

# POSITIVE BEHAVIOR SUPPORT PLAN

## STUDENT INFORMATION

<b>Student:</b> Train Sample	<b>Purpose:</b> PBSP	<b>Date of PBSP:</b> 08/15/2015
<b>Birthdate:</b> 07/08/2000	<b>Resident District:</b> Godfrey-Lee	
<b>Age:</b> 15	<b>Student Primary Language:</b> English	
<b>Grade:</b> Eighth grade	<b>Language in the Home:</b>	
<b>PBSP Coordinator:</b> Primarily responsible for guiding the team in development, participation, reviews, etc		

## PARTICIPANTS

These persons were present and participated in the Positive Behavior Support Plan meeting:

List those that were actually present at the meeting	General Ed teachers should be involved
Remember to include the parent	Special ed teachers should be involved

In addition, these persons also provided input to the Positive Behavior Support Plan process:

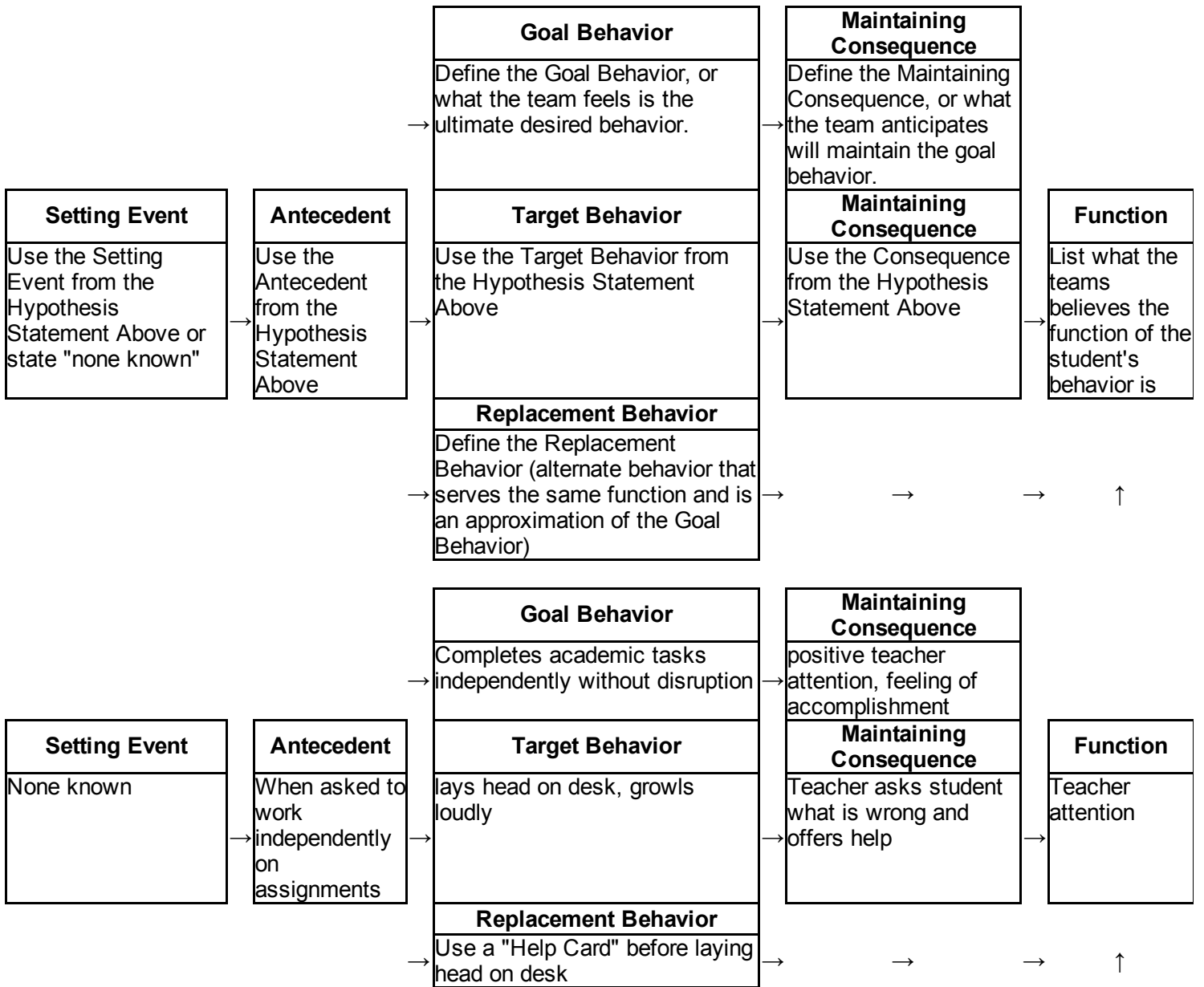
List anyone who provided input, including the parent if they did not attend the meeting.	
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## SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIOR(S)

Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern:

When this occurs...	the student does...	to obtain or avoid...
Describe Setting Events & Antecedents	Define Target Behavior of Concern	Describe Consequence & Identify Function
Create the Hypothesis Statement(s)... <b>***The information in each of these boxes flowed from the finalized FBA***</b>	...Using information from the SPECIFICATION/OPERATIONAL DEFINITION chart.	Identify what the function of the behavior is....is it to obtain something or is it to avoid something....list what it is.
Antecedents go here, and if applicable, so do Setting Events	Target Behavior of Concern gets listed here	Consequences and Function of behavior are listed here
<b>IF the FBA is finalized before the PBSP is created...</b>	<b>....the Hypothesis Statements will flow to the PBSP....</b>	<i>...Otherwise, you will have to copy and paste the information from one document to another.</i>

## COMPETING PATHWAYS



## BRAINSTORMING STRATEGIES

Brainstorm possible strategies in the following areas. Check the box next to strategies implemented at this time.

A		B		C			
Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence/Response Strategies				
During team brainstorming....	<input checked="" type="checkbox"/>	focus on strategies that address the current Function of the Target Behavior.	<input type="checkbox"/>	Check the box next to the strategies that will be implemented at this time.	<input type="checkbox"/>	selected strategies will populate to the INTERVENTION section	<input type="checkbox"/>
Provide breakfast at school	<input checked="" type="checkbox"/>	Break card	<input type="checkbox"/>	Teach student how to take a break	<input checked="" type="checkbox"/>	planned ignoring	<input type="checkbox"/>
	<input type="checkbox"/>	social narrative	<input type="checkbox"/>	Teach student how to ask for help	<input type="checkbox"/>	Providing help when requested	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	visual cues	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	preferred seating	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

### INTERVENTION (with specific descriptions)

Describe specifically how the selected strategies will be implemented and the Target Behavior/Hypothesis Statement each strategy will address.

Intervention	Description
<b>Setting Strategies</b>	
During team brainstorming....	Selected strategies populate from BRAINSTORMING STRATEGIES chart into corresponding fields.
Provide breakfast at school	Specify here how strategies will be implemented and which Target Behavior/Hypothesis Statement each strategy will address.
<b>Antecedent Strategies</b>	
visual cues	Available to student in all a settings. Store in binder. Uses 2x2 inch Boardmaker icons; icons are removed and put into "all done" envelope when activities are complete. Incorporate preferred activity every third icon. This strategy addresses the student's avoidance-maintained behavior.
preferred seating	Available to student in all a classes. Preferred seat should be in the front row next to a designated peer and near to the teacher. This strategy addresses the students obtaining peer attention behavior.
<b>Teaching Strategies</b>	
Teach student how to take a break	Available to student in all a settings. Student will show teacher the take a break card and then take an appropriate length break of no more than 2 minutes when tasks are too long or too hard. This strategy addresses the students avoidance behavior.
<b>Consequence Strategies</b>	
Providing help when requested	Available to student when he appropriately raises hand and asks for teacher assistance. Teacher will prompt next steps but will not help solve problems. This strategy addresses the students obtaining teacher attention behavior.

### DATA COLLECTION PLAN

Describe how data will be collected to ensure implementation fidelity, monitor student progress, and determine intervention effectiveness.

Data collection must:

- evaluate student progress
- evaluate the effectiveness of the intervention(s) (i.e., implementation data).

Include:

- what data will be collected
- who is responsible for collecting data
- when the data will be collected.

Sample data collection tools may be uploaded to the plan as file-based documents.

### IMPLEMENTATION ACTION PLAN

Include staff supports/training necessary for data collection and implementation of Positive Behavior Support Plan.

Who	Will Do What	By When	Status
List who will do what	Develop a thorough action plan to support implementation of the PBSP by determining who will do what and when it will be completed.	09/15/2015	Completed
use additional rows as necessary	Example action items include: making materials, teaching the student a new strategy, data collection, and observations.	09/15/2015	In Progress
PBSP Coordinator	Review the outcomes of the action plan and create a new	09/15/2015	Coming Due

action plan at the next review meeting. The Status column is not required in a new PBSP, but can be utilized if there is relevant information to include.		
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Will the team reconvene to review progress and effectiveness of the Positive Behavior Support Plan (PBSP)?  Yes  No  
Team Reconvene Date: 09/15/2015

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## HYPOTHESIS STATEMENT

Based on the Functional Behavior Assessment (FBA), the following is a summary hypothesis statement(s) regarding the target behavior(s) of concern:

When this occurs...	the student does...	to obtain or avoid...
<b>Describe Setting Events &amp; Antecedents.</b>	<b>Define Target Behavior of Concern.</b>	<b>Describe Consequence &amp; Identify Function.</b>
Create the Hypothesis Statement(s)... <b>***The information in each of these boxes flowed from the finalized FBA***</b>	...Using information from the SPECIFICATION/OPERATIONAL DEFINITION chart.	Identify what the function of the behavior is....is it to obtain something or is it to avoid something....list what it is.
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