



# *Individualised Behaviour Support Plan*

## *Guidance Document*

Name of student: \_\_\_\_\_ Class: \_\_\_\_\_

Date of plan: \_\_\_\_\_

Date of Review of plan: \_\_\_\_\_

Contributors to the plan: \_\_\_\_\_

The plan is created collaboratively by those working directly with the child and his/her parents in consultation with the child. The plan will be revised and expanded as needed over the year and will then be used to develop a transition plan for the next year's teachers. The plan has been created to support the goals and objectives for the child and can be considered an addendum to the educational support plan (IEP). All sections of the plan may not be appropriate for all behaviours.

**Step 1: What is known about the child. Include information gathered from the parents, teachers, counselors and the child. Gather information in a number of areas including:**

- **How to connect with the child** *e.g. talking about football, commenting on work*
- **How child likes to receive affection/praise** *e.g. physical hugs, verbal praise, thumbs up, smile*
- **What motivates/rewards the child** *e.g. special privileges, leadership roles stickers, treats, football cards, going to a movie*
- **The child's favourite activities** *e.g. games, TV programme, books*
- **The child's preferred pastime/after school activity** *e.g. swim club*
- **The child's learning style** *e.g. learns with movement and practical hands on activities*
- **The child's strengths** *e.g. curious, absorbs information readily, persists with challenging tasks*
- **The child's challenges** *e.g. anxious about unfamiliar events, resistant to writing*
- **The child temperament** *e.g. cheerful, friendly, impulsive*
- **Hopes for the child** *e.g. will establish friendships with peers, will keep up with class work, will develop a positive self-image*
- **What the child has to say** *e.g. gets too excited during story time and that is why he/she shouts out, moving helps him/her concentrate, hands gets tired when writing, inattentive and hyperactive*
- **Other information** *e.g. has a dog Ruffle, helps out with simple household tasks, single working parent with 2 other young children (2 & 3 years)*

**Step 2: Identify problematic classroom behaviour and setting or situation when it occurs.**

*These are problem behaviours we want to see less of:*

*Identify the problem behaviour in concrete observable terms*

*Observe and record the frequency, duration or intensity of the problem behaviour*

*Note the situations/occasions where it occurs*

**For example:** poking, touching during circle time, speaks without raising hand during discussion, talks when directions are given, inattentive and off task wandering the room

**Step 3: Understanding the misbehaviour. Identify what you think is the function of the behaviour. This is an analysis of why behaviour may be happening. Remember there may be more than one function. It can be helpful to use the observations and information gathered in Step 1. The following checklist may help you to understand the child by thinking about why he/she may be behaving in a particular way.**

- using misbehaviour to gain attention .....
- venting frustration .....
- does not have developmental ability to do other behaviour .....
- using it to avoid stressful/unpleasant task .....
- finds it fun .....
- is unaware of doing the behaviour .....
- to obtain power .....
- to gain revenge .....
- has not learned other more prosocial behaviours .....
- home environment/past history .....
- reacting to stressful home environment situation (e.g., recent move, parent separation or conflict, loss of family member, child neglect or abuse, parent mental illness, poverty). . . . .
- community endorses the behaviour .....
- reflects feelings of inadequacy, depression, anxiety, lack of sleep .....
- reaction to school or community trauma (e.g., earthquake, gun violence, peer injury or loss, war) .....
- other .....

**See chapter 10 from Incredible Teachers: Nurturing Children’s Social, Emotional and Academic Competence by Dr. Carolyn Webster Stratton**

**Step 4: Identify the desired positive behaviour and when you can prompt, model and coach its occurrence. This is what we want to see more of.**

- Identify the positive behaviour
- Identify when you can coach your child to use this behaviour and your goal for frequency

**For example:** keep hands to own body during circle time, raise a quiet when wants to speak, listens quietly to teacher's directions using show me 5, completes written activity within set time frame

**Step 5: Identify the relationship building strategies you will use. Consider different people and different settings.**

- With the child
- With the parents
- With peers
- With teachers

**For example:** seating child near teacher, greet child at beginning and end of day, look at/smile and/or use non-verbal signals at least every 15 minutes (purple timer to monitor), spend some lunch break talking to child to find out favourite food/pet/toys, seat child beside positive social/emotional role model, send HappyGram home regarding homework and PE skills, spend 'Special Time' (2x1mins) having an individual child-directed discussion/activity with the child each morning and afternoon, engage in some unstructured child directed play using persistence coaching

See chapter 2 from *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* by Dr. Carolyn Webster Stratton

**Step 6: Identify the proactive teaching strategies that you will put in place to prevent problem behaviour occurring, taking into account the function of the behaviour. Consider a number of areas including:**

- Rules
- Transitions
- Physical layout
- Getting attention
- Playground setting

**For example:** rules displayed on wall, yellow timer (3min) to be used for tidy-up transitions, allow opportunity to move during each transition via classroom chores, seated close to teacher, picture schedule on desk and wall, independent work station/concentration, Clap Clap or C Bell to be used to gain attention before instructions, use listening cue cards, use positive redirects, develop some non-verbal signals and establish an agreement regarding their use

See chapter 3 from *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* by Dr. Carolyn Webster Stratton

**Step 7: Select specific ways in which you will use praise, coaching methods and encouragement to promote desired positive behaviour. Specify what behaviour you will model, prompt and praise and how you will deliver this positive attention and teaching. When considering areas to coach link it with your goals for the child. Include a statement of what it is that you will say. Consider a number of areas including;**

- **Academic Skills, Academic Behaviors** (e.g. neat writing, working hard, concentrating and staying in seat)
- **Social/Friendship Skills** (e.g. asking, waiting, listening to a friend, using soft gentle touch, sharing, being empathic, initiating a friendly suggestion)
- **Emotional Self-Regulation** (e.g., staying calm, being patient and waiting, using calm down place independently)
- **Persistence** (e.g. trying, trying again, staying focused, thinking hard)

**For example:** proximal praise of peers for quiet hand up, call on child to answer when he/she raises hand, thumbs up signal for keeping body to self, use I can listen stickers during discussions, put sticker in copy for completing written activity within set time frame, use Dina's self-monitoring sheet 'I can put up my quiet hand without calling out', weekly compliment circle

**Sample coaching statements:**

- You are keeping your body nice and calm
- You are really concentrating on this story
- You are waiting your turn
- You are listening and following directions just like I asked you
- You have all the supplies you need to start writing
- You look proud of your work
- You are staying focused and trying again
- You can ask your friend

**See chapter 4 and 5 from Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence by Dr. Carolyn Webster Stratton**

**Step 8: Select specific reinforcers/incentives/rewards to promote desired positive behaviour. Choose the behaviour and specify how often you want to see it in order for child to earn the incentive/reward. Choose a section of the day to implement the programme and have a system for identifying what motivates the child. Remember to note the following:**

- The **behaviour** e.g. raise hand to speak during story time
- **When** it is to occur e.g. daily during 10 minutes story time
- **How often** it needs to occur in order to earn an incentive e.g., will earn a stamp each time he/she raises hand
- What the **incentive** will be, e.g. once 20 stamps have been earned gets to choose the story
- **How** the incentive **will be given** e.g. quiet discussion with child to state reward has been earned, when reading book give public recognition for working hard on learning to raise hand, clap of hand for child and for peers for helping child to work on learning a behaviour
- What will happen **if the behaviour is not displayed** e.g. disappointment will be acknowledged, focus will be placed on the future chances of earning the reward, positive forecasting e.g., *I know you can do it next time*

**For example:** verbal praise which clearly describes the positive behaviours, proximal praise of peers, sticker chart, happygrams, extra time on preferred activity, ignoring problem behaviour and using proximal praise for those who are demonstrating the positive opposite behaviour desired in the target child, jobs of responsibility when written work has been completed

See chapter 6 from *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* by Dr. Carolyn Webster Stratton

**Step 9: Specify what behaviour you will be ignoring and how you will carry out the ignore.**

**The behaviour to be ignored** e.g. blurting out, wiggling

**How to ignore** e.g. tell peers to help friend by ignoring

**What strategy to use alongside ignoring** e.g. redirection, reminder of rule, warning of consequence, proximal praise

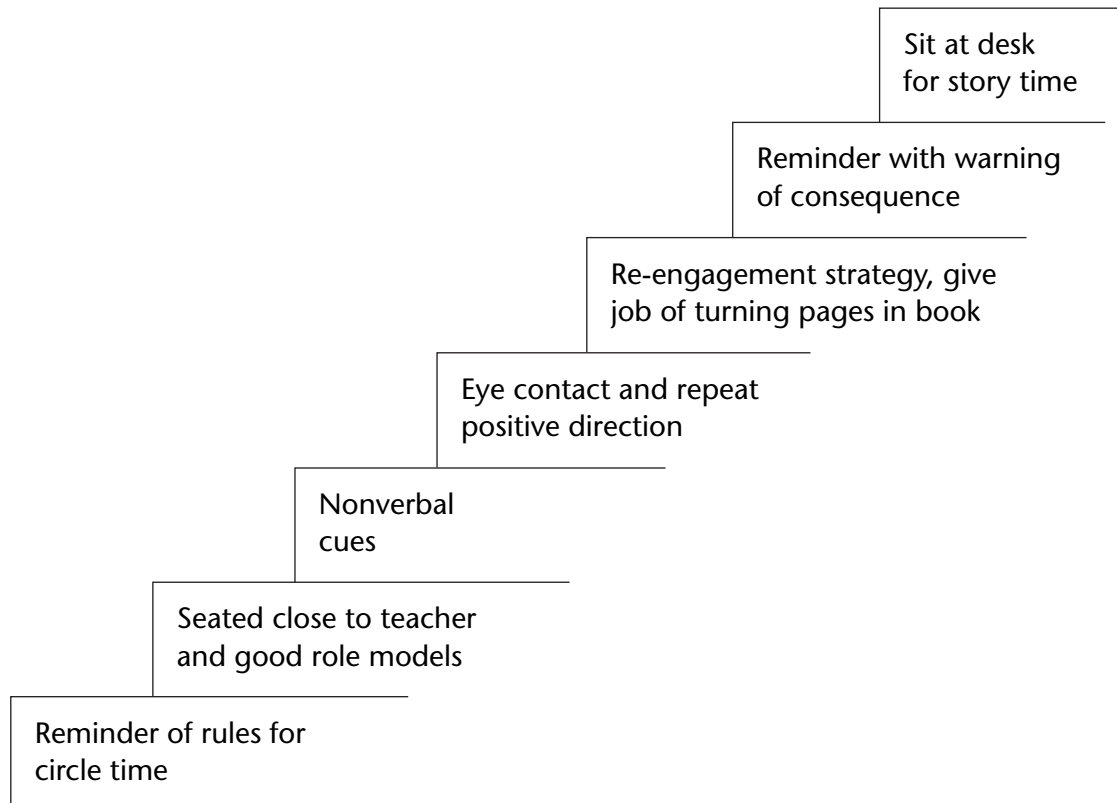
**For example:** ignore wiggling in seat during circle time, suggest child takes a wiggle break, ignore blurting out during discussions, use positive redirects to get child back on task, use nonverbal cue card as a warning for inappropriate touching, notice positive behaviours that are being displayed

See chapter 7 from *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* by Dr. Carolyn Webster Stratton

**Step 10: If the child continues to misbehave be clear about the discipline hierarchy you will use. As part of a discipline hierarchy identify consequences to help decrease the problem behaviour.**

**USE THE LAW OF LEAST DISRUPTIVE INTERVENTIONS**

Keeping hands to self during circle time



See chapter 8 and 9 from *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* by Dr. Carolyn Webster Stratton

**Step 11: Time Out to Calm Down. If Time Out is to be used, specify where and parameters of its' use.**

- **Behavior** that will result in Time Out to calm down *for example hitting another child*
- How child will be **taught about Time out to calm down**, *for example whole class lessons with Wally, chance to practice in support classes*
- How **peers will be involved**, *for example calm down strategies (e.g., deep breathing, positive self talk & positive imagery, use of calm down thermometer) in classes*
- How **parents will be informed**, *for example part of school code of behaviour, individual discussion*
- How **child will be helped** to complete a successful Time Out, *for example taught relaxation strategies, calm down thermometer on the wall, positive imagery, self-talk*
- How **its use will be recorded**, *for example IY record sheet of Time Out*

See chapter 10 from *Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence* by Dr. Carolyn Webster Stratton

**Step 12: Select specific ways in which you will teach the child the skills they have not yet learned. Consider a number of areas and be specific about what, how and when you will teach these skills.**

- **Social Skills**, for example Wally talks about his difficulty remembering to put up his quiet hand, role play and practice waiting a turn
- **Emotional Regulation**, for example calm down thermometer for circle time, use persistence coaching during individual work, teach calm down strategy of deep breaths
- **Problem Solving**, for example Wally's problem solving steps using solution cue cards, Wally's problem solving books

See chapter 11, 12 and 13 from **Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence** by Dr. Carolyn Webster Stratton

### **Step 13: Doubling and Tripling the Impact with Cross Setting Approach**

Consider who else can help to strengthen the child's new skills? Note what exactly can they do?

- Parents
- Special Education Teachers
- Special Needs Assistants
- Other teachers
- Teacher on yard duty

**For example:** behaviour chart will be send home and tell parents will give additional incentive for positive success and work to reinforce the same behaviours at home, the focus will be on learning an alternative solution to use the next time the issue arises, no additional consequence will be imposed for misbehaviour at school, telephone calls will be made to tell of improvements in behaviour, parents will suggest incentives which would be rewarding for their child, plan to communicate weekly by email or text and will have face to face meetings as needed.

See chapter 14 from **Incredible Teachers: Nurturing Children's Social, Emotional and Academic Competence** by Dr. Carolyn Webster Stratton

### **Step 14: Adults involved in implementing the plan and resources needed.**

- **Adults involved** for example class teacher, support teachers, teachers assistant
- **Resources needed**, for example puppets, Wally's problem solving books, show me 5 poster, calm down thermometer, visual cue of ignoring, wiggle space, special stickers or rewards that are motivating to child, etc.

**Step 15: Review if the strategies have worked? Document the following;**

- **When** you will review? *For example, initially every two weeks, then once per month with the aim of reviewing every half term*
- **How** you will review? *For example daily communication diary noting positives, daily chat with child, weekly telephone call with parents, formal meeting with all involved every half term*
- **Who** will be involved in the review? *For example child, parents, class teacher, support teachers, teachers assistant*

**Step 16: Review of the plan. Comment on a number of areas including;**

- How you feel the plan worked out?
- What worked well?
- What elements of the plan might need to be fine-tuned or altered?