Behavior Support Plans (BSP): Team Training

Johns & Patrick
Multi-Tiered Behavior Supports

**TIER 3 INTENSIVE**
- Individual
- Long-term, small gains
- Most sophisticated intervention
- Frequent progress monitoring of goals

**TIER 2 STRATEGIC**
- Groups
  - Short-term, rapid response
  - Research-based
  - More sophisticated & targeted
  - Increased progress monitoring

**TIER 1 BENCHMARK**
- All students
  - Proactive & preventative
  - Structural & procedural
  - Universal screenings (3X per year)

Positive Behavior Supports
Rule Out Structural Deficits

Prior to implementing INDIVIDUAL supports, staff must ensure:

- Tier One behavior supports are functional across campus
- Effective classroom management practices are in place
- Targeted skill development has been provided with integrity
- A Behavior Contract and mentor have been utilized
What is a Behavior Support Plan (BSP)?

Behavior Support Plans:

- Identify the behavior of concern
- Identify Environmental Factors and implement supports
- Identify Functional Factors and teach Functionally Equivalent Replacement Behaviors (FERBs)
- Address Reactive Strategies
- Include Behavior Goals
- Establish Communication Links
When Are BSPs Necessary?

A BSP should be considered when:

- a student’s behavior interferes with their own learning or the learning of their peers
- a student is at-risk of being a safety concern to self or others
- a special education student accumulates 10 days suspension (mandatory)
Who Can Develop a BSP?

BSPs should always be developed in a team format with all stakeholders present.

- Behavior Team (BT)
- Student Success Team (SST)
- 504 Team
- IEP Team
Say Hello to ‘Dawn’

BEHAVIOR SUPPORT PLAN
For Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

This BSP attaches to: □ Team meeting date: 01/09/08 □ 504 plan date: □ IEP date:
Student Name: Dawn Student ID#: 11111 Grade: 6th Next Review Date: 1/8/09

1. The behavior impeding learning is (describe what it looks like) When asked to engage with peers (work in groups, share materials, and participate in group discussion), Dawn refuses to comply and, instead, kicks, punches the walls, overturns desks, and yells profanity.
2. It impedes learning because Dawn is physically and/or emotionally unavailable to engage in academic learning.
3. The need for a Behavior Support Plan □ early stage intervention □ moderate □ serious □ extreme
4. Frequency or intensity or duration of behavior:
   □ Frequency: Behavior episodes occur 3-4 times per week since Dawn enrolled in July, 2007. The Cumulative file is unavailable.
   □ Intensity: Yelling and pounding on walls interrupts surrounding classes. Profanity is generally directed toward the teacher. She overturns either her own desk and/or those immediately adjacent to her.
   □ Duration: Behavior episodes last approximately 3-5 minutes. De-escalation takes approximately 30-45 min.
   □ Reported by 6th grade teachers (3) and/or observed by School Psychologist, Counselor, Admin, Team

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

What are the predictors for the behavior? In what situation(s) is the problem behavior likely to occur?

Mark and address the following which apply:
- Physical Setting:
- Social Setting:
- Academic: Instructional Strategies, Curriculum, Activities:
- Scheduling Factors:
- Degree of Independence:
- Degree of Participation: Expectation to interact/work with peers
- Social Interaction:
- Degree of Choice:
- Other:

What supports the student using the problem behavior? What is either PRESENT or MISSING in the environment and/or curriculum that needs changing? Relate to Line 6.

Mark and identify the following which need to be addressed:
- Present:
- Missing: Targeted social skill development to teach Dawn how to: work with others, label feelings of anxiety and stress, indicate when she is able/not able to interact/work with peers.
Define the Problem Behavior

(Lines 1-4)
Define the Problem Behavior

(Lines 1-4)

A four-step process:

- Identify the problem behavior
- Identify how the problem behavior negatively impacts learning
- Determine the level of severity
- Collect baseline data
Define the Problem Behavior

All identified problem behaviors must be written in **OBSERVABLE** and **MEASURABLE** terms.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Measurable &amp; Observable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off-task</strong></td>
<td>• Plays with objects in desk, talks with table mates, sits quietly at desk but does not attempt/complete in class work</td>
</tr>
<tr>
<td><strong>Disrupts Others</strong></td>
<td>• Taps neighbors on shoulders, grabs peers’ materials, argumentative verbal interactions during collaborative work groups</td>
</tr>
<tr>
<td><strong>Aggressive</strong></td>
<td>• Does not follow group norms during playground disputes over game rules, initiates physical fights, verbally challenges peers/adults when personal desires are not met</td>
</tr>
<tr>
<td><strong>Verbal Threats</strong></td>
<td>• “I’ll get you after school for this!”</td>
</tr>
</tbody>
</table>
Define the Problem Behavior

The problem behavior must be linked to the loss of instruction (academic/social) or safety/welfare concerns.

Examples:

- Student is emotionally/physically unavailable for instruction
- Lack of work production negatively impacts progress/grades
- Problem behavior disrupts other students’ opportunity to learn
- Problem behavior requires activities/class instruction to stop
- Instructional time is lost for disciplinary proceedings
- Student requires one on one attention during the time of the problem behavior
- Negative interaction with peers creates an environment of fear/hostility which interferes with peer learning
Define the Problem Behavior
(Line 3)

Determine the level of severity:

- **Early Stage:** newly demonstrated behavior which is not yet significantly impacting student function or learning across settings

- **Moderate:** a pattern of behavior which is beginning to significantly impact student functioning and/or learning across settings

- **Serious:** student is at-risk of being a safety issue to self or others by displaying assaultive, self-injurious or other maladaptive behaviors

- **Extreme:** student is deemed a safety issue to self or others evidenced by a history of assaultive, self-injurious or other maladaptive behaviors
Define the Problem Behavior

(Line 4)

**Determine baseline data:**

- **Frequency:** how often the behavior occurs
  Example: *every 10 seconds, three times/week, two times/month, 1 time in 2005*

- **Intensity:** the depth, force, strength, vigor, or extreme level of behavior
  Example: *screams loud enough to be heard in adjacent rooms, hits with clenched fist hard enough to leave bruises, bites hard enough to break the skin*

- **Duration:** how long the behavior lasts
  Example: *30 seconds, five minutes, continuous for 20 minutes, entire period*
Define the Problem Behavior

(Behavior Support Plan)

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☑ Team meeting date: 01/9/08 ☐ 504 plan date: ☐ IEP date:

Student Name: Dawn  Student ID#: 11111  Grade: 6th  Next Review Date: 1/9/09

1. The behavior impeding learning is (describe what it looks like) When asked to engage with peers (work in groups, share materials, and participate in group discussion), Dawn refuses to comply and, instead, kicks/punches the walls, overturns desks, and yells profanity.
2. It impedes learning because Dawn is physically and/or emotionally unavailable to engage in academic learning.
3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☒ serious ☐ extreme
4. Frequency or intensity or duration of behavior
   ☒ Frequency: Behavior episodes occur 3-4 times per week since Dawn enrolled in July, 2007. The Cumulative file is unavailable.
   ☒ Intensity: Yelling and pounding on walls interrupts surrounding classes. Profanity is generally directed toward the teacher. She overturns either her own desk and/or those immediately adjacent to her.
   ☒ Duration: Behavior episodes last approximately 3-5 minutes. De-escalation takes approximately 30-45 min.
   ☒ Reported by 6th grade teachers (3) and/or ☒ observed by School Psychologist, Counselor, Admin. Team
Evaluate Environmental Factors

(Lines 5-7)

<table>
<thead>
<tr>
<th>PREVENTION</th>
<th>PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are the predictors for the behavior? In what situation(s) is the problem behavior likely to occur?</td>
</tr>
<tr>
<td>4</td>
<td>Mark and address the following which apply:</td>
</tr>
<tr>
<td></td>
<td>- Physical Setting:</td>
</tr>
<tr>
<td></td>
<td>- Social Setting:</td>
</tr>
<tr>
<td></td>
<td>- Academics— instructional Strategies, Curriculum, Activities:</td>
</tr>
<tr>
<td></td>
<td>- Scheduling Factors:</td>
</tr>
<tr>
<td></td>
<td>- Degree of Independence:</td>
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<tr>
<td></td>
<td>- Degree of Participation:</td>
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<tr>
<td></td>
<td>- Social Interactions:</td>
</tr>
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<td></td>
<td>- Degree of Choice:</td>
</tr>
<tr>
<td></td>
<td>- Other:</td>
</tr>
<tr>
<td></td>
<td>What supports the student using the problem behavior? What is either PRESENT or MISSING in the environment and/or curriculum that needs changing? Relate to Line 5.</td>
</tr>
<tr>
<td>5</td>
<td>Mark and identify the following which need to be addressed:</td>
</tr>
<tr>
<td></td>
<td>- Present:</td>
</tr>
<tr>
<td></td>
<td>- Missing:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>What environmental changes, structure and supports are needed to remove the student’s need to use this behavior? Address issues of Time, Space, Materials, and Interactions to remove the likelihood of the problem behavior reoccurring. Relate to Line 6.</td>
</tr>
<tr>
<td>6</td>
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</tbody>
</table>
Evaluate Environmental Factors
(Lines 5-7)

**A three-step process:**

- identify the environmental predictors
- identify what is missing or present in the environment which contributes the use of the misbehavior
- identify necessary environmental changes, structures, and supports
Evaluate Environmental Factors

One or more predictors from immediate or immediate past environments must be described with at least one detail.

- Physical Setting
- Social Setting
- Instructional Strategies, Curriculum, and Activities
- Scheduling Factors
- Degree of Independence
- Degree of Participation
- Social Interactions
- Degree of Choice
### Evaluate Environmental Factors

**Environmental Predictors**

<table>
<thead>
<tr>
<th>Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Setting</strong></td>
</tr>
<tr>
<td>• Over/under sensory stimulation: noise, crowding, temperature; missing or present materials, furniture configurations, work and space organization</td>
</tr>
<tr>
<td><strong>Social Setting</strong></td>
</tr>
<tr>
<td>• Guest teacher, people present or absent, interaction patterns in or around the student</td>
</tr>
<tr>
<td><strong>Academic:</strong> Instructional Strategies, Curriculum, Activities</td>
</tr>
<tr>
<td>• Mismatch between instructional materials/teaching strategies and student learning profile. <strong>NOTE:</strong> Because this is one of the <em>most common</em> predictors of misbehavior it should be examined in-depth and may result in the development of an academic plan</td>
</tr>
<tr>
<td><strong>Scheduling Factors</strong></td>
</tr>
<tr>
<td>• Lack of explicitly stated/taught procedures, absence of a visual schedule, unanticipated changes to the routine, specific times within the schedule (daily or class)</td>
</tr>
</tbody>
</table>
Evaluate Environmental Factors

**Environmental Variables** | **Details:**
--- | ---
**Degree of Independence** | • Mismatch between the level required to complete a task independently and student ability
**Degree of Participation** | • Group size (too large/too small), subject, location (class, teacher), frequency of participation (expectation too high/too low)
**Social Interaction** | • Mismatch between student need: to communicate with peers and time allotted to do so; to receive peer attention, social status, or respect
**Degree of Choice** | • Lack of choice-making opportunities, choice options: too many, too broad
Evaluate Environmental Factors

(Line 5)

What are the predictors for the behavior? In what situation(s) is the problem behavior likely to occur?

5. Mark and address the following which apply:

- Physical Setting:
- Social Setting:
- Academic: Instructional Strategies, Curriculum, Activities:
- Scheduling Factors:
- Degree of Independence:
- Degree of Participation: Expectation to interact/work with peers
- Social Interaction:
- Degree of Choice:
- Other:
Identify environmental features which are:

- MISSING and need to be added
  - Clearly stated/taught/enforced expectations
  - Clearly stated/taught/enforced procedures
  - Targeted skill development
  - Visual schedules and cues

- PRESENT and need to be removed
  - Over stimulation – noise, movement
  - Inadequate desk size or space
  - Social recognition for misbehavior
Evaluate Environmental Factors

(Line 6)

What supports the student using the problem behavior? What is either PRESENT or MISSING in the environment and/or curriculum that needs changing? Relate to Line 5.

6. Mark and identify the following which need to be addressed:

☐ Present:

 Missing: Targeted social skill development to teach Dawn how to: work with others, label feelings of anxiety and stress, indicate when she is able/not able to interact/work with peers.
Evaluate Environmental Factors

(Line 6 ➔ Line 5)

The environmental predictors identified in Line 5 must logically relate to the environmental features targeted for change in Line 6.

<table>
<thead>
<tr>
<th>Environmental Predictors</th>
<th>Environmental Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical Setting</td>
<td>• Missing</td>
</tr>
<tr>
<td>• Social Setting</td>
<td>AND/OR</td>
</tr>
<tr>
<td>• Academic</td>
<td>• Present</td>
</tr>
<tr>
<td>• Scheduling Factors</td>
<td></td>
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<tr>
<td>• Degree of Independence</td>
<td></td>
</tr>
<tr>
<td>• Degree of Participation</td>
<td></td>
</tr>
<tr>
<td>• Social Interaction</td>
<td></td>
</tr>
<tr>
<td>• Degree of Choice</td>
<td></td>
</tr>
</tbody>
</table>
Evaluate Environmental Factors

(Line 6 ➔ Line 5)

<table>
<thead>
<tr>
<th>PREVENTION</th>
<th>PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES</th>
</tr>
</thead>
</table>

What are the predictors for the behavior? *In what situation(s) is the problem behavior likely to occur?*

5. Mark and address the following which apply:

- [ ] Physical Setting:
- [ ] Social Setting:
- [x] Academic: Instructional Strategies, Curriculum, Activities:
- [ ] Scheduling Factors:
- [ ] Degree of Independence:
- [x] Degree of Participation: Expectation to interact/work with peers
- [ ] Social Interaction:
- [ ] Degree of Choice:
- [ ] Other:

What supports the student using the problem behavior? *What is either PRESENT or MISSING in the environment and/or curriculum that needs changing?* Relate to Line 5.

6. Mark and identify the following which need to be addressed:

- [ ] Present:
- [x] Missing: Targeted social skill development to teach Dawn how to: work with others, label feelings of anxiety and stress, indicate when she is able/not able to interact/work with peers.
Evaluate Environmental Factors

Identify necessary environmental changes, structures, and supports.

- **Time**
  more/less, breaks, chunking, pacing techniques, closure system

- **Space**
  proximity, assigned buddy, study carrel, work areas clearly identified

- **Instruction/Materials**
  ability level, hands on, manipulatives, sequencing trays, notebook organizers, enlarged print

- **Interactions**
  supportive voice volume and words, positive self-talk, verbal praise
Evaluate Environmental Factors

(Line 7)

What environmental changes, structure and supports are needed to remove the student’s need to use this behavior? Address issues of Time, Space, Materials, and Interactions to remove the likelihood of the problem behavior reoccurring.

Remove student’s need to use the problem behavior

7. Mark and identify the following which apply:
   - Time:
   - Space: 1. Utilization of study carrel to be used at teacher/student discretion;
     2. Area for Dawn to cool down after a behavior episode
   - Instruction/Materials: *Skillstreaming the Adolescent*, Research Press
     Lessons 15-21 (Skills for Dealing with Feelings)
     Lessons 22-30 (Skill Alternatives to Aggression)
     Lessons 31-42 (Skills for Dealing with Stress)
   - Interactions: Establishment of an adult mentor: check-in / check-out and visit 1 time throughout the day
     Who will establish? Teacher/Counselor
     Who will monitor? Vice Principal
     Frequency? Daily (1st 3 weeks), Weekly thereafter

Hint: Start to hypothesize the Function at this point – this will assist in the identification of necessary environmental changes, structures and supports
Evaluate Environmental Factors

(Line 7 ➔ Line 6)

One or more environmental changes identified in Line 7 are specified and must logically relate to the environmental features identified in Line 6.

<table>
<thead>
<tr>
<th>Environmental Changes, Structures, and Supports</th>
<th>Environmental Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time</td>
<td>• Missing AND/OR</td>
</tr>
<tr>
<td>• Space</td>
<td>• Present</td>
</tr>
<tr>
<td>• Instruction/Materials</td>
<td></td>
</tr>
<tr>
<td>• Interactions</td>
<td></td>
</tr>
</tbody>
</table>

Team Training: BSP Development
Build an intervention plan to address the identified problem behavior. Consider the following aspects to design effective strategies:

### What environmental changes, structure and supports are needed to remove the student’s need to use this behavior?
- Address issues of **Time**, **Space**, **Materials**, and **Interactions** to remove the likelihood of the problem behavior reoccurring.

### 7. Mark and identify the following which apply:

- **Time:**
- **Space:** 1. Utilization of study carrel to be used at teacher/student discretion; 2. Area for Dawn to cool down after a behavior episode
- **Instruction/Materials:** *Skillstreaming the Adolescent*, Research Press  
  - Lessons 15-21 (Skills for Dealing with Feelings)
  - Lessons 22-30 (Skill Alternatives to Aggression)
  - Lessons 31-42 (Skills for Dealing with Stress)
- **Interactions:** Establishment of an adult mentor: check-in / check-out and visit 1 time throughout the day

Who will establish? **Teacher/Counselor**  
Who will monitor? **Vice Principal**  
Frequency? **Daily (1st 3 weeks), Weekly thereafter**

### What supports the student using the problem behavior?
- **What is either PRESENT or MISSING in the environment and/or curriculum that needs changing?**

### 6. Mark and identify the following which need to be addressed:

- **Present:**
- **Missing:** Targeted social skill development to teach Dawn how to: work with others, label feelings of anxiety and stress, indicate when she is able/not able to interact/work with peers.
Evaluate Functional Factors
(Lines 8-9)

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team believes the behavior occurs because:</td>
<td>State the function of behavior in terms of gaining or avoiding. Relate to Lines 5 &amp; 6.</td>
</tr>
<tr>
<td>8. Mark and address the following which apply:</td>
<td></td>
</tr>
<tr>
<td>☐ Gain/Get/Obtain:</td>
<td></td>
</tr>
<tr>
<td>☐ Avoid/Protest/Escape:</td>
<td></td>
</tr>
<tr>
<td>Accept a replacement behavior that meets same need</td>
<td></td>
</tr>
<tr>
<td>What team believes the student should do INSTEAD of the problem behavior? How should the student get the same need (gain/avoid) but in an acceptable manner?</td>
<td>Relate to Line 8.</td>
</tr>
<tr>
<td>9. Select a Functionally Equivalent Replacement Behaviors (FERBs):</td>
<td></td>
</tr>
</tbody>
</table>
Evaluate Functional Factors

(Lines 8-9)

A **two-step process:**

1. Identify the purpose for the misbehavior (function)
2. Identify a Functionally Equivalent Replacement Behavior (FERB)
Evaluate Functional Factors (Line 8)

Staff must understand all behaviors, even misbehaviors, serve a purpose to the person who uses them.

- **Get or Gain Something**
  object, attention, activity, money, desirable comments, social recognition, empowerment

- **Avoid or Reject Something**
  assigned task, negative peer comments, peer interactions, adult comments

**Note:** Terms such “vengeance,” “power,” and “control” should be avoided when identifying a function. Instead, use terms such as “protest past action,” “gain sustained attention,” “gain choices.”
Evaluate Functional Factors

(Line 8 → Line 5 & Line 6)

All functions in Line 8 must specify WHY the behavior occurs in terms of what the student gains or avoids, AND each identified function in Line 8 must be logically related to the environmental predictors and features listed in Lines 5 & 6.

<table>
<thead>
<tr>
<th>Functional Factors</th>
<th>Environmental Predictors</th>
<th>Environmental Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gain, Get, Obtain AND/OR • Avoid, Protest, Escape</td>
<td>• Physical Setting • Social Setting • Academic • Scheduling Factors • Degree of Independence • Degree of Participation • Social Interaction • Degree of Choice</td>
<td>• Missing AND/OR • Present</td>
</tr>
</tbody>
</table>
Evaluate Functional Factors
(Line 8)

Team believes the behavior occurs because: State the function of behavior in terms of gaining or avoiding. Relate to Lines 5 & 6.

8. Mark and address the following which apply:

☐ Gain/Get/Obtain:

☒ Avoid/Protest/Escape: When directed to interact/work with peers, Dawn escapes the encounter by severely disrupting the class. Dawn engages in this behavior she does not possess the basic social communication skills necessary to successfully participate in the interaction: turn-taking, interjecting, and disagreeing.
Evaluate Functional Factors

(Line 8 ➔ Lines 5 & 6)

Team believes the behavior occurs because: State the function of behavior in terms of gaining or avoiding. Relate to Lines 5 & 6.

8. Mark and address the following which apply:
   - Gain/Get/Obtain:
   - Avoid/Protest/Escape: When directed to interact/work with peers, Dawn escapes the encounter by severely disrupting the class. Dawn possesses the necessary interaction.

What are the predictors for the behavior? In what situation(s) is the problem behavior is likely to occur?

5. Mark and address the following which apply:

   - Physical Setting:
   - Social Setting:
   - Academic: Instructional Strategies, Curriculum, Activities:
   - Scheduling Factors:
   - Degree:
   - Degree:

What supports the student using the problem behavior? What is either PRESENT or MISSING in the environment and/or curriculum that needs changing? Relate to Line 5.

6. Mark and identify the following which need to be addressed:

   - Present:
   - Missing: Targeted social skill development to teach Dawn how to: work with others, label feelings of anxiety and stress, indicate when she is able/not able to interact/work with peers.
Decide if the BSP will address:

- **one misbehavior which serves multiple functions**
  Example: a student fights to *gain peer status* and *avoid math*

- **multiple misbehaviors which serve one function**
  Example: a student fights, uses profanity, and walks out of class to *gain peer status*
Functionally Equivalent Replacement Behaviors (FERBs) provide a means to achieve the same goal but in a socially acceptable manner.
Functionally Equivalent Replacement Behaviors (FERBs): 

- must be as easily performed as the problem behavior
- must be taught and reinforced
- may become unnecessary once environmental supports are in place OR the student has learned new skills
What team believes the student should do INSTEAD of the problem behavior? *How should the student get the same needs met (gain/avoid) but in an acceptable manner?* Relate to Line 8.

9. **Select a Functionally Equivalent Replacement Behavior (FERB):**

   Dawn will avoid working with peers by physically removing herself from the assigned group activity. This may be accomplished by:

   1) going directly to her assigned study carrel where she will be able to sit alone, without interaction from peers, for at least 5-10 minutes, and

   2) going to meet with her mentor (1 time per day limit).
All selected FERBs (Line 9) must serve the same function as the problem behavior served (Line 8).

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Function</th>
<th>FERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>• PROTEST of not getting their own way – the student fights because s/he lacks the skills to voice disagreement in a socially acceptable manner</td>
<td>• Use protest language taught in verbal conflict resolution training</td>
</tr>
</tbody>
</table>
Evaluate Functional Factors
(Line 9 ➔ Line 8)

What team believes the student should do INSTEAD of the problem behavior? How should the student get the same needs met (gain/avoid) but in an acceptable manner? **Relate to Line 8.**

9. Select a Functionally Equivalent Replacement Behavior (FERB):

Dawn will avoid working with peers by physically removing herself from the assigned group activity. This may be accomplished by:

1) going directly to her assigned study carrel where she will be able to sit alone, without interaction from peers, for at least 5-10 minutes, and

2) going to meet with her mentor (1 time per day limit).

Team believes the behavior occurs because: **State the function of behavior in terms of gaining or avoiding.** **Relate to Lines 5 & 6.**

8. Mark and address the following which apply:

- [ ] Gain/Get/Obtain:
- [x] Avoid/Protest/Escape: When directed to interact/work with peers, Dawn escapes the encounter by severely disrupting the class. Dawn engages in this behavior she does not possess the basic social communication skills necessary to successfully participate in the interaction: turn-taking, interjecting, and disagreeing.
### Teach New Behavior Skills

**Teach New Behavior Skills**

**Line 10**

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<table>
<thead>
<tr>
<th>Intervention</th>
<th>What teaching Strategies, Necessary Curriculum, and/or Materials are needed in order to teach the FERB(s)? Relate to Line 9.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>10.</strong> Mark and identify the following which need to be addressed:</td>
</tr>
<tr>
<td></td>
<td>☐ <strong>Skills to Be Taught</strong></td>
</tr>
<tr>
<td></td>
<td>Peers will learn to:</td>
</tr>
<tr>
<td></td>
<td>Student will learn to:</td>
</tr>
<tr>
<td></td>
<td>☐ <strong>Necessary Curriculum:</strong></td>
</tr>
<tr>
<td></td>
<td>☐ <strong>Necessary Materials:</strong></td>
</tr>
</tbody>
</table>

**When and by whom will the FERB(s) be taught?**

- **Outline the skill development steps necessary to teach the FERB(s):**
- Who will establish?  Who will monitor?  Frequency?
Teach New Behavior Skills
(Line 10)

All instructional supports necessary for the student to acquire the FERB must be identified.

- Teaching Strategies
- Necessary Curriculum
- Materials
- What else?
Teach New Behavior Skills

Behavior skills must be taught as intentionally and systematically as academic skills are taught.

- **Modeling**
  demonstrate the desired behavior

- **Shaping**
  reinforce approximations to the desired behavior

- **Cuing**
  provide verbal or visual reminder

- **Fading**
  gradual decrease of prompts, cues, and reinforcers
Teach New Behavior Skills

(Line 10)

What teaching Strategies, Necessary Curriculum, and/or Materials are needed? Relate to Line 9.

10. Mark and identify the following to ensure FERB(s) is taught:
   - Skills to Be Taught:
     1) Peers will be taught to: a) use a Get-A-Way Plan — exit the classroom in times of behavioral crisis, b) Give Dawn Space — ignore Dawn when she is at her personal study carrel (no eye/physical/verbal contact, no talking about her to each other)
     2) Student will taught to: a) utilize her study carrel, b) utilize her cool down spot, c) access her mentor, d) use targeted social skills
   - Necessary Curriculum: Skillstreaming the Adolescent — Lessons 15-21 (Skills for Dealing with Feelings); Lessons 22-30 (Skill Alternatives to Aggression); Lessons 31-42 (Skills for Dealing with Stress)
   - Necessary Materials:
     1) Study Carrel
     2) Mentor Pass — morning, afternoon, discretionary
     3) Behavior Monitoring Card — to be used to monitor use of: study carrel, cool down spot, mentor system, and class participation

When and by whom will the FERB(s) be taught?

- Teacher to Class: On 1/11/08 from 2:00-2:30, the class will be taught the Get-A-Way Plan. On 1/16/08 from 2:00 to 2:30, students will be taught how to Give Dawn Space.
- Teacher to Dawn: On 1/10/08 7:30 – 8:30 (mom will drop off before school) teacher will describe when/how Dawn is to utilize the study carrel, Cool Down Spot, mentor pass, and Behavior Monitoring Card.
- Adult Mentor to Dawn: 1/11/08 @ 3:00 mentor will call Dawn out of class to discuss the parameters of the mentor program along with times/when Dawn is to check-in/Out and utilize her discretionary pass.
- Counselor to Dawn: Skillstreaming lessons will begin on 1/11/08. Lessons will be taught from 2:00 – 2:30 every Wednesday and Friday until 3/14/09.

Outline the skill development steps necessary to teach the FERB:

- Teacher to Class: Get-A-Way Plan — introduce the reason/purpose for the plan, discuss when the plan would be utilized, role-play evacuation steps, teach all necessary cues/prompt. Give Dawn Space Plan — introduce the reason/purpose, discuss when the plan would be used, role-play examples and non-examples of ways to respect Dawn’s privacy
- Teacher to Dawn: Study Carrel — show Dawn the study carrel, brainstorm appropriate times to use the study carrel, have her practice leaving her desk to sit in the carrel, discuss acceptable tasks which may be completed at the study carrel. Cool Down Spot — repeat the above. Behavior Monitoring Card — provide Dawn with the attached behavior tracking forms and explain how she can earn her points: utilizing study carrel, cool down spot, adult mentor, and for participating in class.
- Mentor to Dawn: Provide Dawn with a Morning (8:05 am), Afternoon (3:20 pm), and Discretionary (anytime, as needed) pass which will be used to see mentor up to 3 times per day. Explain the purpose of the passes and what types of discussions mentor will have with student — i.e. feelings, skill lessons, student reports, referral records, teacher notes.
- Counselor to Dawn: Provide 30 minute lessons utilizing role-plays, student feedback forms and power points to teach the lessons.

Who will establish? Counselor, Teacher, Mentor Who will monitor? Vice Principal Frequency? During FERB instruction
Teach New Behavior Skills
(Line 10 ➔ Line 9)

When planning how to teach a new behavior at least one strategy present in Line 10 must directly relate to the FERB(s) indicated in Line 9.
Teach New Behavior Skills
(Line 10 ⇒ Line 9)

What teaching Strategies, Necessary Curriculum, and/or Materials are needed? Relate to Line 9.

Skills to be Taught:
1) Peers will be taught to: a) use a Get-A-Way Plan – exit the classroom in times of behavioral crisis. b) Give Dawn Space – ignore Dawn when she is at her personal study carrel (no eye/physical/verbal contact, no talking about her to each other).
2) Student will be taught to: a) utilize her study carrel, b) utilize her cool down spot, c) access her mentor, d) use targeted social skills.

Necessary Curriculum:
Skillstreaming the Adolescent – Lessons 15-21 (Skills for Dealing with Feelings); Lessons 22-30 (Skill Alternatives to Aggression); Lessons 31-42 (Skills for Dealing with Stress)

Necessary Materials:
1) Study Carrel
2) Mentor Pass – morning, afternoon, discretionary
3) Behavior Monitoring Card – to be used to monitor use of: study carrel, cool down spot, mentor system, and class participation.

When and by whom will the FERB(s) be taught?
✓ Teacher to Class: On 1/11/08 from 2:00-2:30, the class will be taught the Get-A-Way Plan. On 1/16/08 from 2:00 to 2:30, students will be taught how to Give Dawn Space.
✓ Teacher to Dawn: On 1/16/08 7:30 – 8:30 (mom will drop off before school) teacher will describe when/how Dawn is to utilize the study carrel, Cool Down Spot, mentor pass, and Behavior Monitoring Card.
✓ Adult Mentor to Dawn: 1/11/08 @ 3:00 mentor will call Dawn out of class to discuss the parameters of the mentor program along with times/manner Dawn is to check-in/out and utilize her discretionary pass.
✓ Counselor to Dawn: Skillstreaming lessons will begin on 1/11/08. Lessons will be taught from 2:00 – 2:30 every Wednesday and Friday until 1/14/08.

Outline the skill development steps necessary to teach the FERB:
✓ Teacher to Class: Get-A-Way Plan – introduce the reason/purpose for the plan, discuss what will be utilized, role-play evacuation steps, teach all necessary cues/prompts. Give Dawn Space the reason/purpose, discuss when the plan would be used, role-play examples and non-examples of Dawn’s privacy.
✓ Teacher to Dawn: Study Carrel – show Dawn the study carrel, brainstorm appropriate times to use carrel, have her practice leaving her desk to sit in the carrel, discuss acceptable tasks which will be completed at the study carrel. Cool Down Spot – repeat the above. Behavior Monitoring Card – attach the behavior tracking forms and explain how she can earn points: utilize down spot, adult mentor, and for participating in class.
✓ Mentor to Dawn: Provide Dawn with a Morning (9:05 am), Afternoon (3:20 pm), and Discreet (needed) pass which will be used to see mentor up to 3 times per day. Explain the purpose and how to use the passes. Mentor will have with student – ie. feelings, skill lessons, study records, teacher notes.
✓ Counselor to Dawn: Provide 30 minute lessons utilizing role-plays, student feedback forms to teach the lesson.

What team believes the student should do INSTEAD of the problem behavior? How should the student get the same needs met (gain/avoid) but in an acceptable manner? Relate to Line 8.

9. Select a Functionally Equivalent Replacement Behavior (FERB):
Dawn will avoid working with peers by physically removing herself from the assigned group activity. This may be accomplished by:
1) going directly to her assigned study carrel where she will be able to sit alone, without interaction from peers, for at least 5-10 minutes, and
2) going to meet with her mentor (1 time per day limit).
Reinforce New Behavior Skills

What reinforcement procedures will be necessary to establish, maintain, and generalize the replacement behavior(s)?

11. **Reinforcers will be used primarily to:**
   - [ ] encourage the use of a FERB
   - [ ] increase the use of a previously established positive behavior

**The following reinforcers will be utilized:**

What data was reviewed which indicated the items selected are reinforcers rather than rewards?

- [ ] Observations
- [ ] Interviews
- [ ] Survey/Checklist
- [ ] Other:

Do the selected reinforcers provide enough variety to maintain student interest?  [ ] Yes  [ ] No

How frequently will the student have an opportunity to earn a reinforcer for demonstrating the desired behavior?

How soon after demonstrating the desired behavior will the student receive the reinforcer?

By whom?
Reinforce New Behavior Skills

A reinforcer is something *proven* to increase the behavior. A reward is something we *hope* the student will strive to earn.

- Escape/avoid
- Physiological
- Tangibles
- Closure
- Privileges
- Social Status/Recognition
- Attention
- Praise
- Belonging/Acceptance
- Intrinsic
Reinforce New Behavior Skills

In order to learn a new behavior, the new behavior must be systematically reinforced.

- **Contingency**
  Explicitly connected to the behavior

- **Frequency**
  High rate which fades over time

- **Immediacy**
  Every time the new behavior is displayed

- **Variety**
  More than one type of reinforcer
Reinforce New Behavior Skills
(Line 11)

What reinforcement procedures will be necessary to establish, maintain, and generalize the replacement behavior(s)?

**11** Reinforcers will be used primarily to:

- [x] encourage the use of a FERB
- [ ] increase the use of a previously established positive behavior

The following reinforcers will be utilized:

1) Points earned on Behavior Monitoring Card;
2) Mystery Bag – Dawn will be allowed to select from the Mystery Bag if daily goal is met;
3) Preferred Activity Time (PAT) – the class will earn 1 minute of PAT for each point Dawn earns on her Behavior Monitoring Card throughout the week (received on Friday afternoons)

What data was reviewed which indicated the items selected are reinforcers rather than rewards?

- [x] Observations
- [ ] Interviews
- [ ] Survey/Checklist
- [ ] Other:

Do the selected reinforcers provide enough variety to maintain student interest?  
- [x] Yes  
- [ ] No

How frequently will the student have an opportunity to earn a reinforcer for demonstrating the desired behavior?

1) Every time Dawn utilizes her study carrel, cool down spot, mentor, and participates in class, she will earn 1 point on her Behavior Monitor Card
2) At the end of each day, Dawn will make a selection from the Mystery Bag if she has met her daily goal;
3) At the end of each week, the class will earn 1 minute of PAT for every point on Dawn’s Behavior Monitor Card;
4) At the end of each week, Dawn will be provided the opportunity to spend 15 minutes in the school library, if she has met her weekly goal.

How soon after demonstrating the desired behavior will the student receive the reinforcer?

- Points: immediately; Mystery Bag: end of each day; Visit the Library: end of each week

By whom?  Classroom Teacher
Establish Reactive Strategies

12. What strategies will be employed if the problem behavior occurs again?

1. How will the student be prompted or cued to use the desired behavior rather than the problem behavior?

2. How will staff ensure the safety of all involved, should the problem behavior reoccur?

3. What will the process be for debriefing, problem-solving, and re-establishing the staff/student relationship?
   - Debrief:
   - Problem-Solve:
   - Re-establish the Staff/Student Relationship:

Optional:

4. What consequences will be utilized should the problem behavior reoccur?
   - Consequences:

Personnel?
Establish Reactive Strategies

A four-part action plan must be established which outlines how the problem behavior will systematically be addressed should the behavior reoccur in the future.

Action Plan Components:

- Teaching/prompting/cuing
- Safety management
- Debriefing, problem-solving, practicing
- Ladder of consequences
Establish Reactive Strategies

(Line 12)

Reactive Strategies should address:
- How may escalation best be avoided
- What works to calm the student
- Who should interact with the student when they are in crisis
- Who will debrief with the student
- What continuum of consequences is appropriate for future misbehaviors
- What, if any, other agencies should be involved in the case of future misbehaviors
Establish Reactive Strategies

EFFECTIVE REACTION | PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

1. How will the student be prompted or cued to use the desired behavior rather than the problem behavior?

- Prior to tasks which require group/class participation, teachers will give Dawn the option to: 1) participate in the upcoming task, or 2) utilize her study carrel;
- Upon the first signs of anxiety (shoulders becoming stiff/tense, look of anger on her face) the teacher will encourage Dawn to utilize her study carrel or mentor pass;
- Once in the study carrel, if anxiety continues to escalate, teacher will allow Dawn to stand outside the open doorway (within visual sight of the teacher) to regain her composure.

2. How will staff ensure the safety of all involved, should the problem behavior reoccur? Students will be prompted to utilize the Get-A-Way Plan (exit the classroom as practiced and line-up outside the door until Dawn de-escalates). The teacher next door will monitor students in hallway by standing in their doorway.

3. What will the process be for debriefing, problem-solving, and re-establishing the staff/student relationship?

Debrief: After Dawn regains her composure (able to converse rationally, normal breathing), the counselor and Dawn will meet to discuss her perspective on what led up to the incident and what the behavior looked like

Problem Solve: The counselor and Dawn will discuss alternative choices to the misbehavior (study carrel, mentor, class participation) as well as the use of new skills previously taught during their counseling sessions.

Re-establish staff/student relationship:

- Prior to the end of the day, the counselor will arrange for Dawn to briefly meet with the teacher where the escalation occurred. The purpose of this encounter is to assure Dawn that next day will start with a clean slate.

The counselor will remain with Dawn until passing period. The counselor will then walk her to the next period where she will begin class seated in her study carrel. During this time, the counselor will alert the teacher of her behavior in the previous class.

Optional:

4. What consequences will be utilized should the problem behavior reoccur?

At this time, removal from campus through use of a suspension is highly discouraged as it will allow her to escape the learning environment. All efforts will be made to return Dawn to the learning environment at the next logical break (passing period/lunch) providing she has been debriefed and is deemed ready to return. Parent will be notified of the misbehavior via a written summary of Step 3 (see attached).

Personnel: Teacher, Counselor
# Write Behavior Goals

**(Line 13)**

## OUTCOME: PART IV: BEHAVIORAL GOALS

### Behavioral Goal(s)

**13.**

**REQUIRED:** Functionally Equivalent Replacement Behavior (FERB) Goal

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do X behavior (line 9)</th>
<th>For the purpose of y (line 8)</th>
<th>Instead of Z behavior (line 1)</th>
<th>For the purpose of y (line 8)</th>
<th>Under what conditions</th>
<th>At what level of proficiency</th>
<th>As measured by whom and how</th>
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</table>

**In addition to the required FERB goal, write at least ONE additional goal using either Option 1 or 2.**

### Option 1: Increase General Positive

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Option 2: Decrease Problem Behavior

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
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</tbody>
</table>

The above behavioral goal(s) are to:  
- [ ] Increase use of replacement behavior and may also include:  
- [ ] Reduce frequency of problem behavior  
- [ ] Develop new general skills that remove student’s need to use the problem behavior
Write Behavior Goals

The establishment of measurable and observable goals is necessary in order to progress monitor a student’s response to implemented interventions.

Teams will always write a:
Functionally Equivalent Replacement Behavior (FERB) goal

Teams must also write a goal to:
• Increase a positive behavior, OR
• Decrease a problem behavior
<table>
<thead>
<tr>
<th>FERB Components (9)</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By when</strong></td>
<td>• Specify the goal completion date</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>• Identify the student by name</td>
</tr>
<tr>
<td><strong>Will do X behavior</strong></td>
<td>• Specify in observable and measurable terms the FERB</td>
</tr>
<tr>
<td><strong>For the purpose of Y</strong></td>
<td>• Specify the function which drives both the problem and replacement behavior</td>
</tr>
<tr>
<td><strong>Instead of Z behavior</strong></td>
<td>• Specify in observable and measurable terms the problem behavior</td>
</tr>
<tr>
<td><strong>Under what contingent condition(s)</strong></td>
<td>• Specify: location, person present/absent, activity requirements, degree of prompts</td>
</tr>
<tr>
<td><strong>At what level of proficiency</strong></td>
<td>• Specify: how well the behavior will be performed and with what degree of success</td>
</tr>
<tr>
<td><strong>As measured by whom and how measured</strong></td>
<td>• Specify: who and how progress will be measured/monitored</td>
</tr>
</tbody>
</table>
### Write Behavior Goals

#### (Line 13)

<table>
<thead>
<tr>
<th>Increase/Decrease Components (6)</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By when</strong></td>
<td>• Specify the goal completion date</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>• Identify the student by name</td>
</tr>
<tr>
<td><strong>Will do what OR will stop/decrease doing what</strong></td>
<td>• Specify in measurable and observable terms what the behavior will look like</td>
</tr>
<tr>
<td><strong>Under what contingent condition(s)</strong></td>
<td>• Specify: location, person present/absent, activity requirements, degree of prompts</td>
</tr>
<tr>
<td><strong>At what level of proficiency</strong></td>
<td>• Specify: how well the behavior will be performed and with what degree of success</td>
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<td><strong>As measured by whom and how measured</strong></td>
<td>• Specify: who and how progress will be measured/monitored</td>
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</table>
### Write Behavior Goals

(Line 13)

#### OUTCOME

PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

REQUIRED: Functionally Equivalent Replacement Behavior (FERB) Goal

<table>
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<th>For the purpose of y (line 8)</th>
<th>Instead of Z behavior (line 1)</th>
<th>For the purpose of y (line 8)</th>
<th>Under what contingent conditions</th>
<th>At what level of proficiency</th>
<th>As measured by whom and how</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 30, 2008</td>
<td>Dawn</td>
<td>Will choose to access her designated study carrel OR assigned mentor</td>
<td>To escape interacting/working with peers</td>
<td>Instead of kicking, punching the walls, overturning desks, yelling profanity</td>
<td>To escape interacting/working with peers</td>
<td>Every time group or class participation is required</td>
<td>At 50% proficiency</td>
<td>As measured by the teacher &amp; documented on Dawn’s Behavior Monitoring Card</td>
</tr>
</tbody>
</table>

**In addition to the required FERB goal, write at least ONE additional goal using either Option 1 or 2**

**Option 1: Increase General Positive**

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
</tr>
</thead>
<tbody>
<tr>
<td>By April 13, 2009</td>
<td>Dawn</td>
<td>will participate in group/class activities</td>
<td>At 75% proficiency</td>
<td>Every time group or class participation is required</td>
<td>As measured by the teacher &amp; documented on Dawn’s Behavior Monitoring Card</td>
</tr>
</tbody>
</table>

**Option 2: Decrease Problem Behavior**

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
</tr>
</thead>
</table>

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:

☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student’s need to use the problem behavior
### Establish Communication System

#### (Line 14)

<table>
<thead>
<tr>
<th>Manner and content of communication</th>
<th>1. Who will communicate?</th>
<th>2. Under what condition(s)? (Contingent or Continuous)</th>
<th>3. How will information be exchanged?</th>
<th>4. How often will information be exchanged</th>
<th>5. Content? (student data, staff implementation)</th>
<th>6. How will this be two-way communication?</th>
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Establish Communication System
(Lines 7, 10, 11, 12, 14)

A two-way communication system must be intentionally established, monitored, and actively maintained.

The communication system must:

- Identify all participants
- Determine when communication will occur: continuously, conditionally
- Establish a means to communicate: phone call, meeting
- Determine the frequency: daily, weekly, monthly
- Establish content: goal progress, new information
Establish Communication Systems

(Line 14)

<table>
<thead>
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<tbody>
<tr>
<td>Teacher and Mother</td>
<td>Continuous beginning 1/11/08 and ending 1/11/09</td>
<td>Teacher will send a copy of the Behavior Monitoring Card home with Dawn</td>
<td>Daily</td>
<td>Summary of student's ability to use study carrel, mentor and class participation</td>
<td>Mother will write comments, sign and return with Dawn the following day</td>
<td></td>
</tr>
<tr>
<td>Teacher, Mentor, Counselor, VP</td>
<td>Continuous, beginning 1/11/08 and ending 1/11/09</td>
<td>Will meet at 3:30 on Mondays in VP's office</td>
<td>Weekly the first 6 weeks of the plan; last Monday of the month thereafter</td>
<td>Discuss Dawn's progress toward goals</td>
<td>Conference format will be utilized – notes from meeting will be kept in Dawn's discipline file</td>
<td></td>
</tr>
<tr>
<td>VP and Mother</td>
<td>Contingent upon the class having to utilize the Get-A-Way Plan</td>
<td>VP will personally contact mother within 24 hours of the incident</td>
<td>Contingent upon Dawn's behavior</td>
<td>Discuss severity and specifics regarding the incident</td>
<td>A voice message will not be considered sufficient – conversation between VP and mother must occur</td>
<td></td>
</tr>
</tbody>
</table>
BSP Manual:

To download a copy of the BSP manual go to:
www.pent.ca.go
Good Behavior Planning!

J acquelin Patrick

Suzy Johns