
☐ Mini schedule/checklist	☐ Start of class
☐ Monitoring controls	☐ Study breaks
☐ Social Stories	☐ Therapy
☐ Video modeling	☐ Walk/paces

Back

Behavior Improvement Plan Summary

Student: _____ **Activity/Event:** _____ **Date:** _____

Setting: _____ **Student/teacher ratio:** _____

Committee Members	
Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Hypothesis of Behavior Concern

When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Proactive Action & Support Strategies (Check all that apply.)		
Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	

READY-TO-USE SUPPORT PLAN TEMPLATES TO GUIDE CHANGE

EDITABLE SUMMARY TEMPLATE

Behavior Improvement Plan Summary (page 3)		
Crisis Plan		
☐ The student's behavior REQUIRES a crisis plan to maintain the safety of self and others. (Attach plan to IEP.)		
☐ The student's behavior DOES NOT REQUIRE a crisis plan to maintain the safety of self and others.		
Behavior Goal		
STUDENT will utilize (identify replacement behavior) in order to		
Data Collection and Progress Monitoring		
Tool	Frequency of Collection	Staff Responsible
☐ Behavior management sheet	☐ Day ☐ Week ☐ Month ☐ Reporting Period	
☐ Checklists	☐ Day ☐ Week ☐ Month ☐ Reporting Period	
☐ Communication log	☐ Day ☐ Week ☐ Month ☐ Reporting Period	
☐ Descriptive documentation	☐ Day ☐ Week ☐ Month ☐ Reporting Period	
☐ Rubrics	☐ Day ☐ Week ☐ Month ☐ Reporting Period	

Behavior Improvement Plan Summary (page 2)	
Replacement Behavior (Include top 3 behavior of concerns and strategies.)	
Behavior of Concern	Replacement Strategies
Implementation of Replacement Behavior	
Behavior Tool	Staff Responsible for Implementation
☐ Agenda	☐ Administrator
☐ Calendar	☐ Behavior therapist
☐ Circle of friends group	☐ Circle of friends group sponsor
☐ Clearly defined and posted rules	☐ Counselor
☐ First/then board	☐ Home/school advisor
☐ Monitoring control visual	☐ Instructional assistant
	☐ Nurse
	☐ Occupational therapist
	☐ One-to-one assistant
	☐ Resource provider
	☐ Physical therapist
	☐ Scribe/note taker
	☐ Social worker
	☐ Speech Language Pathologist
	☐ Teacher of Record
	☐ Teacher of Service
☐ Visual schedule	
De-escalation Strategies to Reduce Behaviors of Concern	
Activity	Action
☐ Break (scheduled or as needed)	☐ Calm tone
☐ Calm down room	☐ Controlled choices
☐ Drawing	☐ Deep breathing
☐ Isolation/timeout	☐ Planned ignoring
☐ Non-preferred activity ended/removed	☐ Praise for good choices
☐ Physical exercise	☐ Removal
☐ Preferred activity	☐ Removal of environmental stimuli
☐ Redirection	☐ Rewarding positive behavior
☐ Sensory (brush, fidget, swing, weighted blanket)	☐ Simple, positive communication
☐ Silence	☐ Talking with trusted adult
☐ Technology	☐ Use of visuals (monitors, social media)

Behavior Improvement Plan Summary			
Student: _____ Date: _____			
Setting: _____ Activity/Event: _____ Student/teacher ratio: _____			
Committee Members			
Teacher of Record:		Parent:	
School Psychologist:		Public Agency Representative:	
School Counselor:		General Education Teacher:	
Behavior Specialist:		Other:	
Hypothesis of Behavior Concern			
When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).			
Proactive Action & Support Strategies (Check all that apply.)			
Visuals	Environment	People	
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of friends group	
☐ Behavior contract	☐ Calm down room	☐ Counselor	
☐ Calendar	☐ Fidget	☐ Home/school advisor	
☐ Classroom rules	☐ Headphones	☐ Instructional assistant	
☐ Cue Cards	☐ Preferred seating	☐ Nurse	
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant	
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider	
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy	
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor	
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker	
☐ Video modeling	☐ Walk/pace area	☐ Social worker	
☐			
Incentives and Reinforcements for Replacement Behaviors			
Attention	Escape	Sensory	Task
☐ Call home	☐ Bean bag	☐ Blow bubbles	☐ Arts and crafts
☐ Eat lunch with teacher	☐ Book break	☐ Blocks	☐ Draw

Behavior Improvement Plan Summary (page 2)	
Replacement Behavior (Include top 3 behavior of concerns and strategies.)	
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Behavior Tool	Staff Responsible for Implementation
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☐ Monitoring control visual	☐ Instructional assistant
	☐ Nurse
	☐ Occupational therapist
	☐ One-to-one assistant
	☐ Resource provider
	☐ Physical therapist
	☐ Scribe/note taker
	☐ Social worker
	☐ Speech Language Pathologist
	☐ Teacher of Record
	☐ Teacher of Service
☐ Visual schedule	
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☐ Physical exercise	☐ Removal
☐ Preferred activity	☐ Removal of environmental stimuli
☐ Redirection	☐ Rewarding positive behavior
☐ Sensory (brush, fidget, swing, weighted blanket)	☐ Simple, positive communication
☐ Silence	☐ Talking with trusted adult
☐ Technology	☐ Use of visuals (monitors, social media)

SPECIAL CONSIDERATIONS AND BEHAVIORAL CONCERNS	
Behaviors of Concern	
Does the behavior impede his or her learning or learning of others? Identify the behavior of concern and function of the behavior from the list below if the answer to the question is "yes."	
No, STUDENT'S behavior does not impede his learning or the learning of others.	
Yes, STUDENT'S behavior impedes his learning and the learning of others.	
- STUDENT avoids classwork by saying he does not understand the work and cannot do an assignment. STUDENT does not accept help from teachers and ignores repeated requests to complete work. He has emotional outbursts that disrupt the instruction of the class. - STUDENT will attempt to remove himself from an undesirable situation or environment by leaving the room, walking away, pushing away, or focusing his attention elsewhere. - When presented with assignments STUDENT does not think he is able to complete perfectly, he becomes very frustrated, makes self-deprecating statements, and cries. STUDENT refuses to work cooperatively with peers in a partner or group setting. He will hit his head against an object when he is upset. STUDENT has made threatening statements towards himself, peers, and adults including bodily harm. - STUDENT struggles with completing tasks within the classroom including actively participating in education individually, with a partner, within a group, or in a whole group setting. STUDENT is often off-task and has difficulty controlling his internet use. If a computer is not available, STUDENT is observed doodling on paper and his body or playing with a small item. STUDENT has told teachers he is unwilling to do classwork. When STUDENT has begun working, he will often discard his assignment to the floor if he does not immediately know the answer. STUDENT often cries in class and has stated that he is depressed. STUDENT has used profanity at school, thrown away work, and shouted at teachers. - STUDENT is often inattentive during classroom academic instruction. He often comes to school without his homework and any necessary supplies to participate in class. STUDENT is often off-task and is frequently using his computer for nonacademic tasks.	

FUNCTION OF THE BEHAVIOR	
communication does occur, STUDENT often communicates with either one word, a simple, short response, or a stare.	
- STUDENT can become very stressed and anxious. This can lead to "melt downs" in the classroom where STUDENT will cry, hide under furniture, shout, throw items, and/or flee the room. STUDENT appears to lack coping skills and has difficulty making decisions. - STUDENT appears to struggle with a negative self-image along with a difficulty expressing emotions, specifically frustration and disappointment. STUDENT'S inability to express and cope with his emotions often restrict his ability to participate in class without being verbally harsh towards himself or others as his negativity will cause him to shut down and become unable to complete a task. - STUDENT has difficulty processing his anger and understanding the viewpoints of others. During moments of anger, STUDENT will become verbally aggressive and will call others names, make threats, increase his volume level, use a disrespectful tone, and cry. He will also throw items such as papers, writing utensils, and books. STUDENT will flee a classroom when frustrated without informing adults of his need to take a break or his planned destination.	
Functions of Behavior: Include the evidence of factors affecting behavior.	
- STUDENT'S behaviors appear to be a way of avoiding non-preferred tasks specifically academic instruction of math and writing. - STUDENT appears to be avoiding non-preferred activities while attempting to calm his emotions when overstimulated by his environment, particularly excessive noise levels, and when he feels overloaded with assignments, homework, and demands. - STUDENT appears to have difficulty understanding the material presented. He gravitates towards avoidance and calming when overstimulated by his environment particularly when noise levels are high and the academic work load is intense. The typical pace of instruction appears to be advanced for him, and he often states that he doesn't know what is going on. - STUDENT appears to exhibit these behaviors when he is overwhelmed, stressed, or when he is in a situation that might fail, or when he is in a situation that he feels he cannot control. - STUDENT appears to exhibit these behaviors when he is in a situation that he feels he cannot control.	

BEHAVIORS OF CONCERNS	
In order to carry out the assignments. Increased affect STUDENT'S participation in school. peers and adults while avoiding the task at hand.	
manipulate or intimidate authority, and relieve stress and avoid situations which make him feel uncomfortable.	
in excessive noise production and/or increased expressive language.	

NO OVERWHELM ACTION PLANS

QUICKLY & EASILY CREATE EFFECTIVE INTERVENTION PLANS

INTERVENTION GOALS AND GUIDES

Work Completion

- Student will complete tasks in the allotted time by using a behavior monitoring checklist with a motivator/time with two or fewer prompts 4 out of 5 times.
- Student will follow classroom rules (keep his body to self, do what teachers say, and use the break room) by using pro-social forms of communication, including using words to tell others his needs, or with a break card), and using a fidget/sensory tool to deescalate to physically aggressive behavior to 0.

progress toward independence in the general education classroom by tions without additional verbal prompts in 80% of academic activities in a fied location of the classroom and attend jointly with adult caregivers or o an adult-directed activity for a minimum of 10 minutes by the end of the of his classroom assignments and homework by the end of the school year. of the class assignments and tasks presented both at school and home. bal or non-verbal cues, student will attend to a non-preferred and/or small e statements, self-control, and remain on task for 20 minutes 80% of the

- Student will use appropriate words to express anxiety or frustration to his teachers and peers and will ask a teacher for help when needed, rather than using an escape/avoidance behavior, in 4 out of 5 documented occurrences by the end of the third grading period.
- Student will follow a teacher direction with no more than 1 prompt by the end of the school year in 4 out of 5 observed opportunities.
- When redirected, student will say "okay" and adhere to the given instruction instead of arguing or making excuses 4 out of 5 times.
- Student will comply with teacher instructions and directions with one or less prompts throughout all academic subjects in 4 out of 5 times.

- Routines**
- Student will use individual activity schedule to transition appropriately from tasks and activities in school environments.
 - Student will transition from activity to activity indepen
 - Student will independently transition throughout the scho
 - 5 opportunities by the end of the 2nd nine weeks of the sch
 - Student will make choices by communicating verbally or
 - Student will complete the steps of his visual schedule by
 - independently to the location indicated on the schedule at
 - location 4 out of 5 times.
 - Student will accept changes in the schedule or environme

- Self-Advocacy**
- Student will communicate the need for help with no promt the end of the school year.
 - Student will ask for help for a specific task in at least diff opportunities by the end of the school year.
 - Upon wanting a particular item/activity, student will use l sentence including an "I want" picture and a reinforce pic
 - sentence to a trained adult in 4 out of 5 trials across a vari
 - environments.
 - Student will participate in class discussions to initiate cor
 - interject a statement or ask a questions 3 out of 5 days.
 - Given his daily schedule, student will tell an assistant or t
 - focus and not disturb those around him 100% of the time.

- Social**
- Student will engage in appropriate turn-taking skills 4 out of 5 opportunities.
 - Student will raise their hand and wait to be called to befo opportunities to do so.
 - Student will work cooperatively with peers in sm
 - Student will
 - opport
 - Student
 - list bu
 - Stude
 - during

43 SMART GOALS IN 8 BEHAVIOR CATEGORIES



Caroline Koehler

Behavior of Concern	Replaceme
Grabbing	Holding preferred it busy with fidget
Fidgeting/restless	Holding preferred it busy with fidget, w
Emotional	Using words to exp
Fleeing/running	Taking an exercise scheduled/increased break
Hyperactivity	Holding preferred it busy with fidget, w
Impulse control	Holding preferred it busy with fidget, w
Inappropriate language	social scripting, inn journaling
Inappropriate noises	Use inner monolog distractor music/sou
Inattentive, lack of engagement/participation	Use of headphones, graphic organizers, utilizing study carrel, organizers, charts, c study carrel, use a cushion/ball
Invading personal space	Use "arm's length a
Lying	Use of manners, use
Misuse of technology	Use an applied time technology rules
Nonresponsive	Social scripting, use of visuals, use of graphic organizers, utilizing technology, utilizing study carrel, select from a given choice, utilizing a schedule
Off task	Use of fidget, utilizing study carrel, use a schedule, verbal or physical prompt
Remarks	social scripting, inner monologue, journaling

REPLACEMENT BEHAVIORS		
Define the desired behavior necessary to replace the behavior of concern.		
Use the Behavior of Concern column to help you quickly identify replacement strategies and the related implementation tools. Add these within your behavior plan.		
Behavior of Concern	Replacement Strategies	Implementation Tool
Attendance	Talk with an adult, use a schedule for morning routine, use of alarm, stress reduction strategies (deep breathing, use of stress ball, use of fidget)	Established schedule, possible schedule change to place with peer support, practice with setting alarm
Arguing	Ask questions, use a calm tone, select from a given choice	Circle of Friends group, visual monitoring controls, choice board
Biting	Use a chewy, chew gum, snacking	Behavior contract, social stories, provide chewies and ways to use them
Bodily Harm	Use a fidget, hands in pockets/clasp, Teach asking for hug, handshake, hi-five; model	Behavior contract, social stories, clearly defined rules, role playing
Bullying	Manner	monite
Defiance/refusal/insubordination	Asking use a s	
Destruction of property	Increase fidget	
Destruction of materials	Altern scribe, exercis	
Difficulty remaining seated	Stretch perching	
Difficulty responding	Use cu writer choice	
Disorganization	Use of reminding folders	
Disruptive	Asking using	
Doodling		

Behavior of Concern	Replacement Strategies	Implementation Tool
Outburst	Stretching, deep breathing, pressure points, brushing, raising hand to talk, increased physical exercise, scheduled breaks	Clearly defined classroom rules, role playing, calming techniques taught via role playing, soft brush
Physically aggressive	Teach asking for hug, handshake, hi-five; model soft touching, increase daily physical exercise, asking to take a break	Behavior contract, clearly defined classroom rules, calm down room, role playing, social stories, video modeling
Physically aggressive	Teach asking for hug, handshake, hi-five; model soft touching, increase daily physical exercise, asking to take a break	Behavior contract, clearly defined classroom rules, calm down room, role playing, social stories, video modeling
Refusal	Asking for help, raising hand, use a schedule, select from a given choice, using a schedule, using a break	Agenda, calendar, behavior contract, choice board, role playing, social stories, cue cards
Sexual harassment	Use of appropriate fidget, social scripting, teach asking for hug, handshake, hi-five, manners	Behavior contract, classroom rules, social stories, video modeling, role playing, scripted language guide
Shouting	Calm talking with social scripting, volume and voice tone monitor	Behavior contract, social stories, role playing, volume control visual
Social interactions	Handshaking, hi-fives, hugs (if permission granted first), scripted	Circle of Friends group, role playing, social stories, video modeling, scripted

REPLACEMENT STRATEGIES + IMPLEMENTATION TOOLS

	utilizing study carrel, use a schedule, raising hand to receive help, select from a given choice	choice board, social stories
Theft	Working for rewards, manners	Behavior contract, clearly defined rules, stealing monitor, truth telling monitor, Circle of Friends group
Throwing objects	Holding preferred item, keeping hands busy with fidget	Behavior contract, clearly defined rules, fidget box, reward/token system
Throwing self on the floor	Stretching, deep breathing, pressure points, brushing, utilizing a schedule, use of a seat cushion/therapy ball	Behavior contract, seat cushion, therapy ball seating, role playing to teach calm down strategies, brush, schedule
Trouble remaining upright	Stretching, use walk/pace/stand area, perching/crouching, use of a seat cushion, use of a slant board	Seat cushion, therapy ball seating, slant board, designated walk/stand area, teaching stretching techniques

BEHAVIOR PLANNING CHEAT SHEET

Behavior Improvement Plan Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members

Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Hypothesis of Behavior Concern

When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Proactive Action & Support Strategies (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant

EDIT IN
MICROSOFT
WORD

Behavior Improvement Plan Summary

Student: _____ Date: _____

Setting: Regular Education Classroom Activity/Event: Math Student/teacher ratio: 27:2

Committee Members

Teacher of Record: Caroline Koehler	Parent: _____
School Psychologist: _____	Public Agency Representative: _____
School Counselor: _____	General Education Teacher: _____
Behavior Specialist: _____	Other: _____

Hypothesis of Behavior Concern

When the schedule changes without a 24 hour advanced notice, _____ refuses to participate in a perceived attempt to escape or avoid the new schedule.

Proactive Action & Support Strategies (Check all that apply.)

Visuals	Environment	People
☒ Agenda	☒ Break (scheduled/allowed)	☐ Circle of friends group
☐ Behavior contract	☐ Calm down room	☒ Counselor
☒ Calendar	☒ Fidget	☐ Home/school advisor
☒ Classroom rules	☐ Headphones	☐ Instructional assistant
☒ Cue Cards	☒ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☒ Reward/token system	☐ Sensory room/tub	☒ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☒ Study carrel	☐ Peer tutor
☒ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☒ Social worker
☐	☐	☐

Incentives and Reinforcements for Replacement Behaviors

Attention	Escape	Sensory	Tangible
☒ Call home	☐ Bean bag	☐ Blow bubbles	☐ Arts and crafts
☒ Eat lunch with teacher	☐ Book break	☐ Blocks	☒ Draw
☐ Favorite person	☐ Computer	☒ Fidget	☒ Drink
☐ Game	☒ iPad/iPod	☒ Gym	☐ Lotion
☐ Helper	☐ Library	☐ Music	☐ Homework pass
☐ Note home	☐ Magazine	☒ Play dough	☒ Snack
☐ Pet	☐ Movie	☐ Sensory room	☐ Sticker
	☐ Puzzle	☐ Swing	☐ Treasure box
	☒ Relax	☐ Trampoline	☐ Token
	☐ T.V.	☐ Wet/dry table	☐ Toy
	☐	☐	☐



Caroline Koehler

POSITIVE SUPPORT – REAL SOLUTIONS

ONE PAGE BEHAVIOR SUMMARY

BIP-at-a-glance-example.pdf
1 page — Edited

AutoFill can assist with filling out this form.

Behavior Plan Summary

Student's Name: Caroline Koehler		Primary Disability: Autism	
Behavior of concern: When asked to complete a non-preferred task Caroline will			
Replacement behaviors:			
Behavior goal(s):			
Proactive Strategies To Prevent Behavior Escalation		Reinforcement To Motivate Positive Behaviors	
☐ Break	☐ Cue cards	☐ Computer	☐ Note home
☐ First/Then board	☐ Fidget/sensory	☐ Preferred activity	☐ Sensory room

**FILLABLE
PDF or Print
and Write On**

Behavior Plan Summary

Student's Name:		Primary Disability:	
Behavior of concern:			
Replacement behaviors:			
Behavior goal(s):			
Proactive Strategies To Prevent Behavior Escalation		Reinforcement To Motivate Positive Behaviors	
☐ Break	☐ Cue cards	☐ Computer	☐ Note home
☐ First/Then board	☐ Fidget/sensory	☐ Preferred activity	☐ Sensory room
☐ Social stories	☐ Token system	☐ Snack	☐ Sticker/token
☐ Visual schedule	☐ Other:	☐ Treasure box	☐ Other:
Triggers Situations That May Provoke Negative Behavior		De-escalation Strategies Use When Behavior Starts to Escalate	
☐ Attention on others	☐ Demand/request	☐ Break	☐ Calm down room
☐ Demand/request	☐ Direct instruction	☐ Controlled choices	☐ Planned ignoring
☐ Interruption	☐ Transitions	☐ Redirection	☐ Removal
☐ Unstructured time	☐ Other:	☐ Sensory	☐ Other:
☐ The student's behavior <u>REQUIRES</u> a crisis plan to maintain the safety of self & others. (Plan attached.)			
☐ The student's behavior <u>DOES NOT REQUIRE</u> a crisis plan to maintain the safety of self and others.			
Additional Notes			



Caroline Koehler

**PERFECT TO GIVE TO GENERAL EDUCATION
TEACHERS AND PARAPROFESSIONALS**

CHECK OUT THE BUNDLE!

Click here to get this
plus the FBA support
set for behaviors.

FBA + BIP FORMS DATA PLAN SHEETS

[illegible]

Parent/Teacher Survey

Student: _____ **Date:** _____

1. What are the student's strengths? _____

2. What are the student's weaknesses? _____

3. What are the student's preferred activities? _____

4. What are the student's non-preferred activities? _____

5. What are the student's interests? _____

6. What are the student's dislikes? _____

7. What are the student's special needs? _____

Student Reinforcement Survey

Name: _____ Date: _____

Put a check in the boxes of your top 3 choices.

- ☐ Arts and crafts
- ☐ Book break
- ☐ Call home
- ☐ Computer time
- ☐ Drawing
- ☐ Drink
- ☐ Gym or recess time
- ☐ Homework pass
- ☐ Note home
- ☐ Play a game
- ☐ Relax
- ☐ Snack



Koehler[®]

☐ Watch a movie

☐ Other ideas: _____

Functional Behavior Assessment Summary: Engagement		
Student:		Date:
Setting:	Activity/Event:	Student/Teacher rate:
Committee Members		
Teacher of Record:	Parent:	
School Psychologist:	Public Agency Representative:	
School Counselor:	General Education Teacher:	
Behavior Specialist:	Other:	
Student Strengths		
Academics	Communication	Social
☐ Accepts criticism ☐ Applies lessons to real world ☐ Creativity ☐ Critical thinking ☐ Finishes work in given time ☐ Prepared ☐ Makes predictions ☐ Recall details ☐ Organized ☐ Perseverance ☐ Works independently	☐ Answers questions ☐ Asks questions ☐ Completes written work ☐ Engages in conversation ☐ Expresses self clearly ☐ Follows directions ☐ Makes choices ☐ Initiates communication ☐ Participates in discussions ☐ Uses appropriate language ☐ Uses conventional grammar	☐ Accepting of others ☐ Accepts responsibility ☐ Follows rules and routines ☐ Establishes eye contact ☐ Honest ☐ Makes and maintains friends ☐ Makes good choices ☐ Responds to social cues ☐ Takes turns/shares ☐ Understands personal boundaries ☐ Works well with others
Assessment Tools Used		
☐ Anecdotal notes ☐ Frequency analysis chart ☐ Parent interview ☐ Teacher interview	☐ ABC documentation ☐ Medical records ☐ Student interview	☐ Discipline records/diary ☐ Observations ☐ Student reinforcement survey
Present Positive Behavior Supports (Check all that apply)		
Visuals	Concrete	People
☐ Agenda ☐ Behavior contract ☐ Calendar ☐ Classroom rules ☐ Classwork ☐ First/last board ☐ Reward/token system ☐ Menu/schedule/signals ☐ Monitoring controls ☐ Social Stories ☐ Video modeling	☐ Behavior contract ☐ Concrete ☐ Home/school advisor ☐ Peer tutor ☐ Self-monitoring ☐ Social worker	☐ Circle of Friends group ☐ Counselor ☐ Home/school advisor ☐ Peer tutor ☐ Self-monitoring ☐ Social worker

[illegible]

Behavior Improvement Plan Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/Teacher ratio: _____

Committee Members	
Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Hypothesis of Behavior Concern

What (note the observed cause of behavior escalation). STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Proactive Action & Support Strategies (Check all that apply.)		
Visuals	Environment	People
☐ Agenda ☐ Behavior contract ☐ Calendar ☐ Classroom rules ☐ Cue Cards ☐ First/Last board	☐ Break (scheduled/allowed) ☐ Calm down room ☐ Fidget ☐ Headphones ☐ Preferred seating	☐ Circle of friends group ☐ Counselor ☐ Homeroom advisor ☐ Instructional assistant

Caroline Koehler

- ✓ **Special Ed Collection Bundle**
- ✓ **Tools for behavior success**
- ✓ **Data Analysis with Charts**