

# POSITIVE BEHAVIOR SUPPORT PLAN

## STUDENT INFORMATION

<b>Student:</b> Morgan Sample	<b>Purpose:</b> PBSP	<b>Date of PBSP:</b> 10/23/2015
<b>Birthdate:</b> 01/17/2004	<b>Resident District:</b> Wyoming	
<b>Age:</b> 11	<b>Student Primary Language:</b> English	
<b>Grade:</b> Sixth grade	<b>Language in the Home:</b>	
<b>PBSP Coordinator:</b> Mr. Social Worker		

## PARTICIPANTS

These persons were present and participated in the Positive Behavior Support Plan meeting:

Mrs. Sample	Ms. School Psychologist
Mrs. Principal	Mr. General Education Teacher
Mr. Social Worker	Ms. Behavior Interventionist

In addition, these persons also provided input to the Positive Behavior Support Plan process:

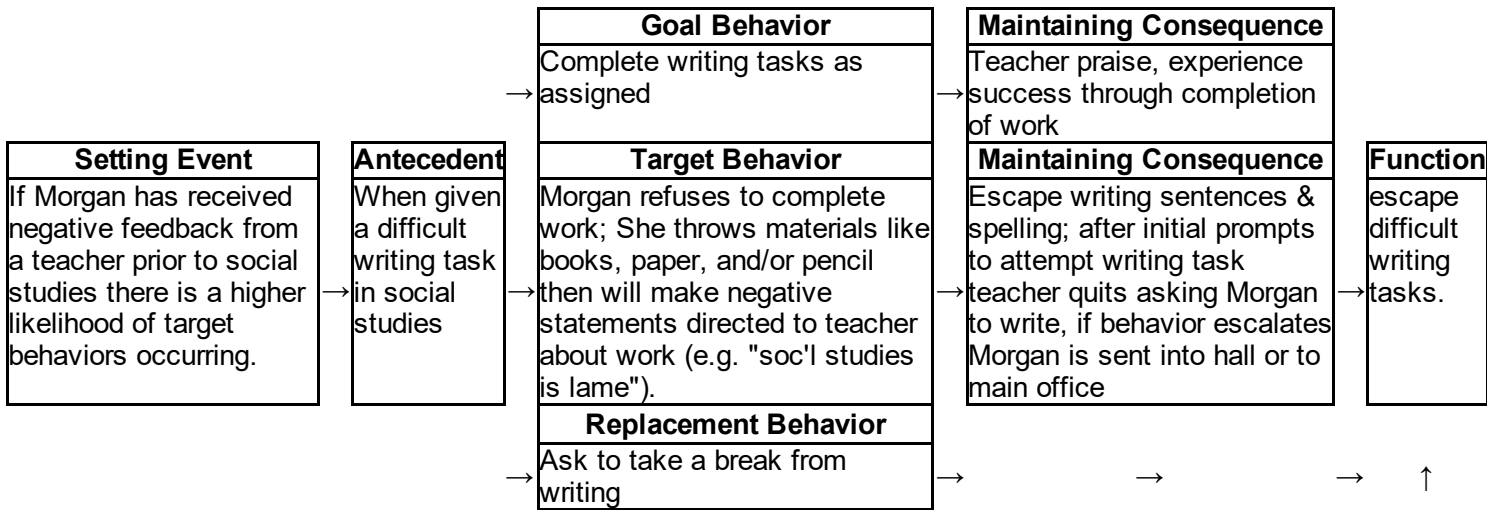
Mr. Sample	Dr. Prescribes Alot
------------	---------------------

## SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIOR(S)

Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern:

<b>When this occurs...</b>	<b>the student does...</b>	<b>to obtain or avoid...</b>
<b>Describe Setting Events &amp; Antecedents</b>	<b>Define Target Behavior of Concern</b>	<b>Describe Consequence &amp; Identify Function</b>
When given a difficult writing task in social studies	Morgan refuses to complete work; She throws materials like books, paper, and/or pencil then will make negative statements directed to teacher about work (e.g. "soc'l studies is lame"). Work refusal occurs daily. Currently Morgan engages in 0 minutes per week of on task behavior after writing assignments are given.	escape difficult writing tasks.

## COMPETING PATHWAYS



## BRAINSTORMING STRATEGIES

Brainstorm possible strategies in the following areas. Check the box next to strategies implemented at this time.

A		B		C			
Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence/Response Strategies	Setting Event Strategies	Antecedent Strategies		
Have social studies teacher ask Morgan about previous classes, provide encouragement	<input checked="" type="checkbox"/>	Allow Morgan choice in writing topics	<input type="checkbox"/>	For replacement behavior: Teach Morgan to ask appropriately to ask for a break from writing tasks	<input checked="" type="checkbox"/>	After writing 5 sentences, Morgan gets to complete writing assignment in a special seat	<input type="checkbox"/>
	<input type="checkbox"/>	Prevention: Have Morgan dictate answers instead of writing	<input checked="" type="checkbox"/>	For goal/desired behavior: Provide Morgan with additional writing instruction with focus on spelling & sentence construction; 15 minutes per day	<input checked="" type="checkbox"/>	Towards Goal Behavior: Morgan can earn 1 minute of computer time for each sentence completed or remaining on task for at least 5 minutes	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	Have Morgan sit closer to the teacher	<input type="checkbox"/>		<input type="checkbox"/>	Replacement behavior: Morgan gets a break (starting with 5 minutes) when she asks appropriately	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	Prompting: Remind Morgan prior to each writing assignment that she can receive a break when she asks appropriately.	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Extinction response: Have Morgan stay in during recess to finish work with teacher help	<input checked="" type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Redirection response: When Morgan begins refusing to write, tell her to ask for a break	<input checked="" type="checkbox"/>

**INTERVENTION (with specific descriptions)**

Describe specifically how the selected strategies will be implemented and the Target Behavior/Hypothesis Statement each strategy will address.

Intervention	Description
<b>Setting Strategies</b>	
Have social studies teacher ask Morgan about previous classes, provide encouragement	If Morgan identifies that a previous class included negative feedback, provide positive encouragement with a focus on trying to write and remembering to ask for breaks if needed.
<b>Antecedent Strategies</b>	
Prevention: Have Morgan dictate answers instead of writing	Morgan can have the option of using voice recording function of EverNote with an iPad (or other electronic voice recording means) or dictating answers to a peer who has already completed the assigned task.
Prompting: Remind Morgan prior to each writing assignment that she can receive a break when she asks appropriately.	Social studies teacher to provide verbal prompt of "Remember you can ask for a break if you start to feel frustrated," prior to asking students to begin a writing task.
<b>Teaching Strategies</b>	
For replacement behavior: Teach Morgan to ask appropriately to ask for a break from writing tasks	Social Worker and Social Studies teacher to meet with Morgan to provide practice, examples, and non-examples of appropriate means of asking for a break. Instruction will also include what is allowable behavior during requested break time. A Minimum of two meetings with Morgan will occur.
For goal/desired behavior: Provide Morgan with additional writing instruction with focus on spelling & sentence construction; 15 minutes per day	Morgan will receive instruction in using allowable guides to help with spelling/composition structure from an ELA interventionist. To occur for 15 minutes per day (during daily self-selected reading time) for two weeks.
<b>Consequence Strategies</b>	
Towards Goal Behavior: Morgan can earn 1 minute of computer time for each sentence completed or remaining on task for at least 5 minutes	Teacher to use timer to determine total number of minutes of "on-task" behavior that occur after direction to complete composition is provided. Teacher to provide feedback to Morgan (privately) on number of minutes of engaged writing behavior that occur. Number of minutes needed to be on task to increase at teacher and SSW discretion.
Replacement behavior: Morgan gets a break (starting with 5 minutes) when she asks appropriately	Appropriate verbal and nonverbal means of asking for a break will instantly result in allowing for a break and a teacher statement about the length of the break and the potential for completion of the assigned task during recess.
Extinction response: Have Morgan stay in during recess to finish work with teacher help	Teacher to remind Morgan to meet with him during next available recess to complete the assignment with teacher guidance. If Morgan fails to arrive teacher to make contact with parents and Morgan is to meet during next available recess.
Redirection response: When Morgan begins refusing to write, tell her to ask for a break	Teacher will prompt Morgan to ask for a break using determined verbal or nonverbal prompt determined during teaching sessions with school social worker.

**DATA COLLECTION PLAN**

Describe how data will be collected to ensure implementation fidelity, monitor student progress, and determine intervention effectiveness.

Data Measure(s): The number of incidents of work refusal and minutes of engaged (on task) writing behavior will be recorded

Data Collection: Daily by the social studies teacher.

Data Analysis: Data will be emailed daily by social studies teacher to parents and school social worker. School social worker to graph both incidents and minutes to share with team each time plan is revisited.

Implementation Fidelity: Emails will serve as primary record of implementation. School social worker and/or school psychologist will attempt to observe implementation of strategies in social studies class at least 1x per week. Service capture to serve as records for when teaching strategies occurred with school social worker. Interventionist to record dates in which instruction in writing skills occurred. The number of lessons and any notes from the interventionist will be provided to the team prior to the next meeting.

Intervention Effectiveness: A decrease in incidents per week and/or an increase the number of minutes on task during writing assignments will be indicators of effectiveness.

**IMPLEMENTATION ACTION PLAN**

Include staff supports/training necessary for data collection and implementation of Positive Behavior Support Plan.

Who	Will Do What	By When	Status
Principal	Mrs. Principal will inform interventionist of need for providing Morgan with writing instruction; including schedule for instruction	10/27/2015	
Social Worker	Schedule and provide lessons with social studies teacher and Morgan for replacement/goal behavior and explanation of plan	10/27/2015	
Mr. and Mrs. Sample	Provide Morgan with reason why they were at school to meet with staff and overview of plan	10/25/2015	
Social Worker and Psychologist	Determine potential dates for classroom observations	10/27/2015	
Social Worker	Create data tracking spreadsheet	10/27/2015	
Social Studies Teacher, Social Worker	Begin implementing setting, antecedent, teaching and consequence strategies	10/28/2015	

Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No

Team Reconvene Date: 11/06/2015

# POSITIVE BEHAVIOR SUPPORT PLAN SUMMARY

## STUDENT INFORMATION

<b>Student:</b> Morgan Sample	<b>Date of PBSP:</b> 10/23/2015	<b>Purpose:</b> PBSP
<b>Birthdate:</b> 01/17/2004	<b>Resident District:</b> Wyoming	
<b>Age:</b> 11	<b>Student Primary Language:</b> English	
<b>Grade:</b> Sixth grade	<b>Language in the Home:</b>	
<b>PBSP Coordinator:</b> Mr. Social Worker		

## HYPOTHESIS STATEMENT

Based on the Functional Behavior Assessment (FBA), the following is a summary hypothesis statement(s) regarding the target behavior(s) of concern:

When this occurs...	the student does...	to obtain or avoid...
<b>Describe Setting Events &amp; Antecedents.</b>	<b>Define Target Behavior of Concern.</b>	<b>Describe Consequence &amp; Identify Function.</b>
When given a difficult writing task in social studies	Morgan refuses to complete work; She throws materials like books, paper, and/or pencil then will make negative statements directed to teacher about work (e.g. "soc'l studies is lame"). Work refusal occurs daily. Currently Morgan engages in 0 minutes per week of on task behavior after writing assignments are given.	escape difficult writing tasks.

## INTERVENTION (with specific descriptions)

Describe specifically how the selected strategies will be implemented and the Target Behavior/Hypothesis Statement each strategy will address.

Intervention	Description
<b>Setting Strategies</b>	
Have social studies teacher ask Morgan about previous classes, provide encouragement	If Morgan identifies that a previous class included negative feedback, provide positive encouragement with a focus on trying to write and remembering to ask for breaks if needed.
<b>Antecedent Strategies</b>	
Prevention: Have Morgan dictate answers instead of writing	Morgan can have the option of using voice recording function of EverNote with an iPad (or other electronic voice recording means) or dictating answers to a peer who has already completed the assigned task.
Prompting: Remind Morgan prior to each writing assignment that she can receive a break when she asks appropriately.	Social studies teacher to provide verbal prompt of "Remember you can ask for a break if you start to feel frustrated," prior to asking students to begin a writing task.
<b>Teaching Strategies</b>	
For replacement behavior: Teach Morgan to ask appropriately to ask for a break from writing tasks	Social Worker and Social Studies teacher to meet with Morgan to provide practice, examples, and non-examples of appropriate means of asking for a break. Instruction will also include what is allowable behavior during requested break time. A Minimum of two meetings with Morgan will occur.
For goal/desired behavior: Provide Morgan with additional writing instruction with focus on spelling & sentence construction; 15 minutes per day	Morgan will receive instruction in using allowable guides to help with spelling/composition structure from an ELA interventionist. To occur for 15 minutes per day (during daily self-selected reading time) for two weeks.
<b>Consequence Strategies</b>	
Towards Goal Behavior: Morgan can earn 1 minute of computer time for each sentence completed or remaining on task for at least 5 minutes	Teacher to use timer to determine total number of minutes of "on-task" behavior that occur after direction to complete composition is provided. Teacher to provide feedback to Morgan (privately) on number of minutes of engaged writing behavior that occur. Number of minutes needed to

	be on task to increase at teacher and SSW discretion.
Replacement behavior: Morgan gets a break (starting with 5 minutes) when she asks appropriately	Appropriate verbal and nonverbal means of asking for a break will instantly result in allowing for a break and a teacher statement about the length of the break and the potential for completion of the assigned task during recess.
Extinction response: Have Morgan stay in during recess to finish work with teacher help	Teacher to remind Morgan to meet with him during next available recess to complete the assignment with teacher guidance. If Morgan fails to arrive teacher to make contact with parents and Morgan is to meet during next available recess.
Redirection response: When Morgan begins refusing to write, tell her to ask for a break	Teacher will prompt Morgan to ask for a break using determined verbal or nonverbal prompt determined during teaching sessions with school social worker.

### DATA COLLECTION PLAN

Describe how data will be collected to ensure implementation fidelity, monitor student progress, and determine intervention effectiveness.

**Data Measure(s):** The number of incidents of work refusal and minutes of engaged (on task) writing behavior will be recorded

**Data Collection:** Daily by the social studies teacher.

**Data Analysis:** Data will be emailed daily by social studies teacher to parents and school social worker. School social worker to graph both incidents and minutes to share with team each time plan is revisited.

**Implementation Fidelity:** Emails will serve as primary record of implementation. School social worker and/or school psychologist will attempt to observe implementation of strategies in social studies class at least 1x per week. Service capture to serve as records for when teaching strategies occurred with school social worker. Interventionist to record dates in which instruction in writing skills occurred. The number of lessons and any notes from the interventionist will be provided to the team prior to the next meeting.

**Intervention Effectiveness:** A decrease in incidents per week and/or an increase the number of minutes on task during writing assignments will be indicators of effectiveness.