

BEHAVIOR TEACHING PLAN

- Written as a letter
- Follow the scoring outline point for point

Introduce and Describe Problem

Dear _____,

I have been working with Tracy over the past year in her school. Her behavior was brought to my attention by the teacher. I observed her and found. . .

- *description of problem behavior and context*
- *why do you need to intervene? describe*

Functional Assessment

During my observation I performed an ABC analysis (see attached). Based on this, I believe . . .

- *Include a completed ABC from video observation*
- *Identify chains*
- *State your hypothesis of function*
- *How did you test (pretend like you did it already)*
- *How did you know your hypothesis was correct (what did the test outcome look like)?*

Instruction

- Because the function was . . . I decided that Tracy should . . . as a replacement behavior. Because she already can . . . I began instruction on the first day by teaching . . . I demonstrated (positive and negative examples)
 - *Operational definition*
 - *Introduction to new skill*
 - *Positive examples*
 - *Negative examples*

Instructional Environment

I determined that . . . would be a potential situation predicting failure so I . . . I also decided to . . . (routines and arrangements) to facilitate success. When Tracy was successful I . . . and when she was unsuccessful I . . .

- *Identify probable failure and successes*
- *1 logical routine change*
- *1 logical physical arrangement change*
- *Positive consequence*
- *Negative consequence*

Measurement Plan

I devised a measurement system to monitor her behavior in the lunchroom See an example with directions attached.

- *appropriate to target behavior*
- *Sample measurement instrument included*
- *Replicable directions for use*

Goals and Objectives

After monitoring her current rate of response, I wrote an objective for future performance ...

- *Complete - 4 components*
- *Positive, observable behavior*
- *Can be measured by measurement instrument*

Other

- *Type if at all possible*
- *Use scoresheet as an outline*
- *Use appropriate spelling and grammar*
- *Incorporate feedback*
- *Turn in scoresheet with your project*

Remember

- You've done all of this before in small pieces
- Some of what you've already done for Tracy on previous tasks can be re-used here
- Score yourself before you turn it in
- This should be an easy 20 points!!