

Sample

Behavior Intervention Plan
Ventura County SELPA IEP
[California Code of Regulations, Title 5, Section 3001 (f)]

Name Student4 D.O.B. XXX Date XXX
Behavior Intervention Case Manager: C.J. Phone No.: XXX

I. Summary of the **Functional Analysis Assessment** (include a brief history of the problem behavior and ecological and setting factors when it most often occurs).

Student4 is a 9-year-old student recently reclassified for special education services under the category of emotional disturbance. Past diagnoses have included autism, severe ADHD, and explosive emotional meltdowns. He has recently participated in a summer school program at YYY Elementary School in the ZZZ School District, after being placed on home teaching for a period of time. Referrals to a nonpublic school and to Ventura County Behavior Health are currently in progress. Student4 demonstrates behavioral outbursts at school, at home, and in the community. Outbursts at school last from three to 25 minutes and involve behavioral escalation. Behaviors during these outbursts typically progress from verbal complaints (saying he does not want to do a task, wanting to go home, physical complaints) to refusing to engage in a task and crawling or hiding under the table, to yelling or screaming, demanding to go home, swearing or name-calling, ripping papers, pushing furniture, kicking furniture, throwing chairs or objects, climbing on furniture, to more severe behaviors such as leaving the classroom or designated area, and using physical aggression towards peers or adults involving poking with pencils, grabbing, hitting with an open hand, kicking with his foot, scratching the skin, biting the skin, and stepping on feet. Antecedents to these outbursts typically involve being asked to continue a non-preferred academic task (typically paper-and-pencil) after complaining that he does not want to do the task or that he wants to go home, being redirected while already escalated, real or perceived teasing by a peer, conflict or competition with a peer, and perceived inappropriate behavior by an adult (e.g., Student4 believes the bus driver is not wearing his seat belt). In the most recent educational setting, behavioral outbursts occurred on average two to three times per week, although they occurred more frequently in recent months while Student4 was in another school setting. The communicative function of these outbursts appears to be escape from academic and social challenges. Student4 currently takes Risperdal and Depakote, having taking additional medications in the recent past, with recent changes in medication. His medication management and psychiatric care is overseen by Dr. A.

II. **Description of Behavior:**

A. Problem Behavior:

1. Description: Behavioral outbursts are defined as distinct episodes of behavioral escalation lasting from three to 25 minutes, beginning with complaining or asking to go home, refusing to follow directions, yelling or screaming, and progressing to demanding to go home, hiding or crawling under tables, swearing or name-calling, ripping papers, pushing furniture, kicking furniture, throwing chairs or objects, climbing on furniture, leaving the classroom or other designated area, and physical aggression towards peers and adults (typically poking with a pencil, grabbing, hitting with an open hand, kicking with his foot, scratching the skin, biting the skin, and stepping on feet).

2. Communicative Function: To achieve escape from academic and social challenges
3. Current Baseline: Two to three incidents per week
4. Goals: (Attach a completed/Annual Goals or Goals and Objectives page):
By 6/09, in the educational setting, Student4 will decrease the frequency of behavioral outbursts from baseline to no more than once per month, as measured by observation record over a two-month period.

B. Replacement Behavior:

1. Description: When feeling challenged or frustrated by social or academic demands, Student4 will request a short break and engage in a calming activity for up to 10 minutes, with adult support and facilitation.
2. Communicative Function: (How the replacement behavior will address it): By requesting and taking calming breaks, Student4 will be able to achieve temporary escape from social and academic challenges, thereby reducing the need to engage in behavioral outbursts.
3. Current Baseline: Student4 currently requests breaks independently approximately 50% of the time, and the remaining 50% of the time he responds to adults' suggestions to take a break by leaving the classroom and taking breaks in the school office for 10 to 15 minutes. During summer school, he requested breaks on average one to three times on any given morning.
4. Goals: (Attach a completed Annual Goals or Goals and Objectives page):
By 6/09, in the educational setting, when feeling frustrated by social or academic demands, Student4 will request a short break and engage in a calming activity for up to 10 minutes, with adult support and facilitation, 4 out of 5 times, as measured by observation record over a two-month period.

III. Interventions:

A. Problem Behavior:

1. Ecological changes –

- a. Allow Student4 easy access to teaching and support staff, through preferential seating close to staff.
- b. Provide an alternative work space for Student4, where he can complete difficult work with minor distractions.
- c. Seat Student4 near peers who are non-competitive and easy-going.
- d. Utilize a cool-down area away from the classroom for acting-out behaviors.

2. Instructional changes –

- a. Provide frequent check-ins and praise to Student4 for making an effort to complete difficult work.
- b. Offer help and reassurance early on (when Student4 begins to complain about the work), trying to assist him. If possible, provide help even when it appears unnecessary, such as for turning the page or circling numbers or letters. Give Student4 the benefit of the doubt when he believes he can't do the work.
- c. Offer help and assistance when Student4 complains about a peer's behavior (teasing, inappropriate behavior) and offer solutions, even when Student4 is misperceiving the peer's behaviors or intentions. Model and practice problem-solving strategies. Try not to deny Student4's perception of an event or talk him out of his perceptions.

3. Reinforcement –

- What is being reinforced: Absence of outbursts, being able to sustain effort on a difficult task, being able to ignore a peer's behavior and disengage from conflict
- What is the reinforcement: Token reinforcement (points), to be exchanged for special privileges and items once per day
- Schedule of delivery: once every ten minutes
- By whom: teaching staff

4. Plan for fading interventions as behavior reduces – Increase reinforcement interval gradually (once every 15 minutes, once every 20 minutes) as problem behavior decreases to once per week, then to once every other week respectively.

5. Criteria for reviewing/changing interventions if ineffective – Reconvene team after two months of full plan implementation. If negative target behaviors have not reduced to once per week, consider modifying interventions as needed.

6. Reactive plan (if behavior occurs) –

- a. At the first onset of frustration (complaining, whining, requesting to go home), offer assistance to Student4. Move physically closer and assist as needed. If the problem is due to a peer conflict, offer problem-solving in the moment. Remind Student4 that he can request a break at any time.
- b. If behavior progresses (yelling, screaming, under table), present Student4 with his break card. Allow for two minutes for Student4 to process his choices. If he chooses a break, turn the break card over and review his choices. Ask him to choose a break activity. Allow Student4 to engage in his break activity for 10 minutes. Offer assistance as needed. Prior to returning to group, review his choices with him. Award points for requesting a break, engaging in break activity, problem-solving, and returning to class within an appropriate time limit.
- c. If escalation continues (acting out), ask Student4 to take a break. Escort him to a quiet place (cool-down area). Avoid talking with him other than to ensure safety. Instruct him to calm down so he can engage in his break activity. Once Student4 is calm (end of acting out), ask him to clean up if necessary. Present him with his break card and ask him to choose a break activity. Allow him to engage in break activity, then return to class. Award points for engaging in break activity (no points for other behaviors above).
- d. If Student4 refuses to leave class and his behavior presents a safety concern, evacuate the classroom and proceed with ensuring safety. When Student4 is calm, ask him to choose a break activity, allow him to engage in his break activity, then return to class when calm. No points given.

Avoid calling the parent to pick up Student4. Report any behavioral outburst to parent through daily communication.

B. Replacement Behavior:

1. Strategies for teaching or increasing –

- a. Create break cards that list Student4's choices for break activities on the back (three break activities that offer physical movement and allow for movement of the arms and legs, e.g. running, basketball, soccer).
- b. Teach Student4 to use his break cards through brief individual sessions daily, involving direct teaching, modeling, guided practice, and reinforcement (points awarded for participation).
- c. Frequently remind and prompt Student4 throughout his day that he can utilize his break cards when needed.
- d. Utilize a point system (token reinforcement) whereby Student4 can earn points for requesting breaks, engaging in break activities, engaging in problem-solving, and returning from breaks within ten minutes. Allow Student4 to exchange his points for choice activities and items daily.
- e. Teach Student4 a problem-solving model (collaborative problem-solving model) in weekly individual sessions, to use when he has conflicts with peers or adults. Use direct teaching, visual supports, modeling, guided practice, and reinforcement (points) when Student4 is using the problem-solving model in structured and unstructured settings.

2. Reinforcement –

- What is being reinforced: requesting breaks, engaging in break activities, engaging in problem-solving, returning from breaks within ten minutes
- What is the reinforcement: points on point sheet
- Schedule of delivery: each incident, when demonstrated
- By whom: Teaching staff

3. Plan for fading interventions as behavior increases –

When Student4 is beginning to use his break cards and problem-solving model independently in 50% of problem situations, change break cards from “on-demand” to a certain number of break cards per day. Gradually decrease the number of break cards per day until Student4 is using replacement behaviors in 4 out of 5 problem situations.

- ## 4. Plan for reviewing/changing interventions if ineffective – Review plan after two months of full plan implementation.
- Consider modifying interventions if Student4 has not learned replacement behaviors or is resistant to using break cards and problem-solving model.

IV. Strategies for implementing this plan in home, residential facility, worksite or other setting (if any):

Provide daily feedback to parent regarding number of outbursts, number of times Student4 utilizes breaks appropriately, and number of points earned. Parent may choose to determine a minimum number of points Student4 needs in order to earn a pre-determined reward at home (e.g., special snack, outing, trip to park, etc.)

V. Data Collection Methods:

OCCURRENCE OF PROBLEM BEHAVIOR	OCCURRENCE OF REPLACEMENT BEHAVIOR
Will measure: Frequency, duration , intensity (<i>circle all that apply</i>) How often: each incident Method: frequency and duration chart	Will measure: Frequency , duration, intensity (<i>circle all that apply</i>) How often: each incident Method: frequency chart

FREQUENCY OF USE OF INTERVENTIONS
<p>Intervention(s) to be measured: number of times break cards are presented daily, number of teaching sessions provided to teach replacement behaviors, number of points awarded daily, number of times Student4 is escorted to cool-down area, number of times class is evacuated due to problem behaviors</p> <p>How often: each incident</p> <p>Method: interventions chart</p>

(Attach charts, checklists, etc to be used for collecting data on all three above)

Consultation by Case Manager:

With staff: Method: in-person meetings Frequency once per month (initially more frequently)

With parent: Method: daily home-school communication (point sheet); phone calls and conferences as needed

Frequency Daily and as needed

Plan to be reviewed:

Date(s): two months after full plan implementation, every two months thereafter until IEP meeting (6/09)

IEP Team Member(s) responsible for reviews: BICM, Teacher/Case Manager

Method: in-person meetings