





## Behavior Support Plan Quick Guide

EXAMPLE

DURING:	STAFF SHOULD:	BY:
Beginning of day	<ul style="list-style-type: none"> <li>Check in with J</li> </ul>	<ul style="list-style-type: none"> <li>Providing brief, positive attention</li> <li>Determining rewards and filling in activities for day</li> <li>Reminding of consequences for disruptive behavior</li> <li>Not providing attention for inappropriate materials in bag</li> </ul>
Academic tasks	<ul style="list-style-type: none"> <li>Prepare</li> </ul>	<ul style="list-style-type: none"> <li>Giving J a choice of activities.</li> <li>Interspersing easy and hard problems.</li> </ul>
	<ul style="list-style-type: none"> <li>Engage</li> </ul>	<ul style="list-style-type: none"> <li>Providing specific, positive praise throughout task.</li> <li>Using active and rapid exchanges.</li> <li>Using transition warnings.</li> </ul>
	<ul style="list-style-type: none"> <li>Respond</li> </ul>	<ul style="list-style-type: none"> <li>Ignoring off-topic comments.</li> <li>Engaging in current task with directive or question.</li> </ul>
	<ul style="list-style-type: none"> <li>Finish</li> </ul>	<ul style="list-style-type: none"> <li>Providing specific, positive praise at end of task.</li> </ul>
Throughout day	<ul style="list-style-type: none"> <li>Specific praise</li> </ul>	<ul style="list-style-type: none"> <li>"You did a great job on that math worksheet, J!"</li> </ul>
	<ul style="list-style-type: none"> <li>Positive prompts</li> </ul>	<ul style="list-style-type: none"> <li>"Alright buddy, let's start getting ready for recess"</li> </ul>
	<ul style="list-style-type: none"> <li>Nonverbal cues</li> </ul>	<ul style="list-style-type: none"> <li>Smiles, thumbs-up, high-fives</li> </ul>

IF STUDENT:	THEN STAFF SHOULD:	EXAMPLE/NOTES:
<b>Raises hand</b> <b>Completes work</b> <b>Has hands to self</b> <b>Has feet to self</b> <b>Uses appropriate language</b>	 <b>Immediately, catch him being good by:</b> <ul style="list-style-type: none"> <li>Calling on him</li> <li>Providing specific praise</li> <li>Reminding him of progress to goal</li> </ul> <b>At end of activity, provide points by:</b> <ul style="list-style-type: none"> <li>Marking point on chart at end of period</li> <li>Providing specific praise</li> </ul>	<b>Ex:</b> "Thanks for raising your hand, J ___!" <i>*5:1 pos. to neg. statements</i>  <b>Ex:</b> "I loved the way you raised your hand when Mrs. Collier asked that question. Since you had appropriate hands and feet and voice, you earned 3 minutes!"
<b>Starts to be mildly disruptive</b>	 <b>Ignore behavior</b> <ul style="list-style-type: none"> <li>No eye contact, neutral face</li> </ul> <b>Praise students engaging in positive behavior</b> <b>Give positive praise</b> as soon as he does any appropriate behavior	<b>Ex:</b> J starts to tap on his desk. Ignore. "I love the way that Jason and Vanessa are raising their hand and waiting to be called on!" J stops tapping at any point. "J ___, great job using quiet hands!"
<b>Continues to be disruptive</b>	 <b>Remind him about point sheet</b> <b>Remind what good behavior looks like</b>	<b>Ex:</b> "If you have appropriate feet for the rest of this activity, you can earn another minute for our reward time."
<b>Escalates to severe problem behavior</b>	 <b>Escort to a quiet work space</b> <ul style="list-style-type: none"> <li>Set timer for 5 minutes</li> <li>Monitor quietly</li> <li>Provide easy worksheets</li> </ul> <b>At end of time, remind of goals and return to class</b>	<b>Ex:</b> "You didn't earn your minutes because you walked around the room yelling, which isn't using a respectful voice, feet, or hands. If you can keep your hands and feet to yourself, and use a respectful voice, you can earn your minutes for the next activity!"

\*See student's Behavior Support Plan dated XX/XX/XXXX for additional details

\*Quick Guide Template created by EASTCONN Psychological & Behavioral Consultation Services