

## Philadelphia Infant/Toddler Early Intervention -- Behavior Support Plan

*DIRECTIONS: Challenging behavior that interferes with interaction and learning is a priority as it influences the child's ability to participate in everyday activities and routines through which the child grows and develops. This plan is developed and implemented by the primary person (or by a team of individuals) working with the child. This plan includes strategies for the family/caregiver to embed within everyday situations. It must be implemented immediately and closely monitored by the provider together with the family/caregiver at each visit to determine if there is change in the challenging behavior. The strategies need to be revised or replaced if the targeted behavior that the child needs to learn (left column below) is not achieved within 30 days from the development of this plan.*

Child's name: \_\_\_\_\_ IFSP Date: \_\_\_\_\_ Date Plan Developed: \_\_\_\_\_

General description of behavior:

Behavior hypothesis: (the meaning of the behavior):

Behavior child needs to learn		Strategy/ies to support development	Person/s responsible	When to Implement
<b>Example</b>	<i>Carmen needs to participate during family mealtimes by interacting with parents and siblings without biting &amp; hitting</i>	<i>Strategy 1) Praise Carmen for using words and gestures "That's good - you said no thank you to Maggie." Strategy 2) Use consistent words "No hitting", "Gentle touch" then show Carmen how to touch parent, brother or sister softly.</i>	<i>Parents or grandparents who are present during mealtime</i>	<i>Strategy 1) Praise as often as possible when behavior is positive Strategy 2) When biting or hitting is attempted as family prepares for dinner, while sitting at table or during clean-up</i>

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Provider Name: \_\_\_\_\_ Provider Signature: \_\_\_\_\_

Date reviewed	Results and next steps	Parent initials	Provider initials
<b>Example</b>	<i>Mother reports family consistently used strategies #1 and #2 this week. Progress monitoring ratings on their satisfaction with Carmen's participation during meals without hitting and biting moved up from 1(before plan) to 2 this week. Parents will continue to use same strategies and review next week.</i>		

## Philadelphia Infant Toddler Early Intervention

### Procedure for addressing Behavior Support concerns on the IFSP

#### Policy:

Whenever “behavior” is checked on the IFSP in *Section III, Special Considerations*, you **must** develop a plan to promote positive behavior with strategies for the parent/caregiver to implement, beginning immediately. In Philadelphia, this must be documented on a Behavior Support Plan, and we have developed one that you may use in Philadelphia.

#### Procedures:

- 1) During the first visit, the provider and family discuss the child’s challenging behavior and develop a description of what the behavior currently looks like. This is documented on the Behavior Support Plan in the first section, **“General description of behavior”**
- 2) Through observation of the child’s participation during the activity/routine in which the challenging behavior occurs, review of information from family and child’s developmental strengths and needs, the provider collaborates with the family to identify the meaning of the behavior. A hypothesis as to why the behavior occurs is documented on the Behavior Support Plan in the section, **“Behavior hypothesis: (the meaning of the behavior):”**
- 3) Provider and parent/caregiver identify the positive behavior to be developed along with the context in which it is needed, targeting a meaningful and realistic participation-based outcome that can be achieved within a 30-day period. This is documented in the main section on the Behavior Support Plan, together with strategies to be implemented, who will implement these strategies, and when they will be used.
- 4) The Behavior Support Plan is discussed and explained to the parent/caregiver. The provider completes any teaching/instruction that’s needed so that the parent/caregiver knows how to implement the strategies. The provider ensures that the parent/caregiver will begin to implement the strategies that day.

At each subsequent visit, the parent/caregiver and provider review the child’s behavior determine

- 1) if the child’s behavior is changing in a positive way
- 2) whether or not there are questions about implementing the strategies in the plan
- 3) how often the strategies have been implemented
- 4) other questions or issues related to the child’s behavior and/or use of the plan
- 5) need to revise the plan

The date of each review is noted on the bottom section of the Behavior Support Plan, with a brief summary of results and next steps. Both provider and parent initial this summary on the form.