

Student Name █		ID#: 170659	Revised Date: 10/11/2019
<i>Antecedent/ Setting Event Strategies</i>	<i>Alternative Skills to be Taught</i>	<i>How Adults will Reinforce the Alternative Skills</i>	<i>What Adults will do when Problem Behavior Occurs</i>
<p>At the beginning of each period, greet and provide him with brief, positive 1-1 social attention (i.e. say hello/ask him how he is doing).</p> <p>Demonstrate unconditional acceptance of student (not if his behavior is inappropriate).</p> <p>Phrase directions to █ using <i>only</i> positive language (i.e. tell him what to do instead of what <u>Not</u> To Do).</p> <p>Chunk directions-1-2 steps at a time. Check for understanding.</p> <p>Shorten assignments into mini assignments. Break tasks into smaller parts (without drawing attention to the fact that it is shortened).</p> <p>Give whole/small group praise and/or directives but provide correction privately. Do <i>not</i> give individualized attention publicly (whether praise or correction).</p> <p>Allow extra time to complete assignments (as listed in IEP)</p> <p>BIS will review and practice self-regulation and anger/frustration management skills daily (i.e. count, cool off area/respice, and deep breathing).</p> <p>Seat █ next to students who will provide positive role modeling of appropriate classroom behavior.</p> <p>Praise others for displaying appropriate behavior (ex: if Kymir is not following directions go to nearby student and praise that student specifically for following directions).</p> <p>█ does best in consistent and structured environments.</p>	<p>Speak respectfully to teachers and peers, in a non-combative manner.</p> <p>Follow directions (Compliance).</p> <p>Complete work &/or work hard.</p> <p>Handle anger/frustration/anxiety appropriately (count, safe place (respice), and deep breathe). Also, work on appropriately dealing with being corrected, feeling overwhelmed re: workload, feeling disrespected or “done wrong”, and/other stressors/triggers.</p> <p>Reflecting on choices, owning up to behavior, and choosing alternative ways to handle situations.</p> <p>Effective problem-solving skills.</p> <p>Positive pro social skills</p> <p>Respect towards teachers and peers</p>	<p>Validate appropriate behavior by smiling and/or giving classroom privilege (i.e. deliver message, etc.) especially when Brian is displaying respect toward others, following directions and/or handling anxiety/anger/frustration appropriately (using cool off/safe area and deep breathing, etc.), and/or requesting help/receiving help.</p> <p>Model appropriate social skills and anxiety/anger/frustration skills. Model that it is okay to make mistakes and how to reframe mistakes into opportunities.</p> <p>Reinforce Kymir with verbal praise throughout the school day.</p> <p>Allow Kymir to earn classroom incentives (Dolphin Dollars, teacher assistant, no homework/classwork pass, drop worst grade, etc.).</p> <p>At check-out Kymir will receive a reward of choice (treat, free time, passes to sporting events, etc.) contingent on meeting his daily behavior goal.</p>	<p>At the start of problematic behavior prompt Kymir privately to discontinue behavior.</p> <p>Set expectations by providing directives (i.e. using a positive non-confrontational tone state “we are working on this assignment”, provide choices using appropriate tone and positive language (i.e. you can choose to stop being disruptive and work on the assignment or sit and be quiet and not earn a good grade.) Then walk away.</p> <p>If he does not comply with taking a break (respice) ignore his behavior-this includes comments, gestures, eye contact, etc. After approximately one-two minutes privately prompt him again.</p> <p>If he continues to refuse comply with interventions, remind him that he has a goal he is trying to make on his point sheet (Using positive language ex: if you continue to not make good choices, you will not be able to earn all your points).</p> <p>Use point sheet as a progressive earning as to a consequence of losing (i.e. You are doing well you can earn all your points, so far you earned all your points, as to “you are going to lose points if you”)</p> <p>If behavior continues, attempt a seat location change.</p> <p>If his behavior continues then ask him to take a break (respice out in hall). (Avoid power struggles)</p> <p>If he refuses to take a break (respice) contact the office for support from the BIS for in class support.</p> <p>If BIS is not available contact Admin / Guidance for support.</p> <p>Try to avoid sending student out to office, behavior can be associated to wanting to get out of class.</p>

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