

Positive Behavior Support Plan for John Smith

Student Name	John Smith	Supervisor	Kenton Levings
Date Plan Originally Developed	1/18/2017	Date of Last Review/Revision	1/18/2017

Challenging Behaviors

- Calls out to teacher, Calls out to peers, Argues with teacher, Argues with peers, Cries, Teases others, Refuses to complete tasks, Throws things, Talks too loud, Bosses others around, Throws tantrums, Slams doors

Details for Classroom Disruption - Calls out to teacher, Calls out to peers, Argues with teacher, Argues with peers, Cries, Teases others, Refuses to complete tasks, Throws things, Talks too loud, Bosses others around, Throws tantrums, Slams doors

John is very disruptive in the classroom. He continually calls out to the teacher and other students, argues, cries, throws tantrums and slams doors.

- During baseline assessment, this behavior occurred an average of 3 time(s) per day.
- This behavior was determined to be of Minor severity, meaning that it: Can be distracting, disrupting or frustrating to others in the environment but does not risk escalating or creating a dangerous environment.
- This behavior likely serves a Tangible function

Proactive strategies to make classroom disruption unnecessary or less likely to occur:

Neutralize setting events

Not all setting events can be eliminated; especially those that occur outside of the classroom, but often times their impact on behavior can be reduced by providing the student with a specific type of activity once they enter the classroom.

For example, a student that is affected by personal issues or conflict at home may benefit from being allowed a few minutes to write in a journal before class starts, or going to briefly speak with a school counselor during the day. Since the amount of potential setting events varies greatly, it is important to work with your student's team in order to customize this intervention to best meet their needs.

Details

Collect behavioral data to determine if progress is being made. If progress is not being made, other setting events may need to be addressed or the activity may need to be changed.

Guidelines

- Work collaboratively with other team members and caregivers to determine setting events and brainstorm activities that might reduce their negative impact on student behavior.
- Some categories of setting events and activities to consider:
 - Physiological issues such as hunger, fatigue, or illness --> activities that involve eating, resting, self-care, check-in with school nurse, etc.
 - Sensory issues such as being over or under stimulated --> activities that increase or decrease level of stimulation / regulation accordingly

- • Emotional/personal issues --> Speak with trusted adults, activities with positive peer models/friends, activities that allow the person to express or process feelings through drawing or writing
- • Attention issues (not getting enough attention from others) --> Activities that put the spotlight on the student such as show-and-tell with friends, adult, or entire class or being given responsibilities that make them the focus of attention (taking class attendance, passing out materials, etc.)
- If the setting event occurs outside of the school, create a communication system between home and school to keep the flow of information consistent. This can include daily/weekly emails to family or caregivers, a behavior progress chart to be taken home with the student, etc.

Eliminate setting events

Eliminating setting events focuses on reducing things that increase the likelihood of challenging behavior occurring. Often, these events occur outside of the classroom/learning environment (such as in the home or on the school bus). Since there are many strategies for reducing specific setting events, it is recommended that you customize this strategy to meet your student's needs.

Setting event example:

Rushing to get to school in the morning is identified as a possible setting event for challenging behaviors. The team works with parents to develop a plan that gives the student 30 additional minutes at home before leaving for school to avoid feeling rushed. This plan eliminates the impact that rushing has on his target behavior during the school day.

Details

Tips for success:

Create a communication system between home and school to keep the flow of information consistent.

If a particular setting event could not be eliminated that day, school staff should be informed so another intervention can be used during the school day.

Collect behavioral data to determine if progress is being made. If progress is not being made, other setting events may need to be addressed, or intervention strategy may need to be adjusted.

Guidelines

- Work collaboratively with other team members and caregivers to determine setting events (you can also use results from the mini-FBA to help determine these).
- Work with your team to develop a plan for eliminating setting events.
- This frequently requires participation and implementation from caregivers in addition to school staff; be sure to include all parts of your student's team in the discussion.
- If setting events cannot be successfully eliminated or participation from other team members is not consistent, an alternate strategy to address setting events should be selected. Refer to the strategy: "Neutralize setting events"

Replacement behaviors we want John Smith to do instead of classroom disruption:

Textual prompts to promote desired behaviors

This intervention focuses on creating textual prompts to promote desired behaviors in a variety of settings. A textual prompt is simply a cue or hint written on a piece of paper to remind the student of the expectations or correct way to behave in a particular environment. When you notice the student having difficulty you present them with the textual prompt or otherwise direct their attention towards it.

Details

Tips for success:

- The textual cues should be placed in the area of the classroom where the behavior is expected to occur, (e.g., hand sink for washing hands & desk for independent work).
- Create textual cues that are likely to prompt the desired behavior, (i.e., ensure that your student is able to easily read individual cues).

Guidelines

- Identify the desired behavior to increase.
- Observe when and where the desired behavior needs to happen. Textual prompts will need to be created to fit the environment.
- Create textual prompts. Prompts can be written on flashcards, placed on sticky notes, posted on the desk or wall, or printed on mailing labels.
- A textual prompt should be placed in an area where your student will see it.
- Example: Ken engages in the self-stimulatory behavior of tapping his hand on his chest loudly during independent work in science. His teacher places a card on his desk that says "hand on pencil" to remind Ken that he can lightly tap his fingers on his pencil instead.
- Example: Corey is working to initiate conversations with peers. Her teacher worked with parents to place a laminated card in Corey's lunch box each day that provided her with a prompt to start a conversation.
- Textual prompts should be faded as your student's desired behavior increases. The textual prompt can literally be cut down, by cutting off a small amount of the card. Example: card that reads "sit up" can be cut down to "sit u", then cut down to "sit", and continually faded until the student no longer needs the prompt.

Name, Title

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