

Meaning Making Machine: Behavior Plan Worksheet 行为计划表

Child's Initials 学生: _____ Teachers 老师: _____ Date 日期: ____/____/____ IEP, Gender 性别____, Race 人种: _____ Ethnicity 种族: _____

Antecedent 行为之前的表现

(What happened before? 之前发生了什么)

Describe 描述:

Or 或

Check all that apply 在所有符合的选项前画勾:

- | | |
|---|---|
| <input type="checkbox"/> Difficult activity 活动太难

<input type="checkbox"/> Child did not like activity 孩子不喜欢这个活动
<input type="checkbox"/> Changed or ended activity 活动变了或者结束了
<input type="checkbox"/> Moved from one activity or place to another 从一个活动换到另一个活动, 或从一个地方换到另一个地方
<input type="checkbox"/> Another child moved into area/personal space 另一个孩子走了过来/进入了私人空间
<input type="checkbox"/> Unstructured activity 活动缺乏条理性
<input type="checkbox"/> Uncomfortable Environment 不喜欢的环境 (太冷, 太热, 太大声, 等等)
(too cold, hot, loud, etc.)
<input type="checkbox"/> Sitting down for more than 15 minutes 坐着超过了 15 分钟 | <input type="checkbox"/> Told or asked to do something 被告知或被要求做某事
<input type="checkbox"/> Told "No" "Don't" or "Stop" 被告知“不”, “不要”或“停止”
<input type="checkbox"/> Attention given to others 注意力在别人身上
<input type="checkbox"/> Touched by someone 被别人触碰
<input type="checkbox"/> Someone took away object 某人把东西拿走了
<input type="checkbox"/> Child wanted to play with others 孩子想跟其他小孩玩
<input type="checkbox"/> Child (ren) refused to play with child 孩子不愿意跟其他小孩玩 |
|---|---|

Changes in lifestyles 生活方式的改变:

Absence of person 人不在场

Change in routine 日常活动时间的改变

Absence of sleep 睡眠缺失

Constipated 便秘/diarrhea 腹泻

Caregiver in school 在学校的看护人/working longer hours 工作更长时间

Other (specify):

(circle all that apply 圈出所有符合的)

Recent illness 最近生病 (family member illness 家人生病)

Absence of activities or toy 缺少活动或缺少玩具

No dental exam recently 最近没检查牙齿

No vision screen/test recently 最近没有检查视力

New baby/family member 新生儿或新的家庭成员降临

Unexpected loss of object 不小心把东西弄丢了

Behavior 行为

Describe 描述:

(prioritize and pick behaviors or time of day that is **MOST** challenging or concerning)

将小孩一天中最让人头疼的行为列举出来并排序

*How often 频率?

_____/week 每周多少次
(data worksheet)

* How long 每次多长时间? _____ min 分钟

*Intensity 强度: 1 2 3 4 5

(circle 圈出) minor 不严重
severe 严重

Strengths of child/family 小孩/家庭的优点:

Consequences 结果

(What happened after? 行为造成的结果)

Describe 描述:

Or 或

Check all that apply 在所有符合的选项前画勾:

- | | |
|---|---|
| <input type="checkbox"/> Given attention 得到关注
(hug 拥抱, time one on one with another adult 与大人一对一的时间, other children laugh 别的孩子笑)
<input type="checkbox"/> Given help 得到帮助

<input type="checkbox"/> Child was comforted 得到安慰

<input type="checkbox"/> Child was offered reward for correct behavior 纠正行为后能得到奖励
<input type="checkbox"/> Ignored by adults 被大人忽视

<input type="checkbox"/> Ignored by other children 被其他孩子忽视
<input type="checkbox"/> Teacher talked to the child about behavior 老师针对孩子的行为问题与孩子对话 | <input type="checkbox"/> Child needed to sit 孩子需要坐下
<input type="checkbox"/> Call to family 电话家长
<input type="checkbox"/> Child needed to sit 让家长把小孩接回去
<input type="checkbox"/> Family asked to pick up child 让家长把小孩接回去
<input type="checkbox"/> Child did not have to do what was asked 孩子不必做要求他做的事情
<input type="checkbox"/> Child did not have to do what was asked until later 孩子可以推迟做被要求做的事
<input type="checkbox"/> Child was moved to another activity 孩子被挪到另一个活动
<input type="checkbox"/> Removed from activity/area 孩子被移出活动/区域
<input type="checkbox"/> Child sent to another room 孩子被送到另一个房间 |
|---|---|

How did the adults react 成人有哪些反应?

How did the other children react 孩子有哪些反应?

Purpose of Behavior 行为的目的

Describe 描述:

To Get or Obtain 为了得到或获得:

To Avoid 为了逃避:

- Activity 活动
- Object 事物
- Person 人
- Help 帮助
- Food 食物
- Attention 注意
力
- Place 地方
- Stimulation 刺激
- Other 其他
:_____

- Activity 活动
- Object 事物
- Person 人
- Attention 注
意力
- Demand 需求
组
- Food 食物
- Transition 过
渡时间段
- Stimulation 刺激
- Other 其他:

Change You 改变自己

Check or describe all you will apply 勾出或描述出所有符合的选项

- Use positive language-Tell child what to DO 使用积极正面的语言-告诉孩子做什么
- Add child's interest to activity 把孩子的兴趣跟活动联系起来
- Let child choose the sequence of activities with Dice or visuals 让孩子用骰子或视觉的图画选择做事情的先后顺序
- Add sensory or movement to activity 增加感官或肢体运动活动
- Use visuals to show child sequence of activities/routines 利用视觉图画告诉孩子活动和日常的先后顺序
- Show child when activity is ending or give warning 告诉孩子活动快结束了或提前发出警告
- Use a timer to show length of activity 用计时器显示活动时间多长
- Go to less stimulating environment 去更安静的环境
- Spend more **positive** time with this child 多对孩子说积极正面的话
- Cover items with blanket 用毯子盖住事物
- Act out rules daily 每天都不遵守纪律
- Show child items they can hit or bite 展示给孩子能撞和咬的物品
- Use first and then language 用“首先”，“然后”这样表明顺序的词语
- Change location of activity
- Use puppet to gain child's attention 用木偶来得到孩子的注意力
- Limit wait time 限制等待的时间/make wait time active 使得等待时间更主动/let child always go first 总是让孩子先走
- Let child stand while learning 让孩子在学习时站着
- Explain rules and expectations prior and use visuals with words to enhance comprehension 首先解释规则和要求，然后用视觉图片和语言来加深理解
- Send home a visual of the routine with steps 把展示日常活动顺序的视觉图片带回家
- Act out stories 违反纪律的故事
- Add sensory breaks 增加感官休息时间
- Let children color while listening to story 听故事时让孩子涂颜色
- Other 其他:

Change Child 改变孩子

Check or describe all you will apply 勾出或描述出所有符合的选项

- Teach child "pause and think" 教孩子停下来，想一想。
- Teach child new skill with scripted story 通过讲故事教孩子新技能
- Teach child using a song or puppet what to do 用唱歌或木偶教孩子做什么
- Teach child visuals or sign to communicate 教孩子用视觉图片或标识来表达
- Teach child with a game 用游戏教孩子 (like how to deal with disappointment BINGO 例如用宾果游戏对付失望, or Stress BING 或压力)
- Teach child cause and effect with toys 用玩具教孩子因果关系
- Teach sharing with "sharing center" "buddy pictures", etc. 教孩子用“分享中心”或“好友照片”方式等学会分享。
- Teach child to walk away 教孩子自行离开
- Teach children to problem solve 教孩子解决问题
- Other 其他:
- Materials needed 需要的材料:

Change Consequences 改变结果

Check or describe all you will apply 勾出或描述出所有符合的选项

- Give attention after doing right thing 在做对事情之后给孩子关注
- Reward system used to tack new skills 奖励机制包含新的技能的活动
- Hand over hand of "help" sign before given help 孩子举出“求助”牌子寻求帮助
- Child shown tally of all the right things they are doing 孩子对自己做的对的事情记下次数。
- Let child choose positive consequence 让孩子选择积极的结果
- Child reminded what to do with words and visuals 用词语和视觉图片提醒孩子该做什么
- Child was offered reward for correct behavior 孩子改正了行为得到奖励
- Child show social story 孩子展示社交故事
- Child can gain comfort after doing right thing 当孩子做对的事情后得到安慰
- Child is shown visual reminder 给孩子看视觉提醒图片
- Adult whispered to get child's attention 大人悄声对孩子说话，以得到小孩的关注
- Child given movement breaks 给孩子休息的时间
- Tucker turtle---- Tucker 乌龟---
- Singing to 唱歌 ---bag redirect 重新引导注意力。
- Child goes to another room or office AFTER they do something positive as a reward 当孩子做了对的事情，奖励孩子--允许走到另一个房间或办公室
- Let child sit in your lap AFTER they do something positive as a reward 当孩子做了对的事情，让孩子坐在你的大腿上做为奖励
- Other 其他:

Materials needed 需要的材料:

Warning #1! All strategies applied should be given **4-6 consistent** weeks to work before applying a new strategy. It takes 4-6 consistent weeks to create a habit. **Warning #2** it is **NORMAL** to see behavior get **WORSE** before it gets better. Intense intervention requires intense **TEAM** reflection.

注意#1: 所有的策略, 在换成新的策略之前, 需要连续执行 4 到 6 周。因为 4 到 6 周才能形成一个习惯。

注意#2: 若看到孩子行为在好转之前变得更糟糕, 是很正常的。频繁的行为的干预需要整个团队的合作和反思。