

BIST SECONDARY PLAN FOR SUCCESS

Student Name _____ Effective Date _____ Review Date _____

Teachers/Staff _____

Section 1. Life Skills. *Identify the life goal the student is working on*

- I can make good choices even if I am mad.
- I can be okay even if others are not okay.
- I can do something even if I don't want to. (or if it's hard)

Section 2. Triage. *(Identify triage questions and replacement skill student is practicing.)*

<p>I can make good choices even if I am mad.</p> <ul style="list-style-type: none"> <input type="radio"/> <i>When you are angry, what can you say beginning with "I think" or "I feel"?</i> <input type="radio"/> <i>How should your voice sound?</i> <input type="radio"/> <i>Where can you go?</i> <input type="radio"/> <i>How can you let the teacher know when you are calm?</i> 	<p>I can be okay even if others are not okay.</p> <ul style="list-style-type: none"> <input type="radio"/> <i>What can you say when someone does something you don't like?</i> <input type="radio"/> <i>How will you stop yourself from saying or doing hurtful things?</i> <input type="radio"/> <i>When others are making poor choices, where is the best place for you to go?</i>
<p>I can do something even if I don't want to. (or if it's hard)</p> <ul style="list-style-type: none"> <input type="radio"/> <i>What can you say when an adult asks you to do something you don't like?</i> <input type="radio"/> <i>How can you follow rules even if you don't like them?</i> <input type="radio"/> <i>How long should it take you to follow the rule after being redirected?</i> 	<p>What replacement skill does student need to practice?</p> <p>How will student practice this skill?</p> <p>How many times a day will he/she practice?</p> <p>With whom will student practice?</p>

Triage with whom? _____

Times of Triage: _____

Where will student go if unable to partner or not okay? _____

Section 3. Accountability. *Identify restrictions the student needs to be successful at school.*

- Preferential Seating: ___ Begin class in Safe Seat ___ Other
- Build in proactive use of the Buddy Room daily
- Return to Team Focus when sent out
- Hallway restrictions: ___ Delayed passing ___ Escort during passing
- Sheltered Arrival (report to a predetermined location each morning upon arrival)
- Lunch restrictions: ___ Safe Seat in cafeteria ___ Lunch in alternate room
- Bus: ___ Assigned seat ___ Target Behavior Sheet ___ Daily job
- Other (specify)

Section 4. Behavior Monitoring. *Identify 1-3 Target Behaviors to help the student reach their goal.*

- I will not touch others or others' things.
- I will stay supervised/ in seat/ in bounds.
- I will not talk or make noises.
- I will not say hurtful or negative remarks.
- I will let the adult tell me what to do and do it the first time.
- I will not make hurtful gestures.
- Other (specify)

Section 5. Contribution to building. *Daily job to contribute to the building/increase sense of purpose.*

- What: _____
- When: _____
- With whom: _____

Section 6. Visuals

- Target Behavior Sheet ___ Triage Pass ___ Skills Triage Pass ___ Other _____

Student Signature: _____ Adult Signature: _____



PLAN REVIEW

Name _____ Date _____

1. What day of the week do you tend to have your best behavior?
2. What day of the week tends to be the hardest for you regarding behavior?
3. What hour of the day is best for you regarding behavior?
4. What hour of the day is hardest for you to have good behavior?
5. What things are you doing better with?
6. What things are you still struggling with?
7. Where are you on a scale from 1 to 10 (1 is still struggling a lot, 10 is almost perfect)?
8. Using the answers from the above questions, what changes can be made to your plan to help you be more successful?

Next review date _____