

**Strategy Choice and Planning: Prevention, Replacement, and Response
Module 3D**

Instructor:
Name:

Reference #:

“What we...learn to do, we learn by doing” –Aristotle



This Implementation Plan will help you practice construction of hypothesis statements. The trainer will read and review this Implementation Plan and give you some more ideas for ways that you can improve you observational skills.

The Core Competency this Implementation Plan addresses is: Analyze and evaluate observation and assessment findings.

DIRECTIONS:

1. Retrieve your completed IP Module 3B & C forms, then skip to step seven. If you cannot find your completed IP Module 3B & C forms you will need to complete steps 2-6 before going to step 7.
2. Observe the children in your classroom. Identify a child who is exhibiting challenging behaviors. (If none are present in you classroom setting observe in another classroom setting).
3. After you have identified a child who is exhibiting challenging behaviors collect functional assessment data information using two of the three techniques:
 - a. observation card sample (found on IP Module 3B Form). Do a minimum of three observations.
 - b. create an activity analysis form (sample provided in IP Module 3B) that aligns with the context surrounding the child’s exhibited challenging behavior. Complete the form while observing the child. Then write your conclusion in the box provided on the form.
 - c. conduct an interview with the parents or the teacher (if different than you). Use the sample form provided. Record the responses.
4. After you have completed two of the three techniques listed, complete the functional assessment summary matrix also found on IP Module 3B Form.
5. Using your completed functional assessment matrix complete the highlighted portions of the Support Planning Chart (this is found on IP Module 3C)
6. Using the information in the Support Planning Chart develop a hypothesis statement.
7. Using the hypothesis statement, respond to the questions found on IP Module 3D

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**Teacher's Explanation of Activity:
Explaining what was done**

It is important for the trainer to understand exactly what you did. This will help the trainer give you some ideas to do an even better job next time.

1. How did you transfer and synthesize the information in the hypothesis and the support planning chart to the prevention strategies?
2. Did you face difficulties when choosing replacement strategies? If so, what were the difficulties? If not, what made it easy?
3. Did you face difficulties in developing alternate responses? If so, what were the difficulties? If not, what made it easy?

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**THE ARTIFACT:
Showing your work**

A really important part of learning is showing other people what you did and what you learned. This helps you to see your work and to think about everything you learned.

Provide a copy of the below listed items by attaching them to your completed implementation plan:

- a. Completion of IP Module 3D Form

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**REFLECTION:
Looking back to move forward**

To truly learn anything, you have to reflect and think about what you learned. Please take some time to consider the following questions and write your thoughts here.

1. When reflecting on choosing prevention strategies
 - a. I felt confident about...

 - b. I was uncomfortable with...

 - c. Next time, I will...

2. When reflecting on identifying replacement skills
 - a. I felt confident about...

 - b. I was uncomfortable with...

 - c. Next time, I will...

DIRECTOR'S SIGNATURE _____ Date _____

TEACHER'S SIGNATURE _____ Date _____

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**TRAINER COMMENTS:
Feedback to help you**

The trainer is your partner in learning. The comments will help you think of ways to become an even better teacher. The trainer is always available for help and support!

	Excellent 5	Strong 4	Good 3	Fair 2	Poor 1
Teacher Explanation of Activity					
Design and Implementation of Activity					
Artifacts and Anecdotal Notes					
Teacher Reflection					

Rubric Key:
5- Excellent- The section **exceeds** all of the criteria
4- Strong- the section **meets all** of the criteria
3- Good- the section **meets most** of the criteria
2- Fair- the section **does not meet most** of the criteria- Please correct and resubmit IP
1- Poor- the section **does not meet any** of the criteria- Please correct and resubmit IP

Additional Comments:

Trainer's Signature _____

Score _____

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IP Module 3D Form

1. What prevention strategies are needed?
 - a. How will you implement or use the strategies?
 - b. What will you need for consistent and effective implementation?
2. What replacement skills need to be taught?
 - a. How will you teach said method(s)?
 - b. What will you need to implement chosen skill(s)?
3. What responses will the teacher now use in response to challenging behavior(s)?
 - a. What will you need to respond consistently?

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Name:

Support Planning Chart:

Trigger	Behavior	Maintaining Consequence
<p>Setting Events (if applicable):</p>	<p>Function:</p>	
Preventions	New Skills	New Responses

Hypothesis:



IMPLEMENTATION PLAN
Hypothesis Development
Module 3C



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Observational Card Sample:

Name:	Observer:	Date:
General Context:		Time:
Social Context:		
Challenging Behavior:		
Social Reaction:		
Possible Function:		

Observational Card Sample:

Name:	Observer:	Date:
General Context:		Time:
Social Context:		
Challenging Behavior:		
Social Reaction:		
Possible Function:		



IMPLEMENTATION PLAN
Hypothesis Development
Module 3C



Instructor:
Name:

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Observational Card Sample:

Name:	Observer:	Date:
General Context:		Time:
Social Context:		
Challenging Behavior:		
Social Reaction:		
Possible Function:		

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Name:

Activity Analysis:

		Mon	Tues	Wed	Thurs	Fri
Setting event	Variation1					
	Variation2					
Behavior	Time activity					
	Time/activity					
	Time/activity					
Conclusion:						

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Interview:

FUNCTIONAL ASSESSMENT INTERVIEW (FAI)

Name of Child:

Age:

Sex:

Date:

Interviewer:

Respondent:

Describe the behaviors.

1. For each of the behaviors of concern, define the topography (how it is performed), frequency (how often it occurs per day, week, or month), duration (how long it lasts when it occurs), and intensity (how damaging or destructive the behaviors are when they occur).

	Behavior	Topography	Frequency	Duration	Intensity
a.					
b.					
c.					
d.					
e.					

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-
2. Which of the behaviors described above are likely to occur together in some way? Do they occur about the same time? In some kind of predictable sequence or "chain"? In response to the same type of situation?

Define setting events that predict or set up the problem behaviours.

1. What medications is the person taking (if any), and how do you believe these may affect his or her behavior?
2. What medical or physical conditions (if any) does the person experience that may affect his or her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures, problems related to menstruation)?
3. Describe the sleep patterns of the individual and the extent to which these patterns may affect his or her behavior.
4. Describe the eating routines and diet of the person and the extent to which these may affect his or her behavior.
5. A) Briefly list below the person's typical daily schedule of activities. (Check the boxes by those activities the person enjoys and those activities most associated with problems.)

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Name:

	Is there a Problem?		Time	Activity
	Yes	No		
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

5. B) To what extent are the activities on the daily schedule predictable for the person, with regard to what will be happening, when it will occur, with whom, and for how long?

5. C) To what extent does the person have the opportunity during the day to make choices about his or her activities and reinforcing events (e.g., food, clothing, social companions, leisure activities)?

6. How many other persons are typically around the individual at home, school, or work (including staff, classmates, and housemates)? Does the person typically seem bothered in situations that are more crowded and noisy?

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Define specific immediate antecedent events that predict when the behaviours are likely and not likely to occur.

1. *Times of Day*: When are the behaviors most and least likely to happen?
Most likely:

Least likely:
2. *Settings*: Where are the behaviors most and least likely to happen?
Most likely:

Least likely:
3. *People*: With whom are the behaviors most and least likely to happen?
Most likely:

Least likely:
4. *Activity*: What activities are most and least likely to produce the behaviors?
Most likely:

Least likely:
5. Are there particular or idiosyncratic situations or events not listed above that sometimes seem to 'set off' the behaviors, such as particular demands, noises, lights, clothing?
6. What one thing could you do that would most likely make the undesirable behaviors occur?
7. Briefly describe how the person's behavior would be affected if:
 - a. You asked him or her to perform a difficult task.

 - b. You interrupted a desired activity, such as eating ice cream or watching TV.

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- c. You unexpectedly changed his or her typical routine or schedule of activities.
- d. She or he wanted something but wasn't able to get it (e.g., a food item up on a shelf).
- e. You didn't pay attention to the person or left her or him alone for a while (e.g., 15 minutes).

What are things you should do and things you should avoid when working with and supporting this person?

- 1. What things can you do to improve the likelihood that a teaching session or other activity will go well with this person?

- 2. What things should you avoid that might interfere with or disrupt a teaching session or activity with this person?

What are the things the person likes and are reinforcing for him or her?

- 1. Food items:

- 2. Toys and objects:

- 3. Activities at home:

- 4. Activities at school or in the community:

- 5. Other:

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Name:

What do you know about the history of the undesirable behaviors, the programs that have been attempted to decrease or eliminate them, and the effects of those programs?

Behavior	How long has this been a problem?	Programs	Effects

Develop summary statements for each major predictor and/or consequence.

Distant Setting Event	Trigger	Problem Behavior	Maintaining Consequence

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Functional assessment matrix:

Complete the functional assessment matrix.

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function