

BEHAVIOR SUPPORT PLAN CRITIQUE

Case Name: Billy Deer Cadre Member's Name: _____

Your comments on this plan are needed! *"None of us is as skilled as all of us!"*

Is it "exemplary?" Yes No Maybe, if changes are made.

Do you have recommended changes? (Note which lines)

Is this plan progress monitorable? Yes No Maybe, if changes are made.

Review the behavioral goals and communication provisions. Do you have changes?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

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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: **10/23/06** 504 plan date: Team meeting date:

Student Name **Billy** Today's Date **10/9/06** Next Review Date **11/9/06**

- 1.** The behavior impeding learning is (describe what it looks like) **Aggressive, assaultive behavior towards other students (peer & younger students) Behavior looks like hitting, biting almost to the point of drawing blood, pushing, sitting on students and pounding heads into blacktop**
- 2.** It impedes learning because **Billy is suspended or removed from class...either at home or on in-house suspension and at those times he is not present in the classroom to receive instruction**
- 3.** The need for a Behavior Support Plan early stage intervention moderate serious extreme
- 4.** Frequency or intensity or duration of behavior **3 times in last 10 days**
 reported by **Noon duty supervisors, teachers** and/or observed by **teachers, duty supervisors, principal**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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>5. All aggressive, assaultive behavior occur during free time at mid-morning recess or at lunch recess (never in the classroom)</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?)</p> <p>6. Billy has not yet been taught skills to properly interact and play with peers during unstructured playtime; Billy does not know how to properly initiate play or conversation with peers; Billy does not yet access skills that he can list on how to properly decrease anxiety</p>
Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</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)</p> <p>7. 1. MATERIALS: Social stories will be written to address Billy's areas of need in relation to interacting with peers on the playground (unstructured playtime) and addressing how to properly initiate play and/or conversation with peers; Social story will be written to teach him to utilize the skills that he readily lists when asked what he should do to decrease anxiety. A CHART will be made up that will be posted on the wall behind Mrs. Xxx's desk on which Billy can put a sticker at the end of each day when he keeps his hands, feet, & teeth to self & does not hurt others (Billy's request) (See reinforcement section & copy of chart attached). 2. SPACE/TIME: <u>Immediately</u>, to protect himself and peers, Billy will be removed from unstructured playtime on playground during mid-morning recess & lunch recess and given an alternative area to be at during those times. [ON RAINY DAYS Billy will spend morning recess in RSP room or office & lunch in office or other quiet space with something to do (puzzle, coloring or so forth)] From there, Billy will be taught through use of Social Stories in 1:1 setting with an adult how to respond & interact appropriately with peers as stated above; Next, Billy will be given an opportunity to interact with a very small group of peers under direct adult supervision with immediate re-direction, practice and feedback. Once successful at this, he can be reinstated to recess & lunch recess with regular supervision. ON RAINY DAYS: During morning recess time, Billy will be walked into RSP room and allowed to either continue working or work on a puzzle or something. If RSP room is not open, he will be allowed to go to the office.</p> <p>Who will establish? _____ Who will monitor? Classroom teacher Frequency? Daily</p>

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

Observation & Analysis	<p>Team believes the behavior occurs because: <i>(Function of behavior in terms of getting, protest, or avoiding something)</i></p> <p>8. 1. Billy seems to be seeking some sort of Sensory Stimulation through his aggressive, assaultive behaviors and seems to be seeking getting his own needs met... self-reports that he has a perception of being "bullied" and self-reports that he is the "victim" in most circumstances; 2. Billy seems to be seeking social interactions with peers.</p> <p style="text-align: center;">Accept a replacement behavior that meets same need</p> <p>What team believes the student should do INSTEAD of the problem behavior? <i>(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)</i></p> <p>9. 1. Billy should follow recommendations made by the OT (after their evaluation) in regards to regulating his sensory stimulation; 2. Billy should use his words and appropriate responses & interactions to initiate play with peers; 3. When Billy perceives that he is being bullied or victimized he should follow the school rules of safe, respectful & responsible and seek an adult immediately.</p>
Intervention	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? <i>(List successive teaching steps for student to learn replacement behavior/s)</i></p> <p>10. Billy has been referred to an Occupational Therapist (Therapy Station will be assessing Billy on 10/17/06) and recommendations/teaching strategies will be developed from their recommendations. 2. Social Stories will be written/developed by Speech Therapist & teacher & staff will use with Billy to help him practice being more successful at positive social interaction with peers. (See Step #7 for full details) 3. Social Story will be written to remind Billy to utilize the skills he already names to decrease anxiety. 4. Social Story will be written to remind Billy of the procedures to follow when he perceives he is being bullied or victimized. 5. Teach Billy to use the chart at school at the end of each day to track his success at keeping hands, feet & teeth to self & refraining from hurting others. Teach Billy to use chart at home (see attached) which will track his bringing backpack to school & doing homework (Billy & Dad's request).</p> <p>Who will establish? RST (referral to OT), OT, Speech Therapist, Classroom Teacher Who will monitor? Classroom Teacher Frequency? Social Stories will be read with Billy daily for 1st week, then at least bi-weekly or as needed</p>
Intervention	<p>What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</p> <p>11. Billy will earn a sticker at the end of each day that he keeps his hands to himself and does not hurt another student. At the end of each week, if Billy has 5 stickers on his chart, he will be allowed to go to the office to earn a prize. (See attached sample chart)</p> <p>Selection of reinforcer based on: Billy's statement of what he would like to keep track of & be rewarded for as well as what he'd like to earn.</p> <p><input checked="" type="checkbox"/> reinforcer for using replacement behavior <input checked="" type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? Classroom Teacher Frequency? Daily</p>

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

<p>What strategies will be employed if the problem behavior occurs again?</p> <p>12.</p> <ol style="list-style-type: none"> Prompt student to switch to the replacement behavior Remind Blake by way of use of Social Stories & refer to them prior to recess time; Remind him that he is trying to earn a sticker for the day & a prize at the end of the week. Describe how staff should handle the problem behavior if it occurs again If Blake is assaultive or aggressive towards peers, he will be immediately removed from environment and placed in an alternate environment for safety reasons (both of self and peers) for at least a week, so he can "practice" appropriate behaviors under close supervision of an adult. Positive discussion with student after behavior ends Debrief: Review Social Stories, re-teach, and practice appropriate behaviors. <p><i>Optional:</i></p> <ol style="list-style-type: none"> Any necessary further classroom or school consequences Each time assaultive, aggressive behaviors occur, Referral Slip will be written, police will be notified & Blake will be suspended either on In-House suspension or sent home as deemed appropriate by principal. <p>Personnel? Teacher, Speech Therapist, Principal, Recess & Noon Duty Supervisors</p>

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13. By 1/9/07 Blake, instead of using aggressive, assaultive behaviors to interact with peers, Blake will make use of the techniques taught to him through Social Stories to interact with peers, as measured by classroom teacher, playground duty supervisors and decrease of referrals (elimination of suspensions) with one or fewer assaults between today (10/9/06) and 1/9/07.

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Option 2: Increase General Positive or Decrease Problem Behavior

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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: 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 **N/A** yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

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1. Sticker chart [see attached] will be kept daily by Blake & classroom teacher. It will go home with Blake's homework in his backpack on Fridays for him to share with dad. In turn, Dad will keep a chart [see attached] at home with Blake, keeping track of the days when Blake has taken his backpack to school & has done his homework (he earns a sticker for each). Dad will send this home chart to school on Mondays when he returns the signed blue homework slip. CLASSROOM TEACHER will give a copy of both charts to RST to keep track of Blake's progress & success. 2. Social Stories sent home for Mr. Ruth to read with Blake at home with check sheet attached for Dad to check, sign & make notes on once they've been read and reviewed at home.

Between? **Teacher & Parent & RST**

Frequency? **Charts at home & school will be kept daily and shared 1x per week between home, school & given to RST by Classroom teacher.**

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PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student **Billy**
- Parent/Guardian **Father**
- Educator and Title **Classroom Teacher**
- Educator and Title **Speech Therapist**
- Educator and Title **RST**
- Administrator **Principal**
- Other **School Psychologist**
- Other