

**SPED/SPRE 214**  
**Positive Behavior Support**  
**PBS Plan**

After completing the in-class FBA activity with your classmates, develop a plan for Echa. You may work on this plan with your group if time allows, however, each group member must turn in their own PBS plan.

Complete the plan below. You can find this file on D2L. Please type right into the template. Think through each component of the PBS plan. This plan is what you will turn in as your assignment.

If you are an education major, you **MUST** submit the plan below on TK-20 (D2L). If you are not an education major, you may turn in a hard copy.

SPED/SPRE 214  
Behavior Plan Format

**Student Name:** Echa Rameriz

**Date of Report:** November 21, 2016

**Dates of Data Collection:** 04/15/15, 11/16/16, 11/17/16, 11/18/16, 11/21/2016

**Student Description (include background, family information, academic information etc):**

Echa Rameriz, a fourth-grade student, is beginning to exhibit problem behaviors. During early intervention, Echa underwent trouble with social skills. Echa struggled with sharing and desired to get her way. Echa has not received special education services until reaching fourth-grade. Considering Echa has struggled, she succeeds academically. At the end of third-grade, Echa presented problem behaviors. Echa is easily triggered, yells at her teacher's and peers, and hits or touches her peers. At home, Echa's parents went through a divorce during her third-grade year. Echa's father moved out, Echa's mother gained custody, and the father is admitted to see her one weekend a month. Echa also exhibits her problem behaviors at home. Echa's mother, Mrs. Rameriz is starting to see Echa's target behavior brought on to her and Echa's little brother. In fourth-grade, Echa exhibited her targeted behaviors more frequently. Echa's target behavior occurs in the academic setting and in the social setting.

**Definition of Behavior (s) (operational definition):**

When alone, Echa exhibits problem behavior which involves yelling, kicking, and hitting peers both in the classroom and playground to gain attention.

**Functional Behavior Assessment Summary: Briefly summarize your group's findings of the FBA:**

Regarding Echa's FBA, several patterns were found. Each antecedent claims Echa is alone, whether it is during independent work or a social setting. The behavior occurs when Echa

is in the classroom, hallway, and outside at the playground. The consequences left Echa alone with a Paraprofessional, Principal, Counselor, or the Teacher. The behaviors Echa exhibits regard her yelling, touching, hitting, taking items from peers, and pulling hair. Echa's behaviors involve harassing peers physically and verbally yelling at people. In the data, there were numerous findings regarding the early intervention phase. When Echa was in Preschool, she experienced difficulty in making friends and sharing. Echa expressed, she desires to get what she wants. However, Echa academically succeeds, even though she was reported as a challenging student by her teachers. Echa is often triggered and expresses herself by yelling or physically hurting someone. In the FBA, the team is introduced to the home life Echa obtains. Echa lacks a father figure in her life due to her parents getting a divorce, father living separately from Echa, the mother admitting full custody, and the father limited to seeing Echa one weekend a month. The team found characteristics of Echa's home-life, academic standing, problem behavior, and the patterns within her behavior, in the FBA.

**Hypothesis Statement:**

When Echa is alone, she yells, touches, and hits her peers to gain attention.

**Antecedent Manipulations (be specific...when, where etc.):**

Environmental Changes:	When?	Where?	How?
1. Assign Group Work	1. During the Math and Reading Activity.	1. In the classroom.	1. Group work will be assigned every three times an independent activity is assigned. Groups will be assigned according to Echa's group being comprised of the ratio 3:2 of male and female peers, so she is exposed to females to socialize and work towards a comfort level. For math, students will work together on problem solving as a team. For reading, students will identify key terms together to discuss as a class for a chapter in the class book. This helps Echa socialize and utilize her knowledge.
2. Proximity	2. When the teacher is helping other students and outside watching the students during recess.	2. The proximity is a precaution in the classroom and outside. Also, in the hallway.	2. When independent and group work is facilitated the teacher will walk around to each person and ask how their work is coming along. When the Paraprofessional is helping another student, have Echa placed further away to distract her of not receiving attention.

			On the playground, the Para should be close enough to watch all of the students, instead of having to run over to Echa after a problem behavior occurs.
3. Assigned Seats	3. When students are in groups and working independently.	3. In the classroom.	3. The assigned seating can interchange biweekly. This allows Echa to introduce herself to different peers and attain a comfortable level with all of them. Echa will be placed next to one male student, and one female student. During independent work, students will remain at their desks.
4. Arrangement of the desks	4. When students are in groups and working independently.	3. In the classroom.	4. When students are into groups, the desks will be clustered into groups of six. In independent work, the desks will be arranged in a box-like shape.
5. Facilitate Various Games	5. When students are outside for recess.	4. Outside on the playground.	5. At the playground, there will be more games provided other than kickball. Students will be provided with lower budget toys to create obstacle courses, which encourages Echa to participate. In an obstacle course, only one student goes at a time, so Echa will be motivated by peer cheer to complete the obstacle. Also, have

			Echa choose a game of her own to facilitate once a month.
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**Alternative Skill Instruction (be specific):**

Skill(s):	How will they be taught?
Meditation – breathing techniques	For breathing techniques, Echa will find a comfortable seat or lay on the floor. The classroom will be silent with an exception of the teacher facilitating the meditation, and soft music. Echa will be told to close her eyes shut and follow the teacher's voice. Echa will breathe in through her nose and out through the mouth. To start teaching this technique, on every Friday the classroom will join her for five minutes. The teacher will model the breathing techniques, then the class will do it together while following the teacher's voice. The goal of the skill is for Echa to utilize the breathing techniques when she begins to get angry.
Utilizing a sensory item - instead of hitting	Echa will be given a sensory item of her choice. Echa may carry this item with her during independent time and recess time. When Echa feels an urge to touch a peer in an inappropriate manner, she will tap or squeeze the item. Echa will watch her teacher model this technique when the class volume gets too loud. Echa will then identify the concept of the sensory item and utilize it to calm her down.
Asking a peer to participate – instead of degrading her peers	When Echa is often left on her own, she will be taught to use her words. Echa will watch her peers role play at the playground asking to play a game. Echa will then be told if she feels uncomfortable approaching students, she can ask the Paraprofessional to go along with her. The end goal of the alternative skill is for Echa to use her words during recess independently, instead of her hitting her peers.
Walking away and counting	Echa will be taught to walk away in a situation which could potentially cause her anger, and begin to count. Echa will learn to walk away from her situation and count. Echa will watch a peer model this technique for her and then follow along. The counting allows Echa to distract herself from the

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	situation and focus on numbering.
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**Consequence Strategies:**

**Reinforcement for use of alternative skill:**

Meditation	Echa will utilize mediation in order to be line leader in the hallway on Friday. Reinforcement is delivered after Echa utilizes the alternative skill at least three times for every five times she outbursts.
Sensory Item	The reinforcement for the sensory item involves a simple contract. The contract and the utilization of the sensory item grants Echa self-control. The contract will entail Echa's goal of utilizing the item instead of physically hurting a peer. Echa needs to utilize the sensory item at least one more time than hitting a peer during a day. If Echa fails to do so, she will go to a cool down corner and express her feeling on paper. To officiate the contract, Echa will sign her signature.
Verbalizing Words	When Echa uses her words she will be reinforced to do so by verbal praise by the class. If Echa asks to play with a peer during recess, or expresses herself, she will get a cheer from the entire class after recess. The cheer will occur once a month. Echa will present her skill on an index card with stamps for each day at recess. If Echa has a good day outside, she will receive a smiley face. If Echa has a bad day outside, she will receive a frown face. If Echa's index card obtains a 70% of smiley faces, she will receive verbal praise from her classmates on the last day of the month for the first time. After each month, Echa's percentage will increase 5% to reach to reinforcement. Echa will choose the type of cheer she would like from her peers. The index card allows Echa to visualize how many smiles are needed to receive recognition from her peers in a positive manner.
Walking Away & Counting	For every three consistent times Echa walks away from her feelings and counts she will be able to pick a prize from the prize box.



**Response to instances of target behavior:**

When Echa exhibits her target behaviors, she will be able to utilize cool down techniques. Echa will go to a comfortable setting, and self-reflect on her emotions with an emotion chart. After Echa has cooled down in the center, Echa will then express her feeling to either the teacher or the paraprofessional present. After school, Echa shares her emotion chart with the mom to reflect on the school day. Also, when Echa's target behavior involves another student, Echa will need to learn to talk it out with the student and at least apologize. After Echa apologizes (and diminishes her target behavior), her peers will be more open to spending time with her.

**Lifestyle Interventions (be specific):**

- In Echa's reinforcement she is granted **self-control** for: choosing her sensory item, the cheer from her classmates, and the prize from the prize box.
- The smiley face card of Echa's behavior during recess provides a self-monitoring strategy for Echa.
- Echa could participate in after school counseling on a month. The counseling may regard anger management and/or dealing with life at home. Allowing Echa to participate in an anger management group, grants comfort in front of peers, and allows her to discuss her feelings with an adult facilitating the session.
- Echa will fill out emotional charts over the weekend and then share with teacher to see if she is progressing while at home.

**Behavioral Objective (relate to alternative skill):**

- During independent work, Echa will utilize breathing techniques, for three minute intervals during the fifteen-minute duration of the assignment.
- When Echa is left alone in the classroom or during recesses, she will utilize her sensory item, two out of the three opportunities to utilize the item without it becoming a distraction.
- When Echa is at the playground, she will express her words, for 70% of the time during a month span.
- Given Echa is at recess alone, she will walk away and count for three consecutive times when beginning to get angry.