

# ACTION PLAN FOR IMPLEMENTATION

Recorder: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Goal (based on needs assessment)</b>	<b>What (activity task analysis/ SMART steps)</b>	<b>Who? (list names)</b>	<b>By When? (provide dates)</b>



**Positive Behavior Support for At-Risk Students  
Intervention Decision Sheet (source: PBIS Apps)**

<input type="radio"/> Most appropriate <input type="checkbox"/> May be appropriate <input type="checkbox"/> Additional information needed	Check in Check Out	Social Skills Group	Conflict Resolution Group	Anger Management Group
Abusive Language		<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defiance/Disrespect		<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disruption		<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting/Physical Aggression	<input type="checkbox"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Harassment/Tease/Taunt		<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skip Class/Truancy/Tardy		<input type="checkbox"/>		
Vandalism/Property Damage		<input type="checkbox"/>		<input type="checkbox"/>
Large number of students with Multiple Referrals	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referrals occur in multiple settings	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referrals made by multiple staff members	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
High number of referrals made by small portion of staff	<input type="checkbox"/>			
Frequent non-referred tantrums	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>

Frequent non-referred reports of student/teacher conflicts

## Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: \_\_\_\_\_

Date: \_\_\_\_\_

Targeted Intervention				
Access to Adult Attention				
Access to Peer Attention				
Access to Choice of Alternatives/Activities				
Option for Avoiding Aversive Activities				
Option for Avoiding Aversive Social Peer/				
Adult Attention Structural Prompts for 'What To Do'				
Throughout the Day At Least 5 Times				
During the Day When				
Positive Feedback is Set Up				
A School-Home Communication System				

<b>Opportunity for Adaptation into a Self-Management System</b>				
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