

**APPENDIX – IV**  
**BEHAVIOUR MANAGEMENT PROGRAMME (BMP)**  
**WORKSHEET**

Name of the student \_\_\_\_\_ Age \_\_\_\_\_

Level / Class \_\_\_\_\_ Sex \_\_\_\_\_

Name of the person recording \_\_\_\_\_

**STEP I** *Identify the problem behaviour/s.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**STEP II** *(Statement of problem behaviour/s)*  
*State the problem behaviour/s in behavioural terms.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**STEP III** *Select the problem behaviour/s that you want to change.(one or two)*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

STEP IV *Identify rewards for the child.*

1. \_\_\_\_\_ 6. \_\_\_\_\_
2. \_\_\_\_\_ 7. \_\_\_\_\_
3. \_\_\_\_\_ 8. \_\_\_\_\_
4. \_\_\_\_\_ 9. \_\_\_\_\_
5. \_\_\_\_\_ 10. \_\_\_\_\_

STEP V *Record the baseline of the problem behaviour/s selected for behavioural management*

	Recording technique	Average per session/ Class/week
Problem Behaviour 1.	_____	_____
	_____	_____
Problem Behaviour 2.	_____	_____
	_____	_____

STEP VI **Functional analysis of problem behaviour/s.**

State the problem behaviour's of the child in actual words.

*What happens immediately before the problem behaviour's occurs. In which places or situations does the problem behaviour/s occur?*

Problem Behaviour 1. : \_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_

Are there any particular times of the day when the problem behaviour/s is more likely to occur?

Problem Behaviour 1. : \_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_

Does the problem behaviour/s occur in the presence of particular persons?

Problem Behaviour 1. : \_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_

Was the child asked to do something or was the child refused something immediately prior to the problem behaviour/s?

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

*What happens during the occurrence of the problem behaviour/s*

How many times a day or week/how long does the problem behaviour/s occur?

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

*What happens after the problem behaviour's has occurred*

What do you or others generally do, immediately following the problem Behaviour/s?

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

Which person in your school or outside the school are most affected by the problem behaviour? (If the behaviour is being managed at home, the word "school" can be read as home).

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

What are the effect of problem behaviour/s on the normal functioning of the school?

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

State the benefits that the child is getting by indulging in the problem behaviour, Or what is the function maintaining the child's problem behaviour/s?

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

**STEP VII**     *Behaviour Management Programme*

State the behavioural techniques to be used for managing problem behaviour/s

Problem Behaviour 1. : \_\_\_\_\_  
\_\_\_\_\_

Problem Behaviour 2. : \_\_\_\_\_  
\_\_\_\_\_

**STEP VIII**     *Evaluation of Behaviour Programme*

Record the progress of behaviour management programme, problem faced, or any new behaviour/s problems that have developed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date :

Signature :

Note : The sample BMP worksheet only allows recording space for two problem behaviours at a time. Teachers may make additional copies as per the needs of each child.