



## SYNERGETIC EDUCATION™INSTITUTE

### Preparation for Developing Behavior Plan

#### Goals:

Knowing the goals for the child can help us all when things don't go "as planned" and we have to improvise. Even if we need to change the plan in the moment, knowing the goals can help us stay true to the spirit of the plan.

- *Can I state easily state what we are hoping to accomplish with our interventions?*
- *Are these goals appropriate for where this student is developmentally? Do they include all or nothing language vs. increase and decrease?*
- *Are these short or long-term goals? In other words, does this student first need to acquire certain skills to meet these goals?*
- *Are these goals measurable?*

#### Values:

Having information about what feels most important to the child can help steer us in developing a relationship with the child. Furthermore, the more we can link our expectations of a child, to values in his/her own life, the more likely the child will see the value in what we are asking.

- *What are they showing me is important/valuable to them? What they keep close, talk about, wear, do?*
- *Can I find ways to link these things to the goals we have for the student?*

#### Lagging Skills

"Challenging behavior occurs when the demands of the environment exceed a kid's capacity to respond adaptively." Looking at lagging skills from a body and brain perspective helps us choose specific strategies to support developing these skills. Starting points show us where we are. Progress I'd like to see show us where we are going, so we are looking for progress and won't miss it.

*Which lagging skills seem to be most impacting our current focus for interventions? If we look at these from a body and brain lens, which of the 4 underlying causes seem the most involved?*

- *If it's brain states, are we preparing the student's brain to learn?*
- *If it's threats, how are we supporting safety and belonging?*
- *If it's values, how are we linking our expectations to the student's hierarchy of values?*
- *If it's dysregulation, how are we supporting developing self-regulation?*

#### Starting Points/Progress I'd like to see:

As a way to not miss, and track improvement, we need to get clear on where we are starting.

- *What is the student's current behavior when asked to perform this skill?*
- *How could these behaviors change to be more adaptive in the current environment?*

Lagging Skill	Starting Point	Progress I'd like to see