

Students Name:

Positive Behavior Support Plan

Student Name: Tracey

Date of Plan: 10/19/11

Team signatures:

POSITIVE BEHAVIOR SUPPORT PLAN (PBSP)

Students Name:

ASSESSMENT SUMMARY:

Antecedents to the behavior of concern	Behavior of concern	Consequences maintaining the behavior of concern	Perceived function of the behavior of concern
<ul style="list-style-type: none"> • Homework review • Called on in class • Redirection • Given a choice • Interacting with peers • New task • Instruction directives 	<ul style="list-style-type: none"> • <i>Shouting</i> • <i>Threatening</i> • <i>Name calling</i> • <i>throwing</i> 	<ul style="list-style-type: none"> • <i>Verbal reprimands</i> • <i>Redirection</i> • <i>Choice activity</i> 	<p><i>To gain</i></p> <hr/> <p><i>To avoid, escape, or postpone</i> <u><i>Difficult classwork</i></u></p>

When (antecedents to the behavior of concern) ***Tracey is asked to complete a new task, is called on in class, given instruction directives, redirection, given a choice, interacting with peers, or asked to participate in homework review*** the student (behavior of concern) ***shouts, threatens the teacher, peers and throws things.*** in order to (perceived function of the behavior of concern) ***avoid challenging work, uncomfortable situations.***

Identify educational (skill) deficit(s) related to the behavior of concern: ***Academic skill deficits, communication and social deficits.***

Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.

Refer for further assessment: *(check here and describe plan for assessment if skill deficits have not previously been assessed and identified).*
Describe: Assessment Plan

Educational deficits addressed in other areas of IEP: *(check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP).*

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Describe: Areas of IEP that address the identified skill deficit(s).

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)</p>	<p>Describe HOW the student's progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Given a scheduled list of routine activities and constructed questions prior to class, Tracey will participate without inappropriate behavior, 75% of the time.</p>	<p>-Teacher will prepare a scheduled events planner -Questions for discussion given prior to the lesson</p>	<p>A copy of scheduled activities and questions given to the parents every Friday.</p>	
<p>Given appropriate scaffolds in all of Tracey's classes, she will be performing on grade level with her classmates in all subjects.</p>	<p>-careful monitoring and evaluations of all graded assignments.</p>	<p>-grade reports sent home and updated weekly. -grades may be updated online.</p>	
<p>Given a daily self-monitoring checklist, Tracey will work successfully on task in math, reading, spelling, social studies, English, Science, gym and band with no aggressive behavior earning 90% possible points.</p>	<p>-Check in; Check out checklist with individual teacher reports at the end of each week to be sent home to the parents.</p>	<p>Complete checklist summary sent home weekly.</p>	

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<p>Given scaffolded homework assignments and after school tutoring, Tracey will complete her homework 90% of the time with 80% accuracy.</p>	<ul style="list-style-type: none"> -The teacher will evaluate homework based on total point system. -All teachers will check Tracey’s assignment book at the end of each class period. -Tracey will receive two folders for organization purposes; one will say ‘homework paper’ and the other will say ‘papers to take home’ 	<ul style="list-style-type: none"> -Teacher weekly report/daily report will be sent home to the parent. - Each teacher will keep track on a tally sheet of how many times Tracey does not turn in her homework/papers on time 	
<p>Tracey will learn to respectfully interact with her peers and teachers 90% of the time.</p>	<ul style="list-style-type: none"> -Tracey will go to weekly meetings with the school guidance counselor to work on social relationships. -The teacher will make sure that Tracey is placed in a peer group that she feels comfortable being around during occasional group activities. 	<ul style="list-style-type: none"> -A checklist will be made for each school day that tracks Tracey’s progress in this area; this checklist will be copied and sent home each week to Tracey’s parents. -A behavior report card will be sent home quarterly to be reviewed by the teacher and parents during conferences. 	

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SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks
Not applicable
Not applicable
Not applicable

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

A Antecedent (prevention) Strategies

- Independent tutoring with the teacher after school (MWF) *(Also listed under specially designed instruction)*
- Modifying Tracey's homework by giving her a couple of problems to focus on chunking. *(Also listed under specially designed instruction)*
- Make sure Tracey is getting in bed by 11:00 every night.
- Print out homework answers for each child to correct independently. Further questions can be brought to the teacher for instruction. *(Also listed under specially designed instruction)*
- Place Tracey in a fixed group of people during peer activities.
- Report to the counselors twice a week so she can learn to verbalize her emotions appropriately. *(Also listed under specially designed instruction)*
- Ripple effect and social reinforcement with behavior specific phrases. *(Also listed under specially designed instruction)*
- Visual cue that indicates transition period *(Also listed under specially designed instruction)*
- Pre-correction/skill streaming *(Also listed under specially designed instruction)*
- Extra time given between questions and in-class assignments when needed. *(Also listed under specially designed instruction)*
- Organization folders that can separate take home papers from homework. *(Also listed under specially designed instruction)*
- Careful monitoring of the assignment book *(Also listed under specially designed instruction)*

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B Replacement Behavior

- Tracey will work with the counselor, general education teacher and the ES teacher to develop a plan that will allow her to express frustration in an appropriate manner.
- Tracey will use a visual cue with the teacher to express frustration (red and green slip)
- Use words to discuss what is wrong in a respectful manner
- Raises hand to indicate help is needed
- Uses a chart to monitor own behavior
- Sits through a class without incidents.

↑C Consequences (reinforcement) for when the student performs the replacement behavior

- Music note system-Use this in correspondence with good behavior so Tracey can choose a preferred activity (example: going down to the band room to practice flute during homeroom).
- Use reinforcement when Tracey exhibits no bad behavior over a period of time (DRO)
Slowly phase out this plan when Tracey learns to control behavior 90% of the time (intrinsic motivation)
- Social Reinforcement- verbal praise for desired behavior

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↓C Consequences (including procedures to follow) when the student performs the behavior of concern:

- Use stress ball anytime she is angry (squeeze 10-20 times instead of shouting-DRA)
- Removal punishment-removing/taking away a music note to stop behavior
- Move from DRI to DRO
- Extinction-do not respond to verbal outbursts (ignore the behavior)
- Have Tracey put a tally on her self-check sheet to indicate that she has exhibited a bad behavior.
- Teacher will prompt use of the red ticket by putting a small red magnet on the board.

Note: In developing the Positive Behavior Support Plan (PBSP) the IEP team must consider Program Modifications and Specially Designed Instruction, Related Services, and Supports for School Personnel Provided for the Child. These items should be described within Section VI of the IEP.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Check in with the general education teacher	Middle School Classroom	During School day	10/27/11	10-/26/12
Self- monitoring checklist to record behavior	Middle School All Classes	During School day	10/27/11	10/26/12

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Graphic organizer for scheduled group/special activities	Middle School All Classes	Given Every Friday	10/27/11	10/26/12
Organizational Skills instruction	Middle School All Classes	During School Day	10/27/11	10/26/12
Scaffold all assignments and tests inside and outside the classroom.	Middle School All Classes	During School Day	10/27/11	10/26/12
Monitoring Behavior/feedback during independent work.	Middle School All Classes	During School Day	10/27/11	10/26/12
Break homework into small chunks	Middle School All Classes	During School Day	10/27/11	10/26/12
Monitoring of assignment book.	Middle School All Classes	During School Day	10/27/11	10/26/12
Supply student with clear expectations for all assignments	Middle School All Classes	During School Day	10/27/11	10/26/12
Provide extra time for tests, questions and assignments in the classroom	Middle School All Classes	During School Day	10/27/11	10/26/12
Social Skills Instruction	Guidance Counselor/During classes	During School day	10/27/11	10/26/12
Typed up questions given prior to each class period.	Middle School All Classes	During School Day	10/27/11	10/26/12

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B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

<i>Service</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Counseling Sessions with small group	Middle School All Classes	30 min/week	10/27/11	10/26/12
Pre-teaching in ES classroom	Middle School All Classes	1 hour 30 min/week	10/27/11	10/26/12

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

<i>School Personnel to Receive Support</i>	<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
ES teacher	Pre-teaching strategies	Middle School	1 hour per week	10/27/11	10/26/12
Gen. Ed. Teachers	Consultation with the ES teacher	Middle School	40 minutes per week	10/27/11	10/26/12
All teachers and team members	Quarterly meeting to review possible changes that need to be made to Tracey's BIP	Middle School	quarterly	10/27/11	10/26/12

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