PCA Behavior Intervention Plan

Please list individualized interventions in the Crisis Intervention Plan section.

Sources of Information
List the sources of information used in FBA, both formal and informal, to develop this plan.

Review of records, review of previous IEPs, observations, interviews with student, interview with parents, interviews with teachers

Strength Based Profile
Identify skills and interests, positive relationships, pro-social behaviors, family and community supports, and other protective factors.
   e.g.:

(is interested in the field of ----------
favorite subject is --------
enjoys ---------- in free time
*   displays positive cooperative learning skills and participates in classes.*
*   makes friends easily and enjoys talking with others.)*

Functional Behavioral Summary Statement
Describe specific problem behavior and summary/hypothesis statement from the FBA.
   e.g.:

(---------   has difficulty using effective coping strategies when s/he gets upset.
Behaviors of concern include -----------------.   The function of the behavior appears to be
---------------------.)

BIP Strategies/Outcomes Worksheet

Based on hypothesis, identify the strategy, what will be done, when and where the strategy will occur.

Setting Event Strategies: What strategies will reduce the impact of setting events?

Small, structured environment.
Clear, structured behavioral expectations.
Environment that provides for individualized interventions including access to quiet room, mental health, and individualized programming.
Level based reinforcement system that is privilege based and progressively builds skills for school success.

Antecedent Strategies: What can be done to decrease the likelihood that behavior will occur?

Morning check-in and positive greeting.
Daily review/re-teaching of behavior expectations.
Immediate, constructive feedback about expected and unexpected behavior.
Options to access student directed interventions in or out of classroom including but not limited to quiet room, mental health, and individualized programming.
Options to access staff directed interventions in or out of classroom including but not limited to quiet room, mental health, and individualized programming.
Home/School communication and collaboration with daily data access for parents.
Teach and provide cues for pro-social expression of wants and needs including teaching of problem solving skills, coping strategies, assertive self-advocacy, and effective communication skills.
Restorative practices designed to build community and positive climate.

Behavior Teaching Strategies (Alternative Behaviors): What can be done to increase the likelihood that the appropriate replacement behavior will occur through instruction?

Participation in an affective skills elective.

Participation in symptom specific groups.

Direct service with mental health provider outside of classroom

Direct service with mental health provider in the classroom

Modeling, prompting, and teaching of prosocial behaviors from school staff.

Provision of reminders, re-directions, and re-teaching opportunities (Verbal/Visual prompting).

Student directed level advancement with built in positive, progressive, and privilege based teaching of expectations.

Restorative practices designed to build community, positive climate, and rebuild relationships.

Reinforcement Strategies (Consequences): When the student demonstrates the desired behavior, the need behind the behavior is met - e.g. obtain or avoid.

Positive Behavior Intervention and Supports including verbal praise, FRESH tickets, and Looks Like Transition field trips.

Student directed level advancement with built in positive, progressive, and privilege based teaching of expectations.

Restorative practices designed to build community, positive climate, and rebuild relationships.

Progressive discipline model designed to manage minor impact behaviors in a manner that reduces out of class time and limits major discipline incidents.

Progressive discipline model designed to manage major impact behaviors in a manner that promotes a safe, supportive, and empowering educational community while reducing to the extent possible out of school consequences.

Crisis Intervention Plan

Does the student's behavior have the potential to produce harm?

Yes

Describe the student's Crisis Plan.

This plan is designed to provide individualized support and manage significant behavior that prevents students from accessing and making progress in the curriculum.

If -------------- is in imminent danger to (himself or herself) or others, staff may use isolation time-out or CPI (Crisis Prevention & Intervention) physical restraint.

****

If applicable, write out specific strategies for student (make **bold with asterisks**)**:**

Swing Room Breaks:
- **9:00** - 9:10 (Bring water bottle)
- **2:15** - 2:28

Earned Tech Break with Barb -
- **After lunch** if he has earned a minimum of 3.5 daily average through lunch.
- Data sheet must be completely filled out and in Eric's possession & he must come to Barb.
- 3.5 - 3.99 = 5 min; 4 - 4.49 = 10 min; 4.5 + = 15 min (this criteria may change from time to time, so refer back here)

Water Bottle Breaks:
- Fill up during Homeroom and after Swing Room breaks or whenever needed.
- Please encourage Eric to drink water throughout the day and to fill up his water bottle as needed.

Transitions:
- Give 2 minute warning near end of Breakfast and Lunch.

Quiet Room:
- Refuses to go in to QR, often sits or lays outside of QR.
- When upset often will sit, then lay down in hallway and may eventually fall asleep. If upset he will refuse to talk for a long time, possibly a few to several hours.
- If he looks upset and is moving to hallway, try to verbally direct him to Barb or to IR instead as a way of avoiding his sleeping in the hallway.
- May use cards with symbols on front and words on back to communicate his thoughts.
- Count each 5" in hallway or IR towards QR breaks on data sheet.
- If goes to Barb count as 1 Staff MH break.

"Eric's Office":

- a study carrel where Eric should put his stuff and where he can go to concentrate better or when feeling extra energy or extra silly.

Eric's Daily Schedule:.....

Evaluation
How will the plan be measured?

School staff will review data sheet information: ratings, level, use of interventions and school record: attendance in class and discipline referrals.

By whom?

MH Provider's name

Describe the desired performance level.

E.g.   (------------   will use effective coping strategies when faced with something that is emotionally upsetting.

For individualized plans: (Desired performance would be functioning without the crisis plan and instead on the general school plan.)

Contextual Fit
What supports, resources and training is needed for personnel to implement this plan in the current educational environment?

All PCA staff have been trained in CPI de-escalation strategies and in CPI restraint.

Communicating the Behavior Intervention Plan
The plan will be communicated to the following people (i.e. bus driver, clinic aid, school resource officer, etc.)
Person to be contacted

PCA staff (teachers, educational assistants, & office personnel)
Transportation staff (drivers and TEA's)

How will the contact be made

In person

Person responsible for making the contact

(MH Provider's Name)

Date/Frequency of Contact

Reviewed weekly in team meeting

Who will communicate revisions and updates?

(MH Provider's name)

Date for follow-up meeting:

(choose date)