CASE # 1
Positive Behavior Support Intervention Plan
SCHOOL

Student:
Date Created: 04/13/2017
Date Modified: 03/15/2018
Created by: NAME, School Psychologist

This document is intended to be used as a guide and summarizes several behavioral accommodations for STUDENT that may help staff members work more effectively with STUDENT’s behaviors. This plan is intended to help STUDENT better control his behaviors and develop a self-regulatory system that will allow him to participate in the general education curriculum with peers. It is critical for staff to discuss recommendations for positive behavioral intervention including behavioral limits and follow-through of these limits is consistent.

Positive Behavioral Support (PBS)
Definition of PBS: Unlike traditional behavioral management which views the individual as the sole problem and seeks to "fix" the individual by quickly eliminating the challenging behavior, Positive Behavioral Support views such things as “lack of skills” as a part of the problem and works to change those deficits. PBS is a long-term approach/solution to reducing the inappropriate behaviors, teach more appropriate behaviors, and provides the environmental supports necessary for successful student outcomes. Positive behavioral interventions and supports assist students in learning positive responses that result in more responsible behavior and academic success.

Student Strengths:
STUDENT is a sweet and personable boy with a silly sense of humor. He shows empathy with those around him and is a keen listener when interested. Math is his strongest academic area. He has a great memory and when engaged is able to draw from it in all academic areas. STUDENT relies on his memory to keep track of his own schedule as well as the schedules of those around him, arguably more successfully than anyone’s datebook. When STUDENT is interested in a subject, he will retain much of what is presented to him both in the short and long term.

Summary of Behavioral Stages
Stage 1:
With no more then 2 prompts STUDENT is
- Complaint to adult directives
- On-task
- Sitting at desk
- Able to transition from task to task
- Using appropriate classroom language

Stage 2:
Note: Stage 2 behaviors constitute a mild interference with learning.
- Behaviors are generally not continuous, intense, or protracted
• STUDENT can often be redirected after a short period of time (5-10 minutes) to Stage 1 behaviors.
• Periodic work refusal
  o Short in nature (5-15 minutes)
  o Redirectable
• Verbally disagreeing with staff directions
  o Whining
  o Complaining
  o Trying to barter
• Laying his head on the table

Stage 3:
Note: Stage 3 behaviors result in a notable disruption in education
STUDENT is still able to process, think, and make choices at this stage
• Swipes at people (swinging arms at adults or students)
• Slamming fists on table top
• Breaking objects
• Throwing objects without intent
• Swiping objects off table/desk.
• Prolonged work refusals
  o Lasting more then 15 minutes but less then 44 minutes

Stage 4:
Note: Stage 4 behaviors result in a serious disruption in education
STUDENT is unable to process, think and make choices at this stage. He is not in control of his behaviors
• Physical aggression towards adults
  o Charging
  o Biting
  o Stabbing
  o Scratching
  o Throwing objects with and without intent
  o Intensely screaming, and yelling for a prolong period of time (15 minutes).
• Excessive work refusals
  o Lasting 45+ minutes or totaling more than one hour in one school day

Antecedents or events that trigger the target behaviors:
• When STUDENT perceives what he is being asked to do as too difficult
  o STUDENT will shut down and often go to the “break” room
• The presentation of non-preferred tasks
• Overpacing of tasks: example – giving too many steps/directions at once, moving on before STUDENT has processed or finished a task.
  o Prime when possible
• Saying “No”
  o Prime when possible
  o Provide choices:
“What would you like to do first?”
First____ then____
  • First work…then present a favorable task
• Touching or being held during a behavioral episode can escalate behaviors
  o Give STUDENT space
  o Non threatening stance
• Increasing the number of adults present during a behavioral episode increases the likelihood of escalation of behaviors.
  o Direct other adults to clear the area.
    ▪ Out of STUDENT’s sight

The following details staff action required during STUDENT’s behavior:

General Actions:
• When STUDENT’s behaviors are work/task avoidance, following a behavioral episode, either the same day or the next day STUDENT is at school, STUDENT should be expected to complete the task he was trying to avoid.
  o The task may be modified and extra assistance may be provided
• Allow personal space/safety space
• Provide a break area/cool down area
  o Break card
  o Break Signal
• Provide STUDENT a list (verbally or nonverbally) of tools/strategies that he can use to come out of the break area and reengage in expected activities
• Zones
  o Tools/strategies
  o Check in
• Reinforce calm classroom behavior
  o Zones green behaviors
  o Verbal reinforcement
  o Fist bumps/high fives
  o Completion of work, present STUDENT with preferred activities (such as coloring or iPad)
• Breaks
• Allow time to process
• Visual Supports
• Clear start and finishes to tasks
• First _____, Then______ language
• Provide choices
  o Blue or black pen
  o Work sitting on floor or at table
• Use humor to distract
• Distract verbally
Stage 2 – STUDENT is showing non-continuous examples of agitation listed above.

Action Required
- Offer STUDENT alternative approaches to the requested task
- Zones check in
- Zones Toolbox
  o When you are in yellow zone…
- Be Supportive
  o “I will wait until you are ready”
  o “I am right here if you need me”
- Be Directive
  o Set simple clear, reasonable, and enforceable limits
    ▪ Verbally redirect giving him clear directives
      o “I will know you are ready when…”
  o Providing choices during this stage can frustrate STUDENT and lead to increased behaviors (Stage 3+) as he is not in a mental state to make a choice
- Reinforce all calming behaviors
- Direct to break area – his “office”
- Ignore STUDENT when he begins swiping papers/materials off desk.
- Staff should time behavioral episodes for data collection.

Stage 3 – During this stage STUDENT is still in control of his behaviors, meaning he can process clear directives from staff, he can think and make his own choices.

Action Required:
1. Start timer (for staff information not to refer STUDENT to)
2. Follow steps above in Stage 2.
3. Non threatening Supportive Stance (give 5-10 feet, stand in L position, be ready to move)
4. Remove peer students from immediate environment if applicable
5. Remove potentially dangerous or breakable items from the vicinity
6. If STUDENT is exhibiting stage 3 behaviors the staff members will direct STUDENT to his “office”, which is his break/cool down area.
7. Remove self from situation, avoid confrontation with STUDENT
   a. Use judgment whether to ignore or not.
8. At 15 minutes at stage 3 behaviors, notify home building principal and coop director
9. If STUDENT reaches stage 3 behaviors, parents will be informed by an Administrator prior to the end of STUDENT’s day
10. As soon as STUDENT has calmed to a stage 1 or 2 he will be given choices from a predetermined list of activities that assist him in calming and redirecting him to use (zones strategies, etc.). STUDENT will be verbally reinforced continually for this calming behavior such as “I like seeing that you have a calm body, STUDENT” “You are doing a good job calming your body down” “Keep working on your six sided breathing”
11. Complete original task
*Staff may use professional judgment regarding Stage 3 behaviors and whether the behaviors warrant the start of Aversive Treatment, such as Isolation Time Out, as outlined in the Aversive Treatment Plan.

Stage 4 – During this stage, STUDENT is not in control of his behaviors, meaning he is unable to process verbal directives from adults and he is unable to make choices. At this stage STUDENT is physically aggressive to self or others.

Action Required:

Work Refusal Behaviors
- Suggest a break in his “office”
- If STUDENT uses his “office”
  - Give STUDENT about 5 minutes break before addressing him
  - Allowing him time to “re-group”
  - Praise STUDENT for using his quite space
  - Judgment should be used as to when STUDENT is calm enough to be presented tools/strategies he can use to further aide in his calming
    - A timer being set
    - Snack/drink
    - Dance
    - Music
- Offer alternatives to the work he is refusing
  - Alternative methods for completing it
  - Come back to it at a later time with more support

Aggressive Behaviors
1. If STUDENT strikes (punch, throws object with intent to harm/with direction, kicks, head butts, pushes, charges) staff, staff will:
   a. Initiate Isolation Time-out
      i. While initiating
         1. Move away if possible or
         2. CPI de-escalation procedure or
         3. CPI Block or
         4. CPI Pull Through
      ii. Utilize physical assist or CPI Transport procedure
2. If STUDENT grabs (chokes, bites, bear hug, grabs clothing or person) staff, staff will:
   a. Initiate Isolation Time-out
      i. While initiating
         1. Perform CPI Release move
         2. Staff may use physical buffer to protect self while removing self from the situation
      ii. Utilize physical assist or CPI Transport procedure
3. If STUDENT’s behaviors are so aggressive he could injure himself if he is left alone, Physical Restraint will be the Aversive Procedure used to maintain his safety
   a. If STUDENT is in the isolation Time-Out room, the para will:
      i. Notify Administration
      1. Home building principal
2. Coop Director
   ii. Notify Auxiliary CPI Team member
b. Determine Team Leader and Auxiliary members
   i. Team Leader Duties: assess the situation, plan, direct other staff members, communicate with STUDENT
   ii. Auxiliary Team Members Duties: Check safety of STUDENT and environment, address what needs to happen to deescalate, address safety concerns, recognize need for additional help or change in intervention strategy, engage in verbal de-escalation when deemed appropriate.
c. CPI Team Control Position
   i. Paras will try to implement CPI Control Hold Position.
   \[\begin{itemize}
   \item STUDENT will most likely drop to the ground when staff touches him, allow STUDENT to go to the ground and staff should move to a safe distance from STUDENT. Monitor for safety.
   \item If a third adult, such as the occupational therapist or speech pathologist, or school psychologist is there providing services they will act as the Auxiliary member.
   \item If there is not a third adult present paras will contact:
      a. Coop Director
      b. Principal
      c. School Psychologist
   \end{itemize}\]
   ii. When STUDENT has calmed, release him from CPI Control Hold Position.
      1. If STUDENT falls to the ground, release him and provide him space
   iii. If upon release STUDENT re-escalates cycle through the above CPI Team Control Position steps until STUDENT has calmed to the degree safety is not a concern.
      1. Isolate Time-Out may be utilized when deemed appropriate during the behavioral episode which initiated the physical restraint aversive treatment procedure.
4. Refer to Aversive Treatment Plan

*Administration has the authority to exercise discretion to call MOM or DAD to come and assist, should administration believe that doing so is necessary for the safety of STUDENT or staff.*
SIGNATURES:
This plan should be signed by those individuals who share responsibilities for plan implementation. These individuals should be given a copy of this plan. A copy of this plan should also be placed in the Substitute Folder.

<table>
<thead>
<tr>
<th>Classroom Teacher</th>
<th>Resource Teacher</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Coop Director</td>
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<tr>
<td>School Psychologist</td>
<td>Coop Assistant Director</td>
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<td>Para-Educator</td>
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<td>Speech Language Pathologist</td>
<td>School Psychologist</td>
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<tr>
<td>Occupational Therapist</td>
<td>Learning Center Teacher</td>
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- Date parent was notified of behavior plan: 03/16/2018