

Elementary: Kindergarten Readiness Support Plan

Student name: #####

Grade Level: Kindergarten

Problem Behavior: Kindergarten student is struggling with the following school readiness skill

1. Talking out.
2. Hands to self and stay in area.
3. Climbing/running/escalating

| Prevention tool | How it looks |
|--|---|
| Drill down of above skill | ##### will work on sitting on his pockets during instruction and work time. He will be able to demonstrate this behavior both at his desk and at the carpet. |
| Triage | <ul style="list-style-type: none"> ● Ask how he's doing. ● Review 4 Zones of Regulation ● Review 4 Calm Down Strategies ##### can choose. ● Review what a good listener looks like. ● Ask ##### what his goals are for the day. |
| Teach replacement behavior during triage | <ul style="list-style-type: none"> ● ##### will serve as the class greeter in the mornings and greet students with a high five or a handshake to promote positive and appropriate student touch and interaction. ● ##### will practice his four calm down strategies: <ul style="list-style-type: none"> ○ Carry ○ Lazy 8 Breathing ○ Push ○ Hug |
| Preventative breaks and/or Schedule changes | <p>9:30, 11:10, 1:00, 1:45 - break with XXXXX in the focus room.</p> <ul style="list-style-type: none"> ● Practice stamina in the following tasks: <ul style="list-style-type: none"> ○ Sit quietly ○ Raise hand ○ Read <p>Graph stamina - start at one minute for sitting quietly; and add 30 seconds each day. When ##### gets to five minutes on "sit quietly," practice raising hand for one minute, and add on 30 seconds per day to five minutes. Reinforce with consumable.</p> <p>At the end of the practice, ##### gets 7 minutes of play time.</p> |
| Managing triggers (Antecedents) | <ul style="list-style-type: none"> ● Teacher will engage in a 2x10 with ##### to rebuild relationship. ● ##### will be taught four calm down strategies. ● ##### will be taught the Zones of Regulation to identify his emotions. ● ##### will be given space to identify as his own. |
| Self-Monitoring Tool | <p>##### will use the talking out and good listener cards to monitor when he has been talking or a good listener.</p> <p>##### will have tape around his desk and carpet spot in a chosen color to visually</p> |

| | |
|--------------------------------|---|
| | show his area. |
| Sub Plan (If needed) | <ul style="list-style-type: none"> • ##### will go to XXXX if there is a sub |

| Problem Behavior | Response |
|---|--|
| <p>Defiance</p> <p>(such as refusing to follow directions)</p> | <p>CALLING OUT</p> <ul style="list-style-type: none"> • CW-FIT - use three times per day during instruction • If ##### calls out, the teacher will give an OOPS REMINDER card to bring awareness to #####'s calling out. <ul style="list-style-type: none"> o If ##### is sitting quietly, the teacher will give a GOOD LISTENER card. <p>ESCALATION</p> <ul style="list-style-type: none"> • Use the "I Feel" chart. • ##### identifies his emotion. • Chooses a tool. • Uses the tool. <p>If ##### is unable to use a tool and continues to escalate, ##### will leave the room if disrupting the class.</p> <p>IN FOCUS</p> <ul style="list-style-type: none"> • Ignore behavior until ##### is ready to use a calming strategy. • Adult will support ##### in using the calming strategy in focus. • When ##### shows success and is calm and can practice working for five minutes, ##### will go back to class. • Adult will take ##### to class and have him practice using his calming strategy in the classroom environment. • The adult will get ##### caught up on where the class is and give 4 reinforcements before leaving. |
| Data collection tools | <ul style="list-style-type: none"> • Frequency data collection tool • Sample student success chart (click here) and daily data summary (click here) |

Date of Plan Initiation:8/27/2018_

Date to Revisit Plan:_09/10/2018

Partial Day Implemented 10/15/18