**Positive Behaviour Support Plan for “BJ”**

**Brief Summary of Focus Person**

BJ is a 6 year old boy with possible ADHD and Autism who attends a regular grade 1 class in West Vancouver with the support of a Special Education Assistant who has been with him since Kindergarten. BJ enjoys activities that involve physical activity. His fine motor skills are an area of concern as they are not developed to age level. He has specific deficits in academic, language, play, and social skills. He enjoys attention from adults and his Big Buddy. BJ responds well to choices.

**Brief Summary of the *Critical* System Strengths and Concerns (for school)**

The main system strengths at school are very motivated and experienced Classroom Teacher and Special Education Assistant (SEA), a very involved and supportive Learning Support Teacher (LST), and peers who are his friends and interest him.

The main system concerns at school are limited meeting times for planning and communication between team members to address behavioural concerns, BJ’s fine motor skills challenges and his low academic achievement.

**Brief Description of the two routines addressed in the PBS plan**

1. The first routine involves transitioning from carpet to desk. The expectation is that he walks to and from his desk quietly and participates in the next activity. See the problem behaviour below.
2. The second routine involves touching others or playing with small objects at carpet time. The expectation is that he sits quietly with hands to self and looks at the teacher or speaker. See the problem behaviour below.

**Problem Behaviours**

1. **Running around classroom:** During transitions, he may suddenly and without permission, run around the class. He has sometimes tried to leave the room.
2. **Touching others/playing with things:** At the carpet hetouches other learner’s clothing, hair and shoes. Also, plays with small bits of paper or objects.

**A. PBS strategies for running during transitions**

**Setting Events Strategies: Transitions**

**1.** Provide curricular adaptations to reduce printing tasks. Do a limited amount and/ or have SEA scribe a percentage of the written work. Start off with 1-1 and then increase percentage.

**2**. Increase positive reinforcement for appropriate transitioning from carpet to desk.

**3.** Follow up with occupational therapy for further support with written output. (Some keyboard / computer activities to supplement written activities) as to possible ADHD and autism.

**Preventative/Antecedent Strategies: running during transitions**

**1. Visual schedules**: As indicated in the FA Summary Statements (above), the primary maintaining function of this behaviour is avoidance of upcoming activities in the classroom. A visual schedule would show him, in concrete terms that he would understand, which activity follows and when action break or a sensory break will occur. The visual schedule could purposefully include one-on-one time with his SEA that promotes an active sensory break. (see example included).

**2. Pre-correct the transitions**: Prior to transitions remind him about appropriate transitioning behaviour, what he should do (state in a positive way), and reminder to check the visual schedule to find out when the next reward break will be.

**3. Re design lesson to include action breaks:** Built in many action breaks throughout the day (shortand physically active).

**Teaching Strategies: running during transitions**

1. Social Story: The LST could develop a social story targeting appropriate transition behaviour (using the following references for guidance: Kuoch, H., & Mirenda, P. (2003). Social Story Interventions for Young Children with Autism Spectrum Disorders. *Focuson Autism and Other Developmental Disabilities, 18 219-227).* The SEA could then read and discuss the social story.
2. Model desired behaviour for transitioning. Use rewards for desired behaviour. Tokens to be used for reward break. Games on the ipad.
3. Teach BJ to ask for preferred activity.

**Consequences Strategies: running during transitions**

1. Give praise/reinforcement contingent on appropriate transitions (no running). There are frequent opportunities to reinforce appropriate transitioning behaviour. When this occurs, the SEA and /or teacher can praise with statements like, “I love how you walked quietly to the carpet all by yourself”, etc. It would also strengthen the desired behaviour for other people such as principal, other teacher, LST, office staff to comment on self-regulating behaviour.
2. Honour all requests for a break or help consistently and immediately. Every time BJ requests a break or help, his requests must be honoured immediately and without question. At first his requests may be frequent as he is testing to see if he will really get help or a break. These requests usually decrease over a few weeks as he realizes these strategies work for him.
3. Prompt alternate replacement behaviour. When BJ transitions he will receive specific descriptive praise e.g. “Wow, I am so impressed that you came to the carpet walking quieting when I asked you to!” or “Way to go BJ! I love the way you came to the carpet when you were asked to.”
4. If major problem behaviour BJ will lose play time minutes. He will lose 3 minutes of Lego time. He will be required to stay at his desk and requests for breaks won’t be honoured until the minutes have passed.

**Crisis Management: Transitions:**

A “crisis plan” is necessary only once BJ has successfully run out the classroom without adult supervision. When this occurs, it will be too late to offer redirection or cues for desired behaviour or to physically restrain him. The SEA can use a walkie-talkie and advise the office for additional support. If BJ comes back into the school on his own accord, the teacher and SEA will observe behaviour and provide strategies to ensure safety, but they will not intervene. Once he enters the class the SEA will continue with consequence strategy #4.

**Monitoring and Evaluations: running during transitions**

**Level of problem behaviour:** The SEA will provide written anecdotal record form (obtained from LST) to record instances of running around the class. Records of redirection should also be noted. Data should be reviewed in a monthly team meeting.

1. **Level of implementation by other adults**: The SEA will record anecdotal data on the use of preventive and setting event strategies, the effort required to implement them, and the preparation time required to set them up.
2. **Social Validity:** The support team members will be one x per month to debrief and review goals, procedures, and outcomes. Modifications can be made when necessary.

**B. PBS plan for touching during carpet time lessons**

**Setting Event Strategies: Touching others and/or playing with small objects**

**1.** Limit time on the carpet. Provide frequent action breaks for physical activity.

**2**. Provide sensory objects to touch and feel. This will address the need to have his hands busy.

**Preventative/ Antecedent Strategies: Touching others and/or playing with small objects**

**1.** Pre-correct how to ask for help or a break. SEA could prompt him to raise his hand. Allow BJ to have his back against the bookcase to help with stability and fidgeting or allow choice to sit in a chair by the carpet.

**2.** Use natural positive contingency statements like, “after sitting at the carpet we will have an action break” etc. Since BJ responds well to choices, he could select preferred activities to follow each class activity. The positive contingency statements could revolve around his choices.

**3.** Modify the carpet time with activities that are active and/or hands on.

4. Use a visual timer and start with a time that BJ can be successful. Then once achieved increase by 1 min per day.

**Teaching Strategies: Touching others and /or playing with small objects**

**1.** Teach him how to ask for help or a break. The SEA could prompt him to put up his hand to ask or answer questions at the carpet.

**2.** Teach him to ask for sensory toy.

**3**. Self-regulating behaviour should be modeled, praised and rewarded.

**Consequence Strategies: Touching others and /or playing with small objects**

**1.** Give attention, praise, and high five contingent on desirable behaviour (keeping hands to self). “Nicely done, BJ!”

**2.** Give a break or help contingent on a request. When he engages in the desirable alternative behaviour of asking for help or a break, and raising his hand SEA can narrate the desirable situation.

**3.** If low level problem behaviour occurs such as touching another student at carpet time, teacher and/or SEA can prompt alternative behaviour (ask for sensory objects to facilitate desirable behaviour. Prompt self-regulating behaviours.

**4.** If behaviour escalates and the major problem behaviour occurs, teacher and/or SEA redirects and re teaches alternative replacement behaviour. Re-teach self-regulating behaviours. Loss of playtime minutes. He will lose 3 minutes of Lego time. He will be required to stay at his desk and requests for breaks won’t be honoured until the minutes have passed.

**Crisis Management: Touching others and /or playing with small objects ( not applicable).**

**Monitoring and evaluation: Touching others and /or playing with small objects**

1. Level of problem behaviour: The LST will develop a single-sheet monthly calendar form and highlight carpet time lessons. The SEA will record each time when BJ touches or plays with carpet objects (lint or gravel) and how many times if more than once. Also the number of prompts needed for redirection to desired behaviour. The expectation is to see a downward trend of touching other peers and playing with lint or gravel bits.

**2.** Level of implementation by staff: The SEA will record daily anecdotal comments regarding using sensory objects, redirection, praise, and action breaks.

**3.** Social Validity: The team members will meet once a month to review and debrief the anecdotal with regards to goals, procedures, implementations, and outcomes. Modification can be made at this time as necessary.