

Sample Individual Behaviour Support Plan

Re: Sonny (13 years old, Grade 7)

Objective of plan

Staff working with Sonny will be aware of and committed to using behaviour support procedures to maintain a safe environment for **Sonny**, other students and staff.

Key understandings about Sonny

(Functions of problem behaviour)

- 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.
- Sonny wants to have friends and be respected for his vast knowledge of video games and computers.

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 the 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 with 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 and when longer writing assignments are required.
- Work with Sonny each week to set personal goals 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.

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:

- incorporating guided practice in 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 room. 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 Miss R's room until he calms down.
- Once he is calm, ask Sonny to express his feelings about the incident through drawing. With assistance, Sonny identifies another 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 **Sonny**.

Team members' signatures

Date

Review date
