Behaviour Support Plan
EPSE 532
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<u>Summary of Focus Student: KC</u>

KC is an 11 year old male, who has been diagnosed with a learning disability in reading, writing and math as well as Attention Deficit Hyperactivity Disorder (ADHD). He currently attends Grade 6 at a specialized school for children with learning disabilities. KC's verbal communication skills are age appropriate, though his written communication skills are more than two years below age expectancies. KC resides with his father, his father's girlfriend and one older brother aged 13. He also spends some evenings with his grandparents; the nights before an early morning hockey practice. The relationship between KC's father and grandparents (mother's parents) is strained. As such, home routines are not always predictable and expectations for KC vary drastically depending on who he is staying with. His mother passed away 2 years ago and KC was living with her up until that time. His parents had been separated and there was minimal contact with his father. KC also has two older adult brothers whom he sees rarely, as they no longer live in the area. KC exhibits challenging behaviour at school (maintaining attention and impulse control) and as such has difficulty sustaining friendships.

<u>Strengths, Challenges and Implications (from Assignment 1)</u>

Social-Emotional	
Preferences	**Challenges**

- Enjoys same-age/same sex peers
- Likes to be the centre of attention
- Good sense of humour
- Caring (empathetic); good with younger children and animals; friendly; generally liked by peers; attentive to social cues (chooses when to follow them); leadership potential
- Enjoys social feedback when correct; private feedback when corrective
- Plays on a hockey team in the community
- Prefers clear expectations/guidelines
	- Low self-esteem
	- Complicated family situation
	  • death of mother;
	  • two older brothers he does not see, another that he does not get along with;
	  • father developing parenting skills;
	  • primary caregivers (father & grandparents) do not get along
	- Difficulty maintaining friendships
	- Struggles to stay focused in socially stimulating environments
	- Enjoys competitive activities, but does not like to lose
	- Does not respond positively to adults who are unfamiliar or have not been consistent/supportive in the past

Implications	
- Social skills need to be explicitly taught and modelled; Provide opportunities for him to work on his social skills in a supportive environment - Coping skills (frustration/anger/disappointment) explicitly taught/modelled – regular meetings with school counsellor; Connect family with community programs that provide counselling - Classroom rules and expectations should be clearly stated and consistently reinforced - Humour could be used to help redirect or diffuse non-compliant behaviour/ used to develop stronger peer relationships - Leadership opportunities could be developed through school jobs; with younger students, or within the classroom (lunch monitor in younger classroom, playground buddy, daily announcement reader, team captain (in a game that does not have clear winners or losers), let him demo hockey skills when teaching class in P.E., let him take care of a class pet) - Community involvement in a program like Big Brothers - Provide public praise whenever possible; when giving corrective feedback do so privately and mix with compliments - Allow a quiet work space away from other students - All adults should be on board with behaviour support plan and respond consistently	

Learning Style	
Preferences	**Challenges**
- Likes hands-on activities involving social interaction and lots of physical movement - Prefers a some repetition in tasks (previously successful tasks in particular) - Prefers to work 1:1 with an adult or preferred (academic peer) - Learns by doing, or seeing someone do it - Strong visual skills - Is beginning to identify when he needs a break and ask for one appropriately - Likes to be physically active (athletic) - Enjoys pillow soccer ball, recess, DPA, and P.E. - Works best when he understands the criteria	- Diagnosed with ADHD and Learning Disabilities in reading, writing and math (scores in these areas <5%ile) - Struggles to maintain attention and inhibit impulsivity - Requires moderate to high supervision while completing tasks - Struggles with written tasks (spelling, organization, output), longer "seat work" tasks, new topics and novel tasks - Low self-confidence in academic abilities – not willing to try new tasks (fear of failure/being wrong)
Implications	
- Self-regulation skills need to be explicitly taught and modelled - Action breaks should be allowed when necessary (kinesthetic learner) - Small group support or 1:1 wherever possible (specifically when beginning a new topic or novel task) - Allow to demonstrate his understanding using a preferred delivery method; offer choice during academic tasks (built into lessons) - A scribe or voice control technology should be used to assist with written tasks - Novel tasks should be demonstrated using teacher modelling and visual supports - Provide opportunities to stand at his desk, or to sit on a wiggle cushion or exercise ball; allow use of fidget tools - Include regular exercise breaks as part of the daily routine, particularly before/during/after longer writing tasks or novel tasks - Regular teacher check-ins to support and encourage (especially at the beginning of a new topic or novel task) - Introduce new concepts in hands on/kinesthetic ways	

Summary of Routine One

The first routine involves classroom work that consists of reading, writing or mathematics that KC perceives he is unable to do or be successful with. Tasks presented usually offer choice, ranging from choice of topic to choice of response. The expectation is that KC complete the set task, without disrupting others, to the best of his ability, with support as needed.

Description of Problem Behaviours Addressed

When the task presented involves a written component of more than 5 sentences or reading more than a few sentences, KC will whine and refuse to do his work, saying such phrases as, "I am not doing this.". If the task presented is an unpreferred or novel task, KC will lay across his desk, whine, shout walk around the classroom disrupting his peers.

Summary of Routine Two

The second routine involves less structured times throughout the day, including transition from the classroom to tutoring or study hall blocks. The expectation is that KC follow both the whole school routines for moving around the school ("walking feet", "hands/feet to yourself") independently and respond to adult direction appropriately, by completing the given request/demand.

Description of Problem Behaviours Addressed

When given public corrective feedback about his behaviour in the hallways and on the stairs, by a non-preferred adult, KC will argue, talk back to adults and walk away without following the given

direction. He can become aggressive in both his body language (actions) and with his words ("You think I care?", "No. You can't make me"). He will often walk into the boy's washroom knowing the staff member will not be able to follow him in as all members of staff are female.

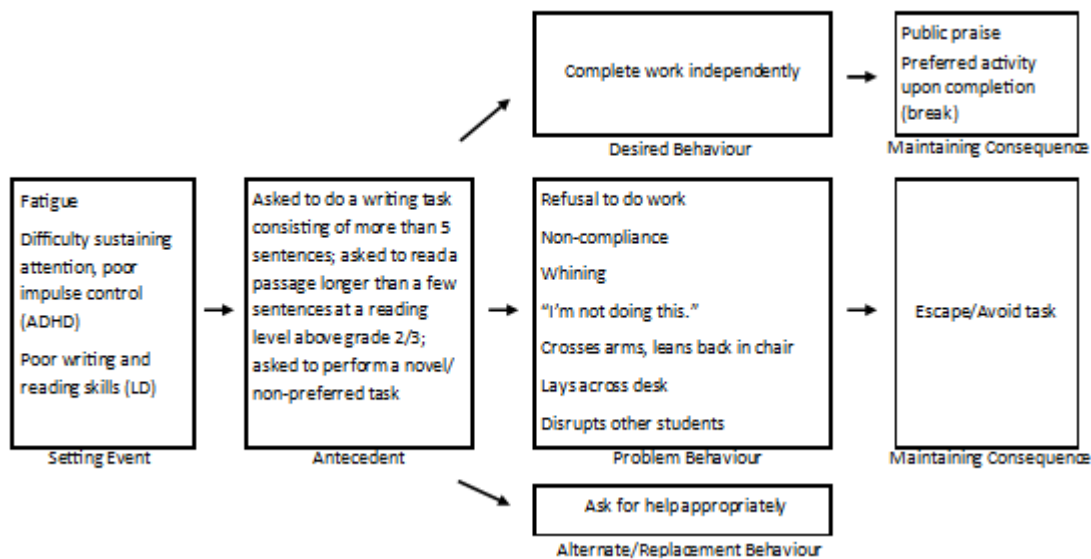Most Critical Strengths and Challenges of School

Strengths:
- Small, specialized school for students with learning disabilities
- Low teacher-student ratio (3:14)
- One to one Orton-Gillingham tutoring 45 minutes each day/student
- Knowledgeable and flexible classroom teacher, adapts curriculum to meet student needs; willing to try new approaches to find a best fit for all students
- Student has been at the school since grade 2 so is familiar with staff and school routines

Challenges:
- Small school size limits number of peers with which to form relationships
- Some less flexible staff members with limited understanding of children with ADHD and the social skill deficits of children with learning disabilities
- Strained relationship with some staff members due to difficult altercations in the past
- Limited time for collaboration among teacher and tutor
- Student has been at the school since grade 2, so a history of behaviour has been established/some relationships with staff have been strained for years

Competing Pathways Diagram 1

Complete work independently
Desired Behaviour

Public praise
Preferred activity upon completion (break)
Maintaining Consequence

Fatigue

Difficulty sustaining attention, poor impulse control (ADHD)

Poor writing and reading skills (LD)
Setting Event

Asked to do a writing task consisting of more than 5 sentences; asked to read a passage longer than a few sentences at a reading level above grade 2/3; asked to perform a novel/ non-preferred task
Antecedent

Refusal to do work

Non-compliance

Whining

"I'm not doing this."

Crosses arms, leans back in chair

Lays across desk

Disrupts other students
Problem Behaviour

Escape/Avoid task
Maintaining Consequence

Ask for help appropriately
Alternate/Replacement Behaviour

Setting Event Strategies	Preventative Strategies	Teaching Strategies	Consequence Strategies
Provide "down time" upon arrival at school (no demands) on mornings when he has early morning hockey practice

Frequent breaks (set times – incorporated into tasks throughout day) to support attention difficulties | Positive contingency statement: When you finish x amount of writing, you can take a break

Safety signal: Work until the clock says x and then you can choose a game to play.

Verbal pre-corrects: If you get stuck, remember to put up your hand to ask for help | Teach to ask for a break, "Can I have a break?"

Use contingency maps to outline expected behaviour and outcomes

Self-monitoring/ self-management training | Desired behaviour: Give public praise/ reinforcement contingent upon completing a task independently

Access to preferred activity contingent upon completion of set task

Alternative replacement behaviour: Public praise and one to one support for asking for help appropriately

Minor problem behaviour: Provide verbal corrective feedback (one to one)

Change task on the spot to make it less aversive

Major problem behaviour: Loss of break time equal to amount of time lost to refusal to work |

NOTE: Due to the nature of the school, one to one remedial support for reading and writing as well as highly differentiated lessons (curricular adaptations) are already in place for KC and as such are not included in this plan.

The chosen strategies represent Goodness of Fit for the school and classroom teacher, as they can be easily implemented and shared with the SEA's/tutors that regularly interact with KC.

Setting Event Strategies

On mornings when KC has an early hockey practice, ***provide "down time" upon arrival at school***. During homeroom time (the first 15 minutes of each morning), allow KC time to get settled and play with Play Doh, fidget toy (stress ball) or pillow soccer ball quietly, rather than completing the morning writing task. Refrain from placing any academic demands on him during this time.

Incorporate frequent breaks into each task throughout the day to support the attention difficulties KC experiences. Explicitly defining when these breaks will occur will also assist KC in developing self-management skills (to be outlined in further detail in the Teaching Strategies section). As the function of his behaviour is escape or avoidance of non-preferred tasks, knowing when he will be able to escape, even temporarily, from a task, will help KC meet his needs.

Preventative/Antecedent Strategies

Prior to beginning a task, present KC with a ***positive contingency statement*** such as, "When you finish x amount of writing, you can take a break." This type of statement defines the expectation and provides KC with an escape from the task, contingent upon completion of a set amount of work. Using this prompt will motivate task completion and cooperation. This can be used with all identified areas of the curriculum KC has shown averseness to.

To help KC build endurance with tasks he perceives as difficult, offer a **safety signal** such as, "Work until the clock on the computer says x and then you can choose a game to play." As he often chooses to use the computer to complete writing tasks, the clock on the screen will also allow him to self-monitor.

Before KC begins a difficult task, provide a ***verbal pre-correct*** such as, "If you get stuck, remember to put up your hand to ask for help." This will remind KC what to do when he reaches a point that can lead into the problem behaviour. A pre-correct can be applied to all tasks KC finds challenging, including new/novel tasks, prompting the expected behaviour before the problem behaviour occurs.

Teaching Strategies

Teach KC to ***ask for a break***, using a simple sentence such as, "Can I have a break?". It is important that the expectations for what the break will look like, how long it will be and what will happen when the break is over are also taught. An example movement break (and preferred activity) for KC is kicking around a pillow soccer ball. If he is given a digital timer, he can set the timer for 2-3 minutes and use the ball in the hallway until it goes off, then return to his work. When KC asks for a break, reinforce the desired behaviour and honour his request.

Outline expected behaviour for KC using **contingency maps**. This provides a visual of both the problem behaviour pathway and the desired behaviour pathway. The use of a contingency map will assist KC in understanding why he should engage in the desired behaviour, in a way that utilizes one of his strengths, visual skills. Used in conjunction with both teaching KC to ask for a break and teaching self-monitoring skills, contingency maps will increase KC's understanding of what the expectations are.

To support KC in becoming more independent, **self-monitoring skills** can be taught. Once expected behaviours have been explicitly taught (through the use of a contingency map for example), KC can be taught to monitor his behaviour. As regular breaks are built into each task, provide KC with a checklist of the steps he needs to complete in the lesson, with breaks interspersed among the steps. Model how to use a checklist to track progress through a given task. During break times, teach KC how to use the digital timer to set his allotted break time.

Consequence Strategies for Desired and Alternate Behaviours
Desired behaviour:
Give KC **positive reinforcement** in the form of **public praise**, contingent upon completing a task independently. There are many opportunities to provide public praise to KC as he completes parts of a task (initially, shaping his behaviour) on his own. This could be as simple as, "Wow, great job KC – you really understand how to do x! Keep it up!". All members of staff who interact with KC should provide comparable reinforcement when KC completes tasks (including set chunks of tasks) independently.

Provide KC with **access to a preferred activity** contingent upon completion of set task or chunk of a task independently. Explain to KC prior to beginning a task that when he finishes x, he can have/do x. This can be built into the checklist he would be using to self-monitor.

Alternative replacement behaviour:
Offer KC **public praise** and **one to one support** for asking for help appropriately (raising his hand). Using errorless instruction to offer the one to one support, will further support KC as he finds novel tasks challenging. This would entail providing KC with an instructional prompt following the instructional cue, prior to him responding to the given question. When he provides the correct response, offer reinforcement immediately.

Consequence Strategies for Decreasing Problem Behaviour
Minor problem behaviour:
If KC begins to whine, lay back in his chair with his arms crossed or lay across his desk (low level behaviours), provide **verbal corrective feedback** in a one to one environment, or in a voice only loud enough for KC to hear. This reminds KC of the expectations in the classroom, such as, "Remember we show active listening and respect for others learning styles". This could also take the form of prompting KC to **use an alternate replacement behaviour** such as, "Remember to raise your hand if you need help.".

When KC begins to display the low level behaviours mentioned above, ***change the task on the spot to make it less aversive,*** for example, "KC, let's just finish these 3 problems and then you can stop for today.".

Moderate to high intensity problem behaviour:
When KC's behaviour escalates into higher intensity behaviours such as wandering around the room and shouting, disrupting others or refusing to do his work, he ***will lose break*** time equal to amount of time lost during his refusal to work. Requests for a break or access to preferred activities will not be honoured during this time.
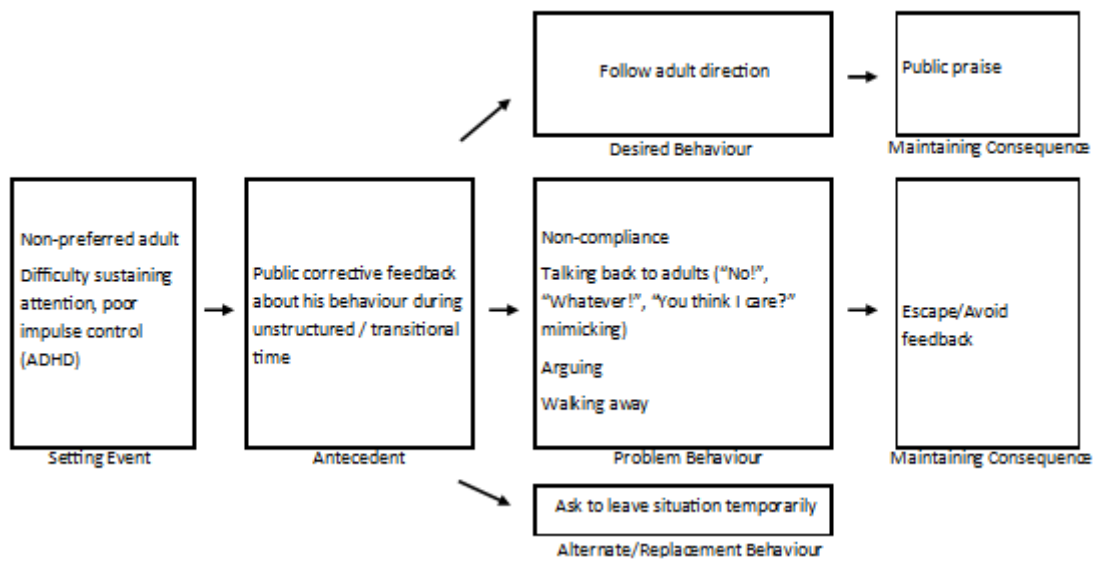
Crisis Management Plan: not applicable

Monitoring and Evaluation Procedures
One block a day, the teacher (or trained SEA) will observe KC's behaviour and record this into a table as shown below:

Date: Block:			
Target behaviours	**Frequency** (tally)	**Duration** (sec/min)	**Intensity** (1-5)
Whining			
Laying on desk			
Refusing to do work			
Disrupting peers (shouting, wandering)			

At the end of each week, the classroom teacher will collate the data to determine whether or not the plan is having an impact on both KC's behaviour and that of the staff he interacts with regularly. She will look for patterns in the data (blocks of the day, staff members present) to expose areas of strength and weakness in the plan. Progress will be shared and discussed monthly at staff meetings.

Competing Pathways Diagram 2

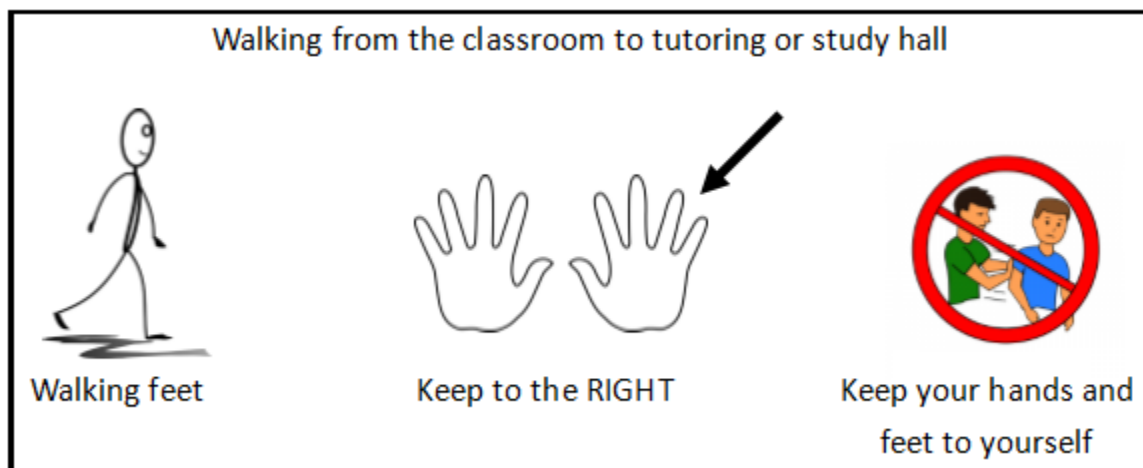| Setting Event Strategies	Preventative Strategies	Teaching Strategies	Consequence Strategies
Enhance adult rapport Teach impulse control / self-regulation strategies Increase reinforcement for successful transition routines	Use visual supports to enhance understanding of transition expectations Pre-corrects for expected behaviour during transitions Interspersed requests (IR) Strategy (behavioural momentum)	Mindfulness training through the Mind Up curriculum, adapted to meet KC's specific needs Contingency maps to outline expected behaviour pathways Teach to ask to leave the situation temporarily	Desired behaviour: Give public praise/ reinforcement contingent upon following adult direction Provide leadership opportunities/tasks contingent upon following adult direction Alternative replacement behaviour: Praise and reinforcement for asking to leave the situation appropriately and returning Minor problem behaviour: Provide verbal corrective feedback (one to one) Present choices for a "win-win" situation Major problem behaviour: Loss of break time equal to amount of time taken to 'fix' the interaction (make things right with the adult)

<u>Setting Event Strategies</u>

Enhancing the non-preferred ***adult's rapport*** with KC will require these adults to provide non-contingent reinforcement each morning when they first see KC and then at random intervals throughout the day. This could be as simple as saying good morning and asking KC how he is doing. Asking him about something more specifically related to his life, such as his new puppy or a recent hockey game would be more meaningful to KC. It is important these adults implement the reinforcement "for free" and do not make KC earn this through his behaviour.

Teaching KC impulse control or ***self-regulation strategies*** for controlling his impulses will help him monitor his behaviour in more unstructured times. Practicing deep breathing or counting to 10 during times when KC is calm and responsive is important. Linking these strategies with ***imagery*** (making use of his strong visual skills) will help KC visualize success using desired behaviours in situations that have historically led to problem behaviours. When using imagery, KC should imagine himself encountering his "trigger", using deep breathing or counting to 10 followed by an appropriate behaviour (such as following an adult request) and then experiencing a chosen reinforcement.

Increase reinforcement (praise) when KC is ***successful*** in ***transition routines.*** It will be necessary to begin by reinforcing any small steps he makes towards following the transition routine, shaping his behaviour, rather than waiting for KC to follow the transition routines perfectly.

<u>Antecedent Strategies</u>

Provide KC with ***visual supports to enhance*** his ***understanding*** of transition expectations. KC's learning profile outlines his strong visual skills, a weaker working memory and difficulty maintaining attention. A visual reminder of the steps needed for a successful transition will reduce the likelihood of missing a step or being unclear of the expectations during these times.

Walking from the classroom to tutoring or study hall

Walking feet   Keep to the RIGHT   Keep your hands and feet to yourself

Prior to beginning a transition routine, such as walking to tutoring or study hall, provide KC with ***verbal pre-corrects*** for the expected behaviour during these transitions, "Remember that when you are walking to tutoring you use walking feet on the right hand side of the stairs and keep your hands and feet to yourself.". Refer him to the visual chart to reinforce the verbal information.

To reduce the likelihood of a public correction of his behaviour causing problem behaviours to escalate, use **behavioural momentum**. Before placing a demand on KC to alter his behaviour, deliver 3 -5 shorter, simpler requests that have a greater probability of inducing compliance. An example may be, "Could you help x (younger student) tie their shoe? Could you grab the door for me? My hands are really full, could you take this books?", then deliver the behavioural request, "Walk on the right please". KC responds well to responsibility (helping a teacher set up, etc.) and works really well with younger students. Using these strengths/preferred tasks prior to correcting his behaviour should lead to increased compliance.

Teaching Strategies

Provide **mindfulness training** through the Mind Up curriculum (adapted to meet both KC's specific needs and his classmates). Present KC with some options for being mindful / relaxing / calming down as outlined in the Mind Up curriculum. Allow KC to choose one he thinks will work best for him and then work with him to practice this skill during times he is already calm and not presenting problem behaviours. Combining these mindfulness strategies with imagery or visualizing will further reinforce KC's understanding. This teaching will need to take place for 10 minutes at least twice a day until the new behaviour is mastered or happening without prompting.

MINDUP Warm-Up

Remind students of the mindful exercise they practiced in Lesson 2, listening for all the sounds around them. Tell them that this time, they'll try to monitor their breathing in a way that helps their brain think more clearly. Using the following script, guide students through a simple breathing exercise:

- *Sit in a comfortable position. Close your eyes or look down.*
- *Pay close attention to your breathing. Feel air come in through your nose, then fill your chest and your belly. Calmly and slowly, let the breath leave your belly, then your chest, and finally your nose.*
- *Keep your shoulders dropped and relaxed. Think about the air coming into your body and the air going out.*
- *Bring your attention back to your breath, if your mind tries to think about other things.*
- *Notice your stomach rising and falling. Let your belly be soft and relaxed.*
- *Open your eyes slowly and take a slow, deep breath.*

Discuss: How did it feel to control your breathing? What did you notice? How did you keep your mind focused on breathing?

Use *contingency maps* to outline both the problem behaviour pathway and the expected behaviour pathways, including the corresponding consequences, during transition times.
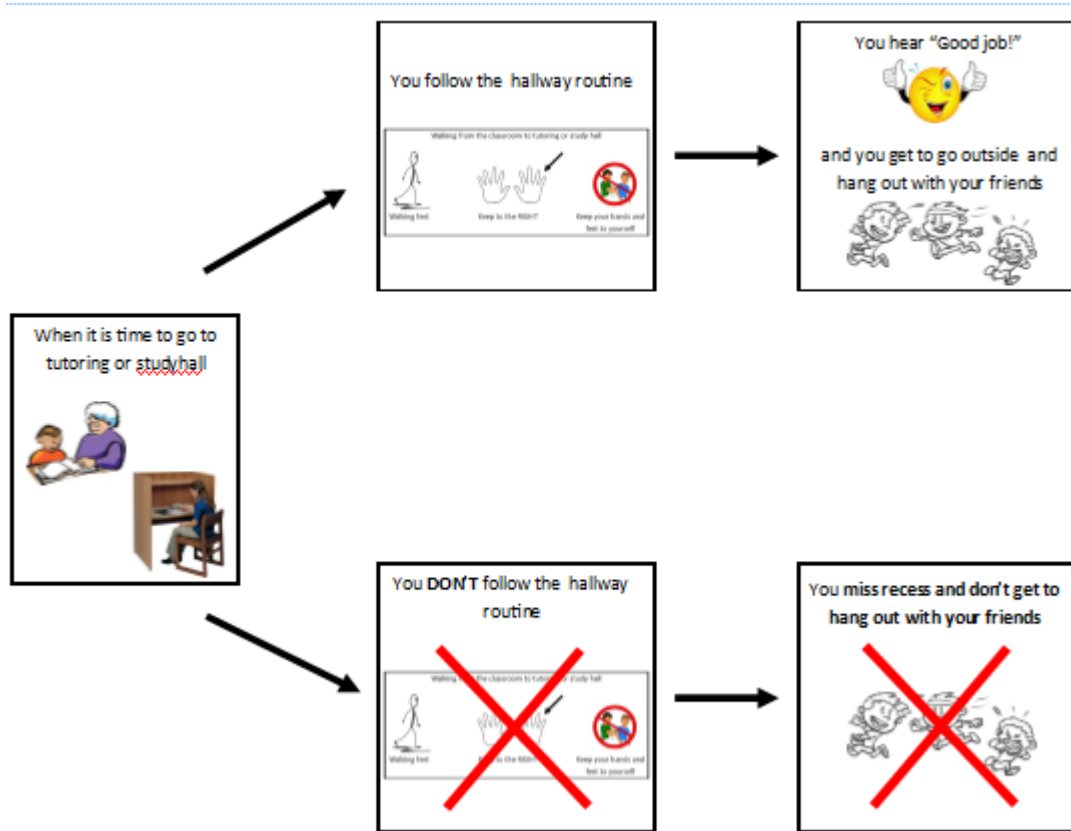
Teach KC *to ask to leave* the situation temporarily when he is being presented with public corrective feedback. By providing him with a respectful way to temporarily escape the situation, such as "Can I go for short walk?" or "Can I get my x (water bottle, pencil, etc.), I'll be right back?", KC's behaviour should not escalate. By temporarily escaping the feedback, he will have time to implement a self-regulation or mindfulness strategy, calming himself down before more problem behaviours occur. When KC appropriately asks to leave the situation, the adult needs to honour that request.

Consequence Strategies for Desired and Alternate Behaviours
Desired behaviour:
Give KC *public praise/reinforcement* contingent upon following the adult direction. This reinforcement will need to begin with small steps towards successfully following directions, helping to shape KC's behaviour.

Provide KC with *leadership opportunities/tasks* contingent upon following adult direction. KC responds well to increased responsibilities and works very well with younger children. As KC follows adult direction, he could be given opportunities to lead a class break (daily physical activity) or help the grade 3-4 students with tasks at lunch/recess as a lunchroom/recess monitor.

Alternative replacement behaviour:

Praise and offer reinforcement to KC for asking to leave the situation appropriately and returning. As with other new behaviours, small strides towards using his words to ask for a break should be reinforced rather than waiting for this skills to be performed perfectly.

Consequence Strategies for Decreasing Problem Behaviour

Minor problem behaviour:

When KC ignores adult direction, provide him with ***verbal corrective feedback*** in a one to one environment. Using a visual (such as the one presented in the preventative strategies) will reinforce the rules/expectations for KC.

When KC begins arguing with an adult, present him ***choices for a "win-win" situation***. A statement like, "You can do x now and I'll help you, or you can do it during recess/lunch. It needs to be done before the end of the day. Which would you like to do?" ensures the demand will be done but allows KC to choose when to do it.

Moderate to high-intensity problem behaviour:

Should KC's behaviour escalate to talking back or walking away (without asking to leave temporarily), he will ***lose break time*** equal to amount of time taken to 'fix' the interaction (make things right with the adult). Rather than telling KC he has to apologise, allow him to decide what would fix the situation or make things right again with the adult.

Monitoring and Evaluation Procedures

All incidents with KC during unstructured times will be recorded in a notebook with the date and name of person(s) involved.

Date:	Where:
Brief description of incident:	
Resolution of incident:	
Follow up needed:	

This will be kept in the staffroom as both tutoring and study hall are downstairs (close to the staffroom). The classroom teacher will review the notebook once a week to record data into a table to monitor the impact the plan having on the behaviour of staff and KC. Progress will be shared in monthly staff meetings.