

Instructions  
Program Planning Sheet, CS-12

**PURPOSE:**

The purpose of this form is to provide a means for the Elevated Needs Level A Resource Provider to document a program planning for the youth with Elevated Needs Level A. The behaviors, antecedents, and consequences listed on this form are to be used to complete the STEP Chart, CS-11. Refer to Sample form.

**NUMBER OF COPIES AND DISTRIBUTION:**

The form is completed by the Elevated Needs Level A resource provider with Children's Service Worker consultation as needed. The completed form is attached to the completed CS-11 and submitted within 14 calendar days of completion.

**INSTRUCTIONS FOR COMPLETION:**

This form is to be completed on a monthly basis and attached to the CS-11.

Enter the name of the Elevated Needs Level A foster youth and his/her Departmental Client Number.

**Behavior:**

- Identify and enter the undesired behavior and enter it in column A.
- Identify and enter the desired behavior to be learned to replace undesired behavior and enter it in column B.

**Antecedents:**

- Identify and enter the things observed that precede the undesired behavior.

**Consequences:**

Consequences are the result of behavior.

- Identify and enter in Column A the negative consequences for the undesired behavior.
- Identify and enter in Column B the positive consequences for the desired behavior.

**Agreed to by:**

The form is signed by the Elevated Needs Level A resource parent, Children's Service Worker, and the Elevated Needs Level A foster youth if age appropriate. Enter the date that the parties sign the form.

**INSTRUCTION FOR RETENTION:**

This form is to be retained in Child Section of the youth's case record.

**MEMORANDA HISTORY:** CS92-22, CD10-66. PA11-RD-05

REV 1/12

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MISSOURI DEPARTMENT OF SOCIAL SERVICES  
CHILDREN'S DIVISION  
**PROGRAM PLANNING SHEET**

Foster Youth: <b>Donald Duck</b>	Departmental Client Number (DCN) <b>55555555</b>
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<b>BEHAVIOR</b> Pinpoint teaching goal		<b>ANTECEDENTS</b>  Things that precede the behavior (Observed Triggers)	<b>CONSEQUENCES</b>	
A Identify undesired behavior	B Identify desired behavior		A Negative consequences for undesired behavior (What, How & When given)	B Positive consequences for desired behavior (What, How & When given)
<b>Lies about whereabouts</b>	<b>Tell the truth about where he is going and who he will be with.</b>	<b>Too much free time after school.</b>	<b>1. Don will be grounded for one week for lying about his whereabouts.</b>	<b>1. Don will enroll in an afternoon Tae Kwon Dou class two days a week. "mom" will take him to class the first week and Don will come home by himself arriving no later than 4:30 pm (class ends at 4:15 pm). When Don has come home on time and has been at Tae Kwon Dou class for two weeks, Don will be allowed to walk to class after school.</b>

AGREED TO BY ➡	RESOURCE PROVIDER <i>Signature</i>	CHILDREN'S SERVICE WORKER <i>signature</i>	FOSTER YOUTH, IF AGE APPROPRIATE <i>signature</i>	BEGIN DATE <i>Date signed</i>
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