



## **Connected Communicator Behavior Planning Guide**

**Consider the function, or purpose, of the behavior. If you are not sure, engage in a connected conversation utilizing the following sentence stems.**

- Tell me a little about what happened.
- What were you thinking about or feeling when it happened?
- Tell me more about what is going on.
- What was going on for you right before that happened?
- What were you hoping would happen?

**Identify the function, or purpose, of the behavior utilizing E.A.T.S.**

- Escape
- Attain Connection
- Tangible Gain
- Sensory Needs or Stimulation

**“A student's behavior is what they did, not who they are.” Bare & Burns pg. 19**



### **Examine the A.B.C.s**

Antecedent (what happened leading up to the behavior):

Behavior (duration and intensity):

Consequences (outcomes):

### **Make a Plan**

Prevent (What can we change in the environment and/or adult response?):

Teach (What replacement skills or behaviors need to be taught?)

Reinforce (How will we reinforce the behaviors we want to see?)