

Instructions for Using the Support Plan Brainstorming Chart

Top Half:

1. Using data obtained in the functional behavioral assessment, list the child's challenging behaviors in the top, middle column. You may want to use one chart per routine or activity or function. For example, if the child uses screaming to escape demands during mealtime and screaming to request attention in the classroom, you will want to deal with each of those functions separately and should use two charts for the brainstorming process.
2. List all of the triggers (i.e., antecedents) and maintaining consequences that appear to occur before or after the child's behavior in the first and last columns.
3. Be sure to pair the triggers, behaviors, and maintaining consequences in the same row so that a linear pattern can be identified (e.g., trigger = transition; behavior = drop to the floor; maintaining consequence = transition is delayed).
4. Using the identified patterns of triggers, behaviors, and maintaining consequences, brainstorm the function or purpose of the child's behavior. Write the function in the box marked "function."
5. Review the chart one last time before moving on to the bottom half.

Bottom Half:

1. Keeping the function of the child's behavior in mind, brainstorm a list of prevention strategies that might be used to prevent future occurrence of challenging behavior. These are strategies that soften the triggers or make the routines and activities easier for the child. Try to select specific strategies that relate to the purpose of the child's behavior.
2. List new skills that might be taught as a replacement to the child's challenging behavior. Keeping the function of the behavior in mind, list specific, age appropriate skills that might be easily taught and that would make the challenging behavior less useful. TIP: Build upon skills that are currently in the child's repertoire.
3. Identify new ways to respond to the child's problem behavior so that problem behavior will not be reinforced and identify specific ways adults and caregivers will reinforce the use of the new replacement skills. Remember to consider the function of the child's behavior when deciding how others should respond.
4. Review the chart for accuracy, making any other necessary revisions.

| Triggers | Behaviors | Maintaining Consequence |
|--|--|--|
| <p>Circle times begins; child asked to sit</p> | <p>Pulls away, cries, hits</p> <div data-bbox="850 683 1161 816" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><u>Function:</u> Escape</p> </div> | <p>Adult lets him leave</p> |
| Preventions | New Skills | New Responses |
| <ul style="list-style-type: none"> • Choice • Visual activity schedule • Manipulatives • Intermittent praise | <ul style="list-style-type: none"> • Request “all done” • Increase duration of engagement | <ul style="list-style-type: none"> • Anticipate “all done” and cue • Redirect to “all done” & release • Praise for sitting longer |