

Challenges

What are your greatest behavioral challenges? Think of the students, class periods, times of day, or contexts that trouble you most when you think about your typical school day. Try to think of a few examples, and list below as many details as you can regarding the specific student(s), the behavior problem, the context, and the frequency with which it occurs.

Student(s)	Problem	Context	Frequency
1. Carl	profanity	Math class	3 x week
2.			
3.			
4.			
5.			
Notes:			

Precorrection Checklist

Setting(s): _____

Time(s): _____

Teacher(s): _____

Student(s): _____

Date: ____/____/____

1. Context	
Predictable behavior	
2. Expected behavior	
3. Context modification	
4. Behavior rehearsal	
5. Strong reinforcement	
6. Prompts	
7. Monitoring plan	

Behavioral Momentum Plan

Student:	Context (class, time of day, activity):	Low probability request (what the student refuses to do):
High probability requests (requests this student typically responds to appropriately):		
1.	6.	
2.	7.	
3.	8.	
4.	9.	
5.	10.	

Sample Behavioral Momentum Data Collection Sheet

✓ = complied with request

✗ = did not comply

High probability requests	M	T	W	Th	F
Low probability request					

Choice Plan

Student:	Context (class, time of day, activity):	Specific targets (operational definition) for improvement (what you want to see the students do: complete more work; increase % engagement, reduce # disruptions):
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Check all possible choices that would be appropriate and acceptable with this student, for this behavior in this context. Could the student choose:

1. order of assignments? __ yes __ no	<i>Which assignments are options?</i>
2. where to work in classroom? __ yes __ no	<i>Acceptable locations:</i>
3. with whom to work? __ yes __ no	<i>Appropriate peer or adult work partners:</i>
4. from among different tasks? __ yes __ no (e.g., flash cards, worksheets, computer)	<i>What tasks are prepared and available?</i>
5. medium/format to use? __ yes __ no (e.g., paper and pencil/pen/marker; computer)	<i>Acceptable choices:</i>
6. reinforcer/consequence? __ yes __ no	<i>Available choices (tangibles, activities):</i>

Data collection plan

Target for improvement (engagement, disruptions, work completion):

Metric (e.g., % engagement; # disruptions; # problems completed, pages read):

OPPORTUNITIES TO RESPOND PLAN

Content Area:

Specific Students to Target:

OTR Method (e.g., choral/group, whiteboards, response cards)	Materials Needed	Steps to Introduce & Implement (including any needed changes to current instruction)	Sample OTRs

Goal: *(aim for a specific OTR rate)*

Data Collection Directions: During instruction each time you provide an OTR, make a tally mark in the OTR data column below. Count the number of tallies and record in the total OTRs column. Record the length of the lesson in minutes. Then, divide the total number of OTRs by the length of the lesson to get the rate of OTRs per minute.

DAY	OTR Data	Total OTRs	Lesson Length (min)	OTR Rate
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				