General Information

Student Name	DOB	Gender	Grade Level	School	School District
Behavior Advantage Sample Resources	9/7/2011	M	3	Lakeview Elementary	Behavior Advantage School District

Contributors				Next Meeting	
School Psychologist, Teacher				11/10/2020	

Reason for Referral

(The following Simple Behavior Intervention Plan report provides an example of a function-based behavior support plan for a student exhibiting persistent problem behaviors primarily functioning to gain both positive and negative attention from staff and peers.)

Example School referred Student for a Simple Behavior Intervention Plan (SBIP) within his educational placements. Record review and staff interviews detail a history of interfering behaviors that have impeded student's ability to learn and access curriculum. These behaviors have included various inappropriate social behaviors with staff and peers. Preventative recommendations and positive behavior supports are provided. The following report is based on staff report, interactions with the student from September to October, and team collaborations with the School Psychologist.

Target Behavior	Operational Definition
Inappropriate social behaviors	Blurting out and making inappropriate comments during social activities, disrupting others during tasks, arguing with staff, may escalate to loud verbal disruption and property destruction; inappropriate comments toward peers during play and unstructured activities, which may include aggression toward peers

Prevention Strategies

Attention

Positive greetings at the door

Greeting students at the door builds positive rapport, can increase engagement, and reduce disruptive behaviors. Stand at the classroom door before students enter. Positively interact with students as they enter the classroom, either verbally and/or non-verbally. Assess target student mood and affect. Tip: Pre-teach, prime, and offer pre-corrections as needed.

Pre-K/Elementary Example: Teacher stands at classroom door as students arrive in the morning. She smiles and warmly greets each student by name, for example, "Good morning Melanie! I really like your rainbow dress."

Middle/High Example: Science teacher stands at her classroom door as students arrive for 5th period. She smiles and holds her hand up for a high-five, for example, "Hey Antonio, good to see you. [High five] We're doing an experiment today that I think you'll really like."

Escape or Avoidance

Task analysis & checklists

Task analysis is the process of breaking a skill or activity down into smaller more manageable components. Listing these steps in a checklist or visual support can then be used to organize, teach, and prompt a student through each step of the skill or activity. Task analysis can be taught in combination with many other instructional strategies, such as modeling, discrete trial teaching, video modeling, prompting strategies, and more. Tip: Task analysis and checklists can significantly increase student independence, if direct instruction strategies are carefully faded over time.

Pre-K/Elementary Example: Ready for class: 1. Sit at my desk, 2. Get a pencil, 3. Get subject book or workbook, 4. Face front quietly, 5. Wait for teacher to start lesson.

General

Peer Mediated Interventions

Peer mediated interventions encompass a variety of strategies, all designed to harness the power of peers to help teach target students important social, communication, and/or academic skills. Most peer mediated interventions involve five important steps: 1. Recruiting positive peers to participate, 2. Training peers how to support target students, 3. Supporting peers with on-going training, resources, and motivation to participate, 4. Implementing peer supports in target settings, and 5. Expanding peer supports as progress is demonstrated. Assigning peers to support target students can reduce reliance on adults, increase independence, and expand opportunities to practice important skills. Several evidence-based peer mediated interventions include:
Peer networks: A small group of trained peers meet with target students during less structured activities to promote positive social skill interactions.
Peer supports: Support peer(s) are trained to help target students demonstrate learning readiness and academic skills in classroom settings.
Peer tutoring: Peer and target student alternate providing academic support to each other in a structured setting. Rotate and reassign peer tutors as necessary.
Peer mentors: Utilizes older peers to mentor target students and model appropriate social and/or academic behaviors.
Positive peer reporting: Peers are trained to frequently acknowledge and recognize target peers for practicing pro-social behaviors across settings.
Tip: Peer mediated intervention programs should be voluntary and consent to participate should be established.

Pre-K/Elementary Example: Five students in Ms. Gregory's 3rd grade agreed to support their classmate, Simon, who has autism. After securing parent permission from everyone, all five peers received initial training on basic characteristics of autism and discussed out to involve Simon in more social interactions. The peers decided to start inviting Simon to play during recess. The peers were also trained how to offer Simon choices, so he would be more likely to accept their invitations. The peers meet weekly with Ms. Gregory during lunch to discuss progress and plan.

Middle/High Example: Mr. Stine teaches in a high school SDC classroom, and he also coaches basketball. Every year Mr. Stine recruits students to support several of his target students. He secures parent and student permission slips, provides training, and meets with the peers twice a month to brainstorm supports for his students. Peers are provided weekly opportunities to meet with target students in order to promote social and communication skills.

New Skills to Teach

• Teach how to cope without immediate attention

• Teach how to gain attention in positive ways

Teaching Strategies	Prompting Strategies	Motivation Strategies
• Role-play and practice opportunities	• Scripting • Model	• Provide positive public adult attention • Facilitate positive peer attention

Details
Use direct instruction strategies with counselor and teaching staff to discuss, model, and role-play appropriate attention-seeking strategies. Once fluency is demonstrated in structured settings, then generalize to more natural settings using supported instruction and trained peers. Note: Adding implementation details here will help the team understand how to teach and generalize replacement behaviors.

Response Strategies	
Student Escalation Behaviors	Staff Response
Consistent Trigger	**De-escalation** • Remind student of positive attention-seeking and coping strategies before target situations _Details:_ Review and model new pro-social skills to practice in specific social and learning situations.
Initial Escalation	**De-escalation** • Signal student to practice a calming routine _Details:_ Use pre-taught, nonverbal cues to signal student to utilize replacement behaviors.
Increased Escalation	**De-escalation** • Stay calm **Extinction** • Remove or minimize peer and staff attention _Details:_ Attempt to remove or minimize adult attention and reinforce trained students for ignoring disruptive behaviors.
Target/Unsafe Behavior	**Safety** • Home-based discipline • Alternatives to suspension _Details:_ May need to consider discipline measures that do not promote unnecessary social attention with peers or adults.

Signatures		
Name	Signature	Date