BEHAVIOR SUPPORT PLAN CRITIQUE

Case Name: Tito Lambkins   **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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BEHAVIOR SUPPORT PLAN
For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☒ *IEP date:* **01/15/07**   ☐ *504 plan date:*   ☐ *Team meeting date:* **01/15/07**

Student Name Tito Lambkins   Today's Date 01/15/07   Next Review Date 01/15/08

1. The behavior impeding learning is (*describe what it looks like*) **1 - Verbal and physical refusal to complete work (push work away, say no, yell no, look down and not respond to requests); 2 - Use of inappropriate language when upset ("bitch," "F-u," etc.)**

2. It impedes learning because **It interrupts teaching.**

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

4. Frequency or intensity or duration of behavior **Weekly, at least 2 to 3 times per week. Lasts for 30 minutes to 1 hour at a time. Can be intense when yelling is involved (a 7 in a scale of 1-10)**
   ☐ reported by   and/or ☒ observed by **classroom staff**

PREVENTION	PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

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

5. **1) At any time of the school day, when being asked to complete an activity he does not like. 1 and 2) Coming to school upset about something that happened at home. 1 and 2) When there is noise and a variety of activities going on around Tito, and Tito is not working directly with an adult.**

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) Tito does not complete his work. There is no concrete rewards/attention associated with work completion. 2) Tito gets attention from peers and adults, and escapes work.**

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.

- **Tito has been given a desk in a small classroom, inside his large classroom, where only one other student works in. He has been asked to help set up his area (car posters, pictures, work display, etc.) to make it appealing. This desk faces the wall to provide a calming area for Tito to face, away from distracters in the room and outside the room. The room is quiet.**

- **Tito's small classroom houses the work space for only one other student and the classroom teacher. No other student has access to this room unless invited to go into it by teachers. This allows for a calmer environment and more direct adult attention.**

- **Tito will have a card system board which he can use to indicate if he has had a bad morning and needs to talk about it (red card vs. green card).**

- **An instructional assistant will be in the classroom, nearby Tito, at all times, to help him talk through situations, and to respond to his verbal requests. This assistant will also monitor the need to discuss what has upset Tito at home.**

- **Tito will join his classmates during breakfast and lunch, and whenever he requests during work time, as long as he follows the rules.**

Who will establish? **Classroom teacher and instructional assistants. Tito will set up desk area**

Who will monitor? **Teacher**   Frequency? **Daily**

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Observation & Analysis

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

8. **Escape from work; attention from 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. Tito, when upset, may ask for a "time out" from work with the use of a visual "time out card" or verbally. He will be given 10 minutes on a timer after the request. Tito can request to increase his "time out" time when the timer rings. During the time out time he may sit quietly or draw.

Tito may request to decrease the amount of work being given him by asking for less work with the use of a visual "less work card." Tito's work will be decreased by 1 or 2 items when he asks appropriately (with the visual or verbally).

Tito may also ask to talk with a teacher or an instructional assistant about his home problem when upset. He will be allowed to do so while he uses appropriate language and communication skills with the adult, with the support of a red visual card to indicate the need to communicate. After the discussion, both Tito and the adult will determine what the next step will be, based on the presenting problem discussed.

Intervention

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

10.

- **Visuals will be provided to Tito to help him (and to remind when he shows signs of anger or frustration) to:**

  1 - Ask for a "time out"

  2 - Ask for less work

  3 - Ask to talk with an adult

- **Tito will be taught and will practice scripts to make the three above requests, initially on a daily basis, and eventually on a weekly basis (when the asking behavior is observed to occur in the natural environment at least 50% of the time with no guidance).**

Who will establish? **Teacher and instructional assistant**   Who will monitor? **Teacher**   Frequency?

Intervention

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

11.

- **A reward chart will be placed above Tito's desk where he can monitor visually his reward status, and see what the exchange system is like.**
- **Tito will receive daily, weekly, every other week, and monthly rewards.**
- **Every day Tito will have the opportunity for earning 2 token dimes (1 before lunch, and one at the end of the school day).**
- **These tokens may be earned when Tito displays appropriate work completion with appropriate requests for time outs and less work, and when he uses acceptable language to talk with peers and adults.**
- **Tito gets to Velcro these token dimes on his chart when he earns them, daily. The chart will show that after 2 token dimes he earns a small snack (may possibly earn a snack daily)**
- **Tito gets to keep these tokens on the chart, to add-up towards the next prize level.**
- **Tito gets a magazine of choice (car magazines, shopping magazines, etc.) when he earns 10 token dimes (possibly weekly).**
- **Tito again gets to keep these tokens on the chart, to add-up towards the next prize level. This will happen at all levels.**
- **Tito gets to have lunch out with a staff member or peer when he earns 20 token dimes (possibly every 2 weeks).**
- **Finally Tito will earn a CD of choice after earning 40 token dimes (possibly monthly).**
- **Tito will start new (clean chart - no token dimes on chart) after earning the CD.**

Selection of reinforcer based on: **Tito's reporting of what he wants (verbal reward inventory). The major rewards may change monthly, when the chart is clean of tokens, based on new inventories being completed on an ongoing basis.**

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

By whom? **Teacher and instructional assistant**   Frequency? **See above**

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What strategies will be employed if the problem behavior occurs again?
12.

- When Tito forgets to follow the rules (uses inappropriate language, refuses to complete work or becomes threatening), he is given 1 reminder to follow the rules. If Tito complies with the reminder, he will continue to be a candidate for his token dime. On the other hand, if he chooses to not comply when given the 1 reminder. Tito will lose the token dime.
- At such times Tito will be counseled or given space until he is able to return to his work. Positive approaches will be followed during such discussions.
- Tito is to be given limits when being reminded to follow rules. Tito is not to be reminded of limits when he loses his token dime, as this creates further anger and frustrated. After losing the token dime, the approach is positive and with hope for earning the next token.
- Tito will be asked to return to his desk if he starts escalating in behavior, when there is much movement and activity going on in the main classroom.
- If Tito appears to escalate towards the defensive stage (yelling, threatening, etc.), staff is to remove the peers and the instructional assistants from the main classroom (remove the attention) except for the teacher and the instructional assistant working with Tito.

Personnel? **Teacher**

Behavioral Goal(s)
13.

By 1/2007, Tito will communicate his desires to work less or take a "time out," verbally and appropriately, which should result in a decrease of intimidation behavior, verbal and physical refusal to work, and use of inappropriate language, to no more than 1 time per week, as measured by teacher daily data collection.

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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

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 <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 **Psychologist** .... ☐ yes ☐ no

COMMUNICATION   PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

Phone contacts or behavior notes.
Between? **Home and school**
Frequency? **Weekly in the beginning. As necessary after program is successful 70% of the time.**

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PARTICIPATION   PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student   **Tito**

☐ Parent/Guardian

☐ Parent/Guardian

☐ Educator and Title

☐ Educator and Title

☐ Educator and Title

☐ Administrator

☐ Other

☐ Other

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