

Brief Behavior Questionnaire and Intervention Plan (BBQulP – Home)

Child's Name _____ DOB _____ Date _____

Person(s) completing this form _____

PART 1 – UNDERSTAND

LIKES AND DISLIKES

- 1) What two or three activities does your child enjoy the most?

- 2) What are two or three of your child's favorite toys or possessions?

- 3) What things or situations does your child dislike?

PERSONALITY

4) How would you describe your child's personality? Circle one or two that fit best.

| | | | |
|--------------------------|----------|---------------------|---------------------|
| Loving | Happy | Affectionate | Good sense of humor |
| Shy | Engaging | Energetic or active | Curious |
| Other (please describe): | | | |

5) Are there negative ways that you might describe your child's personality? Circle any that apply.

| | | | |
|--------------------------|---------|-----------|-----------|
| Nervous | Fearful | Irritable | Difficult |
| Other (please describe): | | | |

6) What situations frighten or upset your child?

7) What does your child do when frightened or upset?

8) What do *you* do to help your child calm down when frightened or upset?

| | | | |
|--------------------------|-------------------------------|-----------------|---------------------|
| Distract him or her | Use time out | Ignore | Give in |
| Remove from setting | Give a favorite toy or object | Talk it through | Varies by situation |
| Other (please describe): | | | |

YOUR CHILD'S COMMUNICATION AND LEARNING

9) How does your child express him/herself? Circle one or two that fit best.

| | | | |
|---------------------------|----------------|-----------------------|---------------------|
| Speaks in sentences | Single words | Sign language | Augmentative device |
| Gestures (i.e., pointing) | Picture system | Repeats what was said | Makes sounds |
| Uses "scripts" | Leads by hand | Makes eye contact | Varies by situation |
| Other (please describe): | | | |

10) Name several new things that your child has learned recently?

BEHAVIOR

What behavior(s) are creating a problem for your child and you? Circle only those that apply.

| | | | |
|--------------------------|--|----------------------------|---------------------------|
| Hurts others | <i>If yes, how?</i> Scratches / Pinches / Bites / Slaps / Pulls hair / Punches / Kicks | | |
| Hurts self | <i>If yes, how?</i> Scratches / Pinches / Bites / Slaps / Pulls hair / Hits head | | |
| Cries easily | Has temper tantrums | Takes things from others | Teases / provokes |
| Refuses most foods | Is a picky eater | Breaks things | Throws things |
| Runs out of house | Runs away in community | Has trouble falling asleep | Wakes in the night |
| Toileting accidents | Puts self in "danger" | Has rituals | Doesn't pay attention |
| Uses "bad" language | Isolates self from others | Leaves room | Doesn't follow directions |
| Other (please describe): | | | |

11) Select *one* behavior to be the focus of this plan. _____

12) Why did you select it?

| | | | |
|--------------------------|--------------------------|------------------------|----------------------|
| Harms him or her | Harms others | Damages property | Worries parents |
| Is getting worse | Interferes with learning | Is a problem at school | Problem in community |
| Other (please describe): | | | |

13) On an average day, how often does this behavior occur? Please report this as a rate, by circling *one* number and *one* unit of time. For example, your answer might read "6-10 per day."

| | | | | | | | | | | | | | |
|---|---|---|---|---|------|-------|-------|-----|--------|------|-----|------|-------|
| 1 | 2 | 3 | 4 | 5 | 6-10 | 11-25 | 26-50 | Per | Minute | Hour | Day | Week | Month |
|---|---|---|---|---|------|-------|-------|-----|--------|------|-----|------|-------|

How do you know this?

| | | | |
|--------------------------|------------|-------------|------------|
| We "take data" | Videotapes | Observation | Best guess |
| Other (please describe): | | | |

14) On an average day, how much time is spent dealing with this behavior? Circle *one* number in either the minutes OR hours box, and whether the time is spent per incident, day, or week.

| | | | | | | | | | | | | | | | | |
|----|------|-------|-------|---------|----|---|-----|-----|-----|-----|----|-------|-----|----------|-----|------|
| <5 | 5-15 | 15-30 | 30-60 | Minutes | OR | 1 | 1-2 | 2-3 | 3-4 | 4-5 | >5 | Hours | Per | Incident | Day | Week |
|----|------|-------|-------|---------|----|---|-----|-----|-----|-----|----|-------|-----|----------|-----|------|

How do you know this?

| | | | |
|--------------------------|------------|-------------|------------|
| We "take data" | Videotapes | Observation | Best guess |
| Other (please describe): | | | |

15) Is this behavior more likely to occur during any of the following times? Circle those that apply.

| | | | |
|--------------------------|-------------------|---------------------------|----------------------|
| Leaving the house | Returning home | Before meals | When sleepy or tired |
| During family TV time | During free time | In the car | Transitions |
| Playground | Community outings | Morning/Afternoon/Evening | Su M T W Th F Sa |
| Other (please describe): | | | |

16) Do any of the following seem to "trigger" this behavior? Circle two to three that apply.

| | | | |
|--------------------------|--------------------------|----------------|--------------------|
| Told to do something | Alone, no attention | Disappointed | Transitions |
| Frustrated with task | Being in a group | Told "no" | Waiting |
| Teased | Parent talking to others | Toy taken away | Changes in routine |
| Other (please describe): | | | |

17) What usually happens after the behavior occurs? Circle two to three that apply.

| | | | |
|--------------------------|--------------------------|----------------------------|--------------------|
| Request is withdrawn | We talk to child | We end up "giving in" | Given a hug |
| Has to "make up" work | We scold the child | Privileges taken away | Punishment |
| Child is left alone | Receives extra attention | Given different activity | Distraction |
| Different task given | Parent calms child | Other children try to help | Given a "time-out" |
| Other (please describe): | | | |

MOTIVATION ASSESSMENT SCALE (MAS)

The MAS is a 16-item questionnaire that we have found useful in finding out why a problem behavior persists. It takes about 10 minutes to complete the MAS. This step may be skipped for the sake of time. Was the MAS completed? **Yes / No** If yes, by whom? _____

| | | | |
|-------------------------------------|--|---------------------------------------|--------------------------------------|
| Escape Score ___ Rank ___ | Attention Score ___ Rank ___ | Tangible Score ___ Rank ___ | Sensory Score ___ Rank ___ |
|-------------------------------------|--|---------------------------------------|--------------------------------------|

FUNCTION

18) What do you think your child is "saying" though this behavior (i.e., what is its function)? Circle one and select detail if appropriate in that category. If you are unsure about how to answer this, you may need to assess your child's behavior further.

| Function | | | |
|--|--|--|---|
| Escape | Get attention | Get tangibles | Get sensory input |
| Communication | | | |
| I don't want to do this! | I want attention! | I want this! | I like doing this! |
| <input type="checkbox"/> Difficult tasks <input type="checkbox"/> Prolonged work <input type="checkbox"/> Social demands <input type="checkbox"/> Be in this activity <input type="checkbox"/> Be with this person | <input type="checkbox"/> From parents <input type="checkbox"/> From teachers <input type="checkbox"/> From peers <input type="checkbox"/> From siblings <input type="checkbox"/> From anyone | <input type="checkbox"/> A toy <input type="checkbox"/> An object <input type="checkbox"/> A food or treat <input type="checkbox"/> An activity <input type="checkbox"/> A privilege | <input type="checkbox"/> It feels good <input type="checkbox"/> It looks good <input type="checkbox"/> It sounds good <input type="checkbox"/> It tastes good <input type="checkbox"/> It's a habit |
| Other (please describe): | | | |

HYPOTHESIS

We ask parents to summarize their efforts at *understanding* their child's behavior in a hypothesis. The numbers refer to the questions and answers provided above.

_____ engages in _____.
(child's name) (#11 - problem behavior)

This concerns me because _____ and it occurs _____.
(#12 - rationale) (13 - rate or #14 - duration)

This often happens during _____ and when _____.
(#15 - times or places) (#16 - triggers)

People often respond to this behavior by _____.
(#17 - typical consequences)

The difficulty is that this behavior may be my child's way of saying _____
(#18 - functions)

and the way we typically respond may be reinforcing the behavior.

Brief Behavior Questionnaire and Intervention Plan BBQuIP - Home

Child's Name _____ Person(s) completing this form _____

PART 2 – PREVENT & REPLACE

PREVENTION

19) What can you do that would make this behavior less likely to occur? We call these prevention strategies. Circle all that can be reasonably provided that relate to the behavior of concern.

| | | | |
|----------------------------------|--|-------------------------------------|---|
| Reduce or remove demand | Give extra attention | Give choice of activities | Intervene early in cycle |
| Divide task into small parts | Pair with a friend or sibling | Do preferred activity first | Hold on to a "comfort" toy |
| Give break or quiet time | Play a game | Provide tangible rewards | Take frequent walks |
| Shorten length of tasks | Include in an activity for two | Have child go first | Do a calming activity |
| Remove from non-preferred places | Have child sit or play close to parent | Follow schedule for jobs and chores | Provide time to engage in sensory behaviors |
| Other (please describe): | | | |

What can you do that will help your child be more engaged or successful? Some of these are called accommodations. Circle those that are not being done now or may need to be done better.

| | | | |
|--------------------------|----------------------------|------------------------|--------------------------|
| Follow a daily schedule | Explain transitions | Give a transition cue | Use a star chart |
| Provide visual schedule | Use a timer for activities | Show, rather than tell | Coordinate with teachers |
| Other (please describe): | | | |

REPLACEMENT

20) What specific skill or skills does your child need to learn to make this behavior unnecessary? Circle one or two. Note that these are all "good things for your child to do" but identify which one might *replace your child's problem behaviors in the times and places it now occurs*.

| | | | |
|----------------------------|-----------------------------|-------------------------|-----------------------------|
| Ask for a break | Request attention | Request preferred items | Ask for a "busy" toy |
| Ask for help on hard tasks | Take turns | Request activity | Keep busy while waiting |
| Indicate "all done" | Share | Negotiate | Make coping statements |
| Understand schedule | Keep a distance from others | Accept alternative item | Learn to quiet or calm self |
| Other (please describe): | | | |

What general sets of skills would help make this behavior unnecessary in the long run? Circle one or two. Note that these are complex skills and will require extensive effort over time to teach.

| | | | |
|----------------------------|------------------|------------------------|---------------|
| Maintain own schedule | Social skills | Clarify directions | Solitary play |
| Understand task difficulty | Cooperative play | Conversational skills | Self control |
| Anger control | Problem solving | Follow household rules | |
| Other (please describe): | | | |

21) Select *one* skill to teach your child that will be the focus of this plan. _____

Why did you select it?

INSTRUCTIONAL PLAN

22) After deciding what to teach, you'll need to select a method for teaching it. What method(s) do you think would work best for your child? (The following are well-established methods for teaching replacement behaviors. You may not know about all of them, but we can provide you with more information on each approach. If you are unsure about how to answer this, wait until you've had a chance to discuss it further with a teacher, therapist, or clinician.)

| | |
|--|--|
| | Direct instruction – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the child usually does well. Fade prompts. Start with the child alone and then add others. |
| | Social Story – Construct a story with pictures and words in which your child confronts a difficult situation and demonstrates the desired behavior, including self-reminders your child may use. The story can be read at a regularly scheduled time, as well as in preparation for situations expected to be difficult. |
| | “Creating teachable moments” – Find (or create) teaching opportunities by setting up high interest activities for the child interests that motivate his or her engagement , respond always to self-initiated behaviors. |
| | “Planning for success” – Preview tasks or situations before they occur so your child can practice correct responses, then prompt use of the skill in a real-life setting. |
| | Other (please describe): |

23) When is the best time or situation in which to teach replacement skills to the child?

24) Who is the best person to conduct the instruction?

| | | | |
|--|--------------------|------------------------|------------------------|
| Mom | Dad | Sibling | Other family member |
| Other (please identify): | | | |
| If your child is receiving special education services, who might be able to assist you in teaching this new skill? | | | |
| Special Educator | Speech Therapist | Occupational Therapist | Physical Therapist |
| Classroom Teacher | Guidance Counselor | Health / PE Teacher | Clinician or Therapist |
| Other (please identify): | | | |

25) What can you do to make sure that the skill carries over to other settings and people?

| | | | |
|--------------------------|-----------------------|----------------------------|-----------------------|
| Teach with peers | Use multiple teachers | Teach in multiple settings | Use multiple examples |
| Other (please identify): | | | |

MANAGING BEHAVIORAL INCIDENTS

26) Despite our best hopes and intentions, problem behaviors are still likely to occur. How will you respond to the behavior? Remember to consider the function of the behavior.

| | |
|--|--|
| | Ignore the behavior and redirect the child by presenting a choice of two positive alternatives |
| | Momentum training – Giving a series of “warm-up” requests that your child is likely to do before asking for something difficult |
| | Set up a reward system for intervals of time with <i>no</i> behavioral incidents. Note that feedback, should be individual, private, and regular. Intervals should be short enough that your child is successful at least 75% of the time! Unsuccessful intervals should be met with neutral feedback, such as, “Try again next time.” |
| | Other (please describe): |

Brief Behavior Intervention Plan: Complete the following fill-in-the-blank sentences that outline a plan for your child. Note that this should be completed only after developing the **Hypothesis** section of **Part 1 – Understand**, which summarized some of your child’s qualities and characteristics. The goal is to develop a profile to serve as a guide to what might happen with your child every day. We hope that even people meeting him or her for the first time will understand better what to do. The plan offers some specific ways of preventing behavior problems and reacting to them if they do occur. It also highlights teaching skills that will help your child in the long run. The numbers refer to the questions asked earlier. The plan is written from the child’s point of view.

Brief Behavior Intervention Plan

Name _____ Date _____ Age _____

Background

- 1) My favorite things to do are _____.
- 2) My favorite toys are _____.
- 3) I don't like _____.
- 4) People say that I'm _____.
(Note: use positive words ONLY here; we want to emphasize good things about the child.)
- 6) I sometimes have a hard time (become upset or frightened) when _____.
- 7) You know I'm upset when you see me _____.
- 8) _____ helps me to calm down.
- 9) I communicate what I want and need by _____.
- 10) I'm learning new things all the time like _____.

Functional Behavioral Assessment

- 11) I sometimes have a problem controlling myself and I _____.
(problem behavior)
- 15/16) This often happens during _____ and when _____.
(times or places) (triggers)
- 17) When I misbehave, people often respond to me by _____.
(typical consequences)
- 18) My problem behavior is a way that I have of saying _____.
(function)

Behavior Intervention Plan

- 19) When _____ and _____, my
behavior (prevention strategy # 1) (prevention strategy # 2)
problems are much less likely to occur or to escalate.
- 21) What I really need to learn is _____.
(replacement behaviors)
- 22) A good way to teach me this would be _____.
(teaching strategy)
- 23) A good time to teach me this would be _____.
(when will this occur? OR how can a teachable moment be set up?)
- 24) _____ would be good people to teach me.
(names and relationships)
- 25) _____ would help me to do this at other times and places.
(generalization strategies)
- 26) If I do have a behavior problem, the best thing to do is _____.
(management strategy)

(names of those who helped develop this plan)

developed this plan for me on _____. They will review it on _____.
(date) (review dates)

INSTRUCTIONS

Brief Behavior Questionnaire and Intervention Plan (BBQulP – Home)

Purpose: To help parents in figuring out a different way to deal with their children's frequent behavior problems. Use these questions as a guide, but try to go through them quickly. It is sometimes helpful to go through the questions with someone else who knows your child.

Questionnaire - Part 1: Understand

The first set of questions give a sense of your child as a child. It then asks about his or her behaviors. We want to use these answers to **understand** why your child continues to engage in the behavior.

Questionnaire - Part 2: Prevent & Replace

The next section looks for things you might do to **prevent** the behavior from occurring. It also helps to pinpoint the skills your child needs to learn to **replace** the problem(s) in the long run.

Behavior Intervention Plan

The final section provides a format for a one-page plan that can be used at home and in the community to encourage your child's appropriate behavior.

Important Guidelines

The BBQulP is a **brief** questionnaire about a child's behavior and what might be done as an intervention at home and in the community. It does not take the place of more in-depth processes. In order to maximize your chances of successfully completing the BBQulP, we suggest the following:

- **Keep to a specific time limit:** Working with a knowledgeable coach, this form should take about 45 minutes to complete from beginning to end.
- **Pace yourself:** It is difficult to place a specific time limit on any particular section, since each child and his/her needs are different. However, if you notice you are spending several minutes on each question, set a goal of one minute per question and move along.
- **Not enough time:** If you are pressed for time once you reach the *Motivation Assessment Scale (MAS)*, skip that and come back to it at another time.
- **Do not get lost in detail:** Have confidence in your abilities to accurately portray your child. In certain situations, it may be best to note your first thought to a question rather than taking several minutes to contemplate the "best" answer.
- **Keep the purpose in mind:** The BBQulP is intended to develop a working outline for a behavior intervention plan in a relatively short time frame. It is also designed to generate discussion regarding the child, likes and dislikes, previous interventions, triggers and consequences, functions, as well as prevention and replacement skills that may be best utilized to achieve success.