

BBQuIP – Brief Behavior Questionnaire and Intervention Plan (Preschool and Child Care Version)

This questionnaire helps teachers and caregivers of young children to develop a plan of action for a child's frequent behavior problems. **Part 1** asks a series of questions that help to describe the child in positive terms, *and* also help us to **understand** why the child continues to engage in the behavior. **Part 2** asks about ways to **prevent** the behavior from occurring. It also helps to pinpoint the skills the child needs to learn to **replace** the problem in the long run. The last page provides a format for a one-page plan that can be used in the childcare or preschool setting to encourage the child to use appropriate behavior as an alternative.

Child's Name _____ DOB _____ Date _____

Person(s) completing this form _____

PART 1 – UNDERSTAND

LIKES AND DISLIKES

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

2) What activities or situations does the child dislike?

PERSONALITY

3) How would you describe this 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):			

4) Circle any negative ways that you might describe the child's personality.

Nervous	Fearful	Irritable	Difficult
Other (please describe):			

5) What situations frighten or upset this child and what does he or she do when upset?

6) What do *you* do to help the 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):			

THE CHILD'S COMMUNICATION AND LEARNING

7) How does the 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):			

8) Name several new things that this child has learned recently.

BEHAVIOR

What behavior(s) are creating a problem for the 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
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. You can also name here the behavior that "bugs" you the most. _____

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, the answer might read "6-10 per day."

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

Arriving at school	Departure from school	Before meals	Transitions
Circle time	Nap time	Centers	Snack time
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	Teacher talking to others	Toy taken away	Changes in routine
Other (please describe):			

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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 teacher	Follow schedule for jobs and chores	Provide time to engage in sensory behaviors
Other (please describe):			

What can you do that will help the 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 parents
Other (please describe):			

20) Select *one* or *two* things to prevent the behavior from occurring. _____ / _____

REPLACEMENT

21) What specific skill does the child need to learn to make this behavior unnecessary? Circle one or two developmentally appropriate skills. Note that these are all "good things for children to do" but identify one that might *replace the problem behavior 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.

Follow class rules	Social skills	Clarify directions	Solitary play
Understand task difficulty	Self control	Conversational skills	Cooperative play
Other (please describe):			

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

Why did you select it?

INSTRUCTIONAL PLAN

23) 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 the child? (The following are well-established methods for teaching replacement behaviors. You may not know about all of them, and might require further training and coaching to be able to use them with the children in your class.)

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.
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	Social Story – Construct a story with pictures and words in which the child confronts a difficult situation and demonstrates the desired behavior, including self-reminders the 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 that child can practice correct responses, then prompt use of the skill in a real-life setting.
	Other (please describe):

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

Teacher	Assistant Teacher	Director	Other : _____
If the child is receiving special education services, who might be able to assist you in teaching this new skill? (Note that if one of these people is going to be the instructor, teaching opportunities will be far fewer.)			
Special Educator	Speech Therapist	PT or OT	Behavior Therapist
Others (please identify):			

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

26) 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

27) 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. That is, if the problem behavior is a way of gaining attention, try to minimize the amount of attention given. Similarly, if the behavior is a way of getting out of getting out of demands, try to return to the original demand as soon as possible.

	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 the 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 the 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 the child. Note that this should be completed only after developing the **Hypothesis** section of **Part 1 – Understand**, which summarized some of the child’s personality and characteristics. The goal is to develop a profile to serve as a guide to what might happen with the child every day. We hope that even people meeting him or her for the first time will understand better how to work with the child. 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 the child in the long run. The numbers refer to the questions and answers provided above.

BBQULP – Behavior Intervention Plan

Name _____ Date _____ Age _____

Background information on the child

Favorite activities (1): _____.

Disliked/less preferred activities (2): _____.

Personal characteristics (3): _____.
(Note: use positive words *ONLY* here; we want to emphasize good things about the child.)

Difficult situations (5): _____.

Behavior when upset (5): _____.

Routine or responses that aid in calming (6): _____.

Regular mode of communication (7): _____.

Recent goals mastered (9): _____.

Hypothesis Statement

_____ engages in _____ when _____
Name Identified Problem Behavior (11) Times or Places (15)

and when _____. The typical consequence for the behavior is _____
Triggers (16)

_____. The function of the behavior is _____.
Consequence(s) (17) Function (18)

Behavior Intervention Plan

Prevention: _____ and _____,
Prevention Strategy # 1 (19) Prevention strategy # 2 (19)

have been identified as ways to make this problem behavior less likely to occur.

Replacement: _____ has been identified as a skill to increase.
Replacement Behaviors (21)

A good way to teach this would be _____.
Teaching Strategy (22)

Skills instructor(s): _____ would be good people to teach this skill.
Names and relationships (23)

A good time to teach this would be _____.
When will this occur? OR How can a teachable moment be set up? (24)

Generalization: _____ would help me to do this at other times and places.
Generalization strategies (25)

In the event of a behavioral incident problem, we will _____.
Management Strategy (26)

Commitment

Names of those who helped develop this plan
developed this plan on _____. They will review it on _____.
Date Review Date)

Name of the person responsible will see that this plan is carried out as outlined

BBQuIP – Brief Behavior Intervention Plan

Name _____ Date _____ Age _____

Background

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

- 20) When _____ and _____ occur, my behavior
(prevention strategy # 1) (prevention strategy # 2)
problems are much less likely to occur or to escalate.
- 22) What I really need to learn is _____.
(replacement behaviors)
- 24) A good way to teach me this would be _____.
(teaching method)
- 24) _____ would be a good person to teach me.
(names and relationships)
- 25) A good time to teach me this would be _____.
(time or situation)
- 26) _____ would help me to do this at other times and places.
(generalization strategies)
- 27) If I do have a behavior problem, the best thing to do is _____.
(management strategy)

Commitment

(names of those who helped develop this plan)
developed this plan for me on _____. They will review it on _____.
(date) (review dates)

Name of the person responsible will see that this plan is carried out as outlined