

# Sample Behavior Support Plan – 3-Year-Old

## Plan Information

Date of Plan:

August 10, 2019

Developed by: Galinda: Program Manager,  
Jessica: Luke's mom,  
Dennis: Luke's step-father,  
and Daisy: Program Lead

Child/Youth Name & Age: Luke, 3

Program/Class: CDC - Sunshine

CYPA(s)/FCC Provider: Daisy (Lead), Holly, Steve

## Background Information

Individual's strengths and interests

Luke likes building with blocks, magna-tiles and Legos. He also likes read aloud time. His strengths include tricycle riding, climbing and other gross motor activities. He likes helping the teachers. At home, Luke loves to read and play outside.

Clear description of unsafe or concerning behavior (concrete actions)

Luke pushes, hits, or kicks other children.

Common triggers (things that often cause the unsafe/concerning behavior)

- Feeling crowded: Luke is sensitive to children in his space. Many concerning behaviors happen when there are four children in the same activity center.
- Sharing: It is hard for Luke to share space and materials. He has a hard time waiting for a turn. Redirection: Luke runs away from teachers when redirected.
- Teachers talking to him about his behavior: when teachers try to talk to him, he tries to run away and hide.

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## 3-Year-Old

### Behavior Support Pyramid

#### Foundational supports (How to build & strengthen positive relationships)

- The teachers will try different things to show Luke that he is welcome and he has a place in the classroom. They will greet him each day and highlight what he does ("Luke, look where we hung up the fire truck you drew.")
- The teachers will point out when Luke is sharing or waiting. "Luke, I like how you are taking turns with \_\_\_\_\_". "Luke! You are waiting so patiently."

#### Environmental supports (How to arrange the space/materials/schedule & meet sensory needs)

- The Trainer and teachers will make sure there are duplicate block and Lego sets in the classroom.
- The teachers will watch for when Luke is in an area with three other children. They will make sure to stay close by to help him if he needs it.
- The teachers will make sure there is at least one area in the classroom where Luke can play by himself or with one other child.
- The Trainer and teachers will work on a quiet space in the room with soft pillows, blankets and cushions.

#### Targeted supports (How to teach communication, coping, self-help and social skills)

- The teachers will model language and facilitate interactions between peers: "Can I build something with you?" or "Let me have a turn first, then your turn."
- The teachers will teach all children to say:
  - "I'd like a turn. when will you be done?"
  - And how to answer: "In five minutes" and then set the timer for five minutes
- The teachers will use puppets to practice sharing using the script, "I'd like a turn. when will you be done?"/ "In five minutes."
- The teachers will remind Luke when he enters an activity area that "If you want a turn you can say, 'I'd like a turn. when will you be done?'"
- The teachers will show all children different ways to relax when they feel upset:
  - Deep breathing-"smell the flower and blow out the candle"
  - Clench your fists, your face, your toes and feet. Clench your entire body into a tight ball, and then take a deep breath and release.

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## Behavior Support Pyramid

Intensive supports (How to prevent the behavior & how to respond to the behavior after it happens)

- Since Luke loves read aloud time, teachers will read books that focus on sharing and waiting.
- After Luke hits, kicks or pushes, the teachers will immediately go to the child who was hurt and check if he/she is okay. After a few moments, the teachers will approach Luke and say, "Hitting hurts. Let's make sure that \_\_\_\_\_ is okay." If he comes willingly, help Luke reconnect with the other child and ask if they are okay. If he refuses, try again in a few minutes, "I see you are not ready. I'll check back in a few minutes."

## Family Support and Follow-up

Parent/guardian supports (How parents will support the plan at home & resources parents can share with the program)

At pick-up time every day, Jessica or Dennis will check in with the teachers to see how his day went. At home, Jessica and Dennis will use a timer when Luke has to wait for something (example: dinner, playing outside etc.) Jessica and Dennis will read the same books at home that the teachers read at school. They will help Luke practice saying, "I'd like a turn. when will you be done?"

Follow-up plan (How the program will look at whether the plan is working & future meetings)

The teachers and parents will check in daily. The team will meet in one month to talk about the plan and how it is working.

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Youth Signature / Date:

Parent/Guardian Signature / Date:

CYS Services Program Manager Signature / Date:

Trainer Signature / Date:

CYPA/FCC Provider Signature / Date: