Coleridge Taylor

Behavior Support Plan

**Student: \_ Natalia \_\_\_ Birthday: \_**11/16/**\_\_\_\_\_\_ Implementation Date: \_\_9/20/18\_\_\_\_\_**

**Grade: \_\_3rd \_\_ Teacher: \_\_\_ Ishmael\_\_\_\_\_\_ Medical/Disability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_**

**Revision: \_\_2\_\_\_\_ Revision Date: \_\_\_2/12/19\_\_\_\_\_\_ Reason for Revision: Staffing on student**

**Suspensions:**

**ARC 2/26 for referral**

|  |  |
| --- | --- |
| **Dates** | **Number of Days** |
| 9/25/18-9/28/18 | 3 |
| 10/11/18-10/15/18 | 3  |
| 11/28/18-11/30/18 | 3 |
| 12/21/181/7/19-1/8/19 | 3 |
| 1/28/19-1/29/19 | 2 |
| 2/1/19-2/7/19 | 5 |
| **Total** | **19** |

**Define Target Behavior:**

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| Moving around the roomNon-compliantOut of areaMaking noises/shouts out to purposely disrupt the classroomRefusal to do workImpulsive—does what she wantsHits, kicks students unprompted  |

**Function of the Behavior:**

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| Attention, adult or peer. “I yell because others look at me.” |

**Replacement Behavior:**

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| Staying in assigned areaHands and feet to self |

**Instructional Strategies to be used for Appropriate Behavior & Teaching the Replacement Behavior:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Person Responsible** | **Intervention/Teaching** | **Frequency** | **Location** | **1/9/19** | **1/16/19** | **1/25/19** |
| Teachers | Check ins with feedback & reward/new pointsheet in place | Daily | Classrooms | YesStudent is often not in the room for regular checkins | Yes | Yes |
| Teacher | Cool down area/office area | Daily | All areas | YesOut of class | YesTearing up others work | Yes |
| Teacher | Praise-reminders of what she is doing correctly | Daily | All areas | YesAlways used even when it’s difficult to find the good | YesFinds something to praise | Yesalways |
| Teacher | Preferential seating  | As needed | All areas | YesStudent office used | Yes | Yes |
| Counselor | One on one counselingOngoing, just added 2/12 | As available | Before school/afterschool | Yes | Yes | Yes |
| Teacher/Assistant | 3 Walking breaks—teaching/reinforcing10 a.m.Noon2 p.m. | As needed | All areas | Yes,Breaks are given, however student is often not in the room to get to walk | Yes,Student not in room | Yes |
| Teacher | Verbal and non verbal cues | As needed | All areas | YesAlways, but not helpful | Yes | Yes |
| Teacher/Assistant | Use of reward menu | Daily | All areas | YesReward is always Shay or Sham | Yes | YesVisit Ms. Shay |
| Teacher/Assistant | Helper job—copies, getting signatures, counting students, helping in a pre-primary | Daily | All areas | YesAttempt made | YesAttempt | Yes attemptNever get to it. She is out of the room |
| Teacher/Assistant/SRT | Procedures when she leaves the room (this has been in place over the length of the plan, but we were asked to add it to the plan) 1) leaves the room 2) SRT is called3) PAC room for de-escalation and reflection sheets | Daily | All Areas | Just addedAdded 2/12 | Just addedAdded 2/12 | Just addedAdded 2/12 |
| Teacher/SRT | Continue push ins in the classroom | Daily | All areas | Just addedAdded 2/12 | Just addedAdded 2/12 | Just addedAdded 2/12 |

**Pointsheet Areas to track: Stay in Area, Follow Directions, On task**

**Reinforcement System:**

|  |  |
| --- | --- |
| **What Inventory was used?** | Personally designed inventory  |
| **What reinforces will be used?** | PraiseSocial status/recognitionPrivilegesTangiblesMultiple breaks and rewards built into the day |
| **What delivery system will be used?** | Check ins with studentsToken Economy—rewards 10, 12, 2 |
| **Feedback on fading out the reinforcement?** | Fewer check ins. After 6 weeks we can try to fade the number of checkin slowly over time. |

**Reactive Strategies**

|  |  |
| --- | --- |
| **How will staff respond to the target behavior?** | PraisePrivilege |
| **What feedback will be used to remind the student to use replacement behaviors?** | Check ins Point sheets and Classroom Dojo |
| **What Correction procedures or Consequences will be used?** | Time outStudent conferenceCall parent |
| **Is SCM needed?** | Not at this time |
| **Is a Crisis Prevention Plan needed?** | Not at this time |

**Communication Provisions:**

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| --- | --- |
| **How will regular communication among staff take place to evaluate and or revise?** | PointsheetsEmailPhone calls |
| **How will parents be consistently informed?** | PointsheetCalls/emails |

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| **Week 1****Baseline** | **Week 2****Baseline** | **Week 1****Progress****Report** | **Week 2****Progress****Report** | **Week 3****Progress Report** | **Week 4****Progress Report** | **Week 5****Progress Report** | **Week 6****Progress Report** | **Week 6****Progress Report** | **Week 7** | **Week 8** | **Week 9** |
|  |  | **9/20-9/26** | **10/2-10/8** | **10/9-10/17** | **10/18-10/23** | **10/29-11/2** | **11/5-11/9** | **11/12-11/16** | **11/19-11/23** | **11/26-11/30** | **12/3-12/7** |
| **Average of all goals combined** |  | **9%** | **17%** | **18%** | **19%** | **26%** | **10%** | **9%** | **27%** | **Suspended** | **22%** |

**Weekly Progress Report:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** |
| **Is the problem behavior****decreasing in frequency?** |  | **No**  | **No** | **No** | **No** | **No** | **No** | **suspended** | **No** |
| **Is the problem behavior decreasing in intensity?** |  | **Increase** | **Increase** | **Increase** | **Increase** | **Increase** | **Consistant** |  | **Consistent** |
| **Hs the student successfully used the replacement behavior in various settings?** |  | **No** | **No** | **No** | **No** | **No** | **No** | **Suspended** | **No** |
| **Report the positive effects of the interventions?** |  |  |  |  |  |  |  |  |  |

**Student does not remain in classroom, escalated to striking adults as well as children**

|  |  |  |  |  |  |  |  |  |  |
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| **Week 10****Progress****Report** | **Week 11****Progress****Report** | **Week 12****Progress Report** | **Week 13****Progress Report** | **Week 14****Progress Report** | **Week 15****Progress Report** | **Week 66****Progress Report** | **Week 17****Progress Report** | **Week 18****Progress Report** | **Week 19****Progress Report** |
| **12/10-12/14** | **12/17-12/21** | **1/7-1/11** | **1/14-1/18** | **1/22-1/25** | **1/28-2/1** | **2/4-2/8** | **2/11-2/15** | **2/19-2/22** | **2/25-3/1** |
| **35%** | **25%** | **23%** | **Suspended** | **25%** | **25%** |  |  |  |  |

**Student is often times out of the classroom during each day**