



Incredible Years® Behavior Plan

for _____	
Developed by: _____	
Date: _____	

This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

I. Preventive Strategies

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

II. Encouragement of Appropriate Behaviors

Targeted Positive Behaviors to Increase. The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

Effective Motivators and Incentives. The following teaching strategies are effective in motivating this student and increasing his/her prosocial behaviors and academic success:

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children when he/she is off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever he/she earns 25; “happy gram” coupons are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

III. Decreasing Inappropriate Behaviors

Targeted Negative Behaviors to Decrease. The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

Effective Strategies for Handling Misbehavior. The following teaching management strategies are helpful with this student:

For example: clear nonverbal cues and reminders were helpful in redirecting him/her back on task for non disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Out consisted of chair in corner of room for 5 minutes; if he/she couldn't sit in chair, office was called and he/she went to classroom next door for 5-minute Time Out; loss of computer privileges if he/she had 2 or more Time Outs in one day.

IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

V. Plan for Collaborating with Parents:

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail.

Plan discussed and agreed upon (date): _____

Plan to be re-evaluated (date): _____

For fillable copies of this form, see <http://www.incredibleyears.com/Resources/TP.asp>

