



****CONFIDENTIAL****

Behavior Intervention Plan

Student Name: Behavior Advantage Sample Resources

Student DOB: 9/7/2011

Report Date: 9/1/2020

General Information					
<i>Student Name</i>	<i>DOB</i>	<i>Gender</i>	<i>Grade Level</i>	<i>School</i>	<i>School District</i>
Behavior Advantage Sample Resources	9/7/2011	M	3	Lakeview Elementary	Behavior Advantage School District
<i>Contributors</i>				<i>Next Meeting</i>	
				9/1/2020	
<i>Reason for Referral</i>					
<p>Behavior Advantage Unified School District understands that distance learning models are new and can be intimidating for everyone. The following behavior support plan recommends several effective prevention, instructional, and response strategies to help our students and children get the most out of these learning opportunities. Families and teachers can partner together to implement these practices to the greatest extent possible, in a unified effort to support our children and students. We will get through this together!</p>					

Target Behavior	Operational Definition
Distance learning participation	Distance learning participation may include completing morning routines, logging into virtual lessons on time, using technology appropriately, participating during lessons, demonstrating positive social skills online, and completing assigned school work

Prevention Strategies

General

Visual Schedule (Activity)

Visual schedules, checklists, or "To Do Lists" enhance the structure, consistency, and predictability of a learning activity, especially when visually presented and utilized before and during lessons. Visual schedules help students prepare, transition, manage stress and anxiety, and build independence. Visual schedules can be simple or more complex. Design a visual schedule that matches the learner's skill level (e.g., written and/or pictures). Pre-teach student(s) on the schedule, review the schedule at the beginning of the activity, between steps, and as a coping tool if necessary. Visual activity schedules can also be used to breakdown longer or more complex activities into more manageable steps.

Tips: Complement visual schedules with fun breaks that incorporate physical activity, manage activity length to match learner attention span, and sequence the schedule so that more preferred activities follow less preferred activities.

Establish and pre-teach online classroom expectations

Establish online classroom expectations and routines early in the school year to increase structure and predictability for students. When clear expectations are defined, pre-taught, and reviewed often, students are more likely to be engaged during online learning and less likely to demonstrate problem behaviors. Routines have to be taught and learned in order to be effective. Explain the new online classroom expectations to your students and why the routine is important. Provide families with online expectations, so they can review and encourage appropriate participation as well. Acknowledge and recognize student efforts to follow expectations and routines. Be consistent. Review and reteach as necessary.

For example:

Be Responsible

- Login on time
- Dress appropriately
- Sit at a desk or table
- Have materials ready

Be Respectful

- Manage audio & video
- Use appropriate participation methods
- Eliminate distractions
- Respect others

Create a home learning space

Creating a home learning space is a solid first step to helping children start school work. Involve children in the process. Find a space, with good lighting, a comfortable seat, and preferably near an electrical outlet. This space does not need to be a separate room. It could even be one end of the kitchen table, maybe marked with painters tape. Ask your child to help gather supplies and decorate the space. Their participation increases motivation to use the space and start learning.

New Skills to Teach

- Work completion
- Online participation

<i>Teaching Strategies</i>	<i>Prompting Strategies</i>	<i>Motivation Strategies</i>
<ul style="list-style-type: none"> • First/Then Strategy • Pre-teach online participation options • Role-play and practice opportunities • Check-in/Check-out Program 	<ul style="list-style-type: none"> • Family communications • Chat reminders • Visual • Verbal 	<ul style="list-style-type: none"> • Home based rewards • Praise effort

Details

There are many motivational strategies that can be used to help students and children initiate tasks, stay engaged, and complete their school work. Several of these teaching and motivational strategies, adapted to distance learning situations, include:

1. Role-play and practice logging into virtual classrooms, using application features, and managing different online learning tools BEFORE actually needing to use them for lessons. Pre-teaching and reviewing how to manage Preparation and practice before actual learning situations can make a huge difference!
2. Pre-teach and review with students how to manage audio and video options, use various virtual participation methods (e.g., chat windows, raising a hand icon), or other direct instruction strategies adapted for the virtual classroom (e.g., white boards).
3. A First-Then Strategy is a verbal contract or visual display of something your child prefers that will happen after completing a task that is less preferred. A First-Then Strategy can help motivate children to follow directions, start and complete tasks, and clarifies expectations as well as when they can access privileges and fun activities.
4. Check-In/Check-Out interventions are being adapted to online distance learning situations. This intervention involves a behavior report card or point sheet, listing and targeting priority online behaviors (e.g., logging in on time, managing technology and social skills appropriately, and completing work/participating), and increases structure and opportunities to review and practice behavioral expectations. Students check-in with an adult before learning sessions, review the behavior goals or point sheet, receive encouragement or support, and check-out with an adult to receive feedback in the form of objective points which can be exchanged for additional positive reinforcement if goals are met.

Tip: See the Behavior Advantage Sample CICO Distance Learning Point Sheet in this "students" Behavior Supports as an example.

<i>Response Strategies</i>	
<i>Student Escalation Behaviors</i>	<i>Staff Response</i>
<u><i>Consistent Trigger</i></u>	<p><u>De-escalation</u></p> <ul style="list-style-type: none"> • Calmly remind of available choices <p><u><i>Details:</i></u> If initial disruption occurs during online learning sessions, calmly remind students of the behavior expectations, their choices, and any associated motivations for demonstrating respectful, responsible, and positive behaviors. Reminders can be made verbally to the group or privately using the Chat feature.</p>
<u><i>Initial Escalation</i></u>	<p><u>Extinction</u></p> <ul style="list-style-type: none"> • Remove or minimize peer and staff attention <p><u><i>Details:</i></u> If students continue to disrupt the online learning session for others, despite redirection, then consider muting and disabling the student's audio and video. The private Chat feature can be used to continue communications with the student to encourage positive behaviors and returning to the session.</p>

Signatures		
<i>Name</i>	<i>Signature</i>	<i>Date</i>