

Behaviour Support Plan

Student Name Sonny Age 13 years old Grade 7

Objective of plan

Staff working with Sonny will commit to using behaviour support strategies to maintain a safe environment for Sonny, other students and staff.

Key understandings about Sonny (Functions of problem behaviour)

- Sonny wants to have friends and be respected for his vast knowledge of video games and computers.
- Academic pressures increase Sonny's anxiety—he sometimes gets physically aggressive to avoid certain academic tasks, especially in math.
- Sonny often feels that peers are teasing or rejecting him—he sometimes gets physically aggressive to avoid what he perceives as peer rejection.

Plan

1. Staff working with Sonny will read and sign this plan.
2. Be aware of antecedent events. Problem behaviour is most likely to occur when:
 - Sonny is presented with a new assignment, especially in math
 - Sonny thinks other students are making fun of him or rejecting him
 - Sonny misunderstands or overreacts to other students' casual comments.
3. Be aware of warning signs that problem behaviour may escalate.
 - Sonny starts talking to himself.
 - Sonny approaches that student he believes is making fun of him or rejecting him.
 - Sonny reaches for a desk or another piece of furniture.
4. Immediate plans to defuse the situation
 - Give Sonny a problem-solving card and calm-down choices (e.g., breathe deeply, go get a drink, don't react).
 - If necessary, ask other students to quietly leave the area.
 - Once Sonny has calmed down, he will outline a plan for upcoming activities, with assistance from a staff member.
5. Positive behaviour supports throughout the school year
 - Before asking Sonny to carry out a new activity independently, give him the opportunity to successfully practise it in a group setting or with a peer.
 - To ensure success, give Sonny structured assignments (e.g., with completed sample, cue cards, reduced number of questions required), particularly in math.
 - Work with Sonny each week to set personal goals and to set up a self-monitoring system re: completing assignments, getting along with peers. Review progress at the end of each week.
 - Select, teach and practise problem-solving strategies. Record them on a cue card for easy reference.
 - Select, teach and practise calm-down strategies. Record them on a cue card for easy reference.
 - Help Sonny to write a social story dealing with teasing (or perceived teasing).
 - Provide verbal praise privately when Sonny uses calm-down strategies.
 - Look for opportunities for Sonny to share the computer games and programs he creates with other students.
 - Send home weekly good news e-mails describing Sonny's recent successes.



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6. Help peers learn to:

- understand that Sonny may not always understand their intentions
- reduce joking and teasing that can be misinterpreted
- include Sonny in their activities.

7. Staff will provide additional support by:

- looking for natural opportunities to model calm-down strategies and problem solving for all students across the subject areas and throughout the school day
- encouraging Sonny to join school computer club and providing informal coaching to help him create and maintain positive relationships with peers in this social setting.

Crisis Management Plan

If aggressive or unsafe behaviour occurs in spite of proactive strategies, the school plan is to:

- Ask Sonny to leave the classroom and go to Ms. R's office. An adult walks with him.
- If he refuses to leave, hold up the red card and quietly ask the other students to pick up their materials and go to another area (e.g., the library).
- Have Sonny stay in Ms. R's office until he calms down.
- Once he is calm, ask Sonny to express his feelings about the incident through drawing. With assistance, Sonny identifies an alternate way of dealing with similar incidents in the future (by choosing one of his problem-solving strategies).
- Notify Sonny's parents of unsafe incidents. (Mom's cell number is 222-2222.)

I have read this plan and commit to using these supports when working with _____.

Team members' signatures:

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Date:

Review date:

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