

Meaning Making Machine: Behavior Plan Worksheet

Child's Initials: _____ Teachers: _____ Date: ____/____/____ IEP, Gender _____, Race: _____ Ethnicity: _____

Antecedent

(What happened before?)

Describe:

or

Check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Difficult activity | <input type="checkbox"/> Told or asked to do something |
| <input type="checkbox"/> Child did not like activity | <input type="checkbox"/> Told "No" "Don't" or "Stop" |
| <input type="checkbox"/> Changed or ended activity | <input type="checkbox"/> Attention given to others |
| <input type="checkbox"/> Moved from one activity or place to another | <input type="checkbox"/> Touched by someone |
| <input type="checkbox"/> Another child moved into area/personal space | <input type="checkbox"/> Someone took away object |
| <input type="checkbox"/> Unstructured activity | <input type="checkbox"/> Child wanted to play with others |
| <input type="checkbox"/> Uncomfortable Environment (too cold, hot, loud, etc.) | <input type="checkbox"/> Child (ren) refused to play with child |
| <input type="checkbox"/> Sitting down for more than 15 minutes | <input type="checkbox"/> Another child upset child |

Changes in lifestyle:

- Absence of person
- Change in routine
- Absence of sleep
- Constipated/diarrhea
- Caregiver in school/working longer hours
- Other (specify): _____

(circle all that apply)

- Recent illness (family member illness)
- Absence of activities or toy
- No dental exam recently
- No vision screen/test recently
- New baby/family member
- Unexpected loss of object
- No water/refusal of certain foods

Behavior

Describe:

(Prioritize and pick behaviors or time of day that is **MOST** challenging or concerning)

*How often? _____/Week
(Data worksheet)

* How long? _____min

*Intensity: 1 2 3 4 5
(circle) minor severe

Interests/Strengths of child/family:

Emotions of the adults (without judgement if those emotions are right or wrong)

Consequences

(What happened after?)

Describe:

or

Check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Given attention (hug, time one on one with another adult, other children laugh) | <input type="checkbox"/> Child needed to sit |
| <input type="checkbox"/> Given help | <input type="checkbox"/> Call to family |
| <input type="checkbox"/> Child was comforted | <input type="checkbox"/> Child needed to sit |
| <input type="checkbox"/> Child was offered reward for correct behavior | <input type="checkbox"/> Family asked to pick up child |
| <input type="checkbox"/> Ignored by adults | <input type="checkbox"/> Child did not have to do what was asked |
| <input type="checkbox"/> Ignored by other children | <input type="checkbox"/> Child did not have to do what was asked until later |
| <input type="checkbox"/> Teacher talked to the child about behavior | <input type="checkbox"/> Child was moved to another activity |
| | <input type="checkbox"/> Removed from activity/area |
| | <input type="checkbox"/> Child sent to another room |

How did the adults react?

How did the other children react?

Purpose of Behavior

Describe:

Check all that apply:

To Get or Obtain:

- | | | |
|-----------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Activity | <input type="checkbox"/> Object | <input type="checkbox"/> Person |
| <input type="checkbox"/> Help | <input type="checkbox"/> Food | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Place | <input type="checkbox"/> Stimulation | <input type="checkbox"/> Other: _____ |

To Avoid:

- | | | |
|-------------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Activity | <input type="checkbox"/> Object | <input type="checkbox"/> Person |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Demand | <input type="checkbox"/> Food |
| <input type="checkbox"/> Transition | <input type="checkbox"/> Stimulation | <input type="checkbox"/> Other: _____ |

Change You

Check or describe all you will apply

- | | |
|---|--|
| <input type="checkbox"/> Use positive language-Tell child what to DO | <input type="checkbox"/> Add child's interest to activity |
| <input type="checkbox"/> Let child choose the sequence of activities with Dice or visuals | <input type="checkbox"/> Add sensory or movement to activity |
| <input type="checkbox"/> Use visuals to show child sequence of activities /Routines | <input type="checkbox"/> Show child when activity is ending or give warning |
| <input type="checkbox"/> Use a timer to show length of activity | <input type="checkbox"/> Go to less stimulating environment |
| <input type="checkbox"/> Spend more positive time with this child | <input type="checkbox"/> Cover items with blanket |
| <input type="checkbox"/> Act out rules daily | <input type="checkbox"/> Show child items they can hit or bite or push |
| <input type="checkbox"/> Use first and then language | <input type="checkbox"/> Change location of activity |
| | <input type="checkbox"/> Limit wait time/make wait time active/let child always go first |
- Explain rules/ expectations prior and use visuals with words
- Act out stories
- Let children color while listening to story
- Use puppet to gain child's attention
- Let child stand while learning
- Send home a visual of the routine with steps

Other:

Materials needed:

How will leadership support implementation:

Write **Push Past It!** strategies below

Change Child

Check or describe all you will apply

- Teach child "pause and think"
- Teach child new skill with scripted story
- Teach child using a song or puppet what to do
- Teach child visuals or sign to communicate
- Teach child with a game (like how to deal with disappointment BINGO, or Stress BING)
- Teach child cause and effect with toys
- Teach sharing with "sharing center" "buddy pictures", etc.
- Teach child to walk away
- Teach children to problem solve

Other:

Materials needed:

How will leadership support implementation:

Change Consequences

Check or describe all you will apply

- | | |
|--|--|
| <input type="checkbox"/> Give attention after doing right thing | <input type="checkbox"/> Reward system used to tack new skills |
| <input type="checkbox"/> Hand over hand of "help" sign before given help | <input type="checkbox"/> Child shown tally of all the right things they are doing |
| <input type="checkbox"/> Let child choose positive consequence | <input type="checkbox"/> Child reminded what to do with words and visuals |
| <input type="checkbox"/> Child was offered reward for correct behavior | <input type="checkbox"/> Child show social story |
| <input type="checkbox"/> Child can gain comfort after doing right thing | <input type="checkbox"/> Child is shown visual reminder |
| <input type="checkbox"/> Adult whispered to get child's attention | <input type="checkbox"/> Child given movement breaks |
| | <input type="checkbox"/> Child goes to another room or office AFTER they do something positive as a reward |
| | <input type="checkbox"/> Let child sit in your lap AFTER they do something positive as a reward |
- Peer strategies:
- o Teach peers to ignore behavior
 - o Have problem solvers of the day as a job
 - o Other:

Materials needed:

How will leadership support implementation:

Warning #1! All strategies applied should be given **4-6 consistent** weeks to work before applying a new strategy. It takes 4-6 consistent weeks to create a habit. **Warning #2** it is NORMAL to see behavior get **WORSE** before it gets better. Intense intervention requires intense **TEAM** reflection.