



Behavior Intervention Plan

Behavior Plans

There are many different types of behavior plans:

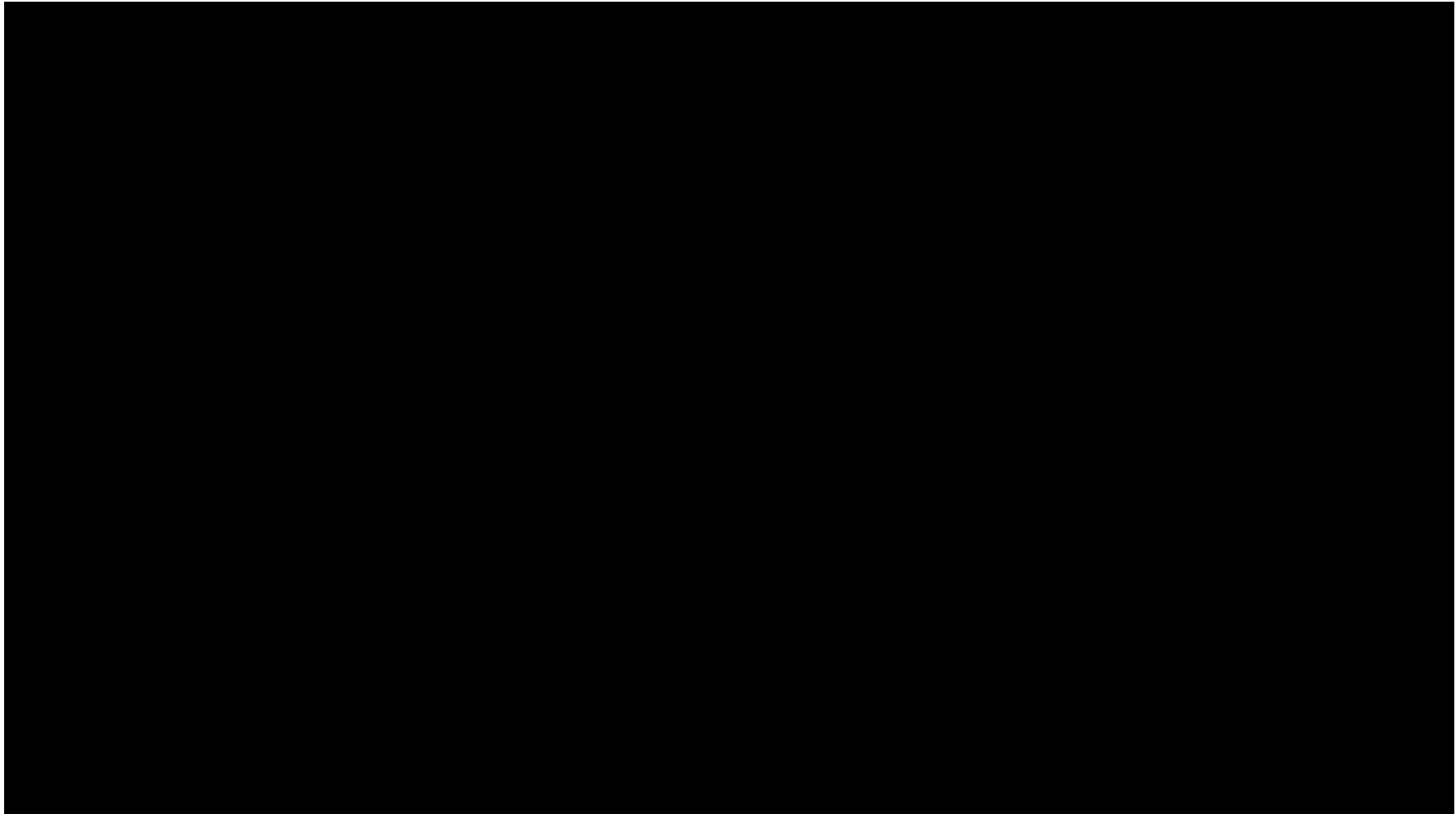
- Informal:
 - If – then
 - School and home agreement
 - Contract
 - Token economy or daily points
 - Self-tracker
- Formal:
 - Contract
 - Behavior Intervention Plan (BIP)

Why use a behavior intervention plan?

Behavior planning provides the adult and student:

- Expected outcomes
- Structure
- Routine
- Reduced stress
- Proactive planning and discussions

Don't let this happen to you.



Informal Behavior Plans

Informal behavior plans can work for the majority of students if the plan **clearly**

- outlines expected behavior,
- consequences,
- and reinforcements including schedule** for receipt of reinforcement.

***Please note, as a student masters expected behavior, reinforcement should switch to a random, intermittent schedule, but only at mastery.*

Who needs a formal behavior intervention plan?

- Any student who has been removed from the educational setting through ISS, OSS, expulsion and had a functional behavior assessment (FBA) due to manifestation
- Students with chronic behavior that removes them from the least restrictive environment (LRE), even to a sped setting should be considered for a BIP
- Not necessary for:
 - Students who have a behavior deficit that can be addressed through goals/objectives AND the behavior is not harmful or dangerous
 - Students whose behavior can be addressed or extinguished through accommodations (e.g., extended time, flexible setting, visual schedule)

Indicate how the behavior will be addressed on the IEP and revisit/revise this every time you update the IEP until the student no longer requires a BIP.

Behavior Intervention Plan

A **formal** action plan

- to address the function or motivation for the undesired behavior
- while simultaneously ***encouraging*** and ***supporting*** positive behavior.

Behavior Intervention Plan Continued

The plan includes:

- The FBA results including the hypothesis for the target behavior
- Replacement behavior
- Clearly defined expectations
- Positive reinforce
- Intervention strategies
- Clearly defined consequences
- Crisis plan
- Data collection plan
- Roles and responsibilities of staff members
- Plan for reviewing progress to refine, alter, or address and new information/behaviors

Functional Behavior Assessment

One option for process and forms is available at:

<http://www.tn.gov/education/article/behavior>

Data needs to be collected by a variety of people throughout the day

- Teacher observations
- Targeted observations
- Parent interview
- Student interview
- File review

Let's Practice

1. Assign the following roles to your group members:
 - Student
 - Parent
 - General education teacher
 - Special education teacher *or* counselor
 - Non-academic teacher or support staff (i.e. bus driver, art teacher, coach, etc.)
2. Determine what the target (undesired) behavior(s) will be that you will address today
 - No more than 3 behaviors
 - Clearly define and describe the target behavior(s)

Data to Determine Function

- The data collected will be analyzed to determine the **function** or motivation for the behavior.

- There are four main categories of **function**:
 - Escape/avoidance
 - Affiliation
 - Tangible
 - Sensory

- These are also the four main categories of **reinforcement**:
 - Component 12 of the Special Education Implementation Guide has the Motivation Assessment Scale
 - http://www.state.tn.us/education/student_support/special_ed/spec_framework_implementation_guide.pdf

Let's Practice

Complete the Motivation Assessment Scale for your student using your current role

The student role player will not complete the MAS but will score them. In reality, the student is not participating in this part of the process.

Identify Replacement Behaviors

- Should relate directly to the target behavior
- Must meet the need or the function of the target behavior
- Must be an age appropriate behavior with age appropriate level of success as the target

Identified Replacement Behaviors

Examples

- Students runs out of the classrooms and/or building
 - Student requests time in “safe spot” through the use of a signal
- Student bites adults, self, or peers
 - Student uses a safe necklace, pencil topper, or hard candy to chew when needed
- Student yells and throws items at the teacher
 - Student requests time to talk with the teacher or moves to a seat near the teacher
- Student steals from the cafeteria
 - Student assists in the cafeteria to earn a small snack or “money” in their lunch account

Let's Practice

Use the BIP form provided to simulate the creation of a BIP from your (imaginary) FBA.

Determine the replacement behavior(s) and define it in a manner that would meet the stranger test.

Clearly Defined Expectations

- Ensure that the expected behavior is one that is applicable over time and within multiple environments.
- Behavior should be age appropriate
 - The student needs to perform similar to their same age peers
 - Behaviors considered “cute” or “developmentally appropriate” may quickly escalate to a larger problem if we are not holding to age appropriate expectations

Age Appropriate Expectations



Clearly Defined Expectations

- Anyone should know whether or not the student is doing the target replacement behavior
- Observable
- Location, time, and degree is defined
- 1-3 behaviors to extinguish or reduce
- Target goal should mirror same age peers

Clearly Defined Expectations Examples

- Remain with the classroom until dismissed by the teacher or the bell
- Keep hands, feet, and head to self
- Sit at the desk on a chair
- Use objects for the intended function only
- Use publically appropriate language (PG rated) while in class
- Arrive to class within two minutes of bell
- Bring required daily materials (e.g., textbook, notebook, pencil)
- Present check in and connect (check in/check out) form to teacher
- Share opinions in class only when requested
- Maintain a conversational level equivalent to the others in the room

Let's Practice

Use the BIP provided to simulate the creation of a BIP from your FBA.

For the remainder of the day, you will participate in your current role within the school(s).

Determine the current target behavior(s) and define it in a manner that would meet the stranger test.

Positive Reinforcement

- Specific to the target behavior
- Defines for the student when it was done correctly and why
- Honors the student's reinforcement preferences
- Quick, easy, inexpensive

Positive Reinforcement

- “Great job _____, during _____”
- You may have 5 minutes to use your iPod
- Tonight you may reduce your homework by 3 math problems
- A sticker
- Snack or small treat
- Token economy
- Talking chip
- Chosen preferred seat at lunch/classroom
- Work with a peer
- Speech-to-text software privilege
- Extra recess/p.e./walk
- High five
- Phone call home

Positive Reinforcement Schedule

When beginning BIP implementation:

- Reinforcement should be provided often and be easily attained by the student
- The student needs to know that they can and will receive reinforcement

As the student shows mastery of the replacement behavior(s):

- The reinforcement schedule should transition to a random, intermittent schedule
 - This is the most powerful reinforcement schedule for maintaining the desired behaviors (replacement behavior) over time and multiple settings

To Start, Reinforce Often



Let's Practice

Use the BIP provided to simulate the creation of a BIP from your FBA.

Determine the positive reinforcements and the schedule for those reinforcements.

Intervention and Strategies

Students who require an FBA will often need instruction in the replacement behavior or in strategies to identify when they are losing control of their emotions, body, or behavior.

A critical piece to the student's success is planning for instruction and/or intervention in the skills, strategies, and compensatory skills the student will need in order to choose and demonstrate the replacement behavior successfully.

Let's Practice

Use the BIP provided to simulate the creation of a BIP from your FBA.

Determine the strategy(s), intervention(s), and or instruction the student will need in order to successfully demonstrate the replacement behavior(s).

Consequence and/or Discipline

- Punishment is exerting power over another to “get even”.
- Consequence: can be positive, negative or neutral. Direct result of a choice or behavior.
- Discipline: instruction or self-control.

As educators, it is our duty to assist students in learning self-discipline so they can choose behaviors that received the desired consequences.

Consequences and/or Discipline Cont.

- Defines the staff reactions to the behavior
- Provides the student structure and predictability
- Includes the parent input
- Focuses on teaching the student self-discipline and self-monitoring

Connect to Practice

Working alone

Reflect on your current discipline for students at risk.

- Is it consequence focused?
- Discipline focused?
- Punishment focused?
- Do students know what to expect?
- Do parents know what to expect?
- Do teachers/staff know what to expect?

Let's Practice

Use the BIP provided to simulate the creation of a BIP from your FBA.

What consequence(s) would appropriately address the target behavior, but also support self-discipline and the use of the replacement behavior in as positive and respectful manner as possible?

How can we ensure that the consequence is not applied punitively?

Crisis Plan

- For students whose behavior is unsafe to self or others, a crisis plan is an important piece of the BIP.
- The crisis plan needs to meet all federal and state regulations but also be designed to keep student safety the priority.
- The best way to ensure safety is to develop the plan prior to the need and practice implementation regularly.

Let's Practice

Use the BIP provided to simulate the creation of a BIP from your FBA.

Would a crisis plan be appropriate for the simulated student your group designed today?

Does your school have universal crisis plans or strategies and do you know how to implement them?

Determining Success

- Data is your most powerful tool for supporting students.
- Data is critical in:
 - Determining student need,
 - Defining the student's specific skills, strengths, and needs
 - Designing the BIP
 - Determining if the BIP is effective or needs adjusted
- A BIP should define the progress monitoring tools, frequency, and the person who will collect the data.

Let's Practice

Use the BIP provided to simulate the creation of a BIP from your FBA.

How will you measure the student's progress and effectiveness of the BIP? Outline one or two measures including:

How often?

By whom?

What tool?

What behaviors?

Review the Plan

- Even with strong data collection, collaboration, and thoughtful planning the BIP may not be entirely effective the first time.
 - Remember, it is a plan for improvement, not a magic wand, give it some time (3-4 weeks unless at a crisis level during that time).
 - There may be more the student is telling us that we just haven't heard clearly yet.
 - If at first you don't succeed, try again. This is about a student's life, not that moment.

Review the Plan Continued

- Schedule the check-in meeting for the BIP at the end of the meeting to ensure it is on everyone's calendar.
- Meet to check progress, even when the BIP is working.
- Celebrate the small successes.

♥ FB/JOYOFMOM ♥

The kids who
need the most
love will ask
for it in the
most unloving
of ways.



Contact Information

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