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Behavior Analysis Worksheet and Plan Development - SCRIPT

Student Strengths	Target Behavior	Replacement Behavior Needed	Slow Triggers	Fast Triggers	Function for Behavior
What does the student do that is helpful to other students? *How does the student show respect?* *What is the student's greatest attributes?* *What is the student good at in or out of school?*	**(Be specific and prioritize no more than two to set goals)** *What does students specially do that is a problem?* *What does the student do that aggravates other students?* *What does defiance look like? Sound like?*	*What do you want the student to do instead?* *What socially appropriate behaviors are missing?*	*Are there general health issues or medical diagnoses?* *Lack of coping skills?* *These triggers tend to be most removed from their immediacy of influence by teachers.*	*What sets problem behavior off?* *What is going on when student does problem behavior?* *What else is going on in room?* *Does getting started on all assignments create difficulty or certain types of assignments?* *Are the problem behaviors across all subject areas?* *Are there problem at transitions?* *Are there problems with specific students?*	*What is the student trying to GAIN or AVOID?* *What is the student getting by behaving this way?* *What is may the student be trying to avoid?* *Does the behavior result in a power struggle?*

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Behavior Intervention Plan - SCRIPT

Antecedents/ Setting Strategies	Alternative Skills to be Taught	Skills Building Consequence Strategies	Reduction Oriented Consequence Strategies	Support for Team Members
How can the student's environment be set up to help them be more successful? *What can we do to positively change or alter the environmental factors that appear to trigger problem behavior?* *What can be added to daily routine to make desired behaviors more likely?* *Remove or modify a problem event?* *Intersperse events (mix difficult work with easier work)?* *Block or neutralize negative events (allow freq breaks, time alone)?* *Ad events (provide choice, promote exercise)?*	*What skills is the child missing?* *What skills need to be taught to help them be more successful?* *When problem behavior arise what replacement skill could the student use that will serve the same function?* *What general skills (social, communication, leisure, academic) might help the student prevent problem behavior)?* *What coping, stress reduction or self mgmt skills do we need to teach (ask for help, good social skills, relaxation techniques)?*	**(how to reinforce identified alternative skills)** *How will we reinforce student when they demonstrate new alternative skills?* *How will we reinforce replacement skills so they become more effective than the problem behavior (use praise, stickers, self recording use of appropriate skills)?* *How will staff teach student that problem behavior is no longer effective or desirable?*	**(What to do when problem behavior occurs)** *What will staff do when problem behavior occurs?* *What can be done to redirect or deescalate crisis situations and protect students and others from harm when the student engages in problem behavior?*	*What kind of support or materials does staff need to implement plan?* *How will plan be communicated?* *How will plan be monitored?* *When will there be follow up?* *Who needs the plan?*