

Tim's Behavior Support Plan

THE PROBLEM

The purpose of the behavior:

In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

Tim will grab toys, scream, and use physical aggression to obtain toys when peers suggest that they play with toys in a new way, propose a different play theme, or join in his play. When this occurs, the peer gives in to Tim's ideas, relinquishes the toy, or asks a teacher to intervene.

THINGS TO DO ALL OF THE TIME

These strategies will assist Tim in meeting the demands of difficult activities and social interactions.

Teach Play Skills—Support providers should enter into play activities and teach Tim new play routines. Adults can provide support by scaffolding Tim's interactions in play routines outside and during centers. For example, an adult could invite Tim into a center and then model or direct his play with peers.

Teach Social Interaction Skills—Adults should assist Tim with turn-taking interactions by moving into play activities and mediating his social exchanges. For example, sit with Tim and a peer. Tell the peer you want him to help Tim to play with _____. Give the toy to the peer. Cue Tim to attend. "Look, Tim. Reshawn is pushing the caboose around the track." Then cue Tim to take a turn. "Tim, say 'Can I please have a turn?'" Then scaffold the interaction to insure that Tim gets a turn with the caboose.

Teach Communication Repair Strategies—Adults should facilitate the use of communication repair strategies by Tim. Tim may use unintelligible mumbling or aggression if adults fail to quickly interpret his message. Strategies that may be used should include: Interpret Tim's actions as if they are communicative (e.g., "Tim, you seem mad that Lenka took your favorite magnet person. Ask her for a turn. Say, 'Can I play with the person?'"

SHORT TERM PREVENTION STRATEGIES

These strategies are used prior to situations that usually evoke challenging behavior from Tim.

Scripted Story—Pre-teach Tim, through the use of a scripted story, the following skills: asking to play, everyone can play (turn taking), being flexible and accepting other's ideas and space, and asking the teacher for help. Each skill will be taught one at a time to insure understanding of the skill use and success in building upon each skill. Note: the scripted story will include clear expectations for Tim's behavior, the perspectives of peers, the perspectives of Tim, and the communicative message of Tim's actions.

Personal Cuing—Tim will be cued with visual cue cards. The cue card is presented to Tim after gaining his attention (i.e., directly given to him by showing him the picture cue along with simple verbal cue). Cues will include directing Tim to stop and:

1. ask to play and join appropriately
2. take turns
3. go with the flow
4. stop, think, and do

Self Management—Tim will use a self-monitoring form to indicate if he accomplished his social skills goals. One goal will be introduced at a time. At the end of centers, a teacher will help Tim use the form to record if he was successful in meeting his goal(s) and then provide a certificate for Tim to take home to celebrate the use of the new skill. If certificate does not go home, no comment will be made. Certificate will be faded over time.

Positive Encouragement and Feedback—Tim should receive statements about his use of appropriate peer play behavior frequently throughout the day in a natural fashion (e.g., “Look at you playing with your friends. Everyone is getting a turn.”).

REPLACEMENT SKILLS

These are the new skills that will replace the use of the challenging behavior.

Learn to negotiate difficult social situations—A scripted story will be developed and used to help Tim identify social cues, to introduce new routines and rules, and to teach him the social skills necessary for social play. The following new skills will be included in the story: asking to play, everyone can play (turn taking), being flexible and accepting other’s ideas and space, and asking the teacher for help. Each skill will be taught one at a time to insure understanding of the skill use and success in building upon each skill.

RESPONSES TO WHEN THE CHALLENGING BEHAVIOR OCCURS

These responses will not reinforce the challenging behavior.

If Tim has difficulty with initiating interaction with his peers during play, anticipate the difficulty, and cue him to ask to play.

If Tim has difficulty interacting with peers during play, anticipate the difficulty, and cue him to ask for a turn.

If Tim has difficulty with children playing with toys in a way that differs from the way he thinks the toy should be played with, anticipate the difficulty, and cue him to “go with the flow.”

If Tim has difficulty with interacting with peers during play and he needs help, cue him to “stop, think, and do.” Help him think of what to do.

If Tim uses aggression, intervene to prevent harm by providing attention/support to the child who is hurt and/or upset.

RESPONSES TO WHEN THE REPLACEMENT SKILLS ARE USED

These responses will reinforce the use of the new skills used to replace challenging behavior.

When Tim asks to play, scaffold play with peers.

When Tim asks for a turn, scaffold turn taking with peers.

When Tim asks for help, quickly respond, and help him.

When Tim uses any of the above skills, he should receive positive and reinforcing statements about appropriate behavior in a natural fashion (e.g., “Look at you playing with your friends. Everyone is getting a turn.”).