

Trauma-Informed, Resilience-Focused ***BEHAVIOR SUPPORT PLAN*** for Children and Adolescents: Revised Edition



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Trauma-Informed, Resilience-Focused Behavior Support Plan for Children and Adolescents

Directions

The Starr Behavior Support Plan consists of several PDFs of individual assessment forms and the accompanying scoring forms. You can digitally fill in the forms on your computer or tablet. Once the form is completed, be sure to “save as” and rename the file so you don’t overwrite the original blank file. You can also print the blank forms and fill them out by hand.

Starr Behavior Support Plans with a Trauma-Informed, Resilience-Focused Lens

This guide will help you assess children and create behavior support plans while maintaining a strength-based, non-punitive approach to working with youth in all settings. Trauma-informed, resilience-focused practitioners and caregivers do not have a traditional behaviorist mindset. Instead, they view behavior as communication for youth who do not have the words to describe their past and current toxic stress and trauma experiences. Therefore, trying to change behavior is not the focus. Behavior support plans that are trauma-informed and resilience-focused observe behavior with curiosity, exploring not only the behavior itself but the underlying causes for it. They highlight the importance of private logic and universal human needs. Private logic and universal need assessments direct meaningful trauma-informed, resilience-focused behavior support plans that provide opportunities and solutions to help all children and adolescents thrive. This resource will guide you through the assessment and behavior support plan writing process.

Common/Traditional View of Behavior Intervention Plans	Trauma-Informed, Resilience-Focused View of Behavior Support Plans
Youth choose behavior and need consequences	Youth want to do well but lack the skills to do so
Characterizes behavior negatively (i.e., manipulative)	Characterizes behavior constructively (i.e., needs relaxation strategies)
Uses labels to describe children (i.e., EI, ODD)	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Maximize practice of coping skills
Academic focused	Whole-child focused (academic, social, and emotional)
Youth should already know the expectations	Teaches and re-teaches expectations using differentiation as needed
Creates systems that make youth work for support	All children and adolescents receive support regardless of their needs
Staff-centered environment	Youth-centered environment
Uses jargon with parents and non-educators	Uses language so all can understand

Private Logic

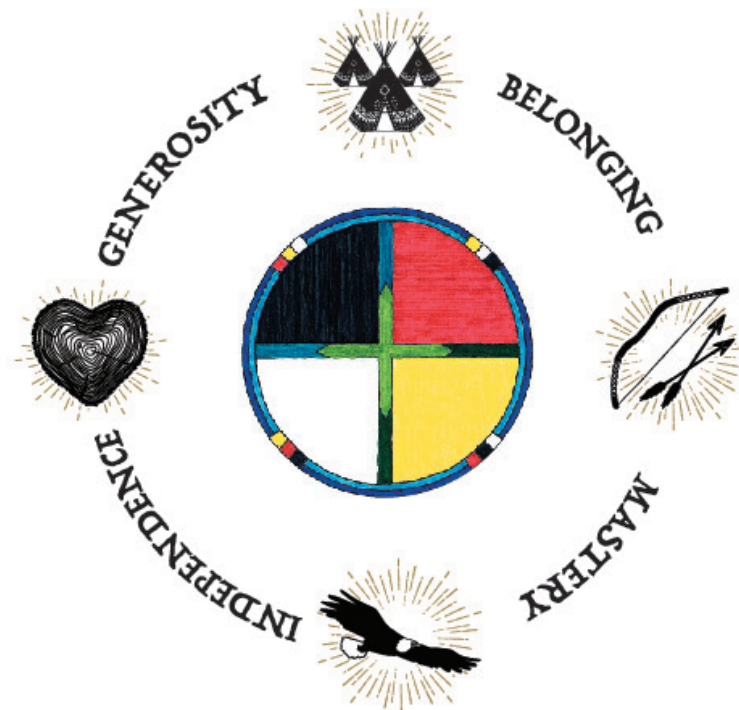
Private logic refers to how a person views themselves, others, and the world around them. There is a distinct link between a child's private logic and their behavior. Based on that logic they act accordingly. Think of private logic as an invisible backpack. In the backpack, a child carries around beliefs about themselves, beliefs about the adults that take care of them, beliefs about other people, and beliefs about the world. This logic is a result of their experiences – both good and bad over the course of their development.

If a child's experiences are rooted in fear, abandonment, and anger, their private logic is consistent with these experiences. They view themselves as helpless and powerless, they have difficulty trusting others and the world to them is a scary place. A child with this private logic might exhibit behaviors such as fighting, truancy, opposition, withdrawal, and substance abuse.

If a child's experiences are rich with comfort, connection, and love, their private logic is consistent with these experiences. They view themselves as capable and valued. They see others as trustworthy and approachable and view the world as filled with opportunities. The traits of a child with this private logic include eagerness to learn, ability to seek assistance when needed, supports others, and maintains a positive outlook even when things do not go their way.

Universal Needs

The universal needs, according to the Circle of Courage®, of all individuals for whole health are belonging, mastery, independence, and generosity. A distortion or deficit in any one or more of the four universal needs results in compromised whole health. However, when any one or more of the four universal needs is present or restored, overall well-being improves.



Let's Get Started!

Step 1: Function of Behavior Assessment

1.1

First, you will identify one or two challenging symptoms, reactions, or behaviors on the Function of Behavior Assessment and note them in the first box. While identification of these behaviors is part of the process, it is the least important. More important is assessing what is driving the behaviors you see. Remember, symptoms, reactions, and behaviors are your best clues to determine how to help.

Then, in the second box, identify your goals for this child. Do you want to see a reduction in the frequency, duration, or intensity (or maybe all three) for this child's symptoms, reactions, and behavior?

NOTE: You will come back to 1.2 (found in Step 4) after you complete Steps 2 and 3 to finish the FBA

Step 2: Private Logic Assessment

2.1

Private Logic Assessment Parent/Teacher/Practitioner Report

The first part of any behavior support plan should include a private logic assessment. To conduct a private logic assessment, a teacher, parent, or practitioner will answer questions about the child based upon their perception of what they believe to be true for the child.

You can do this assessment on your own, with other school professionals, or with parents. You may even want to provide the Private Logic Assessment Worksheet to several people who know the child and compare the results.

Based upon these findings, you can begin to identify prominent needs and how the child's private logic might be impacting their symptoms, reactions, and behavior.

2.2

Private Logic Assessment Youth Self-Report

Then, invite the child to complete their own Private Logic Assessment Worksheet. Here the child identifies words to describe themselves, their family, friends, school, community, and greater world around them. Then, ask the child to complete the sentence, "What I need most..." from myself, family, friends, school, community, and the world.

Step 3: Universal Needs Assessment

3.1

Universal Needs Assessment Self-Report

For each of the four categories of universal needs, there are sub-categories to assess.

- Belonging: family, school, peers
- Mastery: strengths, supports, engagement
- Independence: self-regulation, self-efficacy, self-discipline
- Generosity: empathy, altruism, a caring community

Students check each box that applies to their life. All checks represent strengths and resources for this student. To score, find the sum of each box checked for each of the four categories (belonging, mastery, independence, and generosity).

NOTE: An alternate approach is to ask school professionals, parents, and/or caregivers to complete the checklist on behalf of the student based upon what they imagine the student perceives about themselves.

Use the scoring form to determine the level of resilience for each of the four universal needs as well as a total resilience score for the child.

3.3 Universal Needs Assessment Staff Report

The Universal Needs Assessment Staff Report helps assess if a student's universal needs are being met. The tool does this by identifying common developmental milestones within each of the universal need categories. Typically, depending upon the behaviors you observe, you can determine if a student has met developmental milestones within that category or if they are still developing in that category.

For example, if the universal need of belonging is being met for a student, you will observe that they make friends easily, are cooperative, and trust others. If belonging is not met, you will observe behavior that they are still developing in that area. For example, if the student seeks attention, craves approval, clings to others, joins a gang, engages in promiscuous behavior, alienates, and is suspicious of others then they have not met the developmental milestones consistent with meeting the universal need of belonging.

In each of the four universal need categories, mark the boxes that describe behavior you observe in the student. Then find the sum of the marked boxes for columns 1 and 2 (B1, B2, M1, M2, etc.). Use the scoring form to further identify which categories (or all in some cases) the student might benefit from opportunities to help them develop the milestones that indicate they have that universal need met.

You may see all categories met or some met and some still developing. This is normal. The Behavior Support Plan that follows provides specific strategies to help provide students with experiences in the areas that are still developing.

Step 4: Review Function of Behavior Based Upon Private Logic and Universal Needs

The most important portion of this part of the support plan is to connect the student's private logic and unmet universal needs to their behavior. Remember, behavior is the communication we use to help us better understand the student's private logic and unmet needs.

- How does the student's private logic and/or unmet universal need(s) appear to influence the unwanted behavior(s)? Reflect and add your notes to the 3rd box of the Function of Behavior Assessment.

Step 5: Strategies to Support Needs

A trauma-informed, resilience-focused behavior support plan will not focus on changing behaviors but rather on providing what is needed based upon the student's private logic and unmet needs. Now that you have a good assessment of the child, you can identify areas of support needed. For each of the universal needs, there are intervention strategies identified. Any one child may require one or several strategies within each of the four categories.

Complete all strategies you will use to support the child's needs making sure to complete how it will be implemented, who will complete each strategy, and any resources needed.

Step 6: Behavior Support Plan - Summary at a Glance

You may wish to provide a brief summary of the behavior support plan.

Step 7: Plan and Measuring Progress

Here you identify how you will evaluate the effectiveness of the strategies identified to support the student's needs and a plan for following up to look at data and measure progress.

First identify how you will measure progress. Then, identify when you will reconvene and how often you will follow up thereafter.

To measure progress, be sure to look for changes in the frequency, intensity or duration of behavior, symptoms, and reaction. Ideally, you want to see reductions in any one or more of those categories. Remember, progress should be celebrated not when the behavior, symptom or reaction is gone but rather when there are improvements in the frequency, intensity, or duration of them.

STEP 1: Function of Behavior Assessment

Child's Name _____ Date _____

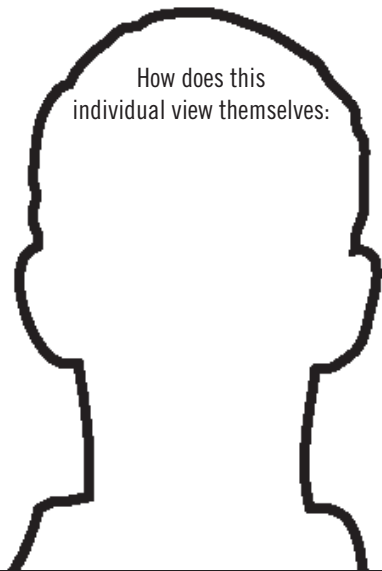
<p>1. What are this child's challenging symptoms, reactions, behaviors? List no more than 3-5 to start.</p>
<p>2. What are the goals? Do you want to see a reduction in behaviors, symptoms, or reactions? Reduction in frequency, duration, intensity? Be as specific as possible.</p>
<p>3. How do private logic and universal needs being met impact this child's symptoms, reactions, behavior?</p>

Child's Name _____ Date _____

Assessor _____ Check one: Parent Teacher Practitioner

STEP 2.1: Private Logic Assessment Parent/Teacher/Practitioner Report

Directions: Think about this child and complete the top half of the assessment using adjectives to describe the way you believe the child views themselves, others, and the world. Then answer the questions listed in the bottom half of the assessment.

How does this individual view others:	 <p>How does this individual view themselves:</p>	How does this individual view the world (classroom, school):
<p>How does the child's private logic appear to impact the child's behavior, symptoms, or reactions?</p> <p>Based upon this individual's private logic, what does this individual need most from peers/siblings?</p> <p>From adults?</p> <p>From the community, etc.?</p>		

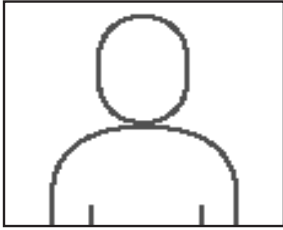
STEP 2.2: Private Logic Assessment

Youth Self-Report

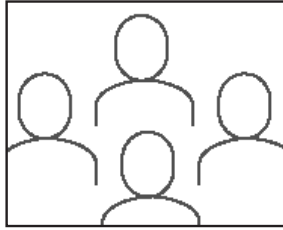
Child's Name _____ Date _____

Use at least two words to describe:

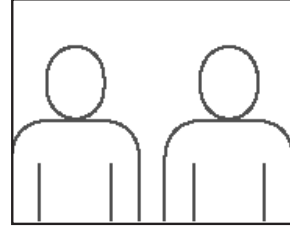
Yourself



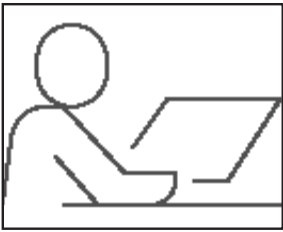
Your Family



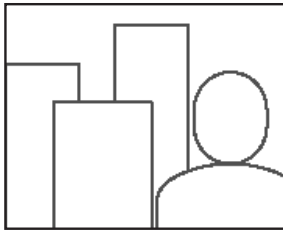
Your Friends



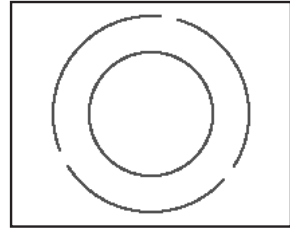
School/Class



Community



The World



What I need most from...

Myself _____

Family _____

Friends _____

School _____

Community _____

The World _____

STEP 3.1: Universal Needs Assessment Self-Report

Page 1 of 3

The universal needs for all individuals are belonging, mastery, independence, and generosity.

Child's Name _____ Date _____

Directions: In each of the categories check each box that you believe applies to you.



BELONGING

Family

- I get along well with my parent/caregiver.
- My parent/caregiver wants to know where I am.
- I feel very close to at least one adult.
- My family often shows that they love me.

School

- I feel like I belong in school.
- Individuals feel like they belong at school.
- Teachers treat me fairly.
- There is at least one adult in school I trust.

Peers

- I have a close friend I can trust.
- My friends accept kids who are different.
- My parents approve of most of my friends.
- Most kids I know are kind to others.



INDEPENDENCE

Self-Regulation

- I can keep calm when I get overwhelmed.
- I control my temper and emotions.
- I am learning to think before I act.
- My sense of humor gets me through hard times.

Self-Efficacy

- I am confident and feel in charge of my life.
- I can give my opinion even if others disagree.
- I don't easily get discouraged if things go wrong.
- If I have a problem or conflict, I usually can solve it.

Self-Discipline

- I think for myself and am not easily misled by peers.
- I usually get along well with the person in charge.
- I can stick to a difficult task.
- I am developing life goals and planning my future.

Total number checked BELONGING

Total number checked INDEPENDENCE

STEP 3.2: Universal Needs Assessment Self-Report

Page 2 of 3



MASTERY

Strengths

- I usually pay attention in school.
- I try to learn from my mistakes.
- I am curious to learn new things.
- People can become smart by studying and practicing new skills like math, reading, and writing.

Supports

- My family is very interested in my school success.
- My friends encourage me to do my best in school.
- My teachers expect me to work hard and succeed.
- My school has many opportunities for learning.

Engagement

- Most of my school subjects are interesting.
- I participate in one or more of the following: sports, music, art, or hobbies.
- I like to read, even outside of school.
- School teaches me skills that will be useful later in life.

Total number checked MASTERY



GENEROSITY

Empathy

- It bothers me when people are mean to others.
- If I do things that hurt others, I feel bad afterwards.
- I can usually understand what others are feeling.
- I can see another's point of view.

Altruism

- I help a lot at home and with my family members.
- If my friends are upset, I usually try to help them.
- I try to forgive others rather than hold a grudge.
- I like to volunteer to help others.

A Caring Community

- In my family, we help one another through hard times.
- Adults in my school really care about their students.
- Individuals try to help others and make all feel welcome.
- No one has the right to hurt anyone, and all should help.

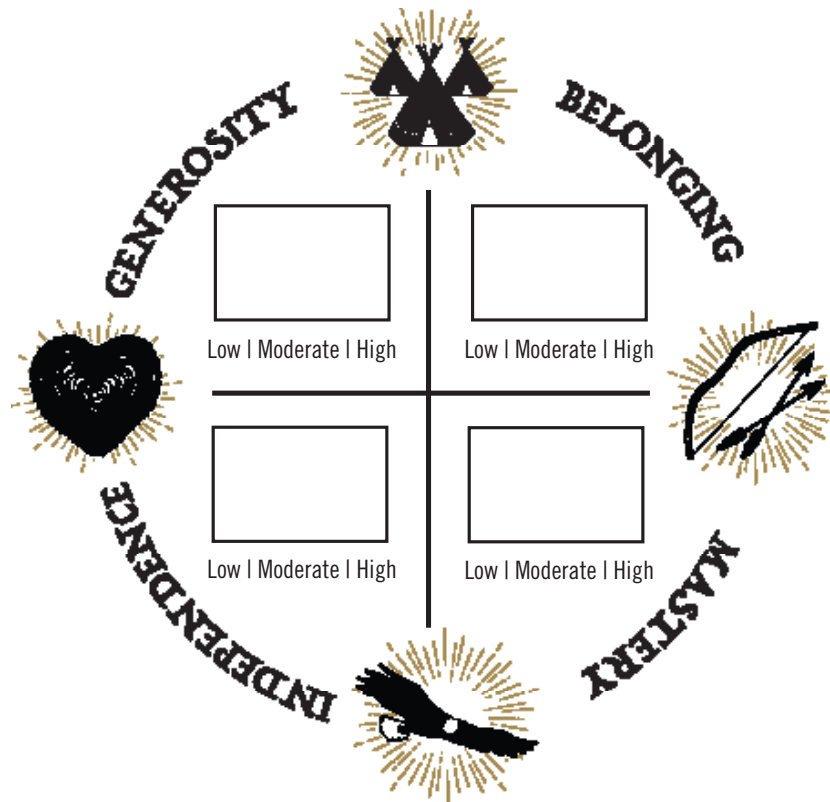
Total number checked GENEROSITY

Universal Needs Resilience Assessment Self-Report Scoring Form

Page 3 of 3

Child's Name _____ Date _____

Directions: Enter total scores from each of the universal needs from the Self-Report Assessment worksheet in the corresponding boxes in the circle below. Refer to the Universal Needs Resilience Scoring Scale below and circle high, moderate, or low for each universal need to find the resilience score for each category.



Universal Needs Resilience Scoring Scale

HIGH RESILIENCE: 9-12 | MODERATE RESILIENCE: 5-8 | LOW RESILIENCE: 0-4

Total Resilience Scoring Scale

Directions: Enter the corresponding scores from the circle in the boxes below and add them together. The sum is the child's Total Resilience Score. Refer to the scoring scale below to determine high, moderate, or low resilience.

Belonging		Mastery		Independence		Generosity		TOTAL RESILIENCE SCORE
<input style="width: 50px; height: 40px;" type="text"/>	+	<input style="width: 50px; height: 40px;" type="text"/>	+	<input style="width: 50px; height: 40px;" type="text"/>	+	<input style="width: 50px; height: 40px;" type="text"/>	=	<input style="width: 50px; height: 40px;" type="text"/>
								Low Moderate High

Resilience Scoring Scale

HIGH: 32-48 | MODERATE: 16-31 | LOW: 0-15

STEP 3.3a: Universal Needs Staff Assessment

Child's Name _____ Date _____

Assessor _____ Check one: Parent Teacher Practitioner

Directions: Mark each box that describes this child. Add the total number of marks under each category list.

	– 1 MILESTONE MET –	– 2 STILL DEVELOPING / NOT YET DEVELOPED –	
BELONGING	<input type="checkbox"/> Attached <input type="checkbox"/> Able to form and keep friends <input type="checkbox"/> Cooperative <input type="checkbox"/> Has close relationships <input type="checkbox"/> Trusts others <input type="text"/> BELONGING 1 TOTAL	<input type="checkbox"/> Attention seeking <input type="checkbox"/> Clingy <input type="checkbox"/> Craves approval <input type="checkbox"/> Promiscuous <input type="checkbox"/> Gang involvement	<input type="checkbox"/> Alienated <input type="checkbox"/> Withdrawn <input type="checkbox"/> Affectionless <input type="checkbox"/> Rejected <input type="checkbox"/> Suspicious <input type="text"/> BELONGING 2 TOTAL
MASTERY	<input type="checkbox"/> Achieves often <input type="checkbox"/> Problem solver <input type="checkbox"/> Creative <input type="checkbox"/> Resilient <input type="checkbox"/> Motivated <input type="text"/> MASTERY-1 TOTAL	<input type="checkbox"/> Overachiever <input type="checkbox"/> Cheats <input type="checkbox"/> Delinquent skills <input type="checkbox"/> Repeats tasks over and over <input type="checkbox"/> Over competitive	<input type="checkbox"/> Achieves below potential <input type="checkbox"/> Unmotivated/"lazy" <input type="checkbox"/> Avoids risks <input type="checkbox"/> Gives up easily <input type="checkbox"/> Failure oriented <input type="text"/> MASTERY-2 TOTAL
INDEPENDENCE	<input type="checkbox"/> Autonomous <input type="checkbox"/> Self-control <input type="checkbox"/> Assertive <input type="checkbox"/> Responsible <input type="checkbox"/> Leadership skills <input type="text"/> INDEPENDENCE-1 TOTAL	<input type="checkbox"/> Rebellious <input type="checkbox"/> Overly controlled <input type="checkbox"/> Manipulative <input type="checkbox"/> Reckless/macho <input type="checkbox"/> Bully	<input type="checkbox"/> Lacks confidence <input type="checkbox"/> Lacks control <input type="checkbox"/> Easily misled <input type="checkbox"/> Irresponsible <input type="checkbox"/> Powerless <input type="text"/> INDEPENDENCE-2 TOTAL
GENEROSITY	<input type="checkbox"/> Selfless <input type="checkbox"/> Concern for others <input type="checkbox"/> Caring <input type="checkbox"/> Compassionate <input type="checkbox"/> Empathic <input type="text"/> GENEROSITY-1 TOTAL	<input type="checkbox"/> Follows others <input type="checkbox"/> Forces help on others <input type="checkbox"/> Overly involved <input type="checkbox"/> Overindulgent <input type="checkbox"/> Belittles or degrades self	<input type="checkbox"/> Not sociable <input type="checkbox"/> Inflated sense of self importance <input type="checkbox"/> Not willing to accept responsibility for actions <input type="checkbox"/> Hardened <input type="checkbox"/> Lying <input type="text"/> GENEROSITY-2 TOTAL

Adapted from L. Brendro, M. Brokenleg and S. VanBockert. 1990, Reclaiming Youth At Risk: Our Hope for the Future.

STEP 3.3b: Universal Needs Staff Assessment Scoring Form

Child's Name _____ Date _____

Assessor _____ Check one: Parent Teacher Practitioner

Directions: Transfer the scores from the Universal Needs Staff Assessment report into the corresponding boxes below. Refer to the matrix for a description of each score based upon the characteristics you have used to describe the child. Characteristics may represent developmental milestones met or still developing for each universal need category.

– 1 MILESTONE MET –

– STILL DEVELOPING/NOT YET DEVELOPED –

B BELONGING	0-1 No to little characteristics demonstrating milestones for BELONGING.	0-3 All or most developmental milestones for BELONGING MET.
	2-3 Some characteristics demonstrating milestones met for BELONGING.	4-6 Some developmental milestones for BELONGING MET but STILL DEVELOPING.
	4-5 Many characteristics demonstrating milestones met for BELONGING.	7-10 Student is still STILL DEVELOPING many milestones to have universal need of BELONGING met.
	BELONGING-1 SCORE <input type="text"/>	BELONGING-2 SCORE <input type="text"/>
M MASTERY	0-1 No to little characteristics demonstrating milestones for MASTERY.	0-3 All or most developmental milestones for MASTERY MET.
	2-3 Some characteristics demonstrating milestones met for MASTERY.	4-6 Some developmental milestones for MASTERY MET but STILL DEVELOPING.
	4-5 Many characteristics demonstrating milestones met for MASTERY.	7-10 Student is still STILL DEVELOPING many milestones to have the universal need of MASTERY met.
	MASTERY-1 SCORE <input type="text"/>	MASTERY-2 SCORE <input type="text"/>
I INDEPENDENCE	0-1 No to little characteristics demonstrating milestones for INDEPENDENCE.	0-3 All or most developmental milestones for INDEPENDENCE MET.
	2-3 Some characteristics demonstrating milestones met for INDEPENDENCE	4-6 Some developmental milestones for INDEPENDENCE MET but STILL DEVELOPING.
	4-5 Many characteristics demonstrating milestones met for INDEPENDENCE.	7-10 Student is still STILL DEVELOPING many milestones to have the universal need of INDEPENDENCE met.
	INDEPENDENCE-1 SCORE <input type="text"/>	INDEPENDENCE-2 SCORE <input type="text"/>
G GENEROSITY	0-1 No to little characteristics demonstrating milestones for GENEROSITY.	0-3 All or most developmental milestones for GENEROSITY MET.
	2-3 Some characteristics demonstrating milestones met for GENEROSITY.	4-6 Some developmental milestones for GENEROSITY MET but STILL DEVELOPING.
	4-5 Many characteristics demonstrating milestones met for GENEROSITY.	7-10 Student is still STILL DEVELOPING many milestones to have the universal need of GENEROSITY met.
	GENEROSITY-1 SCORE <input type="text"/>	GENEROSITY-2 SCORE <input type="text"/>



Individual Name _____ Date _____

Trauma-Informed, Resilience-Focused Behavior Support Plan – Belonging

A trauma informed, resilience focused behavior support plan will not focus on changing behaviors but rather on providing what is needed based upon the individual's private logic and unmet universal needs. For each of the universal needs, there are intervention strategies identified. Individuals will often require multiple strategies within each of the four categories. Directions: Identify the intervention strategies that will benefit the individual. Complete entire row associated with each intervention strategy identified.

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
<input type="checkbox"/> Greet the individual by name every day.			
<input type="checkbox"/> Ask the individual what they want to be called and if they have a nickname.			
<input type="checkbox"/> Make intentional connections for the individual with at least 2 adults and 2 peers.			
<input type="checkbox"/> Join a team/group.			
<input type="checkbox"/> Provide an abundance of opportunities for individual to connect with one another through structured and unstructured activities.			
<input type="checkbox"/> Role-model and practice valuing diversity.			
<input type="checkbox"/> Say, "I understand why you did that. Now let's work together to help you respond in a more positive way."			
<input type="checkbox"/> Identify individual's interests and hobbies.			
<input type="checkbox"/> Find something you have in common with the individual.			
<input type="checkbox"/> Offer regular but genuine praise and positive encouragement to the individual.			
<input type="checkbox"/> Teach and role play social skills.			
<input type="checkbox"/> Respond to individuals bids for connection.			
<input type="checkbox"/> Check-in with individual frequently.			
<input type="checkbox"/> Lunch with staff.			
<input type="checkbox"/> Pair up with peers who have similar interests to become experts.			
<input type="checkbox"/> Other			



Trauma-Informed, Resilience-Focused Behavior Support Plan – Mastery

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
<input type="checkbox"/> Post and review community rules regularly.			
<input type="checkbox"/> Staff: “What am I teaching and reinforcing?”			
<input type="checkbox"/> Staff: “Do all individuals understand the rules and have the capability/social skills to carry them out?”			
<input type="checkbox"/> Teach tasks in small chunks individually or in groups with peers.			
<input type="checkbox"/> As individual understands content, celebrate the success and then move on.			
<input type="checkbox"/> Conduct a strengths inventory and offer more opportunities for the individual to engage in experiences that support that strength.			
<input type="checkbox"/> More computer/coloring or drawing/reading time.			
<input type="checkbox"/> Put in a group with similar strengths and allow them to work together.			
<input type="checkbox"/> If good at something, ask them to model that skill for others, or help another individual to learn it.			
<input type="checkbox"/> Report good news to stakeholders.			
<input type="checkbox"/> Connect individual with a mentor or tutor.			
<input type="checkbox"/> Re-teach if an individual does not understand.			
<input type="checkbox"/> Check-in with individual frequently.			
<input type="checkbox"/> Lunch with staff.			
<input type="checkbox"/> Teach study skills.			
<input type="checkbox"/> Point out strengths regularly–be specific.			
<input type="checkbox"/> Ask if they do chores at home–if not, parents should engage them in a few they can complete easily, when possible.			
<input type="checkbox"/> Involve in community activities, lessons, and sports.			
<input type="checkbox"/> Other			



Trauma-Informed, Resilience-Focused Behavior Support Plan – Independence

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
<input type="checkbox"/> Post and review community expectations rules regularly.			
<input type="checkbox"/> Provide schedule for individual.			
<input type="checkbox"/> Allow individuals input into daily schedule.			
<input type="checkbox"/> Pay careful attention to changes.			
<input type="checkbox"/> Give choices whenever possible.			
<input type="checkbox"/> Encourage individual to take on appropriate challenges.			
<input type="checkbox"/> Ensure individual knows it is acceptable to seek help – independence does not mean they are “on their own.”			
<input type="checkbox"/> Teach and practice body awareness using body maps.			
<input type="checkbox"/> Teach and practice mind body skills (emotional regulation, coping skills, and relaxation).			
<input type="checkbox"/> Encourage problem solving.			
<input type="checkbox"/> Give the individual options where appropriate.			
<input type="checkbox"/> Assign age appropriate chores.			
<input type="checkbox"/> Allow movement in milieu (sitting on floor, at desk, taking a walk around room).			
<input type="checkbox"/> Open option to go to the comfort corner.			
<input type="checkbox"/> Create signal between you and individual to represent a need for a break, to use the bathroom, etc.			
<input type="checkbox"/> Allow peer mediation.			
<input type="checkbox"/> Other			



Trauma-Informed, Resilience-Focused Behavior Support Plan – Generosity

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
<input type="checkbox"/> Put the individual in charge of a job.			
<input type="checkbox"/> Assign task to help the staff (run an errand, take note to the office, sort papers).			
<input type="checkbox"/> Staff: “Do all individuals understand the rules and have the capability/social skills to carry them out?”			
<input type="checkbox"/> Service learning project.			
<input type="checkbox"/> Peer tutoring.			
<input type="checkbox"/> Peer mentoring.			
<input type="checkbox"/> Ask the individual to help you solve a hypothetical problem that someone their age might face.			
<input type="checkbox"/> Recognize and celebrate acts of kindness and generosity.			
<input type="checkbox"/> Create opportunities for individuals to give to others.			
<input type="checkbox"/> Practice empathy exercises.			
<input type="checkbox"/> Write a note or draw a picture to someone in need (elderly, children’s hospital, veteran, military).			
<input type="checkbox"/> Give compliments every day.			
<input type="checkbox"/> Other			

Step 6 - Behavior Support Plan - Summary at a Glance

Universal Need	Strategy
<input type="checkbox"/> Belonging <input type="checkbox"/> Mastery <input type="checkbox"/> Independence <input type="checkbox"/> Generosity	
<input type="checkbox"/> Belonging <input type="checkbox"/> Mastery <input type="checkbox"/> Independence <input type="checkbox"/> Generosity	
<input type="checkbox"/> Belonging <input type="checkbox"/> Mastery <input type="checkbox"/> Independence <input type="checkbox"/> Generosity	
<input type="checkbox"/> Belonging <input type="checkbox"/> Mastery <input type="checkbox"/> Independence <input type="checkbox"/> Generosity	

Behavior Support Plan - Summary at a Glance

What we will do – when, where, how often?	Who will be involved	Resources or support needed	How will we measure progress?
			<input type="checkbox"/> Behavior graphs, tallies, log <input type="checkbox"/> Observation <input type="checkbox"/> Self-report <input type="checkbox"/> Interviews <input type="checkbox"/> Other
			<input type="checkbox"/> Behavior graphs, tallies, log <input type="checkbox"/> Observation <input type="checkbox"/> Self-report <input type="checkbox"/> Interviews <input type="checkbox"/> Other
			<input type="checkbox"/> Behavior graphs, tallies, log <input type="checkbox"/> Observation <input type="checkbox"/> Self-report <input type="checkbox"/> Interviews <input type="checkbox"/> Other
Summary:			

Step 7 - Behavior Support Plan - Plan, Follow Up, and Measuring Progress

Behavior/Symptom/Reaction	How Will We Measure Progress?
	<input type="checkbox"/> Behavior Tally/Graph <input type="checkbox"/> Observation <input type="checkbox"/> Self-Report <input type="checkbox"/> Interviews <input type="checkbox"/> Other _____
	<input type="checkbox"/> Behavior Tally/Graph <input type="checkbox"/> Observation <input type="checkbox"/> Self-Report <input type="checkbox"/> Interviews <input type="checkbox"/> Other _____
	<input type="checkbox"/> Behavior Tally/Graph <input type="checkbox"/> Observation <input type="checkbox"/> Self-Report <input type="checkbox"/> Interviews <input type="checkbox"/> Other _____

Follow Up

Date to reconvene _____ Follow up every _____ thereafter

Measuring Progress

Date _____ Individual's signature _____ Parent's signature _____

Staff(s) signature(s) _____ Notes _____

Date _____ Individual's signature _____ Parent's signature _____

Staff(s) signature(s) _____ Notes _____