

# CHAPTER 6: BEHAVIOR INTERVENTION PLANS (BIP)

*Unlike more typical single-dimension interventions that focus on reactive, consequence manipulations (e.g., time-out, behavioral contracts), behavior support plans that are based on FBAs consider intervention components that are focused on instruction, prevention and reinforcement.*

George Sugai, 1999

## LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Identify key components of a Behavior Intervention Plan
- ▶ Develop a competing pathway based on the results of a Functional Behavior Assessment to...
  - Prevent problem behavior
  - Teach appropriate behaviors
  - Recognize appropriate behavior
  - Prevent reinforcement of problem behavior
- ▶ Develop appropriate observable and measurable behavioral goals
- ▶ Determine method for efficient data collection to guide decision making throughout the process

## Introduction

The Functional Behavior Assessment (FBA) is used to guide development of a Behavior Intervention Plan (BIP) to increase pro-social behavior and decrease problem behavior. Tier 3 interventions are the same as Tier 1 schoolwide and classroom effective practices only they are more intensive and individually tailored to the student. It is important to make connections across the tiers. In addition, as Action Teams develop individualized plans for students, understanding the role of human motivation may be helpful.

## THE IMPORTANCE OF CONNECTING ACROSS THE TIERS

Using the information from the FBA process to accurately construct a competing behavior pathway, and selecting the appropriate strategies to use form the basis of the Behavior Intervention Plan. These sections will determine what the intervention will be, how it will be measured, who will be participating, and how the fading, generalization, and maintenance plan should be designed.

Because long-term replacement behaviors should be connected to your schoolwide expectations, it is prudent to incorporate the language of your matrix and the 8 Effective Classroom Practices in the BIP from the beginning. The ultimate goal of the BIP is to teach the strategies and skills the student needs to be successful in your school environment. Student success is more likely when natural routines and supports are incorporated in the plan.

As your team works to develop intensive, individualized interventions, you may encounter staff members, community members, parents, or other educators in the field who argue that providing external rewards or supports will be harmful to student motivation. Fortunately, there is an abundance of research you can share to dispel their concerns.

## Understanding the Role of Human Motivation in Learning

When considering the ABCs of behavior, teachers may assert they do not believe in giving prompts, positive feedback, or tangible rewards for behaviors students should already know and display. Additionally, some teachers fear providing external regulation, in the form of antecedent or consequential supports, will undermine students' intrinsic motivation. Such statements indicate a lack of understanding regarding the fundamental principles of motivation and the differentiation between motivation and regulation. Beyond infancy and early childhood, the motivation for the majority of human behavior is externally motivated (Ryan & Deci, 2000).

Initially, educators provide external regulation for students by establishing common definitions of desired behaviors, providing antecedent supports, and delivering reinforcing or discouraging consequences. Educators use these externally regulated strategies to teach all students the expected behavior and facilitate consistent use of appropriate behavior. Over time, educators assist students in developing self or internal regulation. Students must engage in self-regulation (e.g., demonstrating desired behaviors consistently, without prompting, affirmations or recognition) in order to become successful contributing members of society. Deci and Ryan's (2010) research in the field of self-determination theory (SDT) illustrates the transition from external regulation to internal regulation.

In Figure 6.1, Ryan and Deci (2000) articulate the continuum of human motivation including: amotivation, extrinsic motivation, and intrinsic motivation. *Amotivation* denotes a complete lack of motivation for or value of the activity or knowledge in consideration, or perceived lack of competence with the activity. *Extrinsic motivation* means an individual engages in an activity to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later). *Intrinsic motivation* refers to participating in an activity simply for the enjoyment of the activity itself. Many factors influence where an individual falls on the continuum, with regard to a specific behavior. Additionally, an individual's location on the continuum may be fluid and individuals may move in either direction along the continuum.

## A Taxonomy of Human Motivation

Regulatory Styles	<b>Amotivation</b> <i>Lack of any motivation or value for the activity, or perceived lack of competence</i>	<b>Extrinsic Motivation</b> <i>Activity is done in order to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later)</i>				<b>Intrinsic Motivation</b> <i>Activity is done simply for enjoyment of the activity itself</i>
Associated Processes	Lack of intentionality or relevance	Compliance	Approval from self or others	Self-endorsement of goals	Synthesis of goals or congruence	Interest, enjoyment, inherent satisfaction
Perceived Locus of Causality	Impersonal	External	Somewhat External (Introjection)	Somewhat Internal (Identification)	Internal (Integration)	Internal

*Adapted from Ryan and Deci, 2000  
Figure 6.1*

Extrinsically motivated behaviors may range from externally to internally regulated (e.g., continuum of *perceived locus of causality* in Figure 6.1), or include multiple regulating factors. Consider, for example, possible regulating factors motivating an individual's choice to adopt healthier eating habits and where those factors fall along the *Taxonomy of Human Behavior* in Figure 6.2:

Regulatory Styles	<b>Amotivation</b>	<b>Extrinsic Motivation</b> <i>Activity is done in order to attain a separable outcome</i>				<b>Intrinsic Motivation</b>
Associated Processes	Lack of intentionality or relevance	Compliance	Approval from self or others	Self-endorsement of goals	Synthesis of goals or congruence	Interest, enjoyment, inherent satisfaction
Perceived Locus of Causality	Impersonal	External	Somewhat External (Introjection)	Somewhat Internal (Identification)	Internal (Integration)	Internal
Healthy Eating habits		Desire to meet BMI, blood pressure or other goals for work place health insurance promotions	Desire to fit in at work where everyone eats healthy; wanting to "look good" by societal standards	Desire to be healthier	Choosing a vegan diet as part of a commitment to improving the environment	Inherent love of fresh fruits & vegetables

*Figure 6.2*

While the choice to adopt healthier eating habits may seem internally regulated, or even intrinsically motivated, extrinsic motivation plays a significant role. An inherent enjoyment of fresh fruits and vegetables makes the change easier to adopt. However, you cannot discount the extrinsically motivating factors, such as wanting to comply with recommendations of medical professionals, a desire to fit in with colleagues who make healthy eating choices, setting and reaching a weight loss goal, or recognizing the impact eating habits make on the larger environment.

Ryan and Deci (2000) note, “*In schools for example, it appears that intrinsic motivation becomes weaker with each advancing grade,*” (p. 60). Because most human behavior relies on some form of external motivation, past early childhood, educators face the challenge of teaching students to identify, value, and engage in socially appropriate behaviors with minimal external pressure or regulation. Self-determination theory includes three needs individuals must fulfill to behave with intrinsic motivation:

1. **Competence:** succeeding in what is to be done, belief in one’s ability to succeed, self-efficacy
2. **Relatedness:** connecting with others, belonging
3. **Autonomy:** being in control of one’s life, self-determination

Students may not, initially, find behaviors critical to school success inherently interesting or personally valuable; therefore, educators will need to provide some level of instruction and reinforcement to encourage students to engage in desired behaviors. Over time, students will begin to self-regulate engagement in appropriate behaviors because doing so increases feelings of connectedness and experiences of competency and autonomy. SW-PBS supports the development of self-regulation by: creating environments where all students feel welcome, connected, and valued; directly teaching, monitoring, and reinforcing expectations; and assisting students in the development of self-monitoring and self-regulation.

The amount of external regulation or motivation necessary to reach the end goal of students’ consistent display of desired behavior will be dependent on chronological and developmental age of students, students’ prior knowledge of and experience with desired behaviors, the context or setting events and the students’ understanding that the schoolwide behavioral rules and procedural skills desired by adults are *universal* in nature, and will increase their overall success in the classroom, schoolwide and eventually in life outside of school. Understanding that the majority of human behavior relies on a certain degree of external motivation, and intrinsic motivation relies on the development of competence, relatedness and autonomy. School teams can leverage the science of behavior to plan for and establish systems that create environments which increase the likelihood that teachers and students will demonstrate desired behaviors. Students learning a new skill or behavior may need external regulation (e.g., reward) to gain enough exposure to the naturally occurring positive consequences of the behavior. For example, using more pro-social behaviors such as taking turns; saying “please” or “thank you”; and keeping hands to one’s self; allow a student struggling to find friends to experience social acceptance from peers. Initial teaching and reinforcement may be necessary to help the student learn and consistently use the skill. Over time the skill becomes self-initiated and self-regulated. Eventually the skill should generalize to multiple social contexts allowing the student increasing access to desired peer groups or activities.

However, excessive reliance on authoritarian external regulation leads to individuals losing their sense of autonomy and relinquishing the capacity for self-regulation. Under these conditions, a previously self-regulated behavior becomes a behavior demonstrated only under high external regulation (e.g., athletes who lose the love of the game under pressure to win at all costs). While in most cases people’s general regulatory style becomes more “internal” over time (Chandler & Connell, 1987), in accordance with developmental tendencies towards autonomy (Ryan, 1995), regulation can move in either direction on the continuum.



#### ACTIVITY

With your team:

- ▶ Discuss how you will design professional learning for your staff regarding the continuum of motivation.
- ▶ How will you help staff understand the idea of regulation vs. motivation?

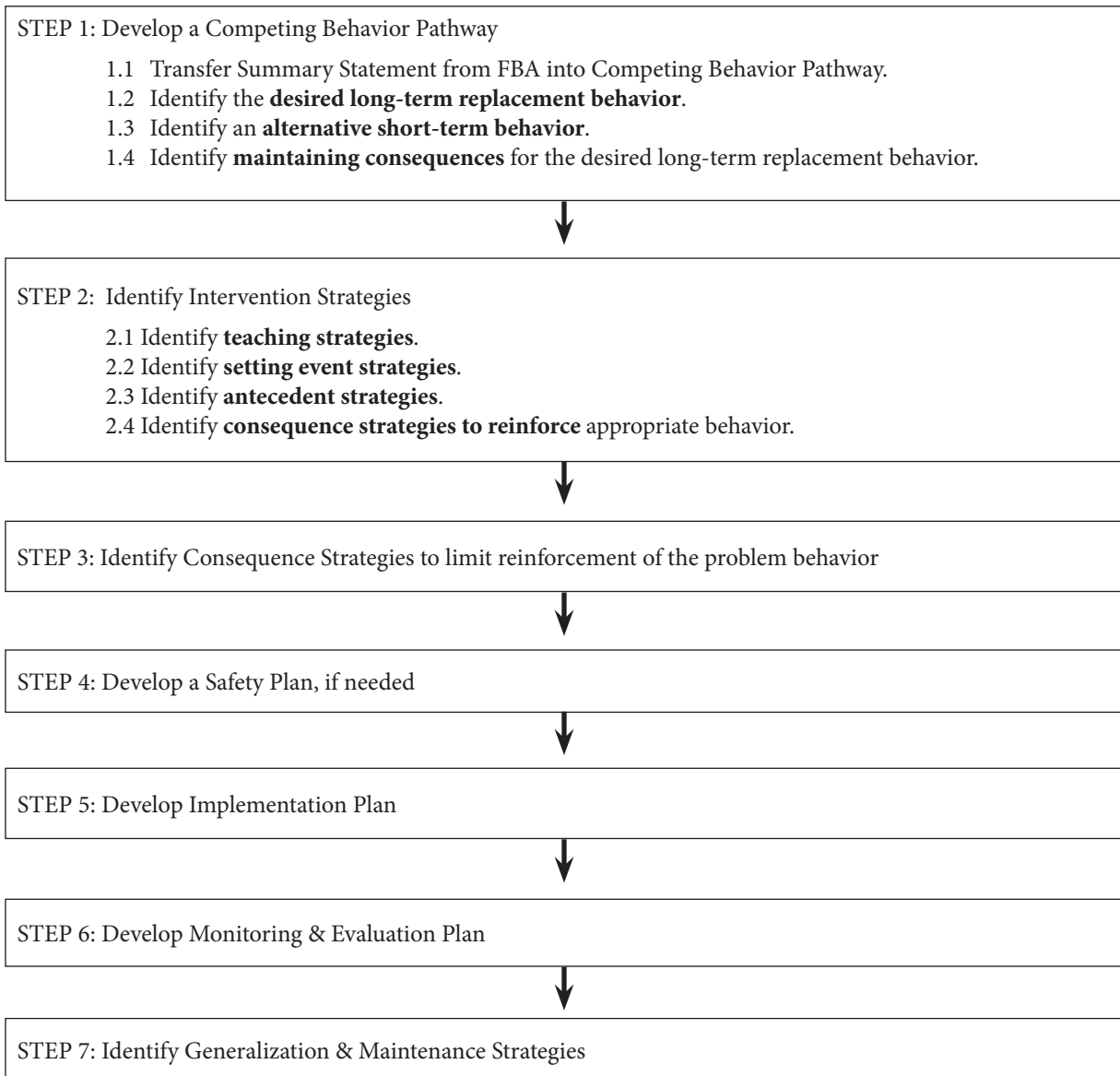
## Introduction to Behavior Intervention Planning Process

A Behavior Intervention Plan (BIP) defines how an educational setting will be changed to improve the behavioral success of the student.

- ▶ The BIP describes how the environment will be changed to **prevent** occurrences of problem behavior to make the behavior irrelevant.
- ▶ The BIP describes the **teaching** that will occur to give the student alternative ways of behaving to make the problem behavior inefficient.
- ▶ The BIP describes the consequences that will be provided to **reinforce** appropriate behavior to make the problem behavior ineffective.

The flow chart on the next page shows the entire process of developing a BIP from the FBA. Each step will be described in further detail throughout the chapter. The workbook will guide you through the step-by-step process with an example student, Suzy, continued from Chapter 5.

## Behavior Intervention Plan Development Flow Chart



# Behavior Intervention Plan Components

## STEP 1. DEVELOPING A COMPETING BEHAVIOR PATHWAY

The Competing Behavior Pathway model is used to create a link between the Functional Behavior Assessment and the Behavior Intervention Plan.

First, the team builds the competing behavior pathway by copying the FBA summary statement into the behavior pathway diagram--transferring the setting events, triggering antecedents, and maintaining consequences along with the function to the Competing Behavior Pathway. Next, the Action Team defines the desired replacement behavior, as well as any alternative short-term replacement behaviors that might be appropriate steps to the long-term replacement behavior. The reinforcement consequence for when the student displays the desired replacement behavior is planned.

The purpose of the Competing Behavior Pathway is threefold:

1. Highlight the importance of building the Behavior Intervention Plan around the Summary Statement
2. Identify competing behavioral alternatives to the problem behavior.
3. Determine strategies for making the problem behavior ineffective, inefficient or irrelevant through changes to the routine or environment.

Crone & Horner, 2003

## Identifying Long-term Replacement Behaviors

Once the summary statement is transferred to the Competing Behavior Pathway, the next step is for the Action Team to decide on long-term replacement behaviors. These long-term replacement behaviors are found in the classroom rules and schoolwide matrix. It would be helpful for the Action Team to have those resources available for this task. If the desired replacement behavior is taken directly from the schoolwide matrix or classroom rules staff will already be fluent with the language to positive reinforce the desired behavior. There is no special language needed for a Behavior Intervention Plan! The chart below give examples of desired replacement behavior from classroom or schoolwide matrices that address the function of the problem behavior and increase the likelihood the student will receive recognition for use of the desired behavior.

Problem Behavior	Function	Desired Replacement Behavior
Quiet when addressed by peers; Cries; Turns around and walks away	Escape peer interaction	Listen to the speaker with my eyes and ears, use kind words
Rips paper; Leaves work area and walks around the room	Escape difficult tasks	When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat.
Pushes or hits peers	Gain peer interaction	Be safe: keep body to yourself and use respectful language.

## Identifying Short-term Alternative Behavior

The gap may be very wide between the desired behavior and what the student is currently doing; therefore, the Action Team will need to identify a short-term alternative behavior

Short-term alternative behaviors are:

- ▶ An immediate attempt to reduce disruption & potentially dangerous behavior in the classroom
- ▶ Designed to actively begin breaking the student's habit of using problem behavior to meet their needs, by replacing it with a more acceptable alternate behavior

An appropriate Short-term Alternative Behavior:

- ▶ Serves the same function as the problem behavior
- ▶ Is easier to do and more efficient than the problem behavior
- ▶ Requires less physical effort & provides quicker, more reliable access to desired outcome/response than problem behavior
- ▶ Is socially acceptable

Just like the long-term replacement behavior, the short-term alternative behavior must serve the same function as the problem behavior (see the table below).

Problem Behavior	Function	Short-term Alternative Behavior	Desired Replacement Behavior
Quiet when addressed by peers; Cries; Turns around and walks away	Escape peer interaction	Tell friends, "I just want to be alone right now," "I want to be by myself now" and other respectful "I" statements	Listen to the speaker with my eyes and ears, use kind words
Rips paper; Leaves work area and walks around the room	Escape difficult tasks	Sit quietly, ask for a break (limit to 3 per day)	When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat.
Pushes or hits peers	Gain peer interaction	Use words only to get friends' attention	Be safe: keep body to yourself and use respectful language.



## Identify Maintaining Consequence for the Desired Behavior

After identifying the desired replacement behavior, the Action Team must consider how the new behavior meets the student's needs and will be reinforced.

Problem Behavior	Function	Short-term Alternative Behavior	Desired Replacement Behavior	Maintaining Consequence
Quiet when addressed by peers; Cries; Turns around and walks away	Escape peer interaction	Tell friends, "I just want to be alone right now," "I want to be by myself now" and other respectful "I" statements	Listen to the speaker with my eyes and ears, use kind words	Others students will be more likely to respond to her in a positive way by respecting her requests to occasionally have time to herself.
Rips paper; Leaves work area and walks around the room	Escape difficult tasks	Sit quietly, ask for a break (limit to 3 per day)	When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat.	Student will have free time once work is completed
Pushes or hits peers	Gain peer interaction	Use words only to get friends' attention	Be safe: keep body to yourself and use respectful language.	Play time with friends



**ACTIVITY**

Note the information from Suzy’s Summary Statement that has been transferred to her Competing Behavior Pathway. With your team, discuss what information the Action Team added to complete Suzy’s Competing Behavior Pathway. Does the Desired Replacement Behavior look like a behavior on your matrix or class rules?

**SUZY EXAMPLE**

**Competing Behavior Pathway**

		<b>Desired Replacement</b> (Long Term Objective)  Work quietly on independent work	<b>Reinforcing Consequences for Desired Replacement</b>  Suzy will earn time to work with friends	
<b>Setting Event</b>  When specific friends are around	<b>Triggering Antecedent</b>  Asked to work independently	<b>Problem Behavior</b>  Talking out, joking, disrupting class	<b>Maintaining Consequences</b>  Gets peers to laugh and teacher attention	<b>Function</b>  To get attention
		<b>Alternative Replacement Behavior</b> (Short-term Replacement)  Ask appropriately to work with a partner or obtain peer interaction by completing small parts of independent tasks		

## STEP 2. IDENTIFY INTERVENTION STRATEGIES

Once the Action Team has completed the Competing Behavior Pathway, they are ready to identify intervention strategies, remembering to always address the function of the problem behavior. These intervention strategies include:

- 2.1 teaching strategies
- 2.2 setting event strategies
- 2.3 antecedent strategies
- 2.4 consequence strategies to reinforce appropriate behavior

We will describe each strategy, sharing how Suzy's Action Team created her BIP.

MO SW-PBS adapted the Menu of Function-Based Options for Behavior Intervention Planning from a tool by Loman & Borgmeier (2010). It is the tool Action Teams should use as they develop the Behavior Intervention Plan. This menu provides options for addressing setting events, antecedents, teaching replacement behavior and consequences for encouraging appropriate behavior as well as discouraging continued use of the problem behavior. The menu is particularly helpful because it gives ideas for attention seeking and escape/avoidance of a task. Selecting one or two options for each strategy from the menu will make developing the BIP more efficient and effective. The team will customize the strategies to meet the specific needs of the child. Strategies are built on the Effective Classroom Practices and are organized by function.

*“Once the team has identified a long-term desired behavior and an acceptable short-term alternative to the problem behavior, they must generate strategies to facilitate the student’s performance of those behaviors.”*

Crone & Horner, 2003, p. 56

## Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks
2.1 Setting Events Strategies	<ul style="list-style-type: none"> <li>• Check-in with an adult immediately upon student arrival to:                             <ul style="list-style-type: none"> <li>• Provide positive attention, greeting</li> <li>• Organize materials</li> <li>• Practice replacement behaviors</li> <li>• Provide food, sleep, medications, hygiene, clothing etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide a quiet space to eat breakfast, do a preferred activity, etc.</li> <li>• Ask the student if they want to talk with an adult they choose before going to class</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a structured daily schedule for on-task activities (visual schedule)</li> </ul>
2.2 Antecedent Strategies	<ul style="list-style-type: none"> <li>• Increase Positive Recognition                             <ul style="list-style-type: none"> <li>• Give student leadership responsibility or a class “job” that requires the student to interact with staff.</li> <li>• Increase positive home/school communication</li> </ul> </li> <li>• Increase Opportunities to Respond</li> <li>• Increase Active Supervision – Schedule more frequent interactions</li> <li>• Increase opportunities for peer interaction</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers assign cooperative groups (versus students choosing)</li> <li>• Provide the option to work independently</li> <li>• Preview upcoming events and tasks</li> <li>• Use a visual schedule of class activities</li> <li>• Provide preferential seating (e.g. separate “office”, desk to the side, on the floor, etc.)</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Procedures                             <ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Individualize procedure for use of resources (e.g. individual dictionary, 100’s chart, multiplication table, graphic organizers)</li> <li>• Check to see if student has needed materials and if not, provide them before they are needed.</li> </ul> </li> <li>• Address Task Difficulty                             <ul style="list-style-type: none"> <li>• Design assignments to meet student instructional/skill level.</li> <li>• Pre-teach content.</li> <li>• Modify amount or type of activity.</li> <li>• Provide extra help/checks for understanding.</li> </ul> </li> <li>• Provide Choice                             <ul style="list-style-type: none"> <li>• Provide choices such as what to do first or what tools to use.</li> </ul> </li> <li>• Sequence Tasks                             <ul style="list-style-type: none"> <li>• Provide an opportunity to engage in a preferred activity first.</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul> </li> </ul>

	Seek Attention	Avoid Attention	Avoid Tasks
2.3 Teaching Strategies	<ul style="list-style-type: none"> <li>• Teach specific ways to ask for attention: <ul style="list-style-type: none"> <li>• Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.)</li> <li>• Help teach lesson to other students</li> <li>• Participate in social skill instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teach self-management skills: <ul style="list-style-type: none"> <li>• Observing &amp; recording own behavior</li> <li>• Goal setting</li> <li>• Evaluating behavior</li> <li>• Strategy instruction</li> </ul> </li> <li>• Participate in social skill instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how to ask for a break.</li> <li>• Teach how to ask for an alternative activity/ assignment</li> <li>• Teach student how to ask for assistance</li> <li>• Teach student how to use resources</li> <li>• Teach specific academic skills <ul style="list-style-type: none"> <li>• Sight words</li> <li>• Reading fluency</li> <li>• Comprehension</li> <li>• Math facts</li> </ul> </li> <li>• Participate in social skill instruction</li> </ul>
2.4 Consequences to Reinforce Replacement Behavior	<ul style="list-style-type: none"> <li>• Respond quickly when the student asks for attention appropriately</li> <li>• Give frequent attention for any appropriate behavior</li> <li>• Allow student to earn opportunity to pick activity for group or class</li> <li>• Provide opportunity for peer interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge student with nonverbal reinforcements: <ul style="list-style-type: none"> <li>• Thumbs up</li> <li>• Small note</li> </ul> </li> <li>• Provide opportunity to earn time doing self-selected activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity to earn breaks after specified number of completed tasks</li> <li>• Provide opportunity to earn time doing self-selected activity</li> <li>• Reward student for attempting tasks</li> <li>• Staying focused on the task</li> </ul>
Consequence to Make Problem Behavior Ineffective	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Limit verbal interaction for problem behavior.</li> <li>• Create a signal that prompts student to stop and/or return to desired activity</li> <li>• Teacher ignore problem</li> <li>• Prompt peers to ignore problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Teacher gives non-verbal cue to participate</li> <li>• Proximity control</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Offer brief assistance with task or activity</li> <li>• Offer alternatives methods or materials to complete the task</li> <li>• Schedule standard times to complete unfinished work</li> </ul>

*Adapted from Loman, S. & Borgmeier, C. (2010)*

## **STEP 2.1. IDENTIFY TEACHING STRATEGIES**

Start with teaching the replacement behavior along with any strategies the student will be expected to use. This means **systematically** and **explicitly** teaching behaviors/skills that will meet the same function as the student's target behavior to make the problem behavior less efficient and effective and acceptable behavior easier to perform and more likely to be reinforced.

Teaching long-term replacement behavior often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills.)

**ACADEMIC SKILL DEFICITS** (the student does not know how to do the work, often related to Avoiding difficult tasks)

- ▶ Example: Student avoids reading because he or she is 3 grade levels behind in reading. Addressing this deficit requires intensive reading instruction.

**SOCIAL SKILL DEFICITS** (the student does not know the appropriate skills or methods to relate to others (verbal/nonverbal), often related to seeking interaction or attention)

- ▶ Example: Student seeks interaction or attention due to isolation from peers and adults resulting from aggressive behavior and limited social skills. Addressing this deficit requires sustained, targeted social skill instruction generalized to natural context

**COMMUNICATION DEFICIT** (the student does not know the appropriate skills or methods (verbal/nonverbal) to communicate with others)

- ▶ Example: Student screams and loudly claps hands due to limited communication skills which might result in getting something to eat. Addressing this deficit requires teaching communication skills (PECS, sign language, etc.)

**ORGANIZATIONAL/SCHOOL SKILL DEFICITS** (the student does not know how to effectively use time or resources)

- ▶ Example: Student doesn't complete homework due to limited scheduling and organization strategies which might result in task avoidance due to limited background knowledge. Addressing this deficit requires teaching school skills.

Teaching Considerations:

- ▶ Practice the new behavior when the student is calm, relaxed, and at times when problems do not occur.
- ▶ Provide multiple opportunities for the student to role play and practice using the new behavior.
- ▶ Teach the student when to use the replacement behavior.
- ▶ Use role play and practice with feedback in the natural environment.

- ▶ Teach the student to recognize the specific situational and internal cues (e.g., a student feels her heart pounding just before it is her turn to read aloud) that naturally happen before the behavior occurs.
- ▶ Anticipate when the student is about to make a mistake (or about to experience difficulty when initially learning a new coping skill) and provide support to ensure success.

<b>SUZY EXAMPLE</b>			
<b>2.1 Teaching Strategies</b>			
Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Appropriate Behavior
		<ul style="list-style-type: none"> <li>• Teach her what it looks like and sounds like to work independently</li> <li>• Participate in social skills instruction</li> </ul>	

An example lesson plan is found on the following page.

## EXAMPLE EXPECTATIONS LESSON PLAN - Expectation: I am responsible.

<p><b>Classroom Rule(s):</b> When given directions, say OK and begin working right way. Work quietly. Ask for help by raising your hand.</p> <p><b>Replacement Behavior:</b> Complete independent work quietly.</p>
<p><b>DEFINE THE RULE:</b></p> <p>“This week we will focus on quietly working independently when the teacher gives directions. It’s important to use class time provided to do assigned work so you can get help if needed, and ask questions. Doing your independent work in class lets your teacher know what you can do, and what things you might need to practice more.”</p> <p>“Whenever the teacher gives directions to begin work, you should say, “Ok,” and begin right away. You work quietly so everyone can concentrate on their work, and if you need help or have a question, you can raise your hand and wait patiently for the teacher to come to you.”</p>
<p><b>MODEL:</b></p> <p><b>Example:</b> Brandon is sitting at his desk. The teacher tells the class to begin underlining parts of their papers where there is dialogue. Brandon says, “Ok” quietly to himself, gets out his pencil and begins underlining his story everywhere he sees quotation marks.</p> <p><b>Example:</b> The teacher directs the students to read the story in the reading book. Josie says “Ok” quietly to herself and begins reading. Josie cannot read the following word, “minestrone.” She looks at the word wall, but does not see any clues to help her, and she is not able to find clues in the text. Josie raises her hand and waits for the teacher to come to her so she can ask about the word.</p> <p><b>Non-Example:</b> The teacher directs the students to begin working on the math assignment. Jessica cannot work problem #3. She sits and does not work.</p> <p><b>Example:</b> Cody says “Ok” and starts working on his reading assignment when the teacher gives directions. He comes to a funny sentence and looks up to say something funny to his group about the sentence. He sees other students reading quietly and decides to make a note and tell them after the work time is over.</p>
<p><b>ROLE PLAY:</b></p> <ol style="list-style-type: none"><li>1) Give the students a book, notebook paper, and a pencil.</li><li>2) Tell the students to write the name and author of the book on the paper and write a prediction about the book.</li><li>3) Give positive specific feedback when students say, “Ok” and begin right away, work quietly, and ask for help by raising their hand.</li><li>4) Give clear corrective feedback, and demonstrate correction for student. Repeat the direction and provide positive specific feedback.</li></ol>
<p><b>AFTER THE LESSON</b></p> <ol style="list-style-type: none"><li>1) Provide verbal prompts (pre-corrects) prior to work time reminding student of the expectations.</li><li>2) Provide student with high rates of positive specific feedback when performing the expected behavior.</li><li>3) Follow-up: Use CW-FIT to encourage students to use the expected replacement behavior during times when they will be given independent work.</li></ol>



## STEP 2.2. IDENTIFY SETTING EVENT STRATEGIES

- Put supports in place in the school environment to mitigate or diminish the effect of events that set the stage for problem behavior. The team cannot usually eliminate setting events, however, supports can be put in place in the school environment to reduce the effects.

Remember, **Setting Events are conditions or circumstances that alter the probability of a behavior occurring.** These are events that happen outside of the immediate routine that commonly make the problem behavior more likely are *Setting Events* (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013). For the entire class, a substitute, fire drill, or assembly can be a *Setting Event*. For an individual student or group of students a *Setting Event* can be lack of sleep or food, missing the bus or a fight on the bus on the way to school, etc.

Below are some *Setting Events* and possible strategies to reduce the impact on behavior:

Setting Event	Strategies to Mitigate Impact
Incomplete work	Check in with adult to provide assistance with organization and work completion
Physical Need (hungry, tired, cold)	Schedule regular routine to meet with the student to address physical needs (e.g. provide snack, exercise, etc.)
Argument with peer or family member before school	Schedule regular routine to meet with the student to de-escalate, set goals and practice calming strategies

### SUZY EXAMPLE

#### 2.2 Setting Event Strategies

After discussing teaching strategies, Suzy's Action Team discussed her setting event-she increases her disruptive behavior when certain peers are around. Again, they used the Menu and selected one strategy:

- She might be seated in a different group than these peers

They recorded this on her BIP form.

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce
<ul style="list-style-type: none"> <li>• Move Suzy's group across the room from her friends</li> </ul>		<ul style="list-style-type: none"> <li>• Teach her what it looks like and sounds like to work independently</li> <li>• Participate in social skills instruction</li> </ul>	

### STEP 2.3. IDENTIFY ANTECEDENT STRATEGIES

Antecedent strategies are put in place to change the conditions that trigger problem behavior.

- ▶ Change predictors that trigger the problem behavior to make the problem behavior irrelevant or unnecessary. Match the prevention strategies with the identified function of behavior.
- ▶ Support the short-term Alternative Behavior or longer-term Desired Behavior by providing prompts before the student encounters situations/conditions that may be difficult.

Several of the effective classroom practices identified by MO SW-PBS often can be used as antecedent strategies to prevent problem behavior. In the *Menu of Function-Based Options for Behavior Intervention Planning*, found earlier in this chapter, the effective classroom practices have been identified as potential antecedent strategies to prevent or at least decrease the likelihood the problem behavior will occur. More information about how to implement each classroom practice can be found on [pbissmissouri.org](http://pbissmissouri.org).

### SUZY EXAMPLE

#### 2.3 Antecedent Strategies

Suzy's Action Team discussed how she doesn't like to work independently. Suzy is also very bright and may be bored with her work. They looked at the *Menu of Function-Based Options for Behavior Intervention Planning* to make sure they selected antecedents to address the function of seeking peer attention. Suzy thought a schedule showing independent time versus group time would help her do her independent work. Also, the teacher will provide precorrects prior to independent work throughout each day. They listed these on the BIP form.

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce
<ul style="list-style-type: none"><li>• Move Suzy's group across the room from her friends</li></ul>	<ul style="list-style-type: none"><li>• Provide a visual schedule of class activities, showing independent and group work time</li><li>• Teacher will clarify expectations for independent work and provide precorrects</li></ul>	<ul style="list-style-type: none"><li>• Teach her what it looks like and sounds like to work independently</li><li>• Participate in social skills instruction</li></ul>	

## STEP 2.4. IDENTIFY CONSEQUENCE STRATEGIES TO REINFORCE APPROPRIATE BEHAVIOR

- ▶ A critical part of any intervention plan is determining how long-term desired behavior and short-term alternative behavior will be reinforced. The team must match the reinforcement strategies to the function and reinforce appropriate behavior to make the problem behavior ineffective.
  - The team must ensure that the Behavior Intervention Plan includes strategies to provide frequent and immediate recognition when the student appropriately seeks interaction/attention to change attention-maintained behavior.
  - The Behavior Intervention Plan must include strategies to respond quickly when the student asks for help or for a break, initiates a task or completes a task to change escape-maintained behavior.
  
- ▶ There are four rules for designing Consequence Strategies:
  - Match the reinforcement to the function of behavior.
  - Use the least amount that is necessary to get the replacement behavior.
  - Be consistent and immediate in delivering the reinforcer – establish a routine.
  - Teach the student how he/she will get the reinforcement.

*“Behaviors persist only when reinforced.”*

Scott, Anderson & Alter, 2012, p. 257

*“Behavior is a function of its consequences. You reward behaviors, not people.”*

O’Neill, et al, 1997, p. 76



### ACTIVITY

Write the letter of the function beside the corresponding reinforcing consequence.  
(One function will be used twice.)

#### REINFORCING CONSEQUENCE

- \_\_\_\_\_ 1. Successful completion of tasks results in breaks
- \_\_\_\_\_ 2. Increased opportunity to spend time with peers
- \_\_\_\_\_ 3. Attempts to correctly complete the work result in earning the opportunity to choose alternate tasks
- \_\_\_\_\_ 4. Ten minutes of computer time

#### FUNCTION

- a. Obtain Attention
- b. Obtain Specific Activity
- c. Escape Task Demands

## SUZY EXAMPLE

### 2.4 Consequence Strategies to Reinforce Appropriate Behavior

Suzy's Action Team Leader reminded the Action Team that the short-term replacement behavior Suzy will be working to complete small parts of independent tasks and check in with a peer. Suzy was enthusiastic about being able to work with her friends when she completes some of her independent work. The Action Team Leader confirmed that this reinforcement aligns with the function of her behavior; obtaining peer attention. They wrote this on the 2.4 Consequence Strategies to Reinforce Appropriate Behavior section of Suzy's BIP.

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce
<ul style="list-style-type: none"> <li>• Move Suzy's group across the room from her friends</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a visual schedule of class activities, showing independent and group work time</li> <li>• Teacher will clarify expectations for independent work and provide precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teach her what it looks like and sounds like to work independently</li> <li>• Participate in social skills instruction</li> </ul>	<ul style="list-style-type: none"> <li>• When Suzy completes assigned portions of work independently, she will check in with a peer about the assignment.</li> </ul>



#### ACTIVITY

Work with your team, review the information provided in the Jo Adapted Functional Assessment Checklist for Teachers & Staff and the ABC Observation found on the following pages, then complete the following tasks:

1. Identify a Long-Term Desired Replacement Behavior.
2. Identify a Short-Term Alternative Behavior.
3. Use the Menu of Function-Based Options found earlier in the chapter to develop setting event strategies, antecedent strategies and reinforcing consequences.
4. Record all responses on the BIP Template found at the end of Jo's FBA information.

Think about connecting across the tiers and using language from your school's matrix to develop the replacement behaviors and the strategies.

## Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name Jo Date Jan. 15

Classroom/Homeroom Teacher \_\_\_\_\_ Grade 4

### SECTION 1: DESCRIPTION OF PROBLEM BEHAVIOR

Problem Behavior <i>(Obtained from identification process):</i>	What does it look like? <i>(Observable)</i>	How will behavior be measured? Frequency Intensity Duration
Noncompliance Defiance	1) Taps/makes noises whole class can hear 2) Blacks out test with marker 3) Throws binder/paper across room	3 X a day

### SECTION 2: CLASSROOM INTERVENTION

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?  
Yes – Weekly Social/Behavioral Lessons with whole class.

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? Yes – Received schoolwide recognition tickets.

*If no, review implementation of Effective Classroom Practices with the Classroom Teacher.*

### SECTION 3: RECORD REVIEW

Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date	Summarize Findings
Office Referrals (ODR)	Jan. 7, 2014	5 Office discipline referrals from August 15 to Dec. 20, 2013. Referred for throwing objects and making noises that disrupt learning for all students in the class.
Classroom Minors	Jan. 7, 2014	14 Classroom-managed behaviors – blacks out work with marker rather than engaging in the task. Shoves paper, book, pencil off desk.
Absences	Jan. 7, 2014	1 excused for illness
Tardies	Jan. 7, 2014	1 excused – car wouldn't start
G.P.A./Grades	Jan. 7, 2014	1 A in Read Right, 3 D's: Reading, Science, Social Studies 1 F in Math – A in Art
Reading Assessment	Dec. 1, 2013	Star Test = 21st %ile
Written Language Assessment	Dec. 3, 2013	Writing Sample = 12th %ile
Math Assessment	Nov. 25, 2013	Star Test = 6th %ile
Health Information <i>(if applicable)</i>	Jan. 7, 2014	Nurse reported adequate hearing, vision and health
IEP Information <i>(if applicable)</i>		Not applicable
Other: <i>i.e. nurse or counselor visits</i>	Jan. 7, 2014	9 counselor visits during reading class; 4 counselor visits during math class

Student Name Jo Date Jan. 15

Description of Problem Behavior Taps/makes noises whole class can hear,Blacks out test with marker, Throws binder/paper across room

**SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE**

\* Completed by each of the student's classroom teachers

Context		Problem Behavior		Consequence
1) Schedule: (Time & Subject)	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	3) Likelihood of Problem:  Low                      High	4) What is the response to the problem behavior? (Write the # of the response that most often applies & is most likely maintaining the problem behavior.)  1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office	
7:00 Breakfast		① 2 3 4 5 6	NA	
7:30 Sit in Hall		① 2 3 4 5 6	NA	
7:45 Gym		① 2 3 4 5 6	NA	
8:05 Anncement		① 2 3 4 5 6	NA	
8:15 Fill out assign D.O.L.		1 2 ③ 4 5 6	6	
8:30 Spelling		1 2 ③ 4 5 6	1 - Assistance provided	
9:00 English		1 2 ③ 4 5 6	NA	
9:30 Reading	Whole Class	① 2 3 4 5 6	7	
	Small Group	1 2 3 4 ⑤ 6	7	
	Test	1 2 3 4 ⑤ 6	7	
10:00 Art		1 2 3 4 ⑤ 6	NA	
P.E.		① 2 3 4 5 6	NA	
Music		① 2 3 4 5 6	NA	
10:30 Reading	Whole Group	① 2 3 4 5 6	7	
	Small Group	1 2 3 4 ⑤ 6	7	
	Test	1 2 3 4 ⑤ 6	NA	
11:00 Science	Whole Group	① 2 3 4 5 6	NA	
11:30 Specials	Whole Group	① 2 3 4 5 6	NA	
12:00 Lunch	Whole Group	① 2 3 4 5 6	6	
12:30 Recess/HW	HW Independent	1 2 3 4 ⑤ 6	Student sent to another area of the room	
12:45 Rocket Mth		1 2 ③ 4 5 6	NA	
1:00 Math	Whole Group	① 2 3 4 5 6	7	
	Ind. Practice	1 2 3 4 5 ⑥	7	
	Math Homework	1 2 3 4 5 ⑥	NA	
2:10 Social Study		① 2 3 4 5 6	NA	
2:40 Pack for Hme		① 2 3 4 5 6	NA	
3:00 Recess		① 2 3 4 5 6		

List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 4, 5 or 6: (Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).)

Problem Behavior: Taps/makes noises whole class can hear, Blacks out test with marker, Throws binder/paper across room is most likely to occur during independent reading or math activities.  
(Context)

Problem Behavior: Taps/makes noises whole class can hear, Blacks out test with marker, Throws binder/paper across room is least likely to occur during whole group activities that do not require independent reading or math.  
(Context)

Complete the *FACTS - Part B* on the next page for each of the prioritized context(s) identified.

## Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part B)

### SECTION 5: DESCRIPTION OF THE ANTECEDENT

Rank order the top two predictors of problem behavior in the context identified in Part A. Then ask follow-up questions to get a detailed understanding of each predictor.

<b>Antecedents</b> <i>(Rank order top 2 predictors)</i>	<b>Follow Up Questions</b> <i>Be as Specific as possible</i>
<p>___ a. Large Group Activity      <u>1</u> f. Task too hard</p> <p>___ b. Small Group Activity      ___ g. Task too easy</p> <p><u>2</u> c. Independent Activity      ___ i. Physical Demand</p> <p>___ d. Transition      ___ j. Correction/reprimand</p> <p>___ e. Unstructured Activity</p>	<p>If a, b, c, d or e – Describe setting/activity/context in detail: <u>Tasks during which no adult assistance is provided.</u></p> <p>If f, g, h, or i – Describe task/demand in detail: <u>Reading tests or independent writing of sentences or paragraphs.</u></p> <p>If j – Describe purpose of correction, voice tone, volume: _____ _____</p>

### SECTION 6: DESCRIPTION OF THE CONSEQUENCE

Rank order the consequences that appear most likely to maintain the problem behavior in the context identified in Part A. Ask follow-up questions for consequences ranked #1 & 2.

<b>Consequences</b> <i>(Rank order top 2 consequences)</i>	<b>Follow Up Questions</b> <i>(Be as Specific as possible)</i>
<p>___ a. adult(s) respond (look at or talk to student)</p> <p>___ b. peer(s) respond (look at, laugh or talk to student)</p> <p>___ c. get specific activity</p> <p>___ d. get specific object</p> <p>___ e. get specific sensory input</p> <p>___ f. removed from adult(s)</p> <p><u>1</u> g. removed from peer(s)</p> <p>___ h. specific activity removed</p> <p>___ i. specific sensory input removed</p>	<p>If a or b – Which adults or peers respond? _____ _____</p> <p>How did the adults or peers respond? _____ _____</p> <p>If c, d or e – What specific item, activity or sensory input did the child obtain? _____</p> <p>If f or g – From which adults or peers was the child removed? _____</p> <p>If h or i – Describe specific task/activity/sensory input removed (specifically describe the type of work within subject areas): <u>test or independent writing task</u></p> <p>Can the student independently perform the task? Y <input checked="" type="radio"/> N</p> <p>Is further assessment needed to ID specific skill deficits? <input checked="" type="radio"/> N</p>



**SECTION 7: SETTING EVENT(S)**

Rank order any events that happen outside of the immediate context (at home or earlier in the day) that commonly make problem behavior more likely in the context described above.

- hunger     
  lack of sleep     
  illness     
  missed medication     
  conflict at home  
 conflict at school   
  homework not done   
  change in routine   
  failure in previous class

**SECTION 8:** Fill in boxes below using top ranked responses and follow-up responses from corresponding categories on previous page.

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . . Directed to read materials at grade level, take a reading test or work on math computation requiring regrouping.	Student will . . . . 1) Taps/makes noises whole class can hear 2) Blacks out test with marker 3) Throws binder/paper across room	Because this happens . . . He is removed and task is removed.  Therefore the function is to obtain <u>avoid</u> reading materials at grade level, reading tests and math computation requiring regrouping.
SETTING EVENT		
Failure in previous class		

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

- Not at all*                                      *So-so*                                      *Very confident*  
 1                                      2                                      3                                      4                                      5                                      **6**

Observer \_\_\_\_\_ Student Jo

Location (e.g., class #, gym, cafe) \_\_\_\_\_ Date \_\_\_\_\_

**List Initial Summary Statement**

ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During: When working on independent rdg & math tasks	When: Directed to read at grade level or work on math computation with regrouping	The student will: tap, blacken items; throw paper	Because: Task is removed Therefore the function is to obtain/avoid grade level reading tests & math computation requiring regrouping

**Activity Observed: Reading**

Time	Antecedent	Behavior	Outcome/Consequence
<input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify:	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: T told Jo to begin work on reading test	Jo blacked out items.	<input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> get specific activity/object <input type="checkbox"/> get specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: T gave Jo another reading test.
<input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify:	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: T told Jo to begin.	Jo turned over paper.	<input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input checked="" type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Jo was sent to area in back of room for 5 min.
<input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify:	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: T told Jo to go back to seat & begin test.	Jo went to his desk, then threw the test on the floor.	<input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input checked="" type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Jo was sent to counselor.

Summary Statement based on Observation(s)

During: Independent reading test	When: Directed to work on grade level reading test	Student will: black out items and throw test	Because: He is removed or task is removed. Therefore the function is to obtain (avoid) (circle one)
-------------------------------------	---	---	--

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

Not at all 1                  2                  3                  4                  5                  Very confident (6)

# Behavior Intervention Plan

Student Name: Jo

Action Team Members:

Date of Meeting:

## 1. COMPETING BEHAVIOR PATHWAY

Setting Event	Triggering Antecedent	Problem Behavior	Reinforcing Consequences for Desired Replacement
		<b>Alternative Replacement Behavior</b> (Short-term Replacement)	<b>Maintaining Consequences</b>
			<b>Function</b>



## 2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies to Reinforce Appropriate Behavior

*Adapted from Horner, R. (2008), Anderson, C. (2007) from Todd, Horner, Sugai, & Colvin (1999)*

*“A person with a long history of problem behaviors will continue to perform them as long as those behaviors are effective.”*

O’Neill, et al, 1997, p.67

### **STEP 3. IDENTIFY CONSEQUENCE STRATEGIES TO LIMIT REINFORCEMENT OF PROBLEM BEHAVIOR**

In addition to developing consequence strategies to encourage expected behavior, the Action Team will also discuss consequence strategies to make problem behavior ineffective. Often the problem behavior has been inadvertently reinforced by the typical consequence. It is important to plan new consequence strategies

for the problem behavior, which do not feed the function of the behavior.

**The Action Team must plan to change the consequences that have supported the problem behavior.**

Do NOT allow the problem behavior to pay off for the student. Put the problem behavior on extinction.

**Extinction** involves systematically withholding or preventing access to a reinforcing outcome that was previously delivered. If the problem behavior was reinforced by escape from difficult tasks, then extinction would involve making sure the problem behaviors were not followed by escape from these tasks.

It may not be possible or practical to change all actions that may reinforce problem behavior (e.g. a teacher must correct a student who cusses. This correction may be reinforcing if the student is cussing to gain attention from the teacher). However, the adults can reduce the reinforcement of the problem behavior.

Some strategies to limit reinforcement of problem behavior are:

- ▶ Limit verbal interaction for problem behavior.
  - Create a signal that prompts student to stop and/or return to desired activity.
- ▶ Prompt peers to ignore problem behavior.
- ▶ Offer brief assistance with task or activity.
- ▶ Schedule standard times to complete unfinished work.

#### **DISCUSSION**



Review the strategies to Limit Reinforcement of Problem Behavior (above), then discuss with your team:

1. Which strategies would be appropriate for students whose behavior is maintained by seeking interaction or attention? Explain the rationale for selection of strategies.
2. Which strategies would be appropriate for students whose behavior is maintained by avoidance of tasks? Explain the rationale for selection of strategies.

## SUZY EXAMPLE

### 3. Consequence Strategies to Limit Reinforcement of Problem Behavior

Suzy's Action Team discussed how Suzy's peers laugh when she talks out or jokes when she should be doing her independent work. They consulted the *Menu of Function-Based Options for Behavior Intervention Planning* and discussed how they would teach other students in the class to not respond to Suzy's inappropriate behaviors during independent work times. The Action Team Leader wrote these consequence strategies on Suzy's BIP.

### 3. Consequence Strategies to Limit Reinforcement of Problem Behavior

Teach other students in the class to ignore Suzy's inappropriate behavior during independent work times.

Teacher will consistently respond with a non-verbal cue for Suzy to return to her work.

## STEP 4. SAFETY STRATEGIES

Students who have exhibited problem behavior over an extended period will require time to respond to the Behavior Intervention Plan. Develop a safety plan for students whose behavior could potentially be harmful to themselves or others.

**If the student’s behavior is dangerous to themselves or others, safety strategies should be included in the plan. They should be used *only* in situations where there is serious risk of harm to the child or others in the environment (e.g. running out of the building, hitting, biting, etc.). A reminder that the information contained in this workbook is designed for developing a basic or simple FBA/BIP. For students who need safety strategies, consider a more complex FBA/BIP process.**

Examples of Potentially Harmful Behavior that might require a Safety Plan in a <b>Simple FBA</b>	Examples of Potentially Dangerous Behavior that would require a Safety Plan in a <b>Complex FBA</b>
<ul style="list-style-type: none"> <li>• Running in the hall</li> <li>• Rocking back on chair</li> <li>• Inadvertently pushing others</li> <li>• Swinging materials around</li> <li>• “Horseplay”, “rough-housing” – playing too roughly or boisterously</li> <li>• “Tantrum” – crying, yelling, banging hands, shoving things off desk, laying on floor</li> <li>• Destruction of property – ripping up papers, breaking pencils/pens, banging on I-pads</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully hitting others</li> <li>• Biting yourself</li> <li>• Leaving the building and running away</li> <li>• Throwing things at people</li> <li>• Destruction of property – vandalism, breaking windows or furniture,</li> <li>• Setting fires</li> <li>• Cuts self</li> <li>• Threats of suicide</li> </ul>

The following steps should be used when developing a safety plan:

1. Identify behaviors that signal the safety strategies should be used.
2. Describe each action that must be taken to keep everyone safe.
3. Identify the personnel that will assist in implementing the plan.
4. Identify what the other children will do.
5. Have personnel (accessed through a code word over the intercom or accessed by having a responsible child go to the office) and materials (crisis bag) readily available.

*“Preliminary data indicate that crisis management procedures are overused and unnecessarily implemented.”*

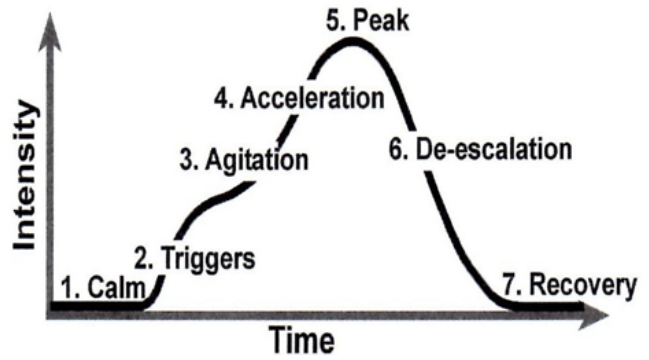
George, 2000

Students with chronic or severe behavior problems often follow a predictable pattern of behavior escalation leading to outbursts. The team may also utilize the steps of the Acting-Out Cycle (Colvin, 2004) to identify phases of the student’s escalation to harmful behavior and to guide development of the safety plan.

Understanding these phases can help all of your staff to recognize when their actions or words can be used to help calm or de-escalate a student, or to unintentionally provoke a student. Studies have indicated that a high rate of teacher attention to inappropriate behavior actually encourages the behavior to continue. Also, attention to misbehavior often exceeds attention to appropriate behavior (White, 1975; Reinke, Herman & Stormont, 2013).

There are 7 phases in the cycle of acting out behavior and they include:

1. Calm > Students exhibit appropriate, cooperative behavior and are responsive to staff directions
2. Triggers > Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of problem behavior.
3. Agitation > Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration.)
4. Acceleration > Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.
5. Peak > Students with acting-out behavior may be a threat to themselves or others.
6. De-escalation > This phase is characterized by student disengagement and reduced acting-out behavior.
7. Recovery > This is a period of regaining the equilibrium of the calm phase.



The Safety Plan must be taught and practiced with students and staff who interact regularly with the student. Action Teams can use *The Safety Planning Guide* to identify strategies to address early phases of the acting out cycle to: 1) catch the student early in the cycle to hopefully diffuse the situation and 2) ensure all adults know how to interact with the student throughout the acting out cycle. *The Safety Planning Guide* is on the next page.

## The Safety Planning Guide

Phase	Student Behavior Examples	Appropriate Staff Response Examples
<p><b>Calm –</b> Student seems content and shows no signs of tension, stress, anger, or sadness. Student may be working or socializing</p>	<ul style="list-style-type: none"> <li>• Sitting or standing calmly</li> <li>• Working on assignment, drawing, writing, chatting with peers</li> <li>• Smiling, relaxed posture</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive contact – positive specific feedback, compliment, engage in conversation</li> <li>• Provide a reinforce – a token, or a desired responsibility like delivering a note</li> </ul>
<p><b>Trigger –</b> Student exhibits heightened awareness/sensitivity, may appear distracted.</p>	<ul style="list-style-type: none"> <li>• Student stops engaging with work or peers</li> <li>• May sigh or slump shoulders</li> <li>• May say, “Hey!” or “Quit!”</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive contact – ask if the student needs help</li> <li>• Ask if student would like to talk</li> </ul>
<p><b>Stimulation/Agitation –</b> Teachers and students can see behaviors that indicate anger, sadness, anxiety or frustration.</p>	<ul style="list-style-type: none"> <li>• Darting eyes/busy hands</li> <li>• Withdrawal from groups</li> <li>• Changes focus quickly and often</li> <li>• Uses one word terse responses</li> <li>• Excessive movement or activity</li> </ul>	<ul style="list-style-type: none"> <li>• Show empathy</li> <li>• Provide space in quiet area</li> <li>• Provide encouragement</li> <li>• Provide opportunities for movement</li> </ul>
<p><b>Escalation/Acceleration –</b> Behavior becomes focused and directed toward engaging others in negative interaction.</p>	<ul style="list-style-type: none"> <li>• Questioning and arguing</li> <li>• Refusal to cooperate</li> <li>• Use inappropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>• Use a calm but serious voice, move slowly and give space to student</li> <li>• Pause instead of responding immediately</li> </ul>
<p><b>Crisis/Peak –</b> This phase includes serious behaviors that may pose a safety threat to the student or others.</p>	<ul style="list-style-type: none"> <li>• Destruction of property</li> <li>• Tantrums</li> <li>• Pushing others</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on student and staff safety</li> <li>• Notify necessary staff of the situation</li> <li>• If needed, use evacuation or lock down procedures</li> </ul>
<p><b>De-escalation –</b> The student begins to calm down and the behavior decreases in intensity.</p>	<ul style="list-style-type: none"> <li>• Withdrawal/head down</li> <li>• Denial/blaming others</li> <li>• Avoidance of discussion or debriefing</li> <li>• Lack of responsiveness to activities or direction</li> </ul>	<ul style="list-style-type: none"> <li>• Separate student from classmates</li> <li>• Provide independent work that will be easy to complete</li> <li>• Allow student to return to regular activities</li> <li>• Document the incident to provide for future safety</li> </ul>
<p><b>Recovery –</b> This phase marks the student’s return to the calm phase.</p>	<ul style="list-style-type: none"> <li>• Eagerness for independent work or activity</li> <li>• Subdued behavior in class discussion or group work</li> <li>• Cautious; quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Help student return to normal activities</li> <li>• Continue with planned consequence and do not discuss or negotiate</li> <li>• Acknowledge cooperative and appropriate behaviors</li> <li>• Encourage and support the student in changing problem behaviors</li> </ul>



## SUZY EXAMPLE

### 4. Safety Plan

Suzy's Action Team Leader reminded the team that she was not a threat to the safety of herself or others which demonstrated she does not need a Safety Plan. So, they would not complete #4. Safety Plan section of Suzy's BIP.

## STEP 5. DEVELOP AN IMPLEMENTATION PLAN

Up to this point in the BIP development, the Action Team has documented the strategies for preventing problem behavior, teaching and reinforcing replacement behavior and responding to misbehavior. Strategies should be selected that will fit the "context" and can be implemented efficiently.

The Implementation Plan details how the Behavior Intervention Plan will be implemented, including:

1. Identifying each **task** or action that must be completed to implement the BIP and **resources** needed to complete each task (left column of Implementation Plan).
2. Identifying the **person responsible** for completing each action. Who will implement the task?
3. Identifying the person who will **train** school personnel how to implement each part of the BIP.
4. Establishing a **timeline** to complete each task and record in right column.

## SUZY EXAMPLE

### 5. Implementation Plan

Next, Suzy's Action Team got busy on writing down the details of how her BIP would be implemented: what tasks were needed, who was responsible, who would provide training and support to staff and a timeline for completion of the tasks. They walked through all the strategies for setting events, antecedents, teaching the replacement behaviors, consequences to increase her use of appropriate behavior and consequences to discourage use of inappropriate behavior. Because her BIP addresses behavior in the classroom, her 4th grade teacher Ms. Tanner will be responsible for most of the tasks. Most tasks were easy to do so they could get started in a few days!

## SUZY EXAMPLE

Tasks to Complete & Resources Needed	Staff Responsible for Implementing	Staff Responsible for Training	Timeline
<p>Setting Event Strategy: Move Suzy's desk away from her friends.</p> <ol style="list-style-type: none"> <li>1. Identify location and move her desk</li> </ol>	1. Ms Tanner	1. NA	1. 11/04
<p>Antecedent Strategy 1: Develop a schedule/chart indicating when independent work will be required</p> <ol style="list-style-type: none"> <li>1. Develop a chart</li> <li>2. Teach Suzy how the chart will work</li> </ol>	1. Ms Tanner	1. Ms Tanner	1. 11/04 2. 11/05
<p>Antecedent Strategy 2: Teacher will clarify expectations for independent work and provide precorrects.</p>	1. Ms Tanner	1. Ms Tanner	1. 11/06
<p>Teaching Strategy 1: Teach what independent work looks and sounds like</p> <ol style="list-style-type: none"> <li>1. Develop lesson plan</li> <li>2. Teach lesson and have Suzy model appropriate behavior</li> </ol>	1. Ms Tanner	1. Ms Tanner	1. 11/04 2. 11/06
<p>Teaching Strategy 2: Participate in social skills instruction</p>	1. SSIG facilitator	1. SSIG facilitator	1. 11/04
<p>Consequence Strategy 1: When Suzy complete assigned portions of work independently she will check in with a peer about the assignment</p> <ol style="list-style-type: none"> <li>1. Preview assignment with Suzy to indicate stopping points to check in with peers.</li> <li>2. Teach all students how to conference with each other about work</li> </ol>	1. Ms Tanner 2. Ms. Tanner	1. Ms. Tanner 2. Instructional coach	1. 11/04 2. 11/06
<p>Consequence Strategy to Address Misbehavior 1: Teach other students to ignore Suzy's inappropriate behavior during independent work time.</p>	1. Ms Tanner	1. SSIG coordinator	1. 11/04

## STEP 6. DEVELOP MONITORING AND EVALUATION PLAN

The team must monitor the impact of the Behavior Intervention Plan by measuring:

- ▶ Student Response to Intervention – What does the progress monitoring data show?
- ▶ Fidelity of Implementation – How well was each part of the plan implemented?
- ▶ Social Validity – Do the student, family and staff value the outcomes of the plan?

*“Once a plan has been developed, progress monitoring is critical to determine whether the plan is having the desired effect and to help guide any needed modifications.”*

Scott, Anderson & Alter, 2012, p.260

### Monitoring Student Progress

The team will develop progress monitoring strategies by responding to the following questions:

1. In what settings should data collection occur?
  - a. Results of the Functional Behavior Assessment will guide identification of settings for data collection.
2. What behaviors should be monitored?
3. What is the simplest way to collect data?
  - a. Permanent products.
  - b. Daily Progress Report (DPR)/Self-Monitoring.
  - c. Observational data.
4. How often should data be collected?
5. How will data be analyzed and used to guide decisions regarding plan implementation?

The team must develop observable and measurable behavioral objectives for desired long-term behavior(s) and short-term alternative behavior.

1. Determine the conditions under which the behavior is desired.
  - a. Collect data at a fixed time (during reading), in a specific place (in the hallway), or under a certain condition (when asked to begin a task).
2. Specify behavior.
3. Determine criteria for performance.
  - a. Success should represent the minimal level of performance necessary to maintain sufficient progress toward the goal.

Behavioral objectives for students are based on the schoolwide matrix and classroom rules/expectations. The component parts of a behavioral objective come from information the Action Team has already developed.

The **condition** comes from the context analysis in the FBA where the team documented where the problem behavior is most likely to occur.

The **specific behavior** comes from the Competing Behavior Pathway where the Action Team identified the short-term alternative replacement behavior and the long-term desired replacement behavior.

The **criteria** should be consistent with the expectations for all students performing the identified behavior successfully in the same context. It is important to remember that it may be necessary to set criteria in small increments toward the larger goal of proficiency. Manageable, attainable criteria that will show incremental progress gives the student small goals to work toward and increased opportunities for success!

Objective Component	Source - Where to Find Information
Condition	FBA Context Analysis (Section 4) - where the problem behavior most likely to occur.
Specific Behavior	Competing Pathway - Action Team identified the short-term alternative replacement behavior and the long-term desired replacement behavior
Criteria	Consistent with what is expected from all students in the same context.

When writing behavioral objectives, focus on the behavior you want the student to use, where or when you want them to use it and to what degree they need to be successful to meet universal expectations. The chart below gives some example of how behavioral objectives can be written.

Objective Component	Example Behavioral Objectives		
Condition	During whole group reading	When working in a group	In gym class
Specific Behavior	Student will sit on the carpet with eyes on instruction	Student will discuss assigned topic	Student will follow group game rules
Criteria	For 15 of 20 minutes	With 2 or fewer redirects per class period	During 2 out of 3 opportunities



**ACTIVITY**

Write an observable and measurable objective for each behavior in the two templates provided. Consider the context of your school when determining criteria.

1. Josey puts her head down when peers talk to her during group activities. Her teacher would like her to respond when peers speak to her.
2. Glen shoves his book and rips his paper when the teacher directs students to begin work on independent math assignments. The classroom rule is “follow directions by saying ‘OK’ and starting right away.”

**JOSEY**

Objective Component	Example
Condition	
Specific Behavior	
Criteria	

**GLEN**

Objective Component	Example
Condition	
Specific Behavior	
Criteria	

## SUZY EXAMPLE

### Behavioral Goal

Objective Component	Example
Condition	During independent work time,
Specific Behavior	Suzy will complete small parts of independent tasks and check work with a peer
Criteria	3 out of 5 day each week.

**NOTE:** More information about developing a system for monitoring student progress is outlined in Chapter 8 of this workbook.

## SUZY EXAMPLE

### 6. Monitoring and Evaluation Plan - Progress Monitoring

Suzy's Action Team reviewed information from her FBA and determined they would monitor the frequency of Suzy's disruptive behavior. The Action Team will develop a daily progress report where the teacher will collect data and it will be graphed on the Advanced Tier Spreadsheet.

Behavioral Objective (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date	Evaluation Decision
During independent work time, Suzy will complete small parts of independent tasks and check work with a peer 3 out of 5 days each week.	Points earned on Daily Progress Report for: <ul style="list-style-type: none"> <li>• Use of expected behavior for independent work</li> <li>• Completed independent work</li> </ul>	4th Grade Teacher will track points daily and graph on Advanced Tier Spreadsheet.	Baseline data: 11/7 - 11/10  (Review every 2 weeks after 11/15)	<ul style="list-style-type: none"> <li>• Monitor</li> <li>• Modify</li> <li>• Discontinue</li> </ul>

## Monitoring Implementation Fidelity

Fidelity measures the degree to which the intervention was implemented as defined/expected. In other words: how well did the team do what they said they would do? Fidelity of implementation tells us to what degree the team is implementing the plan. Teams need to collect and review fidelity measures when discussing student progress with the BIP. When reviewing student response to the BIP, reviewing fidelity data helps the teams determine whether the student response is related to the supports and interventions being implemented, or if there are other factors to consider.

Fidelity of implementation is NOT an evaluation of an individual teacher or staff member.

If fidelity of implementation is low, the Tier 3 Action Team may need to go back and review the skills and values of implementers, the available resources, and administrative supports in place. Strategies that are a good contextual “fit” for the staff and student are more likely to be implemented with fidelity.

Questions to ask of fidelity data:

1. Is the plan being implemented?
2. Is the plan a good contextual fit for the environment?
3. Is additional training or coaching needed?
4. Are there sufficient resources allocated to implement the plan?
5. Has something changed (e.g., staff, schedule, student behaviors)?

It is important when developing a fidelity measure to make it easy for staff to record. Fidelity measures do not necessarily need to be collected on a daily basis, but should be collected weekly or bi-weekly. The *Tier 3 Student File Checklist* (located in Chapter 3, Tier 3 Core and Action Teams) provides a section for documenting the method, frequency, and results of fidelity measures. Some examples of ways that your team could collect fidelity data for the Behavior Intervention Plan are listed below:

Make it easy for staff to record.

- Fidelity Check Board: X on number line in staff room
- Fist to Five: During team meeting
- Fidelity Check Basket: Drop off your response
- Direct observation (requires trusting & supportive staff climate)

An example of a fidelity goal for a Behavior Intervention Plan is listed below:

*Staff will strive for 80% fidelity of implementation as measured weekly (or bi-weekly) on a scale of 1-5, with 1 being not implemented and 5 being completely implemented.*

Week 1	Week 2	Week 3	Week 4
1 (2) 3 4 5	1 2 3 (4) 5	1 2 (3) 4 5	1 2 3 (4) 5

The *BIP Implementation Review Form* could be used as a self-assessment, or for an observer checklist. Components of the plan are listed, and the rater indicates whether each was delivered seldom, sometimes, or consistently during the target time period.

## SUZY EXAMPLE

### 6. Monitoring and Evaluation Plan - Fidelity of Implementation

Suzy's Action Team discussed how they would monitor fidelity - if the plan was being implemented as it was designed. They decided it would be fairly easy to complete a *BIP Implementation Review Form* and let the teacher complete it as a self-monitoring tool. They wrote this on Suzy's BIP in the second box in section #6 - Monitoring and Evaluation Plan.

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation)	Use the <i>BIP Implementation Review Form</i> as a self-monitoring tool weekly.	Ms. Tanner	11/09
Is Plan Making a Difference? (Social Validity)			



## BIP Implementation Review Form

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Observed: \_\_\_\_\_ Completed By: \_\_\_\_\_

Activities Observed: \_\_\_\_\_

Plan Components	Score	Feedback
	0=seldom 1=sometimes 2=consistently	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	

*Adapted from Horner, R. (2008), Anderson, C. (2007) from Todd, Horner, Sugai, & Colvin (1999)*

## Monitoring Social Validity

Social validity focuses on whether the goals and the achieved outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual. It focuses on the quality of life provided through the BIP, or the standard of health, comfort, and happiness experienced by the individual.

Social validity should be monitored within the first two weeks of implementation of the plan, and then on a regular basis (monthly or quarterly) to ensure all stakeholders' perspectives are collected. It is important to reassess social validity within two weeks anytime there is a change in the intervention. Social validity can be monitored by having a conversation, or by using a document or technology-based form.

*“It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved.”*

Schwartz & Baer, 1991, p. 189

An adult with a positive relationship with the student can simply ask questions like:

- ▶ “How is everything going with the plan to help you?”
- ▶ “Do you usually meet your goals?”
- ▶ “What do you like about the new things you’re learning?”
- ▶ “Is the plan helping you be more successful?”
- ▶ “Are there ways to improve the plan?”

A similar conversation can be held with the parent or family member to get their input.

You might also consider a specific form to collect social validity information. The *BIP Social Validity for Teachers* form allows the Tier 3 team to have a standard process for collecting the information from school staff in an efficient manner that can also be quantified and compared over time and across interventions.

## SUZY EXAMPLE

### 6. Monitoring and Evaluation Plan - Social Validity

Suzy's Action Team discussed a variety of ways to measure social validity and thought it was important to get the view point of the Ms. Tanner, Suzy and her parents. They wrote their ideas on Suzy's BIP in the second box in section #6 - Monitoring and Evaluation Plan.

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation)	Use the <i>BIP Implementation Review Form</i> as a self-monitoring tool twice a week.	Ms. Tanner	11/09
Is Plan Making a Difference? (Social Validity)	Core team will give Ms Tanner a BIP Social Validity Survey for Teachers 2 weeks after the start of implementation.	Ms. Stanford	11/19 and monthly thereafter
	Interview Suzy about how the BIP is working for her.	SSIG facilitator	Monthly
	Ask parents about their perception of how the BIP is going	Ms. Stanford	Monthly



## STEP 7. IDENTIFY GENERALIZATION AND MAINTENANCE STRATEGIES

### GENERALIZATION

Simply teaching the new skill will not be sufficient to facilitate generalization (Scott, 2012). This means that since we taught a student a behavioral or social skill in math, we cannot assume he or she will automatically know how to do that same skill during reading or writing. The Action Team must have a plan to facilitate generalization of the new skills before teaching, during teaching and after teaching. The table below provides examples of generalization strategies to use throughout the duration of the BIP.

*“Generalization strategies must be planned far in advance.”*

Scott, 2012

Generalization Strategies BEFORE Teaching	Generalization Strategies DURING Teaching	Generalization Strategies AFTER Teaching
<ul style="list-style-type: none"> <li>• Plan to teach in the natural setting as much as possible</li> <li>• Plan to teach useful skills (likely to be reinforced by others)</li> <li>• Plan to continue teaching for a sufficient amount of time to achieve mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Use real examples within role playing or teaching</li> <li>• Use naturally occurring reinforcers</li> <li>• Provide multiple examples of how the appropriate behavior might look (skill variations)</li> <li>• Include peers in the teaching when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt students to use the skill through precorrects</li> <li>• Ensure multiple opportunities to display and receive recognition for use of the new skill</li> <li>• Get other adults and students on board to recognize the student for use of the new skill. Parents too!</li> <li>• Provide opportunities for whole group rewards when the student uses the new skill</li> </ul>

*Adapted from Scott, 2012*

### MAINTENANCE

After a student has achieved his or her behavioral goals, the Action Team should design a maintenance plan to ensure continued support. Self-management can serve as a transitional strategy to promote the maintenance and generalization of positive changes in student behavior in new environments. In addition, whole class strategies can be implemented.

### SELF-MONITORING

When the student reliably performs the desired replacement behavior the Action Team should have developed a plan to maintain those skills over time. A graduated fading plan that increases the student's use of self-monitoring may be used following these general steps:

1. **Phase 1:** At the end of designated time frames(s), teacher and student complete independent ratings, then compare scores. The goal is for the student and teacher to match scores with 80% or more accuracy for 4 weeks.
2. **Phase 2:** At the end of designated time frames(s), student complete independent ratings. Periodically (every other time period or every other day) the teacher also rates the student. Teacher and student

compare scores. The goal is for the student and teacher to match scores with 80% or more accuracy for 4 weeks.

3. **Phase 3:** Student continues using self-management form.
4. **Phase 4:** Student may graduate and discontinue use of the self-management form.

## Whole Class Strategies to Support Generalization and Maintenance

Purposeful application of the 8 Effective Classroom Practices (MO SW-PBS Tier 1 Workbook) act as the foundation for generalization and maintenance. Clarifying expectations, using pre-corrects for procedures, routines, and instructions, encouraging expected behavior, discouraging inappropriate behavior, using active supervision, offering a variety of strategies for opportunities to respond, purposeful sequencing and choice, and adjusting task difficulty will increase the likelihood the student will use the desired replacement behavior in a given situation.

In addition to the Effective Classroom Practices, there are some structured whole-class games or strategies that teachers can use to benefit all students, especially those who need the additional support. The following research-based practices are appropriate for all grade levels, though teachers should modify delivery as needed to fit their context:

Three whole-class strategies are introduced here:

- ▶ Positive Peer Reporting (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002)
- ▶ Tootling (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002)
- ▶ Class-Wide Function-related Intervention Teams (CW-FIT) (Wills, Kamps, Hansen, Conklin, Bellinger, Neaderhiser & Nsubuga, 2010)

These research-based whole-class practices are appropriate for all grade levels, though teachers should modify delivery as needed to meet the needs of their students.

### POSITIVE PEER REPORTING

Positive Peer Reporting (PPR) has been shown to increase positive interactions among peers in in kindergarten classes (Grieger, Kaufman, & Grieger, 1976) and in middle school and residential treatment settings (Bowers, McGinnis, Ervin, & Friman, 1999; Bowers, Woods, Carlyon, & Friman, 2000; Erving, Miller & Friman, 1996; Jones, Young, Friman, 2000; & Robinson, 1998). Positive Peer Reporting (Skinner et al., 2002) engages all students in a classroom in recognizing positive behaviors and actions of a selected peer. The teacher selects a target student (students who typically use expected behaviors and students who need additional support should be selected in turn). Peers are encouraged to notice something positive the target student does during the day, and then report it out during a designated sharing time. Students earn points for the class by making sincere, positive comments to the target student at the designated sharing time. Points earned by the class can be used for rewards such as extra recess or an in-class game or activity.

The next page includes a basic outline of Positive Peer Reporting.

## Procedure for Positive Peer Reporting

1. Introduce and define positive peer reporting (PPR).
  - PPR is the opposite of tattling.
  - Students will be given the chance to earn reinforcement (e.g., points, activities) for reporting positive behaviors of peers.
2. Explain the procedure.
  - A drawing will be conducted and a child's name will be selected as the first target child (e.g., "Star of the Week").
  - Peers will be instructed to pay special attention to the target child's positive behaviors during the course of the day and to report the observed incidences of positive behaviors during the specified time of day.
  - Positive comments include behaviors like sharing, helping a friend, volunteering, showing good anger control, being honest, trying hard in school, giving others praise, encouragement or compliments, or any behavior that is a specific skill the child needs to improve (e.g., asking for help instead of acting out).
  - The teacher determines that the report of positive behavior is specific and genuine, and the child reporting the behavior receives the identified reinforcement.
  - A child will be the target child for 1 week and then there will be a new drawing for the next "Star of the Week."
3. Determine the type and amount of reinforcement that will be given for reports of positive behavior (e.g., special activity, points, tokens for previously established token economy system).
4. Determine the time of day and amount of time allotted for the procedure (e.g., during the last 10 minutes of homeroom peers will be given the opportunity to report any instances of positive behaviors they witnessed the target child exhibit that day).
5. Monitor the effects of the intervention on the quality of peer interactions by coding interactions (e.g., positive, negative or neutral). Monitor the effects of the intervention on social status using peer ratings and nominations.

*Skinner, C. H., Neddert, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002), pg 196.*

## TOOTLING

Tootling encourages students to notice pro-social behaviors displayed by their classmates throughout the day, and report them on a written note (Skinner, Cashwell, and Skinner, 2000). Unlike Positive Peer Reporting where one student is the focus, in Tootling any student may write a positive comment for any classmate. In Tootling, the teacher teaches students to write observations of peers actively helping another peer on index cards. Specifically, they write a) who, b) helped who, c) by (here they write the positive behavior). For example: Nathan helped Sarah by opening her locker when it was stuck. Tootling cards are collected at the end of the day and the teacher sorts positive statements from non-examples. Teachers then report the number of tootles written and reports progress toward the class goal. The Tootling cards may be shared with the peer receiving the compliments; not with the entire class. All Tootling cards count toward the class earning a group reward. Due to the writing involved, this support may be most appropriate for 2nd grade and up.

### Procedure for Tootling

1. Introduce and define tootling.
  - Tootling is like tattling in that you report classmates' behavior. However, when tootling you only report when classmates help you or another classmate.
  - Provide examples of classmates helping classmates and use group recitation to have students provide examples.
  - Provide corrective feedback and reinforcement for responses.
  - Teach students to write observations of peers helping peers on index cards taped to their desks. Specifically, they write a) who, b) helped who, c) by (here they write the prosocial behavior).
2. Explain the procedure.
  - Each morning you will tape a blank index card to your desk. During the day, you should record any instance you observe of peers helping peers.
  - At the end of the school day, students turn in their index cards. If any student fills a card during the day they may turn it in and get another card.
  - The teacher counts the number of tootles. Again, only instances of peers helping peers are counted. Furthermore, if more than one student records the same instance, all count.
  - The next morning the teacher announces how many tootles were recorded the previous day. The teacher adds the previous tootles and uses a group feedback chart to indicate cumulative tootles. Additionally, the teacher may read some examples of students helping students and praise the students. When the entire class reaches the cumulative tootle goal, the class earns a reinforcement (typically an activity).
3. After the group meets a goal the procedure is repeated with several possible alterations including:
  - Change in the criteria to earn reinforcement as students become more skilled at tootling with practice.
  - Change in the reinforcer. It may help for teachers to solicit reinforcers from students throughout the procedure.

Additionally, using randomly selected group reinforcers is encouraged as some consequences may not be reinforcing for all students.

*Skinner, C. H., Nedderniep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002), pg 198.*



## **CLASS-WIDE FUNCTION-RELATED INTERVENTION TEAM (CW-FIT)**

CW-FIT or Class-Wide Function-related Intervention Team is a group contingency program that broadly targets common functions that maintain problem behavior in a classroom. CW-FIT is designed to teach appropriate skills and reinforce their use through a game format. CW-FIT is designed to:

- Help students who need more than universal supports
- Be implemented at the class-wide level
- Incorporate individualized components
- Address attention – a common function of problem behavior
- Be implemented during “problem” times during the day (University of Kansas Center for Research, Inc., 2017)

It is designed to be implemented during the course of normal instruction (e.g., math, reading, science), and focuses on students working together and supporting each other to make their team, and their class, successful (Wills, et al., 2010). CW-FIT has been shown to improve class-wide student behavior at a variety of ages (Iwaszuk, W. M., Lupo, J., & Wills, H., under review; Kamps et al., 2011; Wills, et al., 2010). It also provides structure to increase teacher praise and decrease reprimands for misbehavior.

The components of the CW-FIT game described below are:

- teaching,
- self/peer monitoring,
- extinction, and
- reward.

### **Teaching**

The teacher provides a lesson on a particular expected behavior designed in the following structure:

1. Defining appropriate behavior.
2. Rationale, giving students the opportunity to address the importance of appropriate behavior.
3. Role Play, giving students a chance to practice the skill.
4. Reviewing the steps together, and reminding students to use the behavior throughout the day.

### **Self/Peer Monitoring**

The teacher displays a point grid in a prominent location in the classroom. During the game, players monitor their own and their group's behavior to try to earn points for their team.

### **Extinction**

During the game, the teacher provides frequent recognition and awards points for individuals and teams using the expected behavior at the designated times. The teacher ignores or gives minimal attention to students not displaying the desired behavior.

### **Reward**

When the game ends, groups and individuals who have met the established point goal receive a reward. The reward should occur immediately whenever possible, and should be something the students can enjoy together (free reading time, drawing time, play a game, time to talk with friends, use of personal electronics for 5 minutes, etc.).

Additional information about CW-FIT are available at [cwfit.ku.edu](http://cwfit.ku.edu). Research, resources, testimonials, examples in middle school and more is available if you become a member on the website.

Additional support for designing and implementing Positive Peer Reporting, Tootling, and CW-FIT in your school can be obtained through your MO SW-PBS consultants.

## SUZY EXAMPLE

### 7. Generalization and Maintenance Plan

The Action Team discussed several strategies to help Suzy generalize quietly working during independent assignments throughout various content areas and appropriately accessing peer attention during class time. They decided explicit teaching in all content areas would be important. When they talked about maintenance strategies, they decided to have Suzy self-monitor when she is proficient at working quietly during independent assignments and using appropriate social skills with peers. They recorded their plan on the Generalization and Maintenance Plan section of Suzy's BIP.

Generalization Strategies	Person Responsible & Timeline
1. Ms. Tanner will explicitly teach the expectations for quietly doing independent work in reading, writing, math, science and social studies	Ms. Tanner will start on November 9
2. Ms. Tanner will provide prompts and precorrects across content areas	Ms. Tanner will start on November 9
3. Ms. Tanner will give Suzy high rates of specific positive feedback for working quietly during independent assignments.	Ms. Tanner will start on November 9
4. Ms. Tanner will pick one content area to play CW-FIT when students are expected to complete an independent assignment.	Ms. Tanner will start on November 19
5. Other adults in the building will be asked to give Suzy positive feedback when they notice she is interacting appropriately with peers.	Ms. Tanner will inform everyone to begin December 1
Maintenance Strategies	Person Responsible & Timeline
1. Ms. Tanner will teach Suzy self-monitoring and begin the fading process.	Ms. Tanner, when Suzy has reliably performed the desired replacement behavior at the specified criteria for 4 consecutive weeks
2. Suzy will receive recognition through the schoolwide Viking Bucks program.	All staff, ongoing starting December 1
3. Interview Suzy to see how she thinks things are going	SSIG facilitator, quarterly after fading process is complete



ACTIVITY

Use the Pat FBA information from Chapter 5 to complete a BIP. A Behavior Intervention Plan template is found at the end of the chapter.

A sample Behavior Intervention Plan (answer key) for Pat is found on the following pages. Compare what your team created with the sample.

# EXAMPLE

## Behavior Intervention Plan

Student Name: Pat

Action Team Members: Pat, Pat's dad, Counselor, Art Teacher, 4th Grade Teacher, Principal

Date of Meeting: Sept. 15

### 1. COMPETING BEHAVIOR PATHWAY

Setting Event	Triggering Antecedent	Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	Function
History of difficulty with written work; difficulty with similar writing assignment on previous day	Independent written work	Appropriately seek assistance to start and complete work. Use writing strategies.	Successful completion of tasks results in increased independence and choice	Escape from tasks
		<b>Problem Behavior</b> Sits still when directed to write, leaves the assigned work area, walks around the room, cusses, hits	<b>Maintaining Consequences</b> Pat is taken to another area in the room for a "time out" or is sent to the office.	
		<b>Alternative Replacement Behavior</b> (Short-term Replacement) Pat will ask for a break.		

### 2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies to Reinforce Appropriate Behavior
1) Help Pat finish the previous day's task before class begins. a) She can dictate answers. b) She can use a keyboard to type her work rather than writing her work. c) Allow her to write single word answers rather than requiring her to write sentences.	1) Pat and her teacher will create a schedule of activities for each day to allow her to preview work she will be assigned for the day. 2) Provide physical breaks* as "stress relievers."	1) Teach Pat to request a break rather than refusing to get out work or talking out. Pat and the teacher will determine the number of breaks she can take in a day. 2) Teach Pat how to privately seek assistance. Pat and her teacher will identify how Pat will privately show she needs help. 3) Teach writing strategies to help Pat start and persist in tasks that require writing (e.g., word banks, dictionaries, planning sheets etc.)	1) Use Daily Progress Report to monitor task initiation. Allow Pat to track her task initiation. 2) Pat will earn points each time she initiates an assignment and each time she finishes an assignment. She will use a Check-in/Check-out procedure* to earn and record her points. She can trade points for privileges such as additional breaks. She and her teacher will determine how often she will trade her points and identify privileges she can earn.

### 3. CONSEQUENCE STRATEGIES TO MAKE PROBLEM BEHAVIOR INEFFECTIVE:

- A) When Pat does not get out her work or when she stops working, an adult will walk to her work location and quietly say, "I'm going to show you how to start this." Then the adult will write part of the answer and say, "Now, you can finish." The adult will, then, walk away and help another student.
- B) When Pat does not start to work after Step A, the adult will offer 3 options for Pat to complete the work.
- Option 1: Pat can choose different supplies to complete the work (for example, she can choose a different type of writing instrument, different writing paper, or choose a keyboard rather than pencil/paper.)
  - Option 2: She can choose a different place to work (for example, she can work in another class or in the counselor's office.)
  - Option 3: She can choose a different time to complete the assignment. If she chooses this option, she will be given another type of work to accomplish during the class in which she's currently working.
- Pat will be taught these options by her art teacher.
- C) When Pat fails to choose one of the options and does not start work, she'll be escorted from the situation to do the work. She will not earn points if she is moved to another location.

### 4. SAFETY PLAN

While BASIC or SIMPLE Behavior Intervention Plans rarely have a safety plan (you would typically conduct a more complex FBA/BIP), this is an example of what one might look like.

Phase	What Pat Does	Staff Response
Calm	Working quietly on assigned task	Adult offers positive feedback about Pat's on-task behavior
Triggers	Pat is at her seat, but not actively working	Adult checks in with Pat and gives positive feedback on work completed. Asks if there are any questions about what to do next.
Stimulation/Agitation	Taps the desk with her pencil	Offer assistance with the work; Offer options listed above (See Item 3.B)
Escalation/Acceleration	Pushes the work away; walks around the room	Allow Pat to take a 10 to 15-minute walk outside class (a designated adult will be notified to walk with Pat.) Limit conversation.
Crisis/Peak	Pat curses loudly and hits people near her.	<ol style="list-style-type: none"> <li>1) Notify the office that a student needs assistance.</li> <li>2) An adult will take the crisis folder (folder will contain class list and review work) and lead other students out of the class to a designated location (e.g. library or cafeteria).</li> <li>3) Another adult will monitor Pat. Use body positioning and physical redirection when/if appropriate. Only the lead adult will speak to Pat. Limit conversation.</li> </ol>
De-escalation	Pat stops talking and sits down.	Offer options such as taking a walk or listening to recorded stories
Recovery	Pat remains in her area and talks quietly to adults.	Pat will work on easy tasks such as sight word list activities or math facts.

## 5. IMPLEMENTATION PLAN

Person responsible for training school personnel how to implement each part of the BIP: Principal will meet with each implementer during planning/break times.

Deadline for completing the training: Sept. 20

Tasks to Complete & Resources Needed	Person Responsible for Implementing	Person Responsible for Training	Timeline
<p>Setting Event Strategy: Help Pat finish the previous day's task before class begins.</p> <ol style="list-style-type: none"> <li>Identify location and set up supervision schedule to provide assistance to complete work before school. (Pat's bus arrives at school 20 min before school begins.)</li> </ol>	1. Principal	1. Principal	1. 9/20
<p>Antecedent Strategy 1: Provide Upcoming Work Preview</p> <ol style="list-style-type: none"> <li>Pat and her teacher will create a schedule of activities for each day to allow her to preview work she will be assigned for the day.</li> <li>Pat's teacher will preview the work as part of morning work in the classroom each day</li> </ol>		1. 4th grade teacher 2. 4th grade teacher	1. 9/20 2. Start 9/21
<p>Antecedent Strategy 2: Provide physical breaks</p> <ol style="list-style-type: none"> <li>Identify the times Pat will take physical breaks.</li> <li>Identify what Pat will do and where she'll go during each break.</li> </ol>		1. 4th grade teacher 2. 4th grade teacher & Principal	1. 9/20 2. 9/20
<p>Antecedent Strategy 3: Develop materials for the Help Notebook</p> <ol style="list-style-type: none"> <li>Obtain list of 150 most commonly used words. Write 1 word on each index card. Also, write a phrase with the word in it on the index card.             <ol style="list-style-type: none"> <li>Create a shared drive to store the starter phrases</li> <li>Generate a list of common phrases used to start different types of sentences.</li> </ol> </li> <li>Teach Pat how to use the materials for the Help Notebook.</li> <li>Teachers will cue Pat to use the Help Notebook</li> </ol>		1.a. Special Education Teacher will work with HS A+ Students to create the word cards. 1.b. <ol style="list-style-type: none"> <li>Special Education Teacher</li> <li>All 4th grade teachers will meet together to accomplish this task</li> </ol>	1.a. 9/30 1.b. 9/20 9/25 2. 10/1 3. 10/1
<p>Alternate Behavior Strategy 1: Teach how to signal for a break</p> <ol style="list-style-type: none"> <li>Work with Pat to develop break signal.</li> <li>Teach Pat how to effectively use the break signal.</li> <li>Teachers will cue Pat to signal when she needs a break.</li> </ol>		1. Art teacher 2. Art teacher 3. All teachers	1. 9/21 2. 9/22 3. Start 9/22
<p>Desired Behavior Strategy 1: Teach how to ask for help</p> <ol style="list-style-type: none"> <li>Meet with Pat to develop strategy to privately seek assistance.</li> <li>Teach Pat the strategy</li> <li>Teachers will cue Pat to use the strategy</li> </ol>		1. 4th grade teacher 2. 4th grade teacher 3. All teachers	1. 9/21 2. 9/22 3. Start 9/22
<p>Desired Behavior Strategy 2: Teach writing strategies</p> <ol style="list-style-type: none"> <li>Identify and teach a strategy to write single word responses.</li> <li>Identify and teach a strategy to generate and organize ideas on a given topic.</li> <li>Identify and teach a strategy to expand ideas into sentences.</li> </ol>		1. 4th grade teacher & Title I Teacher 2. 4th grade teacher & Title I Teacher 3. 4th grade teacher & Title I Teacher	1. Start 10/15 2. Start 11/1 3. Start 11/8
<p>Consequence Strategy 1: Provide feedback and monitoring tool</p> <ol style="list-style-type: none"> <li>Create Daily Progress Report &amp; teach Pat how it will be used to track her progress.</li> <li>Meet with Pat to identify privileges she can purchase with her DPR points.</li> </ol>		1. Art teacher 2. 4th grade teacher	1. 9/21 2. 9/21

## 6. MONITORING & EVALUATION PLAN

Behavioral Objective (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision
Pat will request a break rather than refusing to get out work or talking out.	Points earned on Daily Progress Report*	4th Grade Teacher will track points earned in class. Progress will be recorded each day, graphed each week.	10/15 (Review every 2 weeks after 10/15)	<ul style="list-style-type: none"> <li>Monitor</li> <li>Modify</li> <li>Discontinue</li> </ul>
Pat will privately seek assistance when she needs help to start or finish a task.	Points earned on Daily Progress Report* Track # of completed assignments	4th Grade Teacher will track points. Progress will be recorded each day, graphed each week. 4th grade teacher	10/15 (Review every 2 weeks after 10/15)	
Using writing strategies, Pat will initiate and complete writing tasks.	Track # of completed assignments	4th grade teacher	10/30 (Review every 2 weeks after 10/30)	

\*Pat may be able to start and complete tasks without taking a break or privately seeking assistance. She will earn points for each of the behaviors if she is able to start and complete tasks without using any of the strategies listed above.

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation)	Direct observation in classroom once each week for 4 weeks.	Counselor	Observations 10/01 - 11/01
BIP Implementation Review Form (See Attached)	Teacher will be taught how to self-monitor using BIP Implementation Review Form. Begin self-monitor 10/15.	Counselor	Self-monitor 10/15 - 12/15
Is Plan Making a Difference? (Social Validity)	Teacher, family and student will complete social validity survey.	Principal will interview teacher, family & student	12/15
Social Validity Survey			



**7. GENERALIZATION & MAINTENANCE**

Generalization Strategies	Person Responsible & Timeline
<p>Teachers in all settings will cue and monitor Pat's use of breaks and seeking assistance to complete tasks.</p> <p>Teachers in all settings will teach, cue and monitor Pat's use of writing strategies beginning 10/30.</p>	<p>All teachers will cue &amp; monitor Pat's use of breaks. Start 9/22 and continue until this behavior is faded and Pat is able to independently seek assistance.</p> <p>All teachers will cue Pat to seek assistance to complete tasks. Start 9/22 and continue throughout the school year</p>
Maintenance Strategies	Person Responsible & Timeline
<p>Begin self-monitoring of privately seeking assistance when Pat earns 80% on Daily Progress Report for 4 of 5 days for 4 weeks.</p>	<p>6th grade teacher will teach Pat how to self-monitor using the Daily Progress Report beginning 10/20.</p> <p>6th grade teacher will teach Pat how to track completed assignments beginning 11/8.</p>

**We agree to the conditions of this plan:**

**Student** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Family or guardian** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Action Team member** \_\_\_\_\_ **(date)** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Action Team member** \_\_\_\_\_ **(date)** \_\_\_\_\_



## DISCUSSION



With your team, review the Pat sample Behavior Intervention Plan and respond to the following prompts.

1. Explain the rationale for identifying “use writing strategies” as an appropriate desired replacement behavior for “sits still when directed to write, leaves work area, walks around the room, etc.”
2. Explain the rationale for selecting an alternative behavior. Why is learning to use writing strategies not sufficient to prevent this student’s problem behavior?
3. The Behavior Intervention Plan outlines 3 antecedent strategies to prevent problem behavior. Explain the rationale for each and Identify materials that may be appropriately included in a “Help Notebook” for students with whom you work.
4. Compare the Intervention Strategies (Part 2) with the Implementation Plan (Part 5) of the Pat example. Determine if all actions, resources and timelines required to implement each strategy have been identified.

**PAT EXAMPLE**

**BIP Implementation Review Form**

Student: Pat Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Observed: 4th Grade Teacher Completed By: Art Teacher

Activities Observed: Independent Reading Time

Plan Components (copied from the implementation plan, Step 5 of the BIP)	Score 0=seldom 1=sometimes 2=consistently	Feedback
Assistance provided to complete the previous day's task before class begins.	0 1 2	
Teacher previews the work as part of morning work in the classroom each day.	0 1 2	
Physical breaks are provided.	0 1 2	
Student is given opportunities to practice asking for a break.	0 1 2	
Student is given opportunities to practice using the Help Notebook.	0 1 2	
Regular use of Help Notebook to assist with completion of written work	0 1 2	
Student is given opportunities to practice using the strategy to privately seek assistance	0 1 2	
DPR used consistently to track use of replacement behaviors.	0 1 2	
Student is given opportunity to trade points earned from DPR for privileges	0 1 2	
Assistance starting an assignment is provided when student does not initially begin an assigned task.	0 1 2	
Student is given opportunities to practice choosing from 3 options when she has difficulty initiating tasks.	0 1 2	
Work is consistently presented when student is moved to a different location after failing to initiate task.	0 1 2	
DPR is used to collect data throughout the day.	0 1 2	


## **BEHAVIOR INTERVENTION PLAN TEMPLATES**

- ▶ Behavior Intervention Plan Template
- ▶ Menu of Function-Based Options
- ▶ BIP Implementation Review Form
- ▶ Behavior Intervention Plan Social Validity Survey for Teachers

## Behavior Intervention Plan

Student Name: \_\_\_\_\_ Action Team Members: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

<b>Setting Event</b>	<b>Triggering Antecedent</b>	<b>Desired Replacement (Long Term Objective)</b>	<b>Reinforcing Consequences for Desired Replacement</b>
		<b>Problem Behavior</b>	<b>Maintaining Consequences</b>
		<b>Alternative Replacement Behavior (Short-term Replacement)</b>	<b>Function</b>



### 2. INTERVENTION STRATEGIES

<b>2.1 Setting Event Strategies</b>	<b>2.2 Antecedent Strategies</b>	<b>2.3 Teaching Strategies</b>	<b>2.4 Consequence Strategies to Reinforce Appropriate Behavior</b>

**3. CONSEQUENCE STRATEGIES**

*(Response strategies &/or environmental manipulations that make consequences for problem behavior ineffective)*

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**4. SAFETY PLAN**

Phase	What Student Does	Staff Response
Calm		
Triggers		
Stimulation/Agitation		
Escalation/Acceleration		
Crisis/Peak		
De-escalation		
Recovery		

**5. IMPLEMENTATION PLAN**

**Person responsible for training school personnel** how to implement each part of the BIP: \_\_\_\_\_

**Deadline for completing the training:** \_\_\_\_\_

Tasks to Complete & Resources Needed	Person Responsible for Implementing	Person Responsible for Training	Timeline

**6. MONITORING & EVALUATION PLAN**

Behavioral Objective (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision • Monitor • Modify • Discontinue

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation)			
Is Plan Making a Difference? (Social Validity)			

**7. GENERALIZATION & MAINTENANCE**

Generalization Strategies	Person Responsible & Timeline
Maintenance Strategies	Person Responsible & Timeline

**We agree to the conditions of this plan:**

**Student** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Family or guardian** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Action Team member** \_\_\_\_\_ **(date)** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **(date)** \_\_\_\_\_ **Action Team member** \_\_\_\_\_ **(date)** \_\_\_\_\_



## Menu of Function-Based Options for Behavior Intervention Planning

	Seek Attention	Avoid Attention	Avoid Tasks
Setting Events Strategies	<ul style="list-style-type: none"> <li>• Check-in with an adult immediately upon student arrival to:                             <ul style="list-style-type: none"> <li>• Provide positive attention, greeting</li> <li>• Organize materials</li> <li>• Practice replacement behaviors</li> <li>• Provide food, sleep, medications, hygiene, clothing etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide a quiet space to eat breakfast, do a preferred activity, etc.</li> <li>• Ask the student if they want to talk with an adult they choose before going to class</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a structured daily schedule for on-task activities (visual schedule)</li> </ul>
Antecedent Strategies	<ul style="list-style-type: none"> <li>• Increase Positive Recognition                             <ul style="list-style-type: none"> <li>• Give student leadership responsibility or a class “job” that requires the student to interact with staff.</li> <li>• Increase positive home/school communication</li> </ul> </li> <li>• Increase Opportunities to Respond</li> <li>• Increase Active Supervision – Schedule more frequent interactions</li> <li>• Increase opportunities for peer interaction</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers assign cooperative groups (versus students choosing)</li> <li>• Provide the option to work independently</li> <li>• Preview upcoming events and tasks</li> <li>• Use a visual schedule of class activities</li> <li>• Provide preferential seating (e.g. separate “office”, desk to the side, on the floor, etc.)</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Procedures                             <ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Individualize procedure for use of resources (e.g. individual dictionary, 100’s chart, multiplication table, graphic organizers)</li> <li>• Check to see if student has needed materials and if not, provide them before they are needed.</li> </ul> </li> <li>• Address Task Difficulty                             <ul style="list-style-type: none"> <li>• Design assignments to meet student instructional/skill level.</li> <li>• Pre-teach content.</li> <li>• Modify amount or type of activity.</li> <li>• Provide extra help/checks for understanding.</li> </ul> </li> <li>• Provide Choice                             <ul style="list-style-type: none"> <li>• Provide choices such as what to do first or what tools to use.</li> </ul> </li> <li>• Sequence Tasks                             <ul style="list-style-type: none"> <li>• Provide an opportunity to engage in a preferred activity first.</li> <li>• Clarify expected behavior and provide specific precorrects</li> </ul> </li> </ul>

	Seek Attention	Avoid Attention	Avoid Tasks
Teaching Strategies	<ul style="list-style-type: none"> <li>• Teach specific ways to ask for attention: <ul style="list-style-type: none"> <li>• Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.)</li> <li>• Help teach lesson to other students</li> <li>• Participate in social skill instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teach self-management skills: <ul style="list-style-type: none"> <li>• Observing &amp; recording own behavior</li> <li>• Goal setting</li> <li>• Evaluating behavior</li> <li>• Strategy instruction</li> </ul> </li> <li>• Participate in social skill instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how to ask for a break.</li> <li>• Teach how to ask for an alternative activity/assignment</li> <li>• Teach student how to ask for assistance</li> <li>• Teach student how to use resources</li> <li>• Teach specific academic skills <ul style="list-style-type: none"> <li>• Sight words</li> <li>• Reading fluency</li> <li>• Comprehension</li> <li>• Math facts</li> </ul> </li> <li>• Participate in social skill instruction</li> </ul>
Consequences to Reinforce Replacement Behavior	<ul style="list-style-type: none"> <li>• Respond quickly when the student asks for attention appropriately</li> <li>• Give frequent attention for any appropriate behavior</li> <li>• Allow student to earn opportunity to pick activity for group or class</li> <li>• Provide opportunity for peer interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge student with nonverbal reinforcements: <ul style="list-style-type: none"> <li>• Thumbs up</li> <li>• Small note</li> </ul> </li> <li>• Provide opportunity to earn time doing self-selected activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity to earn breaks after specified number of completed tasks</li> <li>• Provide opportunity to earn time doing self-selected activity</li> <li>• Reward student for attempting tasks</li> <li>• Staying focused on the task</li> </ul>
Consequence to Make Problem Behavior Ineffective	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Limit verbal interaction for problem behavior.</li> <li>• Create a signal that prompts student to stop and/or return to desired activity</li> <li>• Teacher ignore problem</li> <li>• Prompt peers to ignore problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Teacher gives non-verbal cue to participate</li> <li>• Proximity control</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Offer brief assistance with task or activity</li> <li>• Offer alternatives methods or materials to complete the task</li> <li>• Schedule standard times to complete unfinished work</li> </ul>

*Adapted from Loman, S. & Borgmeier, C. (2010)*

**BIP Implementation Review Form**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff Observed: \_\_\_\_\_ Completed By: \_\_\_\_\_

Activities Observed: \_\_\_\_\_

Plan Components	Score 0=seldom 1=sometimes 2=consistently	Feedback
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	



## Next Steps

Below are some next steps to consider as you develop your Tier 3 system. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning - Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)

### 1. Establish a system for developing a Competing Behavior Pathway Summary to:

- Identify desired long-term replacement behavior.
- Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior.
- Identify common reinforcing consequences for desired replacement behavior.

### 2. Establish a system for identifying strategies for Behavior Intervention Plan to:

- Select strategies and/or environmental manipulations that neutralize impact of setting events.
- Select strategies and/or environmental.
- Select strategies for reinforcing desired behavior.
- Select strategies for generalization and maintenance of desired behavior.
- Select response strategies that make problem behavior ineffective.
- Develop safety procedures if necessary.

### 3. Establish a system for developing an Implementation Plan to:

- Develop and communicating implementation plan for each part of the BIP.
- Develop training plan to implement each part of the BIP.
- Identify timelines for completing tasks necessary to implement each part of the BIP.

