

Student Name Student3 (Male, 14 years old) D.O.B. XXX Meeting Date \_\_\_\_\_

**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 student's behavior (Function, e.g., sensory, escape, attention, etc.):**

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 of POSITIVE REPLACEMENT BEHAVIOR:**

Not currently demonstrated unprompted with peers; with adults, is able to demonstrate approximately 60% of the time with adult prompting and reminders.

<p><b>1. PREVENTION/CHANGE ANTECEDENTS:</b> Modify environment, space, teaching strategies, curriculum, materials, modify assignments, timing, give choices, change level of support, interactions, etc.</p>	<p><b>2. TEACH (NEW) REPLACEMENT BEHAVIOR:</b> Provide means of communication to express function of behavior, teach social skills, choice making, impulse control, anger management, assertive skills, communication skills, problem solving, etc.</p>
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Interventions	Responsible Discipline	Frequency	Interventions	Responsible Discipline	Frequency
<p>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 special education environment to improve work habits. 6. Assist him in keeping things organized.</p>	<p>Teaching staff  Teacher  Staff  Teacher  Teacher and staff</p>	<p>Daily as Needed  Daily  As needed  Weekly  Daily binder checks</p>	<p>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.</p>	<p>Teacher  Teacher</p>	<p>Daily  Meet privately to each prompt &amp; each morning as a reminder</p>

Positive Behavior Support Plan B continued

3. <b>REINFORCEMENT PLAN:</b> Specific procedures for increasing and maintaining Replacement Behavior:			4. <b>SELECT BETTER CONSEQUENCES for Inappropriate Behavior:</b> Redirect, ignore, remove audience, response cost point system, teach behavior skills, etc.		
Interventions	Responsible Discipline	Frequency	Interventions	Responsible Discipline	Frequency
<p>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.</p> <p>2. Allow Student3 access to preferred activities contingent upon work completion.</p>	All teaching staff	When observed	<p>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.</p> <p>2. Ignore minor noncompliance and off-task behaviors. Provide direct, concrete feedback. Allow Student3 some processing time to correct his behaviors.</p>	All teaching staff	As needed

Plan for fading/discontinuing: When inappropriate verbal comments decrease to once per month on average, fade tickets to one per period.

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

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