Karlie Schauer

Behavior Management Plan

Adapted PE

**Student :** Blake

**Procedures:**

**1. Student Training:** Before implementing this plan, Blake will verbally be taken through the correct way to act as well as consequences. If Blake were older, he would be involved in the writing of this plan. The reasoning behind this plan will also be explained to Blake along with the explanation of the behavior plan. This behavior plan should be written very clearly, and specifically state what behavior is expected along with any possible consequences.

**2. Staff Training:** Staff members in direct contact with Blake will be given an explanation of his individual behavior plan before he arrives to class.

**Objective:** Blake will stay on task/focused during 75% of each activity with no more than two requests from the teachers.

**Behavior to decrease:** Following the request of the teacher, Blake will turn his attention back to his current task. Blake will work on not being so distracted by his classmates, his surroundings, and even his own thoughts. If Blake continues to exhibit the before mentioned behaviors, then the following procedures should be used:

 1. The teacher will say to Blake "focus on your own work". No other requests should be made for 1-2 minutes.

 2. If Blake continues to stay off task, the teacher will then tell Blake that he is receiving his second warning. The teacher will then wait another 1-2 minutes before interacting with him again.

 3. If Blake still continues to stay off task, the teacher will then ask Blake to go remove a sticker.

 -Every Friday, stickers are counted up and students are rewarded for certain numbers.

 4. If after the removal of a star Blake continues to be off task, the teacher will ask that Blake go sit at his desk. The teacher will then follow time-out procedures.

 -The student will sit out one minute for every year old they are.

 -If the child continues the behavior in time out, one minute will be added for every outburst.

 -Before the child may rejoin the class, they must explain to the teacher what got them into time out.