Behavior Intervention Plan

Bayfield High School

2015-2016

Student: 17 year old male student

Foster Guardian:

Home Phone:

Cell Phone:

Case Manager: Molly Wirsing

Phone: 715.779.3201 ext. 332

STRENGTHS

-Has postsecondary goals that are attainable (WITC Mechanic Program)

-Interested in art (Drawing) and music

-Is strong-willed

-Is creative

TARGET BEHAVIORS

Student’s temper can often get in the way of the learning environment. When he gets upset, it quickly turns into anger and he will use foul language. He may respond with “I don’t care!” or “Who Cares!” (with curse words in between) when confronted. Student will often act in a defensive mode and not take responsibility for his actions. Student will also leave the classroom before the bell rings just to defy authority. He will leave a classroom without asking for permission – usually by sneaking out – and will wander the halls. He does not disturb other classes. Student will also shut down often and refuse to take direction.

FUNCTION OF THE BEHAVIOR

* Doesn’t understand/not clear boundaries (direction(s) should not change)
* Angry
* Avoidance
* Doesn’t understand direction
* Difficulty concentrating on academic –related material

INTERVENTIONS

* Develop a system of non-verbal communication to let him know he is being inappropriate.
* Private discussion away from peers with issues regarding behavior and language.
* Allow time for Student to express his thoughts and feelings and explain that he needs to do the same for others.
* Clear directions that are written out for his reference
* If/Then statements
* Routine and predictable schedule/very structured setting
* Frequent breaks (music break, walk, snack)
* Modified assignments (including help handing them in)
* Frequent reminders
* Specifically defined limits
* Positive Interaction (Limit negative interaction)
* Work with specialized tutor

POSITIVE CONSEQUENCES

* Verbal praise
* Computer Time
* Time to listen to music
* Time for drawing

If student’s behavior escalates and negative behavior is displayed causing classroom disruption, follow the plan below:

1. If Student responds negatively and/or his behavior continues or escalates, state the behavior you are seeing and ask if he needs to go to the Special Education room to regroup.
2. If student’s behavior is continuing to disrupt class, direct him to go to the Special Education classroom.
	1. Student may also identify that he needs to use the resource room to calm down.
	2. Student and the special education teacher will discuss the situation brainstorming resolutions.
	3. Student will return to class at the discretion of the special education teacher, unless otherwise directed by regular ed. teacher. It may be decided that Student will not return to class until the next class period on the following day.
3. If Student is unable to de-escalate in the EBD room (or other area) follow directions and/or he is continuing his negative behavior and not taking direction, he will be sent to the office. At this time, the dean of students will become involved and Student’s caseworker and guardian will be notified.