

Student Name Student1 (Female, 12 years old) D.O.B. XXX Meeting Date \_\_\_\_\_

Behavior impacting learning is Behavioral outbursts with escalation lasting from 5 minutes up to one hour, involving screaming, yelling, refusing to follow the adults' directions, grabbing and holding on to furniture or objects (e.g., refusing to give up another student's personal belongings when directed), 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 once to twice per week on average

IEP Team believes behavior occurs because (team hypothesis) to escape from non-desired activities (usually sustained table top work)

What team believes student should do (Replacement Behavior) instead of this behavior (match to hypothesis) When feeling frustrated with work activities, Student1 will utilize one of three coping strategies (verbalize a feeling, verbalize a need for attention/help, request a break) without behavioral escalation.

Current frequency of Replacement Behavior will ask for a break if verbally prompted

What supports the student using the problem behavior (in environment, missing in environment, frequency, or instruction) Student 1 receives adult attention when she has an outburst; peers react in a scared and alarmed way when Student1 has an outburst; Student1 has not yet learned appropriate coping strategies to manage anger and frustration.

- To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed  Yes  No
- To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching necessary)  Yes  No
- To achieve this outcome, environmental supports are needed  Yes  No
- Are curriculum accommodations necessary?  Yes  No Is there a curriculum accommodation plan?  Yes  No

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

1. Develop social stories to teach Student1 appropriate coping strategies.
2. Read social stories once per day.
3. Prompt Student1 frequently throughout her day 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), directly before non-desired activities..
4. Provide teaching in the classroom regarding feelings and how to manage negative feelings.

By whom? Teacher, Behavior Specialist, Classroom Staff How frequent? 1. As needed 2. Daily 3. Multiple times daily 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 Student1 can take calming breaks.
2. Provide adult attention and help when Student1 communicates a need for help or a break.
3. Prepare Student1 for upcoming changes in routines by letting her know at least one day in advance, then reminding her periodically.
4. Give three warnings (5, 3, 1-minute) prior to non-preferred activities.

Who will develop? Teacher, Classroom Staff

Who will monitor? Teacher

Positive Behavior Support Plan C continued

**Reinforcement Procedures (include fading procedures) (consider maintaining and generalizing)**

1. Provide Student1 with 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).
2. Provide Student1 with one certificate for each day during which she did not have aggressive behaviors, to share with her parent.

Fading procedures: Fade tangible reinforcement (dollar) to interval schedule when positive target behaviors are observed in at least 80% of non-desired activities. Fade certificates to bi-weekly, then weekly, when negative target behaviors decrease to once per month on average.

By whom? \_\_\_\_\_ Teacher, Classroom Staff, Teaching Staff \_\_\_\_\_

Frequency? \_\_\_\_\_ 1. When observed, 2. Daily \_\_\_\_\_

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

At the first onset of escalation (refusal), remind Student1 of her choices. Walk away and allow several minutes processing time. Remove the audience/ensure safety. Return and ask Student1 if she is ready to make a good choice. If she refuses, remind her of her choices. Ask her if she needs to take a break to calm down. If escalation continues and/or Student1 refuses to make a choice, evacuate the class and leave Student1 with at least two NCPI-trained staff members. Use physical interventions only as a last resort, if there is an immediate risk to safety.

Personnel: \_\_\_\_\_ Teaching Staff, NCPI-trained staff \_\_\_\_\_

**Communication Provisions – Daily/Weekly Reports/Record Keeping (consider interagency coordination)**

For each day during which Student1 does not have an outburst, one certificate will be sent home to parent. Daily home-school communication log and/or e-mails between teacher and parent informing parent of Student1's behaviors. Phone call to parent after serious outburst, after Student1 has calmed down.

Personnel Involved: \_\_\_\_\_ Teacher, Parent \_\_\_\_\_

Frequency \_\_\_\_\_ Daily \_\_\_\_\_

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