

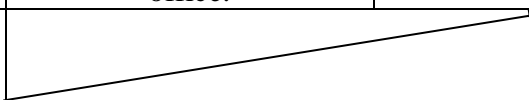
## Behavior Intervention Plan

**Student Name:** Pat

**Action Team Members:** Pat, Pat's dad  
Counselor, Art Teacher  
4<sup>th</sup> Grade Teacher, Principal

**Date of Meeting:** Sept. 15, 2013

### 1. Competing Behavior Pathway

		<b>Desired Replacement (Long Term Objective)</b> Appropriately seek assistance to start and complete work.	<b>Reinforcing Consequences for Desired Replacement</b>	
<b>Setting Event</b>	<b>Triggering Antecedent</b>	<b>Problem Behavior</b>	<b>Maintaining Consequences</b>	<b>Function</b>
Difficulty with written work on previous day	Independent written work	Does not get out work Leaves the assigned work area, walks around the room Cusses, Hits	Pat is taken to another area in the room for a "time out" or is sent to the office.	Escape from tasks
		<b>Alternative Replacement Behavior (Short-term Replacement)</b>  Pat can use "Take a break" card.		

### 2. Intervention Strategies

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	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." 3) Pat will work with her teacher to develop a "Help Notebook*." (It will contain items that will help Pat complete written work.)	1) Teach Pat to use the break card 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 Pat how to seek assistance (by verbally asking a question or raising her hand)	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 B, 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

Phase	What Pat Does	Staff Response
Stimulation/Agitation	Taps the desk with her pencil	Offer assistance with the work; Offer options listed above (See Item 2.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 cusses 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>
Deescalation	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, 2013

Tasks to Complete & Resources Needed	Person Responsible	Timeline
Setting Event Strategy: Help Pat finish the previous day's task before class begins. 1. 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.)	1. Principal	1. 9/20/13
Antecedent Strategy 1: 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. Pat's teacher will preview the work as part of morning work in the classroom each day.	1. 4 <sup>th</sup> grade teacher 2. 4 <sup>th</sup> grade teacher	1. 9/20/13 2. Start 9/21/13
Antecedent Strategy 2: Provide physical breaks 1. Identify the times Pat will take physical breaks. 2. Identify what Pat will do and where she'll go during each break.	1. 4 <sup>th</sup> grade teacher 2. 4 <sup>th</sup> grade teacher & Principal	1. 9/20/13 2. 9/20/13
Antecedent Strategy 3: Develop materials for the Help Notebook 1.a. 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.  1.b. Starter Phrases i. Create a shared drive to store the starter phrases ii. Generate a list of common phrases used to start different types of sentences.  2. Teach Pat how to use the materials for the Help Notebook. 3. Teachers will cue Pat to use the Help Notebook	1.a. Special Education Teacher will work with HS A+ Students to create the word cards.  1.b. i. Special Education Teacher ii. All 4 <sup>th</sup> grade teachers will meet together to accomplish this task  2. 4 <sup>th</sup> Grade Teacher 3. 4 <sup>th</sup> Grade teacher	1.a. 9/30/13  1.b. 9/20/13 9/25/13  2. 10/1/13 3. 10/1/13
Alternate Behavior Strategy 1: 1. Work with Pat to design the break card. 2. Teach Pat how to use the break card. 3. Teachers will cue Pat to use Break Card	1. Art teacher 2. Art teacher 3. All teachers	1. 9/21/13 2. 9/22/12 3. Start 9/22/13
Desired Behavior Strategy 1: 1. Meet with Pat to develop strategy to privately seek assistance. 2. Teach Pat the strategy 3. Teachers will cue Pat to use the strategy	1. 4 <sup>th</sup> grade teacher 2. 4 <sup>th</sup> grade teacher 3. All teachers	1. 9/21/13 2. 9/22/13 3. Start 9/22/13
Desired Behavior Strategy 2: 1. Reteach lesson on raising hand to participate in class to all students. 2. Provide additional reteaching on raising hand lesson to Pat.	1. 4 <sup>th</sup> grade teacher 2. 4 <sup>th</sup> grade teacher	1. 12/1/13 2. Start 12/1/13
Consequence Strategy 1: 1. Create Daily Progress Report & teach Pat how it will be used to track her progress. 2. Meet with Pat to identify privileges she can purchase with her DPR points.	1. Art teacher 2. 4 <sup>th</sup> grade teacher	1. 9/21/13 2. 9/21/12



## 6. Monitoring & Evaluation Plan

Behavioral Goal (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision <ul style="list-style-type: none"> <li>• Monitor</li> <li>• Modify</li> <li>• Discontinue</li> </ul>
Pat will independently use the materials in the “Help Notebook” on 4 of 5 days for 4 weeks.	Points earned on Daily Progress Report*	4 <sup>th</sup> Grade Teacher will track points earned in class. Progress will be recorded each day, graphed each week.	10/15/13 (Review every 2 weeks after 10/15/13)	
Pat will use a break card to request a break rather than refusing to get out work or talking out. She will be able to use the break card on 4 of 5 days for 4 weeks.	Points earned on Daily Progress Report*	4 <sup>th</sup> Grade Teacher will track points earned in class. Progress will be recorded each day, graphed each week.	10/15/13 (Review every 2 weeks after 10/15/13)	
Pat will privately seek assistance when she needs help to start or finish a task in 7 of 8 class periods on 4 of 5 days for 8 weeks.	Points earned on Daily Progress Report*  Track # of completed assignments	4 <sup>th</sup> Grade Teacher will track points. Progress will be recorded each day, graphed each week.  4 <sup>th</sup> grade teacher	10/15/13 (Review every 2 weeks after 10/15/13)	
Pat will seek assistance (by verbally asking a question or raising her hand) so that she can start and complete work in 7 of 8 class periods on 4 of 5 days for 18 weeks.	Points earned on Daily Progress Report*  Track # of completed assignments	4 <sup>th</sup> Grade Teacher will track points. Progress will be recorded each day, graphed each week.  4 <sup>th</sup> grade teacher	12/15/13 (Review every 2 weeks after 12/15/13)	

\*Pat may be able to start and complete tasks without using the “Help Notebook”, 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 aids listed above.



Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
<b>Is Plan Being Implemented? (Fidelity of Implementation)</b> BIP Implementation Review Form (See Attached) <b>Is Plan Making a Difference? (Social Validity)</b> Social Validity Survey	Direct observation in classroom once each week for 4 weeks. Teacher will be taught how to self-monitor using BIP Implementation Review Form. Begin self-monitor 10/15/13.  Teacher, parent and student will complete social validity survey.	Counselor  Counselor  Principal will interview teacher, parent & student	Observations 10/01/13-11/01/13 Self-monitor 10/15/13 – 12/15/13  12/15/13

### Generalization & Maintenance

Strategy	Person Responsible & Timeline
Teachers in all settings will cue and monitor Pat's use of the Break Card and seeking assistance to complete tasks.  Begin self monitoring of independent use of materials in the Help Notebook when Pat earns 80% on Daily Progress Report for 4 of 5 days for 3 weeks. Begin self monitoring of privately seeking assistance when Pat earns 80% on Daily Progress Report for 4 of 5 days for 4 weeks. Begin self monitoring of seeking assistance by verbally asking or raising hand to get assistance when Pat earns 80% on Daily Progress Report for 4 of 5 days for 4 weeks.	All teachers will cue & monitor Pat's use of the Break Card. Start 9/22/13 and continue until this behavior is faded and Pat is able to independently seek assistance. All teachers will cue Pat to seek assistance to complete tasks. Start 9/22/13 and continue throughout the school year  4 <sup>th</sup> grade teacher will teach Pat how to self monitor using the Daily Progress Report beginning 10/20/13.

We agree to the conditions of this plan:

\_\_\_\_\_  
Student (date)

\_\_\_\_\_  
Parent or guardian (date)

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

\_\_\_\_\_  
Teacher (date)

\_\_\_\_\_  
Teacher (date)

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

