

POSITIVE BEHAVIOR SUPPORT PLAN - B
Ventura County SELPA IEP

Student Name Vinnie R. (student with SLD) **D.O.B.** XXX (14 years old) **Meeting Date** XXX

Description of Observable INAPPROPRIATE BEHAVIOR which impedes learning: Noncompliance (not following adult directions); inappropriate verbal comments towards peers or adults (name-calling, threatening); off-task behaviors (drawing/doodling or reading instead of working); physical aggression towards peers (punching peers)

Team estimate of current severity of problem behavior: extreme serious moderate needs attention/early stage intervention

Current Frequency/Duration/Severity: Noncompliance: average once per day; inappropriate verbal comments: average one to two times per week; off-task behaviors: 5 to 10 times per day; physical aggression: 5 incidents in a three-month period

Current Predictors (Antecedents for behavior): For noncompliance and off-task behaviors: non-preferred assignments (e.g., report writing), finishing ahead of others; for inappropriate verbal comments and physical aggression: peer conflict, perceived peer teasing, having a belonging taken away or being warned to have his personal belongings taken away

Reason for student’s behavior (Function, e.g., sensory, escape, attention, etc.): Escape and protest related to antecedent events

POSITIVE REPLACEMENT BEHAVIOR which would gain the same outcome: When faced with an undesirable situation or conflict, Vinnie will utilize learned conflict resolution skills (I-statements, expressing feelings using appropriate language), instead of engaging in problem behaviors.

Current Frequency of POSITIVE REPLACEMENT BEHAVIOR: Not currently demonstrated with peers; with familiar adults, Vinnie is able to resolve conflicts in a non-aggressive way approximately 6 out of 10 problem situations, with adult prompting and reminders

What supports the student using the problem behavior (in environment, missing in environment or instruction)? The presence of other disruptive peers is difficult for Vinnie to manage; other staff at the middle school (e.g., yard duty, substitute teachers) are sometimes unaware of Vinnie’s special sensitivities and will engage in power struggles with him, thereby escalating his behaviors

<p>1. PREVENTION/CHANGE ANTECEDENTS: Modify environment, space, teaching strategies, curriculum, materials, modify assignments, timing, give choices, change level of support, interactions, etc.</p>			<p>2. TEACH (NEW) REPLACEMENT BEHAVIOR: Provide means of communication to express function of behavior, teach social skills, choice making, impulse control, anger management, assertive skills, communication skills, problem solving, etc.</p>		
Interventions	Responsible Discipline	Frequency	Interventions	Responsible Discipline	Frequency
1. Seat Vinnie in close proximity to the teacher or other familiar adult for extra support and prompting.	1. Teachers	1. Daily	1. Teach Vinnie conflict resolution skills (I-Statements, appropriate feeling language, assertive language), through direct teaching, modeling, practice, and reinforcement.	1. School counseling staff and teachers	1. Weekly counseling sessions, daily follow-up by teacher
2. Provide prompting, direction, and redirection in a concrete, firm, and precise fashion; use a calm, friendly, matter-of-fact tone of voice. Explain why the behavior or comment is inappropriate. Pick battles wisely. Avoid touching or taking Vinnie’s things when possible.	2. All staff	2. As needed	2. Prompt and model what to say in the moment when conflict develops. Use naturally occurring situations as teaching opportunities.	2. Teaching Staff	2. As needed
3. Incorporate Vinnie’s interests in assignments when possible; allow enrollment in elective courses.	3. Teachers	3. When possible	3. Develop a private sign between teachers and Vinnie, to signal to Vinnie when his behaviors or comments are inappropriate. Allow Vinnie to leave the room for a brief period of time, to think about an alternative to an inappropriate comment or behavior. Invite him to exercise his chosen strategy when he is calm.	3. Teachers	3. As needed
4. Allow Vinnie to read or draw when he is finished with an assignment ahead of everybody else.	4. Teachers	4. Daily	4. Use problem-solving after a conflict situation to prime for future problem situations, using the form “Thinking about my Inappropriate Behaviors” as an outline.	4. Teachers, learning directors	4. As needed
5. Teach Vinnie time management skills and study skills in the special education environment, to improve work habits. Assist him in keeping his things organized.	5. Special Education Teacher	5. Twice per week			

Positive Behavior Support Plan B continued

3. REINFORCEMENT PLAN: Specific procedures for increasing and maintaining Replacement Behavior:			4. SELECT BETTER CONSEQUENCES for Inappropriate Behavior: Redirect, ignore, remove audience, response cost point system, teach behavior skills, etc.		
Interventions	Responsible Discipline	Frequency	Interventions	Responsible Discipline	Frequency
<p>1. Provide Vinnie with positive attention and bonus tickets in the classroom-wide reinforcement system for appropriate conflict resolution and work completion skills, when observed. Tickets can be used to purchase preferred items in the classroom store once per week.</p> <p>2. Allow Vinnie access to preferred activities contingent upon work completion (drawing after completion of assigned work)</p> <p>3. Thank Vinnie in private for handling a conflict appropriately and express appreciation for his help in making the classroom a better place to learn for all.</p>	<p>1. Teaching staff, case manager</p> <p>2. Teachers</p> <p>3. All Staff</p>	<p>1. When observed, weekly reward</p> <p>2. Daily</p> <p>3. When observed</p>	<p>1. For inappropriate comments, use the private sign to encourage Vinnie to leave the scene and think of an alternative method to express his feelings. Allow for a brief time-away and processing time. Check back with Vinnie after a few minutes. Allow him to exercise a chosen communication strategy. If necessary, model the necessary language and behavior.</p> <p>2. For noncompliance and off-task behaviors, pick battles wisely. Provide direct, concrete feedback. State the expectation; allow Vinnie a few minutes processing time to correct his behaviors.</p> <p>3. Encourage peers to ignore Vinnie's behaviors and provide incentives for successful ignoring.</p> <p>4. Use the problem-solving sheet "Thinking about my Inappropriate Behaviors" as a debriefing tool in processing social errors, determining consequences, and developing an action plan for future problem situations. Follow through in a calm and nonjudgmental manner.</p>	<p>1. All Staff working with student</p> <p>2. All Staff working with student</p> <p>3. All Staff</p> <p>4. Teaching and Administrative Staff</p>	<p>1. As needed, each occurrence</p> <p>2. As needed, each occurrence</p> <p>3. As needed</p> <p>4. As needed</p>

Plan for fading/discontinuing: Gradually fade adult prompting when inappropriate verbal comments decrease to once per month on average; introduce a self-monitoring system when student is able to utilize replacement behaviors independently in 8 out of 10 problem situations

Person monitoring this plan: Special Education Teacher/Case Manager

Method of documenting progress of this plan: Daily agenda/point sheet with tally of problem and replacement behaviors

Method of communicating progress with family: Daily agenda and point sheet sent home daily, with written feedback provided by parents

See goal(s) and/or objective(s) for increasing replacement behavior

See goal(s) and/or objective(s) for decreasing inappropriate behavior (if appropriate)