

Oak Hill School

A Small School with Big Expectations

OAK HILL SCHOOL WIDE BEHAVIOR MANAGEMENT PLAN

Behavioral Mission Statement:

To establish and maintain a community of respect between students, teachers, and staff utilizing comprehensive historical data, while maintaining a safe and conducive environment for learning.

The Plan has the following components:

A. School Expectations and Rules:

Posters will be displayed in classrooms and common areas to promote awareness of the three basic expectations of students. Students will earn points every 15 minutes throughout the school day by following these rules and working toward an individual goal. They are:

Safety	Keeping his or her hands, feet, body, and objects to him or herself
Responsible	Initiating work and following through with work
Respect	Using appropriate language, being a good friend, and following teacher direction
Individual	For working toward an individual goal as per the student's IEP

B. Positive Interventions/ Rewards:

Rewards are based on the Level System and are dependent on the level in which the student is currently on. As a student earns consecutive days of earning his or her points, he or she is then able to move up a level, thus allowing for increased activity choices and less supervision.

C. Curriculum:

Teachers will incorporate lessons/ discussions about positive behavior and encourage students to be reflective throughout the day through the use of the point system.

D. Behavior Plan:

PREVENTION

Prevention is our first and foremost priority at Oak Hill. Staff use a variety of strategies designed to increase appropriate student behaviors throughout the day. Additionally, every student at Oak Hill will have an Individualized Crisis Management Plan (ICMP).

Environmental Accommodations

Describe changes that could be made in the environment for the purpose of managing, diminishing, or eliminating the behavior of concern.

- School-wide level and point systems
- Classroom management system
- Frequent breaks
- Directions simplified, clarified, and rephrased
- Checks for understanding
- Cueing the student to remain on task
- Positive praise and reinforcement
- Work broken down into manageable chunks
- Preferred activities – choice making
- Buddy system – having a peer help student to

	<p>make good choices</p> <ul style="list-style-type: none"> • Presetting transitions and academic tasks • Social skills and sensory activities (i.e.: swinging, jumping, etc.) • Feelings assessment (e.g.: asking student how he feels about a project, lesson, etc.)
Who is responsible for implementing these changes?	Oak Hill Staff

INSTRUCTION

Teaching strategies to achieve desired behavior must be taught through explicit instruction. Explicit instruction includes modeling the desired behavior through the use of examples and nonexamples, providing opportunities to practice within the context of where the behavior occurs, and monitoring progress.

What skills or replacement behaviors are being taught to the students?	<p>Students will be given the specific skills they need to do/use when they are upset.</p> <ol style="list-style-type: none"> 1. Identifying when he/she is angry/upset 2. Learn appropriate coping strategies/behaviors 3. Increase functional communication skills by learning to express “I don’t understand,” “I need a break” and “I need help.” 4. Increase prosocial interactions with peers and adults
Who will teach replacement behaviors?	Appropriate behaviors will be taught by the school counseling and classroom staff.
How often and where will instruction be given?	<p>Teaching of behaviors will take place within the classroom and during designated individual and group counseling with the students.</p> <p>All staff are responsible for reinforcing appropriate skills and behavioral/ social emotional strategies to the students in the program.</p>
What are opportunities for practice?	<p>There are numerous opportunities for practice throughout the day for students to have positive and appropriate interactions with peers and adults.</p> <p>Appropriate behaviors will be modeled and practiced so students have an opportunity to see them, and be able to practice in real situations.</p>

Positive Behavior Consequences for Appropriate Behavior:	Verbal praise/ reinforcement Increased access to rewards/ outings based on the point and level system
Negative Consequences for Inappropriate Behavior:	Quiet Area or Break Space Call home Dropping on the level system

PROGRESS MONITORING

Frequency of Progress Monitoring: On-going throughout the day, with 15 minute intervals for reinforcement

Method for determining effectiveness of the intervention: Structured observations of the target behaviors will be the method used in measuring the students' progress.

Length of Intervention: On-going