

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide

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BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date: _____ 504 plan date: _____ Team meeting date: 3/24/04

Student Name Carlie Kim Today's Date 3/24/04 Next Review Date 6/15/04

- The behavior impeding learning is (describe what it looks like) In response to a peer comment on her shoes "Those shoes look really dead", Carlie replied, "Maybe you should be dead!" and pointed a pair of scissors at the peer with an angry expression on her face which was interpreted as threatening by the peer and others in observance
- It impedes learning because verbal altercations and a physical threat interfere with normal classroom functioning and create an atmosphere non-conducive to learning
- The need for a Behavior Support Plan early stage intervention moderate serious extreme
- Frequency or intensity or duration of behavior only one threat; Carlie has been a model student
 reported by teacher and/or observed by peers

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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|------------------------|--|
| Observation & Analysis | <p>What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p><u>5. Peers were observing her, a social bullying statement had just been made</u></p> <p>What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?) <u>6. Carlie has not yet learned how to cope with social bullying, and her peers have not yet received instruction designed to mitigate bullying. Carlie is having some adjustment problems as an immigrant and she has not yet received any counseling or assistance to cope with increasingly disparate expectations for her behavior from her family and peers.</u></p> |
| | <p>What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) <u>7. Carlie and her peers need assistance in preventing social bullying. As a result of this event, Ross School has decided to institute Bully Prevention instruction in 9th grade health class. Carlie and her peers will meet with the counselor to discuss stress of being in high school and striving for popularity. Teachers will be trained on appropriate interventions for observed bullying in any setting.</u></p> <p>Who will establish? <u>9th grade teacher/ counselor</u> Who will monitor? <u>teacher/counselor</u></p> |

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

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|------------------------|--|
| Observation & Analysis | <p>Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)</p> <p><u>8. Carlie was thought to be protesting teasing through the use of both a verbal and a gestural threat</u></p> <p>Accept an alternative behavior that meets same need</p> <p>What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) <u>9. Carlie should learn a verbal protest to express to a peer if she is teased that communicates her feelings, but does not threaten to harm another student.</u></p> |
| | <p>What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) <u>10. Carlie will learn responses to bullying/teasing with the counselor in individual and small group sessions. Curriculum to be reviewed includes Don't Laugh at Me and Bully-proofing Your School. Carlie's peers require anti-bullying instruction, which will occur in 9th grade health class. 9th grade Health teacher agrees to inservice other teachers on how to teach peers to stop being passive bystanders, and take a more active role in reinforcing "no put-downs!"</u></p> <p>By whom? <u>Teacher/Counselor</u></p> <p>How frequent? <u>Carlie's sessions: 2x week 20 min until next team meeting; All 9th graders: 3x week for 3 weeks of anti-bullying instruction</u></p> |
| | <p>What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?</p> <p><u>11. Carlie will receive praise from her counselor and teacher for using appropriate protests if she is teased again.</u></p> <p>Selection of reinforcer based on: <u>Carlie is highly motivated by teacher praise and agrees she wants to learn how to cope with her situation (shyness, acculturation, social bullying, making friends)</u></p> <p><input checked="" type="checkbox"/> reinforcer for using replacement behavior <input type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? <u>teachers/psychologist/outside service providers</u> Frequency? <u>Each occurrence Carlie reports in counselor</u></p> |

EFFECTIVE REACTION PART III:**REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, positive discussion with student after behavior ends any necessary classroom or school consequences) **12. 1) If verbal statements are made that are threatening to self or others, redirect to her seat. Follow-up in private conversation with statement about addressing this issue privately with counselor or psychologist. Express desire for her well being, but also state that this behavior will not be allowed in this classroom (see psychologist for further model language). CONTACT PSYCHOLOGIST OR COUNSELOR ASAP WITHIN THE PERIOD. 2) In the unlikely event of physical aggressive action occurring: employ non-violent crisis intervention techniques as approved by district (quiet voice redirection, remove observers, etc. as demonstrated by case manager); 3) If drawing or writing is observed that depicts harm to self or others, request description of why she is upset, what specific events have occurred. Follow by redirecting to assignment completion. Follow-up teacher contact with case manager to occur to psychologist if available on that day, or counselor as alternative. CONTACT MUST BE MADE THAT DAY. 4) Employ "4 step procedure" if a social skill deficit or classroom rule is broken (also see the psychologist for training in this model)**

Personnel? teachers/psychologist/counselor

OUTCOME PART IV:**BEHAVIORAL GOALS**

Behavioral Goal(s) **13. 1) By 6/15/04 Carlie will have made no threats in any classroom or on the yard with any peers as observed staff. 2) By 6/15/04 Carlie will have written in her counseling journal at least 3x per week, stating feelings and thoughts to discuss with counselor in 1-3 sentences as measured by counselor review of journal**

The above behavioral goal(s) are to: Reduce frequency of problem behavior Increase use of replacement behavior
 Develop new general skills that remove student's need to use the problem behavior

Observation and analysis conclusion:

Are curriculum accommodations or modifications also necessary? Where described: none yes no
 Are environmental supports/changes necessary?..... yes no
 Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?..... yes no
 Are both teaching of new alternative behavior AND reinforcement needed?..... yes no
 This BSP to be coordinated with other agency's service plans?..... yes no
 Person responsible for contact between agencies n/a

COMMUNICATION PART V:**COMMUNICATION PROVISIONS**

Manner and frequency of communication, all participants **14. 1) Weekly journal discussion or review to occur with counselor or as requested by Carlie 2) Any physical, aggressive incident to be reported by staff to principal/counselor/psychologist 3) Any gestures, drawing or writing in class demonstrating aggression to self or others—psychologist/principal notified by staff during that period 4) Progress on goals and objectives to be reported by teachers and psychologist to parents. Parents to respond with information on emotional status at home—weekly reports 5) Student to report weekly to counselor successes, challenges, frustrations. Student to report as needed perceived crises as they occur on a daily basis. Counselor to alert parents and staff if Carlie's emotional status does not improve.**

Between? principal, service providers, counselor psychologist; parent Frequency? Weekly minimal

PARTICIPATION PART VI:**PARTICIPANTS TO PLAN DEVELOPMENT**

- Student Carlie Kim
- Parent/Guardian Mr. and Mrs. Kim
- Educator and Title Ms. Evans-teacher
- Educator and Title Mr. Brown-counselor
- Educator and Title Mr. Cornwall
- Administrator Mrs. Behrens, principal
- Administrator Mrs. Baumberg, assistant principal
- Other _____
- Other _____