Proactive
Child Support Plan
Instructions

1. List all of the child’s behaviors of concern

Without giving reasons or a description of the situation, list the child’s behaviors that concern you.

2. Prioritize the behaviors

Consider the following behavioral priorities list when ranking the child’s behaviors.

A. Life threatening or physically harmful to the child
B. Physically harmful to others
C. Destructive to property
D. Seriously disruptive in class setting
E. Bizarre looking or disturbing to parents or others
F. Prevents child from advancing to more independent opportunities

3. Select target behavior(s)

How important is the need to change this behavior? Is it interfering with the child’s learning or other children’s learning? Who wants to see the behavior change and why? If a behavior is successfully changed, will it make a difference in other parts of the child’s life? Look at the ecology (e.g., environment, learning situation) to assist in determination.

4. Describe the behavior

A. Give an objective and operational description of the behavior.
B. Determine the history of the behavior. Is the behavior new or old (how long has it been going on), getting worse or better, getting more serious due to child’s age and size?
C. Take baseline data for frequency, duration, severity, conventionality, location, and time of the behavior.

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The next step is to understand why the behavior is happening—not to look for consequences or to figure out what to do about the behavior.
5a. **Determine the antecedent and consequent events surrounding the behavior**

Observe and record the situations within which the behavior occurs.

5b. **Determine the setting/events affecting the behavior**

What happened earlier that set the child up to have a bad day (last night, on the bus, in the hall, prior to the current situation)? How does the child feel? Describe any medical problems the child may have. Could menstrual issues, allergies, diet changes, sleep patterns, seasonal changes, transitions (e.g., moving, graduating, new sibling), or medication changes be affecting the child?

6. **Identify the message of the behavior**

In the present context, what does the child seem to be communicating and how is the child doing so? Look for underlying reasons for the behavior (e.g., “Tommy isn’t sure when the bus is coming”) rather than assigning preferences to the child (e.g., “Tommy hates waiting for the bus”). Avoidance, attention, sensory input needs, desire to get something or someone, confusion, and frustration are examples of underlying reasons for behaviors.

7. **Brainstorm solutions**

In your team, discuss any solution that comes to mind. Remember that the environment can be altered in some way and/or the curriculum can be changed to be more meaningful to the child. Giving the child an alternative behavior to express his or her message is one type of possible solution.

A. Number the possible solutions
B. After brainstorming, rate each solution as poor, possible, or best

8. **Select alternatives**

What is the developmental level of the child? Is the child capable of learning or doing this new behavior? What is a reasonable expectation for this child? Does the new behavior mean the same thing as the old behavior? Does the new behavior work as well as the old behavior? Does the environmental or curricular change satisfy the child’s needs? Choose reasonable alternatives.

Now it’s time to come up with a plan.
9. Develop a support plan

What can be done to clarify expectations for the child, to lessen confusion, or to prevent the behavior? How can the situation be changed to increase the child’s understanding of it? How can expectations be altered to match the child’s developmental ability? What reinforcements can be used to motivate the child to change? What appropriate communicative means can be taught and through what means?

A. Choose one situation in which the behavior is occurring  
B. Determine when the alterations will begin  
C. Determine who will implement that portion of the plan

10. Determine how the plan will be monitored

Who will make sure everyone involved does his or her part? Does that person have the schedule flexibility to “float” to situations when needed? Should there be a reporting process rather than a single person keeping the plan going? Be sure to create a monitoring process likable to the team.

11. Determine the criteria for success

How does the team know when the plan has been successful?

12. Next meeting of the team

Set a date and time for the next team meeting. At the next meeting, review and analyze success of the new supports. What particular supports are working for this child? What strategies or changes are not working? Why? Has enough time passed for the child to learn the new behavior or to become really comfortable with the environmental or curricular changes? What new information has been learned about the child? When something works, it can be described and modeled for other team members.

13. Possible changes in the support plan

Are there ways to make the support plan more supportive? How can we maintain the success the child is having? What can be done to make the child more successful in other places, with other people, in other circumstances? Determine when new strategies will begin, who will do them, how they’ll be monitored, and what criteria will be used to determine their success.