

Meganmarie Pinkerton

Caroline Strahammer

Prof. Korrine Gust

EDUC-315

12-2-05

Behavior Plan

I. Description of Students' Behaviors.

Drew Pinkhammer is a ten year-old fifth grader at Laketon Elementary. Drew is exhibiting behavior problems in both the academic setting as well as in his home environment. At school Drew has a pattern of arguing, threatening students and leaving the classroom without permission. He is very impulsive, easily distracted, and does not understand boundaries. Drew's formal diagnoses is emotional disturbance, attention deficit hyper activity disorder and conduct disorder. He takes multiple medications in an effort to relieve some of the behavior problems associated with his disorders. Drew's primary caregiver is his biological mother; his biological father is no longer involved in his life. He has switched schools frequently throughout his elementary career. Drew has spent time in an institution and is currently in therapy. Previous interventions attempted by other schools include: parent contact, in-school suspension, classroom rewards, consultation with principal, time away, detentions, and time at the Bowen center.

I. Problem Solving Steps:

A. Target Behavior:

1. Drew argues in order to avoid task he does not want to complete or to evade consequences.

B. Correctly Stated Goal:

1. Drew will accept redirection from any staff member without arguing complying with the redirection within a minute of time, 100% of the time.

C. Possible Solutions Presented:

1. Drew could attend a social skills group each week to help him gain communication skills that will replace the argumentative language he is presently using, with more effective skills.
2. Drew could receive one-on-one counseling to deal with his aggressive behavior and discuss possible reasoning behind this behavior.
3. Drew will write an apology letter when he has argued belligerently to a staff member or peer.
4. Drew will receive free time weekly to participate in a monitored social activity as a reward for positive marks on a teacher monitoring chart.

D. Plan Implementation Described;

In order to modify Drew's argumentative behavior we are implementing a comprehensive behavior intervention plan. This plan will include changes to Drew's physical environment, interventions to teach identified skills and positive behavioral intervention strategies. In each classroom Drew will be seated close to the teacher, this is a change to his physical environment. Additionally, he will be allowed frequent breaks of one to five minutes every sixty minutes. In an effort to strengthen social skills Drew will

attend a weekly social skills group, this intervention will be directed by the schools counselor. He will also be required to write an apology letter, supervised by either the special educator or the general educator, after an argument has occurred. To encourage positive social behavior Drew's teachers will complete a teacher monitoring chart on a daily basis, to help Drew monitor his behavior. Drew will be awarded a preferred social activity such as basketball, once a week, for good behavior. The special educator will provide calming music for Drew to listen to, when he feels overwhelmed, as necessary.

D. Assessment of Behavior Plan:

The ultimate goal is to fully eliminate Drew's aggressive arguing and empower him to make appropriate social decisions. To enable Drew's education staff to measure his progression towards this goal, they will rely heavily on information provided by the teacher monitoring chart. The staff will expect Drew's chart to show and increase in positive comments and a digression in observed negative behavior. Another tool that will be implemented into Drew's behavior plan is preferential seating. This physical change will decrease antecedents to Drew's misbehavior by eliminating the temptation to fight with his peers. This behavior plan has calming mechanisms built into it such as frequent breaks and soothing music breaks. Drew is in control of removing himself from argumentative situations and will also be trained through his social skills group to handle interactions. In the event of undesirable behavior, he will be given a chance to reflect on the incident through an apology letter and a reminder on his teacher monitoring chart. To

promote positive behavior Drew will be rewarded with a preferred social activity of his choice.

III. Empowerment of Student:

A. Choices to the Student/Control Given to Student:

When Drew is in a hostile situation where he feels he may argue he has the power to remove himself from the area with permission from the teacher. Additionally he can choose to listen to calming music with teacher permission. Another choice Drew can make is through the type of preferred social activity within reason.

B. Consequences:

If Drew exhibits an undesirable behavior he is required to write an apology letter to the injured party and he also jeopardizes his chances for receiving his positive reinforcement, being a preferred activity.

C. Document of Progression Planned:

Drew's educators will be able to track his progression through the teacher monitoring chart. He also will be able to monitor his behavior by reviewing this chart.

IV. Reinforcers:

As previously stated Drew will experience positive reinforcers in the form of a chosen preferred social activity. His negative reinforcer will be to reflect and write an apology letter to the injured party.