**Part A Planning**

**Definition of Problem Behaviour**

Amanda’s problem behaviours include: aggression toward her peers, taunting, angry outbursts and rudeness towards her teachers and peers, refusal to comply with teachers’ requests, being off task during seatwork, leaving her seat without permission and destruction of school and classmates’ property. At home Amanda displays anger and frustration towards her mother over homework.

**Identification of Specific Events, Times, Situations**

Amanda does not like being singled out for help in front of others.

Amanda refuses to go to the Resource Room where she would be seen with the students with ‘special needs’.

Amanda often does not know what to do for assignments and becomes angry and frustrated over in-class assignments and homework.

Amanda does not get along with her Science teacher and feels that he is just trying to prove that she is not good at writing, science and math.

**Background Information**

Amanda is fourteen years old and in grade 8. She lives with her mother and younger brother who is in grade six. Amanda was diagnosed with ADHD – Predominantly

Inattentive Type in grade two and has been taking medication for ADHD since the beginning of grade three.

Difficulties with reading comprehension and math were first recorded in Amanda’s grade two report cards. In grade four, Amanda’s BC Ministry of Education Functional Skills

Assessment results indicated below grade level achievement in reading and math, with ‘not enough output to score’ in writing. In grades five and six, Amanda’s teachers noted concerns with poor organizational skills, problems with completion of assignments and projects, distractibility in class in math and science, difficulty in reading comprehension for novel studies, and lack of homework completion. An informal IEP was developed in grade five to target her reading, writing and math skills but this was not updated in grade 6.

Level B assessment results indicate that Amanda’s basic receptive and expressive language skills are well developed for her age. Her reading results indicated that this is a significant area of weakness with single word and passage level reading at approximately

a grade 4-5 level including significant dysfluency, with poor monitoring of detail and accuracy in word identification. Results also indicate significant numbers of word omissions and additions that sometimes change the meaning of the sentence. In writing,

Amanda demonstrates limited output, both on computer and in handwritten work. She relies on simple sentences, with poor attention to conventions of print (i.e., punctuation, capitalization), resulting in responses that include only the bare minimum of content, along with inaccurate information when responding to written questions on assignments and tests.

Amanda considers herself good at computers (texting, Facebook), fashion, and art. She would like to be a fashion designer after she finishes school. She has stated that, “anything that involves a lot of listening, reading, or writing is really hard,” that she is a “bad speller,” and that she doesn’t like science. She also reports that she often does not know what she is supposed to do for assignments. She does not read much outside of school, but stated that she has recently read “Chicken Soup for Teens,” some of the Babysitter Club books and she is also interested in the “Twilight” book series.

Amanda reports that she and her grade eight teachers ‘do not get along’ and that she hates school. Amanda’s grade eight teachers report that they are ‘at loggerheads’ with Amanda over in-class work and homework. They report that Amanda is reluctant to accept help and does not take responsibility for not meeting expectations. Amanda reports that she is trying her best, but her teachers insist that she is not applying herself. She stated, “My science teacher doesn’t like me. He tries to help me in front of others and I feel stupid. He just wants to prove that he’s right about me and that I am bad at writing, science and math. Amanda is self-conscious about needing academic support. She does not want to be singled out. She is afraid of not passing grade eight and is also afraid of having to “spend the day with students with ‘special needs’.” Resource periods have been set up for

Amanda in the Resource Room but she refuses to go.

**Identification of Consequences**

Amanda’s negative behaviours include: refusing to comply with teacher requests, destroying school and classmates property, being aggressive and angry towards peers and teachers, being off task, and leaving her seat without permission. The consequences of these behaviours are that she avoids going to the Resource Room, avoids doing in-class and homework assignments, and preserves her dignity in front of others.

The preferred behaviours for Amanda include: maintaining self-control, being polite towards teachers and peers, complying with teachers’ requests, remaining seated and completing assignments, and respecting school and classmates’ property. The maintaining consequences of these behavours would be positive teacher attention, peer acceptance and friendships, access to preferred activities, improved grades and school performance and improved self-esteem.

**Theory or Hypothesis**

When Amanda is asked to complete class assignments or homework that she does not understand, is given help in front of her peers, or is asked to attend the Resource Room she becomes frustrated and angry. She does not like being singled out for help which, makes her feel stupid. The purpose of Amanda’s behavior is escape due to a skill deficit.

**Part C Positive Behaviour Support Plan – Intervention Components**

**Monitoring Plan**

- The school counselor will meet with Amanda every Monday to see how she is feeling about school and the progress she is making.

- The school team will have a collaborative meeting every two weeks, on Tuesday, to review the data recorded and discuss how the plan is working.

- Each teacher will monitor and adjust their own contingency plans that have been developed with Amanda.

- Each teacher will maintain his or her personal data collection system.

**Data Collection**

- ABC Chart has been used to determine the function of Amanda’s behavior. This assessment tool can be used again if the team finds that the behavour plan doesn’t work as well as expected.

- Anecdotal Records will be used to track destructive behaviours and other serious incidents that require more detailed information.

- Event Recording will be used to keep track of aggressive behaviour. Event recording works well when behavior has a clear beginning and end, and can be easily counted. Amanda’s aggressive behavior fits this criteria.

- Whole Interval Recording is used to keep track of behavior that continues without interruption and will be used to keep track of Amanda’s on-task behaviour. Page 125

**Personnel, Roles, Responsibilites**

Mrs. Ettrich-Wells – SpEd Teacher – team leader and will monitor progress of

the Positive Behaviour Support plan. She will arrange team meeting for every-other Monday and will keep Mrs. Troubledchild

 updated on Amanda’s progress after each meeting.

Mr. Addminn – Principal – meeting chairperson

Ms. Listner – School Counselor – will check in with Amanda every day.

Mr. Syanse – Math & Science Teacher

Mrs. Writer – L.A. & Social Teacher

Miss. Artsy – Art Teacher

 Amanda’s teachers will be responsible for carrying out the PBS

plan, will collect the data , and will monitor Amanda’s progress. They will communicate with Mrs. Troubledchild, on her daily progress either through a communication log or by phone.

**Maintenance Strategies**

In order to maintain Amanda’s interest and progress over time rewards must be appealing and changed on a regular basis. Amanda likes fashion, art, Babysitter Club books, and is interested in the Twilight series. She also hates science and struggles with homework. Teachers should give Amanda some choice for her rewards and them monitor their use so that she doesn’t become satiated to the point where they loose their effectiveness.

Initially reinforcement should be given immediately and often but should slowly transition to being used intermittently, which is a more effective maintenance strategy. Reinforcement should then be given just often enough to maintain the target behavior and changed often enough to maintain interest.

**Generalization Strategies**

Partof Amanda’s plan involves implementing a token economy to reinforce positive behavior. Tokens are artificial reinforces which will need to be reduced and then eliminated over time. During this process the artificial reinforces will be replaced by more natural reinforces such as verbal praise, better grades, and more positive interactions with teachers, her peers and her mother. Allowing Amanda to do a reduced number of questions is also an artificial form of reinforcement. Over time, by gradually increasing the number of questions that she is required to do, natural reinforcers like better school performance and improved self-esteem will become more rewarding.

All of Amanda’s teachers will be involved in the behavior plan, which facilitates stimulus generalization. By having her teachers delivering the same general plan in different settings, using their own individual teaching style, with slightly different instructions, there is an increased likelihood that those skills and behaviours will be generalized to other situations. The fact that these skills will be taught in the classroom (natural setting) will also aid in the generalization process. Skills that are taught in isolated setting such as a pullout resource program may fail to generalize to more natural situations.

**Emergency Procedures**

If Amanda demonstrates behavior that is dangerous to self or others then the school NVCI team will be called to assist and Amanda’s mother will be notified immediately by phone. If necessary, other students in the class will be cleared from the room and will report to the library. If the incident is considered assaultive, or results in significant property damage then the police will be called and Amanda’s mother will be notified immediately by phone. If the emergency procedures have been implemented, then Amanda will not be allowed to return to school until a meeting has been held with Amanda and her mother.

**Part D Response-to-Intervention (RTI)**

**Explanation of Strategies Consistent with RTI**

Tier 1 supports are preventive, school-wide systems that may be of benefit for all students. Tier 1 strategies include:

- a positive school-wide discipline program

- a data driven progress monitoring system

- effective classroom management

- student modifications and accommodations

- early behaioural intervention

Tier 2 supports are for students who continue to struggle after receiving Tier 1 supports but are not engaging in dangerous or extremely disruptive behavior. Interventions include:

- selected, strategic behavior programs and strategies

- student data collection and progress monitoring

- individual student goals within regular plans and programs

- interventions are intended to be short term, usually lasting a few months

Tier 3 supports are Intensive interventions for a few students who have not responded to Tier 1 and 2 supports and are engaged in dangerous or extremely disruptive behavior. Supports include:

- intensive, individualized Skill Development

- individual counseling/behavior therapy

- intensive wrap-around programming

- daily progress monitoring

- interventions are usually long term

**Rationale**

Tier 1 supports are general, preventive strategies targeted towards the majority of student. Amanda’s behavior is not typical of the majority of students in the school. She has not responded to Tier 1 strategies and receives more individualized supports.

Tier 3 supports are intended for students who engage in dangerous or extremely disruptive behavior requiring intensive individualized supports. Generally these students have been or will be referred for more extensive assessment. Amanda’s behavior is not at this level and she is not receiving this intensive level of support.

Based on this information, Amanda is currently at Tier 2. A PBS has been developed for her using the data that has been collected. Selected behavioural strategies have been incorporated into her behavior program, which are designed to help her achieve her individual goals and her progress will be monitored on a regular basis. All of these are Tier 2 supports.