Behavioral Intervention Plan: Gabe

*Implementation Date:**3/30/2016*

**Student Target Behaviors to Increase**

* Remaining attentive/engaged in the classroom and completing assigned work

**Support for Student Success**

* Gabe should be seated near the teacher and away from peers he talks to regularly
* Gabe will have built in breaks in his schedule (end of 1st and 4th hour and beginning of 6th hour). Mr. Jones or Mrs. Spero will come to the classroom to provide the break.. Breaks are not contingent upon his behavior.
* Adults will frequently give praise to Gabe when he is following expectations
* Adults will ask Gabe to help with tasks in the classroom (erase the board, pass out papers, etc.)
* Adults should call on Gabe to participate/respond to classroom discussion frequently, even when he is not raising his hand
* Gabe will carry a point sheet that will provide teacher feedback at the end of every hour
* Teachers will provide the class positive pre-corrects such as “Remember to remain quiet and sit at your desk”
* Gabe will be taught appropriate classroom behaviors

**Rewards**

* Gabe will receive praise and earn etickets intermittently throughout classes
* If Gabe is able to remain in class without receiving a safe seat, he will earn computer or music time the last 10 minutes of class. Gabe will be able to use a computer/listen to music in the classroom for this reward.
* At the end of 4th hour, if Gabe has not received any safe seats for the day and he has his point sheet completed, he will earn 15 minutes to play basketball with Mr. Jones. If Gabe has received a safe seat or does not have his sheet filled out, he will still be able to take a break with Mr. Jones/Mrs. Spero at this time. Mrs. Spero will come to the classroom to provide the break or reward.
* Gabe will earn rewards at the end of the day for meeting his goal on his daily point sheet

**Reactive Strategies**

* When Gabe is engaging in off-task behaviors, the following strategies should be implemented:
	+ Give one nonverbal direction to stop (a sticky note or gesture)
	+ Attend to the class. (Provide other students with reinforcement for appropriate behavior such as raising hand, etc.)
	+ Point to where he needs to be.
	+ Point to his work.
	+ *When he is re-engaged in an activity or work for 2 minutes, deliver attention.*
* If Gabe continues to engage in off-task behaviors or becomes disruptive/argumentative after he has been given nonverbal redirections on 2 separate occasions, Gabe should be sent to a safe seat and the receiving teacher should be notified that Gabe is coming to serve a safe seat. A peer may also be utilized to escort Gabe to the safe seat.
	+ If Gabe is disruptive in the safe seat, he will receive 1 redirection. If he fails to comply, he should be given an office referral