

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: 11/02/03 504 plan date: _____ Team meeting date: _____

Student Name Mitch Randolph Today's Date 01/01/04, addends to IEP date: 11/02/03
Next Review Date 04/01/04 team meets to evaluate progress

1. The behavior impeding learning is (describe what it looks like) verbal threat made to 3 peers: "I might as well snuff myself and for that matter all of you with my dad's gun. I know where it is!"
2. It impedes learning because Mitch's emotional support needs appear to be interfering with his ability to concentrate on school work; Mitch's peers' concerns for him are interfering with their concentrating on academics. Statements of this nature interfere with safe, orderly school environment
3. The need for a Behavior Support Plan early stage intervention moderate serious extreme
4. Frequency or intensity or duration of behavior 1 statement to three peers
 reported by peers and/or observed by _____

REVENTION 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><u>5. When alone with friends, with no adult in nearby vicinity. Statement followed the death of a parent.</u></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?) <u>6. Mitch has not yet completed counseling sessions to address the underlying feelings of depression, anger and grief and hopelessness he revealed during the threat assessment. Mitch has not yet established a meaningful close relationship with an adult on campus and has had some failure experiences recently in.</u></p>
	<p>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) <u>7. To help Mitch become more successful in his classes: Teachers agree that academic tasks should be broken into smaller segments with frequent reinforcement, encouragement and affection to be given; To improve adult monitoring and relationships: The team determined that interactions between Mitch and his teachers could be more visibly supportive, with frequent conversation, and inquiries made about Mitch's interests. Mr. James (math teacher) stated that Mitch is interested in Chess and he will invite Mitch to join a Chess Club Mr. James supervises; To monitor Mitch's feelings of hopelessness and depression: Mitch agrees to check in and check out with Mrs. Jay, school counselor, daily, reporting on his feelings of engagement, planning and involvement in school activities. If Mitch's counselor is absent, Mitch agrees to check in with principal or Mr. Josephson, teacher.</u></p> <p>Who will establish? <u>counselor/teachers</u> Who will monitor? <u>Teachers report on academics weekly to principal; counselor reports on engagement, planning and school activities with principal weekly</u></p>

ALTERNATIVES PART II:

FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	<p>Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)</p> <p><u>8. Threatening to harm himself and/or others appears to be Mitch's method of protesting feelings of alienation and recent loss. Team does not find Mitch poses a threat to others at this time but believes that in addition to counseling, school-based monitoring is necessary to oversee his return to his previous emotional stability.</u></p> <p>Accept an alternative behavior that meets same need</p> <p>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) <u>9. Mitch will express any feelings of hopelessness, should they occur, to an adult mentor on campus, parent or the faith-community counselor Mrs. Randolph plans to have Mitch see to address his feelings.</u></p>
	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) <u>10. Mitch has the verbal skills to express his feelings to an adult mentor (counselors/teachers/parent) . Identifying the source of his unhappiness and working with the counselor to learn problem solving steps to reduced feelings of alienation will occur. Counselor will maintain close communication with parent and school on progress.</u></p> <p>By whom? <u>outside therapist-Reverend Jameson</u> How frequent? <u>2 X weekly</u></p>

What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?
11. If teachers observe evidence of positive engagement in school they will report to the counselor. The counselor will report to parent and outside therapist. During daily check-in, check-out procedures the counselor will demonstrate empathy and support, providing verbal praise for increased engagement and resolving hopelessness feelings.

Selection of reinforcer based on: Mitch has a history of positive response to verbal praise and mentoring from adults

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

By whom? teacher/counselor-mentor Frequency? daily

EFFECTIVE REACTION PART III:

REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again? (*Prompt student to switch to the replacement behavior, positive discussion with student after behavior ends any necessary classroom or school consequences*) **12. If feelings of hopelessness are expressed to peers, peers to notify counselor-mentor, Mitch agrees to contact outside therapist and/or school counselor if hopelessness reoccurs. Standard school policy will be followed if another threat is expressed: administrator (threat assessment team leader) to conduct initial interview, then counselor-mentor to investigate and take steps to assure safety and welfare of all per standard school safety process. If verbal statements ever include a threat to harm others, police and therapist to be contacted, with district disciplinary proceedings to ensure safety and welfare of school members (Range of responses likely to be considered in the assessment process: disciplinary removal, expulsion, referral to police, intensified therapeutic interventions (e.g., hospitalization, other).**

Personnel? site counselor(s), teachers; police as needed

OUTCOME PART IV:

BEHAVIORAL GOALS

Behavioral Goal(s) 13. By 1/04/04 Mitch will have participated in 95% of all scheduled weekly counseling sessions with at least 2 verbal comments made each session indicating engagement with peers and planning for future desired activities as measured by therapist. By 1/04/04 If Mitch expresses feelings of hopelessness to adults, he will be also express a plan for coping with feelings that does not include harm to self or others for 100% of each expression as measured by counselor/therapist recording.

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: in IEP 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 counselor to contact therapist 2x month until mutual agreement that issues are resolved

COMMUNICATION PART V:

COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants **14. Parents, outside therapist, principal to receive weekly progress reports, prepared by counselor-mentor. Teachers to contact counselor, principal if any behaviors suggesting despair, alienation observed. CONTACT MUST BE ON THE SAME DAY. Counselor-mentor to coordinate follow-up and to communicate back to staff.**

Between? Parents, Police, Principal Frequency? Weekly on progress, as needed for reoccurrence of threat

PARTICIPATION PART VI:

PARTICIPANTS TO PLAN DEVELOPMENT

- Student Mitch
- Parent/Guardian Mrs. Randolph
- Educator and Title Mr. Jones, teacher
- Educator and Title Ms. Evans, lead teacher
- Educator and Title Mrs. Jay, counselor
- Administrator Ms. Adams, assistant principal
- Administrator Ms. Holt, principal
- Other Reverend Michaels, Mitch's pastor/therapist
- Other Officer Pete Monroe, Police Department Liason