

School District of West Allis West Milwaukee et al

Date: April 25, 2008

Behavior Intervention Plan for

Target Behavior: What behavior(s) adversely affect the student's learning?	Preventative Strategies: What will adults do to support the student and prevent the target behavior from recurring?	Replacement Behavior: What behavior will be taught to replace and serve the same function as the target behavior?	Instructional Strategies: What strategies will be used to instruct the student in the use of replacement behaviors?	Positive Consequences: What will be done when the student uses correct replacement behaviors?	Negative Consequences: What will be done with the student when the target behavior recurs?
Running Away: Takes the form of leaving the school building or the school grounds during the school day and without permission. Often returns to the school after 5-10 minutes.	-Foreshadowing and preplanning with student about upcoming activities -Opportunities to talk about anxiety, anger, and frustration she is feeling -Breaks	-Give pre-established cue or pass to staff, go to identified "safe" space -Use journal to write about frustrations, concerns etc. -Speak to trusted staff about concerns, frustrations etc.	-Social skills / anger management coaching -Develop system of passes and/or nonverbal cues between teachers & student to communicate need for break -Teach student ways to use journal effectively	-Earning of points that can be used for other tangible rewards -Phone call home to share positives with mother -Verbal praise & feedback -Opportunities for more choices & freedom w/in school setting	-Loss of points -Increased adult supervision during the next 2 days -Possible in-school suspension -Possible police involvement if leaves school grounds
	Person Responsible: Any staff working with student		Person Responsible: Special education staff	Person Responsible: Special Ed. Teacher & General Ed. Teacher	Person Responsible: Case manager, principal, school crisis team
Target Behavior:	Preventative Strategies:	Replacement Behavior:	Instructional Strategies:	Positive Consequences:	Negative Consequences:
Aggression Towards Others: Fighting with peers and aggression towards staff	-Breaks -Opportunities to talk about anxiety, anger, and frustration she is feeling -Separation of student from peers (seating arrangement etc.) - Minimize verbal interactions (staff & peer)	-Give pre-established cue or pass to staff, go to identified "safe" space -Use journal to write about frustrations, concerns etc. -Speak to trusted staff about concerns, frustrations etc. -Participation in adult facilitated mediation with student & specific peer	-Social skills / anger management coaching -Develop system of passes and/or nonverbal cues between teachers & student to communicate need for break -Instruction / coaching on how to participate in mediation process	-Earning of points that can be used for other tangible rewards -Phone call home to share positives with mother -Verbal praise & feedback -Opportunities for more choices & freedom w/in school setting	-Loss of points -Increased adult supervision during the next 2 days -Possible suspension (in-school / out-of-school depending on severity) -Possible police involvement if student remains highly dangerous & out-of-control
	Person Responsible: Any staff working with student		Person Responsible: Special education staff	Person Responsible: Special Ed. Teacher & General Ed. Teacher	Person Responsible: Case manager, principal, school crisis team

Crisis Plan:

Are crisis management procedures needed to insure the safety and de-escalation of the student's behavior in emergency situations? yes no

If yes, describe procedures, including who will be responsible for the implementation of each step.

Crisis Procedures :

Remove all students to alternate location

Remove non-essential staff to alternate location

Call principal, case manager & crisis team from safe location / Do not attempt to move student or restrain student alone!

Team, including case manager & principal will determine immediate action based on situation

Team will intervene to ensure student's & staff safety, restraint & seclusion only used as last resort & only by trained staff!

If student demonstrates in-control behavior for minimum of twenty minutes, student will go to resource room to debrief, then proceed with day in resource room

If student continues to escalate or remains out-of-control for 30 minutes, parent will be contacted to inform of situation & if student continues to be dangerous to self or others, police may be called to assist

Principal will make determination as to whether or not in-school or out-of-school suspension is warranted

Person(s) responsible:

Case manager, Principal, Crisis Team