

Behavior Intervention Plan

Student's Name: STUDENT

Developed By: Shannon Koschik, 2nd Grade General Education Teacher

Date: November 2012

This behavior intervention plan has been created to support the goals and objectives for successful school behavior for STUDENT, second grade, Propel Homestead.

Targeted Negative Behaviors of Concern:

- Physical aggression towards students and staff
STUDENT has been physically aggressive towards students and staff member on numerous occasions. STUDENT demonstrates physically aggressive behavior towards students during transitions and unsupervised or less structured activities. STUDENT becomes physically aggressive towards staff members when they are in close proximity and are asking him to complete a task.
- Verbal aggression towards students and staff
STUDENT become verbally aggressive towards students when he is in unsupervised /less structured situations (independent small groups, lunch, recess). STUDENT becomes verbally aggressive towards staff members when he is given a direction to complete a task or when instruction is occurring in the classroom.
- Walking out of the classroom to avoid work and direction from adults
STUDENT will walk out of the classroom to unsupervised areas when work is presented for him to complete or a direction is given for him to stop a behavior (being verbally aggressive to students/staff)

I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for STUDENT, the following strategies and modifications are recommended for his normal daily routine. Based on previous actions demonstrated by STUDENT, these modifications are designed to decrease observed behaviors.

- Miss L will monitor and be within close proximity to STUDENT at all times. He will be prompted to complete work and sit in seat. Verbal or written praise as he completes his work and demonstrates appropriate behavior.
- Arrange for someone (Miss L) to meet him at the bus and escort him through the building to breakfast, so he can transition through the building without becoming physically or verbally aggressive towards students and staff.
- Planned seating with limited direct interaction with students (single desk seated away from groups). **This would be considered the Study Carrell if it is ordered.**
- During transitions STUDENT will be given a task or a job (carry something) and will be placed in close proximity to an escorting adult (Miss L).

- Ms. A has developed a behavior token system to reward positive and acceptable classroom behavior. Rewards will be implemented with this strategy.
- STUDENT will continue to use his journal to write personal thoughts. If the journal is used inappropriately or STUDENT begins to destroy the journal, it will be taken away from him for a period of 10 minutes. When it is returned, expectations will be reviewed with STUDENT about using the journal.
- STUDENT is currently being evaluated for a TSS. The possibility of Mobil Therapy in school has been discussed and will be determined later.
- STUDENT will continue to use the same behavior system as the class to monitor his behavior: B-Card.

II. Encouragement of Appropriate Behaviors (Level 1)

Level 1 Interventions are most effective when the child is fairly calm and still responsive to verbal redirections. These interventions often serve to prevent further escalation.

Intervention:

- Give ample preparation for upcoming transitions and any changes in plans or routine.
- Frequent verbal cueing to help the student understand expectations.
- Praise of other children in close proximity who are displaying appropriate behavior.
- Frequent descriptive praise of appropriate behavior. “Caught Being Good” STUDENT responds well to written praise. (Sticky notes will be used for written praise. STUDENT keeps these in his pencil box and will be allowed to view them at any time).
- Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior
- Redirecting student towards positive expectations

III. Decreasing Inappropriate Behaviors

a. Limit Setting (Level 2)

To be utilized when STUDENT is having trouble complying and the previous interventions are not being effective. The use of a firm voice and eye contact, coupled with time for him to comply should be used in order for these strategies to be most effective.

Intervention

Example

- Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.
- Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice.
- Clear limits are set by clarifying positive and negative consequences, in a firm voice (Give space and time to comply).
- Hand signals and eye contact. Directly stating what the expectation is.
- "You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again." Counting down while STUDENT makes the choice is effective.

b. Cool Down Room (Level 3)

STUDENT's behavior has escalated, and is disruptive to the classroom. He has begun displaying noncompliant, aggressive behavior and uses a loud voice tone. At this point, STUDENT is unable to respond effectively to redirection and choices and must be removed from the classroom to regain his sense of control.

Intervention	Example
<ul style="list-style-type: none"> • Clear limits and a verbal warning are set regarding when the Cool Down Room will be used. Avoid giving attention when he has escalated. • After the first clear warning is given to comply, STUDENT will be escorted to the Cool Down Room. • If STUDENT is unable or unwilling to go to the Cool Down Room, the CPI team will be called for assistance in removing STUDENT from the classroom. • Once STUDENT returns to the classroom, we will consider it a "Clean Slate" and it is not be mentioned that he had to utilize the Cool Down Room. 	<ul style="list-style-type: none"> • "You need to calm down (use specific examples) or you will be taken to the Cool Down Room." Give one minute for him to comply to request. • Staff will be neutral and give minimal attention to STUDENT. He can return to class after he has cooled down and is able to sit quietly. If STUDENT is unable to cool down after 15 minutes, a parent phone call will be made.

c. Administrative Consequences

Major behaviors will be reported to Skyward for documentation. All Office Referrals will be reported to STUDENT's mother by the end of the school day.

Behavior	Consequence
<ul style="list-style-type: none">STUDENT becomes physically aggressive with another student or staff member	<ul style="list-style-type: none">STUDENT will be sent directly to the office, he will be sent home, and given a suspension. If he is not able to be picked up immediately, he will be placed in a buddy classroom with ample work. Before STUDENT can return to school, a reinstatement meeting must be arranged with administration and his mother.
<ul style="list-style-type: none">STUDENT receives three office write-ups (Verbal aggression, out of bounds)	<ul style="list-style-type: none">STUDENT will serve a Saturday School for the office write-ups he has received. Reflections and work will be provided for him to complete during that time.

IV. Parent Involvement

The involvement of the parent is imperative the success of the child. The parent will be involved for positive praise and to be immediately notified of consequences due to behavior.

- Ms. J will be called to report any success STUDENT is having in managing his own behavior.
- Charts and positive notes will be sent home to Ms. J to inform her of positive behavior choices.
- If STUDENT has a difficult day, Ms. Koschik will call Ms. J in the evening to reassure her that things will be go better the next day. Ms. J will communicate the phone call with STUDENT and encourage him to have a better day the next day.
- Meetings with parent will be set up to foster positive collaboration and consistent planning from home to school.
- Ms. J will be invited to participate in field trips and other classroom activities.
- Ms. J will be notified by the end of the school day of STUDENT received an office write up. Ms. Koschik will notify Ms. J of each office write up. A member of administration will call to notify Ms. J of suspension or Saturday School.
- If STUDENT receives a suspension, a reinstatement meeting will be arranged with Ms. J, Ms. Koschik, the counselors, administration, and Ms. L prior to STUDENT returning to school.

Date Created: _____

Date To Be Re-evaluated: _____

Signatures:

Role	Printed Name	Signature
Guardian		
Regular Education Teacher		
Administration		
Counselor		