

## Behavior Support Plan Monitoring Form

Child:

Parents:

Week of:

| <b>Strategies: How did we do today?</b>   | <b>M</b> | <b>T</b> | <b>W</b> | <b>R</b> | <b>F</b> | <b>S</b> | <b>S</b> |
|---|----------|----------|----------|----------|----------|----------|----------|
| Plan daily schedule carefully (alternating difficult with easy activities, giving time to finish)                                       | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Prepare _____ for new experiences (using social stories, providing warnings/time limits, use “if-then statements)                       | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Provide _____ with things to do while waiting   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Simplify, clarify, or modify difficult tasks  | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Prompt _____ to communicate or meet his needs when he begins to get upset (repeatedly asks questions or changes activities).            | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Encourage _____ to use his words to communicate (ask for more time, say ‘no’ or ask for breaks, request help, ask for items)            | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Teach _____ to tolerate unpleasant circumstances (waiting, playing independently, accepting no)   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Provide rewards for positive behavior, including communication (items, activities, attention, breaks from unpleasant demands)           | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |
| Withhold attention, preferred activities, and breaks from unpleasant demands following problem behavior (e.g., self-injury, aggression) | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   | Y<br>N   |

| <b>_____’s Behavior: How did he do?</b>   |               |               |               |               |               |               |               |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Did _____ use his words to communicate his needs?   | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        |
| Did _____ wait patiently/tolerate hard situations?  | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        |
| Did _____ help with household chores?   | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        | Y<br>N        |
| Did _____ engage in any major problem behavior?<br>- running away (R), aggression (A), self-injury (S), tantrums (T), pica/eating items (P) | RA<br>ST<br>P | RA<br>ST<br>P | RA<br>ST<br>P | RA<br>ST<br>P | RA<br>ST<br>P | RA<br>ST<br>P | RA<br>ST<br>P |

Notes: