

POSITIVE BEHAVIOR SUPPORT PLAN - A

Ventura County SELPA IEP

(Optional form for students whose behavior impedes learning)

Student Name Student2 (male 8 years old) D.O.B. _____ Meeting Date _____

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 of inappropriate behavior:

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 of POSITIVE BEHAVIOR:

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		
Strategies: (i.e., teaching strategies or curricular, material or environmental modifications)	Responsible Discipline	Frequency	Strategies: (i.e., teaching strategies or curricular, material or environmental modifications)	Responsible Discipline	Frequency
1. Utilize word/picture cards for transitions, including pictures for "help" and "break." 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). 3. Provide choices when possible, especially choice of reinforcer, order of tasks/activities, and stimulus materials. 4. 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. 5. When making requests and redirecting Student2, use the prompt hierarchy from least to most: verbal, verbal/gestural, verbal/physical; use visual supports as needed. 6. 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).	Teachers and paras	Daily across activities	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. 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. 3. Provide immediate verbal praise, social reinforcement, and access to preferred activities when Student2 makes requests using appropriate voice modulation. 4. Use priming prior to upcoming transitions and termination of preferred activity, reviewing expectations and behavioral contingencies. 5. Teach Student2 to make appropriate requests (I want..., break, help) through individual and small group instruction, using visual supports as needed. 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. 6. Use appropriate peer buddies from general education to help teach and model appropriate behaviors.	Teacher & SLP	1x/day
	Teacher	During non-preferred tasks		Teacher & paras	As needed
	Teachers and paras	Daily across activities		Teacher & SLP	Immediate
				Teacher & paras	Prior to transition
				Teacher	At least 3x/week
				Teacher/peer buddies	Prior to transition
					Daily

Positive Behavior Support Plan A continued

Reinforcement: (for decrease in problem behavior) (What/When)	Responsible Discipline	Frequency	Reinforcement: (for increase in positive behavior) (What/When)	Responsible Discipline	Frequency
Provide written feedback to parent daily, for further reinforcement at home.	Teacher	Daily	Verbal praise, social reinforcement (thumbs up, smile) and access to preferred items/activities contingent upon Student2 engaging in replacement behaviors, initially each observed incident. Token economy "tickets" each time he uses the new skill.	All staff	Each incident
Provide verbal praise for lack of problem behaviors.	All staff	At least hourly		Teacher	Each incident
Token economy "chips" for lack of problem behavior.	Teacher	Hourly			
Plan for fading:	Responsible Discipline	Frequency	Plan for fading:	Responsible Discipline	Frequency
When problem behaviors decrease by at least 50%: Verbal praise for compliance and appropriate behavior. Token economy "chips" for lack of behavior.	All staff Teacher	Intermittently 2x/day	When Student2 requests help or breaks appropriately in at least 5 out of 10 times when frustrated, fade token economy	Teacher	Every other time

Reactive strategies (if inappropriate behavior occurs):

1. First, ignore minor inappropriate behaviors (inappropriate requests) and deny access to preferred activities following inappropriate behaviors.
2. If not effective, then issue a specific instruction for appropriate and/or replacement behavior, using social story or scripting
3. If not effective, then allow processing time, 4. give a brief partial physical prompt,

Responsible Discipline _____

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 Manage, BICM

See goal(s)/objective(s) for increasing positive behavior

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