

Behavior Plan - Instructions copy

- Please remember, the plan will be different for every individual child, based on their needs and the team's ideas for what will work best to help address their behavior.

Use this template form with the 'ABC Process' toolkit page as a guide to write down your plan.

This plan is for: Child's name here

Date created: Date completed here

Who is involved in the plan creation and application? Whenever possible, include a small team of people who know and interact with the child regularly including teachers and family members. A plan works best when there is teamwork and agreement to use it. Write the names of the participants here.

What is the one challenging behavior of focus? Remember to only focus on one challenging behavior at a time, usually the most concerning that is impacting their life is chosen first.

A Antecedent = ពីមុន / Before	
What happens before?	List things that often happen before the behavior occurs now (one in each box). You may not know for certain if it relates to the behavior, but it is good to generate many ideas. Create more boxes if needed.
Possible feelings/emotions:	Look at the box directly above and list the feeling or emotion that you think the child has when it happens.
Possible prevention strategies:	Look at the 2 boxes directly above and think about possible ways to prevent this situation. It's ok if it is not possible to prevent sometimes too.
<p>Our Plan (Step 2) - Prevention strategies we will try:</p> <p>Now take all of the information you have thought about above and agree on what you think is best to implement. Usually, this is 1-3 strategies that everyone agrees to use.</p> <p>*Use toolkit page 'Prevention strategies' to offer some ideas but always try what is best for this child!</p>	

B

Behavior = អំឡុងពេល / During

Describe the challenging behavior:	Write a description about what the challenging behavior is exactly (see slide No.21 for more details and facilitation questions).
What do we want them to stop and/or start doing?	Write a description about your goals for what appropriate behavior and skills you want to help the child develop.
<p>Our Plan (Step 2) - How we will respond when this behavior is happening:</p> <p>Now take all of the information you have thought about above and agree on what you will do if and when the behavior happens. We cannot always prevent a behavior from happening and even though we try to change it, we will still need to have a plan for how we will respond if/when it does occur.</p> <p>*Use toolkit page 'Intervention strategies' to offer some ideas but always try what is best for this child!</p>	

C

Consequence = វិបាក / After

Currently, what happens after the behavior?	List what often happen after the behavior currently (one in each box). Create more boxes if needed.
Possible feelings/emotions:	Look at the box directly above and list the feeling or emotion that you think the child has when this happens.
Is the behavior more or less likely to occur again now?	Look at the 2 boxes directly above to determine this for each specific consequence that happens currently.
<p>Our Plan (Step 2): What replacement behavior do you want them to do instead?</p> <p>Now agree on what appropriate behavior you want the child to do instead of the challenging one. Specifically identifying this will help you know how to teach them!</p> <p>Planned reinforcement we will use to help the replacement behavior happen more: Now agree on what reinforcements you want to use to help the child learn to do the appropriate behavior more.</p> <p>Planned discipline we plan to use (if needed) after the challenging behavior happens: Now, decide if you think planning discipline is appropriate for this child. Think about their individual needs, abilities, and development level. If it is, agree on what discipline you will plan to use to help the child learn that the challenging behavior is not ok and to do it less in the future.</p> <p>*Use toolkit page 'Effective consequences' to offer some ideas but always try what is best for this child!</p>	