Using the *Behavioral Objective Sequence* To Develop Effective Assessment-Based Interventions For Children And Youth With Challenging Behaviors

With

Sheldon Braaten, Ph.D.  
Executive Director

Behavioral Institute for Children and Adolescents

sbraaten@behavioralinstitute.org

www.behavioralinstitute.org
Using the *Behavioral Objective Sequence* to Develop Effective Assessment-Based Interventions For Children And Youth With Emotional and Behavioral Disorders

Sheldon Braaten, Ph.D.
Executive Director
Behavioral Institute for Children and Adolescents
Arden Hills, MN

Workshop for
CAPSEF Conference
March 21, 2007

**Workshop Description**

Students with emotional and behavioral disorders present particularly complex management and discipline and intervention issues. Unfortunately, the current focus is often on how to suppress or manage the many diverse problems these youth present, while little attention is given to contributing factors, or to the developmentally insensitive manor in which they are treated in schools and elsewhere. This workshop will focus on using the *Behavioral Objective Sequence* for integrating assessment into a model for determining students’ level of social development, and for preparing intervention plans that are effective and developmentally appropriate.

**Agenda:**
- Characteristics of Students with Problem Behaviors: Contributing Factors and Implications for Assessment and Intervention
- Assessing Developmental Level of Social Performance: Identifying Developmentally Appropriate Objectives
- The Curriculum for Teaching Prosocial Competencies
- Preparing Assessment-based and Developmentally Appropriate Intervention Plans
- Preparing Coordinated School-Community Agency Intervention Plans

**Skill Areas:** Participants will learn...
- to integrate various assessment data into a developmental assessment
- how to select developmentally appropriate behavioral goals and objectives
- how to link goals and objectives to developmentally appropriate intervention plans
- how to integrate learning-based curriculums for social development into intervention plans
- how to use practical tools for monitoring progress and making adjustments in intervention plans
- how to coordinate school and community agency intervention resources with students’ objectives

**Intended Audience:** special educators, school psychologists, social workers, administrators,
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>DIAGNOSIS</th>
</tr>
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<tbody>
<tr>
<td>DATA</td>
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<tr>
<td></td>
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<tr>
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<td>OBSERVATION, INTERVIEW</td>
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<td>FORMAL &amp; INFORMAL TESTS</td>
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<tr>
<td>ORIENTATION</td>
<td>STRENGTHS &amp; DEFICITS</td>
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<td>LEVEL OF FUNCTIONING</td>
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<td>FOCUS</td>
<td>SKILL NEEDS</td>
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<td>TREATMENT</td>
<td>COMPETENCIES</td>
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<td>TREATMENT</td>
<td>MANAGED LEARNING</td>
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<tr>
<td>EVALUATION</td>
<td>OBJECTIVE AND</td>
</tr>
<tr>
<td></td>
<td>CONTINUOUS MONITORING</td>
</tr>
</tbody>
</table>

S Braaten
EXTREMES OF ANY KIND OF BEHAVIOR:
Too fast or too slow
Too brave or too fearful
Too serious or too silly
Too active or too passive
Too giddy or too unhappy
Too noisy or too quiet
Too intense or too apathetic
Too excitable or too phlegmatic
Etc.

Eleanor Guetzloe

TOO....
A definition

They do....
Too much or too little of particular behaviors,
To often,
With too many different kinds of problems,
In too many places,
With too many people,
For too long a period of time,
Requiring too many interventions,
Resulting in too little change.

Sheldon Braaten
# Characteristics of Students with EBD

## Behavioral Deficits

<table>
<thead>
<tr>
<th>Internalizer Characteristics</th>
<th>Excesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing</td>
<td>Fears</td>
</tr>
<tr>
<td>Expressing Feelings</td>
<td>Isolation</td>
</tr>
<tr>
<td>Dealing with Stress</td>
<td>Shyness</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Self-conscious</td>
</tr>
<tr>
<td>Joining in</td>
<td>Overly sensitive</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Moody</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Obsessions</td>
</tr>
<tr>
<td>Rewarding Self</td>
<td>Depression</td>
</tr>
<tr>
<td>Having Fun</td>
<td>Self-blaming</td>
</tr>
</tbody>
</table>

## Behavioral Excesses

<table>
<thead>
<tr>
<th>Externalizer Characteristics</th>
<th>Deficits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Argues, lies</td>
</tr>
<tr>
<td>Asking for Help</td>
<td>Aggression</td>
</tr>
<tr>
<td>Following Directions</td>
<td>Demanding</td>
</tr>
<tr>
<td>Ignoring</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>Distractable</td>
</tr>
<tr>
<td>Accepting “No”</td>
<td>Temper Tantrums</td>
</tr>
<tr>
<td>Making Decisions</td>
<td>Noncompliance</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Restless</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Property Damage</td>
</tr>
<tr>
<td>Relaxing</td>
<td>Run away-truant</td>
</tr>
<tr>
<td>Self-management</td>
<td>Stealing</td>
</tr>
</tbody>
</table>

Too Unresponsive to Typical Interventions

Sheldon Braaten 1993
INTERVENTION

THERAPY = LEARNING SKILLS  
NEEDS = CURRICULUM  
TREATMENT PLAN = STRATEGIES & TACTICS = EFFECTIVE INSTRUCTION  
GOALS = TRANSFER & MAINTENANCE

PERSONAL SKILLS

COMPETENCY = MASTERY = PROFICIENCY  
FUNCTIONAL = MEETS A NEED = CAN BE DONE  
RELEVANT = PERSONALLY MEANINGFUL  
STRENGTH-BASED = SUCCESS BUILDING  
DEVELOPMENTALLY APPROPRIATE = AGE = ABILITY = INTEREST  
GENERALIZABLE = TO SETTINGS = TO CONDITIONS

THE CURRICULUM

⇒ BASIC ACADEMICS  
⇒ SOCIAL SCIENCES  
⇒ CAREER-VOCATIONAL  
⇒ ARTS  
⇒ RECREATION  
⇒ PERSONAL CARE  
⇒ INTERPERSONAL  
⇒ INTRAPERSONAL

INTRAPERSONAL SKILLS

⇒ ORGANIZATIONAL SKILLS  
⇒ STUDY SKILLS  
⇒ PROBLEM SOLVING SKILLS  
⇒ GOAL SETTING SKILLS  
⇒ ANGER CONTROL SKILLS  
⇒ SELF-CONTROL SKILLS  
⇒ STRESS MANAGEMENT SKILLS  
⇒ MORAL REASONING SKILLS  
⇒ SELF-ACCEPTANCE

INTERPERSONAL SKILLS

⇒ SOCIAL SKILL TRAINING  
⇒ SITUATIONAL PERCEPTION TRAINING  
⇒ EMPATHY TRAINING  
⇒ COOPERATION TRAINING  
⇒ BEHAVIOR MODIFICATION TRAINING  
⇒ RECRUITING SUPPORTIVE MODELS  
⇒ UNDERSTANDING & USING GROUPS

S. BRAATEN
EBD PROGRAMMING COMPONENTS

ACADEMICS
promoting growth in relevant and appropriate curricular skills and content

CAREER/LIFE SKILLS
awareness & exploration
preparation & experience

GOALS
behavioral coaching & social skills instruction

AFFECTIVE EDUCATION
intrinsic & extrinsic motivation

BEHAVIORAL DEVELOPMENT
individual & group plans for obtaining & maintaining prerequisite behaviors to promote learning and prosocial growth

STAFF
program support

PHILOSOPHY
sharing values & beliefs

COMMUNITY INVOLVEMENT
promoting involvement and support

S. Braaten, 1995, 1999

PARENT COLLABORATION
promoting involvement and support

COUNSELING
supporting personalizing internalizing & applying

SERVICE LEARNING
applying skills & knowledge

GENERAL EDUCATION COLLABORATION
promoting involvement and support

HEALTH CARE
physical, mental & emotional well-being

LEADERSHIP
program management & leadership

MANAGEMENT
policy development & implementation

SAFETY
physical & emotional safety

EVALUATION
measuring progress & effectiveness

STUDENT INVOLVEMENT
self-determination & independence

RECREATION
physical & social recreation

STAFF
Supporting, qualified & support system with continuing development
Behavioral Objective Sequence
Sheldon Braaten, Ph.D.

Abstract

Accurate assessment of behavioral skills is essential in developing effective intervention programs for students with emotional and behavioral disorders (EBD). Assessment is the foundation for determining individually relevant intervention goals, objectives and plans, as well as for monitoring intervention outcomes. Several criteria for effective assessment have been identified in the literature. Among them are use of multiple sources (i.e., teachers and other professionals, parents, and students themselves) as well as use of culturally appropriate types of measurement instruments (intellectual, achievement and behavioral) and procedures (observations and interviews). Behavioral assessment traditionally focuses on identifying problem behaviors; however, it is important to determine students’ existing strengths upon which new prosocial skills can be built. Few instruments focus upon student strengths.

Recently there has been an increasing emphasis on strength-based or competency-based assessment (Epstein, 1999). Some benefits of competency-based assessments are that they (a) yield information that can actually be used for individualized education program (IEP) planning; (b) provide a positive view of the student by specifying student strengths, and (c) delineate prosocial behaviors not yet mastered that require instruction and differential reinforcement. Epstein’s Behavioral and Emotional Rating Scale (BERS), Gresham and Elliott’s Social Skills Rating System (SSRS), and the Walker-McConnell Scale are examples of other strength-based rating scales. DuPaul and Eckerts’ (1994) review of seven studies of social skills training programs found that efficacious curricula emphasize student competencies as opposed to performance deficits.

Behavioral assessment instruments should present prosocial skills within an appropriate developmental sequence. Youth will have behavioral difficulties and skills that vary according to their progression through the developmental levels (Vernon, 1993). A delicate task of assessment is to distinguish between problems of children and youth that are considered “normal” at various developmental levels and problems outside of the “normal” range, and to determine intervention goals that are developmentally relevant rather than simply satisfying adults’ expectations.

One instrument that is both strength-based and developmentally sequenced is the Behavioral Objective Sequence (Braaten, 1998). While it was developed and refined over a 20 year period and has been used for several years, little research has been conducted to investigate the validity of BOS ratings for students with EBD (Bloomberg & Braaten, 1989). The Behavioral Objective Sequence (BOS) consists of 233 developmentally sequenced and measurable social competencies that may be assessed through structured observation and/or by ratings of multiple sources. The BOS is a skill or strength-based tool rather than a problem or deficit-based instrument. Further, it provides goals and objectives for the development and implementation of intervention curriculum derived directly from a current performance assessment.

Rating Scale Guide

This Rating Scale Guide and the following Current Performance Form can be used to establish the student's current level of performance on the objectives. The Behavioral Objective Sequence items should be read carefully and literally. The examples are provided to add clarity to the intent of the objectives and to minimize the need for interpretation. Before conducting a rating, it is best to read through the entire instrument to become familiar with the scope and sequence of the objectives (skills) contained within the 233 items. Ratings should be based on direct observations over a period of 2 or more weeks. Ratings may be completed independently by individuals knowledgeable about the student, or ratings may represent the consensus of a team of observers. The scale IS a measure of how FREQUENTLY the student performs the skills. It IS NOT a measure of whether or not the student knows how to perform the skills.

Given your knowledge of the student and best judgment, rate each item on the Current Performance Form as follows:

The student demonstrates this objective…

0 = No basis for a judgment, don’t know, or does not apply
1 = Never or rarely true (less than 30% of the time or opportunities)
2 = Sometimes true (between 30% and 60% of the time or opportunities)
3 = Often true (between 60% and 90% of the time or opportunities)
4 = Always or almost always true (90% or greater of the time or opportunities) This objective is mastered.

Use the rating of “0” as little as possible and only when you have no basis for a judgment or when it clearly does not apply in your setting.

A comparison of independently completed ratings will provide an opportunity to examine the possible situational effects of different settings on the student's behavior as well as variances in observers' perceptions that may offer helpful information for decisions about placement and intervention plans.
Current Performance Form

Student ____________________ Teacher/Case Manager____________________ Date _____________

Summary of: Baseline___ 6TH wk___ 12TH wk___ 18TH wk___ 24TH wk___ 30TH wk___ 36TH wk___

Termination______ Other______________________________ Performance Level: 3___ 2___ 1___

Adaptive: Responds appropriately to routine and new expectations

______ 301 demonstrate awareness of events
______ 302 attend 75% of school days
______ 303 remember routine daily schedule
______ 304 comply with bus-riding rules
______ 305 arrive at school on time
______ 306 bring no disruptive materials
______ 307 use non-classroom areas appropriately
______ 308 attend class on time and remain
______ 309 remain in school for its duration
______ 310 attend non-academic activities
______ 311 participate in non-academic activities—70%
______ 312 respond to changes without outbursts
______ 313 arrive at school physically clean
______ 314 try again when faced with disappointment
______ 315 follow rules outside of school building
______ 316 attempt new tasks
______ 317 eat at reasonable pace and clean the area
______ 318 wear appropriate clothing
______ 319 attend school daily
______ 320 follow common-sense safety rules

______ 221 spontaneously participate in classes
______ 222 spontaneously participate in non-academic activities
______ 223 walk through halls appropriately with pass
______ 224 change activities without outbursts
______ 225 self-select appropriate activities
______ 226 demonstrate table manners
______ 227 complete individual and/or group tasks
______ 228 return property promptly and in good condition
______ 129 wait for rewards for days or weeks
______ 130 bring required material for assignment to class
______ 131 participate regularly in mainstream classes
______ 132 accept support from mainstream resources
______ 133 complete mainstream classes with passing grades

Self-Management: Responds with self-control and seeks to be successful

______ 301 respond independently to materials for amusement
______ 302 appear alert and able to focus attention
______ 303 bring no weapons to school
______ 304 use amusement materials appropriately
______ 305 wait for turn without physical intervention
______ 306 use and return equipment without abuse
______ 307 accept positive physical contact
______ 308 touch others in appropriate ways
______ 309 refrain from stealing
______ 310 respond when angry without hitting
______ 311 recognize and show regard for possessions
______ 312 accept verbal cue for removal from a situation
______ 313 respond when angry without abuse of property
______ 314 respond appropriately to substitute
______ 315 respond when angry without threats
______ 316 walk to timeout without being moved by an adult
______ 217 work or play without disrupting others
______ 218 refrain from inappropriate behavior when others lose control
______ 219 respond to provocation with self-control
______ 220 respond when angry with self-removal
______ 221 accept adult help in a crisis
______ 222 fulfill classroom job responsibilities
______ 223 seek adult help in a crisis
______ 224 comply with procedures in group situations
______ 225 demonstrate problem solving with assistance
______ 126 fulfill responsibilities with minimal supervision
______ 127 maintain self-control when faced with disappointment
______ 128 obey new authority figure
______ 129 use personal skills to solve problems
______ 130 demonstrate knowledge of and work toward future rewards

Individual ______________________________
### Current Performance Form

**Student ____________________ Teacher/Case Manager____________________ Date _____________**

**Summary of:**
- Baseline___ 6THWK___ 12TH WK___ 18TH WK___ 24TH WK___ 30TH WK___ 36TH WK___

**Termination_____ Other______________________________ Performance Level: 3___ 2___ 1___

### Communication: Demonstrates appropriate verbal and nonverbal skills

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>answer a request with meaningful words</td>
</tr>
<tr>
<td>302</td>
<td>verbally exchange minimal information</td>
</tr>
<tr>
<td>303</td>
<td>respond appropriately to greetings and farewells</td>
</tr>
<tr>
<td>304</td>
<td>ask appropriately for materials</td>
</tr>
<tr>
<td>305</td>
<td>verbally recall group rules and/or give reasons</td>
</tr>
<tr>
<td>306</td>
<td>speak using an appropriate volume</td>
</tr>
<tr>
<td>307</td>
<td>wait to be acknowledged before speaking</td>
</tr>
<tr>
<td>308</td>
<td>speak clearly</td>
</tr>
<tr>
<td>309</td>
<td>wait until speaker is finished before responding</td>
</tr>
<tr>
<td>310</td>
<td>demonstrate listening by eye contact or summarizing</td>
</tr>
<tr>
<td>311</td>
<td>pause and allow others to speak</td>
</tr>
<tr>
<td>312</td>
<td>initiate or pursue appropriate conversation topics</td>
</tr>
<tr>
<td>313</td>
<td>participate minimally in discussion</td>
</tr>
<tr>
<td>314</td>
<td>cease verbalizing when directed</td>
</tr>
<tr>
<td>315</td>
<td>stay on topic</td>
</tr>
<tr>
<td>316</td>
<td>accept feedback</td>
</tr>
<tr>
<td>317</td>
<td>accurately recall events</td>
</tr>
<tr>
<td>318</td>
<td>respond appropriately to requests</td>
</tr>
<tr>
<td>319</td>
<td>express feelings</td>
</tr>
<tr>
<td>320</td>
<td>perform routine behavior with verbal instructions</td>
</tr>
<tr>
<td>321</td>
<td>initiate conversations, making self understandable</td>
</tr>
<tr>
<td>322</td>
<td>reply to conversational questions appropriately</td>
</tr>
<tr>
<td>323</td>
<td>follow verbal directions given to the group</td>
</tr>
<tr>
<td>324</td>
<td>attend when another student is speaking</td>
</tr>
<tr>
<td>325</td>
<td>contribute to making group rules</td>
</tr>
<tr>
<td>326</td>
<td>verbalize consequences for breaking group rules</td>
</tr>
<tr>
<td>327</td>
<td>spontaneously participate in group discussions</td>
</tr>
<tr>
<td>328</td>
<td>verbally direct feelings of anger at appropriate source</td>
</tr>
<tr>
<td>329</td>
<td>verbally recognize feelings of others</td>
</tr>
<tr>
<td>330</td>
<td>maintain appropriate distance when speaking to others</td>
</tr>
<tr>
<td>331</td>
<td>verbally acknowledge another with appropriate compliments</td>
</tr>
<tr>
<td>332</td>
<td>verbally acknowledge effects of positive and negative behavior</td>
</tr>
<tr>
<td>333</td>
<td>appropriately respond with words to positive or negative comments</td>
</tr>
<tr>
<td>334</td>
<td>tell peers more appropriate ways to behave</td>
</tr>
<tr>
<td>335</td>
<td>initiate appropriate greetings and farewells</td>
</tr>
<tr>
<td>336</td>
<td>speak courteously to others, with no cues</td>
</tr>
<tr>
<td>337</td>
<td>express personal opinions appropriately</td>
</tr>
<tr>
<td>338</td>
<td>verbalize desire to return to mainstream classes</td>
</tr>
<tr>
<td>339</td>
<td>respond appropriately to the actions of others</td>
</tr>
<tr>
<td>340</td>
<td>verbally redirect peers on task</td>
</tr>
<tr>
<td>341</td>
<td>verbalize positive feelings and self-expectations</td>
</tr>
<tr>
<td>342</td>
<td>praise and support others, without prompts</td>
</tr>
<tr>
<td>343</td>
<td>verbally demonstrate knowledge of mainstream schools</td>
</tr>
<tr>
<td>344</td>
<td>describe strengths that will enable success in mainstream classes</td>
</tr>
</tbody>
</table>

### Interpersonal: Interacts appropriately with others in social and task situations

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>be aware of and attend to adult behavior</td>
</tr>
<tr>
<td>302</td>
<td>respond to an adult when name is called</td>
</tr>
<tr>
<td>303</td>
<td>engage in solitary entertainment</td>
</tr>
<tr>
<td>304</td>
<td>participate in sharing activity</td>
</tr>
<tr>
<td>305</td>
<td>respond appropriately to adult in non-crisis situations</td>
</tr>
<tr>
<td>306</td>
<td>respond appropriately to social interactions</td>
</tr>
<tr>
<td>307</td>
<td>approach another student with gesture of friendship</td>
</tr>
<tr>
<td>308</td>
<td>seek help from an adult</td>
</tr>
<tr>
<td>309</td>
<td>seek help from an adult</td>
</tr>
<tr>
<td>310</td>
<td>engage in parallel activities with another student</td>
</tr>
<tr>
<td>311</td>
<td>seek adult attention appropriately</td>
</tr>
<tr>
<td>312</td>
<td>accept compliments and praise</td>
</tr>
<tr>
<td>313</td>
<td>play games according to rules</td>
</tr>
<tr>
<td>314</td>
<td>minimally participate in non-academic activities</td>
</tr>
<tr>
<td>315</td>
<td>sit quietly for 15 minutes in group listening activity</td>
</tr>
<tr>
<td>316</td>
<td>respond to a crisis by following directions</td>
</tr>
<tr>
<td>317</td>
<td>allow interactions between others</td>
</tr>
<tr>
<td>318</td>
<td>refrain from encouraging conflicts between others</td>
</tr>
<tr>
<td>319</td>
<td>refrain from initiating conflict with others</td>
</tr>
<tr>
<td>320</td>
<td>participate in peer group activities</td>
</tr>
<tr>
<td>321</td>
<td>participate in cooperative activities on projects</td>
</tr>
<tr>
<td>322</td>
<td>take turns without verbal reminders</td>
</tr>
<tr>
<td>323</td>
<td>suggest preference for group recreation</td>
</tr>
<tr>
<td>324</td>
<td>develop positive relationships with more than one adult</td>
</tr>
<tr>
<td>325</td>
<td>share materials, with minimal reminders</td>
</tr>
<tr>
<td>326</td>
<td>conform to and participate in group decisions</td>
</tr>
<tr>
<td>327</td>
<td>display developing friendships by showing preference</td>
</tr>
<tr>
<td>328</td>
<td>recognize and describe individuals' differences</td>
</tr>
<tr>
<td>329</td>
<td>accept and adhere to game rules</td>
</tr>
<tr>
<td>330</td>
<td>accept criticism from an adult</td>
</tr>
<tr>
<td>331</td>
<td>accept new participants in an activity</td>
</tr>
<tr>
<td>332</td>
<td>suggest appropriate group activity</td>
</tr>
<tr>
<td>333</td>
<td>accept positive peer pressure</td>
</tr>
<tr>
<td>334</td>
<td>participate in group problem solving</td>
</tr>
<tr>
<td>335</td>
<td>participate in difficult games</td>
</tr>
<tr>
<td>336</td>
<td>spontaneously participate in group activity</td>
</tr>
<tr>
<td>337</td>
<td>disapprove of offensive peer behavior</td>
</tr>
<tr>
<td>338</td>
<td>verbally indicate preferences for group members</td>
</tr>
<tr>
<td>339</td>
<td>physically or verbally support another student</td>
</tr>
<tr>
<td>340</td>
<td>participate in group problem solving</td>
</tr>
<tr>
<td>341</td>
<td>spontaneously demonstrate positive leadership</td>
</tr>
<tr>
<td>342</td>
<td>spontaneously resist negative peer pressure</td>
</tr>
</tbody>
</table>

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**Behavioral Objective Sequence**

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Current Performance Form

Student ____________________ Teacher/Case Manager____________________ Date _____________

Summary of: Baseline___ 6TH WK___ 12TH WK___ 18TH WK___ 24TH WK___ 30TH WK___ 36TH WK___

Termination______ Other________________________________________ Performance Level: 3___ 2___ 1___

Task: Engages in learning tasks and activities that are assigned by teachers

301 attempt academic tasks
302 accept assistance on academic tasks
303 demonstrate short-term memory for directions
304 agree to complete testing
305 appropriately seek assistance from an adult
306 minimally participate in group-focused classes
307 respond appropriately to begin and complete tasks
308 watch audiovisual presentations
309 refrain from inappropriate behavior when correcting errors
310 participate in physical education class
311 complete daily reading/English assignment
312 complete daily math assignment
313 work independently for 10-20 minutes
314 attempt to verbally answer questions when called on
315 accept assistance on group academic tasks
316 share and take turns during group tasks
317 volunteer appropriate answers in group
318 participate in physical education team activities
319 actively participate in mini-classes
320 choose and participate in elective classes
321 work independently for 20-30 minutes
322 ignore routine distractions during seat work
323 correct assignment when given directions
324 select an activity to occupy oneself
325 self-chart progress in reading and/or math
326 complete all assignments
327 participate in simulated mainstream classes
328 use time productively while waiting for assistance
329 contribute to class discussions and activities
330 participate in role playing mainstream situations
331 complete all assignments when due
332 work independently for 30-40 minutes
333 take a test following verbal/written directions
334 seek and work independently on tasks
335 complete and turn in homework when due

Personal: Engages in dialog to resolve issues, develop skills, and build self-worth

301 attend sessions under duress
302 demonstrate attention by eye contact/restating
303 participate verbally in session
304 accept positive feedback from an adult
305 express negative feelings to an adult
306 verbally acknowledge and describe personal feelings
307 accept feedback about feelings
308 follow through with directions to modify behavior
309 initiate verbal interaction by requesting counseling
310 remain seated during counseling sessions
311 listen to alternatives and choose one
312 verbalize that he/she has friends
313 verbalize understanding of logical consequences
314 accurately recall events
315 verbally initiate positive interactions with an adult
316 remain on counseling task/topic
317 participate in short-term planning
318 negotiate and complete terms of daily contract
319 react with appropriate emotional response
320 verbalize feelings about self to an adult
321 verbalize consequences for own behavior
322 verbally describe characteristics of friendships
323 verbally acknowledge misdirected anger
324 attend to a peer when peer is speaking
325 appropriately accept positive feedback from peers
326 provide peers with appropriate feedback
327 accept leadership role in group
328 express feelings about self to peer
329 verbalize desire to return to less restrictive setting
330 seek counseling to avoid conflict
331 attend counseling without objections
332 participate in compromise
333 participate in personal plan for one to six weeks
334 verbally describe distressful situations
335 verbally demonstrate that stress is normal
336 participate in short-term planning for the group
337 verbally accept conforming to a decision
338 use behavior to express pride
339 list consequences of own behavior
340 contribute to making group rules and consequences
341 participate in group plan for 2-5 weeks
342 initiate goal setting for self
343 initiate problem solving or compromise for self
344 initiate problem solving or compromise for group
345 verbalize understanding of regular school
346 verbally demonstrate knowledge of coping strategies
347 verbally support others for appropriate behaviors
348 discuss the value of relationships
349 initiate and maintain relationships

Individual _____________________________________
Behavioral Objective Sequence Intervention Planning
Sheldon Braaten

Level Three
Focus: 300 level
Being an individual ("me")
Being significant
Being successful
Learning self-control

Basic issues
Trust
Pleasure
Security
Support

Interventions
Structure, routine and repetition
Modeling and rewarding
Limit setting and limited choices
Consistency and planned consequences
Continuous supervision

Adult Role: Benevolent Dictator

Level Two
Focus: 200 level
Becoming a group member ("they")
Becoming competent
Becoming sensitive to others
Becoming aware of values
Building communication skills

Basic issues
Applying individual skills in groups
Balancing personal and group needs
Responding to new settings and people
Managing movement

Interventions
Routine and repetition
Emphasis on verbal rewarding
Limit setting with expanded choices
Consistency with group consequences
"natural and logical" consequences

Adult Role: Group Leader

Level One
Focus: 100 level
Belonging ("us")
Cooperation
Personal “power”

Basic Issues
Applying skills in new situations
Expanding & reinforcing competencies
Transitions to new environments

Interventions
“normal” expectations
social rewards
expanded choices,
group problem solving,
self-selected goals, inclusion

Adult Role: Guidance, Facilitator

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<table>
<thead>
<tr>
<th>Student Goals/Objectives</th>
<th>Specific Plans: Who will do what? When? Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Plan</td>
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<tr>
<td></td>
<td>Agency Plan</td>
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<tr>
<td></td>
<td>Monitoring Plan</td>
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</tbody>
</table>

SCHOOL - COMMUNITY AGENCY COORDIANTED INTERVENTION PLAN

Student: [Name]  
School: [School Name]  
Teacher: [Teacher Name]  
Support Staff: [Support Staff Name]  
Agency: [Agency Name]  
Staff: [Staff Name]  
Begin Date: [Date]  
Review Date: [Date]  
End Date: [Date]  

S.Braaten 1990
# Daily Monitoring Record

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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Record the goal/objective in the left column

Key: O = totally incorrect or no attempt made  1 = Attempts made, but mostly incorrect  2 = Needs improvement  3 = Excellent quality.
TIPS FOR PREVENTING PROBLEMS  
Sheldon Braaten

**Do’s**
- Be a good example
- Be alert
- Be appreciative
- Be benevolent
- Be calm
- Be careful
- Be cheerful
- Be clear
- Be confident
- Be consistent
- Be constructive
- Be courteous
- Be decisive
- Be diligent
- Be direct
- Be encouraging
- Be fair
- Be firm
- Be forgiving
- Be friendly
- Be genuine
- Be helpful
- Be honest
- Be instructive
- Be just
- Be kind
- Be a listener
- Be optimistic
- Be patient
- Be pleasant
- Be polite
- Be positive
- Be prepared
- Be prompt
- Be reasonable
- Be respectful
- Be responsible
- Be sincere
- Be structured
- Be supportive
- Be thoughtful
- Be understanding
- Be vigilant

**Be watchful**  
**Be zestful**  

**Post rules**  
**Explain rules**  
**Document violations**  
**Report violations**  
**Enforce rules**

**Don’ts**
- Assume
- Argue
- Beg
- Belittle
- Embarrass
- False promises
- Guilt
- Harass
- Ignore
- Lie
- Nag
- Power struggles
- Provoke
- Revenge
- Ridicule
- Strike a student
- Tease
- Threaten
- Use profanity
- Use put-downs
- Use sarcasm
- Yell
- Be afraid to apologize

Know and address students by their names.
Treat each day as a new day.
Maintain a good sense of humor

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Arden Hills, MN