

# Elementary: Disruptive for Attention Student Support Plan

**Student name:** #####

**Grade Level:** 3

**Problem Behavior:** Disruptive : such as calling out in class, making noises, yelling, or screaming; horseplay or roughhousing; and/or sustained out-of-seat behavior.

**Function:** **CHOOSE ONE ONLY:**

1. Obtaining Attention from Adults

Prevention tool	How it looks
<b>Triage</b>	<p><b>Specials:</b></p> <ul style="list-style-type: none"> <li>● Specials teacher triages with ##### before each specials class, using the PAWS for that particular area.               <ul style="list-style-type: none"> <li>○ How are you feeling today?</li> <li>○ What are your goals for [special] today?</li> <li>○ Who can you go to for help?</li> <li>○ What will you do if you are in the red, blue, or yellow levels?</li> <li>○ How will you do your job today?</li> <li>○ What do you want for your reward today?</li> <li>○ Is anything else on your mind?</li> </ul> </li> </ul> <p><b>Lunch:</b></p> <ul style="list-style-type: none"> <li>● Each specials teacher, during their 3rd grade lunch shift, will complete a 2x10 with #####.</li> </ul> <p><b>Breakfast:</b></p> <ul style="list-style-type: none"> <li>● #####will stop at XXX’s class. XXX will send #####to breakfast at the bell, at 9:00.</li> </ul> <p><b>Classroom:</b></p> <ul style="list-style-type: none"> <li>● Mrs. XXX will triage with #####during breakfast. She will review the schedule for the day and review all PAWS for the classroom.</li> <li>● Mrs. XXX will triage with #####after lunch in the classroom to discuss the first ½ of his day. She will use PAWS specific language to acknowledge his behavior and determine if he earned his reward or not.</li> <li>● Mrs. XXX will triage with #####after recess to discuss the second ½ of his day and prep him for the last hour of the day. She will use PAWS specific language to acknowledge his behavior and determine if he earned his reward or not.</li> </ul> <p><b>Recess:</b></p> <ul style="list-style-type: none"> <li>● Mrs. XXX triages with #####before each recess , using the PAWS for that particular area.</li> <li>● #####lines up separate from class. (On steps by boys restroom.)</li> </ul>
<b>Teach replacement behavior during triage</b>	<p><b>Specials:</b></p> <p>When #####becomes angry or upset and is unable to use words, #####will use a Zones ring with four colors to assist in asking an adult for help.</p>

<p>(replacement behavior must meet the function of gaining attention)</p>	<ul style="list-style-type: none"> <li>● <b>RED, YELLOW, BLUE:</b> #####will take a break in the focus room for a minimum of ten minutes. The focus room teacher will give him time but needs to help him process his emotions into GREEN before going back.</li> <li>● When re-entering the specials environment: <ul style="list-style-type: none"> <li>○ The interventionist (or other escort staff) will deliver him back to his specials <i>office area</i>.</li> <li>○ Get #####back on task.</li> </ul> </li> <li>● If specials is over: <ul style="list-style-type: none"> <li>○ The interventionist will deliver #####back to his classroom or normal schedule.</li> </ul> </li> </ul> <p><b>Classroom:</b> Same as above, but break is in the classroom library.</p> <p>#####will practice developing and delivering compliments to peers each day.</p> <ul style="list-style-type: none"> <li>● He will be the “secret tootler” during the day.</li> <li>● He gives the highlighted peer candy (from XXX’s stash).</li> <li>● He gets the option to do his tootle at 3:00 regardless of his Zone color.</li> </ul>
<p><b>Prevention/ Managing Triggers</b></p>	<ul style="list-style-type: none"> <li>● <b>Specials:</b> <ul style="list-style-type: none"> <li>○ <b>Line-Up:</b> #####will line up in a pre-arranged different spot from other students upon dismissal. <ul style="list-style-type: none"> <li>■ Spot: He will wait to the right of the door in the hallway.</li> </ul> </li> <li>○ <b>Office Spot:</b> #####will have an “office” or “spot” away from other students. He will earn his way back to classroom seating.</li> <li>○ <b>Group activities:</b> No more than one person with #####for the activity. XX is the best option for a partner at this time.</li> <li>○ <b>Tier 1 Transitions:</b> With XXX’s class, no more than 4 students should be up and moving at any given time, including lining up, packing up materials, etc.</li> <li>○ <b>Tier 1 Walk and Talk:</b> With XXX’s class, students must receive express permission to walk or talk.</li> <li>○ <b>PE:</b> #####’s office will be the yoga corner. #####will start at the yoga corner. XXX provides suggestions for groups.</li> <li>○ #####will complete all the above prevention strategies with XXX.</li> </ul> </li> <li>● <b>Classroom:</b> <ul style="list-style-type: none"> <li>○ Extra support in math.</li> <li>○ Option to sit where he wants during independent work time and whole group lesson time.</li> </ul> </li> <li>● <b>Recess:</b> <ul style="list-style-type: none"> <li>○ #####will line up on the steps by the boys’ bathroom.</li> <li>○ #####will no longer attend second recess.</li> <li>○ #####will have his first recess in XXXI’s room.</li> </ul> </li> <li>● <b>Lunch:</b> <ul style="list-style-type: none"> <li>○ #####will eat lunch with XXX in her classroom.</li> </ul> </li> </ul>
<p><b>Using strengths</b></p>	<ul style="list-style-type: none"> <li>● #####will be given the following opportunities to help build on strengths: <ul style="list-style-type: none"> <li>○ Jobs <ul style="list-style-type: none"> <li>■ Class: Secret Tootler</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Class: Line Leader</li> <li>■ Specials: <b>what could he do in each specials class?</b></li> <li>○ Technology <ul style="list-style-type: none"> <li>■ Class: Chromebook Manager</li> </ul> </li> <li>○ Sense of Humor <ul style="list-style-type: none"> <li>■ If he is in class at the end of <b>specials</b>, he gets the option to give a joke to the class. XXX will provide joke book.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Reinforcement</b></p>	<ul style="list-style-type: none"> <li>● Allow ##### to help build reward menu- <ul style="list-style-type: none"> <li>○ Specials: <ul style="list-style-type: none"> <li>■ If ##### uses his replacement behavior or does not need it, he will get a choice of a ticket to redeem with XXX.</li> <li>■ If ##### doesn't make it to class after adequately using his plan, <i>the specials teacher</i> will connect with him to earn his incentive.</li> </ul> </li> <li>○ Classroom/Recess: <ul style="list-style-type: none"> <li>■ ##### will pre select his rewards for the day, during morning triage with Mrs. XXX. During triage, he will either earn his reinforcement reward or not, based on his behavior. Mrs. XXX will use PAWS specific language to reinforce #####'s behavioral choices.</li> </ul> </li> <li>○ Lunch: <ul style="list-style-type: none"> <li>■ The lunch supervisor will communicate to Mrs. XXX whether ##### has earned his reward or not, for lunch. The supervisor will say yes or no. If no, the supervisor will follow up with Mrs. XXX in person, or in email, at a later time. <ul style="list-style-type: none"> <li>● If no, the supervisor will track, in incident tracker, why he did not earn his reward (whether it is major or minor).</li> </ul> </li> <li>■ ##### will earn 10 minutes of free time, on the chromebook, if there are no negative reports from lunch. This will take place in the classroom.</li> </ul> </li> </ul> </li> </ul>
<p style="text-align: center;"><b>XXX-Monitoring Tool</b></p>	<ul style="list-style-type: none"> <li>● Classroom/Recess: ##### will have a chart on his desk that he uses as a visual to remind him of his goals and how he can earn his rewards. During daily triages, with Mrs. XXX, ##### will use his "baseball" and put it in the correct area, if he thinks he has earned a reward. Mrs. XXX will then discuss PAWS to agree or deny with his judgment.</li> </ul>
<p style="text-align: center;"><b>Sub Plan</b> (If needed)</p>	<ul style="list-style-type: none"> <li>● ##### will go to XXX's room if there is a sub</li> <li>● ##### will be prepared for a sub in the following ways: <ul style="list-style-type: none"> <li>○ Mrs. XXX will prepare all individual work for the day. All work will be on his level, so that he can complete without frustration.</li> <li>○ He will still use his Zones cards to determine if he needs a break or not. <ul style="list-style-type: none"> <li>■ Mrs. XXX will inform XXX about #####'s plan.</li> </ul> </li> <li>○ ##### will still get to do his secret tootler, but in Ms. Navato's class, at 3 PM.</li> <li>○ A note will go home about #####'s day, to his parents, to see. (Mrs. XXX will provide for XXX).</li> <li>○ XXX and building team members will track all incidents, if necessary, for when ##### is with a sub.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ #####will travel to specials with XXX’s class, but complete his regular 3rd grade work, during specials time. His special’s plan will still be in effect, even though he is with XXX’s class.</li> </ul>
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Problem Behavior	Response
<p><b>Disruption</b></p> <p>(such as calling out, making noises, noisily moving around the room)</p>	<p><b>Specials:</b></p> <ul style="list-style-type: none"> <li>● If #####becomes disruptive, the team will utilize planned ignoring - ignore problem behavior but reinforce with specific labeled praise once #####demonstrates appropriate behavior</li> <li>● If the behavior continues, #####will be asked to take a break. He will get two choices. He can walk to focus on his own, or he can ask for an adult to walk with him. If he does not make a choice, the specials teacher will call for an escort for him.</li> <li>● Once #####has complied and corrected the behavior, the team will provide positive attention, more words and affirmation, and offers of support.</li> <li>● Redirect script, “#####it looks like you are (in a color), please flip your card to (color) and go to focus for a break).” Then, teacher walks away. Redirect counts. If the redirect works, “Thank you for flipping your card. Can you walk to focus, or do you need an adult to walk with you?”</li> </ul> <p><b>Classroom/Recess:</b></p> <ul style="list-style-type: none"> <li>● If #####becomes disruptive, the team will utilize planned ignoring - ignore problem behavior but reinforce with specific labeled praise once #####demonstrates appropriate behavior</li> <li>● If the behavior continues, #####will be asked to take a break. He will get two choices. He can take a break at his desk or in the classroom library area. <ul style="list-style-type: none"> <li>● Until #####is able to verbally or nonverbally communicate <ul style="list-style-type: none"> <li>● The teacher will repeat the direction calmly and provide wait time and space.</li> <li>● A gentle reminder will be used and #####will recommend a <a href="#">calming strategy</a> or offer a <a href="#">sensory item</a>.</li> <li>● Once calm #####will be required to try again and show how to ask for help.</li> </ul> </li> </ul> </li> <li>● Once #####has complied and corrected the behavior, the team will provide positive attention, more words and explanations, and offers of support.</li> <li>● Redirect script, “#####it looks like you are (in a color), please flip your card to (color) and go to focus for a break).” Then, teacher walks away. Redirect counts.</li> </ul> <p><b>Lunch:</b></p> <ul style="list-style-type: none"> <li>● If #####becomes disruptive, the team will utilize planned ignoring - ignore problem behavior but reinforce with specific labeled praise once #####demonstrates appropriate behavior</li> <li>● If the behavior continues, #####will be asked to either finish his lunch in the focus room or at the safe seat, his choice. If he is unable to choose after one verbal cue, then the staff member will call for an escort for #####to</li> </ul>

	<p>go to focus to finish his lunch, take a minimum of 10 minutes for a break, and review lunch PAWS.</p> <ul style="list-style-type: none"> <li>• Once ##### has complied and corrected the behavior, the team will provide positive attention, more words and explanations, and offers of support.</li> <li>• Redirect script, “#####it looks like you are (in a color), please flip your card to (color) and go to focus for a break).” Then, teacher walks away. Redirect counts.</li> </ul>
<p><b>Data collection tools</b></p>	<ul style="list-style-type: none"> <li>• All incidents, major or minor, will be tracked in incident tracker by the staff member that initiated an escort/break or the classroom that he was not showing his PAWS in.</li> <li>• XXX will <a href="#">track</a> #####’s visits, to her room, to determine if #####has XXX identified his behaviors or if he was sent without XXX identifying.</li> <li>• This data will be compared with his pre-plan incident tracker data, along with his old tracking sheet.</li> </ul>

Date of Plan Initiation: 11.12.2018    Date to Revisit Plan:12.17.2018