

Intervention and Development Tier 3 - Behavioral Support Plan/Teacher Coaching Form

Description: Challenging behaviors which interfere with the learning and active participation of growing children are of high priority to Brightside Academy. To prevent increased challenging behaviors from occurring and to promote the replacement of positive social interactions, this behavioral support plan is developed as an intervention to guide your child in utilizing more appropriate methods for functioning within his/her learning environment.

Directions: This plan will be implemented in partnership among teaming of Intervention and Development, Academy Director, Classroom Teacher and Parent/Guardian. Upon receipt of (2) weeks of Behavioral Logs submitted to Intervention and Development by the Academy Director, designated team members will meet to develop the appropriate strategies within this plan for addressing (1) prioritized challenging behavior which is inhibiting your child's active participation within his/her learning and engagement. Once developed, strategies for positive behavioral interventions and supports should be embedded within your child's natural learning environment by his/her classroom teacher.

(Note: Team members should closely monitor weekly progress to determine any level of change in your child's behavior. Consideration for Response to Intervention should occur if targeted behaviors which your child's needs to learn are not achieved within 14-days of this plan.)

Child's Name:	Date of Birth:
Start/End Date of Plan:	Academy Name:
Classroom Assignment:	Name of Teacher:
Intervention Specialist:	Academy Director:
Program Funding:	Program Funding Contacts:

Team Meeting/Activity Schedule:

Activity	Date
Initial referral to Intervention and Development	
Parent Introduction Phone Call	
Initial Observation - Week 1 (virtual/in-person)	
Follow Up Observation for Review of Strategies - Week 2 (virtual/in-person)	
Start/End Date of BSP	

Data Collection Due Date	
Phase I RTI Meeting to Determine if Phase II is Necessary	

Urgent Referral/Resource:

Referral/Resource	Date Referral Completed

Child Strengths:

	Description
1.	
2.	
3.	
4.	
5.	

2-weeks of Behavioral Logs		Teacher Report	
IEP/IFSP/BTP		Family Report	
Collection of ASQ3		Daily Report	
Collection of ASQ-SE2		Prior Referrals	
Verification of Pre-existing conditions		Anecdotal Records	
Alternative Assessment/Screening		Statement of Record	
Teaching Strategies Gold		Enrollment Application	
Child Observation Record		Other:	

Functional Behavioral Assessment:

Antecedent (What happens before the behavior that we are interested in?)	Behavior (What does the child do that we are interested in?) Note: Name only one behavior.	Consequence (What typically happens after the behavior that we are interested in?)
1.	1.	1.
2.	2.	2.
3.	3.	3.

Problem Behavior (Note: Prioritize one observable behavior of high priority to address. Make the statement simple and clear. Focus on only (1) behavior of greatest concern)	
Operational Definition of Problem Behavior (Note: Explicitly describe what is observed to be occurring without assumptions.)	
Hypothesis (Note: Provide meaning or function of why the behavior is occurring i.e., I am biting because I struggle with letting others know what I need.)	
Function of Behavior (Automatic/satisfying need/reinforcement, avoiding an undesired task/object, seeking a desired task/object, sensory stimulation, gaining access, seeking attention, boredom, fear/pain, pending, other)	

Behavioral Support Plan

Goal 1 (What behavior are you targeting for reduction?)	
Replacement Behavior (Note: State the behavior the child needs to learn in place of the challenging behavior.)	
Method of Implementation (List each activity/routine to be used when implementing each strategy i.e. Circle time, transitioning, mealtime, gym instructional activity, or other.)	1) 2) 3)

Individualized Interventions to Address Challenging Behaviors (Note: List 1-2 positive behavioral strategies to use over the next 14-days to promote replacement behaviors.)	1) 2)
Extinction (what will staff do when student engages in problem behaviors)	
PA Standards Addressed (Note: List 1-2 PA Standards addressed in implementing interventions.)	
Responsible Persons (Note: List the name of responsible persons who will help in implementing the strategies i.e, Classroom Teacher, Assistant Teacher, Parent/Guardian, Other)	

Behavior Data for 2 weeks:

Target Behaviors:

1. Running – Child runs when running is not part of class expectation/activity
2. Hitting – Child uses open hand to forcefully make contact with peer's body
3. Crying – Child yells, eyes water or tears fall

4. Throwing – Child projects object through air when this is not part of the class expectation/activity

Week 1

Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Running Tally:	Running Tally:	Running Tally:	Running Tally:	Running Tally:
Hitting Tally:	Hitting Tally:	Hitting Tally:	Hitting Tally:	Hitting Tally:
Crying Tally:	Crying Tally:	Crying Tally:	Crying Tally:	Crying Tally:
Throwing Tally:	Throwing Tally:	Throwing Tally:	Throwing Tally:	Throwing Tally:
Teacher Initials	Teacher Initials	Teacher Initials	Teacher Initials	Teacher Initials

Weeks	Strategies	Rating- 1 I am still experiencing challenges with behavior.	Rating - 2 I am noticing some progress, but still experiencing challenges with behavior.	Rating - 3 I am satisfied with my outcome and am ready to move on to the next strategy.

Week 1	Teacher Strategy #1:			
	Child Strategy #1:			
Update of Progress (Note: Describe what is occurring i.e. Child's behavior is now about to participate in mealtime without hitting or biting and is at a Level-3 for progress.)				

Week 2

Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Running Tally:	Running Tally:	Running Tally:	Running Tally:	Running Tally:
Hitting Tally:	Hitting Tally:	Hitting Tally:	Hitting Tally:	Hitting Tally:
Crying Tally:	Crying Tally:	Crying Tally:	Crying Tally:	Crying Tally:
Throwing Tally:	Throwing Tally:	Throwing Tally:	Throwing Tally:	Throwing Tally:

Teacher Initials	Teacher Initials	Teacher Initials	Teacher Initials	Teacher Initials

Weeks	Strategies	Rating- 1 I am still experiencing challenges with behavior.	Rating - 2 I am noticing some progress, but still experiencing challenges with behavior.	Rating - 3 I am satisfied with my outcome and am ready to move on to the next strategy.
Week 2	Teacher Strategy #2:			
	Child Strategy #2:			
Update of Progress (Note: Describe what is occurring i.e. Child's behavior is now about to participate in mealtime without hitting or biting and is at a Level-3 for progress.)				

Classroom Environment Interventions, Supports and Strategies		
Strategy/Intervention/Support	Description of Strategy/Intervention/Support	Practiced or Not Practiced

Home Extension		
Strategy/Intervention/Support	Description of Strategy/Intervention/Support	Practiced or Not Practiced

Safety Plan in Case of Crisis			
Strategy/Intervention/Support	Method	Person(s) Responsible	Completed/Not Completed
Step 1: Prevent escalating behavior	1) Clearly communicate and teach behavior expectations 2) Provide a positive classroom environment with predictability 3) Teach problem solving and coping skills	Academy Director, and classroom teacher(s)	
Step 2: Look for early signs warning signs of escalation	1) Child may be unfocused or off task 2) Stares into space 3) Verbally refuses to follow directions or showing agitation		
Step 3: At early signs of escalation	1) Speak calmly, firmly, and respectfully 2) Avoid power struggles, arguing, or becoming defensive. Avoid embarrassing or humiliating the child by placing increased demands. 3) Respect the child's personal space and keep a reasonable distance. Avoid touching or grabbing.		
Step 5: In case of escalation, i.e. Physical attacks/self injury Severe tantrums Serious destruction of property	1) Follow internal procedures for health and safety protocol including Safety Care training techniques if Certified. 2) Assess safety issues immediately by calling for assistance, removing all vulnerable children and dangerous objects (Remove		

	<p>children to a predesignated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in time of crisis. Use a code word for calling for assistance if appropriate. Plan ahead for who should assist and how to assist quickly.)</p> <ol style="list-style-type: none"> 3) Provide adequate supervision and continue to use de-escalation strategies by waiting for escalation to run its course, avoiding engagement, using physical distance and remaining calm. Deflect and move away as needed. 4) Contact parent/guardian for immediate pick-up if the child is unresponsive and/or if escalation extends beyond a 30-minute period. 5) If no response from parent/caregiver, call for additional assistance if needed (security, police, psychiatric emergency response team, etc.) 6) Be aware of guiding principles for safety issues (Sugai, Colvin): a) <u>Safety</u> is the number one consideration. b) Escalations are likely to run their course, and are inversely related to self control. c) Planned responses and debriefing are required after a crisis/emergency. d) Prosocial responses must be relevant, effective, efficient, and taught. e) Practice...Practice... Practice. 7) Document using Significant Incident Reporting Procedures 		
Step 6: After escalation	<ol style="list-style-type: none"> 1) Continue to monitor for the safety/health of everyone involved 2) Continue to provide adequate supervision 3) Utilize a personal space for cool-down time 4) Utilize sensory objects for 		

	regulation 5) If/when the child is ready to listen, offer simple choices (independent, low stress or preferred activities) 6) Positively reinforce any displays of appropriate behavior 7) Work to re-establish the child/adult relationship 8) Determine appropriate time to debrief 9) Debrief with the child and family by describing observed behaviors (including, but not limited to: confusion, withdrawal, crying/exhaustion, apologetic, defensiveness, etc.) 10) Reconvene with internal/external team to review		
--	--	--	--

Note: The above section should be completed in collaboration with both Parent/Guardian, Intervention and Development, Academy Director and Classroom Teacher to determine behavioral and ecological interventions and supports for the home/community environment. Indicate an agreed upon **observed** skill/practice for the parent/guardian to improve functioning within the home/community setting.

Tier 3 - Behavioral Support Plan/Teacher Coaching Form Users Guide

Coaching Tool Instructions

Step 1. Discuss the type of intervention/strategy to share with classroom teacher

Step 2. Fill in the appropriate teaching method used (How will you share these strategies?)

Step 3. Practice strategies for 4-5 weeks

Step 4. Document and monitor progress on the attached form

<https://drive.google.com/file/d/1KwVC5z0hnxaJ52DrflYX7B12qSwj-pZq/view?usp=sharing>

Definitions

- Rating - 1: I am still experiencing challenges with behavior.
- Rating - 2: I am noticing some progress, but still experiencing challenges with behavior.
- Rating - 3: I am satisfied with my outcome and am ready to move on to the next strategy.

Teaching Method Used

- Direct Teaching: Explicitly explaining strategies/instructions for the teacher to follow in real time.

- Observer: Watching activity/routine without direct interaction.
- Modeling/Demonstration: Providing a visual example of strategy/intervention while the teacher observes.
- Guided Practice with Feedback: While the teacher is practicing strategy/intervention, provide feedback while observing.

(Adapted from: PA Early Intervention Session Note and Behavioral Support Plan, 2019)

(Created by Shawna Starling, BSOD/MSODL/Doctoral Candidate - 2019)