SECTION 11:

CASE STUDIES

CASE STUDIES

Four Sample Case Studies:

Mario – Training Plan

8th Grader with an IEP due to a learning disability: He has made a substantive, very serious threat. He shows a pattern if increasing aggression and belongs to a gang. This plan is "adequate" but requires revisions in some areas.

Sean

5th Grader with AD/HD and an accommodation plan, but no IEP: He has work refusals, defiance, and verbal aggression.

Karl

2nd Grader with an IEP due to Autism: He hits and kicks peers and staff. 2 plans – 1 inadequate and 1 adequate for training purposes

Amy

1st Grader with severe disabilities and Autism: She is a non-symbolic communicator (no words, picture recognition or signs) with a cognitive development of approximately 18 months. She screams, runs, and hides under tables.

MARIO

8th Grader with an IEP due to a learning disability. Mario has made a substantive, very serious threat, shows a pattern of increasing aggression and belongs to a gang

Mario is an 8th grade student with a reading disability who has been in a pull out special education program since 4th grade. His parents are non-English speaking immigrants. Mario has had 17 office referrals in two years and has had numerous serious fights in the last two years on and off campus. Offenses have been refusing to do work, improper clothing, swearing at teachers, failing to suit out for PE, physical fighting with peers in the hallways and on the yard as well as reportedly sexual harassment of a 6th grade girl off campus. This aggression pattern towards others and breaking of school rules has increased in intensity since entering middle school as a 6th grader. There were no offenses prior to middle school and he has been in the same district since 2nd grade. His grades in elementary school were "B"s and "C"s. In middle school his grades have dropped to an average of "D+". There has been a previous behavior support plan for Mario to address these behaviors, but the plan has not been implemented as written nor consistently.

Mario has recently made a verbal threat to harm a peer, "I'm going to have my friends kill you." He does not deny making the statement. His friends are gang involved youth. The police have become involved as a result of a school-based threat assessment team recommendation. No guns were found in the home, though police report gang activity involving weapons in the area.

Expulsion was initially recommended, and the IEP team held the required manifestation determination meeting and conducted the functional behavioral assessment for this specific threat behavior. In this two-prong manifestation determination process it was concluded that: 1.) This threat was not caused by or directly related to his disability, but that 2) the failure to implement the behavior support plan portion of his IEP was a direct cause of the behavior, i.e., the plan called for 1 on 1 supervision in the hallway and yard areas and Mario was unsupervised at the time the threat was made. Therefore, the manifestation determination meeting determined that proceeding to expulsion was not possible. The team concluded that the BSP should be revised, adult supervision uniformly provided, and use of adult mentors incorporated. (See www.pent.ca.gov/forms for a Manifestation Determination Worksheet.) Mario's parents have however, accepted an IEP team recommendation for alternate placement which is supported by the juvenile justice system, probation department.

The results of the legally required functional behavioral assessment during the expulsion process were clear: Mario's verbal threat making was an attempt to gain attention, recognition and status from gang involved peers, just like all the other aggressive behavior he had previously demonstrated. (See www.pent.ca.gov for Functional Behavioral Assessment in a Disciplinary Context.

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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:* 12/15/06 ☐ *504 plan date:* _____ ☐ *Team meeting date:* _____

Student Name Mario (TrainingPlan: needs revisions) **Today's Date** 12/15/06 **Next Review Date** 2/15/07

1. The behavior impeding learning is (*describe what it looks like*) **1. Making a serious verbal threat to harm peers, ("I want to have my friend skill you") 2. Escalating aggression pattern for last two years. (physical fighting , teasing peers (e.g. 'You sure are fat!")**

2. It impedes learning because **learning time is lost in disciplinary proceedings, creates atmosphere non-conducive for learning**

3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☒ serious ☐ extreme

4. Frequency or intensity or duration of behavior **1. one serious substantive verbal threat 12/10/06 2. 2 fights 05-06; 3 office referrals for teasing 05-06)**

☒ reported by **Mr. Smith, campus Resource Officer**

and/or ☒ observed by **Ms. Smith, teacher and J. Jones, counselor**

PREVENTION PART I: **ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

Observation & Analysis

What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5. 1. Physical and Social Setting: The threat occurred in the yard area during non-supervised time at lunch period when gang members were available to hear Mario's comment. 2. Physical setting: Fights and teasing have occurred in general during passing periods, Social setting: when peer audience gives Mario positive comments and laughter following his behavior.

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?*)

6. 1. Unsupervised during threat; peers available to give positive feedback on threat behavior, 2. Missing in the environment: positive peer models for pro-social behavior , no adult mentors for prosocial behavior, and no adequate staff supervision during passing periods. 3. Present in environment: negative peer models for acting out behavior and interactions available to Mario: Sustained peer laughter and positive verbal comments when Mario teases others.

Intervention

Remove student's need to use the problem behavior

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*) **7. 1.Space/physical setting: Mario will be supervised by an adult in close proximity during all passing times, and during all out of classroom time. 2. Interactions: Mario will be taught how to make positive comments to a new peer group in his new placement, during an anti-gang peer mentoring program (see attached teaching complements guide sheet) and will receive positive comments from other peers striving to remove themselves from gang influence.**

Who will establish? **anti-gangcounselor & teacher** Who will monitor? **teacher/principal**

Frequency **principal monitors weekly, teacher or yard staff monitor 100% of all unstructured time; anti-gang group occurs 3x for 90 minutes.**

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

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8. Mario has a desire to exhibit gang affiliation and has had a lack of alternative ways to achieve status and recognition from peers as well as a lack of adult mentors. THE FUNCTION OF BOTH 1. AND 2.: THE BEHAVIORS ARE TO RECEIVE SUSTAINED PEER ATTENTION AND REINFORCEMENT FROM PEERS.

Accept an alternative behavior that meets same need

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?*) **9. Functionally equivalent replacement behavior: achieve peer attention and reinforcement in alternative ways (see line 10) from an alternative peer group who award points to each other with staff supervision. Mario will earn points and be praised and rewarded with privileges in the classroom and during the antigang teaching/mentoring sessions.**

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (*To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior*)

10. Teach FERB: Mario will be taught alternate ways of achieving peer attention and recognition using curricula such as Boys Town Dangerous Children Classroom model and Skill Streaming. He will earn points for demonstrating the skills from this curricula, which are awared in Classroom Meeting Model (refer to Teacher's BSP Desk Reference, Enviornmental Resourses Section 12) Teacher has developed point system for 15 minute intervals related to safe, respectful and responsible behavior (see attached point sheets). Increase General Positive Behavior: Mario will also participate in small group sessions to learn and practice verbal conflict resolution strategies with school counselor. (Team needs further information to determine if Mario has not shown effective conflict resolution in the past due to a skill deficit (not knowing how) or a performance deficit (not choosing the skill in the needed environment). FERB and General Positive Behavior: Mario will participate in anti-gang programs through Police Dept. Juvenile Diversion program in the alternative ed. setting. This program includs one on one mentoring sessions and activities which will additionally reinforce his achievement of points for FERB and for use of general positive behaviors.

Who will establish? **site teacher, school counselor, anti-gang mentor, police dept**
Who will monitor? **site admin reviews weekly data from teacher, teacher reports to mentor**
Frequency **FERB: 100% of school day; counseling, 2x week, mentoring, 3 x weekly**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. Contingently given: for each 15 min. interval, Mario earns maximum of 5 points per category: safe, respectful, responsible. Choice-within-variety: Mario will receive peer praise at each privilege awarding classroom meeting and will select from a menu of activities and privileges the class has created and Mario has identified as desired. Mario's family wishes to award him extra time playing basketball with his father for any week in which he has earned 80% of possible points which is communicated in a weekly report summarizing daily point sheets.

Selection of reinforcer based on: **Mario participated in this plan; he agrees he is highly motivated by parent responses for his behavior and that he does want acclaim from the Mentor and peers he has met. He has a history of responding well to point systems to earn privileges**

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? **all staff interacting with Mario award points, and peers award privileges in classroom meetings**

Frequency? **points in 15 min intervals daily/privileges 5 times week for 4 weeks, fading to 2 x week for remainder of BSP**

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again? (1.Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

12. 1) Prompt to switch or redirect: If Mario begins to tease or challenging others or use poor conflict resolution : Gesturally or verbally, privately remind Mario of the FERB and general positive behavior (e.g., conflict resolution) and how to earn desired acclaim from peers. Then allow 3 minutes for reflection. Award bonus point for good choice making if he changes his behavior and be sure to praise in class meeting.

2) Managing Safely: If non dangerous teasing or verbal challenging behavior persists: use quiet voice, issue 2 stop commands, provide Mario a structured choice with clear consequences for each choice: a)stop- take a breather in Australia (see Teacher's BSP Desk Reference, section 12) or b) stop and return to task or c) continue and receive disciplinay consequence. If peers are near by, invite their verbal comments to Mario to make a wise choice. If dangerous behavior such as threats to harm: remove Mario and/or peers and notify office on cell for back-up. If eminent danger, notify School Safety Officer for police intervention

3) Debriefing: Following non-dangerous: teacher debriefs using "My Inappropriate Behavior" log sheet (see Teacher's BSP Desk Reference, section 12) If dangerous: counselor and Mario will complete "My Inappropriate Behavior" and will communicate new information back to teacher to further understand why the behavior occurred. If removed by police, upon return, debrief with principal, parent, counselor and teacher reviewing be safe, respectful, responsible school rules and IEP team will review and alter BSP as needed. If assault has occurred (no current history of this) IEP team will meet to determine need for extensive data collection and development of a positive behavior intervention plan with increased data collection and monitoring.

4) Consequences: For time periods where problem behavior is occurring, there are no points being earned and therefore less access to reinforcers. For dangerous behavior, school rules and disciplinary consequences will occur as needed.

Personnel? **All teaching staff, counselors, mentors, administrator, School Safety Officer**

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s) **13.** **See IEP - Mario will exhibit increasing skill in verbal conflict resolution as observed and rated and charted by counselor and mentor on a daily basis.; Mario will attend 95% of all counseling and mentoring sessions and will actively participate in group and individual mentoring sessions as observed by counselor.**

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: **IEP accommodations section** ..... ☒ 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 **principal & counselor report to probation officer**

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants

14. **Parents, probation officer, principal to receive weekly reports, (see attached forms) including all My Inappropriate Behavior worksheets**

Between? **Parents, probation officer, principal** Frequency? **weekly -unless emergency, immediately**

PARTICIPATION PART VI: PARTICIPANTS TO PLAN DEVELOPMENT

☒ Student **Mr. Mario Smith**

☒ Parent/Guardian **Mr. Peter Smith, Mrs. Jane Smith**

☒ Educator and Title **Ms. Alice Jones, RSP teacher**

☒ Educator and Title **Ms. Janice Brown, RSP teacher, new site**

☒ Educator and Title **Mr. Johnston, general education math**

☒ Administrator **Ms. Wright, principal**

☒ Administrator **Ms. Browning, new site principal**

☒ Other **Mr. Alison, probation officer**

☒ Other **Mr. Peterson, assigned Mentor Program Chair**

SEAN

5th Grader with AD/HD and an accommodation plan, but no IEP. Sean has work refusals, defiance and verbal aggression.

Sean is a 5th grade general education student. According to his medical records, he has a diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD). Sean does not turn in assignments on time or follow teacher directions very well. According to his teacher, when directions are given for individual work, especially written work, he wads up or tears up his paper. When the teacher asks him why he does this, he says he doesn't want to do the work, and he shouldn't have to do it. If the teacher presses him to do it, a verbal confrontation usually occurs. At these times, Sean quickly appears "out of control" and shouts profanity. His parents describe him as having a "short fuse." Sean has friends he sees on a limited basis, but they too are aware of his volatile nature and appear "afraid of his temper" they have told the school counselor.

Sean has no history of starting fights, but somehow has gotten into numerous ones in the neighborhood his parents report. Sean has had several office referrals, after school detentions, and six out of school suspensions. He usually sits by himself in class, has a "gruff" exterior and rarely talks to other students. Students tend to giggle or turn to look at him when he is having a "discussion" with the teacher. He periodically complies with on-going directions such as "Get out your book," or "Open to page 65." He also tears up papers and swears under his breath when frustrated about assignments in class.

Sean was evaluated for special education services as a learning disabled student last year but he was found to not need specialized instruction, but rather needed accommodations in the general education classroom. His academic achievement is commensurate with his average ability. The evaluation for 504 eligibility determined that he did have a "mental impairment, i.e., his AD/HD, and that it was "substantially affecting his learning" due to "limited alertness," resulting in difficulties completing assignments. Sean's behavior support plan was developed by his 504 team to augment the curricular accommodations to enhance his attention and forethought and planning.

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:* **3/1/02** ☐ *Team meeting date:*

Student Name **Sean** **Today's Date** **3/1/02** **Next Review Date** **4/1/02**

1. The behavior impeding learning is (*describe what it looks like*) **Work refusal, especially written work, which escalates into defiance (e.g., says, "No, you can't make me!") and verbal aggression (e.g., swears, calls teacher names, questions, "Why do I have to do this dumb work, huh, HUH!")**

2. It impedes learning because **Sean is not completing or turning in assignments which is negatively impacting his grades/academic progress.**

3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior **Sean fails to start/complete work daily - he escalates to the point of being removed from the classroom approximately 3 times/week.**

☐ reported by and/or ☒ observed by **Ms. Owens, teacher**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5. When directions are given for individual work assignments, especially written work and ones he believes will take a long time to complete

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?*)

6. Tasks and directions are not broken down into doable/understndable steps and organizational materials and strategies are not provided. There is currently no agreed upon way for Sean to express his inability to follow the direction or structure the task himself. There are negative interactions with teacher (when questioned and pressed to do work). Reaction from other students when Sean is in a "discussion" with teacher. Verbal negotiation skills have not yet been taught. Nonverbal signals not used.

Intervention

Remove student's need to use the problem behavior

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*) **7. Time &Materials---tasks broken down and the assignment steps explicitly sequenced in a To-Do List/check sheet format which Sean will do himself after initial or individualized instruction (see attached example) Provide a folder to put work in that he is not yet "ready" to do.**

Interactions---A respectful, non-disruptive system that gives him the option to escape/or protest work that is hard or that he does not understand (eliminates discussion and peers' reactions) e.g. nonverbal signals that (1) staff can use to check for understanding/need for support (2)Sean can use to communicate need for support or difficlty with assignment or need to not do yet777.

Who will establish? **Teacher to consult with RSP** Who will monitor? **Teacher/Counselor**
Frequency **1 x weekly**

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

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8. 1. Sean is trying to avoid or escape and/or protest the type of assignments that he does not understand and that he has been unsuccesful with in the past. 2.Possibly gains attention from peers or 3. avoids revealing to peers that he is unable to do or has difficulty with the assignment.

Accept an alternative behavior that meets same need

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?*)

9. 1 & 3 Sean will protest/escape/avoid when an assigment is difficult by putting assignments in his "Not Ready to do Yet" folder. 1. Sean will use appropriate language e.g. "I need to talk with you Mrs. Johns" or "This work is really long!" or a signal system to express his needs/concerns (does not understand, too hard/long, etc). 2. Sean will learn to get peers' attention by sharing an interest or making positive comments.

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (*To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior*)

10. Teacher and Sean will identify signals they can use to communicate with each other around assignments (Okay? Not ready. Too hard. I don't understand. Need help). They will make a "cheat sheet" of signals to refer to until learned. Teacher will provide a folder & explain to Sean how to use it when not yet ready/able to do assignment. They will review alterantive language that can also be used. Practice all strategies above through role play, Teach Sean to share an area of strength or interest with peers by 1st taking an inventory of interests and strenghts, then providing opportunities and modeling and prompting interactions.

Who establish **Teacher/Psych/RSP/Counselor** Who will monitor? Frequency **1 x weekly**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. A forced choice inventory will establish potential reinforcers. Sean will receive 1 point per assignment for using signals or appropriate language to express himself when he finds an assignment to be difficult and/or for using folder, He will receive an additional point for absence of targeted problem behavior following instruction to do assignment. Any evidence of progress (filling out To-Do List, attempting assignments without complaint) will be immediately recognized/praised. Assignment completion within the hour assigned will earn 3 points. Sean will earn an identified reinforcer with his points 2x/day (before lunch and 15 minutes before end of school day). Point value to be established. Sean will meet with counselor weekly to discuss charting system and progress. Parent will implement a reward system at home for daily reports of positive behavior. Sean will be verbally acknowledged for positive peer interactions following the interaction and ondaily report home.

Selection of reinforcer based on: **Sean's desire for parent approval, time with Dad, expressed during this plan meeting.**

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? **Teacher/Counselor/Parent** Frequency? **Daily and Weekly**

EFFECTIVE REACTION PART III: **REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again? (*1.Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)* **12. 1. If beginning refusal, remind him of alternative strategy non-emotionally. Prompt Sean to use folder with signal when he looks frustrated or begins to destroy papers. 2. Remind Sean he has a choice "You can make a good choice, you can make a poor choice. Take a minute and decide." Praise good choice. 3. If removed from class for behavior, "Thinking About My Behavior" worksheet with counselor will be completed and discussed. If counselor not available, assistant principal to assist. 4. If suspended for behavior that cannot be redirected and which escalates to extreme disruption, 504 case manager notified. If two in one month, 504 team to reconvene.**

Personnel? **Counselor/Vice Principal/Parent**

OUTCOME PART IV: **BEHAVIORAL GOALS**

Behavioral Goal(s) 13. 1. Upon being asked to do an assighment, Instead of destroying papers or becoming argumentative or verbally aggressive to escape or avoid a difficult or long assignment, Sean will use his folder to escape or avoid a difficult or long assignment. 2. Instead of the problem behavior to protest, Sean will use a preestablished signal or appropriate language to protest a difficult assignment. 3. Sean will engage with peers by giving compliments or sharing interests with them instead of engage in negative "discussions" with teacher. Sean will have no defiance that requires being sent to the office, i.e., it is not readily redirectal within each week as measured by teacher charting and observation. Sean will attempt to do all assignments, and will complete those perceived as difficult with adult assistance, as measured by teacher observations. Sean will demonstrate asking for help on multiple occasions using strategies taught, as recorded by teacher.

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: **(on 504 plan)**

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 **School Nurse**

COMMUNICATION PART V: **COMMUNICATION PROVISIONS**

Manner and frequency of communication, all participants 14. Teacher to provide daily progress report on behavior goals to family via a daily report form that also is used to record points earned. Sean to return next school day with parent signature, comments, and any agreed upon reward earned. Sean will chart his assignments and work completion daily. This will be reviewed by the counselor and parent weekly. All "Thinking About My Behavior" worksheets go home & to 504 case manager.

Between? **Teacher/Counselor/Parent** Frequency? **Daily and weekly**

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

- ☒ Student **Sean Brown**
- ☒ Parent/Guardian **Mabel Brown**
- ☒ Educator and Title **Amy Owens, teacher**
- ☐ Educator and Title
- ☐ Educator and Title
- ☒ Administrator **James Taylor, principal**
- ☐ Administrator
- ☒ Other **Jamey Morton, District 504 Coordinator**
- ☐ Other

KARL

2nd Grader with an IEP due to Autism: He hits and kicks peers and staff.

Karl is a 2nd grade student who receives educational services in a special day class setting with one on one aide support. Karl has a diagnosis of autism.

Karl lives with six siblings, his mom, and his step dad. Karl's parents are very involved with all of their children's lives. Four of his siblings have ADHD. Parents describe the home environment as very busy and loud with all of the children being active.

Though labeled "untestable" on standardized achievement assessments, other achievement assessments show that he is far below average in all areas except gross motor, and has skills that average in the age equivalency range of 3 years old. Karl can communicate some wants and needs through verbal communication. When using words he mostly repeats phrases that he has heard from favorite movies and TV shows. Karl brings an object he has selected from home to school EVERY day and carries it with him wherever he goes. He does set his object in a designated spot when he goes outdoors to recess in order to prevent it from getting lost.

Karl displays acts of aggression frequently to both peers and staff. He forcefully pushes people with two hands, hits people with an open hand and/or a fist, and kicks people. He sometimes pushes classroom furniture. Karl's aggressive behaviors fluctuate in their frequency. Karl has gone for 2 weeks without displaying aggressive behavior, however there are times when he displays at least 10 aggressive behaviors in one day. His aggressive behaviors range in intensity. Most of the time, his behaviors result in causing momentary pain; he has left bruises on staff members. Two incident reports have had to be filled out for injuring a staff member's back by pushing, and for fracturing another staff member's ankle by kicking. On the playground and in other social settings, many students are afraid of Karl and move out of his way when he gets near by.

There are things that appear to trigger Karl's aggressive behaviors. Karl's behaviors generally happen during unstructured time where there are opportunities for movement and/or play, the noise levels are higher, and he is in close proximity to many people. Some examples are recess, APE (adaptive physical education), getting in line, and dance/movement time in the classroom. Karl likes predictability and structure in his environment. He does not like it when his one on one aide leaves for their lunch break, and often becomes aggressive during this time. He will put down his preselected object from home, but DOES NOT like it when someone tries to take it from him. This usually causes aggression. Karl does not respond well to people who use a loud, fast, and/or threatening voice when interacting with him. Karl LOVES to "rough house" at home with his siblings and father. His favorite thing to do with his father is wrestle. He likes to play with others, and to initiate play he often runs up to them and pushes them with a big smile. This is often mistaken for "aggressive behavior."

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:*

Student Name **KARL–ADEQUATE** **Today's Date** **Next Review Date**

1. The behavior impeding learning is (*describe what it looks like*): **Karl displays aggression to peers and staff as observed by forcefully pushing with two hands, hitting with an open hand and/or a fist, and kicking.**

2. It impedes learning because: **It distracts from Karl's learning and the learning of others.**

3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior: **The frequency of the behavior ranges from a low of 0 times for up to 2 weeks to approximately 10 aggressive behaviors a day. The intensity of the behaviors range from causing pain that resides momentarily up to the level of causing serious injury to others, such as fracturing an ankle.**

☒ reported by **teacher** and/or ☒ observed by : **teacher, paraprofessionals, speech therapist, and specialists**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5.

1) The absence of calmness and consistancy in Karl's environment.

2) An adult who does not use a non-threatening, slow-paced, quiet cadenced voice.

3) A highly stimulating environment with high noise levels and close proximity to many people.

4) The removal of comfort object(s) that Karl has selected for that day.

5) Unstructured play opportunities.

6) The switch in adult supervision as his 1:1 instructional aide leaves for lunch break.

7) Karl's lack of awareness of behavioral expectations.

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?*)

6.

1) The absence of consistent staff interactions (i.e. the nature of the interactions).

2) The absence of structured environment at all times.

3) The absence of clear behavioral expectations.

4) Minimal opportunities to make choices.

5) Karl does not have a consistent way to communicate his needs and wants.

Intervention

Remove student's need to use the problem behavior

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*)

7.

1) **Train staff working with Karl to communicate through the use of a calm, quiet, slow cadenced, consistent, non-threatening voice with minimal words.**
2) **Develop a structured visual schedule for Karl that includes scheduled opportunities for access to his calming object/activit.**
3) **Prior to engaging in an activity, Karl will be given clear expectations as to what will be expected of him (what he will do, and the amount of time he will do it).**
4) **Provide Karl with a variety of visual choices during unstructured time and teach Karl a strategy for choosing and following through with the visual choice.**
5) **Staff will be aware of times when Karl may be overstimulated and should then provide Karl with visual calming choices (beanbag, blanket, quiet area, walk, etc.)**
6) **Never take Karl's calming object from him.**

Who will establish? **teacher and speech therapist** Who will monitor? **teacher and paraprofessionals** Frequency? **daily**

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

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8.

1) **To get calming activities.**
2) **To avoid overstimulating activities.**
3) **To communicate a protest over absence of his calming object or of staff not using a calm, non-threatening tone of voice.**
4) **To socialize and/or initiate play with peers and adults.**

Accept a replacement behavior that meets same need

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?*)

9. **FERB for function #1 , 2 and 3: Use visual symbols to request calming activities.**

FERB for function #4: Initiate social interactions with peers and adults by verbalizing "play please" and exchanging a visual representation of play with "play please" printed on it. (This should be available to Karl at all times).

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (*List successive teaching steps for student to learn replacement behavior/s*)

10.

FERB for function #1,2, and 3: Prepare a page of visual calming activities for Karl. Teach Karl how to select visual symbols to request calming activities. Teach Karl what each symbol means by allowing him to connect the visual with the calming activity. Teach by modeling, prompting and cueing with gradual fading of model and prompt.

FERB for function #4: Prepare a visual symbol of "play please" on a 2x3" card. Teach Karl to give a visual symbol and/or verbalize "play please" when he wants social interaction with a peer or adult. Use a model, prompt, cue strategy during all practice sessions. Practice sessions will occur during naturally occuring times during the school day (recess, breaks, etc) Karl will be able to request "play please" at all times initially. When teaching "play please," Karl will immediately get a token on his "interval based reinforcement system," even if it is during work time and/or requires assistance from a staff member in order to be used correctly. (see #11 for reinforcement system).

General positive behaviors to increase:

1) **Teach Karl to follow a structured visual schedule in the correct sequence, and to understand the concept of "finished," and "next." Practice sessions will be provided at beginning of the day and at each transition during the day.**
2) **Prepare 3x3" visuals of hands and feet that read "nice hands" and "nice feet." Teach Karl what it means to have "nice hands" and "nice feet" using modeling and role playing of both examples and non-examples. When Karl uses "nice hands" and "nice feet," tell him "good job Karl, you have nice hands and/or nice feet," and show him the visual(s). Staff working with Karl should carry visuals of hands and feet at all times so that they can be used to reinforce good behavior and to act as visual reminders when he appears to escalate in his aggression.**

Who will establish? **teacher** Who will monitor? **Teacher, speech therapist, and paraprofessional** Frequency? **daily**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11. Karl will use an "interval based reinforcement system" where every 10 minutes that he displays "nice hands" and "nice feet," he will receive a minimum of 2 points to reinforce his desired behavior:

1) **Karl will "make a deal" prior to each interval by selecting a desired reinforcer that he will get after earning 2 points. See attached list for preferred activities and/or objects.**
2) **A visual timer will be set for 10 minutes and shown to Karl.**
3) **When displaying "nice hands," "nice feet," Karl will be given a point that he will place on his chart (token economy system). (This is a visual reinforcement system with two boxes to place points, an equals sign, and then a picture of the chosen reinforcer). [point , point = reinforcer]**
4) **After 10 minutes, if Karl has earned 2 points, he will receive his pre-selected reinforcer.**

***Once Karl displays the ability to earn 2 points within a 10 minute period with ease, the time will gradually increase as appropriate.**

Selection of reinforcer based on: **Karl's current cognitive and social abilities and his preference for earning points as evidenced by behavior in previous settings.**

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? **All staff** Frequency? **as requested by Karl and multiple times daily during 10 minute intervals**

EFFECTIVE REACTION **PART III: REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again?

1.Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
4. Any necessary further classroom or school consequences

12. When aggressive behavior occurs, follow these 5 steps. (Do not proceed to steps 2-3 unless step one does not eliminate the behavior):

1) If Karl is attempting to gain access to calming object/activity, avoid overstimulating situations, or protest: prompt Karl to communicate his needs by exchanging a visual representation of a desired calming object or activity; OR

If Karl is attempting to initiate social interaction or play, prompt Karl to exchange the card with visual and words "play".

2) If Karl escalates and displays another aggressive behavior, staff member must guide Karl to the designated "time away" (cool down) area. Staff will do so by getting in close proximity to Karl and physically guiding him by standing behind and to the side of him, use their arms to guide him at the midline of his back, and block flailing arms. Staff will only direct Karl by using a calm, non-emotional voice, and will repeat the phrase, "Karl, calm down." Once Karl is seated in his "time away" area , staff will set the timer for 2 minutes. Staff must remain in close proximity to Karl (2-3 feet and seated). Staff will remain quiet and still until Karl is calm. If Karl needs more than 2 minutes to calm down, staff will reset the timer until he is calm and quiet.

3) When Karl is calm, staff will redirect Karl back to his daily schedule and the next scheduled activity and remind Karl what he needs to do to gain access to reinforcement. Then reset the visual timer for 10 minutes.

Personnel? **all staff**

OUTCOME **PART IV: BEHAVIORAL GOALS**

Behavioral Goal(s)

13. By April, 2007, with a minimum of two prompts, Karl will select a calming activity from a choice board of calming activities during scheduled times on his daily schedule and as he desires. Karl will follow through with the selected calming activity by completing the activity and returning to his daily schedule to begin the next scheduled activity for a minimum of 2 times per day as observed and recorded by staff.

By April, 2007, instead of using aggressive behaviors to initiate social interactions, Karl will independently initiate social interactions with peers and adults by saying "play please" and/or giving the individual a visual representation (picture icon) of play for a minimum of 3 times in one week as observed and recorded by staff.

The above behavioral goal(s) are to:

☒ Increase use of replacement behavior and may also include: ☒ Reduce frequency of problem 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: **IEP** ☒ yes ☐ no

Are environmental supports/changes necessary? ..... ☒ yes ☐ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? .. ☐ yes ☒ no

Are <u>both</u> teaching of new replacement 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 ..... ☐ yes ☒ no

COMMUNICATION **PART V: COMMUNICATION PROVISIONS**

Manner and content of communication

14. **A home school communication book will be sent back and forth from home to school in Karl's back-pack. Once a week, teacher will provide a summary of the number of times that Karl initiated play with others using his card + verbal system and with what level of independence he was able to do so. Teacher will report the items that Karl chose for his reinforcement during the week. Parent will return the notebook with a note of how Karl appeared to respond to the rewards he had earned and their praise for earning them. Parent will report use of play initiation strategy at home for generalization checks. If physical injury to staff or peers occur, the teacher will communicate with parent and team to arrange a time to review the incident and incident report and review/revise plan as necessary.**

Between? **Parent , teacher, and team** Frequency? **Weekly and as needed**

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

- ☒ Student
- ☐ Parent/Guardian **mother**
- ☐ Educator and Title **functional life skills teacher**
- ☐ Educator and Title **speech and language specialist**
- ☐ Educator and Title **general ed teacher**
- ☐ Administrator **principal**
- ☐ Administrator
- ☐ Other
- ☐ Other

Response to Interventions: Student Outcomes Form

Student: Karl
Dates: Changes from: 2/06 through 5/06
Problem Behavior addressed in the BSP: Aggression to staff and peers

Outcome	Baseline Data	Current Direct Observation Data	Current Assessment Data	Comments
Academic Achievement in:				
Academic Achievement in:				
Academic Achievement in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:	Karl did not independently make choices	With the use of visual, Karl has been observed by staff independently making a choice during free-time.		
Functional Skills Attainment in:				
Social Skills mastery of:				
Social Skills mastery of:				
Social Skills mastery of:				
Parent report of behavioral change	Karl would hit his siblings as a form of play and it lead to many arguments and fights at home.	Karl is starting to use his play visual at home and siblings are prompting him to do so. Siblings now focus on helping Karl vs. fighting with him.		
Peers report of behavioral change	Peers ran when Karl approached	Peers have been observed to allow Karl to “watch” games.		
Staff report of behavioral change				Staff report that it is much easier and positive to supervise Karl during free-time since they have an effective way to help him choose what to engage in.

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

Not for Display - For Teacher/Staff Use Only

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:*

Student Name **KARL-INADEQUATE** **Today's Date** **Next Review Date**

1. The behavior impeding learning is (*describe what it looks like*): **Karl is aggressive.**

2. It impedes learning because: **It distracts from Karl's learning and the learning of others.**

3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior: **The frequency of the behavior ranges from a low of 0 times for up to 2 weeks to approximately 10 aggressive behaviors a day. The intensity of the behaviors range from causing pain that resides momentarily up to the level of causing serious injury to others, such as fracturing an ankle.**

☒ reported by **Teacher** and/or ☒ observed by : **Teacher, paraprofessionals, speech therapist, and specialists**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5.

1) The absence of calmness and consistancy in Karl's environment.
2) An adult who does not use a non-threatening, slow-paced, quiet cadenced voice.
3) A highly stimulating environment with high noise levels and close proximity to many people.
4) The removal of comfort object(s) that Karl has selected for that day.
5) Unstructured play opportunities.
6) The switch in adult supervision as his 1:1 instructional aide leaves for lunch break.
7) Karl's lack of awareness of behavioral expectations.

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?*)

6.

1) The absence of consistent staff interactions (i.e. the nature of the interactions).
2) Karl does not have a consistent way to communicate his needs and wants.
3) Karl's parents are divorced and he is confused regarding the absence of his father.
4) Karl's poor gross motor skills.
5) The teacher has yet to teach transition behavior.

Intervention

Remove student's need to use the problem behavior

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*)

7.

1) Train staff working with Karl will use a bell to signal "time to transition" at major transitions during the day.
2) Develop a structured visual schedule for Karl that includes scheduled opportunities for access to his calming object/activity.
3) Provide Karl with a variety of visual choices during unstructured time and teach Karl a strategy for choosing and following through with the visual choice.
4) Never take Karl's calming object from him.

Who will establish? **teacher and speech therapist** Who will monitor? **teacher and paraprofessionals**
Frequency? **daily**

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

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8.

1) To get calming activities.
2) To avoid overstimulating activities.
3) To communicate a protest over absence of his calming object or of staff not using a calm, non-threatening tone of voice.
4) To socialize and/or initiate play with peers and adults.
5) To get control over the people in his environment.

Accept a replacement behavior that meets same need

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?*)

9.

FERB for function #1 , 2 and 3: Use visual symbols to request calming activities.

FERB for function #4: Initiate social interactions with peers and adults by verbalizing "play please" and exchanging a visual representation of play with "play please" printed on it. (This should be available to Karl at all times).

FERB for funtion #5: Express the need for control by using a punching bag to express his frusration with the people in his environment.

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (*List successive teaching steps for student to learn replacement behavior/s*)

10.

FERB for function #1,2, and 3: Prepare a page of visual calming activities for Karl.

FERB for function #4: Prepare a visual symbol of "play please" on a 2x3" card. Teach Karl to give a visual symbol and/or verbalize "play please" when he wants social interaction with a peer or adult.

General positive behaviors to increase:

1) Teach Karl to follow a structured visual schedule in the correct sequence, and to understand the concept of "finished," and "next." Practice sessions will be provided at beginning of the day and at each transition during the day.

2) Prepare 3"x3" visuals of hands and feet that read "nice hands" and "nice feet." Teach Karl what it means to have "nice hands" and "nice feet" using modeling and role playing of both examples and non-examples. When Karl uses "nice hands" and "nice feet," tell him "good job Karl, you have nice hands and/or nice feet," and show him the visual(s).

Who will establish? Who will monitor? **Teacher, speech therapist, and paraprofessional**
Frequency? **daily**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11. Karl will use an "interval based reinforcement system" where every 10 minutes that he displays "nice hands" and "nice feet," he will receive a minimum of 2 points to reinforce his desired behavior:

1) **Karl will "make a deal" prior to each interval by selecting a desired reinforcer that he will get after earning 2 points. See attached list for preferred activities and/or objects.**
2) **A visual timer will be set for 10 minutes and shown to Karl.**
3) **When displaying "nice hands," "nice feet," Karl will be given a point that he will place on his chart (token economy system). (This is a visual reinforcement system with two boxes to place points, an equals sign, and then a picture of the chosen reinforcer).**
   [point , point = reinforcer]
4) **After 10 minutes, if Karl has earned 2 points, he will receive his pre-selected reinforcer.**

***Once Karl displays the ability to earn 2 points within a 10 minute period with ease, the time will gradually increase as appropriate.**

Selection of reinforcer based on: **Karl's current cognitive and social abilities and his preference for earning points as evidenced by behavior in previous settings.**

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? **All staff** Frequency? **as requested by Karl and multiple times daily during 10 minute intervals**

EFFECTIVE REACTION **PART III: REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again?

1.Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
4. Any necessary further classroom or school consequences

12.

If Karl escalates and displays aggressive behavior, staff member must guide Karl to the designated "time away" (cool down) area. Staff will do so by getting in close proximity to Karl and physically guiding him by standing behind and to the side of him, use their arms to guide him at the midline of his back, and block flailing arms. Staff will only direct Karl by using a calm, non-emotional voice, and will repeat the phrase, "Karl, calm down." Once Karl is seated in his "time away" area , staff will set the timer for 2 minutes. Staff must remain in close proximity to Karl (2-3 feet and seated). Staff will remain quiet and still until Karl is calm. If Karl needs more than 2 minutes to calm down, staff will reset the timer until he is calm and quiet.

When Karl is calm, staff will redirect Karl back to his daily schedule and the next scheduled activity and remind Karl what he needs to do to gain access to reinforcement. Then reset the visual timer for 10 minutes.

Personnel? **all staff**

OUTCOME **PART IV: BEHAVIORAL GOALS**

Behavioral Goal(s)

13. By April, 2007, with a minimum of two prompts, Karl will keep his hands and feet to himself during group activities 4 out of 5 days for two consecutive weeks.

The above behavioral goal(s) are to:

☒ Increase use of replacement behavior and may also include: ☒ Reduce frequency of problem 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: **IEP**	☒ yes	☐ no
Are environmental supports/changes necessary?	☒ yes	☐ no
Is reinforcement of replacement behavior alone enough (no new teaching is necessary)?	☐ yes	☒ no
Are both teaching of new replacement 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	☐ yes	☒ no

COMMUNICATION **PART V: COMMUNICATION PROVISIONS**

Manner and content of communication

14. A home school communication book will be sent back and forth from home to school in Karl's back-pack. Once a week, teacher will provide a summary of the number of times that Karl initiated play with others using his card + verbal system and with what level of independence he was able to do so. Teacher will report the items that Karl chose for his reinforcement during the week. Parent will return the notebook with a note of how Karl appeared to respond to the rewards he had earned and their praise for earning them. Parent will report use of play initiation strategy at home for generalization checks. If physical injury to staff or peers occur, the teacher will communicate with parent and team to arrange a time to review the incident and incident report and review/revise plan as necessary.

Between? Parent , teacher, and team Frequency? **Weekly and as needed**

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

☒ Student

☐ Parent/Guardian **mother**

☐ Educator and Title **functional life skills teacher**

☐ Educator and Title **speech and language specialist**

☐ Educator and Title

☐ Administrator

☐ Administrator

☐ Other

☐ Other

AMY, AGE 7

Non-Verbal Student Severe Disabilities & Autism
Cognitive Development Estimate – 18 months
Non-Symbolic Communicator
(no signs, words, picture recognition skills)
Screams, Hides Under Table

Amy is a seven-year-old essentially non-verbal student with Autism. She does not recognize that pictures represent objects and people, and she does not recognize herself in pictures. Although she has said several words in the past, and infrequently will spontaneously echo a phrase from a favorite video, she does not yet use language to signify people, things or actions. Her estimated mental age is approximately eighteen months and her IEP team has concluded, based on speech language pathologist assessment, that she is not yet ready for use of pictures to exchange as a symbol for accessing desired objects and activities.

Amy enjoys adult interactions some of the time. She enjoys videos, moving a string back and forth and rocking. She has many repetitive and ritualistic behaviors, but will tolerate some interruption and redirection on many occasions, especially from favorite adults. Amy has learned to move from place to place by observing the naturally occurring cues in her environment (people moving, time of day, objects she sees.)

Amy is aware of routines to some extent, and has a history of becoming highly upset if an anticipated routine does not occur. Once she is working on tasks, Amy tends to have less problem behavior than between tasks.

At home, Amy also runs away and hides to protest things she does not like, e.g., going on a car trip when she is watching a video. Last year at school, Amy used to run out of the room, but this year has confined her running away to several tables in the room. Her protests are almost always during transitions, especially transitions to unexpected activities.

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

Not For Display - For Teacher/Staff Use Only

Behavior Support Plan

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

This BSP attaches to: ☒ *IEP date: 1/24/04*____ ☐ *504 plan date:* _____ ☐ *Team meeting date:* _____

Student Name **Amy** **Today's Date** **1/24/04** **Next Review Date** **1/24/04**

1. The behavior impeding learning is (*describe what it looks like*) in the classroom becomes **upset if routine changes (screams, hides under chair)**

2. It impedes learning because **unavailable for instruction, disrupts others and teacher**

3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior **3x week, loud continues 20 min**

☒ reported by **teacher** and/or ☒ observed by **principal, parent, psychologist**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5. **Unexpected disruptions, not getting expected next activity**

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?*)

6. **No schedule instruction has occurred as of yet. No communication system has successfully taught to Amy yet to negotiate.**

Intervention

Remove student's need to use the problem behavior

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*)

7.

1) Amy is a non-symbolic communicator. She needs a consistent external object schedule to identify the "next" activity rather than reliance upon a routine. Teach Amy to "check schedule," get the object on the schedule and take it to the associated activity; vary the order of activities on her schedule. Materials: 12"x18" color paper on wall. On paper put 2 Velcro squares. Identify a set of objects to represent activities of the day (e.g., cup for snack, small ball for APE). Put Velcro on objects so can be placed on the schedule to signal "next." Begin with only the 'next object on the schedule. (Do not have more than one object at a time on display).

2) Amy needs a work system: Consistently use tasks having natural closure. (e.g., all the boxes are filled). Intersperse a preferred activity after Amy completes 4 items. Keep work tasks and preferred activities in plastic tubs; delivered by the adult. Activities should be developmentally appropriate, functional activities. High 5 paired with affectional smiles after each activity to signal closure and to provide an observable social reinforcer. At the end of a work session hand Amy a color card that signals "go to schedule get the next object/activity Velcro on the schedule.

Who will establish? **teacher, aide** Who will monitor? **teacher and aide** Frequency **1 x weekly**

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

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8. Rigidly relies on routines, no way to explain/signal to her a change; doesn't understand, no way to explain why to her, poor negotiation skills, no spoken language. Behavior is both an escape of an activity she doesn't want to do (not in expected routine) and a protest of routine violation.

Accept an alternative behavior that meets same need

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?*)

9. Allow protest through non-verbal gestures (e.g., pushing object away)

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (*To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior*)

10. #1 PIVOTAL SKILL: Teach the routine of going to the transition area. Hand Amy an index – size card same color as the transition area. Use most to least prompting to take card and Velcro to paper, get object and to the activity it represents. 2) PIVOTAL SKILL: Use objects to signal transitions from one activity to another; teacher, aide, & sp. language teacher do initial instruction - Consistent set of objects used to represent activites (e.g, cup for snack). REPLACEMENT BEHAVIOR TEACHING: Adult hands Amy cup and says "time for snack" while simultaneously moving Amy to snack table. Reduce physical prompts when the Amy is conditioned. Start with already established transition, then move on to different ones. REPLACEMENT BEHAVIOR TEACHING: Use shaping techiniques to teach Amy to push away undesired activities. Program specialist to demo shaping techniques until all understand technique

Who will establish? **teacher, aide, mother** Who will monitor? **program specialist**

Frequency **1 x weekly**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. *Access to preferred activities contingent on completing brief non-preferred task

*** High 5, smiles with each task completed & after schedule review. For replacement protest: smile and voice tone approval of her choice; use technique demonstrated by Mrs. Jones for all parties.**

Selection of reinforcer based on: **Preference for adult interactions & activities she likes. Tangibles not necessary or desired.**

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? **teacher** Frequency? **initially approx. every 15-20 min, then reduce to once per 45 min**

EFFECTIVE REACTION PART III: **REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again? (*1.Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences*) **12. XXXX Guide Amy to gently push object away if possible. If protest continues, give her the" check schedule color card" and guide her to the schedule area. Be sure the depicted activity/ object is of high preference.**

Personnel? **teacher/aides**

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13. 1. By 5/04, Amy will demonstrate understanding of a schedule by walking to her schedule when given a "check schedule card", velcroing the card to her schedule, taking the object off and walking to the activity/areas the object represents as measured by teacher/aide recording on IEP developed record sheet with full master on 90% of intervals recorded. Recording to occur for 90% of all transitions until this goal has been met for 2 weeks, then fade to recording of 70% of transitions.

2) By 5/04, Amy will demonstrate ability to follow a work system by completing 4 developmentally appropriate closure tasks followed 1 minute of a preferred activity, followed by 4 developmentally appropriate closure tasks.

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: ☐ 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? **Regional Center** ..... ☒ yes ☐ no

Person responsible for contact between agencies **Ms. Jones monthly report to R. Center Case Manager**

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants

14. Daily log of (1) routine changes she accepts (2) episodes of "upset" behavior Why? Who Present? What worked to de-escalate? (see chart attached) blank sample attached to this BSP. Parent to record comments and return daily log in Amy's backpack daily. Weekly phone call, or parent coming into classroom to occur each Friday. Behavior consultant to sign daily log following routine bi-weekly observations and check for parent comments directed to everyone or to behavior consultant in particular. Responses to be recorded in log.

Between? **Behavior Consultant/Teacher/Parent** Frequency? **daily**

PARTICIPATION PART VI: PARTICIPANTS TO PLAN DEVELOPMENT

☒ Student **Amy did not attend; non-verbal student**

☒ Parent/Guardian **Mrs. Holt**

☒ Educator and Title **Mr. John Jones, SDC teacher**

☒ Educator and Title **Ms. Browning-Wright instructional assistant**

☒ Educator and Title **Ms. Browning, Speech Pathologist**

☒ Administrator **Mr. Peterson, principal**

☒ Other **Ms. Wolford, Behavior Specialist, County Programs**

☒ Other **Mr. Jones, Regional Center Case Manager**

Example of Amy's Classroom Data Collection

Amy Protests/Escapes Changes in Schedule. See BSP.

Data collection during plan implementation is required for multiple reasons: To monitor the decrease in duration, frequency and intensity of problem behavior using intervention strategies on the BSP; to continue to analyze function of any problem behavior shown, to document de-escalation techniques the staff used, to record precisely when problem occurs (per physician request-due to a medication question), to monitor unusual circumstances before, during or after behavior which may require additional environmental changes.

Student: ***Amy G.***	**Specifics**	**Unusual Circumstances Before, During or After Problem Behavior and Other Comments for Communication:**
Date and Time:	1/24/06-- 8:43 am	She arrived looking tired
Location:	In Classroom, at the schedule board in her area	Amy's behavior was not typical; she did not rock first, but proceeded directly to crying.
Activity:	Schedule referencing objects, used prior to transition	Amy's object-schedule has been moved to her designated activity area rather than at the front of the room. We were showing her the next activity. This was the first time she had the schedule in her area.
Behavior:	Whine, run to table, crawl under, screaming	Little disruption to peers in the classroom this time. Same problem behavior, but her screaming was less loud this time than before BSP object-schedule instruction.
Possible Function:	Protest/escape	Discovered the next activity was changed; appeared she did not want to go to alternate activity
Why?	We didn't show her the context of the change in time per BSP	Classroom disruption as we were going to show her the change; she saw the different object on the board and began behavior escalation
Method of de-escalation & returning to activities:	Itsy Bitsy Spider per BSP, gestured to come; wait time; schedule instruction then next activity	Amy accepted substitute instructional assistant doing the de-escalation this time! Seemed to anticipate and enjoy the schedule referencing and returning to next activity.
Duration of Problem Behavior	Four minutes under table; staff waited 3 min., then 1 minute reviewing object/schedule	Decreased from last episode that lasted 10 minutes under table!

Scoring Practice Activity – Blank Form

Mario			***Karl***		
_____	A.	Problem Behavior	_____	A.	Problem Behavior
_____	B.	Predictors of Behavior	_____	B.	Predictors of Behavior
_____	C.	Analyzing Supp Problem Behavior	_____	C.	Analyzing Supp Problem Behavior
_____	D.	Environmental Changes	_____	D.	Environmental Changes
_____	E.	Predictors Related to Function	_____	E.	Predictors Related to Function
_____	F.	Function Rel. to Replacement Beh	_____	F.	Function Rel. to Replacement Beh.
_____	G.	Teaching Strategies	_____	G.	Teaching Strategies
_____	H.	Reinforcement	_____	H.	Reinforcement
_____	I.	Reactive Strategies	_____	I.	Reactive Strategies
_____	J.	Goals and Objectives	_____	J.	Goals and Objectives
_____	K.	Team Coordination	_____	K.	Team Coordination
_____	L.	Communication	_____	L.	Communication
_____		***Total Score (X/24)***	_____		***Total Score (X/24)***

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove problems in the environment associated with problem behavior.

**** Less than 12 points = Weak Plan***
This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

****13 – 16 points = Underdeveloped Plan***
This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

****17 – 21 points = Good Plan***
This plan is likely to affect a change in problem behavior and elements of best practice are present.

****22 – 24 points = Superior Plan***
This plan is likely to affect a change in problem behavior and embodies best practice.

Scoring Practice Activity – Blank Form

Sean			***Amy***		
_____	A.	Problem Behavior	_____	A.	Problem Behavior
_____	B.	Predictors of Behavior	_____	B.	Predictors of Behavior
_____	C.	Analyzing Supp Problem Behavior	_____	C.	Analyzing Supp Problem Behavior
_____	D.	Environmental Changes	_____	D.	Environmental Changes
_____	E.	Predictors Related to Function	_____	E.	Predictors Related to Function
_____	F.	Function Rel. to Replacement Beh.	_____	F.	Function Rel. to Replacement Beh.
_____	G.	Teaching Strategies	_____	G.	Teaching Strategies
_____	H.	Reinforcement	_____	H.	Reinforcement
_____	I.	Reactive Strategies	_____	I.	Reactive Strategies
_____	J.	Goals and Objectives	_____	J.	Goals and Objectives
_____	K.	Team Coordination	_____	K.	Team Coordination
_____	L.	Communication	_____	L.	Communication
_____		***Total Score (X/24)***	_____		***Total Score (X/24)***

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This plan is likely to affect a change in problem behavior and embodies best practice.

Answer Form for Karl, Inadequate Version

Karl		
A.	Problem Behavior	1
B.	Predictors of Behavior	2
C.	Analyzing Supp Problem Behavior	0
D.	Environmental Changes	1
E.	Predictors Related to Function	0
F.	Function Rel. to Replacement Beh.	0
G.	Teaching Strategies	1
H.	Reinforcement	1
I.	Reactive Strategies	1
J.	Goals and Objectives	1
K.	Team Coordination	1
L.	Communication	2
	Total Score (X/24)	11

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove problems in the environment associated with problem behavior.

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