STUDENT
Positive Behavior Support Plan

Description of School Wide Intervention	The staff at XX Elementary utilize the Incredible 5 Point Scale which identifies the student's level of behavior.
Need for Positive Behavior Support Plan	STUDENT engages in defiance and becomes withdrawn ● Walking away ● Hiding under desks or tables ● Destroying property of others (e.g., wall decorations, teacher notes, etc.) ● Destroying assignments ● Shuts down by being quiet or engaging in subtle refusal ● Verbal work refusal ● Blurting out comments
Student Strengths	● Intelligent ● Good reader ● Strong in mathematics ● Enjoys humor and jokes ● Enjoys physical activities (e.g., riding bike)
Antecedents or Triggers to Behaviors	● Transitioning between unstructured or non-academic tasks to an academic task ● Recess or transition times in the hallway (unstructured) ● Independent seat work ● Teacher led instruction ● Questions that require longer verbal responses ● Tasks that require reading comprehension/fluency
Consequences (what happens immediately after the behavior)	● Gain peer attention ● Avoid a task ● Avoid classroom setting

Date Created: XX/XX/2019; **Date(s) Revised**:

STUDENT

Positive Behavior Support Plan

Mental Health Diagnoses/Medication	● Oppositional Defiant Disorder (ODD) through Counseling Center ● No current medications
Possible Hypotheses (Reasons) of Behavior	● #1) STUDENT engages in defiance or withdrawn behavior because he no longer takes medication to treat his mental health condition ● #2) STUDENT engages in defiance or withdrawn behavior because he is overwhelmed by the language demands ● #3) STUDENT engages in defiance or withdrawn behavior because the academic task (e.g., reading comprehension & fluency low on WJ-IV) or social task is too difficult for him to manage ● #4) STUDENT engages in defiance or withdrawn behavior to gain attention (positive or negative) from adults and peers ● #5) STUDENT engages in defiance or withdrawn behavior because he does not have the social skills necessary to engage in age appropriate peer interactions ● #6) STUDENT engages in defiance or withdrawn behavior because he has performance deficits with engaging in coping skills he has learned
Changes in the Environment	● Providing a standing desk option for movement ● Thera-band on legs of chair when at a seated desk for leg/motor movement ● Visual schedule on his desk ● Visual cue of things he can try when he becomes stressed or anxious (5 Point Scale) ● Reducing language/verbal demand; use visual card expectations and allow wait time for him to process and give a response ● Visual supports for comprehension (e.g., graphic organizers, context maps, etc.)
Replacement Behavior OR Skill Development	● Develop his self-advocacy skills for requesting a break appropriately and honoring the request when he makes it ● Giving him more leadership tasks (e.g., delivering a folder to the office, cleaning up in the classroom, etc.) ● Using cubes for verbal responses/shout outs (e.g., 5 blocks) and once up, he no longer can give responses; pair with 5 minutes of iPad time at the end of the class period (regardless of the amount of "work" he has completed)

Date Created: XX/XX/2019; **Date(s) Revised**:

- Continue to develop coping skills for managing his frustrations, can teach class-wide tools and reinforce his use

Level	Warning Signs	Student Can Try	Staff Can Try
5	• Walking away • Hiding under desks/tables • Destroying property (e.g., wall art, assignments, etc.) • Disrupting peers • Verbal refusal	• Request a break/leave the area • Ask adult for help	• Remove him from the classroom/setting he is disrupti • Maintain calm voice • Use visual support; Minimal language demands • Call home • Meet with Principal • Follow Crisis Plan and/or Restrictive Procedures
4	• Walked out of the room • Blurting behavior escalated (e.g., higher intensity) • Disrupting peers • Hiding under desk or table • Walking away from adults • Crying	• Breathing strategies • Request break • Ask adult for help • Talk with adult or problem solve a solution	• Remove from classroom setting • Reduce verbal demands • Use basic, concrete requests • Allow processing time for him to respond • Offer 2 choices of expected behavior or break options • Provide a Good Behavior Ticket if he de-escalates his behavior without further behavior in a short time perio (e.g., 5 minutes) • Reflect on his behavior choice when he is calm
3	• Blurting out answers or comments • Subtly refusing to do task • Verbally refusing to do task • Staying in seat/area • Appearing or feeling overwhelmed	• Request Break • Ask to go to a quieter setting to complete task • Use a breathing strategy • Ask a peer for help	• Direct him to take a break • Pair with a peer for help • Offer help • Reduce verbal demands • Allow wait time for him to process request • Provide a Good Behavior Ticket if he de-escalates his behavior without further behavior in a short time perio (e.g., 5 minutes)
2	• Moving around in seat or desk area • Talking with peers on appropriate topics	• Request a movement break (e.g., get a drink, go to sensory break center) • Use a breathing strategy	• Verbal encouragement for participation. • Reminder to take a break or use breathing strategy (if doesn't do so independently) • Give a Good Behavior Ticket

Date Created: XX/XX/2019; **Date(s) Revised**:

STUDENT

Positive Behavior Support Plan

1	• Engaged in the activity • Sitting quietly • Interacting comparable to peers	• Keep up the good work!	• Positive verbal praise and encouragement for appropr behavior • Give a Good Behavior Ticket

Crisis Plan (Example—this needs to be edited to fit your building and the behavior)

When STUDENT begins to engage in escalated target behaviors, the team will follow these steps:

1. If he is not able to calm down on his own or is engaging in physical harm toward self or others, staff will use Crisis Prevention Intervention Techniques, beginning with physical proximity or a walking escort to lead him to the special education classroom or a quiet setting, when possible. (Staff may need to recruit others to assist)
2. Staff will try to prevent or block him from reaching other students or items by blocking using their bodies as barriers.
3. When he is calm (up to 30 minutes) his special education teacher or other trained adult will go through the expectations and skills needed for desired behavior
4. When a physically aggressive behavior occurs, the principal will determine the level of consequence, as indicated by the student handbook.

How often will the team need to meet?

The team will meet within two days of a major incident that becomes physical or lasts for more than 15 minutes at a time to discuss problem solving techniques. If there are no behavioral incidents, the team will meet annually at his IEP meeting to discuss and review strategies.

Date Created: XX/XX/2019; **Date(s) Revised**: