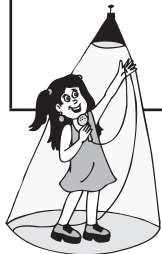Child's Name: _____
Date: _____
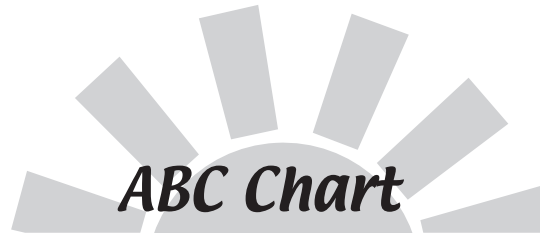
BEHAVIOR PLAN RECORD SHEET
Promoting Language Development

Child Behavior I want to see less of:	Positive Opposite Language Behavior I want to see more of:	Language Scripts:
Examples: Seth engages in solitary play, no response to peers, no peer social communication. (Does have language skills but doesn't use them to interact with others.) **Target Child (nature of language problem):**	*Example: Seth plays sitting next to 1-2 children, notices what another peer is doing, initiates social communication to ask for help.* **Developmentally Appropriate Language Goal for Child:**	*Example: When sitting next to Seth use intentional commenting to help him listen to a peer's request or notice what another child is doing. Model and prompt social communication he can imitate and use with peers. Praise social language.* **Language Building Strategies:**

Getting in your child's spotlight with verbal and nonverbal language

Child's Name: _____
Date: _____

Handout
BEHAVIOR PLAN RECORD SHEET
Promoting Peer Social Communication

Instructions: Record two times you played with two children, what you did, and any reaction or response you noticed in the children.

Coaching I want to do more of:	Parent-Child Activities Sample Script:	Child's Response:
Example: Spend more time telling a child what his friend has said or wants and praising them when they share ideas.	*Example: We played in the drama kitchen. I imitated their actions and helped one child pay attention when her friend was talking to her by repeating the question.*	*Example: Amelia answered her friend's request for pizza and I praised her for listening.*
1.	1.	1.
2.	2.	2.

Spotlight your child's successes

ABC Chart

Write two examples of setting up an ABC learning opportunity for a child to practice a target behavior.

Setting/Activiy/Goal	Antecedent (A) What happened first?	Behavior (B) Child's behavior	Consequence (C) How did you respond?
Example: Snack time, verbal asking	**Teacher:** Identifies what food child wants **Prompts:** You can ask your friend, "Animal crackers please."	**Child:** "Crackers please." (learns to verbally ask for what s/he wants)	**Teacher:** "Good job, that's a friendly way to ask!" (and makes sure child gets crackers from friend or helps child ask a second time if friend doesn't respond.)