

## Support Team Planning Guide

School \_\_\_\_\_ School Year \_\_\_\_\_

Student: \_\_\_\_\_ Grade/Room \_\_\_\_\_

Referring Teacher(s) \_\_\_\_\_

Meeting Date \_\_\_\_\_ Time \_\_\_\_\_

Meeting Location \_\_\_\_\_

How was Parent / Guardian contacted regarding referral? \_\_\_\_\_

Who contacted parent \_\_\_\_\_

Who will contact Parent/Guardian regarding the outcome of today's meeting? \_\_\_\_\_

How? \_\_\_\_\_ When? \_\_\_\_\_

**Initial Meeting Members**

Team Roles	Content Area Grade Level
Case Liason:	
Meeting Facilitator	
Recorder:	
Time Keeper:	
Others Attending:	

Current Attendance: Absent \_\_\_\_\_ days Tardy \_\_\_\_\_ days

Inventory Student Strengths, Talents and Reinforcers (5 minutes)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART 1: DEFINING THE PROBLEM: Select 1 – 2 Target Teacher Concerns. Define concerns in observable and measurable terms. (10 minutes)**

***Teacher Concern #1:***

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**Behavioral**

- Lacks necessary skills
- Has limited motivation
- Seeks attention from adults
- Seeks attention from peers
- Reacting to teasing/bullying
- Tries to escape from work or setting
- Seeks access to privileges, rewards
- Seeks sensory stimulation
- Other
- Other

**Academic**

- Lacks necessary skills
- Has limited motivation
- Struggling academically
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

***Teacher Concern #2:***

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**Behavioral**

- Lacks necessary skills
- Has limited motivation
- Seeks attention from adults
- Seeks attention from peers
- Reacting to teasing/bullying
- Tries to escape from work or setting
- Seeks access to privileges, rewards
- Seeks sensory stimulation
- Other
- Other

**Academic**

- Lacks necessary skills
- Has limited motivation
- Struggling academically
- Other:
- Other:
- Other:
- Other:
- Other:
- Other:
- Other:

**Behavior Concern #1**

Based on the previous discussion, can the team identify the function of the behavior?

- Positive Reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)
- Negative Reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions).
- Skill Deficit
- Not Sure

What is the desired replacement behavior(s)?

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***Is an existing Tier 2 intervention appropriate based on the established concern, function, and desired replacement behavior?***

<input type="checkbox"/> <b>Yes</b> Which tier 2 intervention is appropriate?  Who facilitates the selected Tier 2 intervention?  When and how will this student be referred to the intervention facilitator?	<input type="checkbox"/> <b>No</b> Proceed to Part 2 Planning Guide.
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## PART 2: BRIEF FUNCTIONAL ASSESSMENT (20 minutes)

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low <span style="float: right;">High</span> 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	
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		1   2   3   4   5   6	
		1   2   3   4   5   6	
		1   2   3   4   5   6	

Focus on the routines/activities/contexts with (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the next portion based on those activities/settings/routines.

**Routine/Activities/Context:** Which routine/activity / context is the focus?

Routine/Activities/Context	Problem Behavior(s)
	<p><b>Provide more detail about the problem behavior(s):</b></p> <p>What does the problem behavior(s) look like?</p> <p>How often does the problem behavior(s) occur?</p> <p>How long does the problem behavior(s) last when it does occur?</p> <p>What is the intensity/level of danger of the problem behavior(s)?</p>

**What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)		Environmental Features	
<input type="checkbox"/> Illness	<input type="checkbox"/> Other _____	<input type="checkbox"/> Reprimand/correction	<input type="checkbox"/> Structured activity
<input type="checkbox"/> drug use	_____	<input type="checkbox"/> Physical demands	<input type="checkbox"/> Unstructured time
<input type="checkbox"/> negative peer group	_____	<input type="checkbox"/> Socially isolated	<input type="checkbox"/> Tasks too boring
<input type="checkbox"/> conflict at home	_____	<input type="checkbox"/> With peers	<input type="checkbox"/> Activity too long
<input type="checkbox"/> academic failure	_____	<input type="checkbox"/> Other	<input type="checkbox"/> Tasks too difficult

**What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained		Things Avoided or Escaped From	
<input type="checkbox"/> Adult attention	<input type="checkbox"/> Other _____	<input type="checkbox"/> Hard tasks	<input type="checkbox"/> Other _____
<input type="checkbox"/> Peer attention	_____	<input type="checkbox"/> Reprimands	_____
<input type="checkbox"/> Preferred activity	_____	<input type="checkbox"/> Peer negatives	_____
<input type="checkbox"/> Money/things	_____	<input type="checkbox"/> Physical effort	_____
		<input type="checkbox"/> Adult attention	

**SUMMARY OF BEHAVIOR**

Identify the function of the behavior:

	Positive Reinforcement (Access Something)	Negative Reinforcement (Avoid Something)
Attention		
Tangibles/Activities		
Sensory		

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequences(s)

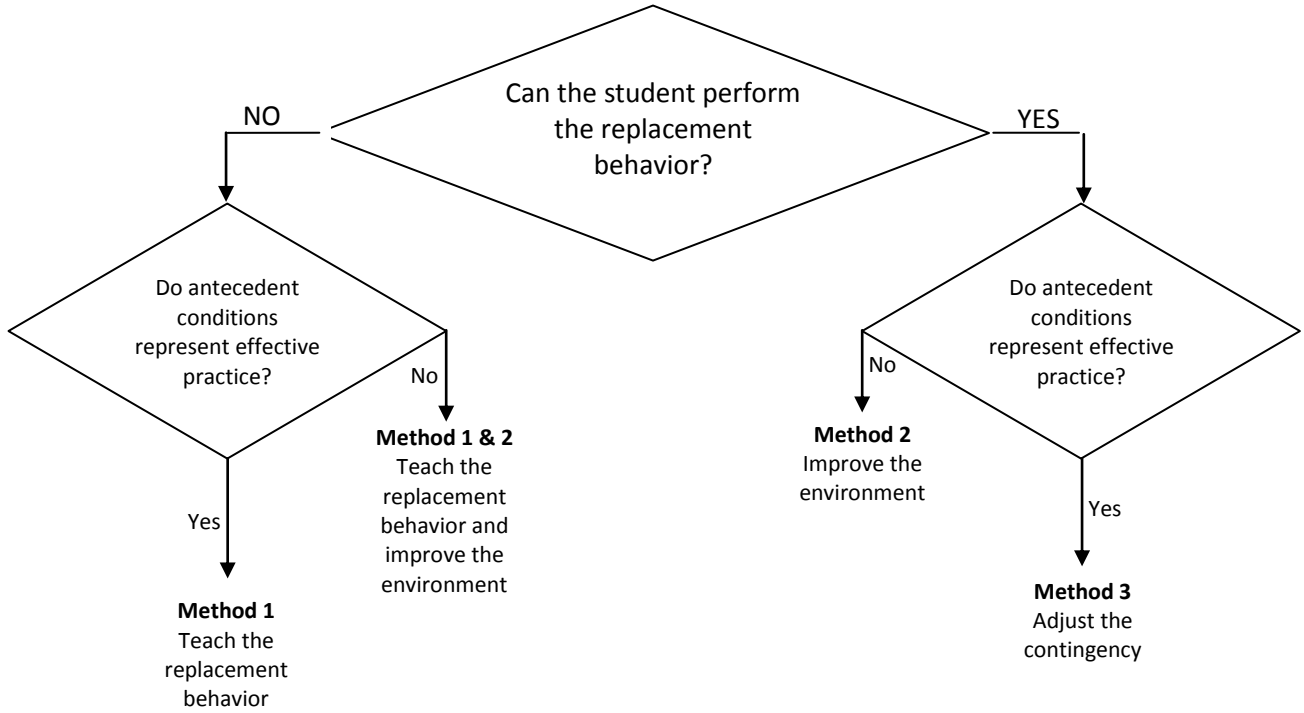
How confident are you that the Summary of Behavior is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

<input type="checkbox"/> If the level of confidence is 4 – 6, proceed to intervention development. <input type="checkbox"/> If the level of confidence is 1 – 3, complete a full functional assessment or functional analysis (see appendix A).
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**PART 3: INTERVENTION DEVELOPMENT (15 MINUTES)**

The replacement behavior is \_\_\_\_\_



*Umbreit, Ferro, Liaupsin, Lane, 2007*

**After answering the questions above, choose the indicated method template to develop the intervention. (15 minutes) Refer to appendix B for function based intervention strategies.**

**Intervention Method 1: Teaching the Replacement Behavior**

Method 1 Elements	Resulting Intervention Elements
Adjust antecedent conditions so new behaviors are learned and aversive conditions avoided	
Provide appropriate reinforcement for replacement behavior	
Withhold the consequence that previously reinforced the target behavior	

**Intervention Method 1 and Method 2:  
Teaching the Replacement Behavior & Improve the Environment**

<b>Method 1 and 2 Elements</b>	<b>Resulting Intervention Elements</b>
Adjust the antecedent conditions so new behaviors are learned and aversive conditions avoided. (Method 1)	
Adjust the antecedent conditions so that the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur. (Method 2)	
Provide positive reinforcement for the replacement behavior. (Method 1 and 2)	
Withhold the consequence that previously reinforced the target behavior when it occurs. (Method 1 and 2)	

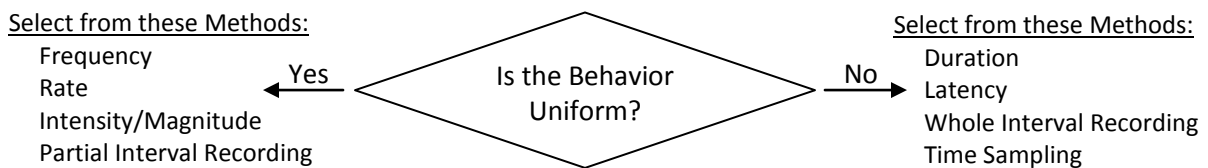
**Intervention Method 2: Improve the Environment**

<b>Method 2 Elements</b>	<b>Resulting Intervention Elements</b>
Adjust the antecedent conditions so that the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur;	
Provide appropriate reinforcement for the replacement behavior.	
Withhold the consequence that previously reinforced the target behavior when it occurs.	

**Intervention Method 3: Adjust the Contingency**

Method 3 Elements	Resulting Intervention Elements
Provide positive reinforcement for the replacement behavior.	
Adjust the antecedent conditions to make it more likely that the replacement behavior will occur.	
Withhold the consequence that previously reinforced the target behavior when it occurs.	

**Prior to implementing the intervention, determine how baseline data will be collected (see appendix C for more information):**



**Use the information from the method template to complete the Positive Behavior Support Plan. (10 minutes)**

**PART 4: POSITIVE BEHAVIOR SUPPORT PLANNING TEMPLATE**

**STUDENT NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Behavior Concern 1**

Problem Behavior with operational definition	
Function	
Behavior Goal	

Antecedent Modifications	Replacement Behaviors	Reinforcement Procedures	Response to Problem Behavior

**Data to be collected:**

<i>Purpose</i>	<i>Type</i>	<i>When/How</i>	<i>Who</i>
Baseline			
Progress Monitoring			
Integrity			

When will baseline be collected? \_\_\_\_\_ When will the intervention start? \_\_\_\_\_

Who is responsible for implementing the intervention? \_\_\_\_\_

When will the Case Liaison check-in with the teacher about this intervention? \_\_\_\_\_

Program Review Date: \_\_\_\_\_

How acceptable is this intervention to the classroom teacher?

- 1                      2                      3                      4                      5  
 Low                                      Medium                                      High

**Behavior Concern 2**

Problem Behavior with operational definition	
Function	
Behavior Goal	

Antecedent Modifications	Replacement Behaviors	Reinforcement Procedures	Response to Problem Behavior

**Data to be collected:**

<i>Purpose</i>	<i>Type</i>	<i>When/How</i>	<i>Who</i>
Baseline			
Progress Monitoring			
Integrity			

When will baseline be collected? \_\_\_\_\_ When will the intervention start \_\_\_\_\_

Who is responsible for implementing the intervention? \_\_\_\_\_

When will the Case Liaison check-in with the teacher about this intervention? \_\_\_\_\_

Program Review Date: \_\_\_\_\_

How acceptable is this intervention to the classroom teacher?

1  
Low

2

3  
Medium

4

5  
High

