**Supplemental Figure 1**

*Example: Neurodivergent Student Informed Behavior Support (NIBS) Plan*

|  |
| --- |
| **Neurodivergent student Informed Behavior Support (NIBS) Plan**  |
| **Student Name:** Anthony  |
| ***Phase 1: Initial Meeting*** Date: October 17, 2022  |
| General Education Teacher  | Thomas  |
| Special Education Teacher/Intervention Specialist  | Asha  |
| Other Personnel (If applicable)  |   |
| ***Together, answer the following sections:***  |
| 1. **Identify the behavior.** Make sure that the behavior is objective and measurable. Avoid perceptions and/or bias when writing the definition.
 | During content-area instruction, Anthony walks around the classroom for 10-minute intervals.  |
| 1. **Summarize contextual information**
 |   |
| * 1. When does the behavior occur?
 | During whole-group instruction  |
| * 1. Who is present (students and teachers)?
 | Peers, general education teacher  |
| * 1. What activity is happening?
 | Lecture-based instruction, expectation of sitting at a desk and listening  |
| * 1. Has the student communicated anything to you or others about a want/need/feeling (consider mode of communication)?
 | No conversation with student  |
| * 1. What happened before school or earlier in the school day that could potentially contribute to the behavior?
 | Parent brings child to school daily, no significant changes in home environment  |
| * 1. Additional information the team feels is relevant considering their own knowledge of the student.
 | Student is meeting academic expectations but there are concerns this could change  |
| 1. **Assign roles for data collection** (enter roles in Phase 2 section)
 |
| ***Phase 2: Data Collection*** (enter date completed)  |
| * + - 1. Interview the student. Consider mode of communication.

**Sample Questions:*** I noticed that you do <describe behavior>. Why do you think you do <behavior>?
* In what ways does <behavior> help you?
* Does <behavior> help you in certain situations? (if yes) What types of situations have you found it to be helpful during?
 | **Name:**  Asha | **Date completed:** 11/3/22  |
| * + - 1. Interview caregivers. Consider mode of communication.

**Sample Questions:*** At school we have noticed that <student> has been doing <behavior>. Have you seen <student> do <behavior> at home?
* If yes-
	+ When does <student> usually engage in this behavior?)
	+ What strategies do you use at home to support <student>?
* If yes or no -
	+ What interests or strengths does <student> have that you think would be useful in supporting him/her/them with <behavior>?
	+ What strategies do you think <student> would respond well to?
 | **Name:**  Thomas  | **Date completed:** 11/5/22  |
| * + - 1. Interview current and previous teachers and related service providers (if applicable/possible)
 | **Name:**  Thomas  | **Date completed:** 11/11/22  |
| 1. Conduct classroom observations and data collection (e.g., ABC data, anecdotal notes, quantitative data)
 | **Name:**  Asha  | **Date completed:** 11/8/22  |
| 1. Complete classroom inventory (note: classroom setup, lights, smells, noises, etc.)
 | **Name:**  Thomas  | **Date completed:** 10/26/22  |
| ***Phase 3: Follow-up Meeting*** Date: November 18, 2022  |
| 1. **Evaluate the Data:** Based on the information collected in Phase 2, what could be potential reasons for the behavior?
 | Data indicate Anthony prefers to move when working, likely due to a sensory need.  |
| * 1. Does the student have a sensory need?
 | Yes  |
| * 1. Does the student have Rejection Sensitivity Dysphoria?
 | No  |
| * 1. Is the student experiencing burnout?
 | No  |
| * 1. Is the student in a state of inertia?
 | No  |
| * 1. Is the student experiencing a meltdown?
 | No  |
| * 1. Is the student experiencing a shutdown?
 | No  |
| * 1. Is there another reason the student is engaging in this behavior? What is the reason?
 | No- Student has indicated that he prefers to move around while working  |
| 1. **Make a Plan**
 |   |
| * 1. After looking at the data, is the behavior harmful to the student or their peers?
 | No  |
| * 1. Is the behavior interfering with the student’s academic performance?
 | No; the behavior is supportive of him completing work because he needs to move to focus.  |
| * 1. If no to a and b, is this behavior truly “problematic”? If so, how?
 | No; the behavior is not problematic, instead it is productive.  |
| * 1. Identify 3 environmental changes that could support the student.
 | * + - 1. Provide wiggle seat
			2. Allow him to choose seat
1. Shorten lecture
 |
| 1. Identify 3 proactive strategies to support the student (i.e., options to meet student needs to enhance success in the classroom)
 | 1. Giving options for seating
2. Giving options for sensory items to work with
3. Providing options for breaks during lectures
 |
| 1. Have the student choose 1-3 of the changes/strategies to try to implement. However, if the student expresses a different idea, it should seriously be considered in the decision process
 | Anthony chose the following: 1. A wiggle seat
2. Seating options when working
3. A break during lectures
 |
| ***Phase 4: Implement the Plan***  |
| * + - 1. Try the plan for 4-6 weeks
 | The plan is implemented from 11/18-12/20  |
| * + - 1. Collect progress monitoring data
 | Thomas collects frequency and duration data indicating when and how long Anthony is out of his seat walking around the classroom. |
| * + - 1. Conference with student to reflect upon implementation and how it went
 | Upon return from semester break, the special and general education teacher met with Anthony to see how he felt about the plan. He indicated the plan has been beneficial. They also review progress monitoring data, which indicates a decreasing trend in the target behavior.  |
| 1. Adjust if needed
 | No adjustment is needed at this time. Will re-evaluate in 6 weeks.  |