Child Development Center

Support Planning Chart

Child _____ **Teacher** _____

Date _____ **Location** _____

Behavior:

Behavior - Behavior Sequence	**What Keeps the behavior going?**	**What might be triggers?**
	Function: **Request** **Escape**	
Adjustments – in the classroom, i.e., moving furniture; or by the teacher, i.e., "high-five"	**New Skills**	**New responses from the grown-ups or peers**
		To the challenging Behavior: **To New Skill:**