

Behavior Intervention Plan

Student: Alena, Grade 5
Date of Assessment: 4/16/2023

D.O.B.: 4/14/2013
School: Anywhere School, Anywhere, NY

Identify school staff who participated in the BIP team process:

Name	Title/Position
John Peters	CSE Coordinator
Tanya Clark	Special Education Classroom Teacher
Anita Smith	General Education Classroom Teacher
Lindsey Doe	Psychologist
Peter Thompson	Behavioral Staff

Targeted Behavior(s): Identify and Define the Targeted Problem Behavior(s): [NYS Regulation: \[200.1\(r\)\]](#)

- ☒ Non-compliance
- ☒ Disruption
- ☒ Aggression – Physical

Non-compliance: Alena sits silently in desk and does not make eye contact with teacher, instead looking down at desk or examining hands/fingernails, does not respond to instruction or other verbalization from teacher (eg., get out Chromebook, put away Chromebook, get out your pencils, teacher addressing Alena by name). Alena may also put head on desk.

Frequency	Duration	Latency	Intensity
17 times in a 3-day period	3-10 minutes per incident	Immediate	1, sometimes 2

Disruption: Alena vocalizes, either by repeating a phrase loudly (eg., “I don’t want to” or “everyone be quiet”) or by crying, making loud sobbing noises with tears running down face; Alena kicks her legs until her boots fly off; Alena is non-compliant (see above) if asked to put her boots back on.

Frequency	Duration	Latency	Intensity
14 times in a 3-day period	3-10 minutes	Immediate	3

Physical Aggression: Alena will cause her forehead to hit her desk or a wall or another hard object, repeating the action several times.

Frequency	Duration	Latency	Intensity
4 times in a 3-day period	1-2 minutes	Immediate	4-5

Degree of Intensity				
1 Mild	2	3 Moderate	4	5 Severe
Behavior is confined only to the observed student	Behavior disrupts others in the student's immediate area	Behavior disrupts everyone in the class	Behavior disrupts other classrooms or common areas of school	Behavior causes or threatens to cause physical injury to the student or others
Ex: Refusal to follow directions, scowling, crossing arms, pouting	Ex: slamming book closed, dropping book on the floor, name calling, using inappropriate language	Ex: Throwing objects, yelling, open defiance of teacher directions, leaving the room	Ex: throwing objects, open defiance of school personnel's directions, leaving the building	Ex: display of weapons, assault on others

Additional Data:

- 49% of behavior is non-compliance (mild intensity)
- 40% of behavior is disruption (mild to moderate intensity)
- 11% of behavior is physical aggression (moderate to severe intensity)
- Top antecedents: noise escalation, transition to specials

Antecedent: **NYS Regulation: [200.1(r) and 200.22 (a) (3)]**

What is happening right before the behavior occurs? TRIGGERS

- Noise level exceeds that of typical teacher instruction/student response
- Peer disruptions (eg., getting out of seat without permission, calling out without raising hand, dropping books or materials)
- Transitioning from a preferred activity (eg., drawing, artwork, sketching, reading) to a less preferred activity (eg., Chromebook work, group work)
- Arriving late to school
- Arriving to school without backpack

Student Strengths/ Interests / Reinforcers: **NYS Regulation: 200.22 (a) (3)**

Identify the student's STRENGTHS AND INTERESTS:

Student's Strengths:

- Creative
- Good attendance
- Very bright
- Artistic

- Good manners
- Positive relationships with adults
 - works well academically with academic coordinator in suite
- Friendly
- Academically capable with some support
- Wants to develop positive relationships with peers
- Not physically aggressive to others
- Careful
- Cares about environment, likes to tidy, likes to arrange items
- Is kind to others
- In some settings does not disrupt others

Student's Interests:

Drawing, painting, sculpting, building (blocks, legos), organizing (checking markers to see if they're dry), walks outdoors

Student Preference for Reinforcement:

Sorting, arranging, sensory (glue on fingers), drawing, coloring, legos, going to counseling suite, going for walks on trail, cleaning playground, classroom tasks

Function of the Behavior(s): NYS Regulation: 200.22 (a) (3)

HYPOTHESIS as to why the behavior is occurring:

Non-compliance:

When Alena is asked to transition to a less preferred activity, Alena sometimes engages in non-compliance to escape/avoid less preferred activity for several minutes, until she is offered an alternative activity or until she is allowed to continue with her activity.

Disruption:

When the noise level in the classroom reaches a certain frequency, if a peer disrupts the class, if a transition to another activity is not orderly, if Alena discovers she's forgotten her backpack or lunch, or if she arrives late to school, Alena engages disruption in the form of kicking off her boots, vocalizing loudly, or crying, to escape/avoid the sensory overload.

Physical aggression:

When Alena arrives late to school or arrives without the supplies needed for the school day (eg., backpack, lunch, coat), she may either engage in disruption (eg., kicking off her boots, vocalizing, or crying) or physical aggression (she may hit her desk with her head) to gain the attention of a staff member to help her regulate.

Goals/Replacement Behaviors: NYS Regulation: [200.22 (b) (4) (ii), 200.1(mmm)]

For Student: What positive REPLACEMENT BEHAVIORS will the student demonstrate?

- ☒ Respond to directives by staff in a socially acceptable manner
- ☒ Gain attention in more socially acceptable ways
- ☒ Ignore and avoid peer disruptions
- ☒ Interact with peers and staff in socially acceptable manner
- ☒ Conduct conversation/comments in socially acceptable manner

For Staff: What instructional and/or counseling strategies will be used to teach the positive replacement behaviors? STRATEGIES TO TEACH REPLACEMENT BEHAVIORS

- ☒ meet before class and remind Alena of the new positive behavior
- ☒ discussions with counselor

- ☒ coaching with corrective feedback
- ☒ written feedback (write-ups, point cards)
- ☒ private praise (verbal and written)

TEACHING STRATEGIES:

Alena performs at her best when the classroom is quietly engaged in instruction, when there is minimal disruption from peers, and when transitions are clearly defined and conducted in an orderly manner. What follows is a summary of strategies that can be used to create and maintain ideal conditions for Alena's success. Some strategies are already in place, and some are not. The strategies that follow are not intended to be introduced all at once, rather, the team can meet to discuss the best strategies and introduce them at a pace that makes sense. The team can also modify strategies and their implementation as needed to adjust to Alena's needs.

Proactive Approaches:

- Environmental Setup
 - Review classroom rules and expectations with whole class regularly
 - Provide access to materials and to fidgets
 - Have schedule clearly posted in visual format
 - Visual timers
 - Assigned seating - provide quiet separate seating
- Prompting (but NOT when Alena is trying to speak)
- Presets prior to transitions or change
- Check-ins when noise or activity level is escalating
 - Staff member stands near Alena, looks for signs of distress (hands over ears, reddening face, head on desk, tears), and offers headphones or a different seating arrangement if they see any signs that Alena is being negatively affected by the noise level. Close proximity - even without a verbal check in offering headphones or a quieter space - may be enough to head off behaviors.
- Giving time (up to 30-60 seconds) for Alena to verbalize
- Reinforcement System:
 - Positive praise
 - Caught doing good with tickets (when Alena calmly transitions to a less preferred activity or is able to move through a transition without engaging in behavior, Alena is given a ticket. At the end of the day, Alena may turn in each ticket for 10 minutes of choice time (puzzle, legos, etc.).
 - Edibles and tangibles
- Breaks (10 minutes to full period in counseling suite, not to exceed 3 per day)
- Walks (10-15 minutes outside with a staff member, not to exceed 2 per day)
- Sensory tools (fidgets, cleaning glue caps)
- Access to classroom jobs
 - Sorting markers
 - sharpening pencils
 - cleaning glue caps
- Multiple modalities of teaching - including option to use illustrations with work
- Individualized student-staff attention as needed
- Offer Alena to eat lunch and breakfast in counseling suite
- Offer Alena option to begin the morning in the counseling suite if she seems dysregulated on arrival to school
- Offer Alena option to spend Music and Gym in counseling suite, with independent study

(supported by academic coordinator)

- Small group counseling sessions with social skills prompting and modeling
- Individual counseling sessions with school counselor
- Morning check-ins with teacher or school counselor (teacher says hello to Alena when she enters classroom, if she's late, checks to see if Alena has all her supplies, visually assesses Alena to see if she shows signs of dysregulation (red face, messy hair, signs she's been crying). Asks Alena if she's ready for class or if she wants to say hello to counselor. If a counselor, Alena goes to the office for 10 minutes to chat with the counselor.

Reactive/Teaching Approaches

By using the above strategies to create an environment that is ideal for Alena's social, behavioral, and academic success, Alena's behaviors should decrease. When behaviors do occur, however, use the following strategies to respond to the behaviors:

Non-Compliance

- Walk quietly to Alena's desk with a quiet prompt to get on task
- Give Alena time and space to process the request (up to a minute)
- Give Alena a 1- to 5-minute sand timer (depending on urgency of task) and offer reinforcement (see above) if she completes task within the time limit
- Offer Alena the option to take a break (see above)
- After a 10-minute break, check in to see if Alena is ready to return to teaching environment
- When Alena is ready to move on, share a social story - Alena can draw the illustrations herself and staff member can create the captions. Use one she's already created or create a new one.
- Log behaviors and share with psychologist and school counselor to address in individual counseling sessions

Disruption

- Walk quietly to Alena's desk
- Model calmness, lower to Alena's level
- Wait 1 to 5 minutes for Alena to self-regulate, use sand timer where Alena can see it
- If after 5 minutes Alena hasn't self-regulated, offer a break (walk with a staff member or go to counseling suite)
- Remind Alena she needs to put her boots back on if she is to have a break
- After a 10-minute break, check in to see if Alena is ready to return to teaching environment
- When Alena is ready to move on, share a social story - Alena can draw the illustrations herself and staff member can create the captions. Use one she's already created or create a new one.
- Log behaviors and share with school counselor so they can model socially acceptable behavior in social skills group counseling sessions

Physical Aggression

- Walk quietly to Alena's desk
- Model calmness, lower to Alena's level
- If available, place pillow or other soft item on Alena's desk to minimize injury when she is banging her head on desk
- Wait 1 minutes for Alena to self-regulate, use sand timer where Alena can see it
- If after 1 minute Alena is still banging her head on the desk, offer a break (walk with a staff member or go to counseling suite)

- If Alena does not accept break, have another staff member get a trusted adult (behavioral staff member, school counselor or academic coordinator, special education teacher if not already involved with Alena). Swap places with trusted adult.
- Trusted adult offers Alena a break (counseling suite or outside for a walk)
- After a 10-minute break, check in to see if Alena is ready to return to teaching environment
- When Alena is ready to move on, share a social story - Alena can draw the illustrations herself and staff member can create the captions. Use one she's already created or create a new one.
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Reflection Approaches

Immediately after the behavior, Alena may need time and space. It is okay to move on and to address the problem another time. On a day where Alena seems to be experiencing escalating behaviors, Alena may be best suited by spending the remainder of the day in the counseling suite, doing school work with the support of the academic coordinator. When Alena seems recovered, teacher or counselor can walk Alena through the expectations of a school day, using the following approaches:

- Check in at the beginning of the day to discuss schedule
- Ask Alena to fill out a self-reflection sheet - to include drawings if desired
- Create social stories with Alena (Alena does the illustration, teacher or counselor writes in the words and prompts ideas)
- Individual counseling with school counselor

Key Points to Remember:

- Alena is most likely to have a difficult day if she arrives late at school. Check in with Alena on these days to make a plan for the day.
- Alena needs time and space to process information and to convey how she is feeling. *Be patient* when communicating. She does NOT need prompts when she is in this space.
- Attempt to adhere to classroom rules and routines, using visual schedules and presets for shifts in activities.
- Alena does not do well in a loud environment like gym or music or the cafeteria. Offer Alena the option to substitute independent study for these environments.

Implementation/Monitoring Plan
Persons Responsible for Implementing the Behavior Intervention Plan (BIP): Tanya Clark, Special Education Classroom Teacher; Anita Smith, General Education Classroom Teacher, Teacher Assistants and Aides; Specials Teachers; School Counselor and Academic Coordinator; Peter Thompson, Behavioral Staff
Persons Responsible for Monitoring the Behavior Intervention Plan (BIP): Lindsey Doe, School Psychologist; Teacher Assistant in Classroom; Peter Thompson, Behavioral Staff
How Behavior Intervention Plan (BIP) Will Be Monitored: Collection with tallies of duration/frequency data after a 2 week interval. Communication with specials teachers and and counseling suite staff weekly.
Schedule to Monitor the Effectiveness of the Behavior Intervention Plan (BIP): Team will meet every 6 weeks to review the data and make any necessary changes.

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Quick Glance Sheet

Antecedent Strategies: Alena thrives during classroom instruction time and struggles during times of transition and when noise or activity level rises. Use presets to introduce new activities or transitions, check in with Alena if noise or activity level is high. Alena needs processing time to respond to a question (do not prompt). Offer Alena an alternative to gym, music, or cafeteria (counseling suite for independent study). Alena finds puzzles calming and can sometimes tune out distractions when engaged in a puzzle - keep that in mind when you know classroom activity may be louder than normal.

Reinforcement Methods: Alena appreciates classroom tasks (cleaning glue bottles, sorting markers, tidying papers). Alena is **gluten-free**, does not like sweets - offer savory, gluten-free snacks.

Goals: Alena will respond to less ideal environments with fewer behaviors. Alena will ask permission to take a break instead of engaging in one of the target behaviors. Alena will ignore and avoid peer disruptions. Alena will participate in social skills group to improve interactions with peers.

Who: All staff working with Alena will participate in implementing the strategies in the BIP. Particularly trusted adults are the behavioral staff, school counselor and academic coordinator, and special education teacher. Reach out to one of these staff members in a crisis or to prevent a crisis.

Target Behavior	Replacement Behavior	Teaching Strategies, Supports, Intervention, Reinforcement	When
Non-Compliance	Listen to directives Communicate preferences Ask for a break or alternate activity if needed	Quiet prompt, time and space, timer, reinforcement, break if none of these work, if break, check in after 10 min.	If Alena has head on desk or is not responding to directive (may be looking at fingernails or playing with hair, will avoid eye contact).
Disruption	Ask a teacher for help Ask for a break or alternate activity	Model calmness, quiet prompt, time and space, timer, reinforcement, break if none of these work, if break, check in after 10 min.	When noise or activity level is rising, if Alena's head is on her desk, or if her face is reddening, or if you see signs of tears
Physical Aggression	Ask a teacher for help Ask for a break or alternate activity	Minimize physical harm by placing soft object between Alena's head and desk. Offer a break.	When Alena is banging her head on the table and crying.

Progress Monitoring: [NYS Regulation: \[200.22 \(b\) \(5\), \[200.22\(b\)\(4\)\(iii\)\]](#)

How will this plan be evaluated? EVALUATION

Progress Monitoring Schedule must include:

- Specific behavior(s) being monitored (targeted problem behavior(s) & alternative/replacement behavior(s))
- Intervals at which data will be collected
- Who is responsible for data collection
- Tools/data collection methods that will be used

Schedule to Measure Effectiveness of Interventions. Indicate interval below (e.g., weekly, every 2 weeks, etc.)	Baseline Data of Target Problem Behavior(s) (e.g., frequency, duration)	Data on Problem Behavior(s) after implementation of BIP for the specified interval. (e.g., frequency, duration)	Person/People Responsible and method used to monitor
Interval: Every 2 weeks Start Date: 5/1/23 End Date: 5/15/23	Non-Compliance: <i>Frequency:</i> 17 in 3-day period (to average 57 in a 10-day period) <i>Duration:</i> 70 minutes in a 3-day period (to average 233 minutes in a 10-day period) <hr/> Disruption: <i>Frequency:</i> 14 in a 3-day period (to average 47 in a 10-day period) <i>Duration:</i> 60 minutes in a 3-day period (to average 200 minutes in a 10-day period) <hr/> Physical Aggression: <i>Frequency:</i> 4 in a 3-day period (to average 13 in a 10-day period) <i>Duration:</i> 11 minutes in a 3-day period (to average 36 minutes in a 10-day period)	Non-Compliance: <i>Frequency:</i> <i>Duration:</i> Disruption: <i>Frequency:</i> <i>Duration:</i> Physical Aggression: <i>Frequency:</i> <i>Duration:</i>	School psychologist, Lindsey Doe and Teacher's Assistant will use direct data collection methods (scatterplot or otherwise to record frequency and duration of behaviors).

After the initial 2-week progress monitoring interval, the team listed at the top of this document will meet every 6 weeks to review BIP and modify as necessary.

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Individual Crisis Management Plan

Safety Concerns – Warnings (based on student health or history):

When Alena is engaged in disruption she will kick off her boots; ensure no nearby student will be hurt.
When Alena is engaged in physical aggression she will bang her head on her desk or a wall.

Current Issues / Potential Triggers (personal/family/social, etc.):

High noise and activity levels, dysregulation because of late arrival/difficult morning, asked to transition to a less preferred activity.

High-risk Behavior(s):

Banging head on desk.

Intervention Strategies for Each Stage of Student Crisis

Baseline/Pre-Crisis State –

Model calmness, give time to process, offer timers and reinforcement. Offer a break (walk with a staff member or counseling suite).

Triggering/Agitation –

If agitated (red face, tears), ask another staff member to keep other students engaged and safe. Model calmness, stay in close proximity without touching, offer a break.

Escalation (e.g., leaving supervision, verbal / physical aggression) –

Have a pillow or soft object on hand to place on hard surface between surface and Alena's head to minimize injury. If head banging continues for more than a minute, have another staff member get a trusted adult.

Recovery/Calming –

Allow Alena to spend as much time as she needs in the counseling suite doing preferred activities (puzzles, legos). Do not expect independent study or a return to the classroom unless Alena indicates preference.

Emergency Contacts (e.g., parent / guardian, psychologist, counselor, psychiatrist, etc.):

1. Father – 555-555-5555
2. Brother – 555-555-5555

Review date for ICMP: Every 6 weeks, in conjunction with Behavioral Intervention Plan (BIP)

By Whom? Behavioral Intervention Plan (BIP) team