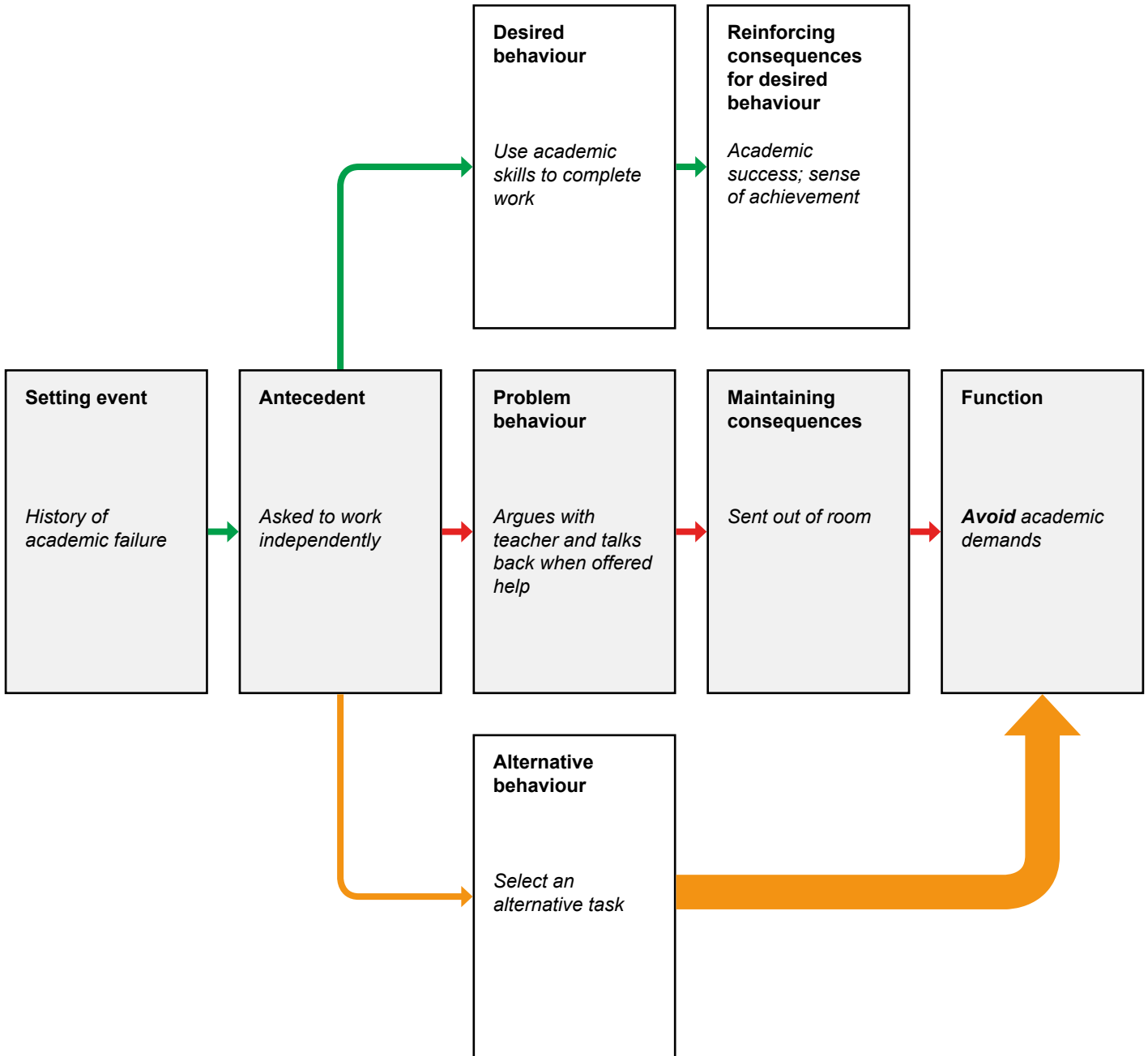




Individual Behaviour Support Plan

Student name:	<i>Sammy Samson</i>
Meeting date:	<i>March 3</i>
Action team members:	<i>Molly Samson (mum), Ana Sanchez (teacher), Paulo Braun (GO), Jackie Floyd (DP)</i>

Competing Behaviour Pathway



Date completed:

Intervention Strategies

Setting event strategies	Antecedent strategies	Teaching strategies	Consequence strategies
<p>Show Sammy the task choices for today and reassure him that he'll be successful</p> <p>Remind Sammy of previous successes</p>	<p>Provide Sammy with a choice of 3 literacy or maths tasks and allow him to pick one.</p> <p>Pre-teach concepts and strategies so that Sammy can be successful.</p> <p>Remind Sammy he can do a preferred activity after 10 minutes on task.</p>	<p>Role play selecting an activity.</p> <p>Teach positive self-talk for when Sammy thinks the work is too hard.</p> <p>Teach Sammy a private signal to get teacher help.</p>	<p>Sammy can choose playing a computer game or doing a jigsaw after 10 minutes on task.</p> <p>Provide specific, positive feedback when Sammy selects an activity and works for 10 minutes.</p> <p>Remind Sammy to make a selection then walk away. For every minute off task Sammy will complete a minute make-up after school.</p>

Implementation Plan

Tasks and required resources	Person responsible	Timeline
1. Training and communication	Jackie	By 10/3
2. Setting event strategies – prepare literacy and maths tasks; keep a record of daily achievements	Ana	Start 13/3
3. Antecedent strategies – timetable in time for pre-teaching; have tasks ready	Ana	Start 13/3
4. Teaching strategy (alternative behaviour) – role play selecting a task	Paulo & Ana	W/B 6/3
5. Teaching strategy (desired behaviour) – positive self-talk	Paulo	W/B 6/3
6. Teaching strategy (desired behaviour) – teach how to request teacher help	Ana	W/B 6/3
7. Consequence strategy (reinforce alternative behaviour) – provide a computer game or jigsaw	Ana	Start 13/3
8. Consequence strategy (reinforce alternative behaviour) – provide positive feedback. Develop scripts and practise for 5 minutes.	Ana & Jackie	Coaching meeting 10/3
9. Consequence strategy (do not reinforce problem behaviour) – set up desk in office for catch up work/walk through with Sammy. Remind Sammy each day.	Jackie Molly	Start 13/3



Monitoring and Evaluation Plan

Behavioural goal (specific, observable and measurable)	Data collection	Person responsible/timeline	Review date	Evaluation decision <ul style="list-style-type: none"> • Monitor • Modify • Discontinue
Sammy will select and complete a 10-minute literacy and maths task from a choice of 3 tasks on 4 out of 5 occasions.	<ul style="list-style-type: none"> • Product review – completed tasks • Checklist – tasks selected 	<ul style="list-style-type: none"> • Ana and Jackie – weekly • Ana – daily 	March 24	Modify – extend tasks to 15 minutes.
Sammy will use positive self-talk strategies 80% of the time by the end of Term 2.	<ul style="list-style-type: none"> • Student monitoring card 	<ul style="list-style-type: none"> • Sammy and Paulo 	March 31	
Sammy will attempt challenging academic tasks, or ask for help 80% of the time by the end of the school year.	<ul style="list-style-type: none"> • Student portfolio • Tally of unattempted tasks 	<ul style="list-style-type: none"> • Ana – fortnightly review • Action team – each term 	June	