

# BEHAVIOR SUPPORT PLAN CRITIQUE

Case Name:   Dan Doe        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

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

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: 02/28/07  504 plan date:  Team meeting date:

Student Name **Dan Doe** Today's Date **02/28/07** Next Review Date **03/28/07**

- 1.** The behavior impeding learning is (*describe what it looks like*) **Dan walks around the classroom while talking aloud to himself and to other students. He engages specific peers in argumentative exchanges usually started by Dan making an insulting personal remark about that student, i.e.: "Your mamma is a crack head." He regularly uses "Your mamma" comments when attempting to engage another student in a verbal confrontation. He changes his seat an average of 6 times in a 30 minute period. He moves from place to place in the classroom sometimes sitting at or on a desk, a table, or he may sit on a counter top in the back of the classroom. When redirected by the teacher to pick a place to sit, he either ignores the direction or is openly defiant, making statements such as, "You can't tell me what to do." He then refuses to sit where he is directed, to sit. When asked by his teacher to return to a task or remain on task, he makes dismissive and disrespectful remarks such as "this is a stupid assignment," or "Do you actually even think about this shit?" When Dan does attempt to sit and attend to instruction, he drums on the desk, shuffles papers, talks to peers closest to him, and makes jokes regarding the instruction or the teacher such as, "I bet she wouldn't say that to her husband!" when the teacher asks the students to look at her.**
- 2.** It impedes learning because **Dan is not able to attend in a way that would allow him to take in information, store it, retrieve it, and then use it in a meaningful way. He is regularly not available for instruction. Because Dan's response to his own inability to attend is to create noise and disruption, he is having a negative impact on the learning of others by creating multiple distractions in rapid succession. This rapid succession of behaviors disrupts the flow of instruction for Dan and for other students.**
- 3.** The need for a Behavior Support Plan  early stage intervention  moderate  serious  extreme
- 4.** Frequency or intensity or duration of behavior **During an observation of a two hour block of RSP instruction that included language arts and math, the behavior continued at regular intervals throughout the block. The duration of each individual behavior, tapping, talking, moving, is short, less than one minute. Although each behavior in and of itself is short, the rapid succession of these behaviors creates the appearance of one ongoing behavior without a break. In fact, Dan has time in-between acts that last as long as five minutes where there is no inappropriate behavior and Dan is attending to task. Actual number of behaviors which include speaking out, moving, tapping, and other noise making behaviors was 17 incidences per 30 minutes. The behavior actually occurs in bursts lasting approximately 10 minutes with three to five minute breaks in between bursts.**  
 reported by **teacher** and/or  observed by **Behavior Specialist**

## PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

- 5. Predictors**
  - 1. Lecture format
  - 2. Independent Seatwork

The primary predictor for behavior is asking Dan to attend to a lecture format of oral instruction while sitting among a group of peers. This being the predictor is reinforced by the fact that inappropriate behavior is reduced to one to two incidents of speaking out per 50 minute block, which can be corrected with teacher redirection, in P.E., Biology Lab, and Computer Lab. Dan has extreme difficulty when the teacher uses the overhead projector and a lecture format for instruction. The teacher looks down at the writing surface on the overhead or up at the screen, and there is minimal eye contact with students. Dan has difficulty when left with independent seatwork that he does not find engaging. He will initially attempt seatwork, but at the first sign of frustration, begins to walk around the room and talk.

Observation & Analysis

**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.** The behavior works for this student, on one level, due to a general lack of classroom structure and behavior management. Dan is allowed to move around the classroom and access peers. He is in close proximity to peers. There is one long table at the front of the room where students sit to see the overhead projector. After lecture, the expectation is that he will return to a desk to do independent seatwork. He does not have an assigned seat where distractions have been limited. The environment is artistic in nature with multiple stimuli, bright colors, lots of art, and bulletin boards. Art is hanging from the ceiling. Materials are stored in piles around the classroom so Dan has ready access to a variety of mediums that become distractions for him. It is a text rich environment that works well for the student without attention problems. The desks are arranged in such a manner that they create multiple small groupings. There are no single spaces where Dan could work alone. There is no place in the classroom where visual and auditory stimuli can be reduced.

On another level, Dan is expected to manage at least 20 minutes of independent seatwork with minimal assistance from the teacher. He always attempts to start the work, but within seconds begins he begins task protest by speaking out about the assignment. It would be important to establish Dan's independent comprehension level to ensure that he is in fact able to perform the tasks he is asked to complete alone.

**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.** The environment needs fewer stimuli, an extremely structured seating arrangement that puts Dan out of speaking range of specific peers. He may require a desk carrel in order to reduce stimuli to a point where Dan can attend. Dan may benefit from having a personal "office space" within the classroom. Dan has extreme difficulty attending to instruction by lecture and overhead projector. Even when the teacher used direct instruction techniques and was moving from student to student, Dan was not able to work independently. He treated all non-instructional gaps and transitions as "down time" An important component of Dan's inability to attend appears to be centered on his independent vs. his instructional level of comprehension. He was repeatedly unable to move on in the instructional process without continuous teacher assistance. Dan would benefit from a highly structured academic schedule that would keep him engaged when the teacher cannot be at his side. Dan requires an intense level of direct instruction with no down time. This could be accomplished with a set of pre-determined tasks on a written daily schedule that Dan receives upon entering class. He will need to interact with the teacher each time a task is complete and be rewarded when each task is completed. In order for this kind of instruction to be successful, Dan needs to be assessed using a curriculum based assessment in order to determine his independent and instructional comprehension levels.

Changes in the environment include:

- Reduce stimuli in the classroom environment. Remove Clutter/ Organize Materials
- Move seating out of range of peers to reduce disruption
- Use a desk carrel or create an office space for Dan with reduced stimuli.
- Increase direct instruction and reduce lecture format with overhead projector.
- Make sure independent seatwork is at independent reading/comprehension level.
- Create smooth transitions from task to task. Give time reminders.
- Increase instructional structure through daily scheduled tasks on a written schedule.
- Make the classroom schedule consistent from day to day so that routines can be established.
- Provide an actual model of what work should look like.
- Increase use of assistive technology such as computers, books on tape and learning games. Initiate a short set of classroom rules and use them in classroom management.

Who will establish? **Case manager** Who will monitor? **Case manager** Frequency? **Daily for 3 weeks, then reduce to weekly**

Intervention

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

<b>Observation &amp; Analysis</b>	<p>Team believes the behavior occurs because: <i>(Function of behavior in terms of getting, protest, or avoiding something)</i></p> <p><b>8.</b> Dan is using the behavior to protest and/or escape tasks that he cannot complete independently, relieve stress and either increase or decrease sensory stimuli, and to make it less apparent to peers that he is unable to complete the work.. Based on health records and parent reports, there may also be a medical component, specifically depression, that should be ruled out by a physician.</p> <p style="text-align: center;"><b>Accept a replacement behavior that meets same need</b></p> <p>What team believes the student should do <b>INSTEAD</b> 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><b>9.</b> Dan needs to learn how to ask for permissible movement in the classroom. He needs to learn how to let the teacher know he is unable to do the work in a manner that does not compromise his self esteem with regard to peers. He needs to be able to recognize in himself when there is too much stimulus in the classroom and ask for a time away or a quiet place to do his work.</p> <p>Replacement behaviors;          Dan will move around the classroom when he requires physical movement without disturbing peers.          Dan will put work that he is unable to do in a specified folder for work that will be completed with direct teacher instruction.          Dan will go to his private office (desk with carrel or room divider) when he wants quiet or away time.</p>
<b>Intervention</b>	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? <i>(List successive teaching steps for student to learn replacement behavior/s)</i></p> <p><b>10.</b> Dan would benefit from a curriculum based assessment to determine his independent reading and math levels and then to have his work modified accordingly. He requires remediation programs in both reading and math due to a history of not attending school. Programs such as SRA Corrective Reading or Open Court Math both have such' remediation programs. During independent time, he would benefit from a choice of assignments. When an assignment is too hard, he could place it in a designated folder for individualized assistance at a later time. Dan would benefit from a demystification process with regard to his learning delays. He is capable of understanding his need to move around the room and would benefit from a permissible movement or time away strategy. Dan needs social skills training with regard to initiating interactions with peers and using appropriate language to express his frustration. This could be accomplished by using a program such as Skill streaming which could be part of his RSP time.</p> <p>What specifically will change in the environment?</p> <ol style="list-style-type: none"> <li>1. Dan needs an individual space without distraction, away from peers, e.g., a carrel, cubicle, or other type of <u>physical divider</u>.</li> <li>2. Dan needs work that has been designed for him specifically at an instructional level that he can successfully complete without adult assistance during times that adults are not completely available to him.</li> <li>3. Dan needs access to a computer to complete work.</li> <li>4. Dan needs a high interest curriculum.</li> <li>5. Dan needs remediation in reading and math due to prior extreme absenteeism and school changes.</li> </ol> <p>Who will establish? <b>Case Manager</b> Who will monitor? <b>Case Manager/RSP Teacher</b> Frequency? <b>Daily for six weeks, then weekly.</b></p>

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

**11.** Dan has expressed an interest in basketball and would like to try out for the team next fall. He is highly motivated by practicing shooting hoops at school as there is not practice area at home. Dan also expressed interest in being able to talk to his best friend, as he is only allowed to interact with peers in the school setting due to the family schedule and rules.

When Dan attends to task and uses the replacement behaviors described in #10, every 10 minutes he has the opportunity of earning a token. Those tokens may be turned into the RSP teacher twice daily for 5 minutes of shooting hoops. During the first 4 weeks, Dan should be allowed to redeem those tokens twice daily, fading to once daily. A point sheet with clear written expectations of behavior will be provided for Dan so that he is able to monitor his own progress. In addition, when Dan is willing to participate in social skills training with the RSP teacher, he should have a choice of activities that he can choose from to interact with his best friend who is also in that class. After a period of six weeks, the team should meet again to revise the reinforcement schedule to an intermittent schedule of reinforcement, if the team feels Dan is ready.

Selection of reinforcer based on: **Reinforcement survey and interview with student**

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

By whom? **All teachers** Frequency? **Student may earn tokens or points towards shooting hoops or conversation with friend every 10 minutes and may exchange them for the reinforcer twice daily. Revisit reinforcement schedule in six weeks.**

### EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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

**12.**

1. Prompt student to switch to the replacement behavior  
**Teacher should give either a pre-arranged signal or quietly take Dan aside to remind him of reinforcers. Teacher should point to the point sheet on Dants desk for written description of expected behaviors.**
2. Describe how staff should handle the problem behavior if it occurs again  
**If Dan does not respond, teacher should suggest/direct student to a pre-designated time away place. If Dan does not respond he will be asked to take his work to an alternate location, i.e.: the RSP room or the office. If Dan becomes hostile, regular school discipline policy and safety measures apply.**
3. Positive discussion with student after behavior ends  
**Dan will discuss with a pre-selected adult ( P.E. teacher is his favorite teacher) ways/expectations for students who are members of basketball team. Dan will go over written documentation with adult to note his own progress with pre-selected adult. Dan will discuss social issues, instruction, or any other aspect of school that he thinks is inhibiting his progress, and will problem solve with that adult.**

*Optional:*

4. Any necessary further classroom or school consequences **School Discipline Policy applies**

Personnel? **RSP Teacher and Vice Principal and preselected adult advisor**

**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
12/02/07	Dan	Will move around the classroom without talking to peers	Stress reduction or stimulus input	Engaging or interrupting peers when he moves around the classroom	Stress reduction or stimulus input	In specified areas of each classroom when it does not disrupt instruction	In five out of six classroom periods per day.	Daily teacher charting on Dan's point sheet.

**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
12/02/07	Dan	Will not engage other students in name calling or arguments	In five out of six classroom periods per day.	With one verbal reminder to look at his point sheet and consider reinforcement	Daily teacher charting on Dan's point sheet.

**Option 2: 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
12/02/07	Dan	Will go to his personal office area ( quiet space) When he is unable to concentrated due to classroom noise and movement	In five out of six classroom periods per day.	With one verbal reminder to look at his point sheet and consider reinforcement	Daily teacher charting on Dan's point sheet.

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

**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
All teachers and RSP case manager	Will participate in keeping track and scoring Dan's Daily Point sheet	Student will keep point sheet and deliver it to RSP case manager at end of day	Period class period, every ten minutes, fading to every 30 minutes after 6 weeks.	Points on point sheet	RSP Case Manager will send out weekly reports to teachers on how behavior compares from class to class.

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
RSP Teacher and Vice Principal and Dan and parent	Continuous Daily. At end of school day.	Dan will take to VP and parent and return to RSP Teacher	At the end of each school day	Points on point sheet Dan will take his point sheet to the Vice Principal daily. The VP will sign it, make a short written comment and a short. Parent will do same and Dan will return to RSP teacher each morning who will place in documentation file.	Dan will take communication between RSP teacher, VP, and parent and also be involved himself.

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
Principal, Parent, RSP teacher, Dan	Weekly report	Email or written report	Once weekly on Wednesday	A summary of the weeks point sheets with a written comment from RSP teacher. Sent to parent and VP, so be signed with a comment from parent and VP and then returned to RSP Teacher for documentation folder.	RSP to Dan, VP, and Parent back to RSP teacher.

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

- Student **Dan**
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other