

ISD 721

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NEW PRAGUE AREA SCHOOLS

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Positive Behavior Support Plan

Student: Student Z School: Elementary School

Date: 12/15/2017 Case Manager: Teacher X

Objective(s):

- To increase the frequency of appropriate alternative behaviors for Student Z to use in order to replace his property destruction behavior.
- To decrease the frequency, duration, and intensity of Student Z's property destruction behavior.
- To shape the appropriate alternative behavior into a desired behavior for Student Z to use as a sustainable alternative to his current negative behavior.

Target Behaviors:

1. ***Property Destruction:*** Property Destruction for Student Z includes, throwing things, tipping over book shelves, dumping bins of items out, ripping book covers, tearing things off of walls, pushing over large objects in the classroom, crushing boxes, and smashing things against the wall/ground.
 - For example, when Student Z engages in property destruction, Student Z may walk around the room ripping items (pins, papers, shelves, etc.) off of the walls, tip over large objects, open cabinets in order to pull out bins of small things (marbles, manipulatives, letters, coins, etc) and throw the items around the room.

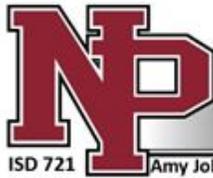
Function of the Behaviors:

- When Student Z demonstrates Property Destruction it is likely maintained due to positive reinforcement (gaining) preferred activities and positive reinforcement (gaining) adult attention.
- **Functions:**
 1. Gaining preferred activities/items (recycling, electronics/screens, and destruction of items in the classroom).
 2. Gaining adult attention (occurs in the moment of destruction in the form of blocking access to items - chasing, verbalizations, and looking at him).

Antecedents to the Behaviors:

- Antecedent Conditions are events, people, occurrences, or other triggering factors that occur just prior to the target behaviors.
- Antecedent conditions that trigger Student Z's behavior are being told "no" to a preferred activity, loss of expected reward, waiting/delay in reinforcement, adult directives, and non-preferred task demands.

Alternative Behaviors Currently Being Taught (Teaching Strategies):



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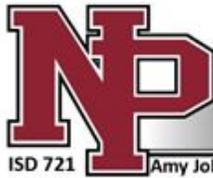
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- Replacement Behavior(s): - An acceptable alternative
 1. *Asking for Alternative Destruction Option (Safe Mess)*. Alternative Destruction Options include, throwing a ball at a target, ripping paper and putting it into a garbage can, or pulling velcro pieces off of the wall and placing them in a cup.
Breaks = 5 minutes
- Desired Behavior(s): - What we want to shape the alternative into.
 1. *Asking for a Break*: Asking for a break is qualified as distributing three break tokens to Student Z each day and having him spend them when he wants. Breaks = 5 minutes

***The intention is to shape this behavior over a series of successive approximations. He will have unlimited access to alternative, controlled, destruction options. After he meets mastery criteria (certain # of days without property destruction) he will receive five destruction breaks he can use at his convenience. After he meets mastery criteria (certain # of days without property destruction) he will receive three destruction breaks, etc.

Behavior Shaping Plan:

Replacement Behavior Step	Mastery Criteria
1. Unlimited Access to Alternative Destruction Option Tokens	5 Consecutive Days
2. Unlimited Access to Alternative Destruction Option Tokens - Add peers to "restart room"	5 Consecutive Days
3. 5 Alternative Destruction Tokens/Day - Unlimited Break Tokens - Peers in "restart room"	5 Consecutive Days
4. 3 Alternative Destruction Tokens/Day - Unlimited Break Tokens - Peers in "restart room"	5 Consecutive Days
5. 3 Alternative Destruction Tokens/Day - Unlimited Break Tokens - In classroom	5 Consecutive Days
6. 3 Alternative Destruction Tokens/Day - 1 option removed - Unlimited Break Tokens - In classroom	5 Consecutive Days
7. 3 Alternative Destruction Tokens/Day - 2 options removed - Unlimited Break Tokens - In classroom	5 Consecutive Days
8. Unlimited Break Tokens - In classroom	5 Consecutive Days
9. 5 Break Tokens/Day - In classroom	5 Consecutive Days
10. 3 Breaks Tokens/Day - In classroom	5 Consecutive Days



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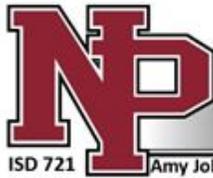
Proactive Strategies:

- Proactive strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrences of the challenging behavior. They are preventative in nature and usually deal with the conditions that precede the behavior. The goal of proactive strategies is to reduce the future probability of the behavior, thus making the target behavior irrelevant. Analyzing the antecedent conditions, or behavioral triggers offers those working with Student Z the opportunity to reduce the likelihood the negative behavior will occur.
 1. In order to limit opportunities for Student Z to engage in property destruction, for the first few weeks of behavior intervention plan implementation he should spend the majority of his day in a room with nothing to destroy. As he demonstrates success in using the replacement behavior, peers should be introduced to the room and he should start to spend more time in his classroom with the intention of him returning to his class full time once the behavior shaping plan is complete.
 2. Student Z may benefit from opportunities to take ownership in his classroom/school - decorating his classroom, having conversations with Student Z about how it is his school and he needs to take care of it.
 3. Student Z may benefit from a positive reinforcement system where he will earn recycling, markers, or other types of rewards if he gets a certain percentage of possible points in a day.
 4. Student Z may benefit from foreshadowing outcomes. Specifically, using first-then language and ensuring task demands/adult directives are presented with the promise of a preferred reinforcer.

Teaching Strategies (Skill Building Strategies):

- Teaching strategies are interventions which are used in order to train a new skill or behavior that the student will be able to use in order to obtain the desired outcome that the previous negative behavior would achieve. Teaching Student Z an effective replacement behavior that fulfills the same function as the negative behavior, while simultaneously making the negative behavior inefficient, ineffective, and irrelevant should increase the frequency of positive behavior for Student Z. The primary goal of teaching strategies is to make the replacement behavior more efficient than the target behavior.
 1. Student Z may benefit from the implementation of a systematic behavior shaping program.
 2. Student Z may benefit from the use of behavior skills training (instruct, model, provide feedback) to teach the use of break tokens.
 3. Student Z may benefit from the use of social stories to explain the factors surrounding the replacement behavior options for Student Z to use as appropriate alternatives to the negative behaviors.

Reduction Oriented Consequence Strategies (Reactive Strategies):



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- Reactive strategies are interventions which are used only once the behavior occurs. They are the consequences (or reactions) to the behavior. The goal of these strategies is typically to minimize the damage, once a behavior is in progress making the negative behavior ineffective. In other words extinguishing the benefit of the negative behavior for the student.
 1. If signs are recognized that Student Z may begin to engage in the destructive behavior, he should be prompted to use his alternative destruction break token. If Student Z does not accept the redirect and continues to destroy the room it is important that adults in the room do not continue to prompt/continue to model the appropriate destruction.
 2. If Student Z engages in the negative behavior - property destruction, the desired activity/outcome and any proposed alternative reinforcement should be withheld (this may increase the frequency, intensity, and duration of the behavior at first - an extinction burst - but will ultimately decrease the behaviors frequency and potential impact).
 3. If Student Z engages in the property destruction behavior the room should be cleared to the extent possible. Those working with Student Z should attempt to redirect, but give limited attention to his destructive behaviors.

Long Term Prevention Strategies:

Student Z's progress will be monitored through frequent check-ins with the IEP team to determine the effectiveness of the behavior intervention plan/behavior shaping schedule, and determine if adjustments are required in order to help Student Z return to his classroom in the shortest amount of time possible.

Supports for Team Members:

- Consultation from the district behavior specialist will be provided to the IEP team in order to support the implementation of the behavior intervention plan.

Emergency Intervention Procedures:

This may or may not be specific to Student Z, but it is included in all behavior intervention plans in the event the procedures must be enacted. Physical holding will only be used in emergency situations by Crisis Prevention Institute (CPI) certified staff with CPI approved procedures. Behaviors that may necessitate the use of restrictive procedures include physical aggression to the extent that bodily harm may occur to the student's self or others. Any use of restrictive procedures necessitates documentation in SpedForms ("Use of Restrictive Procedures: Physical Holding" form) within 24 hours and a staff debriefing meeting ("Staff Debriefing Meeting" form) within 48 hours. If restrictive procedures are used on two separate school days within 30 calendar days (or at the request of a parent or the district after restrictive procedures are used), the IEP team must hold a mandatory meeting within 10 calendar days.