

**SUPPORTS FOR MAXIMIZING SUCCESS
FOR CHILDREN WITH CHALLENGING BEHAVIORS**

Student Name:	Date:
Current Placement:	Current Schedule:
Describe Behavior that Interferes With Learning:	IFSP goals that address the behavior or teach replacement skills:
Preferred Motivators and Interests:	Triggers:
Possible Function of Behavior:	
Team Filling Out the Support Summary:	
<p>Concrete Supports: Used to help address student difficulties in processing (auditory, visual, tactile), attention, and organization, as well as to increase independence. The type of support (i.e., visual, auditory, tactile) will be based on the student's learning style.</p> <p>USING <u>STRATEGY/TECHNIQUE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tangible, pictorial, auditory, or written daily schedule <input type="checkbox"/> Direction, Mini-schedules <input type="checkbox"/> Work Systems <input type="checkbox"/> First/Then cards <input type="checkbox"/> Other (Please Specify): 	
<p>Physical Environment Supports: Organization and/or modification to the environment to assist the student to understand where to be and what to do.</p> <p>USING <u>STRATEGY/TECHNIQUE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tangible, pictorial, auditory, or written daily schedule <input type="checkbox"/> Direction, Mini-schedules <input type="checkbox"/> Checklists (i.e. rules, expectation, procedures) <input type="checkbox"/> Work Systems <input type="checkbox"/> Preferential Seating <input type="checkbox"/> Other (Please Specify): 	
<p>Sensory Supports: Used to address the unique and intense identified sensory issues for the individual.</p> <p>USING <u>STRATEGY/TECHNIQUE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Systems to reduce environmental distractions <input type="checkbox"/> Sensory diet <input type="checkbox"/> Provide opportunities for movement <input type="checkbox"/> Breaks 	

<input type="checkbox"/>	Fidget Tools
<input type="checkbox"/>	Other (Please Specify):
Change in Routine Supports: Systems to prepare for change in new or different situations.	
USING	<u>STRATEGY/TECHNIQUE</u>
<input type="checkbox"/>	Prepare ahead (i.e., schedules)
<input type="checkbox"/>	Schedule for introducing new situations
<input type="checkbox"/>	Expectations described through concrete (i.e. visual) supports
<input type="checkbox"/>	Limit access to specific activities or materials (describe)
<input type="checkbox"/>	Other (Please Specify):
Communication Supports: System to help the student to communicate and to understand communication.	
USING	<u>STRATEGY/TECHNIQUE</u>
<input type="checkbox"/>	Augmentative/backup communication system
<input type="checkbox"/>	Concrete, specific language used by staff
<input type="checkbox"/>	Staff modifies own body posture, facial expression, voice tone
<input type="checkbox"/>	Allowance for processing time
<input type="checkbox"/>	Staff use of concrete models, supports, to demonstrate verbalizations (i.e., pictures, actual objects)
<input type="checkbox"/>	Systems to increase attention
<input type="checkbox"/>	Call on child first to respond in group settings
<input type="checkbox"/>	Allow 3 or 4 other children to respond and model first in group settings
<input type="checkbox"/>	Other (Please Specify):
Social Supports: Systems used to help the student relate positively with others and understand social expectations.	
USING	<u>STRATEGY/TECHNIQUE</u>
<input type="checkbox"/>	Coach friendship skills (get attention, share, play idea, give complement)
<input type="checkbox"/>	Coach conflict resolution/problem solving
<input type="checkbox"/>	Instruction using role play, scripts, modeling
<input type="checkbox"/>	Trained peer support
<input type="checkbox"/>	Social Stories
<input type="checkbox"/>	Other (Please Specify):
Instructional Supports: Systems to help the student understand the concept, idea, skill and how to use the skill functionally.	
USING	<u>STRATEGY/TECHNIQUE</u>
<input type="checkbox"/>	Curriculum modifications and adaptations (i.e., time, amount)
<input type="checkbox"/>	Tasks broken down into small steps
<input type="checkbox"/>	Use of motivators, interests, strengths, and choice
<input type="checkbox"/>	STAR (Strategies for Teaching Based on Autism Research)

<input type="checkbox"/>	Highlight relevant information
<input type="checkbox"/>	Other (Please Specify):

If the above preventative/maintenance strategies have not effectively reduced the behavior that interferes with learning, a complete Individualized Behavior Support Plan will be considered.

Review and Decision

Review Date	Progress Notes/Data	Decision