



## Behavior Intervention Plan: **EXAMPLE**

Student's Name:	_____	School Name:	_____
Student's DOB:	_____	School District:	_____
Student's ID:	_____	Date BIP Written:	_____
		Date of Last FBA:	_____

**Description of Target Behavior (operationally defined, easily observable and measurable, includes examples and nonexamples):**

Behavior: Out of seat for more than 5 seconds without permission from teacher

Examples: running around, rolling around on floor

Nonexamples: Emergency situations such as bathroom/sick

**Hypothesis (developed based on information gathered during the FBA):**

When the student is not receiving one-on-one adult attention, most often in the morning and during writing tasks, and when given an instruction/directive, the student engages in physical movement defined by moving around the classroom, tumbling, doing tricks on the carpet, rolling around on the floor, and climbing on objects to get teacher attention. The staff members most frequently respond to this behavior by redirecting the student or by teaching the student a replacement behavior. This one-on-one response to the behavior may be reinforcing the behavior. Through the behavior, the student is attempting to communicate "I want my teacher's attention."

**Antecedent Modifications (What can be done to prevent the occurrence of the fast triggers? Describe the modifications in enough detail for them to be implemented):**

- The classroom teacher will check in with the student upon his arrival at school. This check-in session will be in the form of a several minute walk and talk.
- The classroom teacher will provide quarterly walks for the student at 8:30 (the check in session), 10:30, 12:30, & 2:30. These walks will provide the student with non-contingent adult attention.
- Establish a folder of appropriate "waiting" activities that may include academic assignments that are below the student's academic level (i.e., easy to complete), word-finds, or other easy academic-related activities.
- Establish a self-monitoring procedure for the student to monitor his "waiting" behavior.
- Remove some of the physical structures in the classroom on which the student climbs.

**Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome) How will the replacement behavior be taught to the student?:**



- The student will be taught to wait for his teacher’s attention. Additional baseline data will be taken to determine how long the student can work independently without requesting his teacher’s attention. After a baseline is established (e.g., the student can work an average of 3 minutes without requesting his teacher’s attention), the student will be taught to gradually build upon that amount of time by doing the following: refer to a folder of appropriate “waiting” activities such as brief easy-to-complete academic tasks, word-finds, drawing activities, etc.
- The student should be taught how to engage in these appropriate “waiting” tasks by the teacher and the paraprofessional. The student should be taught using direct instruction and role play. During the teaching process, he should be expected to demonstrate that he knows the difference between “waiting” and “not waiting” before the plan is implemented in context.
- The student should be taught how to self-monitor his “waiting” behavior. He should be placed in view of a clock and at the beginning of every day (during the check-in walk), he should be informed of how long he will be expected to wait prior to requesting his teacher’s attention. In addition, he should have a self-monitoring form on his desk that divides the day according to the segments of “waiting.” The form should be set-up in a way allows the student to mark if he has or has not waited the expected amount of time. Before the intervention is implemented, he should demonstrate competency in being able to use a clock.

**Strategies for Reinforcing Replacement Behavior (What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?):**

- The student will be reinforced for “waiting” for the expected amount of time. It is recommended that the expected wait-time be increased an average of 2-3 minutes every few days, assuming that the student has mastered the previously expected wait-time. The student will be reinforced for “waiting” by the paraprofessional. The paraprofessional will reinforce the student with positive praise and individualized attention. The paraprofessional should give very specific praise that lasts for a previously determined amount of time (e.g., 30 seconds). It is important that the praise be consistently administered over time. To increase the consistency of praise, the paraprofessional may have a menu of praise statements that she pulls from when reinforcing the student.
- The opportunity to engage in self-regulating strategies may be alternated with positive praise as a reinforcer. The self-regulating strategies should be predetermined and should be brief (e.g., 30 seconds) and non-distracting. Ideally, these self-regulating strategies could be completed at the student’s desk (e.g., stress ball, other sensory items). Outside of the scheduled walks (described under antecedent modifications above) and these brief self-regulating strategies, the student should have very limited or no access to self-regulating strategies at other times during the day. Limited access to self-regulating strategies at other times of the day will increase the effectiveness of this reinforcer during the intervention.

**Strategies for Reducing the Target Behavior (What will be the response should the target behavior occur? This response should not maintain the behavior):**



- Planned ignoring should be used when the safety of the student and of his peers is not a concern.
- When planned ignoring is not decreasing the student’s behavior, the team may consider warning the student that continuing to engage in the behavior will result in a loss of tangibles. Or the team may inform the student that if he stops engaging in the behavior, sits down and begins engaging in an appropriate behavior for a designated amount of time (e.g., 3 minutes), he will have the opportunity to earn a reinforcer.

**Crisis Plan (Should the strategies for reducing the target behavior not be effective or if the target behavior occurs in a manner that jeopardizes the safety of the student or others, how should others respond? Describe in a manner such that the procedures could be implemented by anyone who reads the crisis plan.):**

- The team should continue implementing the previously established crisis plan (e.g., remove the students from the classroom or remove the teacher from the classroom).

**Data Collection and Monitoring of the Target and Replacement Behaviors (What type of data will be collected, when, and by whom? Once the data are collected, how often will the data be monitored and by whom? Based on the data, how often will updates be made to the BIP?):**

- Initially, baseline data on the student’s “waiting” time should be collected by the paraprofessional. After baseline has been established and the intervention has been implemented, the paraprofessional and the student should monitor the “waiting” time at each previously established interval.
- Data should be reviewed daily and changes to the plan may need to be made daily if the data suggest changes are needed.

**Staff Training and Monitoring (Who is responsible for training others to implement this BIP? What is the process for training others to implement this plan? How often will staff be observed to ensure they are implementing this plan as written [fidelity of implementation]? When will this plan be reviewed again?):**

- The lead teacher will train the teacher and the paraprofessional on how to teach the student the replacement behaviors, how to establish the self-monitoring procedure, and how to reinforce the replacement behavior consistently.
- The team should consult on the plan daily to determine its effectiveness and to discuss any changes that should be made.