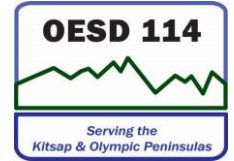




# Olympic Educational Service District 114

105 National Avenue North, Bremerton, Washington 98312  
(360) 478-6887 • 1-800-201-1300 • FAX (360) 405-5808



Pyramid Model, CSEFEL)

## OESD HEAD START/ECEAP Positive Behavior Support Plan

Child: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Center: \_\_\_\_\_ Attendance: \_\_\_\_\_

Strengths of Child:

Parent:

Teacher:

Emergent Behavior(s):

Why do you think this is happening? What are the triggers? Do changes need to be made in the environment? Are transitions something to consider?

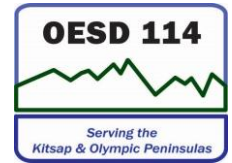
Is there a teaching practice that could be implemented to better support the needs of the child?

What social and emotional skills would this child benefit from?

Identify replacement behaviors to teach.

How will staff and parents work together to support the child and reinforce the new skill?

Date of Plan Review:



**Emergent behavior(s) considerations:**

- Which of the child's behaviors do you consider challenging, and what do they look like?
- Are you meeting the social and emotional needs of the child?
- What teaching practice do you need to practice more?
- What environment changes have you considered making?
- When and where does this behavior occur?
- Which activities do they enjoy?
- Who is present when the emergent behavior occurs? Who is present when positive behavior occurs?
- What activities, events, and interactions take place just before the emergent behavior occurs? How do you react? How do other children react?

**IDEAS:**

**Purpose of Behavior:** Your best guess why the behavior occurs.

- Wants to play and doesn't know how.
- An attempt to get out of activities that are unpredictable or didn't have clear expectations.
- An attempt to get out of routines (circle for example) or activities that were non-preferred (difficult, boring,) with no alternative choice.

**Prevention Strategies:** Ways to make events and interactions easier for the child to manage.

- Visual cues (photos, choice board, schedule, etc).
- Social stories for routines.
- First/Then board.
- Preferred items.
- Add quiet/cozy area in the room.
- Modified materials.
- Peer buddy.
- Modeling with puppets.
- Second Step curriculum.
- Picture of child and family in classroom and cubby.
- FLIP IT! Training practices in place for all teachers.

**Replacement Skills:** New skills to teach throughout the day to develop positive social skills

- Teach how to verbally initiate/terminate interactions.
- Teach how to appropriately ask for help.
- Teach how to respond to loud or over-stimulating situations.
- Encourage to engage in other activities while waiting for a turn.
- Teach relaxation strategies such as deep breathing.
- Teach how to take turns with friends.

**New Responses:** What adults will do when emergent behavior occurs to ensure that emergent behavior is not maintained and the new skill is learned.

- Clear instructions.
- Redirection techniques.
- Promote active participation with modeling.
- Specific positive feedback to acknowledge positive behavior.
- Encourage verbal communication and support for problem solving.
- Monitor and anticipate difficult play activities/routines (such as circle) and provide other options when done.