

All Behavior Support Plans Should Address

- How the current environment supports the problem behavior, does not yet support alternative behavior(s)
- Purpose and function of problem behavior for the student
- Reason problem behavior continues
- Environmental, instructional, and/or curriculum changes necessary? Will this alone alleviate the problem?
- Will an accommodation plan alleviate some problems?
- Is there an alternative behavior to replace the problem behavior, meeting the same function; Can the student do this yet?
- Are there skill deficits? Methods of teaching what is missing?
- Strategies and curricular components for teaching any new behaviors?
- Strategies for maintaining new behavior?

Intervention Areas to Consider

- Teach Behavior*
 - Model, Cue, Prompt, Guided Practice, Reinforce, Monitor
 - Curricular materials/social skills programs to consider? Personnel? Frequency? Training to Implement?
Examples:
 - Aggression Reduction training programs
 - Social Initiation and Maintenance Training
 - Conflict Resolution Skills
 - Social Stories/Social Script Use
 - Picture Exchange Communication Systems (PECS)
 - Boy's Town Teaching

- Reinforce and Shape the Use of Alternative Behaviors Through*
 - Social---praise/status
 - adult to student
 - peers to student
 - Access to privileges/preferred activities

- Structure*
 - Interactions
 - Time
 - Space
 - Materials

- Self-Management Instruction*
 - Notebook/task organization and maintenance
 - How to use "pacers/closure systems/check-off systems"
 - Relaxation training
 - Cognitive Self-talk strategies, examples:
 - to complete work
 - to inhibit impulses
 - to decrease anxiety
 - to decrease aggression