

# Developing an Effective Behavior Intervention Plan

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***Sec. 10. (a) "Behavioral intervention plan" means a plan agreed upon by the CCC and incorporated into a student's IEP that describes the following:***

***(1) The pattern of behavior that impedes the student's learning or the learning of others.***

***(2) The purpose or function of the behavior as identified in a functional behavioral assessment.***

***(3) The positive interventions and supports, and other strategies, to:***

***(A) address the behavior; and***

***(B) maximize consistency of implementation across people and settings in which the student is involved.***

***(4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student. The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.***

***(b) The IEP can serve as the behavioral intervention plan as long as the documentation the parent receives meets all the requirements in this section.***

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***511 IAC 7-32-10 "Behavioral Intervention Plan" defined***

*“Developing a Behavior Intervention Plan is a two-part planning process undertaken by a team when a student has a behavior that impedes his or her learning or that of others. The process includes conducting a functional behavior assessment and developing behavior interventions based upon that assessment. The result is a framework for teaching and learning of skills which includes changes to the environment that will support the development of the new skills.”*

*PENT website, Positive Environments, Network of Trainers*

### **The Functional Behavior Assessment ...**

Identifies the relationship between a particular behavior, the context in which it occurs and what the behavior achieves for the student.

- Before completing an FBA, the team may first consider changes to the student’s environment or writing a behavior goal.
- When the process goes beyond reviewing a student’s existing data and becomes collection of new information, parent permission is required. A functional behavior assessment may be considered a reevaluation.
- After gathering data across environments about the student’s behavior and analyzing this new information, the Case Conference Committee/Behavioral Team develops a hypothesis of the function of the behavior.
- This hypothesis statement becomes the starting point of the behavior intervention plan.

*“A functional assessment examines antecedents to the problem behavior and the consequences that occur following the behavior. A hypothesis is then formed about what outcome the student gains by using this problem behavior.*

*“It is imperative that the team designing a behavior plan carefully develop the hypothesis about the function of behavior. The plan will both teach a replacement behavior that meets the same function and will specify environmental alterations that remove the need for the student to use this problem behavior to get his/her needs met.”*

*PENT website, Positive Environments, Network of Trainers*

# INSTRUCTIONS FOR COMPLETING THE FUNCTIONAL BEHAVIOR ASSESSMENT

The Functional Behavior Assessment (FBA) is designed to be a tool to help guide the educator through the process of developing a clear understanding of the function of problem behaviors. The process of the FBA helps to identify the functional relationship between a particular behavior, the context in which it occurs, and what the behavior achieves for the student. The information collected in the (FBA) is used in developing the student's Behavior Intervention Plan.

## Reason for Assessment

Identified behavior of concern, Revision of existing FBA, Discipline, Initial eligibility requirement

## Team Members

List all team members including both names and positions.

## Overview of Behavior Concerns

The next step in the process of functional assessment is to label and describe the behaviors of concerns. Identify up to 3 behaviors, described in measureable, observable and objective terms.

### Be as specific as possible.

1. Avoid using adjectives: Sue is *spacey* and *distractible*.
2. Use *action verbs* to specifically describe what is happening: Sue stares out the window, wanders around the room, and plays with objects in her desk. (Examples: yells, cries, throws, kicks, hits, tears paper, moves around the room, puts head down, stares, stops talking, stops working, etc.)
3. Include descriptions of *body language*: faces directly, turns away, walks away, tense/stiff, etc. *Eye contact*: increased, decreased, focus on peers, focus on adults, stares, etc.
4. If the problem behavior includes *verbal responses*, be specific in describing vocabulary, volume, intensity, to whom the words are directed, etc.

### Examples include but are not limited to:

- Aggression (Physical / Verbal)
- Away from desk at inappropriate times
- Destruction of property (Vandalism)

Disrespect/defiance of authority  
Disruption of class  
Homework, incomplete  
Inappropriate interactions with others  
Inappropriate sexual behaviors  
Language, inappropriate  
Leaving assigned area without permission  
Loss of self-control  
Lying  
Mood changes, extreme  
Noises, inappropriate  
Non-compliant  
Off-task (included specifics—what does it look like?)  
Pouts, whines, sulks  
Refuses to follow adult instruction  
Refuses to follow school rules  
Refuses to participate  
Self-inflicted harm/injury  
Sexual harassment of others  
Sleeping  
Stealing  
Talking, excessive  
Tardies, chronic  
Threats of aggression/harm to others  
Truancy

**Include the frequency, intensity and duration of the problem behaviors. This information should be supported via direct observation and data collection.**

## Internal Setting Events / Perceptions Factors

List information gathered from student reinforcer inventories used.

List any medications the student is currently taking along with its intended purpose, changes in prescribed dosages and any observed changes in student's behavior.

## Assessment Tools

Check off all assessment tools used in the FBA process.

## Possible Explanations: ABC's of Problem Behaviors

To answer these questions, review the information gathered from the assessment tools used.

Important considerations for the **Antecedents**:

- 1) Specific situations that trigger the behavior: types of interactions, types of instruction, location, events, activities, environmental factors, etc.

### When:

Time of day (a.m./p.m.)	Beginning/end of the day
Before/after meds	Before/after/during lunch
Before/after/during recess	Transitions

### Where:

Playground	Hallway
Cafeteria	Bus
Specific classrooms	Outside of direct supervision
Specials (art, music, PE)	Office

### With Whom:

- In the presence of particular adults
- In presence of particular peers
- Number of people present

**Types of Interactions:**

Request to perform  
Encouragement/praise  
Negative peer attention  
Individual attention from adult  
Redirection  
Constructive criticism  
Unfamiliar adults

Request to stop/interrupt  
Ignored/left alone  
Positive peer attention  
Adult giving attention to others  
Reprimands  
Correction  
Unfamiliar peers

**Types of Instruction:**

Independent/seat work  
Large group discussion/lecture  
Introduction of new material  
Difficulty of assignment  
Multi-step instructions

Individual assistance/instruction  
Small group project  
Review of previously taught material  
Length of assignment  
Tests

**Events/Activities:**

Waiting in line  
Structured activity  
Routine activities  
Specials (art, music, PE)  
Lunch

Assemblies  
Recess  
Unexpected change in schedule  
Particular subjects: math, reading, etc.  
Free time

**Environmental Factors:**

High structure  
Clearly defined rules  
High adult supervision  
Location of desk  
Smells  
Visual stimulation  
Opportunity for interactions  
Opportunity for praise

Unstructured time  
Transitions  
Unsupervised  
Noise level  
Room temperature  
Unfamiliar activities  
Opportunity for assistance  
Opportunity for movement

**Precipitating Factors:**

Medical/physical conditions

Hunger/thirst/pain

Fatigue

Chaotic home environment

Disability/challenges

Low emotional tolerance: embarrassment, jealousy

2) Problem Behaviors from **Section 1**.

3) List the **Consequences** (what followed the problem behavior?).

What typically happens *after* the problem behavior occurs? Is the student ignored or do peers start to laugh? Is the student sent to the office? Is the student sent to time-out?

Consider all reactions/responses from all people who witness the problem behavior. (Teacher, peers, identified student)

Include:

Verbal Reactions:

Vocabulary used, tone of voice, volume, intensity

Physical Reactions:

Body language, proximity, movement away from/toward

Emotional Reactions:

What feelings are stirred: anger, annoyance, disgust, fear, amusement, frustration?

Eye Contact:

Increased, decreased, on the teacher, on the students, etc.

Disciplinary Actions:

Sent to time out, sent to office, sent home, ignored, reprimanded, loss of privilege, parent contacted, etc.

Environmental consequences:

Teacher is pulled off task, class is disrupted

**Absence of problem behavior:** Determine when the problem behavior is *least likely* to occur. Knowing when the problem behavior does not occur can help identify things that work for the student. If you can identify what it is about those routines that help the student be successful, you can better determine how to change the student's unsuccessful routines.

## Hypothesis of Function

This section is used to help determine why you think the behavior is occurring. At this point, you have described the behavior, you know what situations set it off, and you know what consequences/reactions make it continue or get worse. Now you need to determine what function or purpose the behavior serves for the student.

For the purpose of developing a hypothesis of function, problem behaviors should not be considered maladaptive. A maladaptive behavior is one that fails to provide the individual displaying it with any advantages. If a behavior provided no advantages, the student would not continue to use it. The problem behavior must be viewed as functional – in other words, serving some purpose for the student.

To help guide the process of developing a hypothesis of function, problem behaviors can be broadly grouped into 3 categories:

1. Problem behavior that is maintained by **obtaining access to something desirable**: attention, activities, objects, power or control of the situation, etc.
2. Problem behavior that is maintained by **escaping or avoiding something undesirable**: people, activities, events, demands, tasks, etc.
3. Problem behavior attributed to weak or missing skills, is considered a **skill deficit**.

## **Factors to Consider:**

Examples of “payoff” for behaviors related to functional **gain**.

Attention from adult (was spoken to, looked at, acknowledged)

Attention from peers (laughs, make comments, look at)

Increased assistance from the adult (1-to-1 interaction)

Assistance from peers

Proximity – adult moves closer

Withdraw – adult/peers move away

Relief of anxiety/frustration

Self-stimulation (increase/decrease of internal emotion)

Obtained a desired object, activity

Removal from the classroom – gained a break

Examples of “payoff” for behaviors related to functional **avoidance**.

Avoided academic expectations – got out of doing work by diverting attention to misbehavior

Avoided academic expectations – assignments are modified

Avoided social expectations – got out of participation in a non-preferred activity

Avoided interactions – teacher/peers leave him/her alone

Removal from the classroom – escaped an undesired activity or situation

## **Skills Deficits**

What weak or missing skills may be attributing to the problem behaviors? Include social, emotional academic and/or communication skill deficits. The outcomes of these behaviors are typically more frustrating to the student. In other words, the outcome of the behavior is NOT what the student is wanting.

Include:

What will typically de-escalate the behavior?

What will typically escalate the behavior?

## Statement of Hypothesis

After reviewing all assessment information, including setting events, interventions and purpose/function of the behavior, fill in descriptions to complete the following statement:

When ..... (describe the **setting events** associated with the problem behavior)  
the student ..... (describe the **problem behavior** in specific, measurable terms)  
in order to get ..... (describe **function/goal** of misbehavior – what was gained or avoided)

**This information will be directly linked to and used in the development of a Behavior Intervention Plan.**

## Recommendations

\_\_\_\_ Are the student's behaviors impeding the learning of self and / or others? Check yes or no.

\_\_\_\_ Does the student need a Behavior Implementation Plan? Check yes or no.

If no:

\_\_\_\_ Include a behavior goal with appropriate accommodations, supports and progress monitoring listed in the IEP.

### Behavior Goal: (to be included in the IEP)

**(Based on data collected, student will increase replacement behavior over a 9 week period.)**

Remember to write goals **positively**, avoid using terms like: (student) will not \_\_\_\_\_. Write goals that can be **measured**, be **specific** as to the **duration or the circumstances** under which the goal will be implemented and use **specific time slots when possible**.

Sample statements of behaviors to increase

\_\_\_\_\_ will complete tasks in the allotted time.

\_\_\_\_\_ will be on time for each class.

\_\_\_\_\_ will start tasks when asked.

\_\_\_\_\_ will make appropriate decisions during recess and at lunch hour.

\_\_\_\_\_ will complete and hand in assignments when asked.

\_\_\_\_\_ will raise his/her hand before speaking.

\_\_\_\_\_ will follow routines, instructions and directions promptly.

\_\_\_\_\_ will use acceptable problem solving skills.

\_\_\_\_\_ will interact with peers in a positive manner.

- \_\_\_\_\_ will demonstrate respect for others and the property of others.
- \_\_\_\_\_ will make positive contributions when called upon.
- \_\_\_\_\_ will follow routines. (List the specific routines and or rules).
- \_\_\_\_\_ will work independently during.....
- \_\_\_\_\_ will work quietly without distracting others.
- \_\_\_\_\_ will use self-control when confronted with a variety of situations. (Be specific).
- \_\_\_\_\_ will work legibly and produce quality assignments and tasks.
- \_\_\_\_\_ will use the acceptable voice tones as instructed by the teacher.
- \_\_\_\_\_ will use appropriate language at all times and will display self-control.

### **Progress Monitoring / Data Collection:**

**Identify data collection method(s) to be used (how, when, where, frequency and by whom behavior change will be measured and recorded).**

Remember, once the behavior goal and / or plan is written, it is imperative that the student is taught the goal(s) and fully understands what the expectations are. Provide him/her with tracking devices for self-monitoring. Students need to be accountable for his/her own behavior changes.

Identify the plan and tool(s) for data collection on behaviors targeted to be increased. Data collected should be reported on the student's IEP.

## Common Mistakes in Creating an FBA

- Creating a plan individually, without a team
- Not gathering data across all settings
- Neglecting to develop a Hypothesis of Function based on the collected data

## The Behavior Intervention Plan...

Becomes the framework for the new skills that will be taught and supported.

- Includes a replacement skill that meets the identified functional need of the problem behavior.
- The new skills to be taught are identified in the student's goal.
- Provisions are made for instruction and support of the student's skill development.
- The plan for interventions and supports are shared with everyone in the student's environment.
- Student progress towards the new skill is progress monitored and reported to team members.
- The data collected guides the decision-making of the team.

## INSTRUCTIONS FOR COMPLETING THE BEHAVIOR INTERVENTION PLAN

The Behavioral Intervention Plan (BIP) is an individualized student plan that includes interventions and supports to address problem behaviors that are interfering with the learning of the student or the learning of others. The BIP is directly linked to the information gathered in the Functional Behavior Assessment (FBA). The BIP describes how the student's environment will be altered, identifies positive behavioral intervention strategies, and specifies which skills will be taught in an effort to change a specific pattern of problem behavior.

Using the information gathered in the Functional Behavior Assessment, the Behavior Intervention Plan will address the following areas related to the problem behavior: (1) Prevention (2) Replacement Behaviors (3) Teaching (4) Positive Reinforcement (5) Problem Reducing Strategies (6) Crisis Plan (if needed) and (7) Behavior Goals(s).

### Hypothesis Statement

**Hypothesis Statement:** (Copy directly from the Functional Behavior Assessment.)

The ***Hypothesis Statement*** is a description of what is happening *now*. It will make reference to the **antecedents** or setting events associated with the behavior, a description of what the **problem behavior** looks like, and reference to what the student appears to **gain or avoid** by using the behavior.

### Prevention

**(Action taken before the behavior occurs)**

Identify antecedent manipulations (ex: changes to environment, instruction, adult and peer interactions) necessary to make the replacement behaviors more likely to occur and to contribute to the student's long term success.

Often, it can be less time-and-labor-intensive to change a problem behavior by changing the **antecedents** that trigger the behavior than by changing the consequences of the behavior.

Consider this section to be a **proactive** approach to behavioral change.

When considering antecedent interventions, consider factors of the general classroom setting, academic factors, procedural factors, tangible factors, nonverbal strategies, verbal strategies, etc.

**Examples of Antecedents Interventions: (these are general interventions and should be made specific to meet the student's individual learning needs.)**

**General Classroom Setting**

- Remove distracting materials
- Restrict movement in classroom or building
- Provide quiet, separate seating area
- Modify transition times/passing periods
- Place near positive role models
- Require escort between classes
- Model desired behaviors
- Create an alternative recess
- Utilize peer helpers
- Increase supervision
- Establish relationships with other school staff
- Increase predictability
- Preplan helping tasks to redirect behavior
- Intervene quickly to avoid escalation
- Assign a role of helper to other students
- Avoid physical touch (without permission)
- Provide scheduled opportunities for physical breaks
- Change student schedule
- Give opportunities for calming activities
- Modify school day

**Academic/Task Factors**

- Assess level of academic skills
- Provide tutoring
- Modify academic requirements
- Allow extra time to complete tasks
- Allow appropriate choices
- Modify length of tasks; assignments
- Give tasks one at a time

**Tangible Factors**

- Provide needed materials and supplies
- Use assignment notebook or planner
- Provide written/visual schedule
- Visually display expectations, goals
- Use visual chart to monitor behaviors
- Develop a behavioral contract w/student
- Use timer for routine tasks

**Academic/Task Factors**

Divide long term tasks into sections  
Set short-term goals with dates  
Recognize/give credit for oral participation

**Tangible Factors**

Allow a cool-down pass  
Provide specific/written guidelines to find answers

**Procedural Factors**

Develop, teach, and enforce specific classroom procedures  
Teach classroom rules and maintain expectations  
Establish and follow a level system  
Write assignments on board daily in same place  
Have work turned in at designated areas  
Establish procedure for requesting assistance  
Establish a procedure for requesting a private talk with an adult  
Establish check-in system with significant adult  
Establish a procedure for self-initiated calm-down time  
Establish a procedure for teacher-initiated calm-down time

**Nonverbal Strategies**

Use proximity to help regulate behaviors  
Use touch to help regulate behavior  
Get eye contact as often as possible  
Give directions with as few words as possible  
Establish and use visual cues instead of verbal reprimands or reminders  
Establish and use visual/nonverbal cues for praise and encouragement  
Utilize written praise/acknowledgement/encouragement  
Provide positive social reinforcement  
Have student write down concerns to be addressed at a later time

**Verbal Strategies**

Use frequent, specific verbal praise  
Use brief, but specific verbal reminders  
Give requests in the form of choice  
Allow adequate time between directions and compliance

Give a direction, then turn your attention elsewhere  
Have all adults use exactly the same vocabulary, phrases  
Ask student to repeat expectation/direction  
Teach, model, use positive self-statements (“I can do this.”)

## **Replacement Behaviors**

Replacement behaviors should be written in positive terms specifically stating the target behavior to **increase**.

They should align with the problem behaviors identified in the FBA. In addition, the identified replacement behaviors to increase will align with the behavior goal(s) in the IEP.

## **Teaching (to address skill and performance deficits)**

List the instructional strategies / materials that will be used to teach the replacement behavior(s). Specify successive teaching steps needed for student to practice and acquire the skills needed to demonstrate the replacement behavior(s).

The first question addressed in this section is:

- 1. What skills/procedures will the student need to learn to help him/her eliminate the problem behavior?**

### **Skill Deficits**

To address the first question, ask yourself **what skills is the student missing or not using** that are resulting in the problem behavior? The teaching of the missing skills will be an important part of the intervention plan. Some examples might be:

Teach study skills

Teach self-initiation skills

Teach organizational skills

Teach student how to ask for help

Teach social skills

Teach coping skills

Teach class rules and expectations

Teach self-monitoring

Teach feeling identification

Teach relaxation techniques

Teach self-expression of negative feelings

Teach positive self-talk

Teach concrete steps for calming down  
Teach self-initiated time-out procedure  
Teach conflict resolution skills

Teach STOP procedure  
Teach short and long-term goal setting

**Strategies** for teaching weak or missing skills can be as numerous and creative as the team's brainstorming will allow. Basically, the strategies for teaching toward behavioral change are:

- A. **Teach, model, practice the new skill.** The new skill must be clearly defined for the student. It must be systematically taught to the student. Do not assume the desired skill is something the student already knows.
- B. **Recognize, praise, and reward the use of the new skill.** Initially, the adult will want to exaggerate the acknowledgement of the desired behavior. Any system of reinforcement/rewards should be clearly defined for the student so he/she knows exactly what is expected in order to achieve the desired outcome.
- C. **Ignore/consequence the problem behavior.** If at all possible, do not allow the student to obtain the results/response they are seeking through the inappropriate behavior. (Remember: From the student's point of view, the problem behavior works!)

Examples of **strategies for teaching missing skills** are listed below. Be creative in developing ways to help the student learn to use appropriate behaviors.

Role play difficult situations  
Model desirable behavior  
Role play appropriate behaviors  
Model ways to cope with mistakes  
Role play to process alternative choices  
Point out positive role model  
Model use of positive self-statements  
Think-out-loud for the student to encourage positive choice making  
Restate student's words to promote internal processing of information  
Use questions to prompt processing of information (Examples: "What are you supposed to be doing now?" "How do you think that made him feel?")  
Ask student to repeat information  
Use nonverbal cues for brief reminders  
Monitor behavior through written feedback

Use visual charts to monitor progress  
Process problem situations on written form  
Ask student to write down concern (Examples: What happened? What did you do? What could you have done differently?)  
Develop student-teacher contract  
Provide literature-based lessons  
Use social stories  
Play social skills games  
Encourage use of self-initiated time-out  
Develop and use a “STOP” procedure  
Intervene with alternative choices  
Use soft music, quiet activities for calming  
Break routines down into concrete steps  
Reward *progress* – not just accomplishment

### **Positive Reinforcement for Replacement Behaviors (Identify steps to follow when replacement behavior(s) occur.)**

**Positive Reinforcement:** All rewards and consequences must be defined by the student’s perception. What is rewarding to some students will not be of interest to others. As a team, be careful to choose responses that are meaningful to the individual. Refer to the Student Reinforcers Survey for student specific information.

When incorporating reinforcements into an individualized behavior intervention plan,

**Be very specific:**

Clearly define the desired behavior(s) that will be rewarded  
Choose the type/system of reinforcement  
Define how often the reinforcement will be offered  
If a token system is used, determine how many tokens must be earned  
Determine when the reinforcement will be given  
Clearly define what conditions/behaviors will result in a loss of the reinforcer

As you brainstorm strategies for reinforcing new behaviors, keep in the back of your mind ideas for decreasing the use of reinforcements. This can be accomplished in a number of ways: increasing the expectations (from 75% total possible points to 80%), increasing the time frame

between reinforcements (from every half hour to every 45 minutes), increasing the number of tokens needed to cash in on a reward, etc. Be aware that at first, it will appear that the student may be performing the desired behavior just to get the reward. That's OK! The goal of this part of the individualized plan is to come up with a way that will motivate the student to practice a new behavior. Remember: the old behavior was working just fine for the student. From the student's perspective, why change a pattern if it works? We need to allow and rely on meaningful reinforcement while the new behavior is being learned and practiced.

**Examples of reinforcers include the following:**

**Token Reinforcers:** (Objects earned and accumulated, then cashed in for rewards)

Popsicle sticks, poker chips, coins, tickets, marbles, tally marks

Behavior/achievement charts: check marks, points, happy faces, stars, rubber stamp marks of various designs

Gold stars next to student's name on a class chart

Tickets for class raffle

Coins to purchase from class store: pencils, erasers, notepads, pens, coloring pencils, markers, personal grooming supplies, etc.

Tickets for trade to skip assignment or chore

Tokens to earn for home reward

**Social Reinforcers:**

Verbal praise (public or private)

Personal time with significant adult

Clapping and cheering by others when successful

Personal time with a friend

Hug, handshake, high-five, or pat on the back

Playing with a classmate of choice

Sharing an interest or skill with the class

Sitting next to the teacher at lunch

Photograph displayed in classroom or school

Positive note sent home

Work or projects displayed in classroom or school

Positive phone call home

Opportunity to read a story to a younger class/student

Extra privileges earned for the class

Sharing accomplishments with a significant adult in the school

### **Job Reinforcers**

Distributing and collecting materials  
Helping in the cafeteria  
Assisting the custodian  
Helping the librarian  
Feeding the class pet  
Sharpening pencils

Teaching/helping another student  
Erasing the chalkboard  
Watering the plants  
Stapling papers together  
Using the overhead projector  
Decorating the bulletin board

### **Extra Privilege Reinforcers (At school)**

Sitting in a special seat in the classroom  
Move desk to special area in the classroom  
Quiet time in special area in classroom  
Sharing a favorite video with the class  
Listening to books-on-tape  
Sharing a treat from home with the class  
Earned extra privilege for class (recess music, etc.,)  
Free time for activity of choice

Time to play with a friend in the gym  
Time to play board game with friend  
Extra time for reading/puzzles/crafts  
Listening to music  
Bring family pet to share with class  
Special show and tell  
Taking a special lunch to school

## **Problem Behavior Reducing Strategies (Identify steps to follow if problematic behavior(s) occur.)**

Probably the most difficult challenge to changing problem behaviors is changing our responses so that the challenging behavior is not inadvertently reinforced.

This section focuses on the **reactive** factors related to the problem behaviors.

In this section, you will consider:

- 1. What reactions/results are reinforcing the behavior? What does the student gain/avoid by using the behavior?**

Next, the key question to ask when developing effective interventions is:

- 2. What strategies will be used to avoid the reinforcing reaction/results?**

The reinforcing responses must be eliminated. By eliminating the maintaining responses (for example, calling out gains teacher's attention), the student learns that the problem behavior is not an effective strategy for obtaining the desired outcome. If the problem behavior continues

to achieve the desired outcome for the student (attention), it is unlikely that the student will be motivated to practice or learn an alternative behavior.

It is important that whatever outcome was previously associated with the problem behavior, **not** be provided to the student. Instead, the desired outcome should be provided only when the student engages in the acceptable alternative behavior.

When considering reactive interventions, consider factors of verbal strategies, nonverbal strategies, procedural strategies, and general reactive strategies. When identifying interventions, list in a hierarchy of steps, 1, 2, 3, etc., to promote consistency among adults who are responding to the student's behavior. It will aid in the fidelity of implementation of the BIP.

### **Reactive Interventions**

**(These are general strategies and should be made specific to the student's individual learning needs)**

#### **Verbal Strategies**

Talk in calm firm tone of voice

Give directions with as few words as possible

Use "broken record" to restate request

Acknowledge student's feelings by restating

Give request in the form of choice

Use questions to redirect student behavior

Have all adults use the same pre-established words, phrases

"Think-out-loud" for the student: "This is not a good situation. I know you don't want to..."

#### **Nonverbal Strategies**

Establish eye contact to gain attention (if behavior is not used for attention seeking)

Maintain eye contact to promote compliance (neutral facial expression)

Use visual cues/signals instead of verbal response to correct behavior

Rely on written or visual schedule as nonverbal reminders

Rely on system of planned ignoring

Use proximity to regulate behaviors

Suggest the student write down concerns when too upset to discuss

### **Procedural Strategies**

Maintain pre-established rules and consequences

Rely on pre-established behavior plan

Implement a pre-established level system

Implement a pre-established warning system

Refer to a pre-established behavior contract

### **General Reactive Strategies**

Avoid power struggles/arguments by limiting discussion at the time of misbehavior

Give student choices when possible

Allow adequate time between directions and compliance

State comments related to the “action”, not the student

Discuss problems privately

Remove student from the audience or situation

Provide student time to cool off before discussing the situation

Redirect student’s focus to de-escalate situations

Give yourself time to cool down before addressing a problem

Model positive ways to communicate and react in difficult situations

Intervene early to avoid escalation of problem situation

Schedule a time (later) to discuss the situation with the student

### **Crisis Management Plan**

**(Is the student likely to require crisis interventions due to concerns for the safety of self / others?)**

Not all students will need a crisis management plan. This step of a Behavior Intervention Plan is typically used for students who have a history of **severe behaviors that could become dangerous in the learning environment**. If a student’s behavior becomes a **threat to the safety of him/herself** or others, the steps for handling the situation should be outlined in this section of the BIP.

The guidelines as written in the district’s policy and procedures for the use of restraints and exclusionary time out will be followed. Copies of these documents will be made available to staff and parents.

Some general guidelines to follow in a crisis situation:

- Be aware of early cues that the student is getting upset.
- Try to calm the student, if possible.
- Separate the student from peers, if possible. (Remove the student – or – Remove others from the setting)
- Talk in a calm, firm tone of voice – show no emotional reaction. (Raising your voice or showing emotional reactions could escalate the situation.)
- If possible, give time and space for the student to cool down.
- If problem gets worse, notify school response team.
- Remove the student from the situation before talking about the incident.

NOTE: Even in a crisis situation, corporate policy and procedure should be clearly understood by ALL before any physical intervention is utilized. Be aware there are federal and state rules and regulations concerning physical interventions, restraint, and seclusion of students.

## **Behavior Goal (to be included on the IEP)**

**(Based on data collected, student will increase replacement behavior over a 9 week period.)**

Remember to write goals **positively**, avoid using statements like: “(student) will not \_\_\_\_\_.” Write goals that can be **measured**, be **specific** as to the **duration or the circumstance** under which the goal will be implemented and use **specific time slots when possible**.

## **Progress Monitoring / Data Collection**

**(Identify data collection method(s) to be used (how, when, where, frequency and by whom behavior change will be measured and recorded)**

Remember, once the behavior plan is written, it is imperative that the student is taught the goals and fully understands what the expectations are. Provide him/her with tracking devices, students need to be accountable for their own behavior changes.

Identify the plan and tool(s) for data collection on behaviors targeted to be increased. Data collected should be reported on the student’s IEP every 9 weeks.

According to Johnston (2010), there are only two acceptable data collection models for evaluating instruction and intervention effectiveness.

- (1) Reviewing and evaluating permanent products that sample a student’s knowledge or achievement. Includes but not limited to grades, checklists, curriculum-based measurements, self-reports, worksheets, tests, quizzes, and /or any tangible evidence of a student’s performance.
- (2) Conducting quantified observations of behaviors including but not limited to:
  - **Event recording:** records the number of times a given behavior occurs within a set interval of time. Used when target behavior can be easily counted, easy to do but not helpful if frequency or duration are too high.
  - **Interval recording:** records if a given behavior occurs at any time during a set interval of time. Useful for estimating the number of occurrences for high frequency behaviors, provides an estimate and requires undivided attention to record occurrences.
  - **Time Sampling:** records if a given behavior occurs at the end of a set interval of time.
  - **Duration:** records the length of time a student is engaged in a given behavior. It is useful to look for patterns across a period of time and creates a visual display of data, but may need an independent observer.
  - **Latency:** records the length of time from request to performance of the target behavior. Use when the behavior has a clear beginning. Tells how long it takes for a behavior to begin but needs an independent observer.

## Follow –Up

The BIP will be reviewed monthly (at minimum) and mutually agreed upon during the case conference committee meeting. Any revisions, additions, or changes to the BIP should be dated and documented in the IEP at the time of the review.

### Common mistakes implementing Behavior Intervention Plans

- Attempting to create a behavior plan without completing a functional behavior assessment
- The behavior plan is not individualized
- Not informing staff of the intervention plan or subsequent revisions of the plan
- Staff unprepared to teach the new skill or not informed of how to respond when the old problem behavior occurs
- No time built in to systematically teach the new skill
- The behavior plan is not progress monitored
- Progress monitoring data is not reviewed by the team or used to make decisions

## Resources

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Indiana IEP Resource Center website [www.indianaieprc.org](http://www.indianaieprc.org)

Johnston, T. C. (2010). Data without tears: How to write measurable educational goals and collect meaningful data. Champaign, IL: Research Press. [www.behavioralinstitute.org](http://www.behavioralinstitute.org)

PENT, Positive Environments, Network of Trainers, <http://www.pent.ca.gov/>