

Positive Behavior Support Plan for J Alexander

Student Name	J Alexander	Supervisor	Kenton Levings
Date Plan Originally Developed	5/1/2018	Date of Last Review/Revision	4/11/2019

Challenging Behaviors

- Calls out to teacher, Calls out to peers, Argues with teacher, Argues with peers, Scolds others, Teases others, Refuses to complete tasks, Talks too loud, Bosses others around, Throws tantrums, Uses bad language

Details for Classroom Disruption - Calls out to teacher, Calls out to peers, Argues with teacher, Argues with peers, Scolds others, Teases others, Refuses to complete tasks, Talks too loud, Bosses others around, Throws tantrums, Uses bad language

Mr. Alexander is very disruptive. He argues with the teacher and peers and constantly disrupts class.

- During baseline assessment, this behavior occurred an average of 4 time(s) per week.
- 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 Gaining Attention - Peers, Gaining Attention - Adults function

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

Eliminate setting events - J. Alexander

Eliminating setting events focuses on reducing or eliminating things that increase the likelihood of challenging behavior occurring later. These are often things that occur outside of the learning environment, such as in the home or on the way to school. While there are many strategies in the database for reducing or eliminating specific setting events, this particular strategy is intended to let you define and customize the exact setting event strategy that will be used. It is recommended that you customize this strategy and edit the title to include the specific setting event(s) you are trying to eliminate.

Details

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Guidelines

- Work collaboratively with other team members and caregivers to determine setting events. Use results from functional behavior assessment to determine setting events and/or track events that happen (or do not happen) on days when challenging behaviors occur.
- Once potential setting events have been identified, work with the team to develop a plan to eliminate the setting events. Eliminating setting events often relies on the participation and implementation from caregivers. 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. The student will be given 30 additional minutes in the morning at home before leaving for school and will not be rushed.
- 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"

- 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, the school should be informed and this should be tracked in the behavioral data.
- Collect behavioral data to determine if progress is being made. If progress is not being made, other setting events may need to be addressed.

Replacement behaviors we want J Alexander to do instead of classroom disruption:

Request attention from peers

This behavior is a functionally equivalent replacement for target challenging behaviors maintained by peer attention. The student is taught (and prompted) to request peer attention. This strategy includes functional communication training, response prompts, and extinction.

Guidelines

- Select a single word or simple phrase that will be used to recruit a peer's attention (e.g., "talk", "play with me", "hey"). The word or phrase should be selected based on the language ability of your student, remembering that a functionally equivalent replacement behavior should be as easy or easier to perform than the challenging behavior. If your student struggles with vocalizations, using an icon or other communication strategy may be more appropriate (see other resources for recruiting attention).
- If the student engages in challenging behaviors, minimize attention as much as possible. Separate your student and the peer. Challenging behaviors should be placed on extinction. ***Extinction procedures may cause an increase in challenging behaviors. Extinction should not be used with behaviors that pose a safety risk to the student or others.
- Work with the peer to understand her/his role. The peer needs to know how to respond when your student requests attention, what to do when your student has challenging behaviors, and what to do if something else happens. Plan for possible scenarios so that you'll be prepared to help the peer and your student as needed.
- Conduct an initial training session. Tell the student prior to starting that he/she can ask for the peer's attention using the chosen word or phrase (e.g., "if you want to talk to Billy you can say "hey"). Have the peer briefly provide attention to your student, then have the peer stop giving attention. If the student independently asks for attention (e.g., says "hey"), prompt the peer to immediately respond. If the student does not ask for attention, but attempts to gain the peer's attention in other ways (e.g., walking over to him), prompt the student to ask for attention (e.g., "if you want to talk to Billy you can say "hey"). If the student engages in challenging behaviors, do not give attention to the challenging behaviors. Wait until the challenging behaviors have stopped, then prompt (e.g., "if you want to talk to Billy you can say "hey").
- A social story, video model, or visual model can be used initially to teach the student to request attention.
- Fade prompts as the student is successful.
- Collect "baseline" data to determine if there are specific times of the day the student engages in challenging behaviors for attention. If specific times can be isolated (or times challenging behaviors are more likely to occur) the word or phrase should be prompted and used at these times.
- Be careful that prompting and providing attention are separated as much as possible. Use a neutral tone of voice, avoid eye contact and any other conversation with the student to help to reduce the amount of attention given during prompting.
- Collect behavioral data to determine if challenging behaviors decrease as the number of requests for attention increase.

Reactive Strategies to help increase appropriate behaviors and decrease classroom disruption:

Positive reinforcement on a variable time schedule for replacement behavior(s)

This is an intervention for reinforcing replacement behaviors that are part of the student's repertoire and have previously been reinforced using a continuous reinforcement schedule. It involves reinforcing behavior after an average amount of time has elapsed.

Guidelines

- A variable schedule of reinforcement is best for any behavior that has already been established as part of a student's repertoire. Using a variable time schedule, reinforcement will be provided when the student demonstrates the desired behavior following the lapse of an interval of time, such as after approximately two minutes. A variable schedule is used to fade reinforcement after a continuous reinforcement schedule has been successful. (For behaviors that are NOT a part of the student's repertoire, see "Positive reinforcement on a continuous schedule for replacement behavior(s)".)
- For functionally equivalent replacement behaviors, the reinforcement should be as similar as possible to the reinforcement being received when the student acted inappropriately.
- For desired behaviors that are NOT functionally equivalent, reinforcement will need to compete, or be at least as desirable as, the reinforcement the student was getting for inappropriate behavior. See our workshop on reactive behavior management for details on how to select reinforcers.
- Determine an interval. Time based schedules focus on providing reinforcement for the next occurrence of the desired behavior that occurs following the lapse of a approximate interval. If moving from a continuous schedule, start with a small interval. Over time, as the student is successful, you can increase the interval between opportunities for reinforcement.
- Monitor progress to ensure the positive reinforcement schedule is increasing the replacement behavior. If progress is not being made, the variable schedule may be too large or the reinforcer selected needs to be reevaluated.

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