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 |
| 12/21/18  1/7/19-1/8/19 | 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 room  Non-compliant  Out of area  Making noises/shouts out to purposely disrupt the classroom  Refusal to do work  Impulsive—does what she wants  Hits, 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 area  Hands 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 | Yes  Student is often not in the room for regular checkins | Yes | Yes |
| Teacher | Cool down area/office area | Daily | All areas | Yes  Out of class | Yes  Tearing up others work | Yes |
| Teacher | Praise-reminders of what she is doing correctly | Daily | All areas | Yes  Always used even when it’s difficult to find the good | Yes  Finds something to praise | Yes  always |
| Teacher | Preferential seating | As needed | All areas | Yes  Student office used | Yes | Yes |
| Counselor | One on one counseling  Ongoing, just added 2/12 | As available | Before school/  afterschool | Yes | Yes | Yes |
| Teacher/Assistant | 3 Walking breaks—teaching/reinforcing  10 a.m.  Noon  2 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 | Yes  Always, but not helpful | Yes | Yes |
| Teacher/Assistant | Use of reward menu | Daily | All areas | Yes  Reward is always Shay or Sham | Yes | Yes  Visit Ms. Shay |
| Teacher/Assistant | Helper job—copies, getting signatures, counting students, helping in a pre-primary | Daily | All areas | Yes  Attempt made | Yes  Attempt | Yes attempt  Never 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 called  3) PAC room for de-escalation and reflection sheets | Daily | All Areas | Just added  Added 2/12 | Just added  Added 2/12 | Just added  Added 2/12 |
| Teacher/SRT | Continue push ins in the classroom | Daily | All areas | Just added  Added 2/12 | Just added  Added 2/12 | Just added  Added 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?** | Praise  Social status/recognition  Privileges  Tangibles  Multiple breaks and rewards built into the day |
| **What delivery system will be used?** | Check ins with students  Token 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**

|  |  |
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| **How will staff respond to the target behavior?** | Praise  Privilege |
| **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 out  Student conference  Call 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?** | Pointsheets  Email  Phone calls |
| **How will parents be consistently informed?** | Pointsheet  Calls/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:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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**