

Behavior Intervention Plan

(based on Functional Behavioral Assessment)

Student: BBB Cool

DOB: 09-01-09

School/Grade: Slick Elementary School/1st

1. Target behavior(s) to be reduced or eliminated (as identified by the FBA):

- Refusal to complete work and/or test assignments
Baseline - 34 episodes documented in one week
- Tantrum behaviors (e.g., putting fingers in ears, "NO!!", falling on floor, screaming, crying, etc.)
Baseline - 37 episodes documented in one week
- Elopement (e.g., running, leaving room without permission, etc.)
Baseline - 12 episodes documented in one week
- Aggression (e.g., throwing objects, destroying property, hitting students and/or staff, etc.)
Baseline - 5 episodes documented in three days

2. Behavior(s) to be taught to replace the target behavior(s):

- Complete class work and tasks
- Respond appropriately when emotional, angry, and/or frustrated
- Remain in seat, classroom, school building
- Respect school property and refrain from placing hands on fellow students and staff

**See IEP goal(s) #*

3. Strategies to be used to decrease the target behavior(s) while increasing the desired behavior(s):

1. A new paraprofessional, Ms. W, has been assigned to assist with BBB throughout the entire school day. She has been trained to implement BBB's behavior plan and perform Nonviolent Physical Crisis Intervention techniques if needed (with help from another CPI trained staff member). Ms. W's role in working with BBB is primarily to assist with behavioral intervention; however, she may assist BBB academically if need be.
2. Open communication between BBB's mother and school personnel is of utmost importance for BBB to be successful. It is imperative that Ms. Cool and school personnel notify each other as soon as possible if there are any changes in the daily routine or schedule at home or school.

3. In an effort to maintain consistency and normalcy, an after school pick-up schedule will be created and maintained by BBB's mother. It is important for BBB to have a consistent after school schedule that he can count on.
4. An updated visual schedule will be created for BBB and kept on the front of his behavior binder. Deviations from the daily schedule are not allowed without prior permission. BBB will be made aware of any schedule changes as far in advance as possible.
5. BBB will be provided with two sensory breaks throughout the day. These breaks are not optional – they are mandatory. BBB needs these breaks for decompression purposes and to calm himself. Sensory breaks will be taken in the OT room only.
6. Copies of the behavior data collection sheets will be provided to BBB's mother on a daily basis by Ms. W. The original data sheets will be kept at the school in BBB's behavior binder. The data collection sheets will be faxed to the district's behavior specialist on Friday of each week to monitor progress.

4. Plan to encourage (reinforce) the use of replacement behavior(s):

- In order to reduce the need and/or opportunity for BBB to exhibit target behaviors, his daily schedule will include large amounts of attention and verbal praise for “good behavior” by Mrs. M and Ms. W.
- BBB is to be given a small, tangible reward in the form of a sticker on the top of his behavior data sheet for the days he has behaved appropriately.
- BBB will participate in the school's School Wide Positive Behavior Supports (SWPBS) which offers rewards to students who exhibit appropriate behavior at school.
- End-of-the-day and/or end-of-the-week rewards will also be provided by the family ONLY when BBB has had no marks on the data sheets for that day or for that week.

5. Procedures for management of target behaviors:

When a target behavior occurs, the following procedures should be followed:

Step 1 - When a target behavior occurs, Mrs. M will immediately approach BBB and address him by saying, “Is that appropriate behavior?” She will then give him one warning to stop the behavior by requiring him to “pull an apple”. Ms. W will record this on the daily behavior data sheet.

Step 2 - If BBB continues acting-out or refusing to comply with directive after having to pull, he will be removed from the classroom by Ms. W and taken directly to the isolation area allowing Mrs. M to continue teaching with minimal disruption. Ms. W will record this on the daily behavior data sheet.

Step 3 - Once in the isolation room, Ms. W will sit inside the room with BBB. The student is not allowed to take any materials with him to the isolation room. Ms. W will not converse with BBB for any reason during isolation. BBB will be allowed to remain in the isolation room for as long as needed until he decides he is ready to return to the classroom and behave appropriately.

Step 4 - After returning to the classroom, if at any point BBB refuses to do his work but causes no disruption in the classroom, he will be allowed to just sit quietly or put his head down on his desk until he is ready to work.

Step 5 - If BBB begins acting-out or refusing to comply with directives once again after having to pull, he will again be removed from the classroom by Ms. W and taken directly to the isolation area allowing Mrs. M to continue teaching with minimal disruption. Ms. W will record this on the daily behavior data sheet.

Step 6 - Steps 2 - 5 will be repeated as many times as necessary throughout the school day.

Step 7 - While in isolation, if BBB begins running himself into the walls, destroying property, and/or attempting to cause harm to Ms. W, Ms. W will call for assistance on her “walkie-talkie” and Nonviolent Physical Crisis Intervention strategies will be utilized.

Step 8 - ON THE PLAYGROUND AT RECESS OR P.E.

Ms. W will accompany BBB to recess though she is not to draw attention to him but will stay nearby to intervene early should a problem arise with a peer or duty teacher. She will contact the principal for assistance by “walkie-talkie” should a problem arise.

Step 9 - IN THE CAFETERIA

Mrs. W will accompany BBB to and from the school cafeteria. She will sit with him and remain by his side throughout his lunch period to intervene early should a problem arise with a peer or staff member or he attempts to elope.

6. How will the effectiveness of the plan be evaluated?

Daily behavior data sheets from paraprofessional (copies provided to parents and the district’s behavior specialist), IEP progress reports, disciplinary reports, planned intervention reports for the use of physical control.