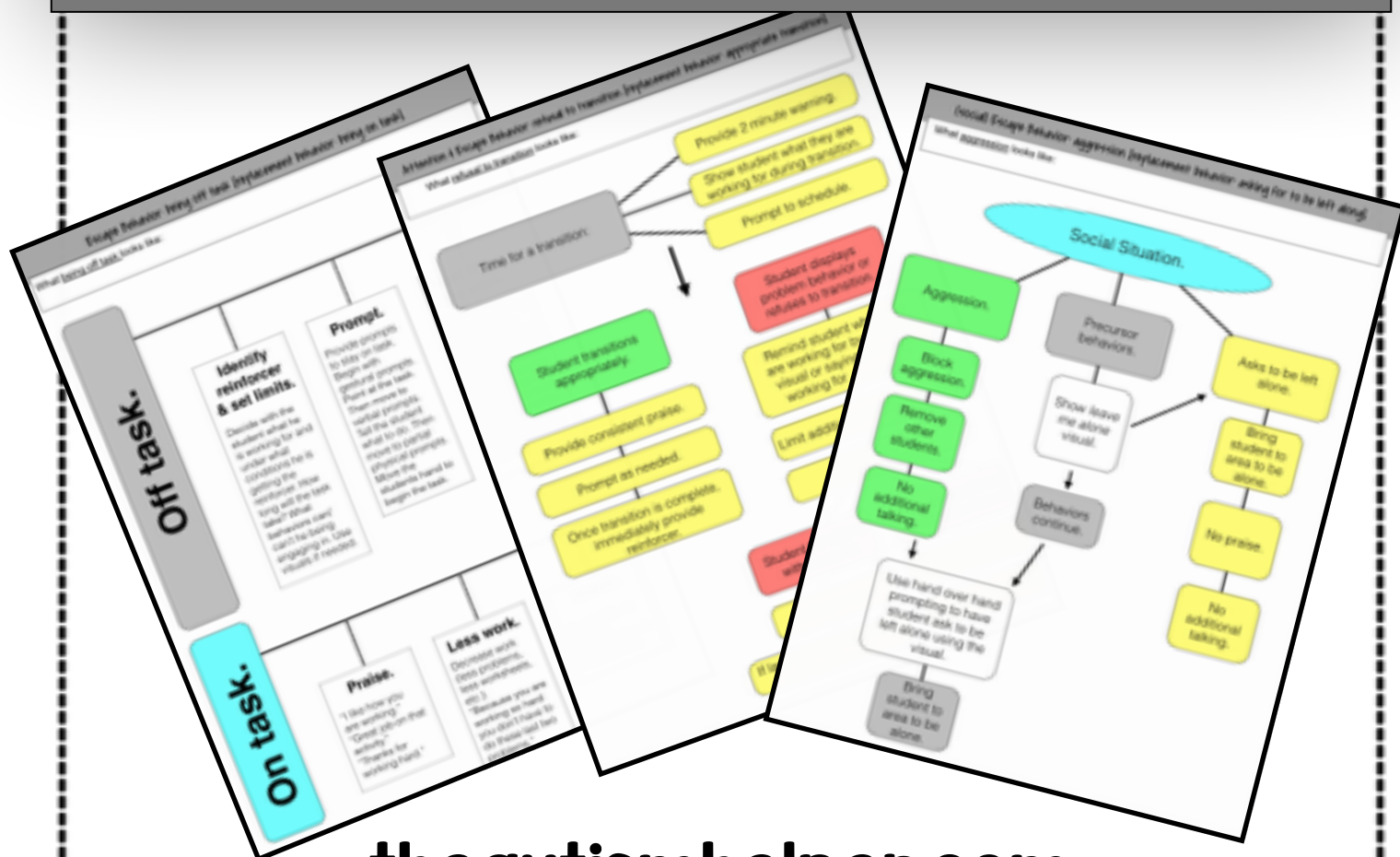


# Behavior Plan Flow Charts & Tools



[theautismhelper.com](http://theautismhelper.com)

# Behavior Plan Tools & Resources: Table of Contents

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ABC Data Sheets in zip file.

## Behavior Plan Tools & Resources: Notes & Advice

Writing a behavior plan is all about individualization. There is no one-size-fits-all formula that will work for every student. A behavior plan begins by conducting a Functional Behavior Assessment (FBA). The FBA helps determine the function (or the why) of the behavior. All behavior is communication and this targeted problem behavior is communicating something. The goal is to determine what the problem behavior is communicating, identifying an appropriate replacement behavior that achieves the same result, and developing a behavior plan around these two areas. Your intervention will be function-based meaning you will need to select interventions according to what the behavior is communicating.

This resource is meant to be a guide in the behavior plan process. It is meant to provide you with tools and materials to develop an individualized plan for your student or child. There are 20 Behavior Plan Flow Charts included in this resource for a variety of types of behaviors with different behavioral functions. These are meant to be a jumping off point. They will not work for every student or every individual. The editable versions of the flow charts are included in this resource so you can customize the plan according to your child's needs. The Replacement Behavior Visuals can be utilized for both students who are verbal or nonverbal to provide a method of communication. The goal is that the replacement behavior is easier and more effective than the target behavior. You will likely need to teach your student how to use the visual. They will not instinctively know. While teaching the replacement behavior, you should initially provide consistent reinforcement for the response. That means every time! Every time your student hands you the break card, they get a break. Your goal is to get buy-in. You want your student to understand what the break card means. Once it is successful, you can start to fade it out.

# Behavior Plan Steps

|        |  |
|--------|--|
| Step 1 | <b>Conduct FBA</b> {functional behavior assessment} to determine the function of the behavior. You need to determine why the behavior is occurring. The function is they why. First write a behavioral definition. See <u><a href="#">behavioral definition worksheet</a></u> . Take ABC data. See <u><a href="#">ABC data sheets</a></u> .  |
| Step 2 | <b>Analyze data.</b> See attached <u><a href="#">document on functions of behavior</a></u> . Review your data. Hypothesize function. You will never know for sure why the behavior is occurring but you can make an educated guess (ie. hypothesized function). This will guide your behavior plan and is essential to decreasing the behaviors.   |
| Step 3 | Determine the <b>replacement behavior</b> . A replacement behavior is an appropriate behavior that accesses the same consequence as the problem behavior. So if the problem behavior is for attention, the replacement behavior should result in attention. See attached <u><a href="#">document on replacement behavior</a></u> and <u><a href="#">replacement behavior visuals</a></u> . |
| Step 4 | Determine <b>proactive strategies</b> . The first step is to explore strategies that will prevent the problem behavior. Provide more regular access to the reinforcer (attention, breaks, etc.). Provide prompts for the desirable replacement behavior. Avoid or eliminate common triggers for the problem behavior. Modify the environment.  |
| Step 5 | Determine <b>reactive strategies</b> . The first consequence based strategy to implement problem behavior no longer results in reinforcement. Schedule preferred activities after non-preferred activities. Provide consistent and high magnitude reinforcement for the replacement behavior.  |

# Behavior Definition Worksheet

List all of the problem behaviors the student engages in. Circle the ones that are similar that could be grouped into one behavior group. For example, kicking, hitting, and pushing could all be defined as aggression.

Describe exactly what the behavior looks like. Only include what you can actually see. Do not include any information about why it is occurring.

How will you be taking data on this behavior? (circle one)

## Frequency

Track each instance of the behavior..

What is one behavior?

---

When does the behavior stop and the next behavior begin?

---

## Minutes

Track minutes of the target behavior.

When do begin tracking minutes?

---

When do stop tracking minutes?

---

What is a non-example of the behavior? (a response that looks similar to the target behavior but does not count as a target behavior)

# Functions of Behavior

## Attention

An individual may be engaging in a behavior in order to access attention from other students, teachers, or other people. The attention can be positive or negative.

*How do I know if the behavior is an attention behavior?*

Refer to your ABC data. If the consequence that follows the target behavior usually involves another person, it may be an attention function. The consequence may be a teacher lecture, other students laughing, or a paraprofessional providing extra help.

## Escape

An individual may be engaging in a behavior in order to escape a situation, activity, or person. Escape behaviors may not always be to get out of a task, it may be to escape a specific part of the environment.

*How do I know if the behavior is an escape behavior?*

Refer to your ABC data. If the consequence that follows the target behavior usually a change in an environmental contingency, it may be an escape behavior. The consequence may be a break from a task, a time out, or access to an area of the class away from other students.

## Sensory

An individual may be engaging in a behavior to give himself some type of internal sensation that is pleasing or remove an internal sensation that is aversive. These behaviors are sometimes known as self-stimulatory.

*How do I know if the behavior is a sensory behavior?*

Refer to your ABC data. If the behavior is occurring in a wide range of settings, with a wide variety of consequences, and sometimes occurs while the individual is alone, it may be a sensory behavior.

## Access to Tangibles

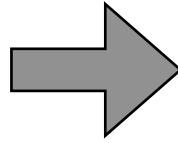
An individual may be engaging in a behavior in order to access an item or activity. The consequence may involve a break or attention but consistently involves access to an item.

*How do I know if the behavior is maintained by access to tangibles?*

Refer to your ABC data. If the consequence that follows the target behavior consistently involves access to a preferred item or activity, it may be an access to tangible behavior.

# Behavior Plan Replacement Behavior

Target Problem Behavior



Consequence of Problem Behavior

circle one or multiple if their are multiple functions

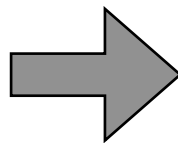
**Attention**

**Escape**

**Sensory**

**Tangible**

Replacement Behavior



Consequence of Replacement Behavior

circle one or multiple if their are multiple functions

**Attention**

**Escape**

**Sensory**

**Tangible**

{should be the same as the consequence  
of the problem behavior}

Replacement behavior must-haves:

- easier than the target problem behavior  
notes:
- more consistently followed by reinforcement  
notes:

Strategies for consistently providing reinforcement for the replacement behavior:

Let's talk.



I want....

Friend Time



Friend Time




Friend Time



Raise your hand.


I'm angry.




I feel angry.

I want:

break



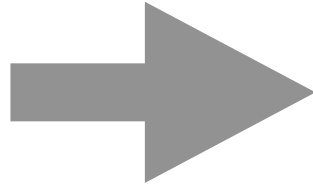
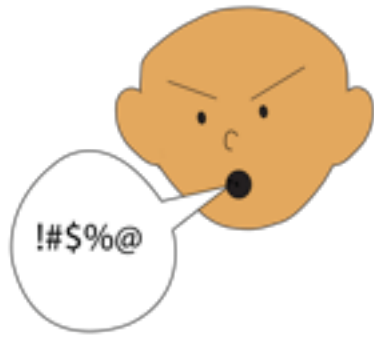
attention



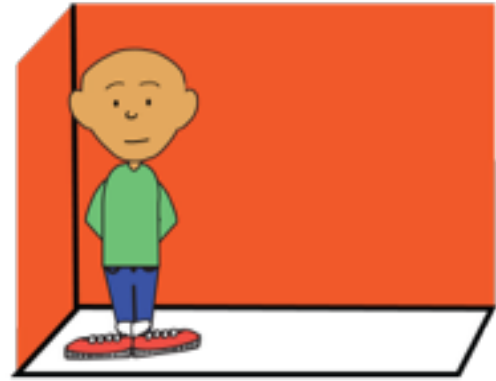
walk



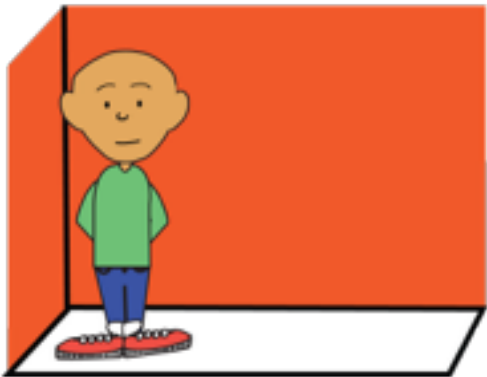
Bad talking.



Time out.



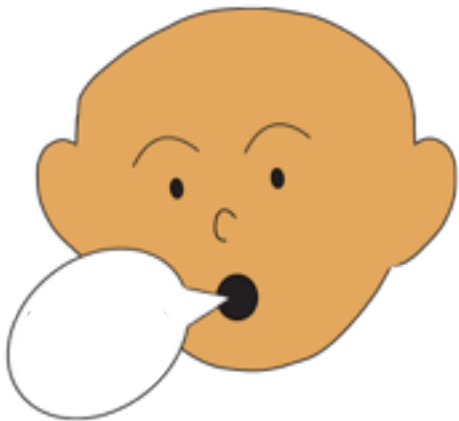
Time out.



Time out finished.




Use words.







Break Time



Break Time




Break Time




I want....


Break



Break



Break



Leave me  
alone, please.

Sensory Toy



Sensory Choice Board

I want:

ball



ball



big ball



ball pit



slinky



squeezing toys



shaking toys



gum



# Behavior Plan Flow Charts

## How & Why

There is typically a specific protocol or structure to writing a behavior plan for school districts, clinics, or private schools. While we need to follow the necessary procedures when creating behavior plans, the lengthy versions are often not practical on a day to day basis. Behavior Plan Flow Charts Provide a visual, straightforward, and basic version of your behavior plan. Utilize the behavior plan you've written according to your district's guidelines into this format. When managing multiple behavior plans or complex behaviors, you need a simple way to understand what interventions you are utilizing. These Behavior Flow Charts can be used for staff training, communication with parents, daily use, and team implementation. They are perfect for grab-and-go understanding of plans!

## Editable

Behavior plans are all about individualization. There are 20 Behavior Plan Flow Charts. Each plan includes a target behavior, function, and replacement behavior. There is also a space to detail the specifics about your behavior definition. This is essential for keeping all staff on the same page about what behaviors they are tracking! Editable versions of all Behavior Plan Flow Charts are included in the zip file of this resource in powerpoint version. Feel free to individualize the flow charts to reflect the needs of each of your students. There is one custom font in the Behavior Plan Flow Charts. If you'd like to keep this font go to [dafont.com](http://dafont.com) and search Covered By Your Grace and download that font before reopening the powerpoint.

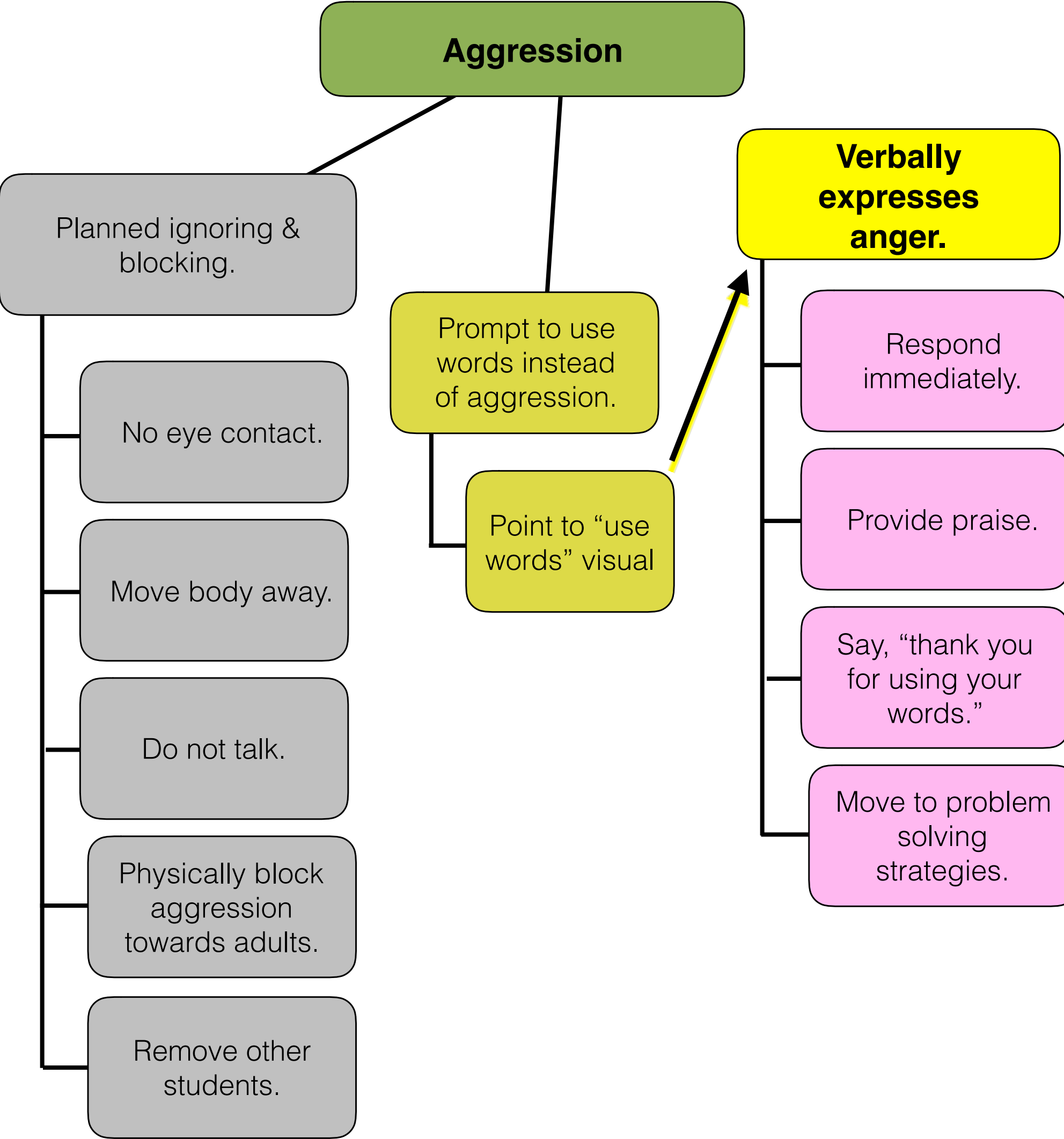
## Staff Training

These Behavior Plan Flow Charts are great for staff training! Sit down with all paraprofessionals, clinicians, case managers, and any other staff members working with your students. Provide copies of the Behavior Plan Flow Chart for each staff member. Review the plan as a group. Post the plan in a central location in the classroom as reference.

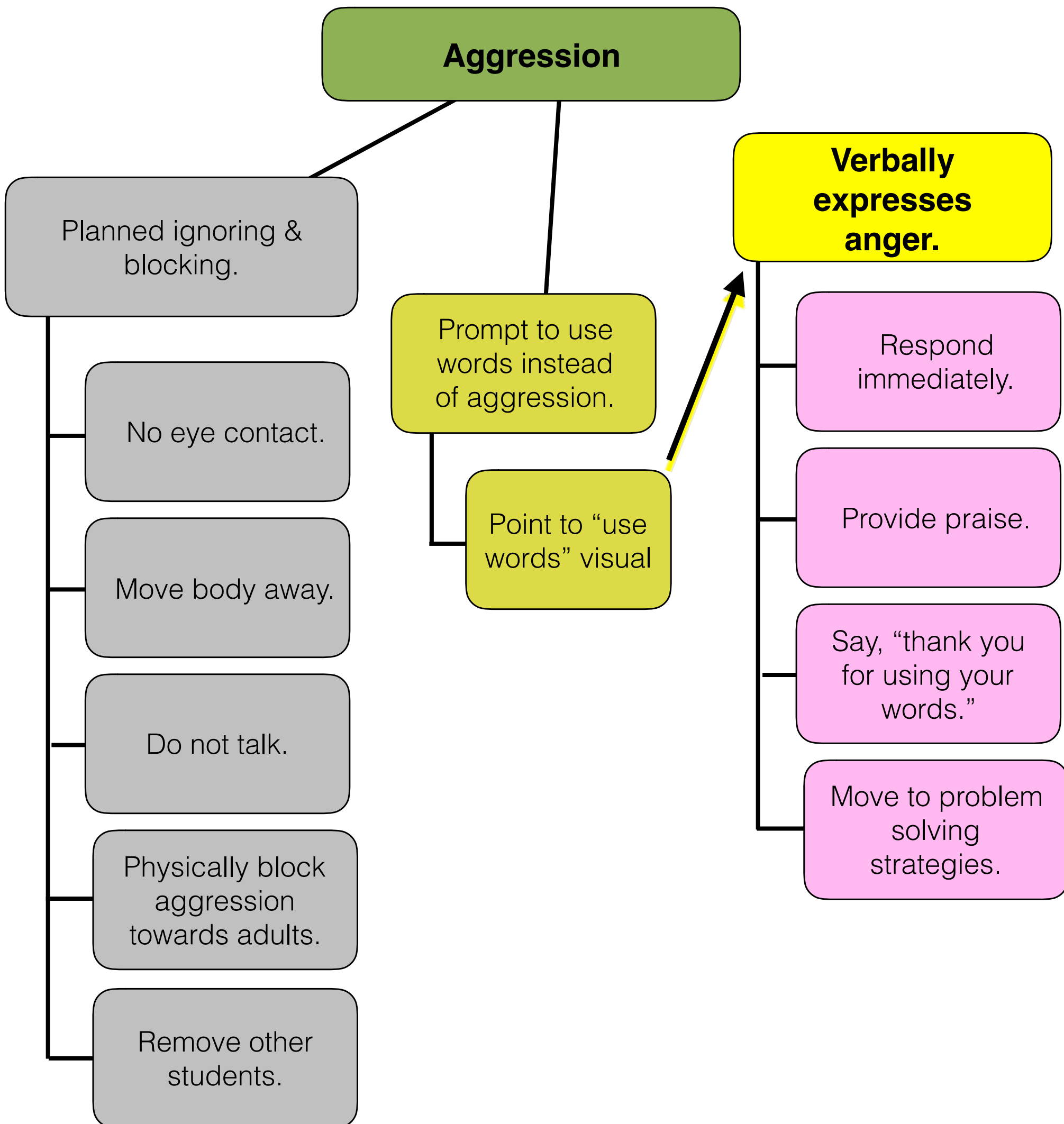
# Behavior Plan Flow Charts

| Behavior                             | Function           | Replacement Behavior                       | page # |
|--------------------------------------|--------------------|--|--------|
| aggression                           | Attention          | verbally expressing anger                  | p. 13  |
| aggression & screaming               | Escape & Sensory   | asking for break                           | p. 14  |
| aggression                           | Escape             | request break                              | p. 15  |
| aggression                           | (social) Escape    | asking to be left alone                    | p. 16  |
| self-injury                          | Sensory            | using a sensory toy                        | p. 17  |
| property destruction                 | Attention          | complete schoolwork                        | p. 18  |
| tantrum                              | Attention          | appropriate behaviors                      | p. 19  |
| refusal to complete classroom chores | Escape             | completes classroom chores                 | p. 20  |
| defiance                             | Escape             | request break                              | p. 21  |
| running                              | Escape             | asking for a break                         | p. 22  |
| running                              | Attention          | asking for attention                       | p. 23  |
| yell, whine, complain                | Attention          | asking for help                            | p. 24  |
| shout out                            | Attention          | raise hand                                 | p. 25  |
| inappropriate verbal behavior        | Attention          | appropriate verbal behavior {with timeout} | p. 26  |
| inappropriate verbal behavior        | Attention          | appropriate verbal behavior                | p. 27  |
| inappropriate verbal behavior        | (social) Escape    | asking to be left alone                    | p. 28  |
| refusal to transition                | Attention & Escape | appropriate transition                     | p. 29  |
| wandering & grabbing                 | Access to Tangible | verbally request item                      | p. 30  |
| out of seat                          | Attention & Escape | in seat                                    | p. 31  |
| off task                             | Escape             | on task                                    | p. 32  |

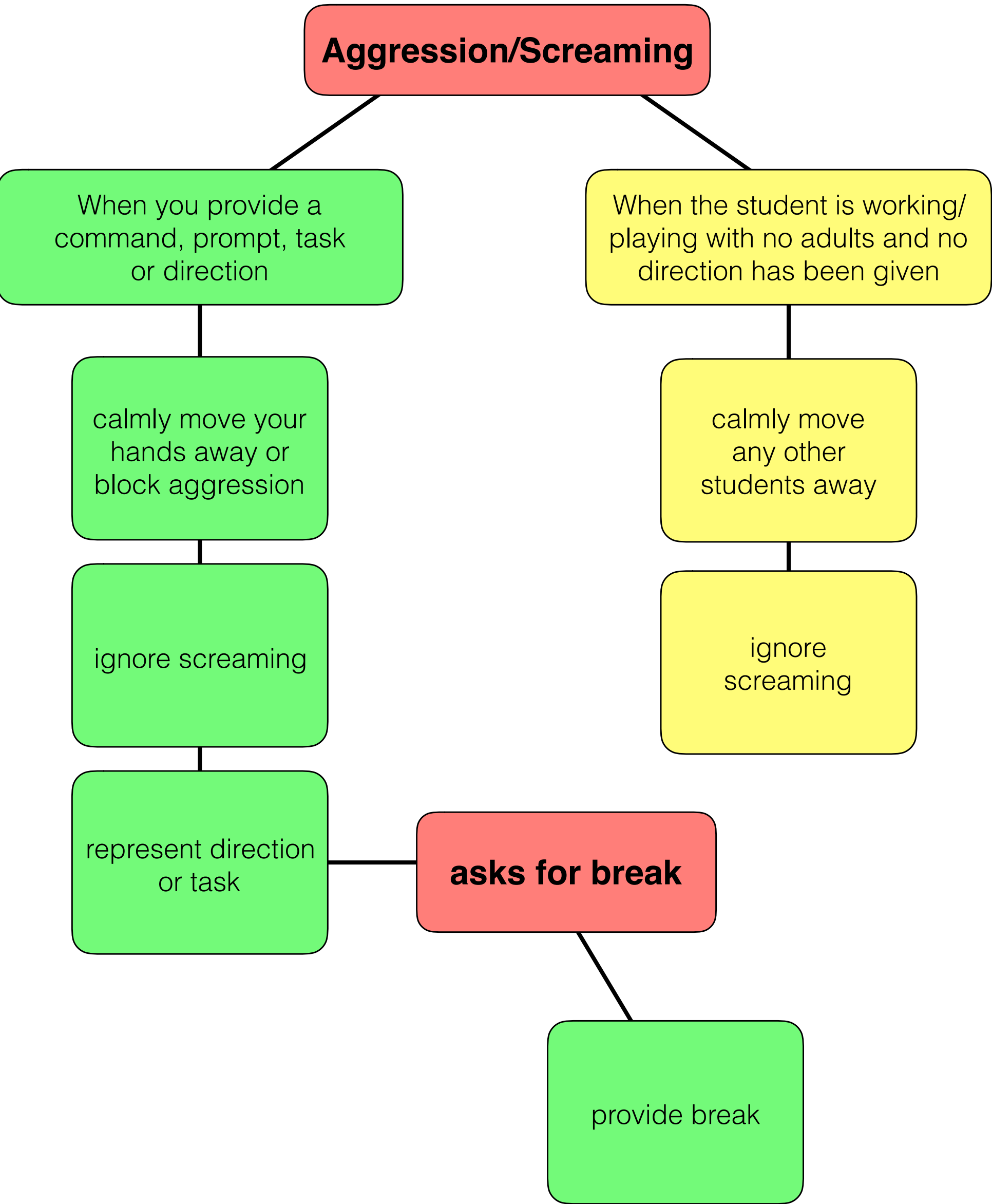
| Behavior:                        | Replacement Behavior: |
|----------------------------------|-----------------------|
| What <u>behavior</u> looks like: |                       |



What aggression looks like:

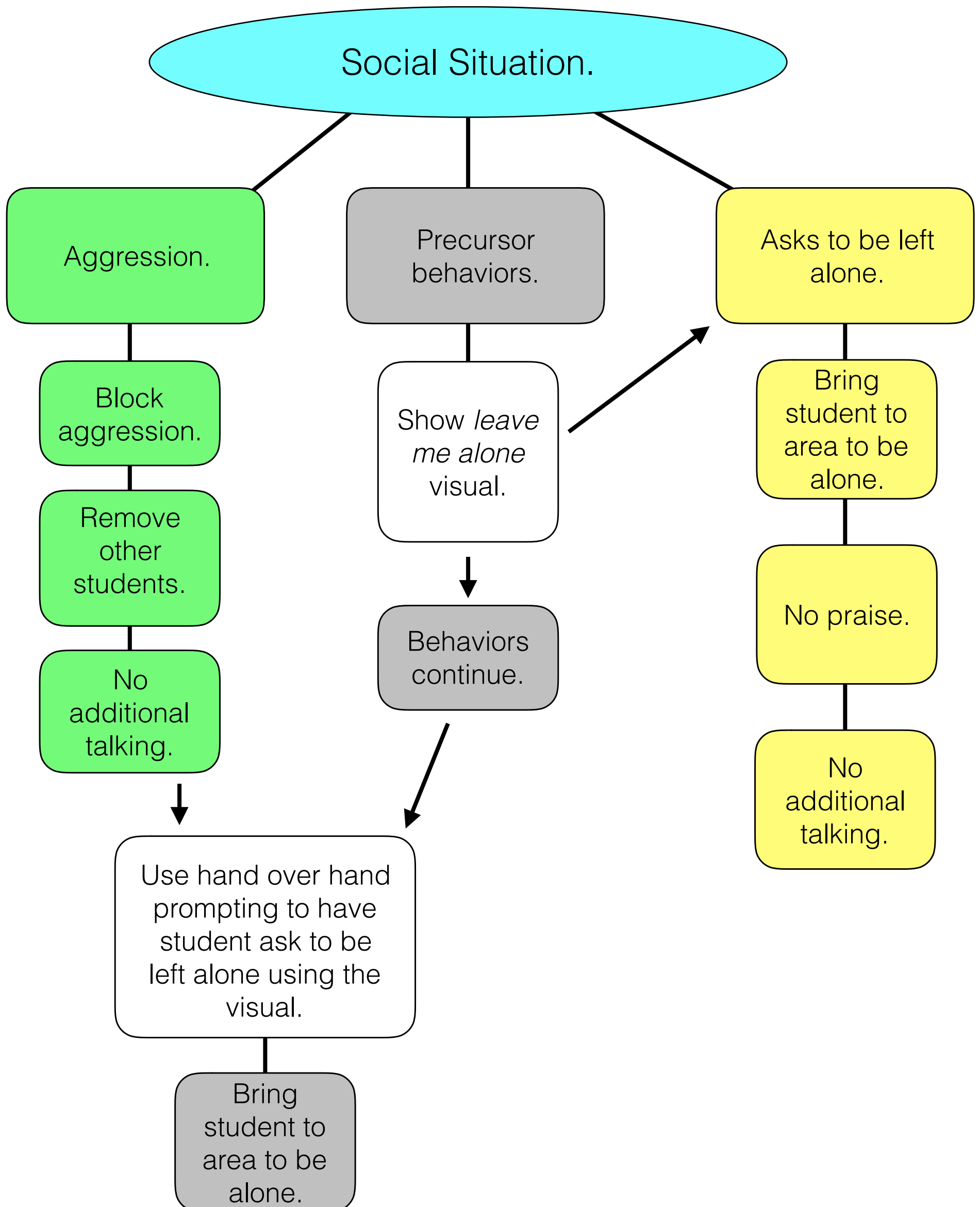


What aggression & screaming looks like:



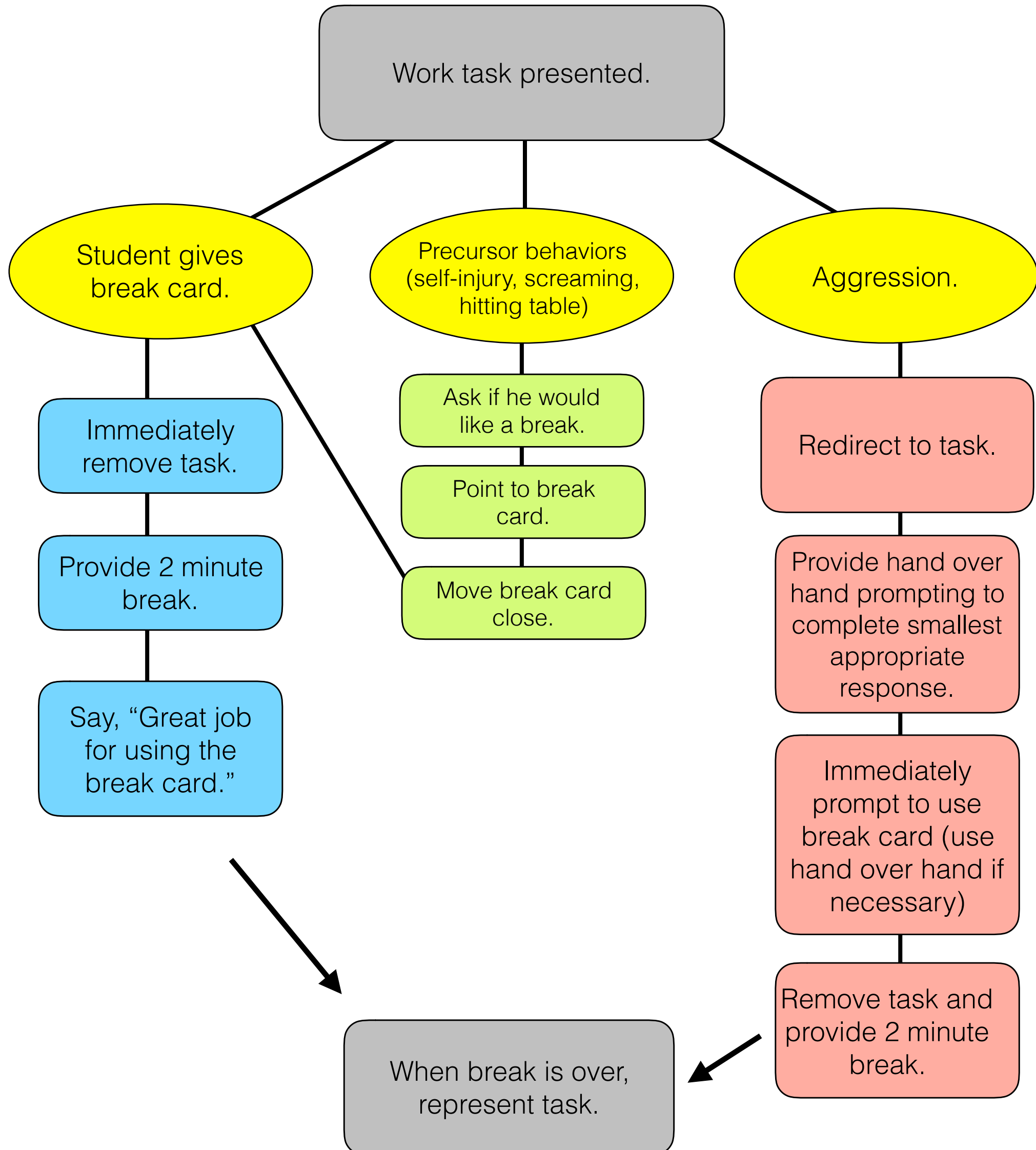
(social) Escape Behavior: aggression {replacement behavior: asking for to be left along}

What aggression looks like:

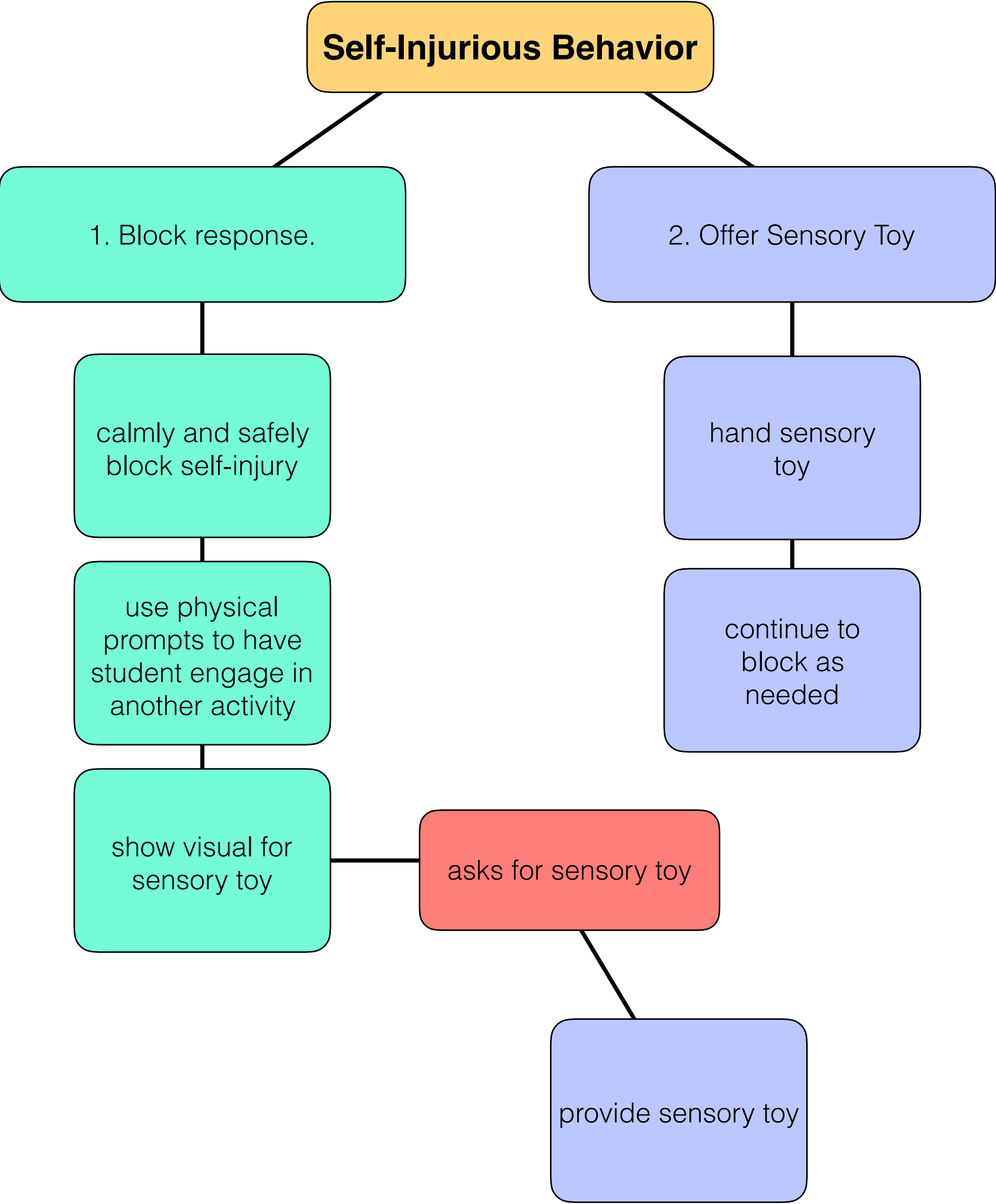




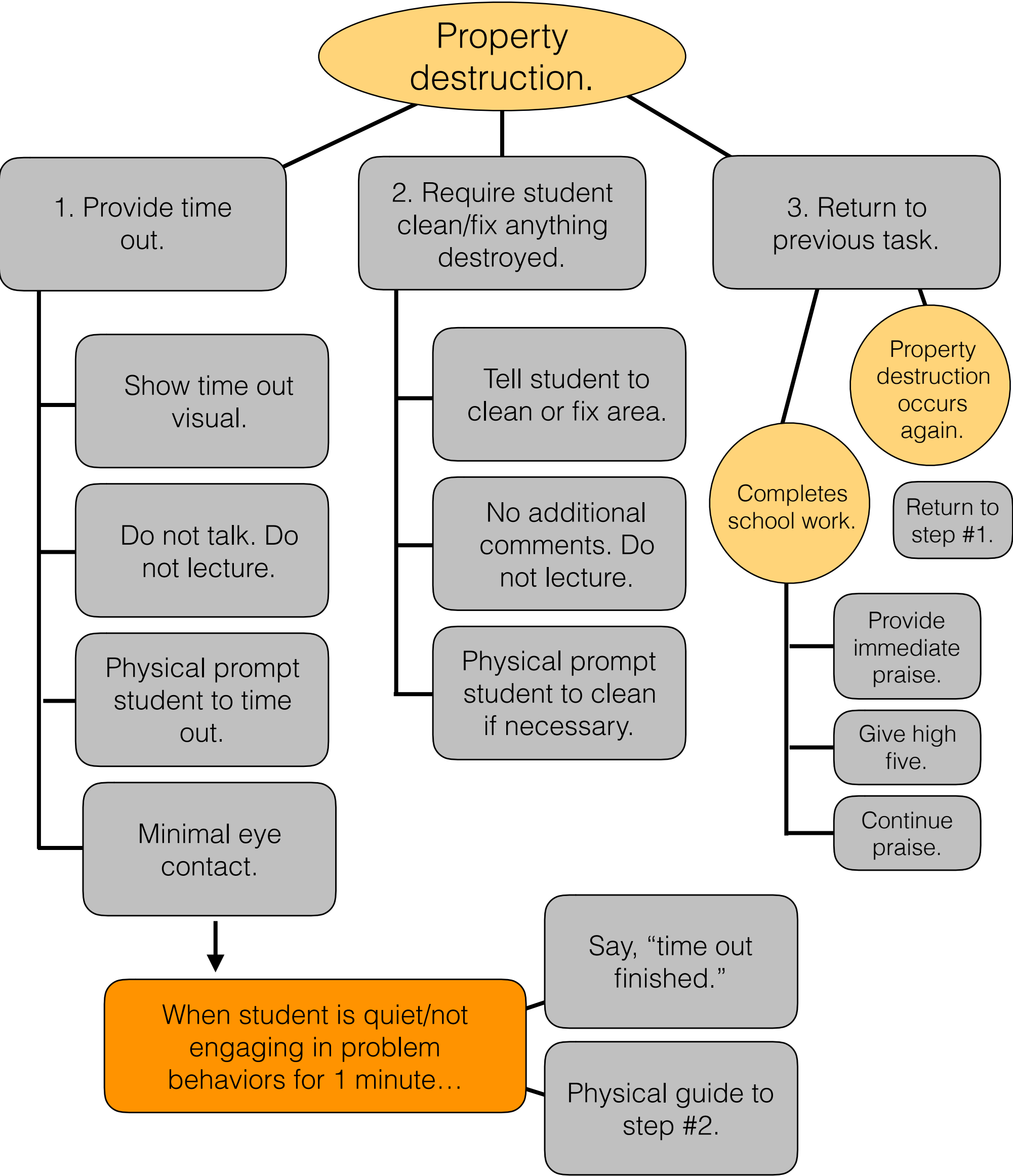
What aggression looks like:



What self-injury looks like:



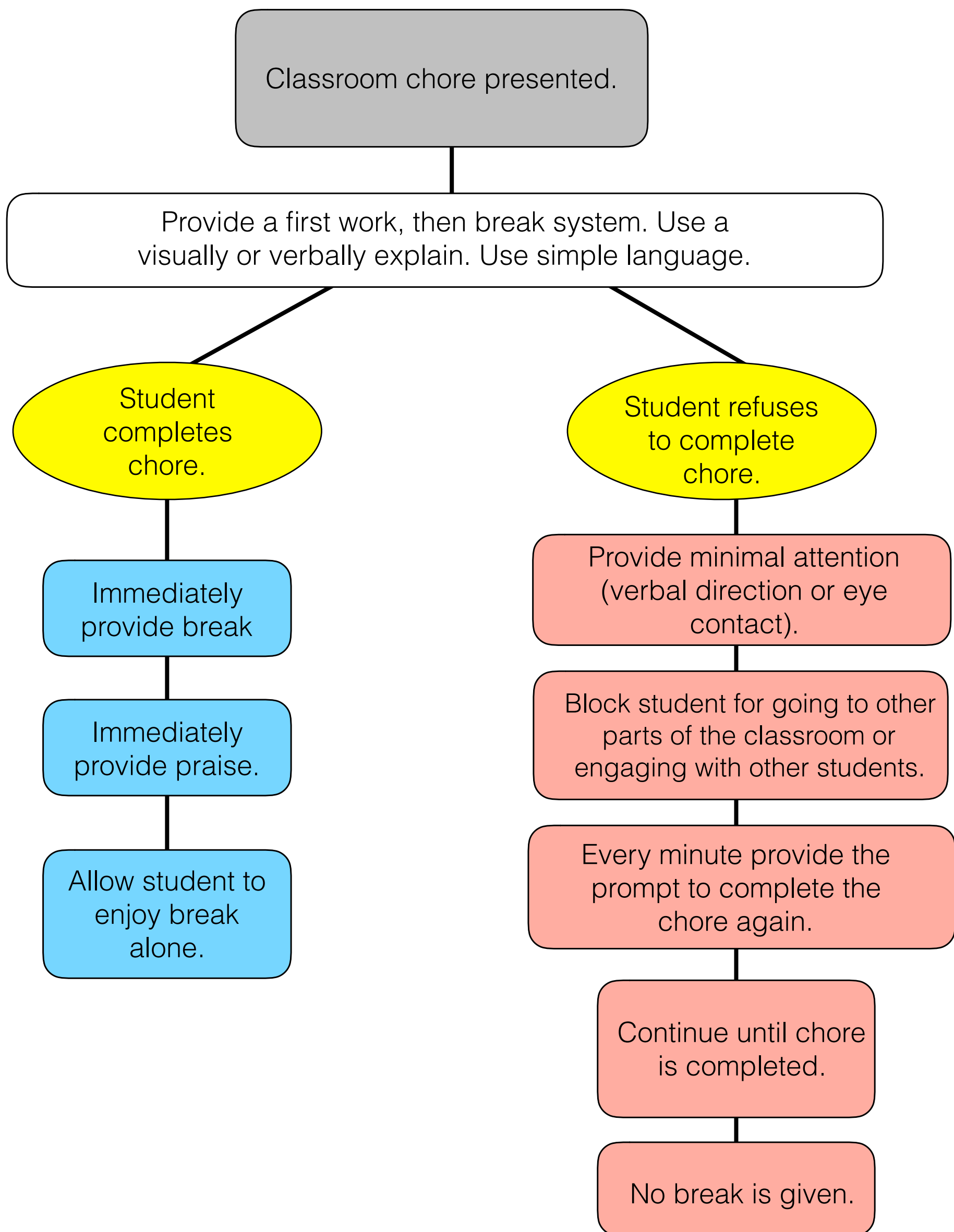
What property destruction looks like:



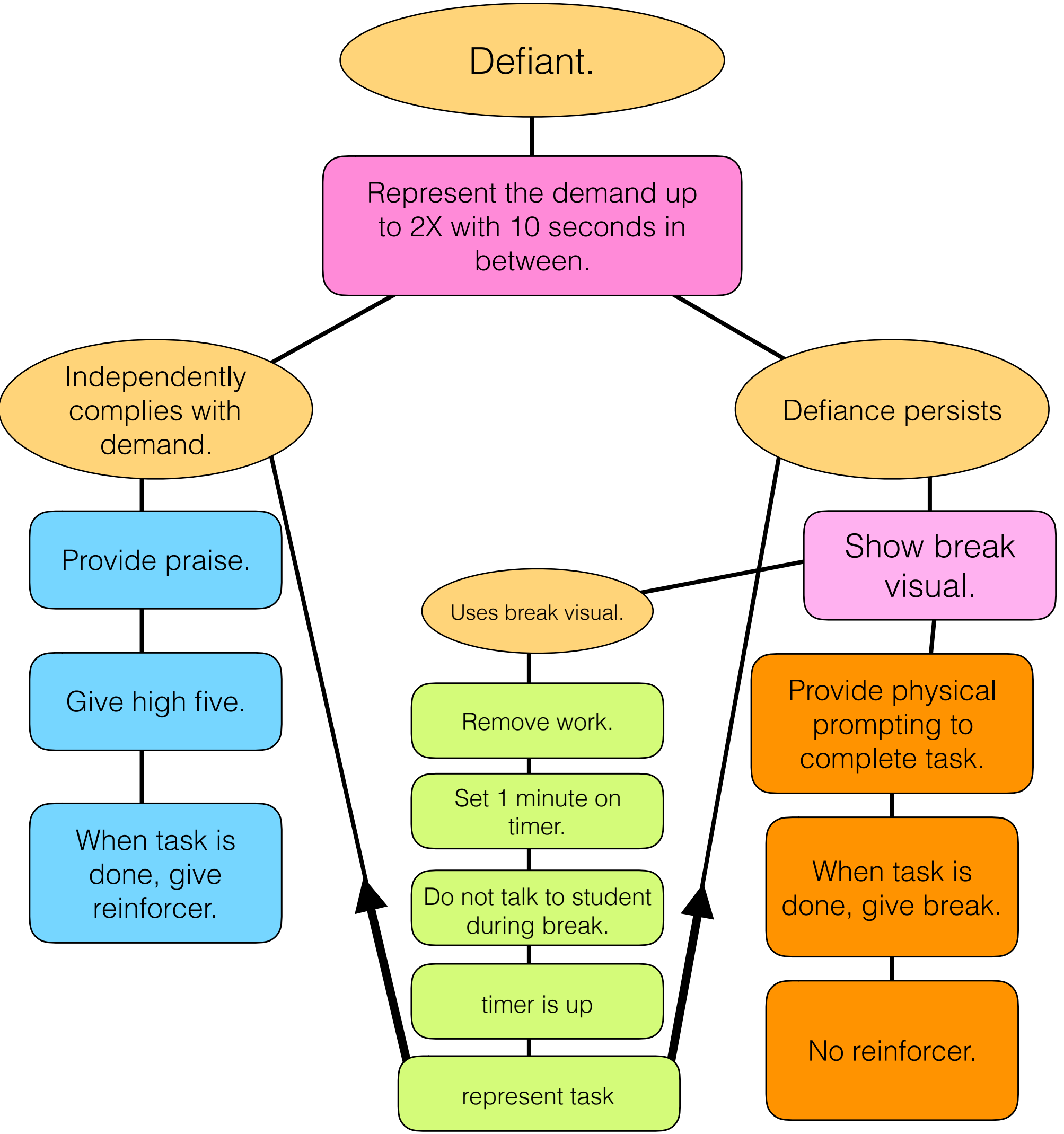
What tantrums look like:



What refusal to complete classroom chores looks like:



What defiance looks like:



What running looks like:

Preventative measures  
in place:

Work area far from door.

Several obstacles in the way.

Break card available on desk.

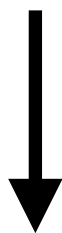


Student asks for a  
break.

Immediately remove task.

Set timer.

Remove all demands from  
student during break.



When timer is done, return to  
same task.

Student runs.

Follow student.

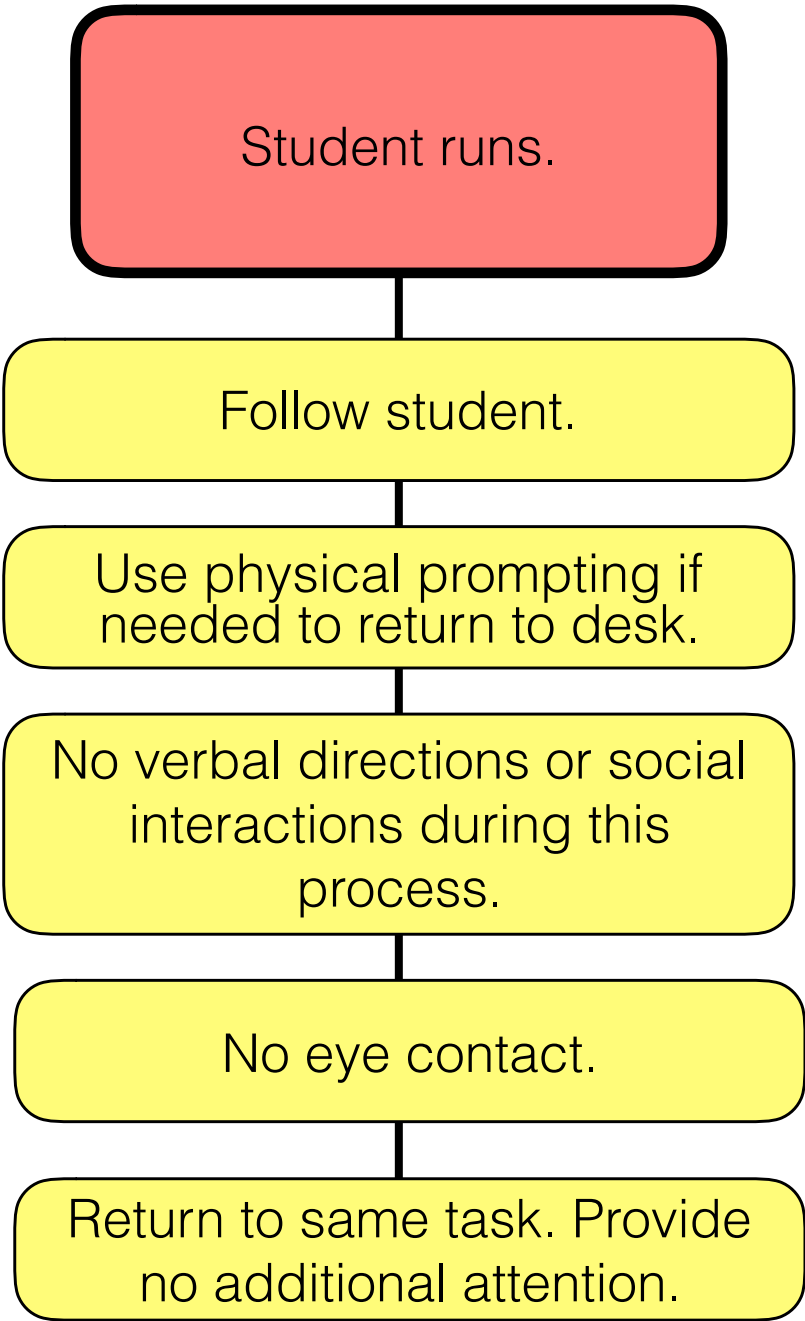
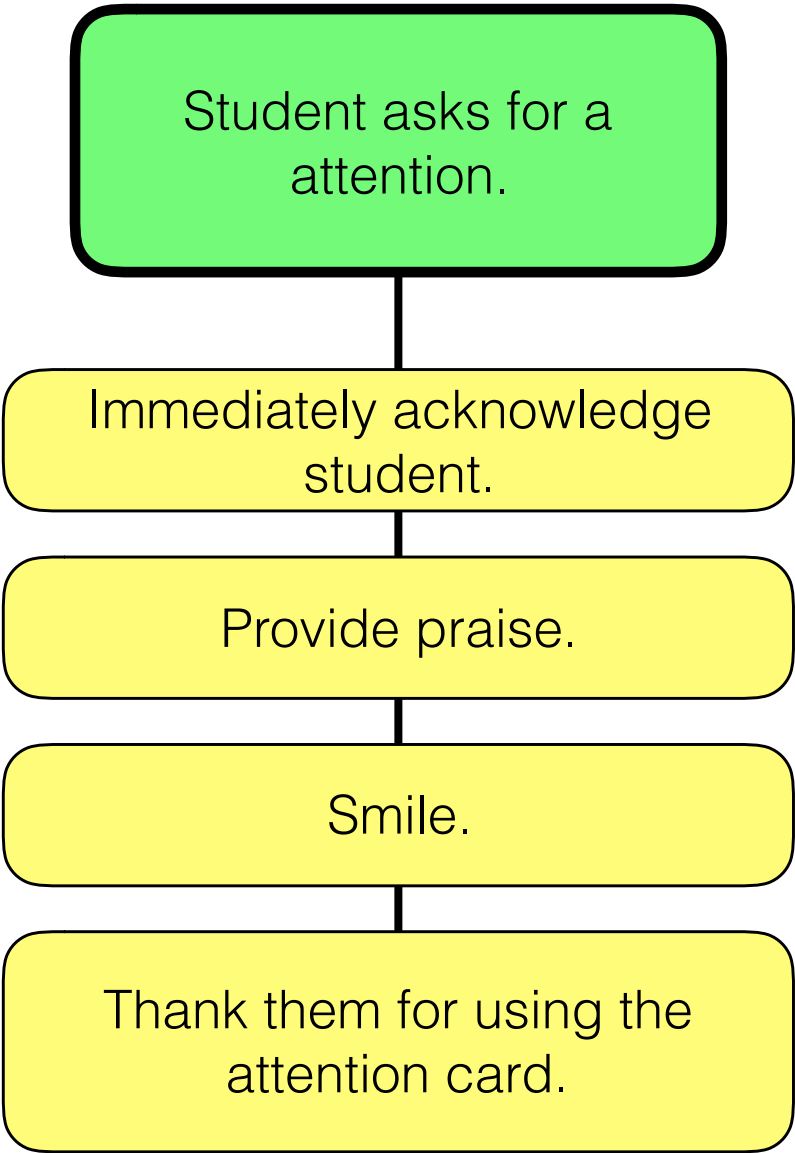
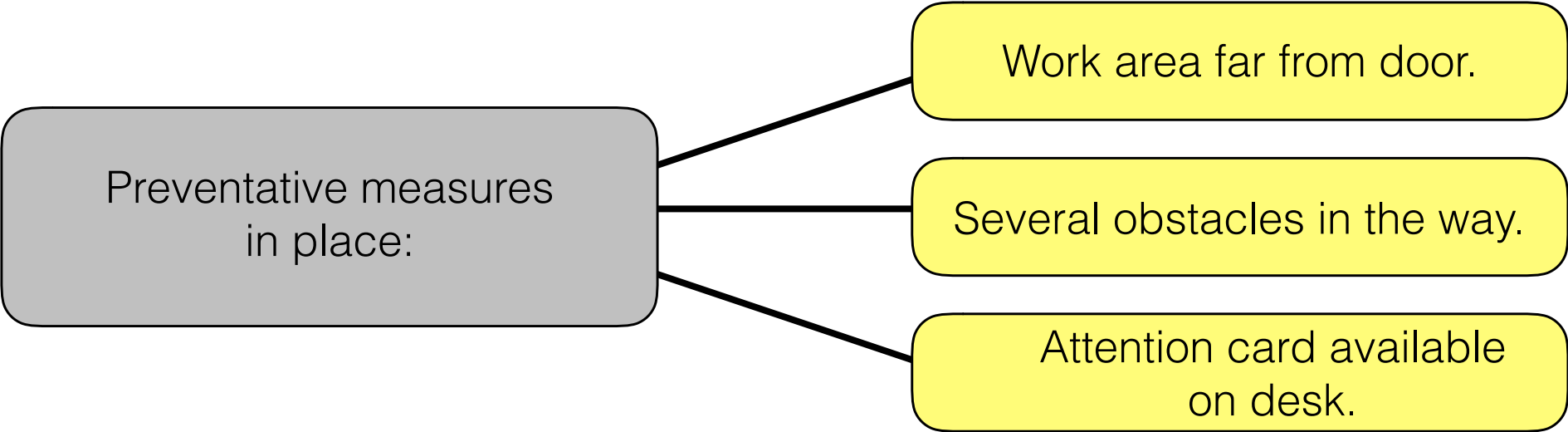
Use physical prompting if  
needed to return to desk.

Limit verbal directions or  
social interactions during this  
process.

Remind student of the break  
card.

Return to same task.

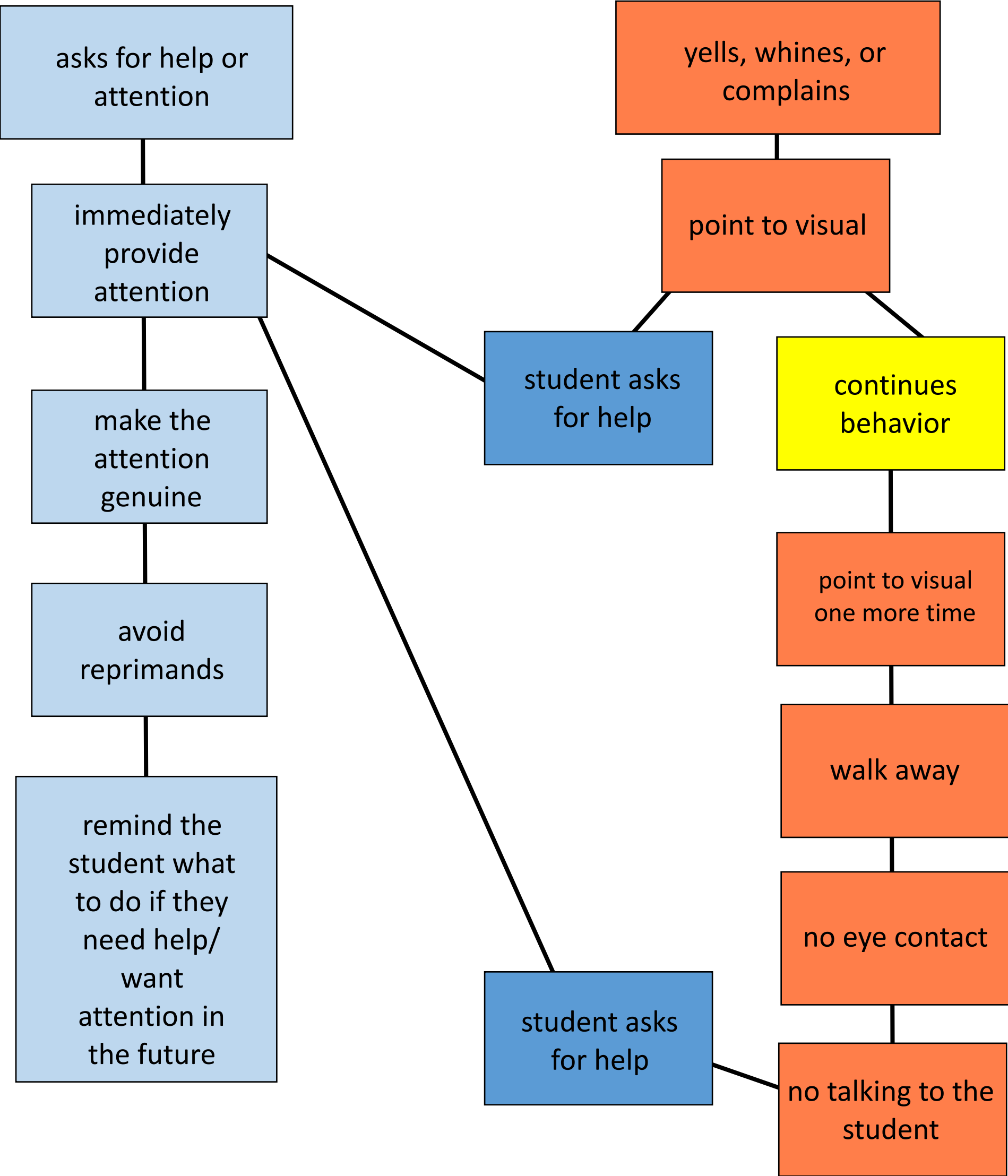
What running looks like:



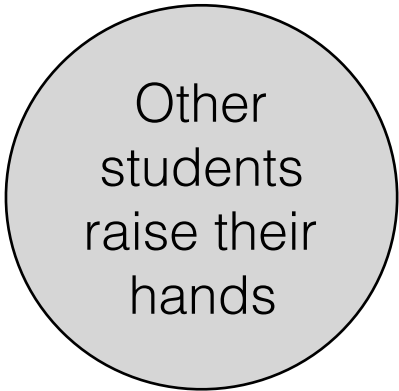
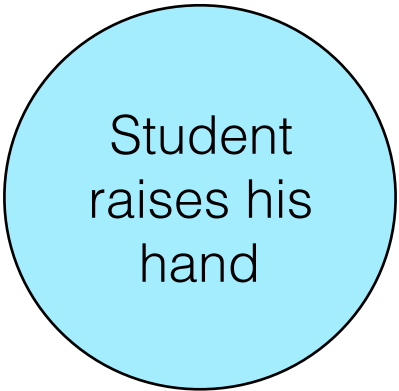
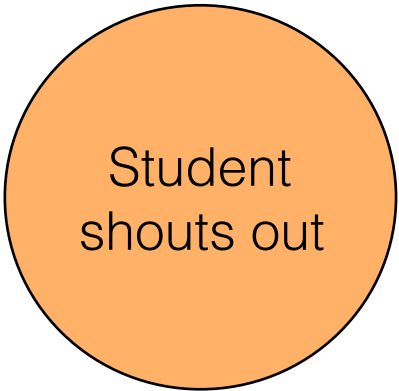


Attention Behavior: yell, whine, or complain {replacement behavior: asking for help}

What yell, whine, or complain looks like:



What shout out looks like:



Do not verbally respond to student.

Do not make eye contact.

Point to visual cue that says, "raise hand."

Immediately call on the student.

Smile.

Provide genuine praise.

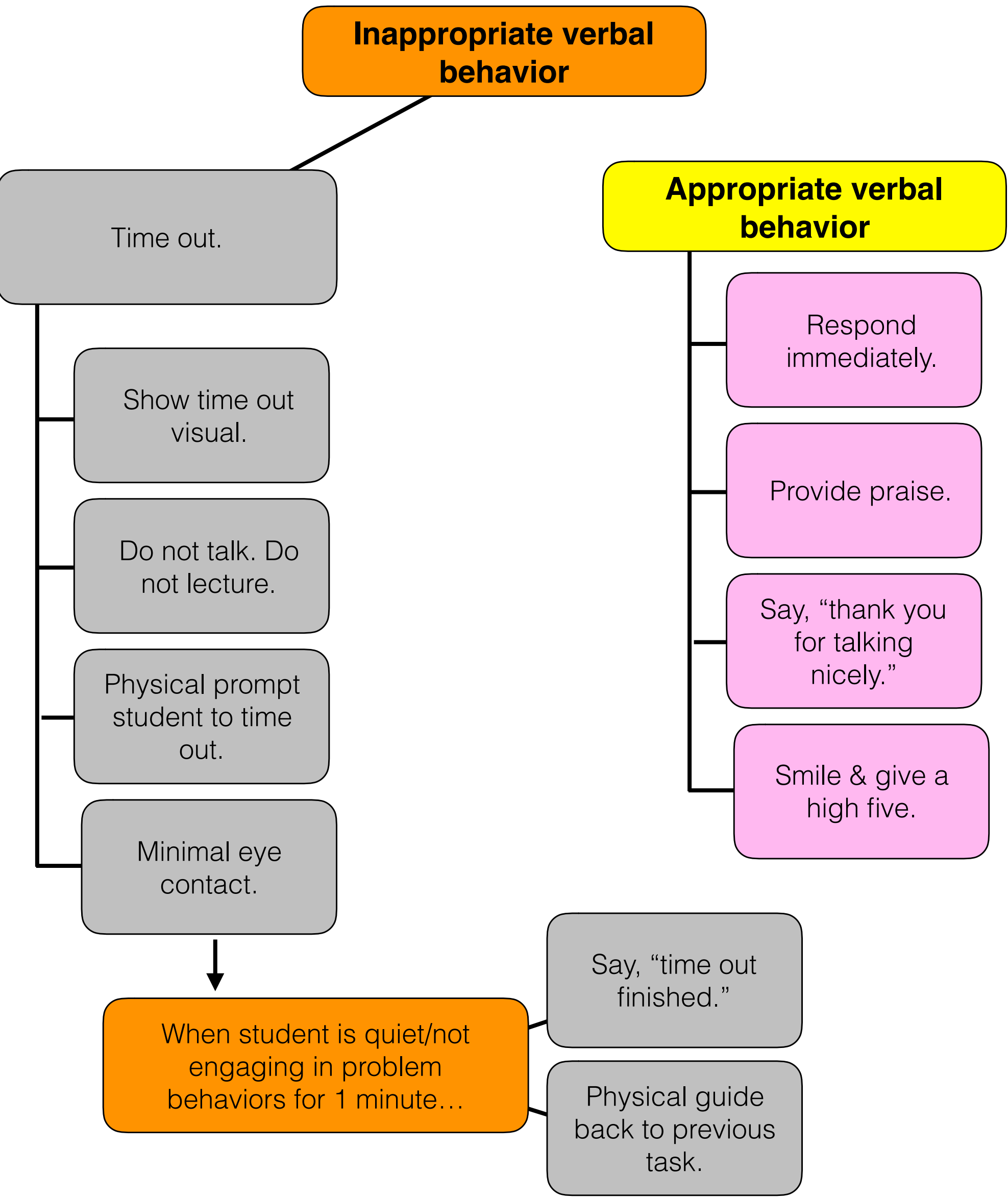
Acknowledge their response.

Provide praise to other students.

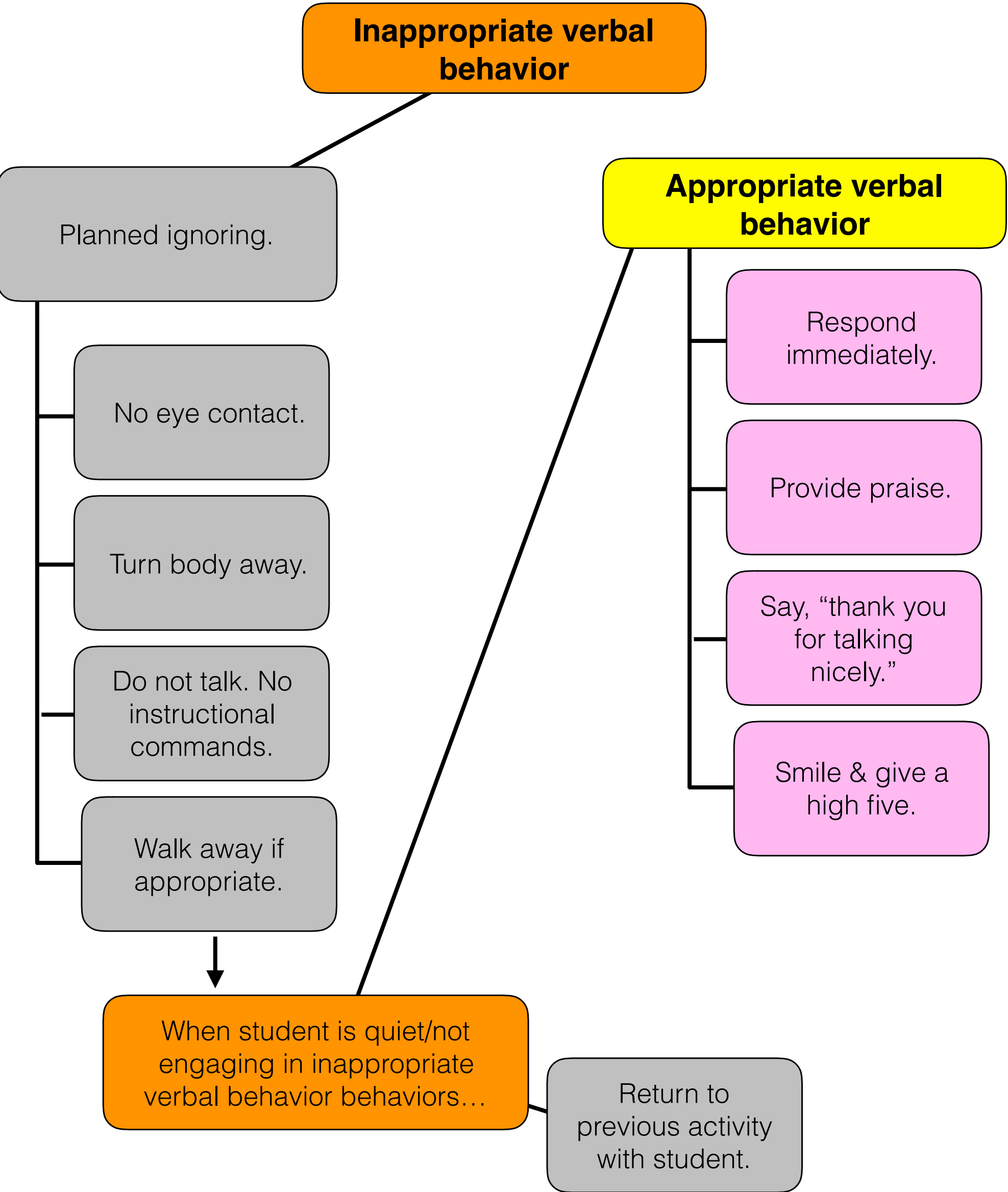
Say, "thank you for raising your hand."

Say, "I'm calling on \_\_\_\_\_ because he raised his hand."

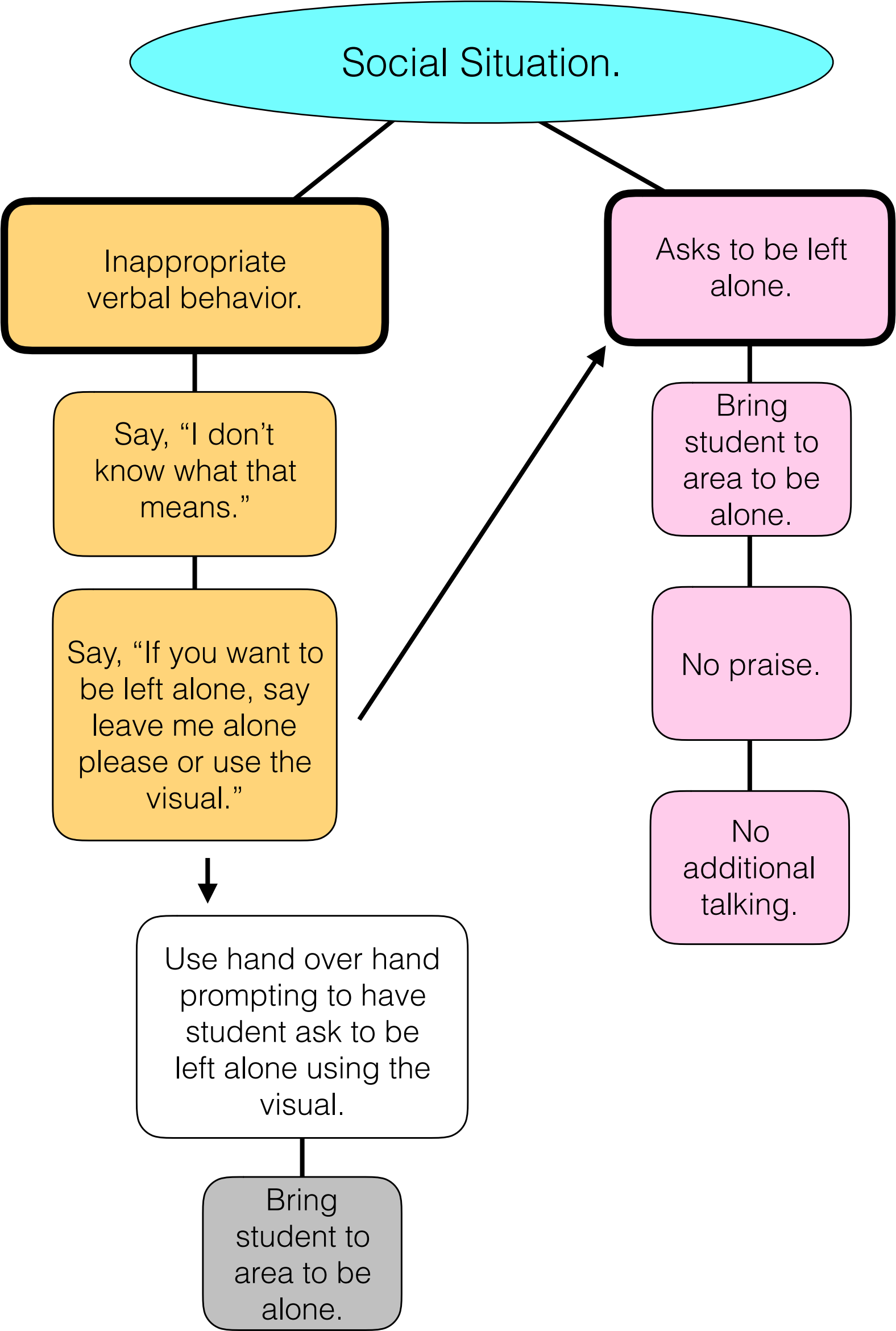
What inappropriate verbal behavior looks like:



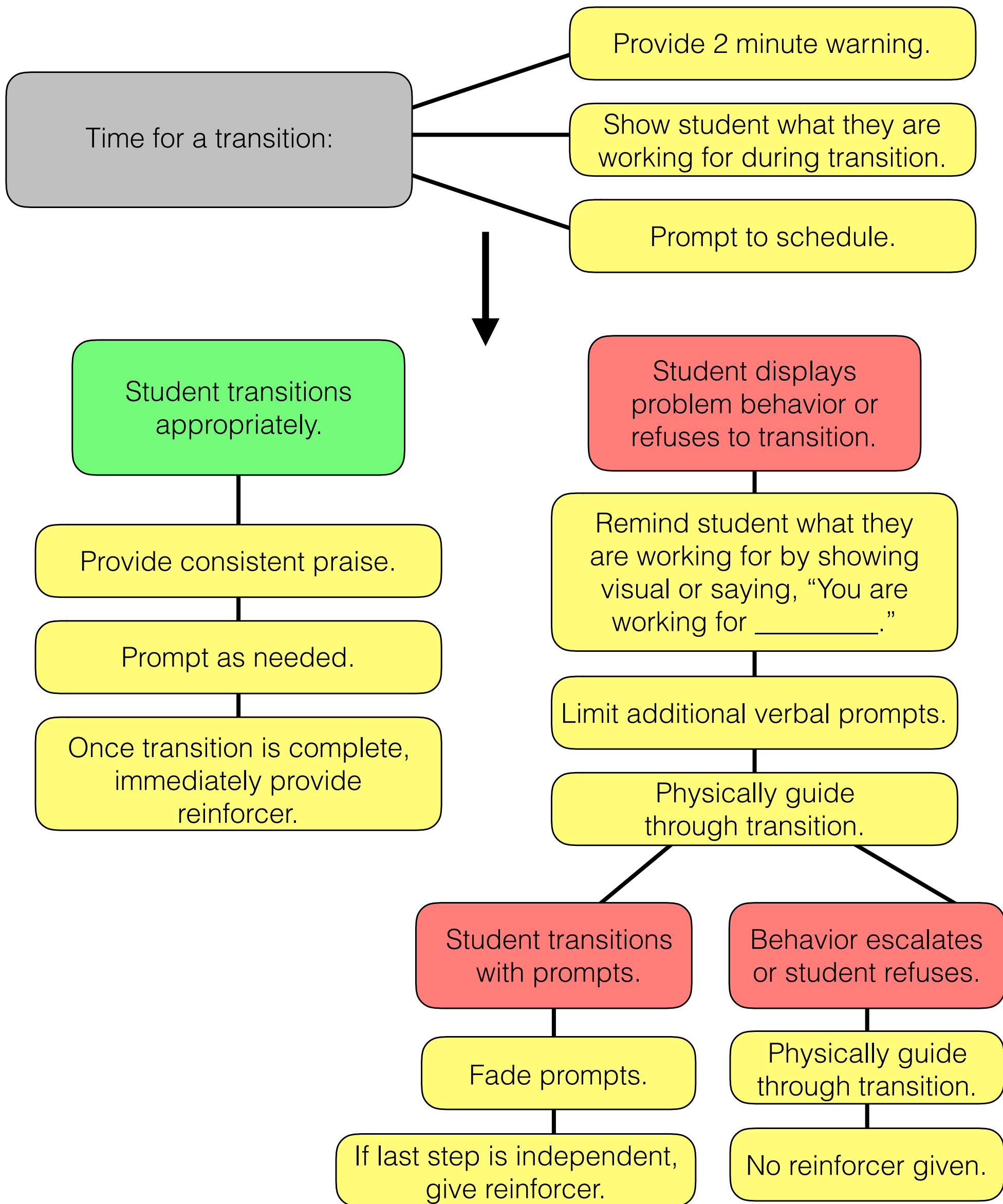
What inappropriate verbal behavior looks like:



What inappropriate verbal behavior looks like:

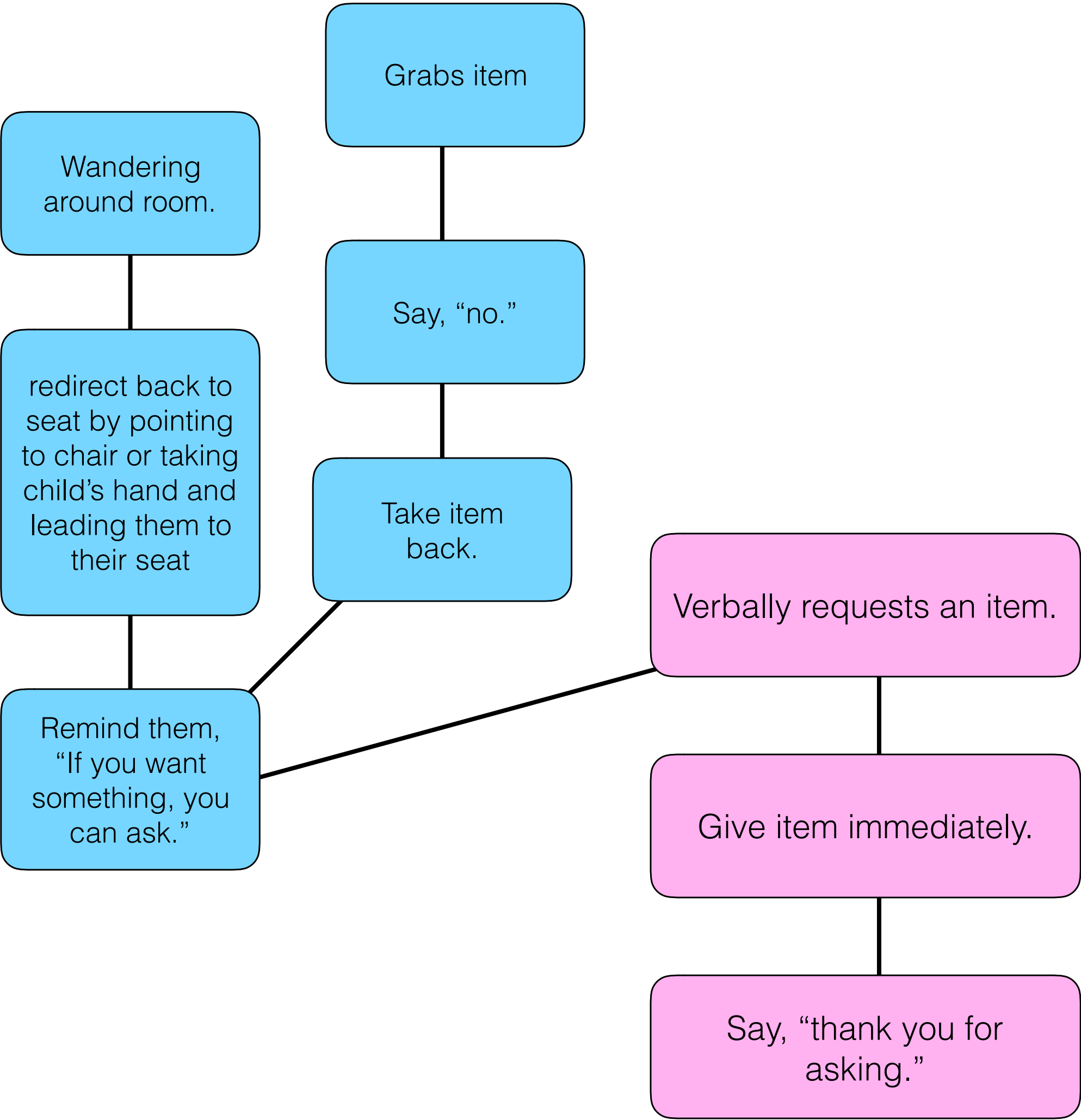


What refusal to transition looks like:



Access to Tangible Behavior: wandering & grabbing {replacement behavior: verbally request item}

What wandering & grabbing looks like:



# Attention & Escape Behavior: out of seat {replacement behavior: in seat}

What out of seat look like:

## Out of seat.

Ignore.

No eye contact.

No talking.

Move away.

Provide prompt.

Point to tokens.

Point to seat visual.

Point to reinforcer.

Provide consequence.

Remove token.

Add additional work.

Give praise to others.

## In seat.

Provide praise.

Provide tokens.

Provide option of  
other reinforcer  
or an "in seat"  
break.



What being off task looks like:

# Off task.

## Identify reinforcer & set limits.

Decide with the student what he is working for and under what conditions he is getting the reinforcer. How long will the task take? What behaviors can/can't he be doing while working? Use visuals if needed.

## Prompt.

Provide prompts to stay on task. Begin with gestural prompts. Point at the task. Then move to verbal prompts. Tell the student what to do. Then move to partial physical prompts. Move the student's hand to begin the task.

## Must finish the work.

Ensure that the student eventually completes the task. If the rest of the class goes to lunch or gym, the student must stay back to finish. If the student needs to leave for some reason, return to the exact same task.

# On task.

## Praise.

"I like how you are working."  
"Great job on that activity."  
"Thanks for working hard."

## Less work.

Decrease work (less problems, less worksheets, etc.).  
"Because you are working so hard you don't have to do these last two problems."

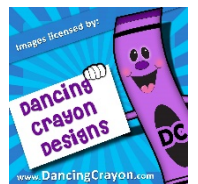
## Break.

Once finished, provide immediate break from the task.

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