

BEHAVIOR SUPPORT PLAN CRITIQUE

Case Name: Stan Darling 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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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: **05/11/06** 504 plan date: Team meeting date:

Student Name **Stan** Today's Date **10/4/06** Next Review Date **05/11/07**

- 1.** The behavior impeding learning is (*describe what it looks like*) **In the special day Kindergarten class, Stan shouts out questions and comments about stories being read to the class and answers questions directed to other students about stories being read during group story time. Stan exhibits these behaviors spontaneously without being recognized by the teacher.**
- 2.** It impedes learning because **it disrupts other students' opportunities to learn because they are not able to take the time they need to respond to the story or discussion question when Stan is talking/answering questions and because Stan's comments are distracting to them. (This behavior will also impede Stan's ability to be included in general education kindergarten activities this year and to be successfully included full-time in first grade next year, which can effect his future access to learning appropriate to his high cognitive level.)**
- 3.** The need for a Behavior Support Plan early stage intervention moderate serious extreme
- 4.** Frequency or intensity or duration of behavior **These behaviors occur daily during the 15 minute story times that occur after recess and after lunch time. A baseline was taken over eight days, and Stan averaged six interruptions during each story time period (range was 4-8 interruptions).**
 reported by **SDC Teacher** and/or observed by **SDC Teacher**

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>What are the predictors for the behavior? (<i>Situations in which the behavior is likely to occur: people, time, place, subject, etc.</i>)</p> <p>5. The behaviors occur daily during the fifteen minute story times after recess and after lunch. All ten students in the class are present and seated in chairs arranged in a semi-circle facing the teacher. Any book with pictures that Stan recognizes (e.g., That elephant is really big) or "relates to" (e.g., My brother knows how to do that) results in spontaneous verbal comments/questions/answers from Stan. When the teacher asks questions about the book and directs the question to a specific student (not Stan), Stan yells out the answer.</p> <p>What supports the student using the problem behavior? (<i>What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?</i>)</p> <p>6. 1. Teacher attention (negative and positive) and some peer attention are given for Stan's spontaneous verbalizations. 2. Stan has been given positive attention for his newly emerging verbal skills in other settings within the classroom and has not yet been able to determine how to get that Stane positive attention during group story time. Stan has not yet been given opportunities to appropriately use his recently acquired verbal skills in the group story time setting. 3. There are limited opportunities for active participation during story time. 4. Stan has not yet been given many opportunities to have access to or talk about books prior to them being read to the class during story time. 4. Stan has not yet been taught to use a signal when he wants to talk or to notice/respond to a teacher signal to be quiet. 5. Stan has not yet been praised for signaling a need to talk and waiting to be called on before speaking.</p>
	<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? (<i>Changes in Time/Space/Materials/Interactions to remove likelihood of behavior</i>)</p> <p>7. (a) Time: The two books that will be read each day will be shown during morning group time and will be available on the reading table for students to look at and discuss during their morning activity time. (b) Materials: Visual supports to include a "Spot says Stop" sign and "Spot wants to talk" sign will be made to incorporate one of Stan's "high interest" subjects and to provide a visual symbol for Stan to notice that he needs to stop talking and use his own visual signal to indicate his need to say something about the book. (c) Interactions: The teacher will praise successful use of Stan's "Spot wants to talk" signal, waiting, and response to "Spot says Stop" visual reminders. (d) Interactions: Stan will be given opportunities to act as a helper during story time to increase positive attention from teacher and peers and to provide opportunities for more active participation. (e) Materials: Visual rubric of the four rules for being a good teacher's helper. (f) Materials: Social story about being a teacher's helper.</p> <p>Who will establish? SDC Teacher (a, b, c, d, e) ; Speech language pathologist (c, f) Who will monitor? SDC Teacher Frequency? Daily (a, c); Materials to be made within 2 weeks (b & e by SDC teacher) and (f by SLP); d=several times a week</p>
Intervention	

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. Stan gets adult (and sometimes) peer attention and acknowledgement of his language ability and knowledge when he talks out by making comments, asking questions, and answering questions (not intended for him) about the book being read.</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. Stan will use his "Spot Wants to Talk" signal to indicate a need to comment, ask questions, and/or answer questions during group story time. Stan will use his language ability and knowledge of books being read to constructively participate in story time by being the teacher's helper and pointing to words, holding props for the story, and calling on other students to answer questions. Stan will have an opportunity each day to talk in a smaller, unstructured setting to peers and/or an adult (teacher or instructional aide) about the book(s) being read in class during morning activity time.</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.</p> <ol style="list-style-type: none"> 1. Stan will be taught how to use the visual cue "Spot Wants to Talk" sign in his small group speech language session first. The use of the sign will be modeled. Opportunities will be "set up" where Stan can use his visual cue to participate in the small group and, initially, reinforcement (stickers) will be provided (in addition to letting him talk) each time he uses the signal (even with visual prompting). This high level of reinforcement will be thinned after initial success to every 2x he uses the signal, and to every 3x. During these sessions, the "Spot Says Stop" sign will be used as a visual prompt for Stan to stop talking and use his "Spot Wants to Talk" sign. After Stan is successful using his signal in the small group speech lessons (70-80% of opportunities presented over 2 weeks), he will use it during group story time. Stan will be prompted and positively reinforced for attempts to use his new signal, attempts to wait his turn, and for noticing and following the visual prompt. Stan will be reinforced by being able to talk and by stickers he will receive (for specific intervals of time) for following waiting his turn, using his signal, and following the "Spot Says Stop" signal. 2. Stan will learn about being the teacher's helper during story time. During speech/language sessions and during morning activity time, Stan will be taught appropriate helper behavior through examples and non-examples of what a teacher's helper should do and what a teacher's helper should not do. Stan will have a social story written about being a teacher's helper with statements about what a teacher's helper does, how important the job is, and how people look up to a teacher's helper. This story will be read by the teacher or instructional aide to Stan daily for two weeks, then 3 times a week for 2 weeks, 2 times a week for 2 weeks, and finally once a week at the beginning of each week. Once Stan is given the role as teacher's helper, he will be given sticker/point reinforcers as well as attention/praise based on following the "rules" rubric for being a teacher's helper (which has been made in a visual card format for Stan as well). (Following teacher directions, holding up items so everybody can see them, calling on other students to talk, and not talking unless given permission). Stan will use his stickers/points to earn other opportunities to be the teacher's helper. The point value for this job will initially be low enough for Stan to earn the position every 2 or 3 days and the point value will be increased based on Stan's improvement (ability to function well and get the attention he needs appropriately) as a story time audience group member. 3. Stan will be encouraged to talk to his peers and teacher during morning activity time about the books to be read during group story time that day. The teacher/aide will set up opportunities for interaction between Stan and his good friends to encourage each child's improvement in spontaneous social language. <p>Who will establish? SDC Teacher and Speech/Language Pathologist Who will monitor? SDC teacher and SLP Frequency? Twice weekly until strategy #1 above is learned and then daily; Daily for strategies 2 and 3 above</p>

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

11.

1. Stan will be given a sticker reinforcer (a reinforcement plan already in place in the classroom for other behaviors that works well and is highly desired) for learning to ask to speak, comment, ask or answer a question during group story time. Reinforcement for establishing the use of his "Spot Wants To Talk" visual during speech/language sessions, as enumerated above, is as follows: Initially, reinforcement (stickers) will be provided (in addition to letting Stan talk) each time he uses the signal (even with visual prompting). This high level of reinforcement will be thinned after initial success to every 2x he uses the signal, and to every 3 times, etc. During group story time, sticker reinforcement will be given every 3 minutes based on Stan's use of his signal to indicate his desire to speak, adherence to the visual reminder given by the teacher, allowance for others to answer questions, and/or for waiting his turn. Reinforcements will be delivered more liberally initially to establish use of visuals and expectations during group time. The frequency of reinforcement will increase to every 4 minutes and eventually to every 5 minutes based on success and ability to maintain desired behaviors without a reinforcer for the extended period of time. When Stan has ten stickers, he can exchange them for a treat/toy from the jar. In addition to the sticker reinforcer, Stan will be verbally praised and complimented for his use of the visuals, waiting, and allowing others to answer questions. The verbal praise should be specific to what Stan did, but should also include positive statements about how much he knows and how smart he is to do what he did/make the choice he did, etc.
2. Stan will be verbally praised and encouraged during initial instruction on being a teacher's helper. Stickers will be given randomly based on cooperation and ability to answer questions about his role as teacher's helper. Once Stan is given the role as teacher's helper, he will be given sticker/point reinforcers (up to 4 each session) as well as attention/verbal praise based on following the "rules" rubric for being a teacher's helper. (Following teacher directions, holding up items so everybody can see them, calling on other students to talk, and not talking unless given permission). Once again, verbal praise should be as described in section 1 above. Stan will use these stickers/points to earn other opportunities to be the teacher's helper (or he can choose to use them for the treat/toy jar as specified for procedure 1). The point value for this job will initially be low enough for Stan to earn the position every 2 or 3 days and the point value will be increased based on Stan's improvement (ability to function well and get the attention he needs appropriately) as a story time audience group member.
3. Stan will be given verbal reinforcement for his interactions with his peers about books. Stan is currently highly motivated by talking about books and being social with peers-the opportunity to do so should be reinforcing in itself.

Selection of reinforcer based on: Stan is highly motivated to get items from the treat/toy jar. He likes verbal praise especially if it relates to his skills and ability (common to children with Asperger's Syndrome). He is currently enjoying social interactions with his special friends in the class.

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

By whom? SDC Teacher; SLP; Instructional Aide(s) Frequency? During initial establishment of behavior #1, immediately after each use of the visual request to speak; later during group story time, sticker reinforcers every 3 minutes eventually extended to every five minutes. Intermittent sticker reinforcement during initial establishment of behavior 2 related to being the teacher's helper, but immediate verbal praise. When teacher's helper, Stan will be given sticker's points (up to four each session) after each session, while intermittent verbal praise will be given during the story session. The reinforcement schedule for tangible reinforcers will be faded and replaced with social/verbal reinforcers over time, always being cognizant of maintaining FERB and decreasing problem behaviors as this is done.

Intervention

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

12.

1. Prompt student to switch to the replacement behavior **Teacher or SLP will remind Stan to use his "Spot Wants to Talk" sign by using the "Spot Says Stop" visual reminder when Stan starts to talk without permission or answer questions intended for another student. Increase verbal praise if possible and remind Stan of what he is earning. The teacher will point to the visual/written rubric for being the teacher's helper as a reminder for Stan to be a good helper.**
2. Describe how staff should handle the problem behavior if it occurs again **If the problem behavior persists and behavior escalates, Stan will be given two visual choice cards: one for leaving the reading circle (as audience or helper) and having a time-away or one for staying quietly or participating as teacher's helper appropriately and asked in a quiet voice which he would like to choose. If Stan chooses the time-away, he will be gently taken by the instructional aide to the place in the room where activity boxes are located and where he can regroup in the bean bag chair or by using the sensory items in the boxes. The aide will not interact with Stan verbally. Once he is settled, the instructional aide will stay in his proximity, but not by his side. Stan's behavior has never been aggressive or physical in the past and he does not like to be removed from reading circles. Since the use of time-away is a common response to behaviors in the classroom, Stan knows he can return to the reading circle when he has calmed down and decided to use his new replacement behaviors.**
3. Positive discussion with student after behavior ends **The teacher/SLP will verbally compliment Stan for making a good choice to take a time-away when he was feeling "out of sorts" and for making a good choice to return to the group when he was ready to "follow the rules". If the problem occurred as teacher's helper, the social story will be reviewed after Stan has calmed down. If needed, practice sessions can be reinstated during speech/language sessions to help Stan with fluency for his new behavior.**

Optional:

4. Any necessary further classroom or school consequences

Personnel? **SDC teacher, instructional aide(s), SLP (responsibilities delineated above)**

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
By 5/11/07	Stan	Will signal a desire to make a comment, ask a question, or answer a question by holding up his "Spot Wants to Talk" visual	For the purpose of gaining adult and peer attention and acknowledgement for his language skills and knowledge	For the purpose of gaining adult and peer attention and acknowledgement for his language skills and knowledge	With no more than 1 visual prompt during daily group story times	With no more than 1 visual prompt during daily group story times	80% of the time Stan desires to make a comment or ask/answer a question over a period of 3 weeks	As measured by teacher or instructional aide on a daily interval recording sheet of comments made and questions asked (with and without use of visual)

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
By 5/11/07	Stan	Will reduce spontaneous verbal interruptions to make a comment or ask/answer a question during group story time	From 6 verbal interruptions per 15 minute story session to 3 verbal interruptions per 15 minute story session over a period of 6 weeks	With no more than one visual prompt	As measured by teacher or instructional aide on a daily interval recording 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

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 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
SDC teacher and parent	Continuous weekly summaries of daily data collection reports and choices made by Stan (on teacher designed data sheet) which will be changed to biweekly reports when FERB behavior becomes established based on data reports and when parent agrees to the change.	Weekly written data reports given to parent when Stan is picked up from school at the end of each week or sent by email to parents	Weekly exchange of FERB data and decrease in problem behavior collected daily as well as points/stickers earned as teacher's helper collected when Stan performs the job of teacher's helper; this exchange of information can decrease to biweekly when FERB behavior is more established and parent agrees to the change	Communication will be on 1. Use of FERB (visually signaling desire to make a comment or ask/answer a question) 2. Success at being a teacher's helper based on points/stickers earned from each session and 3. Reduction in spontaneous interruptions during story time. 5. Number of incidents where Stan chose time-away during group story time 6. Types of treats/toys chosen by Stan from the treat jar	Parent will sign and return the weekly report on Monday (or the first school day of the week) by giving it to the teacher when Stan is dropped off at school with comments about Stan's response to the rewards he earned during the week, parent reinforcement /praise of behavior at home, and information about any events that might affect Stan's behavior at school.

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

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

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