

# General Ed. Behavior Intervention Plan Level I

## Positive Behavior Supports / Proactive Techniques

School Name \_\_\_\_\_

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Circle any positive behavioral supports to be used for the identified student:

### General Techniques

Frequent breaks  
Visual schedule  
Social stories  
Preferential seating  
Modified assignments  
Private discipline  
Buddy system  
Teaching social skills  
Sticker chart  
Cool down opportunity  
Head phones  
Sensory diet  
Line leader  
Special jobs  
Movement breaks  
Teaching expectations  
Role playing  
Listen to music  
Earned free time / earned preferred activity  
Break cards  
Scheduled time with a preferred adult

**Nervous, worrisome, complains of illness:**

- Have student sit near teacher
- Have rules posted in room
- Have schedule posted in room
- Solve problems with student privately
- If the student has a physical problem and, if possible, set specific times for him to use the washroom, see nurse, etc.
- Monitor the student's work; ask him/her to show you what he/she has done when ½ completed and have him explain what he/she is doing.
- Utilize a peer to support student's work or to help explain
- Adjust the assignment directions to him/her
- Use visual aids
- Shorten assignments; allow student to do every other problem
- Use short, complete sentences, pause after the delivery of each idea

**Angry, frustrated, irritable:**

- Preferential seating
- Cool down in class room
- "Check in" in the AM, "Check out" in the PM with designated staff person
- Daily behavior check sheet for each period
- Use humor (not sarcasm)
- Maintain calm and professional demeanor
- Be consistent
- Solve problem with student privately
- Use relaxation methods (deep breathing, counting to 10, visualizations)
- Use 123 Magic, Conscience Discipline, Love and Logic (or other supportive discipline systems)

**Daydreaming, distracted, inattentive:**

- Monitor work, ask to show what is done when ½ complete and have student explain what he/she is doing
- Monitor student's progress
- Frequent re-direction
- Remind student to remain on topic
- Shortened version of class project
- Have student repeat directions to check for understanding
- Show student how to organize his/her work; provide organization system; model appropriate organizational system
- Use student name or code word/signal/physical prompt to increase attention or focus
- Use physical proximity while teaching to maintain focus
- Time the student in getting started ("10 seconds to get your name on the paper")
- Use succinct communication when giving directions or instructions

**Fidgety, energetic, impulsive:**

- Verbal rewards for on time, handing in neat work, getting work in on time
- Send positive notes home when the child's behavior is appropriate/improving
- Ignore disruptive behavior if possible; planned ignoring
- Praise the student when appropriate
- Be consistent
- Have child repeat directions to check for understanding
- Use sensory/physical techniques
- Use fidget or manipulatives

**Silent, withdrawn, sad:**

- Allow student to pass on answering questions in class
- Pre-planned group participation for student (i.e. predetermine what text to read aloud, question to answer, etc)
- Arrange special projects to do with teacher or with other student
- Send student on errands he/she can handle
- Give verbal rewards for being on time, handing in work, getting work in on time
- Encourage small group oral language activities
- Review daily schedule or changes in schedule

Implementation Start Date \_\_\_\_\_

Scheduled Review Date \_\_\_\_\_

**Level One Positive Behavior Support Plan – Review Agenda**

1. Implementation Integrity
2. Intervention result
3. Plan (circle one): keep everything the same, try other positive supports on this plan, or complete BIP level Two.