

# Behavior Intervention Plan

Name \_\_\_\_\_

Start Date \_\_\_\_\_

Behavior	
Function	
Desired Behavior	
Proactive Plan	
Reactive Plan	
Reinforcers	
Data Collection	
Notes	

# Behavior Intervention Plan

## 1. Description of targeted behavior

\*Describe the behavior. What does the behavior look like?

\*Identify frequency (how often it occurs), intensity (how severe is it), and/or the duration (how long the behavior lasts).

## 2. Functional Behavior Assessment Data

### Setting:

\*Where does the behavior occur? Is it a particular class, time of day, recess, bus, when child is tired?

### Antecedents:

\*What happens just before the behavior occurs? What triggers the behavior?

### Function:

\*What is the student trying to achieve? What are they getting or avoiding?

### 3. Replacement Behaviors (Task Analysis)

\*Identify the positive behavior that will be taught to replace the negative behavior. This must be related to the function.

### 4. Proactive Strategies (Individualized Positive Behavior Change Strategies)

\*What positive supports will be used to encourage the replacement behavior?

\*What accommodations/modifications will be made to support the student? (examples)

### 5. Positive Strategies to Modify the Environment

\*What environmental supports will be used to promote the replacement behavior (seating, calm down area, room arrangement, signs)?

## 6. Reactive Strategies

\*What strategies will be used when behaviors occur (prompting, loss of points, de-escalating strategies)?

## 7. Progress Monitoring

- \*How will progress be monitored and data collected to ensure effectiveness of the behavior plan?
- \*Who will collect the data?
- \*How often will it be collected?
- \*How and when will the data be reviewed (informal meeting, telephone, IEP meeting)?

## 8. Intervention Outcome Process

- \*Identify start and review dates
- \*Note data here

Child's Name: \_\_\_\_\_

Target Behavior Definition: \_\_\_\_\_

	antecedent	behavior	consequence
Date:  Filled out by:	What were you doing?  Where were you?  Anything else?	start time: _____ end time: _____  notes:	What happened after?
Date:  Filled out by:	What were you doing?  Where were you?  Anything else?	start time: _____ end time: _____  notes:	What happened after?
Date:  Filled out by:	What were you doing?  Where were you?  Anything else?	start time: _____ end time: _____  notes:	What happened after?

Name: \_\_\_\_\_

Target Behavior Definition: \_\_\_\_\_

Date	Time	Antecedent What happened before?	Behavior	Consequence What happened after?

Name: \_\_\_\_\_

Target Behavior Definition: \_\_\_\_\_

	Date																	
	Time																	
	Staff Member																	
	Location																	
antecedents (what happened before?) Check all that apply.	work demand																	
	social demand																	
	transition																	
	alone																	
	preferred item taken away																	
	denied requested item																	
	other:																	
behaviors	hit																	
	kick																	
	push																	
	yell																	
	fall to floor																	
	other:																	
consequences (what happened after?) Check all that apply.	ignored																	
	given prompts/ redirection																	
	break time																	
	time out																	
	other:																	

Name: \_\_\_\_\_

Target Behavior Definition: \_\_\_\_\_

Date	Time	Antecent	Behaviors	Consequence	Notes
		<input type="checkbox"/> alone <input type="checkbox"/> demand placed <input type="checkbox"/> transition <input type="checkbox"/> request denied <input type="checkbox"/> interruption	Magnitude:      Notes/frequency: <input type="checkbox"/> 1 (low) <input type="checkbox"/> 2 (medium) <input type="checkbox"/> 3 (highest)	<input type="checkbox"/> ignore <input type="checkbox"/> prompts/redirection <input type="checkbox"/> time out <input type="checkbox"/> change activity <input type="checkbox"/> break given	Time:                      Notes: <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-15 minutes <input type="checkbox"/> 15 - 30 minutes <input type="checkbox"/> 30+ minutes
		<input type="checkbox"/> alone <input type="checkbox"/> demand placed <input type="checkbox"/> transition <input type="checkbox"/> request denied <input type="checkbox"/> interruption	Magnitude:      Notes/frequency: <input type="checkbox"/> 1 (low) <input type="checkbox"/> 2 (medium) <input type="checkbox"/> 3 (highest)	<input type="checkbox"/> ignore <input type="checkbox"/> prompts/redirection <input type="checkbox"/> time out <input type="checkbox"/> change activity <input type="checkbox"/> break given	Time:                      Notes: <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-15 minutes <input type="checkbox"/> 15 - 30 minutes <input type="checkbox"/> 30+ minutes
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date:																		
time:																		
Behavior (list specifics):																		
Location:																		
Activities:																		
Antecedent (before):																		
Consequence (after):																		

# Behavior Intervention Plan

Name Liz Schoolhouse

Start Date 10/5/15

Behavior	Liz is always blurting out in class.
Function	The function of Liz's behavior is to seek attention. She gets little attention from her classmates and has few friends.
Desired Behavior	Liz will raise her hand for permission to speak and wait for the teacher to call on her.
Proactive Plan	Liz will use a cool points chart that will allow her to self-monitor her blurting out. The chart will be checked each hour and reinforcement will be awarded contingent upon points earned. Give verbal praise each time Liz does not blurt out.
Reactive Plan	If Liz begins to blurt out, behavior will be ignored the first 2 times. After that, the teacher will correct Liz by reminding her of the appropriate behavior.
Reinforcers	A reinforcer, iPad B reinforcer, dolls C reinforcer, M&Ms
Data Collection	Cool point charts will be used as data for number of blurt outs and graphed on a frequency chart. If no progress after 2 weeks, plan will be modified.
Notes	

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- \*Identify frequency (how often it occurs), intensity (how severe is it), and/or the duration (how long the behavior lasts).

### Sample

John's targeted behaviors include yelling out, screaming, making loud disruptive noises, hiding in the corner and/or running out of the classroom and around the campus.

Data taken 3/03/15 - 03/13/15

Frequency - John displayed non-compliant behaviors 7/10 days. According to frequency data collected daily for 10 days, the percentage of non-compliant behaviors displayed ranged from 40% to 100% of John's school day.

Intensity - All behaviors range from mild to moderate, with no severe incidences.

## 2. Functional Behavior Assessment Data

### Setting:

- \*Where does the behavior occur? Is it a particular class, time of day, recess, bus, when child is tired?

### Sample

The behaviors occur during instruction and written assignments in the self-contained classroom and during lunch.

### Antecedents:

- \*What happens just before the behavior occurs? What triggers the behavior?

### Sample

Behaviors occur when students is not allowed to change the rules or make up his own assignments, when asked to follow directions, when he does not like the lunch choices.

### Function:

- \*What is the student trying to achieve? What are they getting or avoiding?

### Sample

John exhibits these behaviors to seek control and get what he wants.

### 3. Replacement Behaviors (Task Analysis)

\*Identify the positive behavior that will be taught to replace the negative behavior. This must be related to the function.

#### Sample

John will be taught to follow directions by the special education teacher through direct instruction, modeling, non-verbal cues, and practicing for at least 15 minutes, 3 times a week. He will be taught the following steps:

1. Wait patiently for the directions before beginning an activity.
2. Listen carefully to the directions given.
3. Follow the directions given, while staying calm.

### 4. Proactive Strategies (Individualized Positive Behavior Change Strategies)

\*What positive supports will be used to encourage the replacement behavior?

\*What accommodations/modifications will be made to support the student? (examples)

#### Sample

Use a token board reward system with John each time one of the replacement behaviors occurs. Allow John opportunities to make up his own directions contingent upon earning his tokens. Provide immediate positive feedback.

Provide positive teacher attention when John is following directions.

Do not focus on work completion, but reinforce following directions. Ex. Do not say, "Good job, you finished your work." Say, "Good job, thank you for following directions" or "John, I like the way you handled that situation."

### 5. Positive Strategies to Modify the Environment

\*What environmental supports will be used to promote the replacement behavior (seating, calm down area, room arrangement, signs)?

#### Sample

Display rules and expectations for following directions and review them daily.

Tape a visual reminder of the replacement behaviors on the corner of John's desk.

Provide John with a designated calm down area and a calm down kit for when he is having a difficult time following directions.

## 6. Reactive Strategies

\*What strategies will be used when behaviors occur (prompting, loss of points, de-escalating strategies)?

### Sample

Ignore minimally disruptive behaviors (planned ignoring)

Give John two choices - the first should be following directions and a reminder of the reinforcement, the second should be the inappropriate behavior and a reminder of the consequence.

Give choices calmly and walk away.

Remind John of calming strategies and calm down area

If behaviors become too disruptive to other students, TA 1 will take the students to Mrs. Wright's room while the teacher and TA 2 remain in the classroom with John.

## 7. Progress Monitoring

\*How will progress be monitored and data collected to ensure effectiveness of the behavior plan?

\*Who will collect the data?

\*How often will it be collected?

\*How and when will the data be reviewed (informal meeting, telephone, IEP meeting)?

### Sample

The special education teacher or staff will collect data randomly throughout the week during 10 different directives, charting compliance or non-compliance.

Data will be analyzed and reviewed every two weeks by the special education teacher.

Continue with each "following directions" step in the task analysis until all steps are mastered.

The special education teacher and John's mother can make mutually agreed minor adjustments to the behavior plan via phone as needed.

## 8. Intervention Outcome Process

\*Identify start and review dates

\*Note data here

### Sample

The behavior plan will begin on \_\_\_\_\_ and the special education teacher and John's parent will review the plan on \_\_\_\_\_.

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# REINFORCER ASSESSMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

**Favorites**

Completed by: Student Parent Teacher

Toys \_\_\_\_\_

Friend/person \_\_\_\_\_

\_\_\_\_\_

Place \_\_\_\_\_

\_\_\_\_\_

Game \_\_\_\_\_

Snacks \_\_\_\_\_

Outdoor activity \_\_\_\_\_

\_\_\_\_\_

Sport \_\_\_\_\_

\_\_\_\_\_

Color \_\_\_\_\_

Foods \_\_\_\_\_

Movie \_\_\_\_\_

\_\_\_\_\_

T. V. Show \_\_\_\_\_

\_\_\_\_\_

Song \_\_\_\_\_

Drinks \_\_\_\_\_

Character \_\_\_\_\_

\_\_\_\_\_

For students with sensory needs

Include likes & dislikes

**Sensory Preferences**

Auditory \_\_\_\_\_

Tactile \_\_\_\_\_

Visual \_\_\_\_\_

Kinesthetic \_\_\_\_\_

Olfactory \_\_\_\_\_

Gustatory \_\_\_\_\_

# POSSIBLE REINFORCERS

## SOCIAL

Free time  
Listen to music  
Recess  
Extra recess  
Teacher helper  
Custodian helper  
Dancing  
Tickles  
Squeezes  
Line leader  
Singing  
Library helper  
Praise  
Pat on the back  
High five  
Run errands  
Board game  
Eat with a friend  
Principal helper  
Sit anywhere  
Cafeteria helper  
Phone call home  
No homework  
Work outside  
Smiles/gestures  
Hear a story

Eat outside  
Tutor  
Note home  
Special job  
Class party  
Teach lesson  
Hugs  
Massage  
Pressure  
Take a walk

## TANGIBLE

Computer  
iPad  
Favorite snack  
Favorite toy  
Stickers  
Write on board  
Color  
Paint  
Clay  
Playdough  
Movie  
Puzzles  
Use a pen  
No shoes  
Hand stamp  
Nail polish  
Comic book  
video  
Read a book  
Use a camera  
Cutting/pasting  
Certificate/award  
Sit in teacher chair  
Hold stuffed animal  
Ticket to dance/party  
Textured items

Sidewalk chalk  
Yo-yo  
Marbles  
Make-up  
Balls  
Bubbles  
Dressing up  
Ice cream  
Legos  
Smiley face  
Slinky  
Flashlight  
Microphone  
Whistle  
Kite  
Use sharpies  
Sensory bin  
Lava lamp  
Shaving cream  
Koosh balls  
Flipbook  
Treasure box

**BEHAVIOR PLAN SUMMARY**

<b>Behavior</b>	<b>Antecedent Manipulations (Preventative Measures)</b>	<b>Consequential Responses (Reactive Measures)</b>
<p><b><u>Non-compliance:</u></b> instances in which PZ physically refuses to comply with an adult directive within 10-seconds.</p>	<p><b><u>(Hypothesized) Function:</u></b> <b>escape/avoidance</b></p> <ol style="list-style-type: none"> <li>Utilize a visual schedule which indicates upcoming activities to PZ</li> <li>Teach PZ to ask for a break (i.e. sign “finished”, communicate “1-more minute”)</li> <li>Identify reasons PZ attempts to escape (i.e. during extended down-time) and take precautionary/preventative measures (i.e. increase student participation)</li> </ol>	<p><b><u>(Hypothesized) Function:</u></b> <b>escape/avoidance</b></p> <p>If one adult is present:</p> <ul style="list-style-type: none"> <li>If PZ exhibits behavior when being asked to end an activity, Ask PZ, “do you need more time” (Acceptable responses should include PZ signing “yes” “no” or “more”)</li> <li>Restate directive (i.e. “Get your bag”) paired with the sign and give PZ 5-sec to respond</li> <li>Offer assistance in a least-to-most prompt hierarchy (gesture/point→light physical guidance) while dropping eye contact</li> <li>If PZ indicates/requests another activity, state, “later” or “not now”</li> <li>If PZ continues to be non-compliant, call for assistance</li> </ul> <p>Once two adults are present:</p> <ul style="list-style-type: none"> <li>Have one person sign and verbally cue PZ</li> <li>The other person should offer assistance (from behind/next to PZ) using a least-to-most prompting hierarchy (gesture/point→light physical guidance). If full physical assistance is needed, it should involve an approved supportive move utilizing both staff members. For tabletop work activities, staff should continue with gestures (refrain from offering hand-over-hand assistance during these times).</li> <li>If PZ indicates/requests another activity, state, “later” or “not now”</li> </ul>
<p><b><u>Low Intensity Self-Injurious behavior (SIB):</u></b> instances in which PZ brings the heel of her palm to her head and/or instances in which PZ taps her head with objects (i.e. book)</p>	<p><b><u>(Hypothesized) Function:</u></b> <b>Sensory/automatic</b></p> <ol style="list-style-type: none"> <li>Teach and encourage alternate replacement behaviors (i.e. requesting “help”, “break”, “ice pack” etc.)</li> </ol>	<p><b><u>(Hypothesized) Function:</u></b> <b>Sensory/automatic</b></p> <ul style="list-style-type: none"> <li>Sign and verbally state, “Hands down” <u>one time</u> to PZ</li> <li>Ask PZ, “What do you need”</li> <li>Offer ice pack to PZ (if applicable)</li> <li>Consider having PZ engage in activities which are incompatible with head-hitting (i.e. activities which involve her hands)</li> </ul> <p><b><u>Possible secondary function:</u></b> <b>Attention</b></p>
<p><b><u>Dropping to the floor:</u></b> instances in which PZ moves from a standing or seated position to the floor out of context of an activity. Ex: PZ is asked to walk down the hall and she lies on the floor. Non-ex: PZ sits on the floor to do her PT exercises. PZ trips and falls to the floor.</p>	<p><b><u>(Hypothesized) Function:</u></b> <b>escape/avoidance</b></p> <ol style="list-style-type: none"> <li>Utilize a visual schedule which indicates upcoming activities to PZ</li> <li>Teach PZ to ask for a break (i.e. sign “finished”, communicate “1-more minute”)</li> <li>Identify reasons PZ attempts to escape (i.e. during extended down-time) and take precautionary/preventative measures (i.e. increase student participation)</li> </ol>	<p><b><u>(Hypothesized) Function:</u></b> <b>escape/avoidance</b></p> <p>If one adult is present:</p> <ul style="list-style-type: none"> <li>Ask PZ, “do you need more time” (Acceptable responses should include PZ signing “yes” “no” or “more”)</li> <li>Restate directive (i.e. “Stand Up”) paired with the sign and take a step away (toward desired direction/I.e. closer to door)</li> <li>Offer assistance in a least-to-most prompt hierarchy (gesture/point→light physical guidance)</li> <li>If PZ indicates/requests another activity, state, “later” or “not now”</li> <li>If PZ continues to be non-compliant, call for assistance</li> </ul> <p>Once two adults are present:</p> <ul style="list-style-type: none"> <li>Have the original person sign and verbally cue PZ</li> <li>The other person should offer assistance (from behind/next to PZ) using a least-to-most prompting hierarchy (gesture/point→light physical guidance→Hand-over-hand assistance)</li> <li>If full physical assistance is needed, it should involve an approved supportive move utilizing both staff members in the least intrusive way possible.</li> </ul> <p><b><u>Possible secondary function:</u></b> <b>Attention</b></p>

**BEHAVIOR PLAN SUMMARY**

Behavior	Antecedent Manipulations (Preventative Measures)	Consequential responses
<p><b>Touching faces of others:</b> instances in which PZ reaches out to touch the face or neck of others.</p>	<p><b>(Hypothesized) Function: attention</b></p> <p>a. Utilize a visual schedule which indicates upcoming activities to PZ</p> <p>b. Teach and reinforce alternate means of gaining attention (i.e. tapping, holding hand out, etc.)</p>	<p><b>(Hypothesized) Function: attention</b></p> <ul style="list-style-type: none"> <li>- Take one step back from PZ</li> <li>- Drop eye contact</li> <li>- Gesture/point towards activity</li> <li>- If PZ persists, verbally state in a firm voice “Stop” paired with the sign</li> <li>- If PZ continues to engage in behavior at this point, call for assistance</li> </ul> <p>Once two adults are present:</p> <ul style="list-style-type: none"> <li>- Have the person new to the scene sign and verbally cue PZ to the current activity/demand</li> <li>- The original person should move away, drop eye contact and if needed offer assistance (from behind/next to PZ) using a least-to-most prompting hierarchy (gesture/point→light physical guidance)</li> <li>- If full physical assistance is needed, it should involve an approved supportive move utilizing both staff members in the least intrusive way possible.</li> </ul>

**Reinforcement Procedure**

PZ will be participating in a modified version of the current classroom-wide behavior plan [“Stickers a-plenty, Chips Galore!”]. PZ will receive a sticker for consistent work during each activity (approximately every 20-min). PZ will then choose an item/activity for earning her stickers (i.e. coloring, music, painting, ball play, popcorn, etc.). PZ will not receive a sticker for an activity if she engages in behaviors (such as throwing manipulatives and/or other non-compliance), which results in significant extension of the activity.

*For clarification/additional information, please refer to classroom-wide protocol, which can be obtained by Ms. Teacher*

PLEASE BE ADVISED THAT THE BEHAVIOR PLAN MAY BE MODIFIED AS THE NEEDS OF THE STUDENT CHANGE. THIS SHOULD BE REGARDED AS A FLUID PLAN, WHICH WILL BE UPDATED WHEN DEEMED NECESSARY BY THE TEAM.

I have read the above described behavior plan and approve its implementation. I have had my questions answered completely by Amanda N. Kelly, the Board Certified Behavior Analyst [BCBA] for Made up School District. I understand that this plan is to be regarded as fluid; and that it may be modified as the needs of my daughter change. I understand that I will receive a copy of any proposed modifications before they are implemented.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## BEHAVIOR INTERVENTION PLAN

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Specialist:  
Diagnosing Pathologist:

Student ID:  
Date of Birth:  
Initial Authorization Date:  
Implementation Date:  
Updated/Reviewed:

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### Behavior Goals for Decrease

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will decrease the average frequency of aggression by 80% from a baseline average of 51.75 instances per day to 10.35 instances per day as measured over 6 consecutive weeks.

will decrease the average frequency of self-injurious behavior by 80% from a baseline average of 46.71 instances per day to 9.34 instances per day as measured over 6 consecutive weeks.

will decrease the average frequency of disrobing by 80% from a baseline average of 2.29 instances per day to an average of .46 instances per day as measured over 6 consecutive weeks.

will decrease the daily average frequency of inappropriate sexual behaviors (ISB) by 80% from a baseline average of 9.71 instances per day to an average of 1.94 instances per day as measured across 6 consecutive weeks.

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**rational Definitions and Functions of Target Behaviors (PARTS 1 & 2 of BIP Discussed in the Train**

ly attempt or actual pinch, hair pull, hit (open or closed fist), bite, grab/squeeze others body part, head butt, push/pull, and/or scratch with or without X goes up to a teacher and pulls his/her hair. Non-example: XXXX wraps her arms around a teacher for a hug.

*icated by functional analysis results: Attention*

**behavior (SIB):** Any topography of self-injury:

**to object:** Any audible contact between XXXX’s head and an inanimate object from any distance with or without force; Example: XXXX hits her head. Non-example: XXXX’s head grazes the wall when going down the stairs.

**to Head:** Any instance of XXXX making audible contact between her hand (open or closed fist) or forearm to her head or face from any distance; XXXX hits the front of her head with a closed fist. Non-example: XXXX moves her hair out of her face.

**to eye:** Any attempt of actual instance of XXXX making contact between one or more fingers and her eye (open or closed) while applying pressure. XXXX puts her index finger on her eye and pushes in toward her head. Non-example: XXXX rubs her eye with a closed fist.

*unction: Escape*

XXXX removes actual or attempted non-contextual removal of clothing (excluding removal of socks and shoes) without teacher permission.

XXXX is directed to go to the bathroom and removes her shirt while still in the classroom.

XXXX comes into the classroom and removes her socks and shoes.

*unction: Escape*

**Sexual Behaviors (ISB):** Any instance of XXXX making contact between her hand and her genital region, (over or under her clothing), and/or rubbing surfaces while laying on her stomach.

XXXX is working at her desk and touches her genitals over her clothing with her hand. XXXX is laying on the floor on her stomach and pushes her pelvis against the floor. Non-example: XXXX wipes chips off her lap.

*unction: Automatic and Escape/Avoidance*

**Strategies for De-escalation and Target Responses**

**of BIP Discussed in the Training – The Intervention – These are Consequence Related Strategies. These are strategies that you hope you don’t have to use these very often)**

<u>Student Behavior</u>	<u>Teacher Behavior</u>
ly attempt or actual pinch, hair pull, hit (open or closed fist), bite, grab/squeeze others bodypart, head butt, push/pull, and/or scratch with or without force	<p>During work/transition: THERAPIST remains neutral. THERAPIST evades and redirects aggression. THERAPIST redirects XXXX back to the task/activity. THERAPIST does not provide reinforcement until she is free from engaging in aggressive behaviors.</p> <p>During reward time: THERAPIST remains neutral. THERAPIST immediately</p>

	<p>removes access to reinforcer. XXXX can finish out reward time.</p> <p>*Follow DRO Protocol</p>
<p><b><u>Student Behavior</u></b></p> <p><b>Self-Injury (SIB):</b> Any topography of self-injury:  <b>to object:</b> Any audible contact between XXXX's head and an inanimate object from any distance with or without force.  <b>to Head:</b> Any instance of XXXX making audible contact between her hand (open or closed fist) or forearm to her head or face from any distance;  <b>to eye:</b> Any attempt of actual instance of XXXX making contact with one or more fingers and her eye (open or closed) while applying pressure.</p>	<p><b><u>Teacher Behavior</u></b></p> <p>During work/transition: THERAPIST ignores and remains neutral. THERAPIST nonverbally models 'ready/calm' hands. THERAPIST follows through with work session. THERAPIST withholds access to work tokens until XXXX is completely free from SIBs.</p> <p>During reward time: THERAPIST remains neutral. THERAPIST immediately removes access to reinforcer. XXXX can finish out her reward time.</p>
<p><b><u>Student Behavior</u></b></p> <p><b>Undressing:</b> Any actual or attempted non-contextual removal of clothing (excluding socks and shoes) without teacher permission.</p>	<p><b><u>Teacher Behavior</u></b></p> <p>THERAPIST puts up screens to block attention from others (screen remains up until XXXX is fully clothed).</p> <p>During work/transition: THERAPIST ignores and remains neutral. THERAPIST nonverbally presents clothing items. THERAPIST follows through with work session. THERAPIST withholds access to work tokens until XXXX has redressed and is completing demands.</p> <p>During reward time: THERAPIST remains neutral. THERAPIST immediately removes access to reinforcer.</p>
<p><b><u>Student Behavior</u></b></p> <p><b>Sexual Behaviors (ISB):</b> Any instance of XXXX making contact with her hand and her genital region, (over or under her clothing), and/or rubbing her hand on her stomach or surfaces while laying on her stomach.</p>	<p><b><u>Teacher Behavior</u></b></p> <p>THERAPIST puts up screens to block attention from others (screen remains up until XXXX is free from engaging in ISBs).</p> <p>During work/transitions: THERAPIST ignores and remains neutral. THERAPIST follows through/continues with work session. THERAPIST withholds access to work tokens until XXXX is completing work tasks.</p> <p>During reward time: THERAPIST remains neutral. THERAPIST immediately removes access to reinforcer.</p>
<p><b><u>Student Behavior</u></b></p> <p><b>Non-response:</b> any instance of XXXX not responding to a known teacher directive</p>	<p><b><u>Teacher Behavior</u></b></p> <p>During work: THERAPIST remains neutral. THERAPIST prompts XXXX</p>

ds of the teacher giving the directive or any instance of her physically al prompts. Episode ends when XXXX stops resisting physical prompts iant with the initial instruction/demand given.

through with the demand using L-M prompting. THERAPIST withholds d work tokens until XXXX is independently responding.

\*See Transition Protocol for non-compliance during transitions.

**Student Behavior**

**Teacher Behavior**

**uction:** any actual or attempted breaking of objects in the environment ng, throwing, dumping, flipping over, or hitting of objects. X swips materials off of the group table. XXXX flips over the trash

During work: THERAPIST remains neutral and ignores the behavior. THI follows through with the demand. THERAPIST neutrally arranges the env (removal of items from the desk and surrounding area).

During Break: THERAPIST remains neutral and ignores the behavior. TH removes access to reinforcer.

**(DRO) Differential Reinforcement of Other Behaviors**

**(PART 3 of BIP Discussed in the Training – The Intervention/Teaching**

avior for decrease: aggressions

eeded  
tervals

\*THER

ens\*

\*\*\*XXXX earns 5 tokens, then she receive

**Student Behavior**

**Teacher Behavior**

ing of the interval.

THERAPIST reminds XXXX she is earning edibles for keeping safe han

s from engaging in aggression for the entire interval.

THERAPIST delivers one token paired with enthusiastic and specific ver including a variation of “yeah XXXX, you had Safe Hands” and an edib

s in aggression at any point during the interval.

THERAPIST points to safe hands icon on box. THERAPIST does not sa: XXXX. THERAPIST lets the interval run out.

At the end of the interval THERAPIST does not say anything. THERAPI next interval to begin.

THERAPIST follows protocol outlined in the Behavior Intervention Plan specific behavior.

res to engage in increased aggression.	THERAPIST does not comment on the behavior and follows protocol on Behavior Intervention Plan for the specific behavior.  THERAPIST continues to allow intervals to end, not commenting on the
s from engaging in aggression for the following interval.	THERAPIST gives enthusiastic verbal praise, “XXXX you kept a safe ar hands”, delivers one token paired with an edible.
es in another topography of challenging behavior (ie: self-injurious appropriate sexual behavior, and/or disrobement) without engaging in	THERAPIST does not comment on the behavior and follows protocol on Behavior Intervention Plan for the specific behavior.  At the end of interval THERAPIST gives enthusiastic verbal praise, “XX a safe and calm hands”, delivers one token paired with an edible.
all of her tokens.	THERAPIST shows XXXX her DRO Token Board and says a variation of you kept a safe hands” THERAPIST allows XXXX to choose a treat from

**de Direct Edibles:** After pairing small pieces of direct edibles for 3 full DRO intervals fade to small piece of edible every other token. After 3 full intervals paired with every other token, fade to large/whole piece edibles given after XXXX earns all 5 tokens.

**Criteria to Fade Schedule of Reinforcement:**  
 Each week of success (a decreasing and/or stable trend in aggression) in achieving the target behavior goal, the schedule of delivery is thinned by progressively increasing the DRO token interval by 30 seconds up to 7.5 minutes and then interval time is increased by 10% of the total time (See intervals below).

If an increasing trend in aggression is observed across 5 consecutive days, return to previous schedule of reinforcement.

<b><i>Intervals: access to the edible at the end</i></b>			
<b>1</b>	3:00	<b>6</b>	5:30
<b>2</b>	3:30	<b>7</b>	6:00
<b>3</b>	4:00	<b>8</b>	6:30

4	4:30	9	7:00
5	5:00	10	7:30

**Daily Strategies**

<b>Student Action</b>	<b>Teacher Action</b>
<p>le o school. XXXX walks to the classroom.</p> <p>allenging behavior (aggressions, self-injurious behavior, disrobing xual behavior) during arrival routine</p>	<p>THERAPIST meets XXXX at her car upon her arrival to school. THERAPIST provides visual choices of preferred items. THERAPIST places XXXX's selection on a card. Then visual and states "First classroom, then (selected item)"</p> <p>THERAPIST transitions with XXXX to class using side staircase. THERAPIST provides verbal praise throughout the transition. THERAPIST provides access to the classroom once in the classroom.</p> <p>THERAPIST remains neutral. *See above Transition Protocol and Strategies for De-escalation and Target Responses and Strategies for Reinforcement for specific challenging behaviors</p>
<p>ward/break time.</p> <p>in challenging behavior (aggressions, self-injurious behavior, inappropriate sexual behavior) during reward time.</p> <p>quest more time</p>	<p>THERAPIST sets timer for 3 minutes and gives XXXX access to selected item/activity.</p> <p>THERAPIST immediately removes access to reinforcer. (For aggressions THERAPIST continues to follow DRO protocol). *See above Transition Protocol and Strategies for De-escalation and Target Responses and Strategies for Reinforcement for specific challenging behaviors</p> <p>THERAPIST states sure you may have more time and sets the timer for an extra minute. After her extra minute is over THERAPIST presents choices XXXX after working.</p>
<p><b>Work Sessions</b></p>	

Sd to "check schedule"  
l at her desk.  
f acquisition trials, XXXX gives a correct response at the prescribed the absence of challenging behavior.  
f acquisition trials, XXXX gives an incorrect response in the absence of avior.  
f acquisition trials, XXXX gives a correct response while exhibiting a avior (aggressions, self-injurious behavior, disrobing inappropriate ).  
f acquisition trials, XXXX gives a correct **independent** response in the lenging behavior.  
f maintenance trials, XXXX gives a correct response in the absence of avior.  
all work demands as indicated by earning all (5) her tokens.

THERAPIST follows designated prompting as outlined in teaching protoc XXXX in checking her schedule (ie: moving current activity icon from the the "all done" side, pointing to next activity icon, and transitioning to next  
THERAPIST reminds XXXX what she is working for prior to and through sessions.  
THERAPIST presents work token paired with verbal praise.  
THERAPIST follows error correction procedure for specific lesson. XXXX get a token for error correction.  
THERAPIST does not provide XXXX with a token for that response. TH may state a variation of "you need to have a calm body to earn tokens". TH follows DRO protocol for aggressions.  
THERAPIST provides verbal praise, and a token paired with an edible.  
THERAPIST provides verbal praise, and a token for every 2-3 correct mai trials.  
THERAPIST follows designated prompting as outlined in teaching protoc XXXX in checking her schedule (ie: moving current activity icon from the the "all done" side, pointing to next activity icon, and transitioning to next  
THERAPIST provides verbal praise and immediate access to selected

ndependently requests 'bathroom', and transition to the bathroom ig in challenging behavior (aggressions, self-injurious behavior, ropriate sexual behavior).  
om sit times: XXXX is given Sd to check her schedule indicating it is e bathroom.

THERAPIST provides enthusiastic verbal praise and honors request. THE provides small piece of salami/turkey stick during transition to the bathroo  
THERAPIST reminds XXXX she can earn more salami/turkey sticks for e the toilet. THERAPIST follows Transition Protocol.  
THERAPIST follows designated prompting as outlined in teaching protoc XXXX in checking her schedule (ie: moving current activity icon from the

<p>and eliminates in the toilet</p> <p>and eliminates in the toilet</p> <p>in challenging behaviors (aggressions, self-injurious behavior, appropriate sexual behavior) during transition to and/or in the bathroom.</p>	<p>the “all done” side, pointing to next activity icon, and transitioning to next THERAPIST follows Transitions Protocol</p> <p>THERAPIST provides enthusiastic verbal praise and piece of salami/turkey</p> <p>THERAPIST provides enthusiastic verbal praise and small piece of salami</p> <p>THERAPIST ignores and remains neutral. *See above Transition Protocol and Strategies for De-escalation and Target Responses and S Reinforcement for specific challenging behaviors</p>
<p>Sd to check her schedule indicating it is time to go home.</p> <p>down staircase and into her car without engaging in challenging</p> <p>in challenging behaviors (aggressions, self-injurious behavior, appropriate sexual behavior) during transition to car at dismissal.</p>	<p>THERAPIST follows designated prompting as outlined in teaching protocol XXXX in checking her schedule (ie: moving current activity icon from the the “all done” side, pointing to next activity icon, and transitioning to next</p> <p>THERAPIST provides verbal praise for checking her schedule and tells X. is ‘all done’.</p> <p>XXXX’s primary staff member transitions with XXXX. THERAPIST provides praise as XXXX transitions to her car. Once in the car XXXX is given appropriate pretzels and enthusiastic verbal praise.</p> <p>THERAPIST ignores and remains neutral. *See above Transition Protocol and Strategies for De-escalation and Target Responses and S Reinforcement for specific challenging behaviors</p>

*Now, I understand the procedures that are described within this behavior intervention plan and agree to the implementation of this plan. I understand that this behavior intervention plan will be evaluated on an ongoing basis to determine effectiveness, and if found ineffective, it will be changed or discontinued. I can call XXXXXXXX to speak with my child's program specialist or talk with the program director.*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Specialist Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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