



****CONFIDENTIAL****
Behavior Intervention Plan
 Student Name: Sample Resources
 Student DOB: 1/1/2000
 Report Date: 2/7/2020

General Information					
<i>Student Name</i>	<i>DOB</i>	<i>Gender</i>	<i>Grade Level</i>	<i>School</i>	<i>School District</i>
Sample Resources	1/1/2000	O	5	Elk Grove Elementary	EGUSD
<i>Contributors</i>			<i>Assessment Dates</i>		<i>Meeting Date</i>
Parent, Teacher, School psychologist			11/11/2019, 11/14/2019, 11/18/2019		12/10/2019
<i>Reason for Referral</i>					
<p>(The following FBA and BIP reports provide an example of function-based assessment and corresponding behavior supports for a student exhibiting persistent problem behaviors primarily functioning to gain both positive and negative attention from staff and peers.)</p> <p>Example School referred student for a functional behavior assessment (FBA) and behavior intervention plan (BIP) within his educational placements. Record review and staff interviews detail a history of interfering behaviors that have impeded student's ability to learn and access curriculum. These behaviors have included various inappropriate social behaviors with staff and peers. Preventative recommendations and positive behavior supports are provided. The following report is based on direct observations over three days, clinical interviews, record review, and other functional behavior assessments.</p>					
<i>Assessment Results</i>					
Baseline: Averages 4 out of 5 instances during non-preferred reading or writing tasks; duration averages 15 minutes with a range of 5 - 60 minutes.					

Target Behavior	Operational Definition
Inappropriate social behaviors	Blurting out and making inappropriate comments during social activities, disrupting others during tasks, arguing with staff, may escalate to loud verbal disruption and property destruction; inappropriate comments toward peers during play and unstructured activities, which may include aggression toward peers

Setting Event Strategies
<p><u>Increase home-school communications</u></p> <p>Consistent communication between home and school can increase consistency and provide regular feedback regarding intervention effectiveness. Tip: Home-school communications should be objective, supportive, useful, and practical.</p> <p>Pre-K/Elementary Example: Ms. Schaffer knew that Brian's parents received many calls from the school reporting problem behaviors. Ms. Schaffer increased home-school communications by taking time to call Brian's parents more frequently following good school days where Brian performed well.</p> <p>Middle/High Example: Mr. Patterson utilizes the Behavior Advantage auto-email communication system, so that every Tracker point sheet with comments are automatically emailed to his students' parents after each school day.</p> <p><u>Provide meals and snacks</u></p>

Feelings of hunger or “food insecurity” can increase the likelihood of behavioral issues. Providing meals and snacks as a prevention strategy may neutralize or eliminate this problem.

<i>Responsible Party</i>	<i>When</i>	<i>Where</i>
Counselor	Weekly/Monthly	Via Phone or Email

Prevention Strategies

Attention

Positive greetings at the door

Greeting students at the door builds positive rapport, can increase engagement, and reduce disruptive behaviors. Stand at the classroom door before students enter. Positively interact with students as they enter the classroom, either verbally and/or non-verbally. Assess target student mood and affect. Tip: Pre-teach, prime, and offer pre-corrections as needed.

Pre-K/Elementary Example: Teacher stands at classroom door as students arrive in the morning. She smiles and warmly greets each student by name, for example, “Good morning Melanie! I really like your rainbow dress.”

Middle/High Example: Science teacher stands at her classroom door as students arrive for 5th period. She smiles and holds her hand up for a high-five, for example, “Hey Antonio, good to see you. [High five] We’re doing an experiment today that I think you’ll really like.”

Provide frequent opportunities for social interaction with peers

Structuring regular opportunities for some students to frequently interact with peers in positive ways, can help “feed attention-seeking” motivations, so that these needs are not exhibited through inappropriate behaviors.

Pre-K/Elementary Example: Ms. Diamond frequently uses direct instruction strategies such as “think, pair, share,” to promote engagement, but also to allow students to interact with each other throughout academic lessons.

Middle/High Example: Mr. Hoffman recruits general education high school students to assist in his classroom regularly so that his SDC students are given frequent opportunities to interact with a variety of peers.

General

Peer Mediated Interventions

Peer mediated interventions encompass a variety of strategies, all designed to harness the power of peers to help teach target students important social, communication, and/or academic skills. Most peer mediated interventions involve five important steps: 1. Recruiting positive peers to participate, 2. Training peers how to support target students, 3. Supporting peers with on-going training, resources, and motivation to participate, 4. Implementing peer supports in target settings, and 5. Expanding peer supports as progress is demonstrated. Assigning peers to support target students can reduce reliance on adults, increase independence, and expand opportunities to practice important skills.

Tip: Peer mediated intervention programs should be voluntary and consent to participate should be established.

Pre-K/Elementary Example: Five students in Ms. Gregory's 3rd grade agreed to support their classmate, Simon, who has autism. After securing parent permission from everyone, all five peers received initial training on basic characteristics of autism and discussed out to involve Simon in more social interactions. The peers decided to start inviting Simon to play during recess. The peers were also trained how to offer Simon choices, so he would be more likely to accept their invitations. The peers meet weekly with Ms. Gregory during lunch to discuss progress and plan.

Middle/High Example: Mr. Stine teaches in a high school SDC classroom, and he also coaches basketball. Every year Mr. Stine recruits students to support several of his target students. He secures parent and student permission slips, provides training, and meets with the peers twice a month to brainstorm supports for his students. Peers are provided weekly opportunities to meet with target students in order to promote social and communication skills.

Functional Replacement Behaviors

- Teach how to request help
- Teach hand raising
- Teach appropriate participation

<i>Teaching Strategies</i>	<i>Prompting Strategies</i>	<i>Motivation Strategies</i>
<ul style="list-style-type: none"> • Role-play and practice opportunities 	<ul style="list-style-type: none"> • Gesture • Cueing system 	<ul style="list-style-type: none"> • Praise effort • Facilitate positive peer attention

Details

Use direct instruction strategies with counselor and teaching staff to discuss, model, and role-play appropriate attention-seeking strategies. Once fluency is demonstrated in structured settings, then generalize to more natural settings using supported instruction and trained peers.
 Note: Adding implementation details here will help the team understand how to teach and generalize replacement behaviors.

<i>Responsible Party</i>	<i>When</i>	<i>Where</i>
Counselor	Weekly/Monthly	Office/Classroom
Teaching staff	Daily	Classroom

Alternative Replacement Behaviors

- Teach how to self-manage in non-preferred social situations
- Teach how to cope without immediate attention

<i>Teaching Strategies</i>	<i>Prompting Strategies</i>	<i>Motivation Strategies</i>
<ul style="list-style-type: none"> • Role-play and practice opportunities • Guided discussion 	<ul style="list-style-type: none"> • Gesture • Cueing system 	<ul style="list-style-type: none"> • Praise effort • Facilitate positive peer attention

Details

Use direct instruction strategies with counselor and teaching staff to discuss, model, and role-play coping and self-management strategies to practice when immediate attention is unavailable. Once fluency is demonstrated in structured settings, then generalize to more natural settings using supported instruction and trained peers.
 Note: Adding implementation details here will help the team understand how to teach and generalize replacement behaviors.

<i>Responsible Party</i>	<i>When</i>	<i>Where</i>
Counselor	Weekly/Monthly	Office/Classroom
Teaching staff	Daily	Classroom

Response Strategies	
<i>Student Escalation Behaviors</i>	<i>Staff Response</i>
<p><u>Consistent Trigger</u> In less structured social situations with specific peers, often playing competitive games or sports</p>	<p><u>De-escalation</u></p> <ul style="list-style-type: none"> Remind student of choices <p><u>Details:</u> Remind student of positive attention-seeking and coping strategies before target situations.</p>
<p><u>Initial Escalation</u> Perceives the game to be "unfair," becomes agitated and starts yelling at peers</p>	<p><u>De-escalation</u></p> <ul style="list-style-type: none"> Signal student to practice a calming routine <p><u>Details:</u> Use pre-taught, nonverbal cues to signal student to utilize replacement behaviors.</p>
<p><u>Increased Escalation</u> If peers do not accommodate, then student may begin using inappropriate language toward others</p>	<p><u>De-escalation</u></p> <ul style="list-style-type: none"> Stay calm <p><u>Extinction</u></p> <ul style="list-style-type: none"> Remove or minimize adult attention Train and reinforce other students for removing or minimizing peer attention <p><u>Details:</u> Attempt to remove or minimize adult attention and reinforce trained students for ignoring disruptive behaviors.</p>
<p><u>Target/Unsafe Behavior</u> May escalate to pushing, throwing things at others, kicking, and hitting</p>	<p><u>Safety</u></p> <ul style="list-style-type: none"> CPI's Personal Safety Techniques

Signatures		
<i>Name</i>	<i>Signature</i>	<i>Date</i>