**Intervention Planning Template**

**Student**: **Date**:

**ASSETS**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Preferences** | **Dreams** |
|  |  |  |

**BEHAVIOR PATTERN MAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Setting Events** | **Antecedent Events** | **Behavior** | **Consequences** | **Function / Maintaining Reinforcement** |
|  |  |  |  |  |

**FUNCTION OF BEHAVIOR**

|  |  |
| --- | --- |
| **When** |  |
| **What**  |  |
| **In order to** |  |
| **Which may be influenced by** |  |

**PROGRESS GOAL AND MONITORING PLAN**

|  |  |
| --- | --- |
| **Specific** |  |
| **Measurable** |  |
| **Achievable** |  |
| **Relevant** |  |
| **Time-based** |  |

**INTERVENTION STRATEGIES AND PROCEDURES**

|  |  |
| --- | --- |
| **Setting Event Strategies** |  |
| **Antecedent Strategies** | Antecedent Interventions to Prevent Unwanted BehaviorsAntecedent Interventions to Promote Positive Behaviors |
| **Replacement Skills** | 1:1 Replacement Skills:Functionally Relevant / Competency Building Skills: |
| **Reinforcement Strategies** | Praise ProceduresPlanned Incentive Procedures |

**RESPONSE PLAN FOR UNWANTED BEHAVIOR**

|  |  |  |
| --- | --- | --- |
|  | What to Look For | How to Respond  |
| Precursor Signals |  |  |
| Initial Occurrence |  |  |
| Peak Occurrence |  |  |

**PROGRESS MONITORING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Week** | **Expected Progress** | **Actual Weekly** **Progress Benchmarks** | **Intervention Decision** |
|
| Baseline | Baseline |  |  |  |
| Intervention | Week 1 |  |  |  |
| Intervention | Week 2 |  |  |  |
| Intervention | Week 3 |  |  |  |
| Intervention | Week 4 |  |  |  |
| Intervention | Week 5 |  |  |  |
| Intervention | Week 6 |  |  |  |
| Intervention | Week 7 |  |  |  |
| Intervention | Week 8 |  |  |  |
| Intervention | Week 9 |  |  |  |
| Intervention | Week 10 |  |  |  |
| Intervention | Week 11 |  |  |  |
| Intervention | Week 12 |  |  |  |
|  |  |  |  |  |

**IMPLEMENTATION PLAN**

|  |  |
| --- | --- |
| **Key Elements of the Instructional Process for Teaching Social and Replacement Skills** | **Personnel Who will Deliver the Intervention Strategies** |
| **CST** | **Teaching &****Classroom Staff** | **School Counselor or** **School Social Worker** | **Check-In Contact or Mentor** | **Administrator** | **Parent** | **Other (e.g.; Nurse, Security Guard, Custodian, Cafeteria Staff)** |
| **Provide Instruction** **on Replacement Skills**Typically occurs in a 1:1 setting or small group (1-2x a week) |  |  |  |  |  |  |  |
| **Model & Role Play Replacement Skills**Typically occurs in a 1:1 setting or small group (1-2x a week) |  |  |  |  |  |  |  |
| **Implement Antecedent Strategies to Prevent Unwanted Behavior**Daily throughout the day |  |  |  |  |  |  |  |
| **Implement Antecedent Strategies to Prompt & Support Replacement Skills** Daily throughout the day |  |  |  |  |  |  |  |
| **Implement Reinforcement Strategies**Daily throughout the dayFeedback during 1:1 practice sessions |  |  |  |  |  |  |  |
| **Maximize Teachable Moments** As needed throughout the dayFeedback during 1:1 practice sessions |  |  |  |  |  |  |  |