

## Preventing Problems—The Proactive Teacher Workshop #1 Behavior Plan



• **Example of Behavior Plan: Jenny, Grade 1**

Step #1:	Step #2:	Step #3:	Step #4
Negative classroom behaviors	Where & Why? (functional assessment)	Positive Opposite behaviors	Select Proactive and Relationship Building Strategies
Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming	Child impulsive, inattentive temperament (during circle time) Misbehavior gets attention from teacher and peers (playground & free time)	Keep hands to own body Raise a quiet hand Listen quietly when directions are given Pay attention & concentrate	Use listening and quiet had up rules cue cards and “give me five” signal Seat close to teacher. during circle time Give opportunities to move by helping teacher Get eye contact before giving directions. Use positive redirects. Ignore blurting out and wiggling.

• Behavior Plan For: \_\_\_\_\_

Step #1:	Step #2:	Step #3:	Step #4
Negative classroom behaviors	Where & Why?	Positive Opposite behaviors	Select Proactive Strategies and Relationship Building Strategies
1.			
2.			

# Workshop #1 Behavior Plan For: \_\_\_\_\_



	<b>Step #1:</b> Targeted Negative Behaviors	<b>Step #2:</b> When & Why? (functional assessment)	<b>Step #3:</b> Positive Opposite behaviors	<b>Step #4</b> Proactive & Relationship Building Strategies
1.				
2.				



# Workshop #1 Behavior Plan For: \_\_\_\_\_

Preventing Behavior Problems

	<b>Step #1:</b> Targeted Negative Behaviors	<b>Step #2:</b> When & Why? (functional assessment)	<b>Step #3:</b> Positive Opposite behaviors	<b>Step #4</b> Proactive & Relationship Building Strategies
1.				
2.				

## Strengthening Prosocial Skills–Praise and Encouragement Workshop #2 Behavior Plan



• **Example of Behavior Plan: Jenny, Grade 1**

Step #1:	Step #3:	Step #4:	Step #5:
Negative classroom behaviors	Positive Opposite Desired Behaviors	Select Proactive Strategies	Praise and Encouragement
Poking, touching Speaks without raising hand  Talks while directions are given  Off-task, day dreaming	Keep hands to own body Raise a quiet hand  Listen quietly when directions are given Pay attention & concentrate	Seat close to teacher. Give opportunities to move by helping teacher Get eye contact before giving directions Use positive redirects when distracted Use listening and quiet hand up rules cue cards to signal behavior	Call on child & praise when quiet hand up  Encourage & praise child for focusing on task & listening Call parents about positive behavior  Use persistence coaching during small group times

• **Behavior Plan For:** \_\_\_\_\_

Step #1:	Step #3:	Step #4:	Step #5:
Negative classroom behaviors	Positive Opposite Desired Behaviors	Select Proactive Strategies	Praise and Encouragement
1.			
2.			

See Behavior Plan Workshop #1 (Program 3) for Step #2.

**Workshop #2 Behavior Plan For:** \_\_\_\_\_



<b>Step #1:</b> Targeted Negative Behaviors	<b>Step #3:</b> Desired Behaviors (Positive Opposite)	<b>Step #4:</b> Select Proactive Strategy	<b>Step #5</b> Praise and Encouragement
1.			
2.			
3.			

## Using Incentives to Motivate Students Workshop #3 Behavior Plan



• Behavior Plan For: \_\_\_\_\_

Step #1 & 3 Classroom behaviors	Step #4 Proactive Strategies	Step #5 Praise & Encouragement	Step #6 Specific Reinforcers
1. Negative           2. Positive Opposite Behaviors & Location			
1. Negative           2. Positive Opposite Behaviors & Location			

## Using Incentives to Motivate Students Workshop #3 Behavior Plan



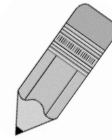
• **Example of Behavior Plan: Jenny, Grade 1**

Step #1 & 3 Negative classroom behaviors	Step #4: Proactive Strategies	Step #5 Praise & Encouragement	Step #6 Specific Reinforcers to Use
!. Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming  2. Keep hands to own body Raise a quiet hand (circle time) Listen quietly when directions are given (large classroom) Pay attention & concentrate (independent work time)	Seat close to teacher Give opportunities to move by helping teacher Get eye contact before giving directions Use positive redirects when distracted Use listening and quiet hand up rules cue cards to signal behavior	Praise hands to self & quiet hand up & listening during circle time Continue persistence coaching during circle time Encourage child to ask permission to hug Call on child when quiet hand raised	Responds well to praise  Hand stamps for quiet hand. 6 stamps = choose book for story hour. Help distribute handouts Use "I can listen" sticker for listening behaviors

• Behavior Plan For: \_\_\_\_\_

Step #1 & 3: Negative classroom behaviors	Step #4: Proactive Strategies	Step #5 Praise & Encouragement	Step #6 Specific Reinforcers to Use

## Decreasing Inappropriate Behaviors Workshop #4 Behavior Plan A (primary grades)



• **Example of Behavior Plan: Jenny, Grade 1**

<u>Negative classroom behaviors</u> poking, touching speaks without raising hand talks while directions are given off-task, day dreaming	<u>Occasion / Location</u> in line and playground small group discussion large classroom independent work time	<u>Positive Discipline</u> _____ positive redirect for off-task behavior ignore blurting out nonverbal cue/warning for inappropriate touching repeat positive directions & praise compliance
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• **Behavior Plan For:** \_\_\_\_\_

<u>Negative classroom behaviors</u>	<u>Occasion / Location</u>	<u>Positive Discipline</u>

• **Discipline Hierarchy for:** \_\_\_\_\_ (identify misbehavior, e.g. noncomplies)

First Time: \_\_\_\_\_

Second Time: \_\_\_\_\_

Third Time: \_\_\_\_\_

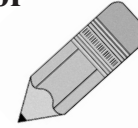
Fourth Time: \_\_\_\_\_

Fifth Time: \_\_\_\_\_

See Behavior Plan Workshop #3 for proactive strategies and reinforcers for positive opposites.



## Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #4 Behavior Plan B (preschool, kindergarten)



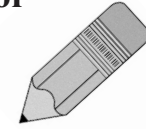
• **Example of Behavior Plan: Jenny, Grade 1**

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors (Positive Opposites)	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Step #7 Positive Discipline
Poking, touching  Speaks without raising hand Talks while directions are given  Off-task, daydreaming	Keep hands to own body (in line)  Raise a quiet hand (circle time)  Listen quietly when directions are given (large classroom)  Pay attention & concentrate	Responds well to praise—does not like to be hugged  Hand stamp for quiet hand up  6 hand stamps—choose book for story hour Help distribute handouts  Use visual rules cue cards (inside voice) Use “I can listen” stickers	Positive redirect when distracted and off task  Ignore blurting out  Nonverbal cue for touching others with “hands to self” signal  Get eye contact & repeat positive direction

• **Behavior Plan For:** \_\_\_\_\_

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Step #7 Positive Discipline
1.			
2.			

## Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #4 Behavior Plan B (preschool, kindergarten)



• Behavior Plan for: \_\_\_\_\_

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Step #7 Positive Discipline
1.			
2.			
1.			
2.			

## Workshop #4

# Individual Behavior Plan

The first task to decreasing inappropriate behavior is to pinpoint and describe for yourself the undesirable behaviors as specifically as possible. Then pick 2 or 3 of the most troublesome behaviors and specify the frequency with which they occur and the most likely times of day. It can be helpful to track the behaviors for several days in order to get an accurate picture. Then specify the appropriate positive opposite behaviors you wish to see replace the inappropriate behaviors, define coaching, proactive and incentive strategies that are likely to teach the child the replacement positive behaviors and define consequences for the misbehavior.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior Problem(s)-Be Specific

Desired Behavior Required-Specify the Positive Opposite Behaviors to be Taught

Proactive Strategies--Specify Praise, Coaching and Incentives to be Used

Positive Discipline Plan for Misbehavior

Sought Input and Shared Ideas with Parent:

Date for Re-evaluation: \_\_\_\_\_

## Workshop #5

# Individual Behavior Plan

The first task to decreasing inappropriate behavior is to pinpoint and describe for yourself the undesirable behaviors as specifically as possible. Then pick 2 or 3 of the most troublesome behaviors and specify the frequency with which they occur and the most likely times of day. It can be helpful to track the behaviors for several days in order to get an accurate picture. Then specify the appropriate positive opposite behaviors you wish to see replace the inappropriate behaviors, define coaching, proactive and incentive strategies that are likely to teach the child the replacement positive behaviors and define consequences for the misbehavior.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior Problem(s)-Be Specific

Desired Behavior Required-Specify the Positive Opposite Behaviors to be Taught

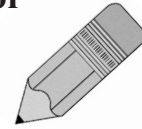
Proactive Strategies--Specify Praise, Coaching and Incentives to be Used

Positive Discipline Plan for Misbehavior

Sought Input and Shared Ideas with Parent:

Date for Re-evaluation: \_\_\_\_\_

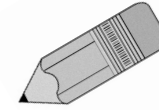
## Strengthening Prosocial Skills & Decreasing Inappropriate Behavior Workshop #5 Behavior Plan B (preschool, kindergarten)



• Behavior Plan for: \_\_\_\_\_

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #4, 5 & 6 Proactive Strategies, Praise & Reinforcers	Step #7 Positive Discipline
1.    2.			
1.    2.			

## Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



• **Example of Behavior Plan: Jenny, Grade 1**

Step #1: Negative Classroom Behaviors	Step #3: Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
Poking, touching  Speaks without raising hand Talks while directions are given  Off-task, daydreaming	Keep hands to own body  Raise a quiet hand Listen quietly when directions are given  Pay attention & concentrate	Practice quiet hand up and sitting with hands to self Use cue cards to signal listening skill Praising child when focusing on task & listening & persistence coaching  Use persistence coaching during small group work times	Wally talks about his difficulty remembering to put up quiet hand & listening & children talk about solutions & practice them

• **Behavior Plan For:** \_\_\_\_\_

Step #1: Negative Classroom Behaviors	Step #3: Desired Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
1.			
2.			

See Behavior Plan Workshop #3 for Steps #4–7.

## Strengthening Social Skills & Problem Solving Workshop #6 Behavior Plan



• **Example of Behavior Plan: Mark, Grade 1**

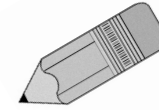
Step #1 Negative School Behaviors	Step #3 Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
Pushing, hitting peers Easily frustrated & angry Doesn't follow teacher directions Rejected by other children	Use words to express feelings Use a calm down strategy Complies with teacher directions Uses friendly behavior (help, share)	Praise for staying calm when frustrated Rehearsal of calm down strategies Hand stamp for following directions Praise children who play with him Promote his reputation as friendly Emotion and social coaching Use "I can help and share" stickers for this behavior when it occurs	Calm down strategies (deep breaths, use Tiny turtle shell, think happy thoughts) Practice role plays for sharing, helping and teamwork skills Teach & practice problem-solving steps (Wally) Teach and practice problem-solving steps (Wally) using problem-solving cue cards

• **Behavior Plan For:** \_\_\_\_\_

Step #1 Negative School Behaviors	Step #3 Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
1.			
2.			

See Behavior Plan Workshop #3 for steps 4–7.

## Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



• Behavior Plan For: \_\_\_\_\_

Step #1: Negative Classroom Behaviors	Step #3: Desired Positive Opposite Behaviors	Step #8 Individual Teaching	Step #9 Circle Time Teaching
1.			
2.			
1.			
2.			