

**Behavior Support Plan
Hannah**

Summary Statement of the Problem

<p>Illness, <u>Lack of sleep</u>] (Setting events)</p>	<p>Seatwork <u>Group Instruction</u>] (Predictors)</p>	<p>Complete work Work quietly] <u>Follow directions</u> (Desired behaviors)</p> <p>Off task: ignores directions, draws, talks to peers,] <u>silly faces</u> (Problem Behaviors)</p> <p>Self-management: work quietly, complete <u>work, self-monitor</u> (Positive Alternative Behaviors)</p>	<p>peer/adult attention <u>class points</u> (maintaining consequence)</p> <p>peer/adult <u>attention</u> (maintaining consequence)</p>
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List strategies that make the problem behaviors irrelevant, ineffective, and inefficient			
<p>1. Adult morning Acheck-in@</p>	<p>1. Use of picture schedule throughout the day</p> <p>2. Precorrect expected behaviors</p> <p>3. Y Precorrect peers to ignore silly behaviors and pay attention to appropriate behaviors</p>	<p>1. TEACH on-task behavior for group instruction and seatwork</p> <p>2. TEACH use of self-monitoring system</p> <p>3. TEACH to self-recruit teacher help by raising hand and waiting quietly</p> <p>4. TEACH use of picture schedule system</p>	<p>1. Pluses on self-management card</p> <p>2. Trade pluses for class points</p> <p>3. Invite a friend for free time</p> <p>4. Positive teacher attention for appropriate behaviors</p> <p>5. Zero on self management card when not on-task</p>
Setting Event Strategies	Predictor Strategies	Instructional Strategies	Consequence Strategies

March 3, 2000

Self-Management Card
Hannah

Am I on-task?

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	M						M		
			M						