Behavior Management Plan Sample

Sara

Student Profile/Pertinent Information

 The classroom is a 4th grade general education class in a charter school in Harlem, NYC. The students are all African American. The teacher is experienced and has been teaching for several years. The case study student, Sara, is included in this classroom all day. She is 10 years old and has no obvious disabilities. Sara is currently living with her mother, an aunt and three siblings in a one-bedroom apartment.

Concerns

 Sara appears to have difficulty with expressive language although her speech production is fine. There are approximately 15 students in the class. The class is focused on reading both fiction and non-fiction texts, answering comprehension questions orally and in writing, and discussions of vocabulary, plot, characters, setting, and other aspects of literature. She decodes at grade level but has trouble when her vocabulary knowledge is expanded beyond commonly used words (e.g., knows “pig”, but unable to identify “swine”).

 Sara works on the same material and tasks as her peers. When questioned about the content of reading material in language arts, she volunteers to answer but then has difficulty in clearly expressing her answer. This is also reflected in her written work. At times, she admits her answer was not what she intended to say. Further testing results from a school psychologist indicate she is behind in vocabulary development and reading comprehension. These results, along with her difficulty in answering oral questions suggest she has expressive language difficulties.

 Sara possesses an ability to recognize common words, express their meaning, and to read content material for meaning. She has difficulty in learning less common vocabulary, orally expressing herself in response to academic questions, and demonstrating comprehension of material she has read. It is important now and for the future that Sara acquire new and more complex vocabulary, how to determine the meaning of new words, read for comprehension, and orally express herself in response to academic questions.

 Socially, Sara is an interactive, easy-going student. She appears happy when around a variety of peers, but does not seem to have one or several close friends that she consistently interacts with. She plays appropriately with both boys and girls and interacts with adults when appropriate as well. Sara has strengths including the ability to be kind/thoughtful to other students and she is motivated to learn. She has a sense of humor and enjoys playing with others and engaging in games such as jumping rope in her neighborhood.

 Behaviorally/emotionally, Sara gets easily frustrated. When she is faced with a problem that she deems too challenging for her, she cries easily, scratches herself with a pencil eraser and, at times, twists her hair until she pulls it out of her head. She does not show this frustration towards peers or adults, but does consistently (2-4 times her week) show this frustration towards herself.

Rationale for Selection of Behavior

 Though at this point it is important for Sara to be learning skills relevant to the content standards, and also improve her knowledge of vocabulary, reading comprehension, and oral expression, her mentor teacher and I feel that her behavioral and emotional needs need to be addressed primarily. These areas will affect her performance in virtually all academic areas over time.

Target Behavior

Sara’s target behavior is to express her frustration in a more socially acceptable way. More specifically, Sara’s target behavior is: **In frustrating situations, Sara will use available resources (stress ball, quiet room, chew supports) to express her frustration given 1 verbal prompt (“Sara, take care of your body”) 80% of the time, by the end of the first quarter.**

Hypothesis of function

 At this point, the hypothesis is that Sara is demonstrating these behaviors to gain sensory input, as evidenced in the attached A-B-C data chart.

Intervention with Replacement Behavior

 The intervention put in place to support Sara’s sensory needs is that she will have a basket of sensory supports (stress ball, chew support, pass to sensory room) under her desk. When she is feeling frustrated, an adult will remind her to take care of her body, prompting her to use the available resources to decrease her frustrated feelings.

Data Collection Technique

 Prior to implementation of the intervention, the teacher will teach Sara about the intervention plan, showing her the resources available and showing her how to use the resources. When Sara begins to appear frustrated, the teacher (or another adult in the classroom) will verbally prompt Sara to access her resources using the prompt “Sara, take care of your body”. The teacher will then chart if Sara was able to access her resources, if any additional prompts were required and if the problem behavior continued.

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| --- | --- | --- | --- | --- |
| **Date** | **Behavior exhibited** | **Any additional prompts required** | **Replacement behavior** | **Response** |
| 10/1 | Hair twirling around pencil | 3 VP to access resources  | Stress ball | Squeezed ball for 10 min. calm after 3 min |
| 10/3 | Crying | 1 HOH | Stress ball | Squeezed ball for 6 min, calm after 2 min |
| 10/4 | Crying, hair twirling | n/a | Stress ball | Squeezed for 3 min., calm after 1 min |

VP= verbal prompt

HOH= hand over hand prompt