

**POSITIVE BEHAVIOR SUPPORT PLAN – C**  
**Ventura County SELPA IEP**

Student Name: Sally O. (student with Intellectual Disabilities)

D.O.B. XXX (12 years old)

Meeting Date XXX

**Behavior impacting learning is:** Behavioral outbursts with escalation involving screaming, yelling, refusing to follow the adults' directions, grabbing and holding on to furniture, pushing furniture (chairs, desks), engaging in physical aggression towards staff (e.g., hitting, slapping, punching), and running from adults (e.g., running into the parking lot from the school office).

**It impedes learning because:** it disrupts others in the learning environment; it takes time and attention away from academic instruction to redirect and control behaviors

**Team estimate of current severity of behavior problem**  extreme  serious  moderate  needs attention, early stage intervention

**Current frequency/intensity/duration of behavior:** one to two episodes per week, each episode lasting from 5 minutes up to one hour

**IEP Team believes behavior occurs because (team hypothesis):** to express protest/frustration over unexpected changes in her schedule and over having to terminate a preferred activity (early stage of escalation); to escape from negative consequences related to her behaviors (later stages of escalation)

**What team believes student should do (Replacement Behavior) instead of this behavior (match to hypothesis):** When feeling frustrated at school, Sally will utilize one of three coping strategies (verbalize a feeling, verbalize a need for attention/help, request a break) without behavioral escalation, with verbal prompts.

**Current frequency of Replacement Behavior:** Not demonstrated as stated; Sally is able to request help from adults most of the time when she is not frustrated

**What supports the student using the problem behavior (in environment, missing in environment, frequency, or instruction)?** Sally receives adult attention when she has an outburst; Sally has not yet learned appropriate coping strategies to manage anger and frustration; Sally has been sent home after some of her outbursts

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|--|---|
| To achieve this outcome, <u>both</u> teaching of new alternative behavior and reinforcement is needed          | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |
| To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching necessary) | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |
| To achieve this outcome, environmental supports are needed   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |
| Are curriculum accommodations necessary? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | Is there a curriculum accommodation plan? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**Teaching strategies and necessary curriculum or materials for new behavior instruction**

1. Develop social narratives (what to do when feeling frustrated at school) to teach Sally the three coping strategies.
2. Read social narratives once per day after Sally arrives at school.
3. Prompt Sally frequently throughout her day and when she looks anxious (typically pacing, growling) by asking her if she needs to make a good choice; remind her of her three choices (say how she feels, ask for a break, ask for help) and what she is working for (dollars, daily certificate).
4. Provide teaching in the classroom regarding feelings and how to manage negative feelings, once per day during whole group instruction.

By whom? 1. Behavior Specialist; 2. Special Education Teacher; 3. Teaching Staff; 4. Special Education Teacher      How frequent? 1. Once; 2. Daily; 3. Twice per period; 4. Daily

**Environmental structure and supports to be provided (time/space/materials/interactions)**

1. Designate a break area in the classroom and/or on campus where Sally can take calming breaks.
2. Provide adult attention and help immediately when Sally communicates a need for help or a break.
3. Prepare Sally for upcoming changes in routines by letting her know at least one day in advance about a change, and reminding her several times the next day.
4. Give three warnings (5, 3, 1-minute) prior to non-preferred transitions. Let Sally know when a desired item or activity will be available again in the future.

Who will develop? 1. Special Education Teacher; 2. 3. 4. Teaching Staff

Who will monitor? Special Education Teacher

Positive Behavior Support Plan C continued

**Reinforcement Procedures (include fading procedures)**

1. Provide Sally with immediate verbal praise, adult attention, and one dollar in the classroom-wide reinforcement system when she utilizes one of her three choices (verbalize a feeling, ask for a break, ask for help) without escalating to acting-out behaviors.
2. Provide Sally with one certificate for each day during which she did not have aggressive behaviors, to share with her parents. Parents will provide a weekly reward (trip to fast food restaurant) for each five certificates earned.

Fading procedures: Fade tangible reinforcement (dollar) to interval schedule (hourly) when positive target behaviors are observed in at least 8 out of 10 stressful situations. Fade certificates to twice-weekly, then weekly, when negative target behaviors decrease to once per month/ once every other month on average.

By whom? 1. Teaching Staff; 2. Special Education Teacher and parents

Frequency? 1. When observed; 2. Daily and weekly

**Reactive strategy to employ/debrief procedures to use if problem behavior occurs again**

1. At the first onset of escalation (refusal, pacing, growling), remind Sally of her choices and reinforcers (what she is working for). Provide her with two choices and consequences for each, stating the positive choice/consequence first. Say that what happens is her choice.
2. Walk away and allow several minutes processing time. Remove the audience; engage other students in activities and monitor for safety.
3. Return and ask Sally if she is ready to make a good choice. If she refuses, remind her of her choices again. Ask her if she needs to take a break to calm down.
4. If escalation continues and/or Sally refuses to make a choice, evacuate the class and leave Sally with two NCPI-trained staff members. Use planned ignoring techniques combined with periodic verbal prompts to calm down until Sally has stopped yelling and is able to talk calmly.
5. During debriefing, establish what happened that made her frustrated and choose a coping strategy Sally can use in the future should something similar happen again.
6. Return to task, then have students and staff return to the classroom.
7. Follow through with the consequence (no certificate sent home); notify the parents prior to Sally's return home.

Personnel: All Teaching and Support Staff working with Sally

**Communication Provisions – Daily/Weekly Reports/Record Keeping**

1. Maintain copies of certificates sent home daily, to monitor problem behaviors.
2. Maintain tally of number of dollars earned daily, to monitor replacement behaviors.
3. Weekly home-school communication log (e-mails) between teacher and parent informing parent of Sally's behaviors, with two-way communication.
4. Phone call to parent after each serious outburst, after Sally has calmed down.

Personnel Involved: Special Education Teacher, Parents

Frequency: 1. 2. Daily; 3. Weekly; 4. As needed

- See annual goal(s)/objective(s) for increasing replacement behavior
- See annual goal(s)/objective(s) for decreasing inappropriate behavior (if appropriate)