



REGIONAL EDUCATIONAL SERVICES AGENCY

BEHAVIOR SUPPORT PLAN

Student: Rick Resa Grade: 5th Date of Birth: 1-29-2001

School: Rainbow Teacher: Mrs. Cantdue Date of Current IEP: 5-12-2010

Classification: LD Date Developed: 1-10-2011 Date Implemented: 1-11-2011

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| <p>Summary Statement of Problem Behavior: (Trigger and function of target behavior based on FBA)</p> <p>The student is leaving the classroom without permission or crawling under his desk to escape or avoid the assignment.</p> | <p>Baseline Data of Problem Behavior: (Frequency, intensity, duration, etc.)</p> <p>Rick runs out of the room 3-6 times per day</p> <p>Rick crawls under his desk 4 times a day.</p> |
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| <p>Target Behavior (s) and appropriate positive behavior:</p> <p>Target Behaviors: 1. Leaving the class room, 2. crawling under his desk</p> <p>Replacement behaviors: 1. Break System and 2. Ability to express frustration appropriately.</p> |
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| <p>Replacement Behavior: Which could meet the same function/need as the problem behavior? (Transfer from FBA)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hand raising/Asking for help/"Sure I will" <input checked="" type="checkbox"/> Short break-i.e. break cards/tickets, scheduled breaks <input type="checkbox"/> Peer interaction skills <input type="checkbox"/> Responds to choices – i.e. choice of work tasks, preferred <input type="checkbox"/> Activities or interest, offer negotiations <input checked="" type="checkbox"/> Express frustration/feelings appropriately – i.e. cool down, Problem solving ("I" messages), relaxation, diversion re-direct into activity. <input type="checkbox"/> Other |
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| Instructional Intervention for teaching replacement behavior: Direct Teaching/Modeling | | | |
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| What will be taught? | When (frequency)? | Who will teach? | How skills will be taught and monitored across settings? |
| <p>Break Card System</p> | <p>Direct teaching/modeling of Break card system after school and during times of displayed anxiety in the classroom using verbal prompts when necessary</p> | <p>Classroom teacher and/or support staff if present at time of displayed anxiety</p> | <p>Direct teaching/modeling in all settings. Establish a break area in all settings</p> |

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| Proactive support strategies based on the Antecedent: | |
| Antecedent/trigger Independent work during reading and math classes. | |
| Antecedent Intervention – Proactive Strategies 1. Morning greeting with reminder of break system 2. Pre-correction before independent work 3. Visual representation in break area with frustration/anxiety problem solving poster | Consequences Intervention – Reactive Strategies 1. Verbal prompt to break area 2. Give choice statement “go to break area or 3 minutes of recess will be used to practice re-teach break system 3. Work not completed in class will go home as homework to be completed with mom (mom agreed to this part of plan) |

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| Data Collection Method of Target and Appropriate/Positive behavior: Use scatter plot with additional #3 Break card system | Data Number/Percentage indicating Increase/Decrease in both target Behavior and Appropriate/Positive Behavior: (To be filled out during initial Behavior Plan Review Meeting) Info to be completed at Behavior Support Plan review!!! |
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| Crisis Intervention: | | | |
| WHO | Will do WHAT | WHEN | STATUS |
| Teacher | Will call office if/when Rick leaves the classroom | Immediately | Crisis team (principal, SSW, Speech Therapist) will monitor Rick’s presence within the building |
| Team | Has the right to enforce student code of conduct | Throughout the school day including crisis intervention times | Expectation of all students at Rainbow Elementary |

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| Data Collection Method for Crisis Intervention: <input type="checkbox"/> Not applicable <input type="checkbox"/> Time-out Logs and Graphs <input type="checkbox"/> Manual Restraint Logs & Graphs <input checked="" type="checkbox"/> Other _____ | Summary of Intensive Intervention data to be reviewed at the Initial Behavior Plan Review Meeting: Daily scatter plot data during reading and math independent work times. |
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Signature & Title of IEP and Meeting Participants: _____ Date of Meeting: 1-10-11

Parent: Mrs. Resa

Special Ed Teacher: Mr. Williams

LEA: Rainbow Elementary

Student: Rick Resa

Regular Teacher: Mrs. Cantdue

Other: Mrs. Rose Coloredglasses SSW

Follow-up and Behavior Plan Review with Date: (within 2-4 weeks)

Friday Feb 25th, 2011

Initial Behavior Plan – Summary of Changes: (Summary of changes based on intervention data)

Reduction in targeted behaviors

Rick has increased his use of the break card system

Continue plan as written

Continue data collection 3 times a week for two weeks.

Signature & Title of IEP Team and Meeting participants: _____ Date of Meeting: 2-25-2011

Parent: Mrs. Resa

Special Ed Teacher: Mr. Williams

LEA: Rainbow Elementary

Student: Rick Resa

Regular Teacher: Mrs. Cantdue

Other: Mrs. Rose Coloredglasses

Next Behavior Review Date: (Review every 2 weeks until progress, then review at the end of every term)

March 11th, 2011