

VENTURA COUNTY SELPA INDIVIDUALIZED EDUCATION PROGRAM

**POSITIVE BEHAVIOR SUPPORT PLAN - A**  
 (Optional attachment for students whose behavior impedes learning)

**Student Name: Student2 (Male, 8 years old)**

**Date of Birth: XXX**

**Date of Meeting:**

**Description of INAPPROPRIATE BEHAVIOR which impedes learning (observable/measurable):** Disruptive behaviors, e.g., making escalating disruptive mouth noises (crying, screaming, whining, repeatedly demanding something), kicking others with his feet, and bolting (attempting to leave a designated area).

**Current frequency/intensity/duration:** Mouth noises: 1-2x/hour; dropping to ground: 1x/day to 1x every other day; kicking: 1-2x a month; bolting: 1 incident, 1 attempt thus far

**Reason for student’s behavior (what outcome he/she gains, e.g., sensory, escape, attention, etc.):** To gain access to preferred tangible items, activities, or attention from adults or peers; to seek escape from non-preferred activities or transitions.

**Description of POSITIVE BEHAVIOR which would replace the inappropriate behavior and gain the same outcome (observable/measurable):** When Student2 has a need to obtain a tangible item or activity or when he feels the need to escape from non-preferred activities or transitions, he will state his needs verbally (saying "I want..."), especially “help” or “break”, using appropriate voice modulation and maintaining appropriate behaviors, with adult prompting and scripting and with visual aids (“help” and “break” card).

**Current frequency/intensity/duration:** Student2 is able to state his needs verbally about 80% the time, but with inappropriate voice modulation and behaviors; he asks for help only with adult prompting (“What do you need?”). He has not learned to ask for a break.

PLAN FOR DECREASING INAPPROPRIATE BEHAVIOR	PLAN FOR INCREASING POSITIVE BEHAVIOR
<p><b>Strategies:</b> (i.e., teaching strategies or curricular, material or environmental modifications)</p> <ol style="list-style-type: none"> <li>1. Utilize word/picture cards for transitions, including pictures for “help” and “break.”</li> <li>2. Utilize visual supports (individual schedule for task completion and activity, task tray with visual icon, social stories, self-recording data sheet, token economy board, timers).</li> <li>3. Provide choices when possible, especially choice of reinforcer, order of tasks/activities, and stimulus materials.</li> <li>4. Use appropriate peer buddies from general education to help teach and model appropriate behaviors.</li> <li>5. Provide an alternative work space in the classroom for direct instruction, to teach difficult or non-preferred tasks, where noise and activity can be reduced.</li> <li>6. When making requests and redirecting Student2, use the prompt hierarchy from least to most: verbal, verbal/gestural, verbal/physical; use visual supports as needed.</li> <li>7. Provide immediate verbal praise, social reinforcement, and access to preferred activities contingent upon engaging in non-preferred activities/transitions and complying with adults, utilizing visual aids (first...then...card).</li> </ol> <p><u>Strategies to use if inappropriate behavior occurs:</u></p> <ol style="list-style-type: none"> <li>1. Ignore minor inappropriate behaviors (inappropriate requests) and deny access following inappropriate behaviors.</li> <li>2. Issue a specific instruction for appropriate and/or replacement behavior, using visual prompts as needed.</li> <li>3. Allow processing time.</li> <li>4. Give a brief partial physical prompt.</li> <li>5. Praise compliance.</li> </ol>	<p><b>Strategies:</b> (i.e., teaching strategies or curricular, material or environmental modifications)</p> <ol style="list-style-type: none"> <li>1. Use social stories for difficult transitions to teach about appropriate behaviors. Read appropriate social story with Student2 once per day and/or prior to transition.</li> <li>2. Use scripting of appropriate phrases (I want...) to request a tangible item, activity, or request help or a break, during small group instruction and as needed.</li> <li>3. Provide immediate verbal praise, social reinforcement, and access to preferred activities when Student2 makes requests using appropriate voice modulation.</li> <li>4. Use priming prior to upcoming transitions and termination of preferred activity, reviewing expectations and behavioral contingencies.</li> <li>5. Teach Student2 to make appropriate requests (I want..., break, help) through individual and small group instruction, using visual supports as needed.</li> <li>6. Provide Student2 with a “help” and “break” card during non-preferred activities and transitions, prompting him to use them ahead of time and providing access to help or a break immediately when he requests them.</li> </ol>
<p><b>Reinforcement:</b> (What/When) - include plan for fading                      Provide written feedback to parent daily, for further reinforcement at home.                      Provide verbal praise for compliance and appropriate behaviors, multiple times daily.</p> <p>Gradually decrease adult support and prompting when problem behaviors decrease by at least 50%</p>	<p><b>Reinforcement:</b> (What/When) - include plan for fading                      Verbal praise, social reinforcement (thumbs up, smile), and access to preferred items/activities contingent upon Student2 engaging in replacement behaviors, initially each observed incident.                      Fade token economy by gradually increasing frequency and length of non-preferred activities when replacement behaviors are observed in at least 90% of non-preferred situations (when Student2 requests help or breaks appropriately).</p>

Method of documenting progress of this plan: continue frequency charting of problem behaviors; periodic charting of replacement behaviors, two weeks each quarter

Method of communication with family: Daily written feedback to parent; daily home/school communication log; phone calls and conferences as needed.

Person responsible for monitoring this plan: Teacher/Case Manager, BICM

See goals/objectives for decreasing the inappropriate behavior and increasing positive behavior:

Yes                       No