**Template for Behavior Management Plan**

**Date:** February 2022 **Duration of Intervention:**\_4 months

**Student:** \_\_\_\_\_Samantha\_\_\_\_\_\_\_\_\_\_\_\_\_ **Class/Grade:** PE / 6th grade

**Goals:**

| 1. Samantha will increase participation in PE Class and attendance of school in general.  2. Samantha will not engage in aggressive verbal / physical behaviors towards others.  3. Samantha will learn techniques to calm down when frustrated.  4. Samantha will be proactive about improving her reading skills during free times at school and at home.  Samantha is having trouble connecting with people in general. She is often seen alone at school. Her history of missing school is of concern. At home Samantha might also be feeling alone as mother works nights and needs to rest during the day. Father is not in the picture. The evidence at hand shows a student that is in an academic deficit, seeking attention from her peers yet stands alone and frustrated while at school. Her unwillingness to participate in PE may be rooted in her feeling insecure and self-conscious about her body which may also play a role in missing school. There is a strong possibility that Samantha may have a learning disability. Further assessments will be required to formulate a better understanding of Samantha’s mental health and cognitive abilities. |
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**Target Replacement Behaviors:**

| 1. Samantha will keep hands to herself when frustrated. 2. Samantha will learn and employ frustration tolerance skills (breathing exercises) to calm down when frustrated.   3. Samantha will hand signal her teachers when she feels upset or overwhelmed and the teacher will allow Samantha to take a moment to step out of the class and practice her frustration tolerance skills  4. Samantha will have the option to participate in PE class as an assistant. She will not need to change for this role however she will need to be in class and will have important responsibilities assigned to her. In addition she will be involved in problem solving the modifications to the PE lesson in an effort to meet her at her comfort level and subject curriculum. |
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##### Student Feedback:

| 1. Samantha needs attention and support. Getting her involved in PE class as an assistant will hopefully provide for a chance to connect and find out more about her and how she feels on a more regular basis. 2. My PE classroom will have a participation chart. Any student that shows up to help, play, learn, practice will be recognized in the chart. Samantha will start seeing her participation chart get filled up just as everyone else. 3. Logical consequences to verbal and physical aggressive behaviors, sitting at the cool-off bench” will be explained clearly as part of class norms and procedures. A one-page reflection will be due next class period. No exceptions. |
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**Methods to Monitor:**

| 1. Check in with Samantha’s mental and emotional health will be a priority. Especially during her role as class assistant.  2. Weekly progress review with counselor and team working on assessing Samantha’s emotional and mental well-being as well as possible learning disability assessment and diagnosis.  3. Informal bi-weekly review of academic performance with Samantha’s other subject teachers.  4. Information will be summarized on a weekly basis. |
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**Family Communication:**

| 1. Setup alternate ways of communication with family: text messages or emails. Need an avenue of open communication where information can be left for review and the mother can reply at her earliest convenience.  2. Send home a weekly paper and digital report on Samantha’s well-being and PE participation. Samantha will have a say in what she feels proud of accomplishing at school, and what may need more attention. |
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**Follow Through:**

| 1. Participants of Samantha’s behavioral and academic improvement plan will meet and discuss progress. Mother is welcome to participate however given her work constraints it may suffice to forward the meeting minutes and any recommendations that may arise, especially in the area of a possible learning disability.  2. If improvement on school attendance, PE participation behavioral and academic performance is achieved and sustained this behavioral plan will be reviewed and adjusted if necessary.  3. If the class assistant role is welcomed by Samantha, and she has shown improvement in the areas previously mentioned then maybe she will also be open to take a position as a team manager and support the many extracurricular activities happening in our school. This will give her the opportunity to interact and connect with her peers in a positive way and allow her see and feel the fun side of school. |
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