

Positive Behavior Support Plan
(Example for high functioning Autism/Asperger's, grade 1-2)

Behavior impacting learning is: non-compliance, attention seeking, aggression, off-task, awkward social interactions

It impedes learning because: when exhibiting these behaviors, is unavailable for learning, disrupts others, is unable to complete tasks in class

Estimate of current severity of behavior problem: moderate to serious

Current frequency/intensity/duration of behavior: 3-4 times/week to multiple times/day; lasts a few seconds for aggression, a few minutes to a few hours for non-compliance

Current predictors for behaviors: inability to express himself, sensory challenges, not understanding task or instruction, challenging task, uncomfortable emotional state (e.g. anxiety, embarrassment, shame, anger, frustration), being misunderstood, peer rejection, entering into a new social situation

What should student do instead of this behavior: verbally express difficulties and feelings appropriately, complete activities and assignments with appropriate attempts to seek help when needed, participate in activity/conversation in context, use socially and situationally acceptable strategies for calming himself

What supports the student using the problem behavior: return of control, escape from demands, attention for inappropriate behaviors, sensory stimulation (sometimes in the form of confrontation or power struggles)

Behavioral Goals/Objectives related to this plan: compliance, development of age and context appropriate social skills, coping skills and self-monitoring, increased tolerance to frustration, sensory stimulation and challenging assignments, staying on task, development of positive replacement behaviors

To achieve this outcome, both teaching of new alternative behavior & reinforcement is needed.....**yes**

To achieve this outcome, reinforcement of alternative behavior alone is emphasized.....**no**

To achieve this outcome, environmental supports are needed.....**yes**

Are curriculum accommodations necessary?.....**yes**

Is there a curriculum accommodation plan?.....

to be developed

Teaching Strategies for new behavior instruction: discuss rules/consequences in advance and ensure comprehension, check for understanding of directions/expectations, validate feelings and offer alternative replacement behaviors in the form of limited choices, consistent encouragement to express difficulties, **immediately** reinforce all appropriate attempts at communication and other appropriate behaviors, model appropriate behaviors, role play challenging situations, probe to understand root causes of problem

behaviors, behavioral aide to shadow and fade into classroom aide whenever possible, proactive and periodic checking for understanding and issues.....**By:** teacher, aide, other specialists, parents

Environmental structure and supports, time/space/materials/interactions: set up situations for success, designate a “safe place” to calm down (not for punishment), avoid confrontation through calmness, choices, negotiation, anticipate predictors of behavior and avoid or prepare for intervention, institute sensory diet, reduce visual distractions, implement Curriculum Modification Plan.....**By:** teacher, aide, parents.

Who monitors: Behavioral Consultant

Reinforcers/rewards: immediately reward appropriate behaviors; smiles, verbal praise, thumbs up, pat on the back for sitting quietly, on task; read books, saying “Hi” to Principal or other special person, giving positive report to Principal, library time for work completed, checkout library book, borrow a video for a cooperative day. Standard aversive disciplinary techniques (e.g. red cards, benching, citations) are ineffective and will not be used.....**By:** teacher, aide, parents.....**frequency**.....smiles, thumbs up, etc. every few minutes with gradual reduction according to consistent change in behaviors; reading books 2-4 times/day; library time/special person daily**By:** teacher, aide, parents

Reactive strategy to employ if behavior occurs again: Offer “safe place” to calm down, bring work to alternate location, validate feelings, offer limited choices.....**By:** teacher, aide, parents

Monitoring results and communication: options: daily reports by phone, voice mail, or communication buddy book to go to school/come home with _____. IEP team should meet weekly for 1st month, then 1-2 times/month for remainder of year after plan implementation to discuss results of plan, make any necessary changes, and ensure consistency. Less formal meetings between parents, teacher, aide, and behavioral consultant for new information/minor changes should be called when necessary.