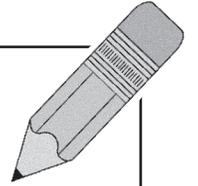


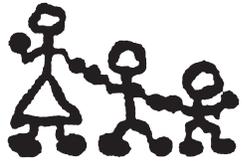
BEHAVIOR PLAN RECORD SHEET

Managing Separation Anxiety



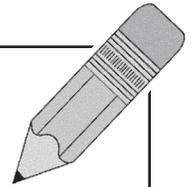
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For child with separation anxiety, I will:	For building relationships with parents I will:	Outcomes – The results of my plan:
<p><i>Example: Engage in a predictable drop off routine with parent and share with parents. (Write example of what you do below.)</i></p> <p>Goal:</p>	<p><i>Example: Establish a strategy for debriefing with parents on a regular basis.</i></p> <p>Goal:</p>	



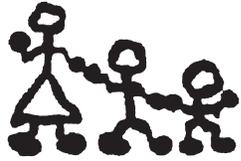
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Building Positive Relationships



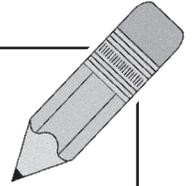
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Target Child Problem:	Relationship Building Goal:	Relationship Building Strategy I will use:
<p><i>Example: Seth is 3 1/2 years old and is reluctant to initiate interactions with peers and teachers. He plays alone with the same toy. Single parent, only child with no previous experience with other children or preschool</i></p> <p>Target Child (nature of problem):</p>	<p><i>Example: Seth begins to notice the play of peers and starts to play in their area. Trusts and enjoys playing with teacher.</i></p> <p>Developmentally appropriate relationship goal for child:</p>	<p><i>Example: Sit near Seth when he is playing and be an appreciative audience. Notice his interests and bring high interest activities to him. Show warmth and appreciation. Let him know what a peer is doing and an activity might interest him.</i></p> <p>Relationship Building Strategies:</p>



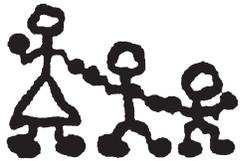
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Promoting Language Development



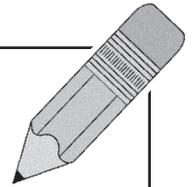
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Child Behavior I want to see less of:	Positive Opposite Language Behavior I want to see more of:	Language Scripts:
<p><i>Examples: Seth engages in solitary play, no response to peers, no peer social communication. (Does have language skills but doesn't use them to interact with others.)</i></p> <p>Target Child (nature of language problem):</p>	<p><i>Example: Seth plays sitting next to 1-2 children, notices what another peer is doing, initiates social communication to ask for help.</i></p> <p>Developmentally Appropriate Language Goal for Child:</p>	<p><i>Example: When sitting next to Seth use intentional commenting to help him listen to a peer's request or notice what another child is doing. Model and prompt social communication he can imitate and use with peers. Praise social language.</i></p> <p>Language Building Strategies:</p>



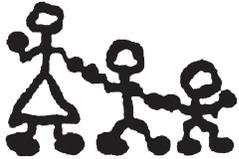
BEHAVIOR PLAN RECORD SHEET

Social Coaching



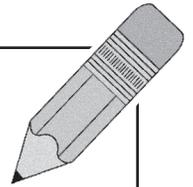
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Child behavior I want to see less of:	Positive Opposite Social Behavior I want to see more of:	Social Coaching Scripts:
<p><i>Examples: Anna ignores other children's requests to play or to share a toy, grabs desired toy from others.</i></p> <p>Target Child (nature of problem):</p>	<p><i>Example: Asks verbally or nonverbally for a turn, willing to share in play with one other child, begin to make a friend.</i></p> <p>Developmentally Appropriate Social Goal for Child:</p>	<p><i>Example: "You are sharing (or asking for a turn), that is so friendly." "When you used your words to ask, you solved your problem."</i></p> <p>Social Coaching Scripts:</p>



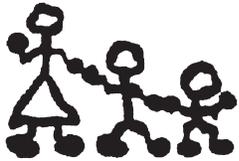
BEHAVIOR PLAN RECORD SHEET

Emotion Coaching



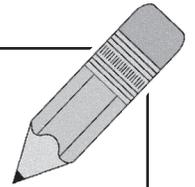
Date: _____

Child behaviors I want to see less of:	Positive Opposite Emotion Behavior I want to see more of:	Emotion Coaching Scripts:
<p><i>Examples: Joshua has angry outbursts, is easily frustrated, impatient, often sad.</i></p> <p>Target Child (nature of problem):</p>	<p><i>Example: Learning to take deep breaths, count, or use the thermometer or feeling picture to express feelings. Recognizing when he is calm, happy and patient.</i></p> <p>Developmentally Appropriate Emotion Goal for Child:</p>	<p><i>Example: "I see you are frustrated but you are staying calm." Or, "Your friend is happy you shared the truck." Or, "You took deep breaths to calm down, that is so strong. I am proud of you."</i></p> <p>Emotion Coaching Strategies (your examples):</p>



BEHAVIOR PLAN RECORD SHEET

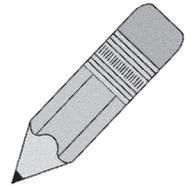
Proactive Teaching



Date: _____

Child behaviors I want to see less of:	Child Behaviors I want to see more of:	Proactive Teaching Strategies I used and their effects:
<p><i>Examples: Joshua refuses to go in from play court to circle time. Resists any transition to a new activity. Often oppositional.</i></p> <p>Target Child (nature of problem):</p>	<p><i>Example: Child recognizes transition and learns routine. Child listens and is more compliant with teacher directions.</i></p> <p>Developmentally Appropriate Goal for Child:</p>	<p><i>Example: Child rings bell for transition, is praised for listening and following instructions. Use visual picture to remind Joshua of next activity.</i></p> <p>Proactive Teaching Strategies:</p>

Preschool Behavior Plan For: _____ (Part 1)



#1 Targeted Negative Behaviors	#2 When and Why? (Understanding Problem Behaviors)	#3 Positive Opposite Behaviors	#4 Proactive & Relationship Building Strategies
1.			
2.			



Behavior Planning (Part 2) For:

Step #1: Targeted Negative Behaviors	Step #3: Desired Behaviors (Positive Opposite)	Step #4: Select Proactive Strategy & Relationship Strategy	Step #5 Coaching and Praise
1.			
2.			
3.			



Preschool Behavior Planning (Part 3)

Behavior Plan for: _____

Negative Classroom Behaviors	Positive Opposite Behaviors	Proactive Strategies, Coaching, Praise & Reinforcers	Positive Discipline Hierarchy