

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: 1/28/03 504 plan date: _____ Team meeting date: _____

Student Name Ramon Santiago Today's Date 1/28/03 Next Review Date 2/28/03

- The behavior impeding learning is (describe what it looks like) Ramon allegedly told a peer, "I'll have my homeboys kill you" during an argument in PE class
- It impedes learning because threats create fear and impede safe, orderly learning environments
- The need for a Behavior Support Plan early stage intervention moderate serious extreme
- Frequency or intensity or duration of behavior Ramon has made 1 very serious threat. (Of note: instances of other aggressive and disruptive behavior have resulted in 12 office referrals since 9/03. Offenses include: swearing at teachers, physical fighting and refusing to cooperate with teachers—see disciplinary file)
 reported by Ramon's classmate who was threatened and/or observed by other students, who reported to Officer Ramirez

REVENTION PART I:

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.) 5. <u>Ramon's aggressive behavior has occurred in general when there are peer group members watching and encouraging aggression. At the time of the threat, there were several peers observing the altercation.</u>
	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?) 3. <u>In Ramon's neighborhood and school there are negative peer models who support "acting tough" and non-compliant. These peers are reported to be gang members. Ramon has not yet formed relationships with peers who value achievement and appropriate non-violent interactions.</u>
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) 11. <u>Ramon will attend a school that does not have his current peer group in attendance. He will attend counseling group lead by former gang members with peers who wish to avoid gang involvement daily. Teachers and counselors will use shaping of positive behaviors, e.g., "You have improved your appropriate responses to conflict by 50% this week!"</u>
	Who will establish? <u>counselor/teacher/ex-gang mentor</u> Who will monitor? <u>teacher/principal</u>

ALTERNATIVES PART II:

FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something) 6. <u>The team believes Ramon has a desire to exhibit gang affiliations and a lack of alternative ways to achieve status and recognition, as well as a lack of mentoring. They believe his behavior is to gain social recognition.</u>
	Accept an alternative 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?) 7. <u>Ramon needs to achieve social recognition using positive behavior from an alternative peer group.; The counselor will teach Ramon how to use verbal conflict resolution strategies to achieve status during peer conflicts; Ramon will exhibit desire for approval from mentor and receive status from mentor for efforts.</u>
Intervention	What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) 10. <u>Ramon will participate in small group sessions to learn and practice verbal conflict resolution strategies with the counselor using the Boys Town Model program materials for dangerous students.. He will participate in anti-gang programs (see handbook of New Horizons School for materials/lesson plans) through Juvenile Diversion and his new alternative ed. setting including one on one mentoring sessions and activities.</u>
	Who will establish? <u>site teacher, mentor, police dept</u> Who will monitor? <u>3 X weekly</u>

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

12. If Ramon demonstrates evidence of positive interactions with peers, mentors and staff, he will receive points toward privileges in the school, and a note home describing his successes to his parents

Selection of reinforcer based on: Ramon participated in this plan; he agrees he is highly motivated by parent responses for his behavior and that he does want acclaim from the Mentor he has met. He also expressed a desire to earn privileges described to him in the team meeting.

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

By whom? teacher/mentor Frequency? daily/ 3X week

EFFECTIVE REACTION PART III:

REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again? (1. Prompt student to switch to the replacement behavior, 2. How to handle problem behavior 3. positive discussion with student after behavior ends 4. any necessary classroom or school consequences) **13.** 1. Remind Ramon of alternative conflict resolution steps if he is beginning to escalate 2. If Ramon threatens a peer, the adult should ask the two to sep aside. He/she should then call the office to report the situation and ask for backup as per school site policy. Probation officer to be called immediately. 3. If Ramon uses inappropriate language and engages in verbal aggression, but not a threat, the counselors will engage him in the "Inappropriate Behavior" debriefing steps as outlined in New Horizon's guidebook 4. If threat is made, school threat assessment team will determine next steps. If Ramon poses a threat, these steps will likely include police, probation officer and district disciplinary actions, including removal to a more restrictive setting.

Personnel? site counselor(s), probation officer, teachers

OUTCOME PART IV:

BEHAVIORAL GOALS

Behavioral Goal(s) **9.** By 2/28/03 Ramon will exhibit 3 positive statements to his peers during counseling sessions and in classroom activities as observed, rated and charted by teachers and counselors using the New Horizon's positive behaviors check list, on 90% of daily observations. By 2/28/03, Ramon will demonstrate the steps in non-violent conflict resolution taught to him by his mentor with 100% accuracy at least 3 out of 4 roleplay situations as observed and rated by the mentor

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: IEP accommodations section 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 principal and counselor report to probation officer

COMMUNICATION PART V:

COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants **14.** Parents, probation officer and principal to receive weekly progress reports from teachers/counselor and mentor , including any "Inappropriate Behavior" worksheets. All recipients to then communicate back to teachers/counselor and mentor any need to alter current program.

Between? Parents, probation officer, principal Frequency? weekly -unless emergency, immediately

PARTICIPATION PART VI:

PARTICIPANTS TO PLAN DEVELOPMENT

- Student Ramon Santiago
- Parent/Guardian Mr. and Mrs. Santiago
- Educator and Title Mr. Ramirez, mentor at New Opportunity School
- Educator and Title Mrs. Robinson, School Psychologist
- Educator and Title Mr. Jonston, general education math
- Administrator Mr. Jackson, Principal
- Administrator Ms. Wright, interim alternate setting Principal
- Other Mr. Alison, probation officer
- Other Mr. Alvarez, translator