BEHAVIOR PLAN

This Behavior Plan can be completed at any time for general education students. It is to be completed when a student has been removed from class two times for being disruptive (JK-R: Section 4). This plan must be completed/revised when a student is receiving a suspension that will count toward being declared habitually disruptive. The causes for the student’s disruptive behavior will be addressed in this plan with the purpose of enabling the student to successfully return to class. This plan will be jointly completed by the classroom teacher(s), **student, student’s parent/guardian**, mental health staff, the building leader (designee), and any other faculty/staff interacting with the student.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Birthdate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Participant (s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Identify three of the student’s strengths or ways the student contributes in a positive way to the school day

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| Description of the Behaviors Concern: |
| \_\_\_ Difficulty sustaining attention \_\_\_ Acts without thinking  \_\_\_ Does not follow through with coursework \_\_\_ Difficulty remembering information  \_\_\_ Difficulty organizing/poor time management \_\_\_ Often off-task  \_\_\_ Refuses non-preferred tasks \_\_\_ Difficulty making/keeping friends  \_\_\_ Easily distracted \_\_\_ Poor social skills with both adults and peers  \_\_\_ Often fidgets/taps/squirms \_\_\_ Inconsistent response to token economy  \_\_\_ Leaves seat/elopes from class \_\_\_ Seeks attention inappropriately from adults or peers  \_\_\_ Excessive talking \_\_\_ Excessive tardiness  \_\_\_ Verbalizations inappropriate \_\_\_ Bullying/harassment  \_\_\_ Verbal aggression \_\_\_ Physical aggression/fighting  \_\_\_ Use of electronic devices at unauthorized times \_\_\_ Theft from individual  \_\_\_ Destruction of school property, including graffiti \_\_\_ Theft of school property  \_\_\_ Other school misbehavior not listed above \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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How often does the behavior occur? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long does the behavior last? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When/where does the behavior occur? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What risks to student/staff safety does the behavior pose? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What events may prompt the behavior? |
| \_\_\_ Issues with peers \_\_\_ Structured time \_\_\_ Change in the environment  \_\_\_ Negative social interactions \_\_\_ Unstructured time \_\_\_ Activity too long  \_\_\_ Socially isolated \_\_\_ Reprimands/corrections \_\_\_ Not able to get adult/peer attention  \_\_\_ Task too challenging \_\_\_ Physical demands \_\_\_ When something unexpected  \_\_\_ Task not challenging enough occurs  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| What is the hypothesized function or goal of the behavior? | |
| Things that are obtained  \_\_\_ Adult attention \_\_\_ Money/ tangibles  \_\_\_ Peer attention \_\_\_ Preferred activity  \_\_\_ Play/ entertainment \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ | Things avoided or escaped  \_\_\_ Hard tasks \_\_\_ Peer attention  \_\_\_ Reprimands \_\_\_ Physical effort  \_\_\_ Adult attention \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Describe academic skill deficit(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Steps that have been taken, date, and effectiveness

\_\_\_\_ Teacher conference w/ student

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Teacher conference w/ parent/guardian

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Teacher conference w/ student & parent/guardian

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supports the parent/guardian has offered to provide?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Intervention(s):*** *When creating the intervention(s), please consider what the student will need to avoid becoming disruptive or experiencing failure. Use the predictors of the behavior and the hypotheses regarding the functions of the behavior when designing interventions*.

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| **Intervention 1:** |  |
| What strengths/skills does the student have to support this intervention? |  |
| What skills does student need to be able to follow through with intervention? |  |
| Who will be responsible to teach student those skills? |  |
| What environmental modifications will need to occur to enable success? |  |
| What are the incentives to help motivate the student? |  |
| What are the criteria upon which success will be judged? |  |
| Who will Case Manage this Behavior Plan? Includes communicating plan to building leaders, teachers, Campus Security (when appropriate), other faculty/staff as appropriate. Also includes monitoring progress, and communicating outcomes at regularly scheduled intervals. |  |
| Designate intervals for monitoring progress. |  |
| Designate the date for reviewing outcome |  |
| What will the school consider if the behavior continues beyond the date for reviewing the outcome? |  |
| What intervention or services will parents/guardians provide? (at their expense) |  |

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| **Intervention 2:** |  |
| What strengths/skills does the student have to support this intervention? |  |
| What skills does student need to be able to follow through with intervention? |  |
| Who will be responsible to teach student those skills? |  |
| What environmental modifications will need to occur to enable success? |  |
| What are the incentives to help motivate the student? |  |
| What are the criteria upon which success will be judged? |  |
| Who will Case Manage this Behavior Plan? Includes communicating plan to building leaders, teachers, Campus Security (when appropriate), other faculty/staff as appropriate. Also includes monitoring progress, and communicating outcomes at regularly scheduled intervals. |  |
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| What will the school consider if the behavior continues beyond the date for reviewing the outcome? |  |
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Signatures: Role: Date: Signatures: Role: Date:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_