

Positive Behavior Support Plan

Student name: **Joey**

School: **XXX Academy**

Grade: **2**

Describe student’s strengths and when he/she is successful: Joey loves to color and finds this to be a great way to calm down when he is stressed. Joey loves individual attention from adults and responds to being able to help the teacher out. Joey responds better to a change in his schedule when a pep talk is done before hand. Joey wants to be in class and understands that school is important.

Team members creating and implementing plan: Case manager; School psychologist; general education teacher; director of special services; and mother, also include paraprofessionals and other classroom teachers.

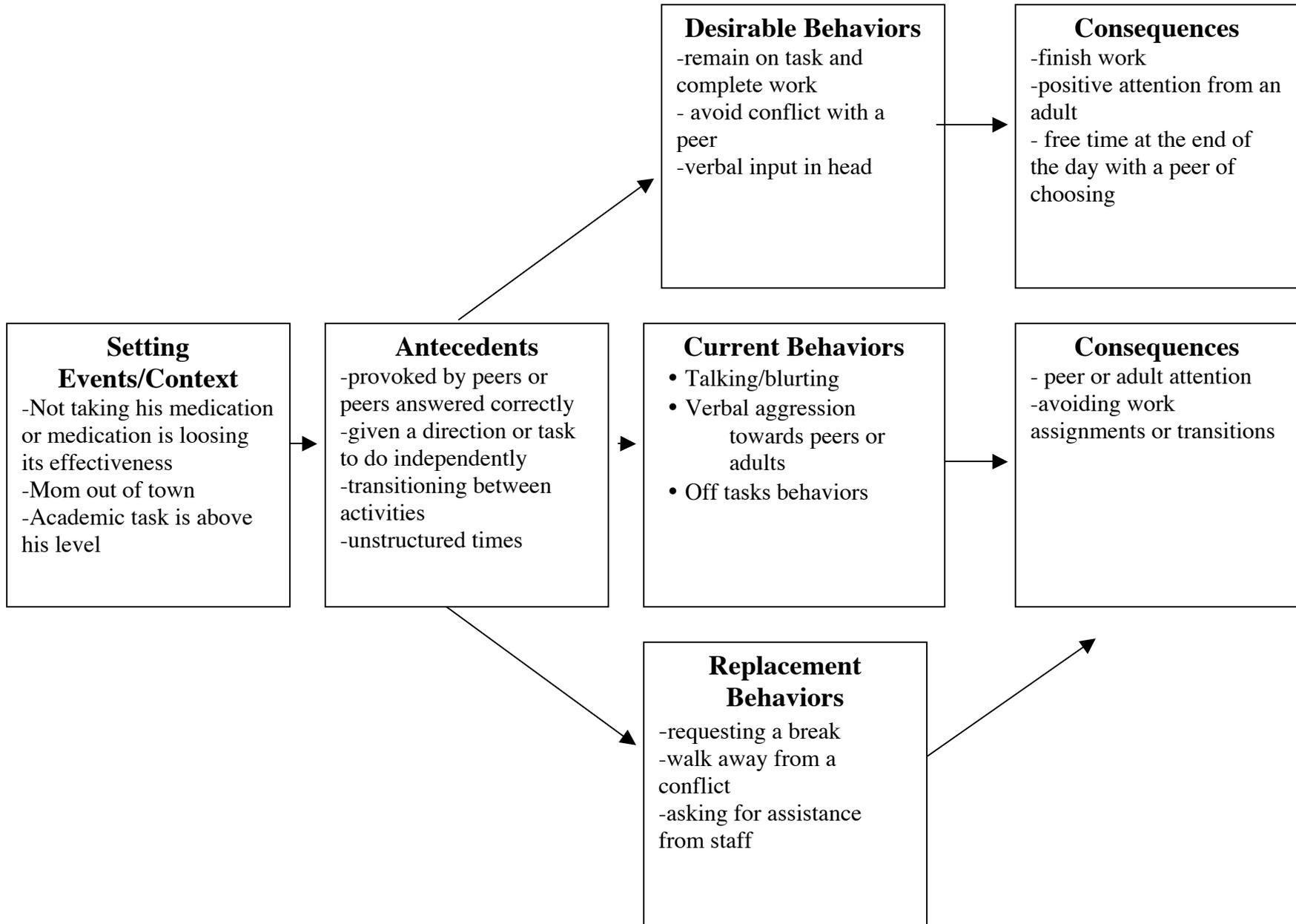
Background Information

1.	A Behavior Intervention Plan is being created because: A need for a positive behavior support plan was found during the initial evaluation for Joey's qualification to receive special education services. Joey shows a need for instruction and positive reinforcements to help promote pro-social behaviors with peers, adults, and classroom interactions.		
2.	Background data on the behavior: What is it, when does it occur, and what happens as a result of the behavior (list as many as applicable) (3 points)		
	When (what’s happening in the environment at the time; antecedent)	Then (the problem behavior)	As a result (the function)
	<ul style="list-style-type: none"> • Answers a question incorrectly and a peer answers it correctly • A peer answers a question • Transition within the classroom • Transitions in and out of the classroom • Told “no” • A task that appears to be difficult • Recess and lunch • Activities that require prolonged/sustained attention • When another peer is doing 	<ul style="list-style-type: none"> • Low intensity verbal blurting or self-talking out loud, happening throughout the entire day. Joey will talk and react to situations happening within his environment. • Verbal Outbursts (shouting, verbal attack on peers or adults, swearing, arguing, etc.) • Invasion of peers personal space (Close proximity to peers or adults or physical 	<ul style="list-style-type: none"> • Joey obtains peer and adult attention • He gets removed from situation and/or sent home • Space and time to deescalate • Teacher or peer ignore Joey • Verbal redirection from staff • Verbal correction from staff

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	something he appears to be wrong	aggression)	
Goals	When in the general education setting and given self-monitoring tools and coping strategies, Joey will show expected appropriate self-control of his body and voice (good personal space, keeping hands/arms/leg near body, and appropriate voice level) during a 15 minute observation, going from an average of 25 times off task to an average of 10 times off task as measured by the special education staff.		

3. Competing Pathways Behavior Model



INTERVENTION PLANNING

4.

Prevent	Specific Steps
<ol style="list-style-type: none"> 1. Work modifications 2. Transitions 3. precorrection 	<ol style="list-style-type: none"> 1. All work modified for Joey at his instructional level. Directions on the assignment will be given to Joey in 1-2 steps and broken down into individually into smaller chunks. Give choices when working in a small group of peers. 2. Joey will transition ahead or behind his peers into the next class. Joey will be reminded what to do when he enters the classroom with a specific job in place. 3. Before entering a class, watching a movie, or participating in gym class, remind Joey of the expectations of the class period and how he will enter.
Teach	Specific Steps
<ol style="list-style-type: none"> 1) Replacement behavior: <ol style="list-style-type: none"> a) Take a break b) Walk away when in a conflict 2) Academic tasks 3) Pro social skills 	<ol style="list-style-type: none"> 1) Joey will be taught an emotional regulation scale to help visual identify where he is at. 2) Replacement behaviors will be taught in the resource room 5 days a week for 20 minute sessions during social skills and behavior management time. Joey will be taught what a take a break card is and when he should use it through: <ol style="list-style-type: none"> a. modeling what it looks like to take a break b. practice taking a break c. reinforcement of practicing the skills d. review 3) Academic tasks will continued to be worked on through additional IEP goal setting and benchmarks, especially in the area of mathematics. 3) Social skills will be taught in the resource room 5 days a week for 20 minute session and through out the school day. Joey will be taught how to identify a problem and positive solutions to the problem the next time it occurs. These will be formal lessons using the emotional regulation scale along with on the spot teaching when a conflict arises.
Reinforce	Specific Steps

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<p>Reinforcement of these skills will be taught through corrective teaching and an economy system.</p>	<p>Corrective teaching will be taught through social stories, modeling, guided practice, and positive reinforcement. Through the economy system Joey will be rewarded by earning money for completing a direction given to him and losing money for an undesirable behavior (non-compliance of direction, talking back to an adult or peer, and negative peer interaction).</p> <p>While in class or a group setting Joey will be given 3 chips on his desk, if Joey blurts out he will lose one chip. When all three chips are gone Joey will be asked to leave the classroom for a quick five minute sensory break. If he has all three chips after 20 minutes Joey can earn an additional dollar. After 20 minutes Joey will be able to start over with three chips.</p>
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5.	Responding to Problem Behavior – Describe the adult responses to challenging behavior. Consider when... then... format	
	Problem Behavior When the student...	Response Steps Then...
	<p>1. When Joey disturbs the learning of others or the safety of others by becoming defensive, challenging authority, beginning to act out, or refusal.</p>	<p>Then: 1- Staff will remain calm and ask Joey if he would like to go to the resource room or for a walk. Staff will call resource room to let them know Joey is on his way. 2- General education teacher will positively reinforce the rest of the class ignoring Joey’s behavior. 3- Staff will call for a special education staff member to help offer Joey two safe choices of where he can go to calm down. Staff will use corrective teaching and the economy system to reinforce positive behaviors. 4- General education teacher will remove the audience (may happen sooner).</p>
Crisis Management Plan or Safety Plan (not always needed)		
<p>Acting Out: Joey loses control, hitting, kicking, yelling, threatening, posing a harm to self or others. 1-Staff will contact the IEP case manager and will calmly give Joey the direction to go to the sensory room. Staff will use corrective teaching through the economy system to redirect Joey's behavior. If behavior continues to escalate and Joey refuses to leave the room, remove the audience (take class to another location) and possibly use restraint procedures to remove Joey to a safe area. Restraint is only used as a last resort when there is danger to Joey or to others. 2- When a restraint is used on Joey, Joey will lose all of his money he has earned. 3- When Joey physical harms another person, Joey will loose all of his money and will not be able to go shopping for the day. Joey will continue to earn money from the moment he has lost the money and save it for the next day. 4- When Joey harms another person or damages property Joey will be asked to reflect on his behavior, within 24. A phone call will be made home to Kori by the end of the school day.</p>		

Monitoring and Evaluation Plan

6.	Measurement System - Describe what data will be collected, when and by whom Data will be collected during a 15 minute observation 3 times per week by a special education staff member. Data collected will be an on/off task observation check list, with 10 second intervals.
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