Example Student Success Plan

Student Success Plan

STUDENT NAME: TEACHER: GRADE: DATE:

COLLABORATORS: (Who is helping create the plan? Suggested collaborates are teacher, school resources psychologist, SW, Administrator, SpEd if student has an IEP, parent, student etc.)

RECENT BEHAVIOR CONCERNS: (Describe in bullet points the behavior(s) that are preventing the student or others from learning. Start with the most extreme behavior first and work down the list.)

FUNCTION OF BEHAVIOR: (Why is the student doing what they are doing?)

Students usually misbehave for one or more of the following reasons:

- 1. To get attention (positive or negative from peers, adults, etc.)
- 2. To get out of something avoidance (work, specialties, school etc.)
- 3. Sensory Need
- 4. Control
- 5. Access (to tangibles, information, etc.)
- **A student observation is helpful in determining the function of behavior, contact School Administrator to invite the PBIS Coach for assistance.

TRIGGERS: (What sets the student off?)

**A student observation is helpful in determining triggers, contact School Administrator to invite PBIS Coach for assistance.

REPLACEMENT BEHAVIOR: (Target - What do we want the student to do, what skill will they need to replace the negative behavior?)

INTERVENTION & RECOMMENDATIONS: (In bullet points, list what interventions will be put into place. Inform specialty teachers, etc. of plan. Include the dates they are started and how the student responds to them.)

Ideas:

- *Parent involvement (daily tracking system)
- *Seating change
- *Incentive program (what does the student want to work towards?)
- *Consequence
- *Working with SW

FOLLOW-UP MEETING DATE: (When will this plan be reviewed/revised for effectiveness - minimum 7-10 days)

SIGNATURES: (Student, parent, teacher, administrator, SW etc. need to sign in agreement of the plan)

******SPECIAL EDUCATION COORDINATOR MUST BE INVOLVED WITH ANY PLAN CONSTRUCTED FOR A STUDENT WITH AN IEP******

RESPONDING TO BEHAVIOR CONCERNS

Provo City School District

Refer to Elementary Level Student Success Problem Solving Protocol to begin data collection on students who may need further support

Tier 1 Interventions:

Ensure Positive Classroom Management System in Place
Grade Level PLC Teams
Refer to Instructional Coach for Class-wide Concerns (4 or more students)
Parent and/or Administration Involvement
English Language Learning Access as Needed
Behavior Intervention Plan (BIP) Access
Invite District PBIS Coach to Complete Class Observation

Tier 2 Interventions:

Individualized BIP (Incentive/consequence) should be run for at least 7-10 days.

TAT/At-Risk Meeting/Student Success Team

School Social Worker

School Nurse and/or Health Clerk

Data Collection

TIER 3 Interventions:

ALL TIER 1 AND TIER 2 INTERVENTIONS

Visit or Revisit
TAT/At-Risk
Meeting/Student Success
Team
School Social Worker

On-site or District Intervention Team (DIT)

Additional Intervention Recommendations:

- Additional BIP
- Teacher Change
- eSchool
- Connect with Wasatch Mental Health

SAFE SCHOOLS VIOLATIONS

Parent and Administration Involvement Suspension from school for 10 days or less Manifestation Determination (Students with IEP)

District Screening

Additional Intervention Recommendations:

- Additional BIP
- Teacher Change
- eSchool
- Connect with Wasatch Mental Health

Consider Placement Change

Brite Star Placement Requires:

- Approval from Alex and/or Doug
- Coordination with Brite Star Team

Consider SpEd Referral