

**PLANNING FOR STUDENT SUCCESS**

<b>Target Behavior (See Page 1 identified specific behavior):</b>	When Jacob becomes upset or angry, he will threaten others, call them names, or use physical aggression towards them.
<b>Replacement Behavior:</b> What behavior(s) or skill(s) do we need to teach to enable the student to have a successful experience in the classroom or school setting??	Jacob needs to know that when he becomes upset or angry, that he needs to remove himself in a calm and collected manner. He needs to use calming techniques and process through his frustration with a trusted adult.
<b>Positive Behavioral Supports/ Implementation:</b> <input checked="" type="checkbox"/> Pre-Teaching <input checked="" type="checkbox"/> Direct Instruction <input type="checkbox"/> Reinforced Practice <input checked="" type="checkbox"/> Reteaching Appropriate Responses <input type="checkbox"/> Self-Management <input type="checkbox"/> Other: _____	<b>Encouragement/Strategies:</b> <input checked="" type="checkbox"/> Help student feel capable (make mistakes okay, build confidence, focus on past successes, make learning tangible, recognize achievement) <input checked="" type="checkbox"/> Help student connect with staff/peers (acceptance, attention, appreciation, affirmation, affection) <input checked="" type="checkbox"/> Help student contribute in class/school (to learning environment, to school, to community, to protect environment, to help other students)
<b>Reinforcer(s):</b> How will you acknowledge appropriate replacement behaviors?	Jacob has a check in and check out sheet. Appropriate replacement behaviors will be acknowledged on his chart. Teachers will also give verbal praise and reinforcement. Jacob will earn gold slips for earning "2" in all three areas for each class.

**Strategies to Teach Reinforcement and Replacement Behaviors**

<b>Classroom Structure</b>	<b>Eff</b>	<b>N/Eff</b>	<b>Curriculum Variables</b>	<b>Eff</b>	<b>N/Eff</b>
Define limits, rules and task expectations.	x		Modify assignments.		
Follow consistent routines.	x		Give concise instructions.	x	
Structure environment.	x		Provide multisensory cues and supports.		
Limit distractions.	x		Check for understanding.	x	
Define physical space.	x		Allow extra time to process information.		
Provide tasks to reduce over activity.	x		Use physical prompts.		
Provide safe areas to regain control.	x		Use hand-over hand techniques.		
Other:			Other:		
Other:			Other:		
<b>Teacher-Student Interactions</b>	<b>Eff</b>	<b>N/Eff</b>	<b>Pro-Social Strategies</b>	<b>Eff</b>	<b>N/Eff</b>
Signal nonverbally	Try		Teach communication skills.	x	
Praise.	x		Teach social skills.	x	
Control by proximity.	x		Teach problem solving.	x	
Redirect.	x		Identify consequences of behavior.	x	
Use planned ignoring.	x		Teach alternative appropriate behaviors.	x	
Praise appropriate behavior in others.	x		Use conflict resolution/mediation.		
Allow cool down time.	x		Use social stories.		
Private conversation with student.	x		Use role playing.	x	
Other:			Use peer modeling.		
			Other:		