

Positive Behavior Support Plan
(example for middle-school age Asperger's or ASD child)

Name: _____ IEP/ "504": date:

Behavior impacting learning is: awkward social situations, fear avoidance, obsessive/repetitive thoughts, self-stimulating behavior, no internal regulatory "sensors" to move forward while experiencing tasks too demanding or difficult, excessive "doodling/drawing" whenever a verbal-teaching opportunity takes place, possible abusive verbal outbursts

It impedes learning because: is unavailable for learning while experiencing the above behaviors, and the teacher is distracted along with the other students

Estimate of current severity of behavior problem: mild to moderate

Current frequency/intensity/duration of behavior: daily self-stimulatory behaviors, frequent doodling/drawing, outbursts- 1-2 /month for extended periods of time if it becomes a "power-struggle"

Current predictors for behavior: unexpected change in routine, projects that demand motor-planning or are not immediately understood, too much sensory stimulation at the same time, teacher demands to repeat a task, illness of self or others, unstructured activity, teasing by peers

What should student do instead of this behavior: express verbally to an adult if he does not understand a task, feels anxious, angry, or overstimulated, learn to develop self regulatory relaxation techniques

What supports the student using the problem behavior: misunderstanding and misinterpretation by adults of his communicative intent

Behavioral Goals/ Objectives related to this plan: development of age appropriate coping and social skills, anger management and self-regulatory skills, and developing appropriate verbal communication

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: intervention with positive replacement behaviors, anticipating and preventing the antecedents causing behavior, ignoring inappropriate behavior whenever possible but **immediately rewarding all appropriate behavior**, intervention assistance with difficult social interaction and role playing **By:** aide, teacher, speech and language therapist, and DIS counselor, parents **Frequency:** all the time until a new desired behavior is well established

Environmental structure and supports, time/space/materials/interactions: a designated "safe place" for establishment of self regulatory coping mechanisms, acknowledgement by adults to allow ___ his "space" and time to "regroup", seating close to teacher, but allowing space to "spread-out" in order to

avoid confrontation with fellow students, adult support is needed during any group/social interaction or activity by engaging in role playing and social skills training or stories, or to keep him on task with the activity at hand

By: aide, teacher, speech and language therapist, and DIS counselor, Who monitors? Inclusion specialist

Reinforcers/ rewards: a reward system, with a foundation based on a motivator,(NINTENDO), to be developed by parents, inclusion specialist and teachers, **aversive, negative disciplinary techniques will only exacerbate undesired behaviors** , upon resistance to a task, allow _____ to “regroup” and then readjust the task with flexibility in achieving a goal of completion immediately rewarding any compliance to finish the task **By:** aide, teacher, speech and language therapist, and DIS counselor, parents **Frequency** all the time until a new desired behavior is well established

Reactive strategy to employ if behavior occurs again: avoid power struggles, allow _____ to regroup in his “safe-place”, validate his feelings and encourage him to express verbally his frustration, anger, and anxiety etc.

By: aide, teacher, speech and language therapist, parents

Monitoring results and communication: options: daily, weekly reports, in “Weekly Planner” by teachers, reward system will be “tracked” in writing by teachers and given to inclusion specialist bi-weekly- the inclusion specialist will meet with teachers, aide, speech therapist, and DIS counselor bi-weekly or more often as needed until the team has established that _____ is adequately supported and developing the desired appropriate behaviors and moving in a “parallel” academic direction with his non-disabled peers.

(Working document for in-services on behavior, Diana Browning Wright, So. Cal. Diagnostic Center, CA. Dept. of Education)