

## BIST ELEMENTARY PLAN FOR SUCCESS

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Review Date \_\_\_\_\_

Teacher/Staff \_\_\_\_\_

### Section 1. Goals for Life *(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. Skill-Based Coaching *(Identify coaching questions and replacement skill the student is practicing).*

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)	Replacement Skills
<ul style="list-style-type: none"> <li>○ When you are angry, what can you say beginning with "I think" or "I feel?"</li> <li>○ How will your voice sound?</li> <li>○ Where can you go to calm down?</li> <li>○ What will I see to know you're calm?</li>   <li>○ Other: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ What can you say when someone says something you don't like?</li> <li>○ How will you manage without making it worse?</li> <li>○ Where will you go if others are making poor choices?</li>   <li>○ Other _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ What will you say when an adult asks you to do something you don't like?</li> <li>○ What will it look like so you don't make it worse?</li> <li>○ Where can you be productive without making it worse?</li>   <li>○ Other _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Practice the words and place I will go when angry</li> <li>○ Practice what I will say and do if someone is bothering me</li> <li>○ Practice how to ask for help</li> <li>○ Practice safe hands</li> <li>○ Practice using kind words</li> <li>○ Self-control</li>   <li>○ Other _____ _____</li> </ul>

Coaching with whom? \_\_\_\_\_ Times of Coaching? \_\_\_\_\_

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

### Section 3. Accountability *(Identify restrictions needed to protect the student)*

- Start the day in the Safe Seat Other: \_\_\_\_\_
- Build in proactive use of the Buddy Room daily.
- Hallway:    \_\_ Assigned Place    \_\_ Walk by Adult    \_\_ Buddy Rm.    \_\_ Focus Rm.
- Lunch:       \_\_ Assigned Place    \_\_ Safe Seat       \_\_ Focus Rm.    \_\_ Other \_\_\_\_\_
- Group Work: \_\_ Assigned Place    \_\_ Work by Adult    \_\_ Desk         \_\_ Safe Seat
- Recess:      \_\_ Coaching            \_\_ Choice of 2 activities    \_\_ Play in 1 area    \_\_ Focus Rm.
- Specials:    \_\_ Assigned Place    \_\_ Sit by Adult       \_\_ Safe Seat
- Bus:         \_\_ Assigned Seat       \_\_ Target Sheet       \_\_ Daily Job

**Section 4. Target Behaviors** (*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** (*Daily job to contribute to the building/increase sense of purpose*)

Job \_\_\_\_\_ Time of Day \_\_\_\_\_ Adult \_\_\_\_\_

**Section 6. Visual**

- Target Behavior Sheet
- Skills-Based Coaching Pass
- Skill Practice chart
- Picture of student showing desired behavior
- Other \_\_\_\_\_

Student will practice target behaviors \_\_\_\_\_ times per day

Student Signature: \_\_\_\_\_

Adult Signature: \_\_\_\_\_

**PLAN REVIEW**

**Date** \_\_\_\_\_

What things are you doing better with?

What things are you still struggling with?

Where are you on a scale from 1 to 10 (1 is still struggling a lot, 10 is almost perfect)?