



BEHAVIORAL SUPPORTS CHART

PROBLEM BEHAVIOR

ADDRESS THE CONCERN

WHO: SCHOOL STAFF

Teacher/staff member(s) makes a connection with parent or guardian to establish a working relationship, discuss concerns, and brainstorm possible solutions.

Classroom interventions are implemented and data collection on outcomes begins

If classroom interventions are unsuccessful, teacher seeks assistance from other professionals.

MONITOR

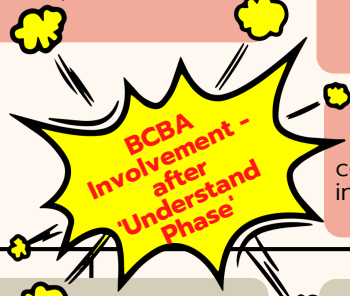
WHO: SCHOOL STAFF

UNDERSTAND THE BEHAVIOR

WHO: SCHOOL STAFF WITH
CONSULTATION

Teacher may consult with other professionals (counselor, administrator, psychologist, speech therapist, nurse, etc.) to understand the cause of misbehavior and brainstorm solutions

Teacher collected data is evaluated: checklists, observations, event recorded



Team members monitor the success of the plan and document progress.

DEVELOP A PLAN

WHAT: COLLABORATION BETWEEN THE
SCHOOL TEAM AND THE SERVICE
PROVIDERS

The SST/IEP team meets to formally discuss and strategize on contributing environmental and functional factors (why the student is misbehaving).

When?

When ALL teacher led interventions & consultations have been unsuccessful

Formal plan or action is developed with behavioral goals to support continuous improvement.

Roles and responsibilities are assigned and a system of communication between parties involved is formalized (who is in charge of monitoring?)

Team reconvenes to review progress. If successful, criteria for fading are followed

IMPLEMENT

WHO/WHAT: IMPLEMENTATION BY
CLASSROOM STAFF WITH
CONSULTATION FROM SERVICE
PROVIDERS

The environment and/or curriculum are changed to support both replacement behaviors and general positive behaviors.

New appropriate behaviors and replacement behaviors are taught and reinforced. Goal(s) are monitored as specified

Reactive strategies are outlined and followed.

The communication plan to monitor the interventions is followed

If unsuccessful, the team plans next steps, revise, redo, assess, etc.