Family Behavior Support Application: FBSApp

Behavior Support Plan Overview

[CHILD NAME]
[COACH NAME]
[DATE]

Throughout presentation notes, **BOLD is for the coach only to read,** *italics is a script for coach to read to caregiver.*

This presentation will allow you to walk through [child's name]'s hypothesis statement and BSP and introduce them to prevent, teach, and new response strategies.

You can interrupt me anytime. I have slides and an agenda of what we need to cover, but this shouldn't be a lecture with me talking at you. You can stay unmuted and ask questions throughout!

Agenda

1. Check in: ABC data collection
2. Review the role of **function**
3. Discuss hypothesis statement
4. Overview of [child's name]'s Behavior Support Plan
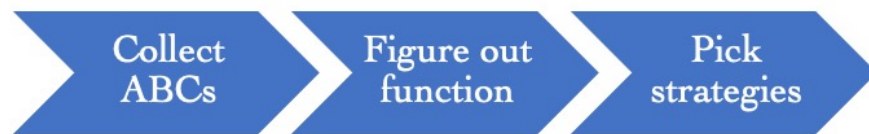5. Next steps & scheduling

First, I'll check in with you to see how ABC data collection is going.
Next, we will review the importance of the function of challenging behavior.
Then we will look at the hypothesis statement the App generated for you and determine whether or not you agree.
If you agree, we will start to look over [child's name]'s BSP.
Then we will discuss our next steps and schedule our next meeting.
Do you have any questions before we get started?

Let's check in about ABC data collection! How did data collection go? Were you able to get 5 instances recorded?
Do you have any questions?

Remember, the function of challenging behavior is to get or escape something.
In order to pick appropriate strategies to use with [child's name], we have to know the function of his/her challenging behavior.
And to determine the function, we collect ABC data.

If you could pull up the App and navigate to the hypothesis statement, we can go over it together.
What is the generated hypothesis statement for the function of [child's name]'s challenging behavior?
Based on what you have entered so far, does this seem like an accurate hypothesis?
If it does, select yes and we will move on to the BSP.

Embed BSP video

Now we will watch this video on how to navigate your BSP. Have your app ready and walk through the BSP with the video.
If you have any questions at any time, please stop me!
I'll pause along the way to check in with you.

The first set of strategies are prevent strategies.
Remember that antecedents happen before CB and trigger CB.
We will use prevent strategies to reduce the impact of these antecedents and to make it less likely [child's name] will use CB to communicate.
What prevent strategies are listed on [child's name]'s BSP?

Next is teach strategies.

Remember that CB is used to communicate wants and needs.

We will use teach strategies to teach [child's name] new skills that will replace his/her CB.

Once [child's name] begins to realize the new skills you have taught him achieve the same results as CB, they will start using the replacement skills more and CB less.

What new skills are listed on [child's name]'s BSP?

The last part of your BSP is new response strategies.
Remember that consequences happen after CB and often stop CB.
New response strategies are new ways to respond to [child's name]'s CB that will show [child's name] that CB is not an effective way to communicate.
What new response strategies are listed on [child's name]'s BSP?
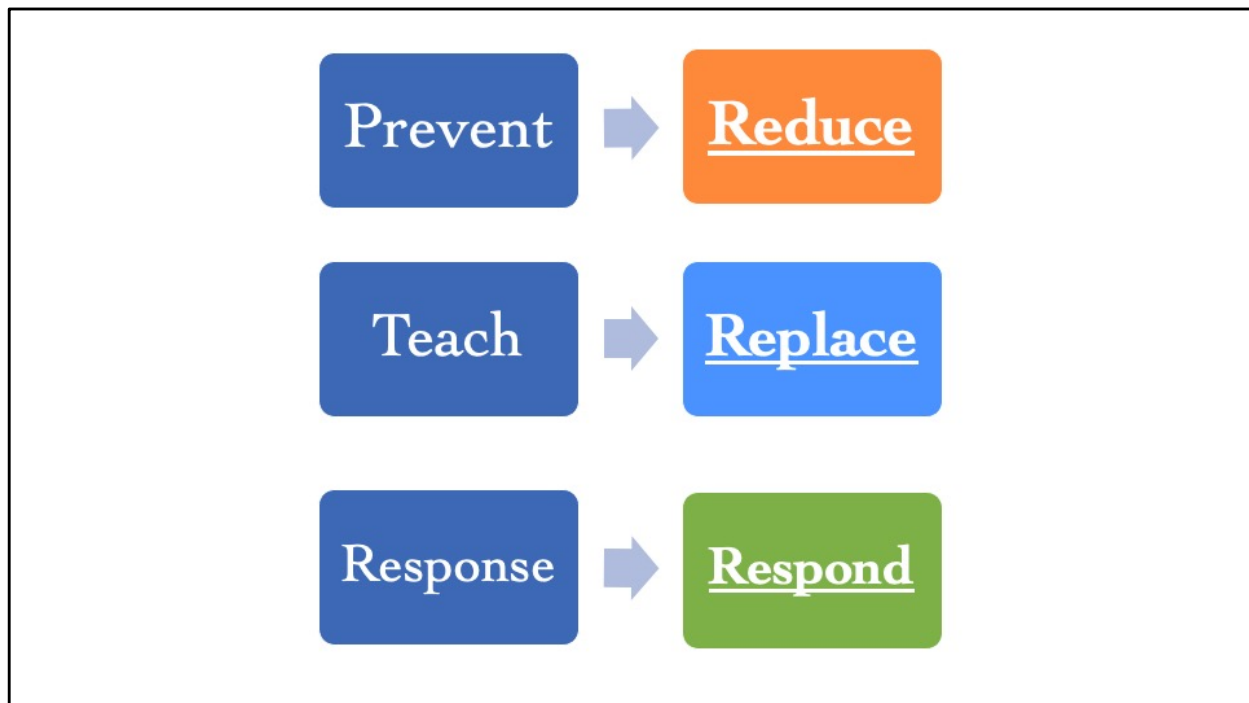
So, how does all of this decrease challenging behavior?
Prevent strategies reduce the impact of antecedents and the likelihood of [child's name] engaging in CB.
Teach strategies teach skills to replace CB.
New response strategies will give you more ways to respond to CB which will show [child's name] it is not an effective form of communication.

Next Steps

Before we meet next:
• A few observations

Next meeting:
• Start working on strategies together (one at a time!)

Before we meet next, try to get a few observations.
Then in our next meeting we will start working on the new strategies together! I will train you on each strategy one at a time.
Do you have any questions?