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NEW PRAGUE AREA SCHOOLS

Julie DeGross, Executive Assistant
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Positive Behavior Support Plan

Student:	School:
Date:	Case Manager:

Objective(s):

1.

Target Behavior (Problematic Behavior):

1.

Function of the Behavior:

1.

Antecedents to the Behavior:

-

Consequences to the Behavior:

-

Replacement Behaviors (Alternative Behaviors Being Taught):

- Replacement Behaviors:

1)

- Desired Behaviors:

1)

Proactive Strategies (Prevention Strategies):

Proactive strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrences of the challenging behavior. They are preventative in nature and usually deal with the conditions that precede the behavior. The goal of proactive strategies is to reduce the future probability of the behavior, thus making the target behavior irrelevant.

1)

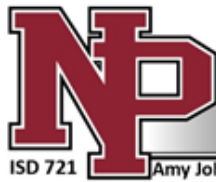
Teaching Strategies (Skill-Building Strategies):

Teaching strategies are interventions which are used in order to train a new skill or behavior that the student will be able to use in order to obtain the desired outcome that the previous negative behavior would achieve. By teaching XX an effective replacement behavior that fulfills the same function as the negative behavior, we are increasing the likelihood XX will choose the positive replacement behavior over the negative behavior. Ensuring the replacement behavior is more efficient for XX than his or her negative behavior will increase the number of spontaneous positive behaviors demonstrated by XX.

1)

Reduction Oriented Consequence Strategies (Reactive/Reaction Strategies):

Reactive strategies are interventions which are used only once the behavior occurs. They are the consequences (or reactions) to the behavior. The goal of these strategies is to minimize the



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damage, once a behavior is in progress making the negative behavior ineffective, in other words, extinguishing the benefit of the negative behavior for the student.

1)

Long-Term Prevention Strategies:

In order to best support XX, the team will meet periodically to discuss XX's behavior and the progress of the behavior intervention plan. This will be accomplished through a series of core team meetings. The ultimate goal of the behavior plan is to ensure that XX is successful by replacing his or her negative behavior with the replacement behavior, and shaping that replacement behavior into the desired behavior. This will take time and successive approximations, which require coordination with the core team. Core team meetings will ensure that XX continues to make progress and obtain skills that result in long-term change, which will prevent future demonstrations of the negative behavior.

Supports for Team Members:

Consultation with the district behavior specialist/school psychologist will be provided in order to ensure the behavior intervention plan is implemented with fidelity by staff working with XX.

Emergency Intervention Procedures:

This may or may not be specific to XX, but it is included in all behavior intervention plans in the event the procedures must be enacted. Physical holding will only be used in emergency situations by Crisis Prevention Institute (CPI) certified staff with CPI approved procedures. Behaviors that may necessitate the use of restrictive procedures include physical aggression to the extent that bodily harm may occur to the student's self or others. Any use of restrictive procedures necessitates documentation in SpedForms ("Use of Restrictive Procedures: Physical Holding" form) within 24 hours and a staff debriefing meeting ("Staff Debriefing Meeting" form) within 48 hours. If restrictive procedures are used on two separate school days within 30 calendar days (or at the request of a parent or the district after restrictive procedures are used), the IEP team must hold a mandatory meeting within 10 calendar days.