



# Behavior and Behavior Plans

*South Dakota Department of Education  
Special Education Programs*

# Agenda

*Administrative Rules of South Dakota (ARSD)*

*Behavior in the IEP*

*Reinforcements and Supports*

*Classroom Strategies*

*Questions*

*Next webinar*

# Why Include Behavior

*24:05:27:01.02. Development, review, and revision of individualized education program.*

*In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:*

*In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;*

*The regular education teacher of a student with a disability, as a member of the individualized education program team, must, to the extent appropriate, participate in the development, review, and revision of the student's individualized education program, including the determination of appropriate positive behavioral interventions and supports...*

# When Is Behavior Included In The IEP

If it is a behavior based disability, it is a MUST:

Other Health Impaired (ADHD)

Emotional Disturbance

Autism

# *Where Is Behavior Included In The IEP*

*Behavior Impedes Learning*

*Goals derived from identified strengths and needs in evaluation*

*Special Education service time for behavior*

# Behavior Plan Participants

General Education Teacher

Special Education Teacher

Parent(s)

Administrator

School Psychologist

Student, if appropriate

# What Should BIL Section(or Behavior Plan) Contain?

1. Describe the specific behaviors the student displays
  - Measurable
  - Objective
  - Observable
2. Specify what the teacher/staff will do (positive support strategies)
  - Alterations in the environment
  - How the new behaviors will be taught
  - Should be brief
  - Collaboratively developed
  - Not consequence based
3. What positive reinforcements will be used and under what conditions they will be given

# Keep It Simple...

## Minimal Number Of Behaviors

Behaviors addressed in plan are limited in number

Simplify the demands

Reinforcers are specific and can be delivered immediately

Tailor plan to suit student and district desires

Allow plan to be implemented for a period before changing plan [Remember behavior(s) may escalate before decreasing]

Notify all involved to ensure a plan is implemented with fidelity

# Replacement Behavior Strategies

*Positive alternative to replace negative behavior*

- 1. What student should do instead of the problem behavior?*
- 2. Positive alternative that allows the student to obtain the same outcome that the problem behavior provided*
- 3. The replacement behavior must be as easily performed as the problem behavior*

# Examples of Replacement Behaviors

Swears at teacher –protesting a lack of teacher attention

Replacement: Verbally state a desire for attention from the teacher

Runs from the Room–escaping a situation

Replacement: Go to time away/break center

Pushes peers on playground–protesting lack of peer attention

Replacement: Verbally ask to join activity with peers

# Ideas for Supports

Use empathy statements

Give space

Allow for choices

Arrange for some relaxation activities

Use teacher proximity

Suggest an independent activity

Allow for some movement activities

# Free or Inexpensive Reinforcements

Laura Riffel

<http://www.wisconsinpbisnetwork.org/assets/files/resources/Free%20or%20Inexpensive%20Rewards.pdf>

Ask the student!

# Elementary Reinforcements

Assist the custodian

Assist with morning announcements over the PA system

Be a helper in another classroom

Be featured on a photo recognition board

Be recognized during announcements

Be the first one in the lunch line

# Additional Elementary Reinforcements

Be the line leader or the caboose

Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)

Be the teacher's helper for the day

Borrow the principal's chair for the day

Be the leader of a class game

## MS/HS Reinforcements

Choosing to do a PowerPoint for the class on a particular subject of interest

Designing theme for school dance, ice cream social, game night

Dress as the school mascot during a game

Earn the chance to apprentice on Saturday at a local store or business

Earning the chance to be the water/towel person at a sporting event

# Additional MS/HS Reinforcements

Earning the chance to do stagecraft for any school performance (lights, stage design, props)

Earning the chance to scoreboard assist at a game

Eating lunch with a preferred adult

Free entrance to a dance

Free entrance to a football, basketball, etc. game

Free library pass to research a topic of interest

# Classroom Strategies

*Examples of Positive Supports:*

*Get Students' Attention Before Giving Directions*

*(Wait until all students are looking at you and ready to listen)*

*Class Participation: Keep Students Guessing*

*(ask questions, call on students randomly)*

*Use Proximity Control*

*(circulate around the room or when needed, stand next to someone)*

# Additional Classroom Strategies

*Instruct at a Brisk Pace*

*(Minimize time spent things like collecting homework or on transitions)*

*Make the Activity Stimulating*

*(Make instruction interesting & exciting)*

*Pay Attention to the On-Task Student*

*(“Catch the child being good”)*

*Provide a Quiet Work Area*

*(This is not a time out)*

# *Recap & Tips*

*What is the rationale for the behavior?*

# Behavior Trifecta

1. Describe the specific behaviors the student displays
2. Specify what the teacher/staff will do (positive support strategies)
3. What positive reinforcements will be used and under what conditions they will be given

# For Additional Information

[www.pent.ca.gov](http://www.pent.ca.gov) (Diana Browning Wright)

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.pbis.org](http://www.pbis.org)

[www.behavioradvisor.com](http://www.behavioradvisor.com)

[www.theteachersguide.com/classroommanagement.htm](http://www.theteachersguide.com/classroommanagement.htm)



# Questions

Next webinar "Autism Spectrum Disorder"  
Monday, March 14, 2016 at 3:30 pm CST