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Using Person-Centered Planning and Behavior Support Plans to create more effective School-wide Positive Behavior Support Systems

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In partial fulfillment of the Master of Arts in Education

College of Education

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ABSTRACT

The purpose of this project is to create a guide to facilitate the implementation of a school-wide Positive Behavior Support System (SWPBS) at the researcher’s school site. The setting for this project is a public secondary school in the San Diego Unified School District, located in the south central area of the city. The school serves 2,200 students, and over one-third of the current school population are designated as English Language Learners. All students attending this school are considered economically disadvantaged and all receive free lunches as well. Of these 2,200 students, the school site provides special education services to approximately 200 of the students. The school has been in state sanctioned Program Improvement (PI) since the 1997-1998 school-year, according to the School Accountability Report Card. This researcher employed methodology which consisted of a qualitative analysis of current literature related to school-wide Positive Behavior Support Plans, Behavior Support Plans overall, and the practice of Person-Centered Planning (PCP). These three focus areas emerged for this researcher through the success of their use in this specific setting.

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Setting the Content: Personal Connection

Helping students achieve their potential, academically and socially, is one of the primary reasons I became an educator. Working in a Special Education environment for the last three years has taught me that each student’s learning process and needs are unique. Many times, factors that affect their ability to perform in the classroom are consistently identifiable. Such factors include: (i) trouble understanding the curriculum; (ii) trouble focusing in a classroom setting; or (iii) a need for extra support. I have learned through my years as a teacher that there is always an underlying reason why a student is having behavioral issues in a school setting.

The focus of this project is to provide a guide that will assist any school personnel with the implementation of a school-wide Positive Behavior Support System (SWPBS). This guide consists of effective strategies proven by research to work with special education students and help these students achieve their academic potential in the classroom setting, and in their personal lives.

Consider a scenario wherein a student is constantly sent out of the classroom for refusal to work and a negative attitude towards the classroom teacher. On these occasions, the student is typically taken to the office or to an Opportunity Room for disciplinary action. An administrator, school counselor, or Dean of Students discusses the issue with the student. In most cases, the student is asked why he or she acted in the particular manner that caused the student to be sent out of the classroom. After the
discussion, the student is then sent back to the classroom. Later that same day, the
student has a similar behavior issue in another classroom, and the process of being
sent to the office or Opportunity Room is repeated. School counselors, administrators,
or Deans of Students often do not know why a particular student is having repeated
behavioral issues in the classroom. Students are often reluctant to communicate to an
authority figure so this prevents authority figures from having knowledge as to why
they may act out.

If a Person-Centered Plan is used with the student described above, it will
become more apparent why the student is having behavior issues in a multitude of
settings. This type of plan helps school personnel learn about the student’s needs,
wants, goals, home life, personal and emotional well being, dreams, and dislikes. This
type of information is otherwise not discussed with a classroom teacher or an
administrator. The Person-Centered Planning is handled by a team that focuses on the
student’s best interests in mind and consists of the student’s friends, family, teachers,
community members, and/or others who the student wants to be involved. The
purpose of using Person-Centered Planning is to help identify many critical variables,
which are affecting the student’s life and might otherwise go unnoticed. Frequently,
the Person-Centered Planning team discovers that there is no school issue that is
causing the trouble but rather an underlying issue outside of school. Person-Centered
Planning has had a profound impact on how positive behavior supports occur in the
student’s school and home (Dunlap & Kincaid ). The group of individuals assisting
with the Person-Centered Planning can also help determine whether a student requires a Behavior Support Plan (BSP) to support him or her in the classroom or not.

The Positive Environment, Network of Trainers (PENT) describes Behavior Support Plans as, “proactive action plan to address behavior(s) that are impeding learning of the student or others.” One of the main notions of such a practice is to identify the behavior. Once that behavior has been recognized, the Behavior Support Plan will describe in detail what the new behavior is and provide support to make the new behavior attainable.

Person-Centered Planning is a process which involves focusing on a student as an individual and addressing their needs. According to Allenby and Johnson (2001), it is a framework for planning and making decisions in ones life. For the purpose of this project, it will be used for students who are demonstrating certain behavioral issues.

In this project you will read and hear about the Opportunity Room. The Opportunity Room is an area where students go when their behavior are disruptive to the classroom environment. In the Opportunity Room, students quietly work on their assignments and speak with the Dean of Students about their behavior. The Opportunity Room gives the student a chance to cool down, assess their decisions, and ponder the consequences.

**Definition of Problem**

Secondary schools are often faced with disciplinary problems that affect the school’s environment. Schools are faced with the challenge of removing barriers that
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS are disrupting the learning environment. Such challenges may include; (i) high suspension rates, (ii) unstructured disciplinary policies, (iii) unmotivated students, and (iv) classroom teachers unable to handle disruptive students. This challenge leads many schools to adopt a school-wide behavior support system to help address their disciplinary issues. The support system is an approach used by many different schools to help identify the school’s culture and prevent the development of undesirable behaviors through (a) instruction, (b) interventions, (c) practices, and (d) data (http://www.pbis.org). Many schools adopt different school-wide Positive Behavior Support Systems to address the disciplinary issues affecting the school’s culture and academics.

**Purpose of the Project**

Current literature suggests that implementing a school-wide Positive Behavior Support System (SWPBS) will result in a reduction in the number of school suspensions and improve the overall school’s environment (Medley, Little & Little, 2007). The purpose of this project is to create a guide to assist school personnel with their current SWPBS by incorporating the usage of Person-Centered Planning and Behavior Support Plans into the current model of the school-wide Positive Behavior Support System. The 2010-2011 school year was the first year the current SWPBS was implemented at the researcher’s school site. The school-wide Positive Behavior Support system consists of: An Opportunity Room, extended lunches, parent and teacher conferences, embedded support, and a team of personnel addressing the
A team of personnel includes two Deans of Students, a counselor, and the Vice Principal of disciplinary issues.

A few weeks into the implementation of a School-Wide Positive Behavioral Support System at the researcher’s school, the need for a guide or some sort of reference for school personnel to follow became evident. School personnel began noticing that students were being sent to the Opportunity Room for defiance and truancy but teachers perceived that the precipitating behavior issues were not getting resolved. The school’s discipline team has continued to research and utilize different strategies and interventions to help reduce the school-wide behavior issues that have affected the school’s environment and the students’ learning. One of the major obstacles in this project is the restructuring of classroom management and responsibilities to make the school-wide Positive Behavioral Support system effective.

Through the course of this study, I will attempt to answer the following two research questions:

1) By creating a guide for a school-wide Positive Behavioral Support system, will school personnel be able to address disciplinary issues and behaviors that interfere with a student’s learning?

2) By using Person-Centered Planning and Behavioral Support Plans within an academic setting and with a school-wide Positive Behavioral Support system, will one see a decrease and better management of behaviors?
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Preview of Literature

Research conducted by Bennett, Filter, McIntosh, Ryan and Sugai (2010) shows that an implementation of a school-wide Positive Behavior Support System leads to an increase in appropriate social behavior, a decrease in aggressive social behavior, and reductions in office discipline referrals and suspensions. Medley et. al (2008) compared Behavior Plans from schools with and without the implementation of a Positive Behavior Support system. Their study showed that those schools using a Behavior Support Plans with the school’s Positive Behavior Support system had fewer disciplinary issues. Dunlap and Kincaid note that Person-Centered Planning identifies critical variables that impact the development and implementation of a positive behavior support plan. Through the process of Person-Centered Planning one is able to identify if ongoing behavioral support is even needed.

Preview Methodology

The research for this project was conducted through qualitative analysis of school-wide Positive Behavior Support systems. The researcher also explored Person-Centered Planning, Behavior Support Plans, and compared and contrasted the different ways school-wide Positive Behavior Support systems are implemented. The researcher then designed an implementation using Person-Centered Planning and Behavior Support Plans for schools with a SWPBS. The implementation will be created by the usage of a guide to support the current SWPBS. Person-Centered Planning and Behavior Support Plans will be used at the primary and secondary levels of a positive behavior support system, instead of the tertiary level of the models.
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS for Positive Behavior Support Systems. By using these strategies at the primary level, we are preventing the development of future chronic behavioral problems. The researcher for this project is recommending that one of the practices that should be used at the primary level is a Person-Centered Planning approach. At the secondary level, one of the strategies that could be used is to create an individualized Behavior Support Plan for the student, by using a Functional Behavioral Assessment.

Significance of Project

With many school sites facing disciplinary issues that are greatly affecting the learning environment of students and others, it is pivotal to implement a SWPBS to help reduce the disciplinary issues. Medley et. al (2008) found “schools have been increasingly interested in identifying strategies to reduce disruptive and violent behaviors and raise pro-social behaviors in students”. SWPBS will change the school as a whole and school personnel can work together in helping students have access to the learning they deserve without the interference of disciplinary issues. Person-Centered Planning will help school officials identify the different variables that are affecting a student’s education and life. It will serve as the foundation and provide school personnel with a more thorough insight to a student’s life. Students often demonstrate behaviors for a particular reason, and such behaviors that lead to disciplinary issues. Through the process of Person-Centered Planning, a team will be able to identify the cause of the behavior issue and determine the next step to assist the student. This process is a proactive measure on focusing on the student and their problems instead of constantly dealing with them.
Summary of Chapter

The conclusion of this study is to have a long-term effect on the disciplinary issues that are preventing students from learning. The overall goal is to improve a school-wide Positive Behavior Support System by using Person-Centered Planning and Behavior Support Plans to help identify and address behavior issues. In the following chapter, I introduce the literature used to help support this research. The literature will consist of surrounding topics of SWPBS, Person-Centered Planning and its components, and Behavioral Support Plans. My ultimate goal with this project is to create a guide that will help the current implementation of a SWPBS. I want to provide an effective means that will help deal with a student’s behavior issues. The two practices, Person-Centered Planning will identify the underlying issue and Behavior Support Plans will address the behavior.
When schools are deemed unsafe with an unhealthy environment, efficient and effective academic learning is less likely to occur because of the proven relationship between behavior/academics success and the surrounding environment. Behavioral issues greatly affect a school culture as a whole; managing school disciplinary issues throughout the school year can be difficult if policies are not consistent and understood by all students and personnel. Often, schools do not have a consistent discipline policy that is supervened across the board by all school officials, as Barnhart and Franklin (2008) uncovered in their study on positive behavioral supports within the Los Angeles Unified School District. Their study proved there is often a misunderstanding about policies regarding a school's disciplinary plan. As noted in their study, “A study was conducted of the use if school suspensions in secondary schools, and it revealed wide disparities in the discipline policies used across the district”. Having such a system in place, such as a school-wide Positive Behavior Support System (SWPBS), changes the processes of an entire school and establishes behavioral expectations to help modify the physical and cultural environment to discourage problematic behaviors by all students.

To support the school-wide Positive Behavior Support System, referred to as SWPBS here forward, this researcher will incorporate the usage of Person-Centered Planning and Behavioral Support Plans. These practices are successful and frequently utilized in special education to assist students who are struggling with behavioral goals. In Kroeger and Phillips (2007) research states, “PBS plans are
effective when they produce meaningful outcomes, such as the acquisition of new alternative skills, a decrease in problem behavior; or improvement in quality of life for the individual, his or her family, and members of the support team”. The researcher will apply these practices to the general education setting and use them to support the current SWPBS.

This literature review will analysis pertinent research studies to establish similarities among programs and to provide the support and rationale which demonstrates that these practices and strategies will assist a system that is currently being defined and developed.

School-wide Positive Behavior Support

A School-Wide Positive Behavior Support System (SWPBS) includes many different aspects and is typically a bit different in each individual’s school setting. The developed aspects of a SWPBS, depends upon the learning climate and needs of a school using such as system. This is an approach used by many different types of schools to address the school culture and prevent the development of negative behaviors. The SWPBS is implemented through training, instruction, interventions techniques, best educational practices, and student data collection. According to the Positive Behavioral Intervention Support (PBIS) website, the definition of a school-wide Positive Behavioral Support is a support that includes proactive strategies for teaching and supporting student behaviors to assist in creating a positive school environment. SWPBS includes a continuum of positive behavior support for all students housed within a particular school site. A school-wide Positive Behavioral
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Support System is a collaborative, data driven, educational, and a reinforcement-based process. SWPBS is also a multi-level approach beginning with a primary, secondary, and tertiary prevention.

At the primary level implementation, support is provided for all students in all academic and school event settings. Classroom teachers assist students with any behavioral difficulty they are experiencing within the classroom, such as properly accessing the curriculum due to a certain learning difficulty. At the secondary level, specialized groups and effective interventions are used for students with at-risk behaviors. Finally, the tertiary level provides intensive individualized and specialized support for students who are considered high risk (Positive Behavioral Interventions and Support website, 2009). These are the three different tiers of a positive behavior support system that will be evaluated in this study. How each school implements and adopts the system is based upon the learning climate and disciplinary needs of the individual school.

Bohanon, Carney, and Culos (2006) completed a study with reports that there are three significant outcomes for students in a school-wide positive behavior support system. These include improvement of academic achievement; enhancement of social competence, and the development of safe learning and teaching environments. A school-wide Positive Behavior Support system also leads to improved quality of life for students, teachers, staff, and families. The research conducted by Bohanon, et al. (2006) established that a higher percentage of students in urban schools require secondary and tertiary support. This researcher's school is also an urban school.
located in a low-income neighborhood of south central San Diego City and for the purpose of this project will be called Kadena High School. Bohanon and colleagues' research clearly outline and identify how these schools need focused support at the secondary and tertiary levels of intervention. This provides the rationale to implement the usage of Behavior Support Plans and Person-Centered Planning at earlier stages of student development than those suggested in the Positive Behavioral Intervention Support website.

Bennett, Filter, McIntosh, Ryan, and Sugari (2010) provide an overview of how a SWPBS functions. These researchers define a SWMPS as being divided into three core areas with several distinct features. First, a SWPBS integrates student data, discipline practices, and existing systems to achieve the desired outcomes. Schools customs are then developed and modified based upon the context and setting of the individual school, including the existing school background and strengths and needs of the student body. Second, SWPBS is composed in order to address the many environments within the school, such as classroom settings and locations unique to each student. There are practices described in Bennett and colleagues program that are arranged to support each system and data is collected to help determine the effectiveness of each practice within the systems. Third, the Bennett, et al. (2010) SWPBS is defined by its continuum of behavior support that identifies with the whole school population, as opposed to certain groups or those individuals who require identification before support can be provided. The main goal of this School-wide Positive Behavior Support system is to change the school environment and to reduce
problematic behavior. One of the most critical outcomes of SWPBS in general is to reduce the use of exclusionary discipline practices. The use of any type of suspension has been shown to harm the social culture of a school environment and produce negative effects on a students’ characteristics and their academic achievement, as reported in Flanagain (2007) study. Through a school-wide Positive Behavior Support system, the administration and faculty shift from using exclusionary discipline to using instructional responses to address problem behavior and corrective procedures to help the students. Such a system also teaches students how to practice acceptable behavior instead of removing a student from the classroom (McIntosh et al., 2010).

The study by McIntosh and colleagues further discusses how to improve the social competency of a given school through SWPBS: “SWPBS targets the development of social competency through teaching and acknowledging school wide behavioral expectations for all students. For example, schools that implement SWPBS commonly adopt three to five school-wide expectations (e.g., be safe, be respectful, and be responsible), which serve as social curriculum anchors” (McIntosh et al. 2010). These school wide expectations are stated positively throughout the school and are embraced by all school personnel. These behavioral expectations are clearly defined and used consistently in each school setting. The behavioral expectations are taught and reinforced throughout the school year, as these tenets are the essentials to a school’s social competency and is an ongoing process in SWPBS.

The behavioral expectations at my school site are Succeed, Overcome, Achieve, and Respect (SOAR). The students are expected to follow these rules and
Person-Centered Planning is a strategy utilized in special education to see the student as a whole. Person-Centered Planning helps recognize and intentionally address an individual student’s dreams, desires, fears, interests, and barriers to success. The process carefully examines each of these areas as well as the obstacles that stand in the student’s path of reaching desired goals and dreams. The Person-Centered Planning sessions include the student, his friends, family members, teachers, and counselors. This approach utilizes a collection of tools and approaches that can be used to plan with a student (Inclusive-Solutions website, n.d). Although a Person-Centered Plan is mainly used in special education, it has proved to be effective with all student populations. Such a planning process is intended to develop a long-term plan that includes the home, community, and other social aspects. This researcher would propose the use of a similar Person-Centered Plan approach for all students who are showing any signs of academic or behavioral problems. This could serve as one of the practices used at the primary level of a positive behavior support model. An effective SWPBS consists of a range of processes to support students move
The notion of using a Person-Centered Planning is strongly supported by the research results from Building a Statewide Plan for Embedding Positive Behavior Support in Human Service Organizations (Freeman et al., 2005). Person-Centered Planning is part of the training that individuals must receive for Positive Behavioral Support (PBS). It supports how Person-Centered Planning can be used in Positive Behavioral Support, since the overall goals of PBS are to increase the quality of life and reduce the instances of challenging behavior among students. Person-Centered Planning is also a component used for the Functional Behavioral Assessment according to the Positive Behavioral Intervention Support website. Traditionally, interventions focus on repairing an individual’s problem during the moment it is occurring. In person-centered planning, the team listens to and values the viewpoint of the student for whom services are designed. In a Person-Centered Planning meeting, concerns about behaviors that limit access to the academics might be addressed with the question, “What supports and activities need to be in place for him/her to succeed”? The students’ voice and outlook is respected and the team supports and contributes to the individuals desires (Kansas Institute for Positive Behavioral Support, 2008). Another source which supports the use of a Person-Centered Planning in a Positive Behavioral Support system is found in the newsletter from the website, Positive Behavioral Interventions & Support. This newsletter titled, Laying the Foundation for Positive Behavior Support through Person-Centered Planning.
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Planning, discusses the importance of establishing and maintaining a good team to administer the more individualized planning and interventions. According to the authors, Kincaid and Dunlap

“A truly collaborative team approach can be difficult to achieve because it requires commitment and it contrasts sharply with the types of team meetings that most parents, students and professionals have typically experienced. Still, the establishment of a unified, collaborative approach to a student’s support can be the difference between being effective or ineffective” (Positive Behavioral Interventions and Support website, 2009, Newsletter, Volume 2 Issue 1).

According to Kincaid and Dunlap, the term for this team process is known as Person-Centered Planning, which was previously defined in this literature review. The authors concluded that although a Person-Centered Planning method is not initially considered a behavior support strategy; this process became a part of the positive behavior support approach when researchers began to realize that person-centered planning could establish and enhance a positive behavior support approach. The process can identify critical variables that impact the development and implementation of a positive behavior support plan (Kincaid & Dunlap, n.d.)

Another one of the instruments used for a Person-Centered Plan is a process called, Making Action Plans (MAPS). The MAPS planning process begins with the personal history of a particular student. The MAPS process is about listening to a student’s dream, acknowledging their nightmares and worries, and supports the
creation of a plan to reach their dreams (Inclusive Solutions website, n.d). The MAPS process begins with a series of questions, such as:

- What is the person’s history?
- What is their dream?
- What is their nightmare?
- Who is the person?
- What are the person’s gifts or strengths?
- What are the person’s needs?
- What is the best plan of action to obtain the dream and avoid the nightmare?

Through this process, the participants involved will be to create a plan of action that is best suited for the student. This process also identifies the causes of the specific students’ behaviors and academic problems.

When used in the special education setting, the MAPS process is used to help provide a structured format for a student’s Transition Plan in their Individual Education Plan (IEP). The MAPS process can clearly identify what obstacles are preventing the student from accessing certain attainable goals for their Transition Plan. By using this similar notion of the MAPS process at a primary level of a school-wide Positive Behavior Support System, MAPS can be used as the structure for a particular student and can serve as the foundation and understanding to the student’s background, academic, and behavior issues. A school-wide Positive Behavior Support system can be used to identify any obstacles and underline any issues that are
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preventing the student from moving forward in their academics. Such a system can help explain certain issues that could be triggering the students’ behaviors. This results in not having to seek further levels of interventions to try and figure out why the student is behaving a particular way or why the student is struggling in certain academic areas. Person Centered Planning and one of its components, MAPS, have not traditionally been used outside of the special education field. This approach has been successful for students with special needs and has provided a viable means to develop an attainable plan for students with special needs. This researcher believes that implementing these two resources which have been effective in special education would be equally effective with general education students. To be effective, school personnel will need training in using and conducting Person Centered Plans. This project will provide future users with guides from different websites such as Inclusive Solutions and Rhode Island College.

**Behavior Support Plans**

Behavioral Support Plans can be used as a proactive measure to help address the behavior(s) that are affecting a student’s learning process. According to the Positive Environment, Network of Trainers (PENT) website, a Behavioral Support Plan (BSP) includes positive behavioral support interventions, support, and strategies that focus on understanding why the behavior occurs and focuses on teaching an alternative behavior that helps meet the student's needs. The PENT website provides a very thorough desk reference on Behavior Support Plans. A copy of this reference is
Behavior Support Plans identify the problem that is preventing the student from properly accessing the curriculum. BSPs help understand why the behavior occurs. It helps describe how often the problem occurs, what environmental factors are contributing to the behavior, how it can be helped and changed, and clearly defines how a team should respond to such behaviors. Different strategies and interventions are incorporated into a Behavior Support Plan to help the student’s behavior.

Medley et al. (2008) study was to investigate whether behavior support plans created in a school that employed a school-wide Positive Behavioral Support System were more technically adequate than support plans created in schools using traditional approaches to behavior problems. This study supports the idea that individual Behavior Support Plans created in schools that are implementing a School-wide Positive Behavior Support System are more adequate than those schools not using a SWPBS.

In this study the authors examined nine middle schools from a single district in an urban community located in Southern California. The study included support plans from all nine of the middle schools, two of which implemented a SWPBS system. The implementation dates of the SWPBS system varied for both schools but the findings help support that Behavior Support Plans created in schools employing SWPBS systems were more adequate and helpful with SWPBS than schools utilizing
a more traditional approach to behavior problems. The schools that used a Behavioral Support Plan alongside their school-wide Positive Behavioral Support system had a behavioral team to support the usage of the BSP. The behavioral team in the study received training on the fundamentals of Behavioral Support Plan Writing from information and resources developed by Positive Environments, Network of Trainers. The authors did note that although the schools with a SWPBS showed to be more adequate towards dealing with behavior issues, the Behavioral Support Plans were still evaluated as underdeveloped. The findings of the study suggest that ongoing staff training is necessary to increase the quality and usage of Behavioral Support Plans in schools using SWPBS.

Behavior Support Plans are used in special education when an IEP team is exploring strategies and support systems that will help address any behavior that may impede the learning of the student with the disability and a disciplinary action has been taken by the school. The IEP team conducts a Functional Behavioral Assessment, which is an approach that uses a variety of techniques and strategies to diagnose the causes and to identify likely interventions intended to address problem behaviors.

Functional Behavioral Assessment focuses on identifying biological, environmental, social, and affirmative factors that initiate, sustain, or end the behavior in question. The Functional Behavioral Assessment should be used as the first step when creating a Behavioral Support Plan. It is used by school-based personnel, such as teachers, counselors, and administrators. Upon conducting the
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Functional Behavioral Assessment, the proper Behavioral Support Plan for the student can be implemented and followed to help address the certain behaviors. For example, the Functional Behavioral Assessment method could be used for a student who continuously calls other students names during instructional time, does not follow directions, or is not completing their work. It should not be used for a student who causes bodily injury to another student, as those students are considered to have moderate to severe behavioral problems. Those types of behaviors are prevented by using methods such as, Behavioral Support Plans or Person Centered Planning. The Positive Behavioral Interventions & Support website offers a training manual for Practical Functional Behavioral Assessment for school based personnel which are recommended for this project (Positive Behavioral Interventions and Support website, 2009). It is easy for all school personnel to follow regardless of their educational background.

Although studies suggest that using Behavior Support Plans with a SWPBS system works and helps reduce behavior issues, it takes intensive staff training on multiple levels to be able to create a successful system. As the discipline team is learning in our process of using a school-wide Positive Behavioral Support system at my school site, the initial training for teachers must be available. One of the key factors to support a SWPBS is ongoing training and commitment from all school personnel involved. All school personnel need to remember this is a long-term approach that will take years to see improvement. As noted in McIntosh et al. (2010) study, “This process is important to ensure that the practice continues to be effective
and efficient as changes occur in the school environment…as true sustainability must be measured over a long period of time (pg. 14 & 17).

Summary

Implementation of a School-wide Positive Behavior Support system can help define and teach behavioral expectations. It can help modify the school’s environment and reduce problem behaviors as studies have shown. Using Person-Centered Planning and Behavior Support Plans for students as part of the practices and strategies within a SWPBS system can result in a positive and attainable outcome not just for the student, but the school as a whole. The Positive Behavioral Intervention and Support website is a great resource and helps support the usage of Behavior Support Plans and Person-Centered Planning as part of a school-wide Positive Behavioral Support system. Although they are used at different levels of the three-tier prevention model provided on the website, these resources still support the fact that they could help a SWPBS system reach its goals. Those goals are ensuring all students have access to the most effective instructional, behavioral, and interventions practices possible and reducing problematic behaviors in schools. It is also an approach to build proactive school cultures and prevent the development of problem behaviors through environmental redesign and instruction (McIntosh et al., 2010).

When studying School-wide Positive Behavior Support systems, studies have shown that behaviors have reduced and shown improvement in the school environment as Medley et al. (2007) study concluded. Behavior Support Plans, when used with a SWPBS system and ongoing staff training on Behavioral Support Plans,
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS can help reduce disruptive behaviors and raise pro-social behaviors in students. Given the literature available it is clear that the implementation of a school-wide Positive Behavior Support Plan helps improve a school’s overall environment in regards to behavior and academics. A school’s social competency improves as students learn appropriate replacement behaviors and learn how to respond more adaptively to situations that can disrupt their learning. It is important to understand that implementing a SWPBS is an ongoing process that requires collaborative team work on different multiple levels. It is an ongoing study that focuses on finding proactive and preventative methods to reduce problematic behaviors in schools. Perhaps our school site can be a model for future studies on what works in a school-wide Positive Behavioral Support Plan system. Once our school site can be a model for other schools and used in current research to support a SWPBS, I would like to be able to create a guide that could help support our SWPBS and help reach attainable outcomes through Person-Centered Planning, the usage of Behavioral Support Plans, and the extensive training needed to support this.
When schools are unsafe, unhealthy or chaotic, effective academic achievement and social skill learning is less likely to occur because of the relationship between behavior and academics. Behavioral concerns can adversely affect the social culture of a school as a whole and dealing with school discipline can be difficult for school administrators. Many schools do not have a steady discipline policy that is followed consistently by all school officials. There is often a misunderstanding of the policies regarding disciplinary procedures and action. Having a system such as a school-wide Positive Behavior Support System (SWPBS) supports the social integrity of an entire school with regard to behavioral expectations, as it helps to modify the physical environment to discourage problem behavior and . The research used from this chapter provided a guide for a school-wide Positive Behavior Support System that is currently implemented at the researcher’s school site. With the information for Person-Centered Plans and Behavior Support Plans, the participants modified their current SWPBS and were able to assist students in their academics as well as their social skills.

The purpose of this project is to modify the current SWPBS that is currently being used and assist school personnel by implementing the usage of Person-Centered Planning and Behavior Support Plans at the primary and secondary level of the system. By implementing the Person-Centered Planning and Behavior Support Plan for all students in the SWPBS, school personnel will be able to better address student academics and behavior issues. Medleys et al. (2008) study supports the idea that
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Individual Behavior Support Plans created in schools which are already implementing a School-wide Positive Behavior Support System are more successful than those schools not using one.

**Design**

In this research study, the goal has been to examine the usage of Person-Centered Planning and Behavior Support Plans used in a school-wide Positive Behavior Support system. These methods are used to ascertain whether or not their use helps reduce problem behavior and address academic issues at an earlier stage of the positive behavior support model. The research design for this project included qualitative analysis of school-wide Positive Behavior Support systems. The researcher also explored Person-Centered Planning and Behavior Support Plans, compared and contrasted the different ways school-wide Positive Behavior Support systems are implemented. The researcher then designed an implementation plan which utilized the combination of Person-Centered Planning and Behavior Support Plans for schools with a SWPBS. This project has been limited to the school where the researcher is currently employed. The implementation of this project is intended to support the current school-wide Positive Behavior Support system, which consists of an Opportunity Room, extended lunches, parent and teacher conferences, embedded support, and a team of personnel addressing the disciplinary issues. This team of personnel includes two Dean of Students, a counselor, and the vice principal of disciplinary issues.
The researcher implemented Behavior Support Plans (BSP) after three to seven referrals for defiance and for any low-level problem behaviors. Defiance can range from: talking out, refusal to work, and/or roaming the classroom. In chapter two of this study, Behavior Support Plans were defined as beginning through the Functional Behavioral Assessment. The employment of Functional Behavioral Assessment is recommended after three to seven referrals of discipline issues by numerous sources. The implementation of Behavior Support Plans according to the model provided above is not suggested until tertiary prevention level. The researcher utilized the Functional Behavioral Assessment and Behavior Support Plans after three to seven referrals to the Opportunity Room. After several referrals for certain behaviors, school personnel can note that there is a need to analyze the behaviors and conduct a Functional Behavioral Assessment to find out why they occur, since the data has been collected and the reason for the behavior is clear.

**Setting**

The setting for this project is at a public secondary school within the San Diego Unified School District. The school serves 2,200 students and over one-third of the school population are English Language Learners. Every student at this school is considered economically disadvantaged. All the students receive free lunches since they meet the requirements for the free and reduced lunch program. Out of the 2,200 students, the school provides special education services to approximately 200 students. The demographic composition of this school is as follows: 12.3% African Americans, 1.2% Asian, 0.2% Filipino, 71.4% Hispanic, 11.3% Indochinese, 0.1%
Native American, 0.4% Pacific Islander, and 2.9% White (non-Hispanic). The school has been in Program Improvement (PI) since the 1997-1998 school-years according to the School Accountability Report Card.

The school is located in a culturally diverse and modest community in San Diego, CA. The community demographics according San Diego Neighborhood Profiles is composed of: Hispanic, East African, African American, Indian, Middle Eastern, and Southeast Asian.

The researcher has been employed at this school for two years and was a member of the schools discipline committee last year. The school has a high rate of disciplinary issues and, according to the School Accountability Report Card, an average of 350 suspensions per school-year. This project is designed to support the current school-wide Positive Behavior Support system that is currently being used. The goal has been to assist in addressing recurring negative behaviors to improve the school’s overall social competency. During the 2009-2010 school years, the discipline team voted to adopt a school-wide Positive Behavior Support System. This project will support the current Dean of Students and will be used as a guide to help modify current procedures and interventions being used in the SWPBS, enabling faculty and staff the opportunity to participate in and support the SWPBS.

**Procedures**

Through an extensive analysis of literature regarding school-wide Positive Behavioral Support systems, Person-Centered Planning, and Behavioral Support Plan, a manual was created. The current SWPBS was developed based on the information
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS on the Positive Behavior Interventions and Support (PBIS) website. To help support the current school-wide Positive Behavior Support system, the researcher compiled basic information on SWPBS from the PBIS website. She generated a manual with information on Person-Centered Planning and Behavioral Support Plans. This manual consists of the following: Person-Centered Planning process, Making Action Plan process, and Behavior Support Plans. In the manual one will find references to the PENT website in regards to Behavior Support Plans and Functional Behavior Assessments. Included in the manual are a few of the recommended forms needed for the Person-Centered Planning and Behavioral Support Plans. They are there for school personnel to use and serve as a guide for the current system that is being used.

This manual will serve as a guide to help the current implementation of SWPBS at the tier one and tier two of a school-wide Positive Behavior Support System. The usual recommendation of Behavioral Support Plans is at the tertiary level of a Positive Behavioral Support model.

On the following page is the model of the three different levels of a school-wide Positive Behavior Support with the recommended interventions and practices, according to the Positive Behavioral Intervention & Support Sources.
Tier 1: Primary Prevention- All Students:

- Effective academic support
- Teaching social skills
- Teaching school-wide expectations
- Active supervision in and monitoring in common areas
- Positive reinforcement for all
- Effective classroom management

Tier Two, the Secondary Prevention- At risk students and small group strategies:

- Intensive social skills training and support
- Self-management programs
- School based adult mentors (checks in)
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• Increased academic support and practice

• Alternatives to school suspension

Tier Three, the Tertiary Prevention—High risk students/Individualized interventions include:

• Individualized, Functional Based Assessments/Behavior Support Plans

• Intensive Academic Support

• School-based adult mentors

• Intensive social skills training

• Parent training and collaboration

• Multi-agency collaboration (wrap around)

• Alternatives to suspensions and expulsion

Functional Behavioral Assessments (FBA)

Functional Behavioral Assessment focuses on identifying biological, environmental, social, and affirmative factors that initiate, sustain, or end the behavior in question. FBAs are written to reduce and eliminate negative behaviors that can interfere with a student’s academic progress and positive social development.

The Functional Behavioral Assessment is used as the first step when creating a Behavioral Support Plan and is utilized by trained personnel such as teachers, counselors, and administrators. Upon conducting the Functional Behavioral Assessment, the proper Behavioral Support Plan for the student can be implemented. The Behavioral Support Plan is followed to address the specific behavior or behaviors a particular student finds challenging. A primary goal of FBA is to guide the
development of effective and positive interventions based on the function of the behavior. The behavior is the starting point and the team identifies the behavior that is interfering with the learning. A Functional Behavioral Assessment is best used after three to seven referrals to the Opportunity Room according to the researcher. By using the Functional Behavioral Assessment procedure, the team will be able to identify whether the behavior is related to lack of academic skills and serves as an escape mechanism through social interaction, or if the behavior is maintained by peer attention. The training manual on Functional Behavioral Assessment is recommended for downloading. The researcher used the training manual to help support her research and the usage of Behavioral Support Plans. The training manual can be downloaded from the Positive Behavioral and Intervention and Support website.

**Behavioral Support Plans (BSP)**

This process is used as a proactive measure to help address the behaviors that are impeding the students learning. A Behavioral Support Plan (BSP) includes positive behavioral support interventions, support, and strategies that focus on exploring the rationale behind the behavior occurrences. It also focuses on teaching an alternative behavior that helps to meet the student’s individual needs. BSPs define the problem that is preventing the student from accessing the curriculum. Behavioral Support Plans provide explanations for the behavior, in essence, and provide data to describe how often the problem occurs, what environmental factors are contributing to the behavior, and how the particular behavior could be managed and changed. A BSP clearly defines how a team needs to respond to such behaviors with specific
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student-based data. The Behavioral Support Plan is always developed from the Functional Behavioral Assessment process. Behavior Support Plans include strategies that match the function of the behavior and include setting event, antecedent, teaching, & consequence strategies (Positive Behavioral Intervention and Support, 2011). A few of the recommended forms for this process are included in the manual. Medley and colleagues established in their research that schools that used Behavior Support Plans along with a school-wide Positive Behavioral Support system were more successful and effective with their behavioral interventions, as well as addressing the root cause of problematic behavior. Research proves that Behavior Support Plans used with a school-wide Positive Behavioral Support system will help the system as a whole. The researcher for this project recommended the use of Person-Centered Planning and Behavioral Support Plans at the primary and secondary level of a Positive Behavioral Support system to help prevent disciplinary issues from escalating.

Evaluation of Process

The evaluation of this programs effectiveness is determined in the years to come. As studies have shown, a new behavioral approach to a large student body usually takes several months, perhaps even years to realize progress. McIntosh et al. (2010) study indicated that the effectiveness of such a program was dependent upon the skill level of the school personnel and their consistency of implementation of a school-wide Positive Behavior Support system. The organization and the ongoing training of the program is a key element in the success of the program as well. In
McIntosh and colleagues study, the available data indicated it took three years of an implementation of a SWPBS to measure whole school change and progress, but the effectiveness depended entirely upon school personnel. The evaluation was conducted by evaluating the previous disciplinary referrals and analyzing the data on student academics and behaviors. Further analysis of school suspensions will be a significant indicator of the level of effectiveness of this project. The analysis of school suspensions will help indicate if Behavioral Support Plans and Person-Centered Plans are helping to reduce behavior. Through observation of student’s behavioral progress due to a School-Wide Positive Behavioral Support system implementation, the researcher and the school staff should be able to evaluate the effectiveness of the program. Chapter 4 explains the implementation of the project in further detail.
Using Person-Centered Planning and Behavioral Support Plans paired with a school-wide Positive Behavioral Support system assists planning teams in eliminating negative behaviors that interfere with all students’ learning and social development. On a student-by-student basis, utilizing a Behavioral Support Plan will assist the student and support team of professionals to address the specific behavior that is impairing the student’s ability to learn to be successful in the classroom. The Person-Centered Plan will further aid school personnel to further analyze an individual student as a whole. This type of plan examines and explores a student’s personal history and preferences in order to uncover certain aspects of the student’s life and learning needs which may not otherwise be understood in a daily classroom setting. This researcher has noticed through her practice as a special educator that students frequently act out or display certain behaviors for attention, to express frustration, or to mask an inability to properly express themselves and their current state of mind.

The overall purpose of this project is to determine whether the use of the individualized Person-Centered Plan plus a Behavioral Support Plans implemented along with a school-wide Behavioral Support System improves the overall competency of school personnel, to improve school culture, and to help manage individual behavior and disciplinary issues. The researcher addresses the following questions:
1) By creating a guide for a school-wide Positive Behavioral Support system, will school personnel be able to more effectively address disciplinary issues and behaviors that interfere with student learning?

2) By using Person-Centered Planning and Behavioral Support Plans within an academic setting and with a school-wide Positive Behavioral Support system, will the school site see a measurable decrease of negative behaviors and stronger, more consistent management of problem behaviors?

In this chapter, the researcher describes the process required to support an implementation of a school-wide Positive Behavioral Support System

**Supporting a school-wide Positive Behavioral Support System**

Through completion of qualitative research regarding various positive behavioral supports coupled with the researcher’s experience in special education settings, the need for a simple yet comprehensive guide to support the current school-wide Behavioral Support System becomes apparent. The system now in place at the researcher’s school site is not functioning properly, as it relies heavily upon the role of one individual. This is overexerting the staff member and creating a bottleneck in the behavior management process. There is not enough support for this staff member, nor is there an actual guide to follow or help with the process. After reviewing all available literature on the subject, it has become obvious that any school struggling with disciplinary issues needs a school-wide Positive Behavioral Support System in place.
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According to the Positive Behavioral Intervention & Support website, a school-wide Positive Behavioral Support system is “about ensuring all students have practices and interventions possible”. Based on the researcher’s experience with effective interventions and behavioral practices in special education, Behavioral Support Plans and Person-Centered Planning are two of the best practices to use in developing a SWPBS.

A school-wide Positive Behavioral Support system: Background

The two main goals that drive a school-wide Positive Behavioral Support system are to improve social and academic learning while simultaneously preventing and addressing problematic behaviors. Establishing the school-wide Positive Behavioral Support system is the first step in improving disciplinary practices, classroom management, and a school’s social competency. Additionally, the Positive Behavioral Interventions and Support website asserts that a school-wide Positive Behavioral Support system is “a system (on place) to decrease problem behavior, increase academic performance, increase safety and establish positive school cultures”. Every school adopts and utilizes a different disciplinary procedure, based upon history, school need and the different roles of personnel. At the researcher’s school, a school-wide Positive Behavioral Support system was adopted for the 2009-2010 academic year. That system focuses on improving the way school personnel manages disciplinary issues. It currently includes an embedded support period to assist those students who are struggling academically through the use of an Opportunity Room environment. The Opportunity Room is a classroom designed
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS specifically for students whose behavior is interrupting their learning and those of their peers. The students are sent to the Opportunity Room to complete their assignments or talk with the Dean of Students about their disruptive behavior. Through the first year, it was observed that the Opportunity Room failed as a technique because it became a place where teachers sent any student whom they felt was disruptive, thus undermining the original intent of the setting. Classroom dynamics and negative behavior were no longer being dealt with inside the classroom setting. The behavioral concerns were handled at a superficial level and within that moment, rather than viewing the behavioral concerns as a part of classroom climate and community.

Another observation that came to light is that the same students were constantly sent to the Opportunity Room for disciplinary issues. These two observations led this researcher to the conclusion that the school site has a high need for the use of Person-Centered Planning and Behavioral Support Plans to support the disciplinary system that is already in place. By utilizing these two strategic practices, which develop student-specific plans, school staff and administration are more readily able to identify and understand the root cause of the behavior problem, on a case by case basis.

**Using Person-Centered Planning Process**

The second step of the implementation of the paired approach is to use a Person-Centered Plan at the primary level of the school-wide Positive Behavioral Support system. As mentioned in chapter two, Person-Centered Planning views an
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individually as a whole person. This process effectively supports the team in “getting to know” the student and then investing in the process of creating an opportunity to develop the student views on life goals. By focusing on careful examination of the obstacles that interfere with a student reaching his or her goals, the student and the team can create a plan of action which carries purpose, student “buy in” and measurable goals, as well. While there are several types of Person-Centered Planning, this project focuses on the Making Action Plan (MAP) process. Appendix B details the process of how the MAP version of Person-Centered Planning works. It explains each team member's active role in the process as well as the frames or sections that are associated to Person-Centered Planning, such as a student's history, hopes and fears. The MAP version can serve as an example, as you will note it is intended for students with an Individual Education Plan (IEP). Appendix A also includes a checklist for the meeting preparation for a Person-Centered Plan. Appendix C includes resources and information about Person-Centered Planning from Inclusive Solutions and Rhode Island College. Appendix C provides sample organizational charts of what the sections within Person-Centered Planning must include to be effective. Additionally, all appendices are based upon the researcher's experience with and usage of Person-Centered Planning as a best practice, as well as the literature analyzed for this project.

**Person-Centered Planning Team**

School personnel will establish the team for the Person-Centered Planning process, as reflected in the guidebook. Research shows that it is essential to choose
individuals who know the student and can commit to ensure the plan is followed and reaches fruition. The individuals on the team must be open to the process and believe in the Person-Centered Planning philosophy of viewing a student as a whole. The team is comprised of the student, parents, friends, teachers, counselors, administrators, relatives, and community members. Appendix A explains the facilitator's role in the process of Person-Centered Planning, as well as all of the roles mentioned here. It is the facilitators' job to sit down with the student prior to the meeting to ask whom he/she would like to participate in this planning meeting. Together, the student and staff member develop the plan to invite the team members and where to hold the meeting. It is the facilitator’s duty to ensure that the student always answers first and then the rest of the team during the MAP process. Another individual must be in charge of mapping out the whole process on chart paper during the meeting, and this person is the recorder. This individual captures all the information and conversation and discussion of the meeting and writes all the information in the proper frames and illustrates the plan as it is mapped for the student.

**Making Action Plan (MAP)**

For this process, the team must have poster size paper and color markers to document the meeting. The team begins the procedure with the recorder writing all the information or illustrates the responses about the team members. The facilitator then begins by addressing the frames associated with the process. Those frames and sections vary; this guide provides samples of this portion of the process, provided in Appendix B. One example, however, is to ask the student about his or her dreams and
then ask the team what dreams they each have for the student. Typically the parent and closest teacher will contribute much to this part of the process, with the recorder noting each team member’s response. Once each frame or MAP is completed.

The next step is to move forward towards a more focused plan with the student and team members. The process will be transcribed onto regular sized paper and each member of the team receives a copy. The team then decides what aspects are most critical for the student and prioritizes what the next step is, based upon the information provided during the planning meeting. For some students, the next step maybe a Behavioral Support Plan.

**Behavioral Support Plan Process**

This process is used as a proactive measure to address behavior(s) that interfere with an individual student’s learning and the learning of others. The team responsible for handling disciplinary issues at the school site will create the Behavioral Support Plan along with someone who has participated in the MAP process. The researcher for this project recommends that the school send a few individuals to training within their district on the development of Behavioral Support Plans. As Medley et al., (2007) research states, “BSPs that include trained individuals will lead to more effective behavioral interventions than BSPs created by teams utilizing a more traditional approach and/or lacking in specific PBS-FBA training”.

This portion of the project entails two main components. The first being the desk reference for Behavioral Support Plans from the Positive Environment, Network of Trainers (PENT), and Second; the training manual for Practical Functional
Behavioral Assessment (FBA) from the Positive Behavioral Interventions and Support website is provided for use by the BSP team. Both manuals are self-explanatory, user friendly, and need to be downloaded. These are provided for school personnel, as both guides are used for creating the Behavioral Support Plans.

**Summary**

When supporting a school-wide Positive Behavioral Support system, it is of crucial importance that everyone is in concurrence with the new practice. As with any new educational practice, partial commitment to the new process will not suffice for the new system to become successful. Second, it is essential that the team have and follow a guide or manual to ensure consistency and clarity in the implementation process. The practices of Person-Centered Planning and Behavioral Support Plans are intended to support a system that is already in place. By infusing these two practices with the school-wide Positive Behavioral Support system, school personnel will be able to better grasp the issues that interfere within effective implementation of the SWPBS, and 2) any students’ academic and social learning. The main focus of the SWPBS is to address a specific behavior such as task refusal or non-compliance and to discover the root problem of why they occur. This researcher will pilot the program, if adopted, in order to ascertain whether using Person-Centered Planning and Behavioral Support Plans within an existing school-wide Positive Behavioral Support system would decrease the disruptive behaviors that are lowering academic achievement and social development. This project provides key resources for those schools that are looking into adopting such a system. Chapter 5 describes how these
two practices are used and the limitations of that process, plus the potential for further
development and study of this project.
The purpose of this project is to assist the current school-wide Positive Behavioral Support system at Kadena High School. This researcher will incorporate practices, commonly used in special education, Person-Centered Planning and Behavioral Support plans to assist the current SWPBS. The setting for this project is at an urban school located in south central San Diego, Kadena High School. All of the student population is eligible for free/reduced lunch. The researcher's research was a qualitative study from 2006-2010 and based on personal experience as an educator.

The researcher will present a guide to support a system that is intended to address schools disciplinary issues at the secondary level through the usage of Person-Centered Planning and Behavioral Support Plans. In the guide you will find the forms for the Person-Centered Planning and Making Action Plan (MAP) process. You will receive different information on Person-Centered Planning from the Inclusive Solutions and Rhode Island College websites.

Limitations

The researcher acknowledges that this project needs support from all staff. The process will require school faculty to attend training in both practices, as the guide that will be provided is just the beginning to this process. The researcher's guide has the incorporation of the many resources already available in the field of special education. It is the hope of the researcher that this guide will support a school-wide Positive Behavioral Support system. The researcher understands that everyone needs to be on board in order for this to be successful and that without everyone's
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support, such a system can not be successful. Also, being able to find the time and
being able to follow through with the recommended plans are two other limitations
that can affect this project. The current educational status, along with the extreme
budget cuts and how they have negatively affect a school’s culture and staff can make
the systems ineffective. The researcher acknowledges this may also have an impact
on the support. Since this project has not been implemented during the writing of this
document and is intended for future implementation, the summary of findings will not
include data based on the usage of Person-Centered Plans and Behavioral Support
Plans.

Summary of Findings in a school-wide Positive Behavioral Support System

Having reviewed the data collected through the first couple of months of
implementation of a school-wide Positive Behavioral Support system the following
was discovered: the specific trends and need for staff retraining.

Trends

The majority of the referrals are related to defiance and truancy. Students are
being sent out of the classroom for such things as: throwing a piece of paper, refusing
to remove the hood of their sweater, refusing to participate in class activities, and
tapping on the desk. The rates of referrals after lunch are much higher than at the
beginning of the school day. It was highly noted that the same teachers were sending
students out of the classroom for defiant behavior. Students who were caught
skipping their classes were automatically brought into the Opportunity Room and
marked truant.
The need to retrain teachers in classroom management became evident in the data collected. Teachers need to find an alternative strategy for classroom management. The teachers were all trained at the beginning of the school year on what a school-wide Positive Behavioral Support system should look like. They were all provided with Spencer Kagan's book, *Win-Win Discipline* and *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management* by Randall Sprick as a reference. The *Win-Win Discipline* book provides information on preventative procedures, moment of disruption strategies, defines what a certain behavior looks like and what replacement behavior could be use instead. For example, replace boredom with an active engagement activity such as having the student pass out papers for the classroom teacher. Teachers were also provided with monthly in-services on information from the book, for those teachers who were unable to read the book because of schedule conflicts. The lack of classroom management helps support the need for a school-wide Positive Behavioral Support system. All teachers need to recommit to the notion of adopting such a practice and follow through with it.

**Future Directions**

The researcher would like to visit other schools where a school-wide Positive Behavioral Support system has been implemented. This will allow the researcher to see what other schools are using to support their Positive Behavioral Support system. One could note what has already been tried and what has successfully worked. Education on its own has become very challenging within the last few years,
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS according to the researcher's own personal experience. It is understandable for such a system and practice to be non-successful. The researcher distinguishes the difficulty for this project, as the follow through process is very important in order for this to be successful. Ensuring that all staff is on board with this practice is essential for all of the systems to be effective. The researcher will continue to encourage all school personnel to become more familiarized with the Win-Win Discipline book and participate in district training regarding Behavioral Support Plans. The researcher will also introduce the idea of adopting the usage of Person-Centered Plans and Behavioral Support Plans to support the current program. Through the literature review, it was noted several times that an implementation of a school-wide Positive Behavioral Support system will take time and often years to see great results. That is why it is highly important that every aspect of this process is followed through and that all suggested resources and plans are used. The researcher hopes that Kadena High School is able to provide the steps methods needed for other schools to adopt such a program.

**Conclusion**

Through the course of this project the researcher has focused on the use of two practices found to be successful in special education and incorporate them into a School-Wide Positive Behavioral Support system. These practices will help improve the current implementation and offer a guide for all school personnel to be able to address arising behaviors and improve the school’s social competency. After carefully analyzing the data collected within the first few months of the school-wide
Positive Behavioral Support system, the researcher noted that there is a high need to study student’s behavior. The usage of Person-Centered Plans and Behavioral Support Plans will be incorporate into the current school-wide Positive Behavioral Support system at Kadena High School by spring 2012.


http://www.kipbs.org/new_kipbs/index.html


http://www.pent.ca.gov/beh/bsp/bsp.h
Person-Centered Planning Manual for a School-Wide Positive Behavior Support System
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Person-Centered Planning Process
Congratulations, you have been chosen to participate in a process known as Person-Centered Planning. This is a process that is used for individuals with special needs. This process focuses on an individual in hopes of better understanding the person. Person-Centered Planning is an approach that will examine an individual in hopes of discovering the individual’s dream, fears, strengths, weaknesses, and any obstacles interfering in the path of the individual’s life.

One of the goals for this process is to help a person who has been disempowered. Through Person-Centered Planning one can uncover the reason for disempowerment. Through the course of Person-Centered Planning the individual can move toward the life that they want and obtain support to reach their goals and plan of action.

For the purpose of this research, Person-Centered Planning will be used as an intervention for a School-Wide Positive Behavior Support system (SWPBS). This practice will be used at the primary level of a SWPBS. It begins with the student willing to participate in the process of Person-Centered Planning. The student will pick who he or she wants to participate in and facilitate the process. The facilitator along with the student will plan out how the procedure will be completed. This manual will guide you through all the information needed to understand and ultimately utilize Person-Centered Planning.
The role of the facilitator is very important in this process. A facilitator will guide the members through each of the frames/sections associated with Person-Centered Planning. This individual is selected by the student. A facilitator must have these qualities:  

- Non-judgmental
- Good listener
- Non-bias
- Flexible
- Humor
- Supportive
- Self-confident
- Group facilitation skills
- Resolves any conflict constructively
- Will use pace to move the Person-Centered Planning process along at a rate that works for the focus person and the circle of support.

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1 The qualities for a facilitator were taken and modified from Institute on Community Integration UAP University of Minnesota
The facilitator must ensure that everyone is willing to participate. Aside from the above qualities, the facilitator must send out the invitations for this procedure, choose the location where the process will occur, and choose who will record all the notes/documentation associated with the process of Person-Centered Planning. The facilitator must also do the following:

- Ensure that this is done within a timely manner.
- Set the ground rules
- Follows through with the action plan throughout the year.
- Intervene when the process has gone off topic.
- Inappropriate behaviors are occurring.

It is the facilitator’s responsibility to ensure that the action plan is followed through with all those individuals identified through the process. The team will reconvene as needed and make any changes that are required as they proceed throughout the process.
Person-Centered Planning Recorder

This individual will record the process of the meeting on poster paper using different color markers. The recorder will develop a graphic record of the conversations taking place in the room. The recorder captures everything that is being communicated through graphics/drawing and short phrases. The recorder will also ensure that every member of the team receives a hard copy of the plan.
You have been chosen as a member of the team that will help create a plan for the student through the process of Person-Centered Planning. Each of you will have a vital role in this process. You are all present for this process because you care about the student and are willing to invest your time and effort to ensure that this student is successful in his or her school and life. It is important you take your time listening to one another and most importantly, to the student. Each of you will have an opportunity to speak in regards to the frame/sections you have already completed for this process. The facilitator and student will inform you when it is your opportunity to speak and be able to provide information on the student. Remember to maintain focus of the process as you may come across some conflicts. Allow the facilitator to facilitate the process.

Enjoy and be ready to make a difference
This checklist is provided to ensure that the process of Person-Centered Planning operates smoothly.

1. Who will facilitate and record the process of the meeting?

2. Is the meeting location an area where everyone is comfortable, especially the student?

3. Have all invitations for the process been sent out?

4. Will food be available?

5. Have you created common ground rules?

6. Is everyone present?

7. Is the student comfortable with the setting?

8. Will breaks be necessary?

9. Make sure everyone can stay for the full time allotted.

10. Ensure all team members receive a copy of the process.

11. When will the follow-up meeting occur?
Appendix B

Person-Centered Frames/Sections
&
Making Action Plan (MAP) Process
These are the frames associated with a Person-Centered Planning process. These frames have been created and modified based on the literature review examined by the researcher. Each of you will fill out your own individual frames to the best of your ability and base it on your relationship with the student. Through the process of the Person-Centered Planning, the recorder will make note of each of the sections/frames that have been identified and agreed upon by the team and student. Attached is one of the practices within Person-Centered Planning, Making Action Plan (MAPS). This is a process of Person-Centered Planning that is used within special education, as you will note this process is intended for individuals with an Individual Education Plan (IEP). MAPS is provided as a sample and guide for your Person-Centered Planning. Some of the frames are the same found in the MAPS process.
<table>
<thead>
<tr>
<th>Dreams</th>
<th>Dislikes</th>
<th>History</th>
<th>Personal Goals</th>
<th>Barriers</th>
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<td>Likes</td>
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<td>Weakness</td>
<td>Relationships</td>
<td>Support</td>
<td>Strengths</td>
</tr>
</tbody>
</table>
Dreams

In this frame you will list all of the student’s dreams for the future. This will include all ideas, people, and things that will help the individual achieve their dreams.
What is MAPS?

MAPS or, Making Action Plans, is a planning process used by teams to help students plan for their futures. The process uses a person-centered approach in which the plans for the future are built upon the student’s dreams, fears, interests, and needs. It is directed and guided by the student and family and is facilitated by the team members.

Dislikes

In this frame you will list all of the student’s dislikes.
History

My History

In this frame you will list all critical events that occurred in the student’s life from birth until today. You can identify positive events with a * and a – for negative events.
Personal Goals

In this frame you will discuss the student’s personal goals for him or her. You will also list the goals that can be attainable within the year.
Barriers

For this frame list all the barriers for the student and the team. List the past, current, and future barriers that have and can prevent the student from reaching his or her dreams.
Health

In this frame you will describe the student’s current health and list any previous conditions. You will also list any medicines the student has taken or is currently taking.
In this frame you will list all of the student’s likes and also the things the team likes of the student.
In this frame you will list the student’s fear and any possible solutions to help overcome those fears. You can also list any fears the team may have for the student.
Weakness

In this frame you will identify any of the student’s weaknesses.
Why Are We Doing This?

The MAPS process is based on student need and student participation which is at the core of the IDEA mandate for transition planning for students, beginning at age 14. The MAPS process provides a structured format that helps with the task of gathering information for a transition plan that is an integral part of the IEP. It is a new way of thinking about assessment, providing a much broader view of the student’s life than our traditional perspective of outlining deficits in specific skill areas. The MAPS process helps to build trusting and positive relationships among team members. Students who participate in formulating their own transition plan have more of a commitment to that plan and are developing self-advocacy skills.

How Will We Do This?

This training will take place in two sessions. In the first session, we will practice doing a MAP. We will ask you to role play a student, parent(s), and any involved community representatives (DCYF, Mental Health, etc.). In the second session, we will use that

Relationships

In this frame you will list all of the people who are currently present in the student’s life. Please identify if they are family, friends, teachers, or members of the community.
Support

In this frame identify the support the student will need to make the action plan possible and attainable. List all individuals who will be responsible in providing the student the support needed to be successful.
Strengths

In this frame you will list and identify the student’s personal strengths.
What is MAPS?

MAPS or, Making Action Plans, is a planning process used by teams to help students plan for their futures. The process uses a person-centered approach in which the plans for the future are built upon the student's dreams, fears, interests, and needs. It is directed and guided by the student and family and is facilitated by the team members.

Why Are We Doing This?

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3 This information comes directly from the Rhode Island College [http://www.ric.edu/sherlockcenter/publications/MAPS.pdf](http://www.ric.edu/sherlockcenter/publications/MAPS.pdf)
This information was also provided to the researcher in EDEX 633 course: *Community Access through Supported Environments (CASE): Positive Behavioral Supports and Functional Assessment, Curriculum, and Instruction* at California State University of San Marcos.
How Will We Do This?

This training will take place in two sessions. In the first session, we will practice doing a MAP. We will ask you to role play a student, parent(s), and any involved community representatives (DCYF, Mental Health, etc.). In the second session, we will use that information to write a transition plan.

PREPARING FOR A MAP

Ideally, the MAP should take place well before the IEP/Transition Plan is due. Team members are identified and include the following:

1. Student
2. Parent(s) or guardians
3. Special Education Teacher (may be more than one teacher)
4. Teacher Assistant
5. Social Worker
6. Community based agency representatives (DCYF, Mental Health, ORS, etc.)
7. Other involved persons as requested by family (siblings, other relatives, or advocates)

Ample time should be set aside; at least one hour would be ideal. One person is identified as the facilitator and another as the recorder. Large poster-sized paper is posted within everyone's view. The entire process should remain simple, with just a few ground rules:

1. At each step, the facilitator will ask the student to respond first. Then family members, and then other team members are free to respond in random order.
2. All ideas will be recorded, using actual wording if possible. Information or ideas can be revised or deleted at any time.
3. Team members have the right to pass, or not discuss something.
4. Ideas are expressed in a positive way. The facilitator will ask that any negative information be restated in a more positive way.
5. Team members will wait until the final step of the MAP to begin to
evaluate the merit of specific ideas. It is acceptable to record ideas that appear to be in conflict with one another. To discuss the merits of any one idea will rob the MAP of its forward momentum and student focus.

**THE MAPS PROCESS**

The heart of the MAP is the five steps that follow. Using poster sized paper and marking pens, the recorder will write or illustrate (using simple graphics) the responses from the team members.

**STEP 1: HISTORY**

In this step, the facilitator asks the student and his/her parents to briefly describe the student's personal history. The purpose of this step is to help all team members develop a more complete picture of the student's past, particularly the people and events that have shaped his or her life. It is not meant to be a complete or chronological account, but rather a series of highlights that begin to give a sense of the student in school, at home, and in the community. This step may be thought of as a "warm-up step," allowing students and their parents the opportunity to discuss information about the past in the ways they choose to share it.

If the student has a difficult time beginning this step, the facilitator may ask a few direct questions, such as: "When and where were you born?" "Do you have any brothers or sisters?" "Can you tell me about your first experiences in school?" "Who were your best friends when you were younger?" "Can you tell me about any special places you've visited or things you've done?" Following the responses from the student and parents, other team members are invited to contribute to History. When it appears that the student's history is complete, the facilitator may wish to ask the team whether or not they learned anything new about his or her life.
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS

STEP 2: DREAMS

Step two of the MAP encourages the student, his or her parents, and other team members, to dream about the future. The purpose of this step is to discuss the possibilities for the student's short and long term future. The dreams that are identified will be used later to develop goal statements for the IEP/transition plan. As with the other steps, the student is asked first to contribute ideas, followed by the parents. The facilitator should encourage team members to think about dreams in the four outcome areas associated with IEP/transition planning: Employment, Post-Secondary Education, Independent Living and Community Participation. At the same time, the Dreams step should be kept open-ended, allowing the student and other team members to consider many possibilities. When prompting questions are needed, try some of the following To the student:

"If you could have any job as an adult, what would it be?"
"Where do you see yourself living one year from now? Who (if anyone) would be living with you?"
"Have you ever thought about going to college?"
"What is the one thing that would make school much better?"
"If you could have anything - if money was no object - what would you wish for?"

To the parent:

"What is your dream for your son/daughter?"
"What are some of the things you've always wanted for your son/daughter?"
"What would you see as the dream job for your son/daughter?"
"What do you hope your son or daughter learns in school this year?"
"What do you hope he/she learns on the job? In the community?"

Some team members may be worried that the dreams expressed by the student or parent may be "unrealistic." The facilitator may need to remind the team that dreams are not to be judged at this time. Perhaps not all dreams can be realized in the form in which they are expressed, but pieces of them can be acted on. Dreams give a direction, a hope and a possible route on the MAP for further exploration.
STEP 3: FEARS
The student, family, and other team members are asked to talk about their fears for the student, especially those that may be barriers to realizing dreams. Facilitators will find that some people have an easier time talking about fears than others, and should remember to observe the ground rule regarding an individual's right to "pass."

Students may express fears that are concrete and specific, or that may be more general, such as not being understood by others. Parents may talk of fears that include themselves, such as fears about their health, or their ability to provide for the student. The Fears step is sometimes uncomfortable, sometimes revealing. It is sometimes somewhat emotionally charged and may require a short break to allow the team to lighten its mood.

STEP 4 WHO is...?
In step four, the student and other team members are asked to describe him/her in as many ways as possible. Beginning with the student, the facilitator encourages team members to talk about his/her strengths, skills, likes and dislikes, personal qualities, favorite activities, friends, and so on. This information helps team members to learn more about the student and, later in the process, to identify activities and resources that may be incorporated into the IEP/transition plan. Step four also invites the student and team to celebrate his/her accomplishments and gifts, something that is frequently lacking in the lives of students with disabilities.

While it may be appropriate to share some of the student's more negative characteristics, they should be stated in a respectful and objective way. If the opposite occurs, the facilitator needs to restate the relevant ground rules and help the team place their primary focus on the positive side of the person's characteristics.
PERSON-CENTERED PLANNING AND BEHAVIOR SUPPORT PLANS

STEP 5: NEEDS

In the final step of the MAP, the team members begin the process of reviewing and prioritizing information for the IEP/transition plan by brainstorming a list of needs for the student. The facilitator sets the stage for the discussion by reviewing key ideas from each of the previous four steps. This should help the team to focus on the MAP's overall direction and vision, as well as important details. The student and other team members are then asked to consider the student’s hopes, strengths, and interests as they begin to list activities, opportunities, and supports that the student will need now and in the future. Team members are reminded that their task is to brainstorm a list of potential needs, some of which may change as the plan is clarified. Needs statements might include some of the following:

- Further vocational assessment
- Job exploration in a specific area
- Involvement in community activities
- Exploration of independent living options
- Additional community support services
- Skill development in a specific area

Remember: the focus is positive. Avoid statements such as "You need to..."

Following the brainstorming of an initial list of needs, the facilitator begins to bring closure to the MAP. The next task is to begin prioritizing the information to develop goals and activities for the student's IEP/transition plan. In moving toward a more focused plan, the facilitator may ask team members to identify one Need that they believe is most critical for the student. Another strategy may be to have the MAP transcribed onto regular-sized paper and sent to each team member prior to the next meeting. In this way, MAPS participants will be reminded of their discussions and have an opportunity to think about the next steps. As a final note to the meeting, the facilitator spends one or two minutes asking participants how they felt about the process and what they learned from it.
Appendix C

Person-Centered Planning Resources
&
Samples
Sample of a finished process of a Person-Centered Planning

Samples of Graphics

4 This image was taken from the Inclusive Solutions website http://www.inclusivesolutions.com/pcplanning.asp
These graphics were provide in the Manual for Person-Centered Planning Facilitators from the Institute on Community Integration UAP University of Minnesota
http://www.inclusive-solutions.com/pclplanning.asp

http://www.ric.edu/sherlockcenter/publications/MAPS.pdf

http://www.dspd.utah.gov/personcenteredplanning.htm
Using Behavior Support Plans

Within a

School-Wide Positive Behavior Support System

Appendix D
This process of the manual will guide you through the development of a Behavior Support Plan (BSP). The Behavior Support Plans will be applied to support a School-Wide Positive Behavior Support System at the primary level of a system. The Behavior Support Plans are utilized as a proactive measure to address behaviors. For the purpose of this research, Behavior Support Plans will be used when the team of a Person-Centered Planning has determined if they are needed for further support.

A Behavior Support Plan is created to address the challenging behaviors that are interfering and impeding the learning of a student and his/her peers. A BSP includes positive behavior interventions, strategies, and support. The BSP will teach the student an alternative behavior to replace the behavior that is impeding the student’s learning. Behavior Support Plans involve formulating changes to the student’s classroom environment and instruction. One must collect data on the behavior and analyze the behavior issues that are occurring. Before a Behavior Support Plan is developed, the team goes through the process of a Functional Behavior Assessment. A Functional Behavior Assessment includes several strategies to identify the purpose of a behavior. Both Functional Behavior Assessment and Behavior Support Plans will be clearly defined and explained in this portion of the manual.
This practice occurs before a Behavior Support Plan is written. This process utilizes several strategies to help identify a specific behavior that is impeding the student’s learning. The process is initiated by gathering and analyzing information (data) about a student’s particular behavior. This is done to determine the purpose or intent of the behavior. A Functional Behavior Assessment cannot occur without parent permission. The Positive Behavior Intervention Support website provides a training manual for school process. That manual can be downloaded directly for printing from: [http://www.pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf](http://www.pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf)

The creator of this manual highly recommends the downloading of the Practical Functional Behavior Assessment manual. This portion of the manual will only provide basic information on doing a Functional Behavior Assessment.
Identify the specific behavior that is occuring. For this process, you are required to interview teachers, the student, and parents on the behavior that is occuring. Describe what the behavior looks like, how often does it occur, and how long does it last when it occurs in detail. Provide facts or events that contribute to the student’s behavior. These are also known as the antecedent. A description of the antecedent will describe when, where, and how the behavior occurred. Examples of behaviors include: Task refusal, peer attention, transition, physical demand, or boring task. Be specific as possible on the behavior.
Stage Two:

Antecedent, Behavior, and Consequences (ABC)

There are several forms for this process of Functional Behavior Assessment. Stage two is where the data is collected for analysis. Based on the analysis, the summary is formed to outline the information obtained. The following pages will include two of the forms that could be used to collect this data.
**Antecedent**  
Events that occur before the behavior, such as triggers.

**Behavior**  
Description of the specific behavior and how long did it last

**Consequence**  
Staff consequence and the student’s response to the consequence

**Comments**
**ABC Observation Form**

Page _____ of _____

<table>
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<th>Student Name:</th>
<th>Observation Time:</th>
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<tbody>
<tr>
<td>Staff Name:</td>
<td>Observation Date:</td>
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<tr>
<td>Activity:</td>
<td>Class Period:</td>
</tr>
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</table>

Target Behavior Observed (as defined in concrete and measurable terms):

<table>
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<tr>
<th>Date</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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6 This form was obtain directly from [http://www.sesa.org/Presentations/PBSWeb/forms/ABC.html](http://www.sesa.org/Presentations/PBSWeb/forms/ABC.html)
Stage Three

Determine a Hypothesis

The results of the summary of the Antecedent Behavior Consequence (ABC) charts are very significant because based on the information gathered, a Behavior Support Plan will be created. To complete this section, one must have interviewed the classroom teacher, staff, and student. The behavior must be identified and observed for a two to three week process. Based on this summary, the decision of alternative behavior to teach will be generated for the student to use. After the summary is completed, the team creates a Behavior Support Plan.
A Behavior Support Plan is created once the Functional Behavior Assessment is completed. This practice is used to replace the current behavior with a new alternative behavior. The Functional Behavior Assessment will identify the behavior impeding the learning. Based on the literature review from Postive Environment, Network of Trainers website, and the researcher’s own experience with Behavior Support Plans, there are 12 components to a Behavior Support Plan.

The creation and understanding of Behavior Support Plans will have to be followed through with a training provided by your district on Behavior Support Plans. They are the following:

- The behavior that impedes learning.
- Why does it impede the learning?
- The need for a Behavior Support Plan based on level of intensity.
- Intensity or frequency of Behavior
- What are the predictors for the behavior?
- What supports the student using the behavior?
- What environment changes, structure, and support are needed to remove the behavior?
- Why does the behavior occur?
- What should the student do instead of the behavior?
- What teaching strategies or materials are needed to teach the replacement behavior?
- What reinforcement will be used for maintaining the new behavior?
- What strategies will be used if the behavior occurs again?
There are many different forms of Behavior Support Plans. There is no specific template for this process. Individual Education Plans (IEP) come with their own Behavior Support Plans and they vary among school districts. The BSP Desk Reference from the Positive Environment, Network of Trainer website provides a very thorough explanation on how to write and create a Behavior Support Plan. In this portion of the manual you will find a one sample Behavior Support Plans. Keep in mind these are used for individuals with an Individual Education Plan. The Positive Behavior Intervention Support (PBIS) website provides forms for Behavior Support Plans. Through the literature review, PBIS proved to be a great resource to support School-Wide Positive Behavior Support Systems and provide information on implementing such a system at your school. This website provides information on Behavior Support Plans and how they can be developed to support a SWPBS. It is up to your team to determine how the Behavior Support Plan will be written.
Behavior Support Plan
For Behavior Interfering with Student’s Learning or the Learning of Peers.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DOB:</th>
<th>Grade:</th>
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</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Plan Review Date:</td>
<td>Reviewer:</td>
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</table>

The behavior impeding the learning is:

It impedes the learning because:

The need for a Behavior Support Plan:

Current frequency/intensity/duration of behavior:

Describe any current predictors of behavior:

What supports the student using the behavior? (team hypothesis)

What environment changes and supports are needed to remove the student’s need for the behavior?

Team believes the behavior occurs Because:

Teaching strategies and necessary curricula or materials for new behavior instruction.

What teaching strategies are needed to teach new behavior?

Reinforcement used for new Behavior?
Behavior Support Plan (with examples)
For Behavior Interfering with Student’s Learning or the Learning of Peers.

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<tr>
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</tr>
</tbody>
</table>

The behavior impeding the learning is:
- Disrupts other students’ learning by constantly talking during instruction.

It impedes the learning because:
- Disrupts other students’ learning opportunity.

The need for a Behavior Support Plan:
- Moderate, as the behavior disrupts the classroom environment.

Current frequency/intensity/duration of behavior:
- Two to four times per class period

Describe any current predictors of behavior:
- Work level higher than the student’s ability

What supports the student using the behavior? (team hypothesis)
- Peer attention is gained by misbehaving.

What environment changes and supports are needed to remove the student’s need for the behavior?
- Student will sit near their support buddy.

Team believes the behavior occurs Because:
- To avoid a task that is too hard and to gain peer attention.

Teaching strategies and necessary curricula or materials for new behavior instruction:
- Will ask the classroom teacher for assistance with task and will work with a peer on assignment.

Explicitly explain how to appropriately follow the basic classroom rules-e.g., asking for help when an assignment is too difficult.

What teaching strategies are needed to teach new behavior?

Reinforcement used for new Behavior:
- Exception on an assignment.