

# POSITIVE BEHAVIORAL SUPPORT PLAN

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## IDENTIFYING INFORMATION

**Student Name:** George Louis

**Parent or Guardian Names:** Mary Ann and Steven Louis

**Contact Information:** 555.524.1212

1000 Main Street

Bayberry, Louisiana 20002

**Date:** 9-19-2000

**School Currently Attending:** Jackson Elementary School

**Current Grade Level:** 5

**Student Team Coordinator:** Carolyn Miller

**Contact Information:** 527.9997 - work

Jackson Elementary School

555 A Street

Bayberry, Louisiana 20004

**Team Members:** Mr. Stark, Ms. Wilson, Mr. Wanamaker, Ms. Hawthorne, George's tutor - Molly O'Neil, George's babysitter - Mackenzie Walters

## REASONS FOR THE PBS PLAN

George has been repeatedly sent to the office for being disruptive during reading last year. The purpose of this plan is to provide George with the support he needs to succeed in his classes. The functional assessment indicates that George engages in problem behavior in order to escape from situations he considers unpleasant or embarrassing. It is clear that George's reading skills are below that of his peers and when George is in a situation where his poor skills are evident to the whole class, he is more likely to be disruptive. The interventions described in the plan are intended to address this issue and other similar situations in George's other classes.

## THE GOALS OF THE TEAM

- Improve George's reading skills

- Enhance George's self-confidence
- Decrease class disruptions due to George's problem behavior

### **KEY PLAYERS**

Mr. Stark, Ms. Wilson, Mr. Wanamaker, Ms. Hawthorne, George's babysitter - Mackenzie Walters, George's tutor - Molly O'Neil, Ms. Miller, Mary Ann and Steven Louis, and George Louis

### **STUDENT STRENGTHS**

George is very artistic and enjoys the attention of friends in the classroom. He is very good at verbally telling stories that he would like to write. He is always one of the first picked for sports in gym and at recess. He likes to help others and work with his peers.

### **ACTIVITIES, PEOPLE, TIMES OF THE DAY, OR STUDENT PREFERENCES**

George enjoys gym and art class. He does better around ten in the morning (mid morning) and at least an hour after lunch. His interest in art and helping others spans across settings. George always tries to help his parents, neighbors, and grandparents. In the morning, he likes to sit with younger students on the bus and pretends to read stories to them.

### **DESCRIPTION OF THE PROBLEM BEHAVIORS**

\*Provide enough detail so that anyone new to the classroom could participate in data collection activities

#### **Humming loudly.**

George will begin humming under his breath the theme song to a popular game show that is audible from approximately five feet away. A new episode starts when George has stopped humming for a three-minute period. Humming is not counted as a problem behavior during music, lunch, recess or any other informal situation.

Humming is recorded during class discussions, or when the teacher is speaking to

the class.

**Putting his head on the table and refusing to participate.**

Recording begins when George places his head on his desk during discussions or when the teacher is speaking to the class. The onset of the behavior occurs when George's forehead touches the desk and ends when George is sitting upright for a three-minute period. This behavior is not recorded if George puts his head down at lunch or during times when the students are allowed free time.

**Throwing books.**

This behavior is recorded as a frequency count and is recorded when George picks up a book with one hand and drops it on the floor or throws it across the room. Each occurrence of throwing is recorded as a single event. The behavior is not recorded as a problem behavior if George drops his books onto his desk, or it is obvious to the observer that he has unintentionally pushed a book off the table with his elbow.

**Telling jokes**

George will tell a joke to his peers prior to a class discussion. During the class, George will blurt out the punch line to this familiar joke. When George tells the punch line of a joke during class discussions or when the teacher is speaking, it is recorded as a frequency count. This behavior is not recorded during free time, lunch, or informal situations.

**Summary of Functional Assessment Information**

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<b>Setting</b>	<b>Antecedents:</b>	<b>Behavior:</b>	<b>Consequences:</b>
<b>Events:</b> Poor nights sleep Beginning of the week Severe allergies	Asked to read out loud	Humming loudly Putting head on table Throwing books Telling Jokes	Delay of reading Sent to the office

George is likely to hum, tell inappropriate jokes, throw books, and put his head on his desk at the beginning of the school week, when he has slept poorly, or is suffering from severe allergies. The antecedent event includes verbal requests to read aloud or the beginning of reading activities. George engages in problem behaviors in order to escape from an unpleasant and embarrassing situation (reading).

**Desired Behavior**

Participate in reading class without disrupting others

**Possible Alternative Behavior (replacing problem behavior with new skill)**

Learn to request an alternative assignment

**Daily Student Activities and Routines**

George eats breakfast at home before going across the street to his babysitter's house. He spends about an hour at her house (Mackenzie Walters), from there he gets on the bus and goes to school.

He is in Ms. Miller's room for three hours before going to art.

He then goes to lunch back to Ms. Miller's room for activities and finishes the day in gym class.

After school, he takes the bus back to the babysitter's house where he spends time playing with neighborhood kids.

He usually goes to some type of sports practice from there and then home for dinner and homework.

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**General & Specific Intervention Information**

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**GENERAL INTERVENTION**

George's problem behavior is maintained by escape from highly aversive situations that occur when his academic weaknesses are visible to his peers. The goals of the behavioral interventions will be to 1) decrease the aversive characteristics of reading aloud in front of his peers, 2) increase George's confidence and skills in reading, and 3) decrease the level of class disruption by making George's problem behavior irrelevant and ineffective.

**SPECIFIC BEHAVIORAL SUPPORT STRATEGIES****Setting Event Interventions**

- Mary Ann (George's mother) will call and leave a message for Ms. Miller when George has had a poor night's sleep. Ms. Miller will send a message to any other teachers and school personnel who may need to know. When

George has slept poorly the night before, his teachers will modify the assignments temporarily by reducing the amount of reading aloud expected that day.

- George's family and teachers will be on the alert for early signs that George's allergies are getting worse. Early signs that George's allergies are getting worse include red eyes, slight increases in sneezing, and complaints of headache. George also may begin to press or pinch his nose with his fingers. If any of these signs occur, the school staff will send a message to George's mother who will immediately schedule an appointment with the doctor.
- George's mother will set up an appointment to discuss how to implement preventative strategies in order to avoid chronic sinus infection during the spring/fall.

### **Antecedent Interventions**

- Ms. Miller will modify the reading curriculum for George to compensate for his current reading level so that George can still read out loud in front of the group. In addition, Ms. Miller will modify his instruction on alternate days to include smaller group reading sessions where students can work together. On days when setting events occur, Ms. Miller may choose to use this smaller group format. On smaller group reading days, the students will take an active role in selecting reading materials of their choice.
- Ms. Miller will remind George prior to group reading that George can request an alternative if the text is really challenging and make an agreement with George that if he completes the more difficult readings he can choose an extra art project later in the afternoon.

### **Teaching new skills:**

Teach George to request an alternative reading assignment if the current one is too challenging.

Molly O'Neill will send additional reading homework home with George and MacKenzie Walters who will be working with George in the afternoons for an hour every day after school. To enroll George in the homework activities, the content will focus on art related information and readings that include George's favorite athletes.

Mary Ann will encourage George to read stories to younger children (a task he enjoys) by suggesting that he volunteer at the local library during "story time." Although the reading material in this setting is not as challenging, it will provide George with an opportunity to practice his reading skills in a safe context thereby helping him become more self-confident.

**Consequence Interventions:**

Ms. Miller will intervene as soon as he hears George begin to hum. She will ignore the behavior while quietly redirecting George by giving him a choice of alternative readings.

If George participates in class without engaging in problem behaviors three days in a row, Ms. Miller will let George decide whether he wants to spend 10 extra minutes working on his art projects, set up a small group discussion with his friends for 10 minutes about the upcoming football game, or work on another activity of his choice.

Whenever possible, Ms. Miller will not let George to escape from his reading tasks if he engages in problem behavior and will send him to the office only if George's behavior is a danger to the other students.

NOTE: Although these interventions have included Ms. Miller's name, the strategies will be useful in other classes where group reading occurs.

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**CRISIS PREVENTION PLAN****CRISIS PREVENTION PLAN**

Intervene early in George's escalating sequence of problem behaviors. George's problem behavior usually begins when he starts humming loudly or blurting out the punch line of jokes. He will then put his head on his desk and refuse to participate, and finally, George will start to throw books.

Ms. Miller will make sure that any time a substitute teacher takes her place, that George has easier reading material or group reading is replaced with another activity until Ms. Miller returns.

If George is humming,...ignore the humming and redirect George to an alternative reading task.

If George has his head on the table...quietly ask George if he knows where the art book (highly preferred reading material) is or give him a choice of reading materials.

If George is throwing books and he is aiming at you or his peers avoid getting into a power struggle over a book he is about to throw. Tell the class that they need to take a break and leave the room, reduce the frequency of demands that you are giving George, and keep your distance from him. Look for an opportunity to redirect George by discussing unrelated topics that are neutral and gradually redirect him. Remember that trying to reason with George or teach him new skills will not be

effective. The most effective time for teaching new skills is not when a student is in a "crisis."

If at any time the situation needs administrative assistance, send an assistant or paraprofessional to the office to have someone come to the classroom to provide assistance.

### **STUDENT SCHEDULE**

Babysitter and bus ride to school (Mackenzie Walters)  
Opening activities, Math, Reading (Ms. Miller's room)  
Art (Ms. Hawthorne)  
Lunch  
Social studies (Ms. Miller's room)  
Science (Mr. Stark's room)  
Group work (Ms. Miller and Ms. Wilson)  
Gym (Mr. Wanamaker)  
Babysitter (Mackenzie Walters)  
Tutor (Molly O'Neil)  
Sports practice (Mr. Wanamaker and Mr. Stark are his coaches)  
Home (Maryann and Steven Louis)

### **Evaluation and Communication Plan**

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#### **DATA COLLECTION AND EVALUATION PLAN:**

See the Implementation Plan lesson for information about how to document the responsibilities of each team member and create timelines for each intervention. The following data will be collected:

- Percentage of intervals with problem behavior using a scatter plot during reading activities. In addition, the frequency count of books thrown will be recorded.
- Improvement in reading skills: weekly curriculum assessments will be done to ensure that George attains grade level reading. His level of process will be coded on the data card, so teachers, parents, and the tutor can monitor George's progress.
- Ongoing system for recording the occurrence of setting events to be compared to the occurrence of problem behavior.
- Consumer satisfaction survey

**PLAN FOR COMMUNICATION:**

Before school: Mary Ann calls Ms. Miller if George had little sleep the night before. Mackenzie Walters, lets teachers know if George seems to be having allergies or is tired.

Hour 1: Ms. Miller's room (Opening activities, Math, Reading) gets data card started and ensures that it is passed to each teacher.

Hour 2: Ms. Hawthorne (Art). Records data and communicates with Ms. Miller if there are concerns.

Hour 3: Social studies (Ms. Miller's room)/Lunch.

Hour 4: Science (Mr. Stark's room). Records data and communicates with Ms. Miller if there are concerns.

Hour 5: Group work (Ms. Miller and Ms. Wilson).

Hour 6: Gym (Mr. Wanamaker).

After school: Usually no concerns occur here so Mr. Wanamaker and Mr. Stark (coaches) report end of the day positives to George and Mackenzie Walters

At home: Mackenzie Walters and Molly (tutor) communicate with one another regarding George's reading practice at home. Mackenzie shares George's progress with his parents and Ms. Miller on a daily basis.