Student Support Plan

Student: *Student*   Classroom: Resource
DOB: 9/2002   Date of Plan: 1/2012

Team Members:
Parent: Compliance Liaison:
Classroom Teacher: SPED Director:
Special Education Teacher: SLP:
OT:
Paraprofessionals:

Preamble to the Student Support Plan

The intent of the Student Support Plan is to address specific behaviors that directly impact the individual's education and life skills and, if not addressed, will interfere with the individual's ability to learn, progress and grow. As such, the Student Support Plan compliments the educational program being provided in the classroom. The Student Support Plan does not provide for every activity that occurs during the student's day, nor does it list all of the positive events and procedures that occur during the day. Rather, the Student Support Plan is developed to address specific areas of identified need that require additional attention and effort. The Student Support Plan contains the specific instructional techniques that will be used to address those identified needs.

The Student Support Plan (SSP) is continually changing. As students make progress, as new areas of need are identified and as new findings are generated by data, SSP's are modified. Minor adjustments are frequently made in SSP's. Such minor changes may include increasing the frequency of a reward, varying the type of positive consequence or altering when an activity occurs to provide a few examples. Parents are informed of these changes and given a copy of SSP modifications. Major changes in SSP's such as the challenging behaviors being addressed, type of procedures being utilized or level of intensity will be discussed as a team with the parents. The goal of the SSP is to: (a) incorporate the best ideas of all team members and (b) provide consistency in the education of the individual student.

I. Target Behaviors

Dropping: Any time that *Student* sits down on the floor and will not get up when staff directs her to do so. This includes getting out of her chair to sit on the floor or going from a standing position to sitting on the floor.

Tantrums:	A cluster of behaviors occurring together that includes but is not limited to sitting on the floor, yelling at staff or peers, making fun of what staff/peers are saying, crying or yelling.
Elopement/Bolting:	Leaving the classroom, gym, cafeteria or assigned place (example: work table, desk) without permission or without telling staff where she is going (example: leaving the breakfast table before using her communication book or words to tell staff "I want gym").
Verbal Aggressions:	If *Student* yells at staff or peers, tells staff or peers she is going to spank them, tells staff "no" or "go away" when told to do something or makes fun of what staff is saying.

II. Background Information and Brief Functional Assessment
Student is 9 years 4 months old.

Communication: *Student* is a partially verbal communicator. She spontaneously says a variety of words and phrases but does not always use words to communicate her wants and needs. She is able to use pictures to help support her speech. When *Student* uses pictures, she pairs them with verbal speech.

Toileting Routine: *Student* is fully toilet trained and is able to let staff know when she needs to use the bathroom. *Student* is able to complete all steps in the toileting routine independently.

Eating Skills: *Student* requires assistance to cut up some of her food, but other than that is independent in eating. *Student* eats a large variety of foods. *Student* is able to eat with a spoon and a fork. If her food is soft (example: a muffin) she is able to cut it with the side of the fork.

Medical Issues: *Student* has hearing aides that she does not wear consistently to school.

Safety: *Student* does not have a clear understanding of safety rules. *Student* has left the school without permission. *Student* requires adult monitoring due to lack of safety understanding.

III.   Reinforcers

Student appears to be motivated by a variety of objects and activities such as music, singing/dancing, baby dolls, riding a bike, high fives and small edible reinforcers. *Student* also appears to be motivated by adult praise.

IV.   Proactive Procedures

1.   Provide *Student* with a structured visual schedule comprised of 1X1 or 2X2 pictures to show what she is doing now and what she will be doing next.

2.   After completing a task or small series of tasks (such as her OT box) give Student a 5-minute break. Allow Student to use her communication book to choose an activity for break. Set a timer for *Student* so that she knows when break is over.

3.   If *Student* is completing a difficult or non-desired task, provide frequent praise/high fives while she is working. Upon completion of the task, allow *Student* to have a small edible reinforcer or a minute with a desired toy.

4.   *Student* uses digital pictures in her communication book to make choices of activities, choose work activities and request other motivating items (example: going to the gym). *Student* should set up her sentence strip and hand the sentence to staff.

5.   Staff should not attempt to reason or counsel with *Student* when she is upset or agitated.

6.   Staff should use planned activity training with *Student*. Prior to transitions staff should:
      a.   Inform *Student* of the upcoming transition.
      b.   Have *Student* look at her visual schedule to see what is coming up.
      c.   Provide *Student* with positive reinforcement when she stops what she is doing and moves on to the next activity.
      d.   Use visual strategies such as social stories to assist *Student* with major changes in the routine as needed.

7.   Whenever possible and within reason allow *Student* to make choices throughout her day. For example, break choices, order of activities for OT and speech tasks, snack choice. Explain to *Student* when a choice is not available or possible and let her know what other choices are available.

8.   Provide *Student* with frequent attention and praise when she starts and completes a task with appropriate behavior.

9.   When making a request of *Student*:
      a. Gain eye contact
      b. Use simple language (no more than 3 steps at a time)
      c. Make the request one time. If *Student* does not comply, give her 2 choices: *Student* you can either ___ or you can take a time out. *Student did very well making choices when staff help up 2 fingers and told her "Student ____ or time out". Staff should touch a finger for each choice and let Student pick.*

d. Do no ask *Student* to do something if it isn't really a choice. Tell *Student* what you want her to do (example: *Student*, come sit down vs. *Student*, do you want to sit down?). If you do ask and *Student* says no, respect her answer and state the request again in a minute.

IV. Definitions

1. Calm and neutral: this includes body and voice. You want to keep your facial expressions flat, your voice at an even tempo and volume. Keep your hands relaxed and do not lean into the student's space.

2. Ignoring: staff will ignore the behavior, not the student. This means if the student is working and saying something inappropriate, staff will continue on with the task and not address the student's verbalizations. If the student is on the floor, staff will keep eyes on the student to make sure he is safe, but will not talk to the student. If staff is working with a student and the student begins to hit/push/pinch staff should move across the table where the student cannot reach them and continue with the task. Do not verbally address the behavior. If the student does not stop, then follow the correction procedure below.

V. Deceleration Procedures

1. <u>Verbal Aggressions</u>
   If *Student* yells at staff or peers, tells staff "no" or "go away" or makes fun of what staff is saying, staff will:
   a. Direct *Student* back to the current activity one time
   b. Do not engage in conversation with *Student* about what she is saying or doing- ignore the behavior
   c. Praise *Student* for the work that she is doing (example: *Student* is mocking staff but continues to work on a puzzle. Praise her work by saying "I like how you are working on your puzzle" or "Great job with your puzzle").
   d. If *Student* is not working, use the same wording with the same tone of voice to direct her to her task. Remind her what she should be doing every 1 minute until she starts.

2. <u>Elopement/Bolting</u>
   If *Student* leaves the classroom or work area without permission staff will:
   a. Tell Student "stop" one time. She may or may not stop; therefore, use the least amount of intervention possible to return *Student* to the work area.
   b. Have *Student* sit in her chair and use her communication book to request leaving the area (model for her if necessary). Staff can say yes or no depending on the appropriateness of what she is asking.

c. If *Student* was on a break when she bolts then her break is over and she is given a work task.

3. <u>Dropping</u>
   If *Student* drops to the floor and refuses to stand staff will:
   a. Prompt *Student* to stand. Allow 10 seconds for her to respond to the directive.
   b. Praise *Student* if she stands following the prompt.
   c. If *Student* does not stand, staff will move away from *Student*.
   d. Wait 30 seconds and repeat the command "*Student*, stand up" in the same tone of voice with the same words.
   e. Praise *Student* if she stands.
   f. If *Student* does not stand, prompt her using the same words and same tone of voice every 30 seconds for 2 minutes. After 2 minutes, prompt her using the same voice and same words every minute thereafter.
   g. Once *Student* stands, continue with what is next on her schedule – if she was on break, the break is over.

4. <u>Tantrums</u>
   If *Student* has a tantrum staff will:
   a. Direct *Student* back to what she is doing.
   b. Praise *Student* if she goes back to the activity.
   c. If *Student* continues crying/yelling/turning away from staff, ignore her behavior. If you are working with *Student* and another student, simply state that since her peer is ready, it is his turn. Continue without *Student* until she is ready to participate.
   d. If you are working with only *Student* then give her 2 choices – you can _____ or you can go to time-out.

VI. Emergency Intervention Procedures

How staff will react in the event that the student is in an unsafe situation.

Staff should not pick *Student* up if she drops or is being non-compliant, however, there may be times that she drops or has a tantrum in an unsafe area. If this happens use the least amount of intervention necessary to maintain a safe environment for *Student* and her peers.