

Support Plan Implementation Assessment

Student: J

Date: _____

Staff: _____

Monitor: _____

Instructions: *This form should be used to assess the degree to which staff members implement this student’s behavior support and intervention plan strategies. The staff person being assessed should be asked to answer and demonstrate relevant performance of the following items. Following the completion of this assessment, the monitor should provide feedback and any additional training/demonstrations that are necessary.*

- | Yes | No | NA | 1. Correctly <u>name and describe each target behavior</u> for this student. |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. <u>Physical aggression</u> : hitting, scratching, slapping, pinching, pushing, kicking or attempts. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. <u>Property destruction</u> : throwing more than 3 ft, tearing/ripping school items, and/or clearing the table or attempts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. <u>Elopement</u> : running out of line of vision of supervising adult, leaving a designated area without permission. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. <u>Screaming</u> : yelling above the general noise level in the current location. This does not include vocalizations related to his reinforcement activity (for example, expressing excitement with an iPad or computer game) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | e. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | f. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | g. _____ |

- | Yes | No | NA | 2. Name the <u>function</u> of J’s target behaviors/why does he do it? (some based on the analogue functional analysis; some based on the classroom based functional assessment) |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. <u>Physical aggression</u> : escape from demands, attention, related: escape from attention (attention when he is told “not to do things”); |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. <u>Property destruction</u> : escape from attention (attention when he is told “not to do things”); related: attention, escape from demands. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. <u>Elopement</u> : escape from attention (attention when he is told “not to do things”); related: escape from demands, attention. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. <u>Screaming</u> : peer and adult attention, <u>and</u> , and as part of resistance to engage in assigned schoolwork. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | e. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | f. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | g. _____ |

Yes No NA

3. Correctly name and describe each precursor/early warning behavior for each target behavior addressed in this student’s behavior support and intervention plan.

Grid of checkboxes for items 3a through 3g.

- 3a. Physical aggression: screaming, whining/baby talk, non-compliance.
3b. Property destruction: screaming, whining/baby talk, non-compliance.
3c. Elopement: laughing, screaming, whining (transitions)
3d.
3e.
3f.
3g.

Yes No NA

4. Correctly name and describe each proactive strategy contained in this student’s behavior support and intervention plan.

Grid of checkboxes for items 4a through 4g.

- 4a. Present the visually represented rules to J at the beginning of each school day. Avoid using “no”, “stop”, “don’t” demands when ending preferred activities.
4b. Remind J that he will earn “smileys’ when he “does his school work with kind hands and feet towards others and his school materials, and has a kind voice.”
4c. Use start/ “do” statements when giving instructions.
4d. Use of visual timer to signal transitions, and reinforcement periods.
4e. Chunking/scaffolding difficult tasks (breaking the task down into small units that can be easily accomplished, and gradually increasing the complexity).
4f. Frequent positive attention – every ___ seconds in the absence of problem behavior.
4g.

Yes No NA

5. Correctly name and describe the reinforcement procedures contained in this student’s behavior support and intervention plan.

Grid of checkboxes for items 5a through 5g.

- 5a. Token (sticker) reinforcement system: 5 tokens delivered @ 30 sec. to 5 minutes, depending on task difficulty contingent on engaging in assigned tasks in the absence of problem behavior. The schedule should be 5 minutes for recess and lunch.
5b. Frequent positive attention – every ___ seconds in the absence of problem behavior.
5c. J will receive “bonus” reinforcement (small laminated smiley faces) when he completes assigned task(s) in the designated period, and/or works on the assigned task(s) for the entire period.
5d. Bonus tokens can also be available for pro-social behavior, such as offering kind words to a teacher or peer, and helping a teacher or peer.
5e.
5f.
5g.

Yes No NA

6. Correctly name and describe each reactive strategy contained in this student's behavior support intervention plan.

a. Clear items out of the student's reach.

b. Block aggression and access to other students.

c. When not engaged in assigned activities, J will be reminded every 20-30 seconds to complete his work

d. When J refuses to engage in work and attempts to leave the assigned area, he will not be allowed to leave the area. Block attempts to leave the area using open hands. Block potentially dangerous behavior (e.g., standing on chairs or desks), with open hands, using physical guidance if necessary

e. J should only leave the assigned location when at least one token is earned as detailed in 1).

f. Remain calm and use a neutral/positive voice tone and facial affect.

g. Modify task(s) as needed to gain compliance

h. Provide the reinforcer and praise when all tokens are earned.

i. If the student continues to engage in target behavior during a reinforcement break, remove the reinforcer without saying anything and resume the reinforcement procedures.

j. If the target problem behaviors continue and ARE disruptive to the classroom for 15 minutes, physically guide the student to a desk placed outside the classroom and continue d-i.

k.

l.

m.
