



Classroom Behavior Intervention Planner

Student: _____ Consultant: _____

Interventionist: Staff Member/Team: _____

Meeting Date: _____ Date Intervention Starts: _____ Date Intervention Ends: _____

1. Target Behavior. Write a clear, specific description of the behavior to be the focus of this plan.

Behavior Description	
'Stop' Behavior	'Start' (Replacement) Behavior

2. Preparation: Teach Expected Behavior(s). Describe your plan to teach the student behavioral expectations--e.g., helping the student to identify what types of behavior(s) are inappropriate, what replacement behaviors should replace problem behavior(s), and/or how to successfully perform the replacement behavior(s). Your teaching plan should include explicit demonstration and modeling of appropriate behavior(s), as well as opportunities for the student to practice the skill with immediate performance feedback. NOTE: This teaching phase may require only a single review session if the student already has these behavioral expectations in their repertoire or may require several sessions if the student is just acquiring the goal behavior(s).

Teach Expected Behavior(s): Preparation



3. **Antecedents.** Antecedents are events that influence behaviors *before* they occur. List strategies you plan to employ prior to the target behavior.

- To **reduce** a problem behavior, select strategies to **prevent** the triggering of that behavior.
- To **increase** a desired behavior, select strategies to **encourage** or **support** that behavior.

Antecedents: Strategies

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5. Transitions [Optional]. Describe any transitions--within the classroom or between locations within the school--when the student could especially use assistance to **avoid** the problem behavior or to **engage** in the desired behavior. For each transition, list specific strategies to promote your behavioral goal(s).

Transition 1: Description

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Transition 1: Strategies

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Transition 2: Description

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Transition 2: Strategies

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Transition 3: Description

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Transition 3: Strategies

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6. **Troubleshooting [Optional]**. Based on your knowledge of this student, note any additional **points** that educators should keep in mind with this student to either **prevent** a problem behavior from occurring or **encourage** desired behaviors. Examples include recommendations for the best tone of voice to use when redirecting the student or effective strategies for defusing angry outbursts. Here are sample framing statements to help you to think of troubleshooting ideas:

- "When working with this student, educators should avoid..."
- "This student responds best when educators..."

Troubleshooting: Strategies

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