

Community Action Team, CHILD & FAMILY DEVELOPMENT PROGRAMS

PBIS Student Success Plan (Tier II & III)

Name of Child:

Center/Class:

PBIS Team Members:

Date Developed:

Review Date:

Review Date:

What Will Be Tried To Prevent the Behavior? <i>Identify specific ways of being proactive, using functional language. May include home strategies</i>	What New Skills Can Be Taught? <i>Identify one or two skills and be very specific, including quantity/duration. Include home strategies if applicable.</i>	New Responses To Challenging Behavior? <i>(see example 1)</i> New Responses To Reinforce Learning of The New Skill? <i>(see example 2)</i> <i>May include home strategies</i>	Who Will Do What? <i>Be sure to include quantity, duration, who is responsible for which parts Ask for input on what parent will do</i>
<i>Example: Offer choice of one of five fidgets at the start of group time.</i>	<i>Examples: How to use fidget at group time. Take three breaths to calm, request busy box in the last five minutes of group</i>	<i>Example 1: Model or remind the child of the words to use. Example 2: Reinforce new skill by acknowledging child for using words to ask for fidget.</i>	<i>Example: Teacher will offer choice of fidget at the start of group daily. (individualization). AT will prepare fidgets daily.</i>

*** Review Procedure 2-36 prior to completing this form. Form 2-34a will be used to help guide the plan. Be sure to use clear, functional language. Review Behavior Plan flow chart. It is important to keep it simple so we can ensure success for all.**