

Classroom Plan _____

Behavior Management Strategies

MDT Meeting: _____

MDT Members:

- **Classroom Teachers:** _____
- **Parents:** _____
- **Others:** _____

Date of Plan:

Strengths:

- **Good Helper**
- **Smart**
- **Good communicator**
- **Affectionate**
- **Leader**
- **Creative**
- **Good Storyteller**

Concerns:

As per MDT meeting with parents:

Parents concerns were expressed that _____ aggressive behaviors have been increasing since September. Behaviors observed in the classroom include antagonizing peers, running around and or out of the classroom, not following directions, using hitting/scratching, cursing, and throwing to express feelings. Parents and classroom staff agree that a consistent plan would be beneficial to assist _____ success in decreasing these behaviors.

Long Term Goals:

- _____ will communicate and interact with his peers and adults in an appropriate manner.
- _____ will demonstrate more positive behaviors consistently.

Short Term Goals:

1. _____ will interact during play with peers using appropriate language and non-aggressive actions.
2. _____ will not leave the classroom without an adult.
3. _____ will follow directions upon request with increasing frequency.
4. _____ will express his anger and other feelings in more appropriate ways.

Interventions/Strategies

Goals	Strategies
<p>Goal 1: _____ will interact during play with peers using appropriate language and non-aggressive actions.</p>	<p>When _____ is observed becoming frustrated or agitated (face gets red, has stern stance to body, facial expression changes) do the following:</p> <ul style="list-style-type: none"> • Reflect how you think he might be feeling, "You are getting frustrated (angry) because _____ is taking too long/has the marker you want, etc." • Redirect him to a positive activity (an activity that is of great interest/appeal to him) • Model appropriate interactions for the immediate situation • • Ask him to practice the appropriate interaction <p>Prevention strategies:</p> <ul style="list-style-type: none"> • All adults will model appropriate interactions with children and other adults • During group time staff can pair _____ up with another child and give him opportunities to interact appropriately with adult support, ie a game, a puzzle, social stories, etc. • Praise _____ and other children within his hearing when appropriate interactions are occurring and when they show kindness and caring.
<p>Goal 2 _____ will use walking feet in the classroom and will not run out or leave the classroom without an adult.</p>	<ul style="list-style-type: none"> • Give a verbal reminder-if this does not stop the running bring him back • Show him a picture of the class rules • Have him tell you what would have been a better choice • Have him walk to his desired destination
<p>Goal 3 _____ will follow directions upon request with increasing frequency</p>	<ul style="list-style-type: none"> • Give clear concise directions • Use simple words • If possible always give a choice in some way-how to do, what material to use, who to do it with, etc. • Give child 2 prompts • After 2 prompts

It is important that there be consistency both at school and at home.

Both Teachers and Parents need to:

- ◆ Model appropriate social behaviors
- ◆ Encourage typical intended interactions with toys and peers
- ◆ Catch him being good and praise him

- ◆ Create situations that will enable child to increase interactions with peers and adults
- ◆ All teaching staff will build positive relationships w/ _____ by showing affection, engaging in casual conversation and interacting with him during play.