Student Behavior Support Plan

Student Name:
Grade: 4
Teacher: Halvorson
Date Implemented: 1/27/26

1. Student Strengths

_____ is a loving, bright, energetic student. He is fiercely defensive of his friends and classroom community. He loves basketball and athletics. He is polite, and has an extensive vocabulary. He loves hugs and making comments that brighten other's days.

2. Target Behavior(s)

Behaviors that need improvement

- Leaves the classroom often to use the bathroom/get a drink - messes around in the bathroom and is disruptive
- Trouble independently starting work and staying on task
- Refusal to come to small group
- Cannot regulate when mad - 0 to 60 instantly

Baseline Data

(generalized based on specific data collection)

Leaving Classroom

- Frequency: 4-5 times a day
- Duration: 10-15 minutes

Not Starting Work

- Frequency: Each transition to a new subject (4-5 times)
- Duration: 5 minutes (teacher must get out materials in order for him to begin work)

Small Group Refusal

- Frequency: Daily
- Duration: 5 minutes
- When teacher does convince him to come over, he sits backwards so back is facing teacher at the table

Regulation Difficulty

- Frequency: not often; once every 1-2 months
- Duration: can usually be regulated in 5-10 minutes

3. Replacement Behavior(s)

Leaving Classroom

- Instead of taking bathroom and drink breaks, it is likely he just needs movement breaks. Allow T to use the bathroom with his peers and once in the morning and once in the afternoon.
- Allow T one ticket a day for a 'movement break', to visit a trusted adult in the building.

Starting Work

- Get materials out either the first time asked, or with one reminder. Once materials are out, open to the correct page and be on task.

Small Group Refusal

- Either come to the table to do work, or do work independently and check in with teacher on work after group time.

Regulation

- Be able to notice body signals and know triggers
- Take a break to a trusted adult when triggered by a peer

4. Behavior Goal

Student will...

1. Only have 2 bathroom/drink breaks a day in addition to designated time to use the restroom with class.
2. Begin to get materials out immediately or with one reminder for 3 out of 5 subjects for four consecutive weeks.
3. Come to the kidney table to work with a teacher in a small group twice a week for four consecutive weeks.

5. Prevention Strategies

Environmental Supports

- Preferential seating - near peers who help T be successful
- Visual schedule - tells what materials student needs for each subject - laminate to keep in desk
- Allow flexible seating in order to get a 'change of scenery'

Instructional Supports

- Clear directions
- Frequent check-ins
- Choose what is the most important tasks to be completed that will check T's understanding

Relationship Supports

- Daily positive greeting
- Scheduled check-in/check-out
- Opportunities for leadership
    - Line leader
    - Work with younger students
    - Be a messenger between adults

6. Teaching Strategies

- Frequent check-ins
- Reminders of expectations
- Classroom expectations posted
- Zones of regulation practice - be able to recognize when body is in the different zones

7. Reinforcement Plan

Immediate Reinforcement

- Specific verbal praise
- PBIS ticket

Long-Term Reinforcement (4 weeks after plan begins)

- Basketball break with trusted adult
- Lunch with teacher and chosen friend in the classroom

8. Response to Problem Behavior(s)

Minor Behaviors

- Reminder
- Redirection
- Buddy Room

Major Behaviors

- Problem-solving conference
- Parent communication
- Office referral (if needed)

9. Data Collection

Track progress using:

- Collection spreadsheet

Review Schedule: Weekly / Biweekly / Monthly

10. Family Communication

How progress will be shared:

- Email (parent's preferred mode of communication)
- Phone calls as needed
- Conferences

11. Team Members

- Student Support Team, Classroom Teacher

12. Review Date

Next Review Meeting: 4/6/26

Criteria for Success:
Student meets behavior goals for four consecutive weeks and demonstrates the replacement behavior across settings with minimal adult support.