Ventura County SELPA Individualized Education Program

POSITIVE BEHAVIOR SUPPORT PLAN-B

Student Name: Student3 (Male, 14 years old) Date of Birth: XXX Date of Meeting:

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 (kicking peers)
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 since beginning of the school year
Current Predictors (Antecedents for Behavior): Noncompliance and off-task behaviors: non-preferred assignments (e.g., report writing), finishing ahead of others; 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 students' behavior (Function): Escape and protest related to antecedent events
POSITIVE REPLACEMENT BEHAVIOR which would gain the same outcome: When faced with a conflict with a peer or an adult, Student3 will utilize appropriate conflict resolution skills (I-statements, expressing feelings using appropriate language), instead of engaging in inappropriate behaviors.
Current Frequency: Not currently demonstrated unprompted with peers; with adults, is able to demonstrate approximately 60% of the time with adult prompting and reminders

1. PREVENTION/CHANGE ANTECEDENT: Modify environment, space, teaching strategies, curriculum, materials, modify assignments, timing, give choices, level of support, interactions, etc. 1. Seat Student3 in close proximity to the 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. 3. Incorporate Student3's interests in assignments when possible; allow enrollment in elective courses. 4. Allow Student3 to read or draw when he is finished with an assignment ahead of everybody else. 5. Teach Student3 time management skills and study skills in the Sped environment, to improve work habits. Assist him in keeping things organized. By whom? Teaching Staff Frequency: Daily, as needed	2. TEACH (NEW) REPLACEMENT BEHAVIOR: Means of communication to express function of behavior, teach social skills, choice making, impulse control, anger management, assertive skills, communication skills, problem-solving, etc. 1. Teach Student3 conflict resolution skills (I-Statements, appropriate language to express feelings), through direct teaching, modeling, practice, and reinforcement in the Sped environment. Prompt and model what to say in the moment. 2. Develop a private sign between teacher and Student3, to signal to Student3 when his behaviors or comments are inappropriate. Allow Student3 to leave the room for a brief period of time, to think about an alternative to the comment/behavior. If he is unable to think of one, provide an alternative for him. Allow him to try again. Thank him for using good conflict resolution skills. By whom? SDC Teacher and Staff Frequency: Daily, as needed
3. REINFORCEMENT PLAN: Specific Procedures for increasing and maintaining Replacement Behavior: 1. Provide Student3 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. 2. Allow Student3 access to preferred activities contingent upon work completion. By whom? All Teaching Staff Frequency: When observed	4. SELECT BETTER CONSEQUENCES for inappropriate Behaviors: Redirect, ignore, remove audience, response cost point system, teach behavior skills, etc. 1. For inappropriate comments, use the private sign to get Student3 to leave the scene and think of an alternative method to state his feelings. Allow for a brief time-away and processing time. Check back with Student3 after a few minutes. Allow him to try again. If necessary, provide him with an alternative. 2. For noncompliance and off-task behaviors, pick battles wisely. Provide direct, concrete feedback. Allow Student3 some processing time to correct his behaviors. By whom? All teaching staff Frequency: As needed

See goals and objectives for decreasing the inappropriate behavior and/or increasing replacement behavior __√__**Yes** _____No
Plan for fading/discontinuing: Gradually fade adult prompting for appropriate behaviors when inappropriate verbal comments decrease to once per month on average
Person monitoring this plan: Case Manager Method of documenting progress of this plan: Teacher records/daily log
Method of communicating progress with family: Agenda; home/school communication log
Copy to: _____District Office _____Teacher/Cumulative File _____Case Manager _____Parents _____Related Services Providers