

Behavior Intervention Plan – Annotated Version

Student: _____

Date of Plan: _____

Start date for intervention: _____

People who will be implementing the plan:

Name	Role	Name	Role
In this section, list the names of all the people who would be responsible for implementing the plan and their role in the student's life		Mrs. Smith	Reading Resource Teacher

Is there a condition that makes the behavior more likely to occur? (Setting Events)	What triggers the behavior? (Antecedents)	What does the student do? (Behavior)	In Order to Escape?	OR	In Order to Gain Access?
			<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	OR	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other:

Behavior Intervention Plan – Annotated Version

Intervention Components	Strategies That Will Be Used
<p style="text-align: center;">Prevention</p> <p>How will you modify antecedent triggers to prevent behavior from occurring? Consider:</p> <ul style="list-style-type: none"> - How will you change/modify each trigger identified in the hypothesis statement so it does not cause problem behavior, - What additional changes can you make to the environment to prevent problem behavior and promote appropriate behavior? 	<p>Be sure to thoroughly address all of the antecedents and setting events that are listed in the hypothesis statements and are known to contribute to/trigger problem behavior. For each antecedent consider the function of the behavior and what it is about the trigger that sets off the behavior. For example consider the different ways you could modify a task demand:</p> <ul style="list-style-type: none"> • To increase a student’s sense of control or motivation you could offer a choice of two equivalent tasks. • To reduce the difficulty associated with a task you could intersperse easy with hard problems. • To reduce the sense of overload associated with a task you could provide less problems on a page • To assist a student to follow the directions associated with a task you could provide bulleted step by step directions or provide directions one step at a time • To assist a student get started with a task you could provide one on one coaching for the first problem <p>Antecedent prevention strategies work best when the team really understands the reason why the trigger is a problem for the student. Therefore, consider each trigger carefully and always reflect back on whether the modification is consistent with the understood function of behavior.</p> <p>The team should also consider beyond just the identified triggers if there are things that can be done antecedently to prevent behavior or promote appropriate behavior. For example, providing the student with a precorrection (e.g., “Remember, if you need help, just raise your hand and I’ll come over) prior to their encountering a typically difficult situation.</p>

Intervention Components	Strategies That Will Be Used
<p style="text-align: center;">Alternative Skill Instruction</p> <p>What skills will you teach to replace behavior? Attach an instruction plan for each skill. Consider:</p> <ul style="list-style-type: none"> - What are functionally equivalent skills to teach the student (i.e., skills that serve the same function as the problem behavior e.g., asking for help when presented with a difficult task, instead of leaving the room when frustrated)? - What are functionally relevant skills to teach the student (i.e., skills that will help the student in the situation e.g., teaching the student anger management strategies for when he/she is frustrated with a task)? 	<p>Be sure to consider the skills the student needs to have in their repertoire to appropriately get their needs met, to change situations that trigger problem behaviors, and to cope with difficult situations when they arise.</p> <p>Functionally equivalent skills serve the exact same function as problem behaviors. So when determining what skills need to be taught to the student you should ask, "What is a more appropriate way for the student to get their need met? Instead of calling out to the teacher to get attention, the student could learn to raise his hand to get his need met.</p> <p>To ensure that students choose to use the equivalent skill instead of the problem behavior consider the following:</p> <ul style="list-style-type: none"> • Is the equivalent skill easy to use for the student? To ensure that the student becomes proficient with the skill make sure that there are ample formal and informal instructional and practice opportunities. • Will the equivalent skill produce the same outcome as the problem behavior? Will others respond immediately? Be sure to set up the plan so it is more advantageous for the student to engage in the functionally equivalent skill than the problem behavior. For example, if the student is being taught to raise his hand to get teacher attention, make sure that teachers are consistently and immediately responding to the student when the student raises his hand and NOT when the student is calling out. <p>Also consider skills that do not necessarily replace the problem behavior but are necessary in promoting appropriate behavior and reducing problem behavior. Students cannot always avoid challenging situations or get their needs immediately met. So consider skills that the student may need to help deal with these situations. Some examples include: problem-solving skills, anger management strategies, coping skills, relaxation strategies, and academic skills.</p> <p>Be sure to formulate an instruction plan for each skill. Teaching non-academic skills largely reflects the teaching structure for academic skills.</p> <ol style="list-style-type: none"> 1. Introduce skill 2. Model examples and nonexamples (e.g., what does "talking quietly" sound like and not sound like) 3. Student role-plays use of the skill 4. Teacher provides feedback. 5. Student continues to practice 6. Teacher prompts use of skill in other settings and situations outside of the lessons

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<p style="text-align: center;">Strengthen Appropriate Behavior</p> <p>How will you provide the student with reinforcement for appropriate behavior? Consider:</p> <ul style="list-style-type: none"> - How often and what will people say to provide social praise throughout the day? - Using a system that provides incentives beyond just social praise. Decide: <ul style="list-style-type: none"> - How often should the student receive reinforcement (e.g., after each occurrence, daily, etc)? - What is the criteria a student needs to meet to earn the reinforcement (i.e. what specifically does the student have to do)? 	<p>Use Behavior Specific Praise: When providing social praise to students it is best to use behavior-specific praise. For example, instead of “Good job,” say, “Kendra, good job waiting your turn to speak.” Using behavior specific praise lets the student know exactly what he/she is being praised for, thereby increasing the likelihood of the behavior being repeated.</p> <p>Provide High Rates of Praise: Providing high rates of praise is important to facilitate behavior change. As the student engages in the appropriate behavior at higher rates, the amount of praise can be scaled back. Also, consider the function of the problem behavior. Providing high rates of social praise for appropriate behavior would be important for the student whose problem behavior served to elicit attention. By providing social praise for appropriate behavior, the student is learning that appropriate behavior serves to meet their needs for attention.</p> <p>Use a Combination of Social and Tangible Praise: Use a system that provides incentives beyond social praise. Remember changing behavior can be difficult as the student has been engaging in the problem behavior for a long time and it has served their needs well! A more powerful motivational system will be needed.</p> <p>Emphasize Reinforcement During Acquisition: When considering how often the student should receive reinforcement remember that higher rates of reinforcement are appropriate when students are first learning new behaviors. After the student has demonstrated a change in their behavior, the rate of reinforcement can gradually be faded.</p> <p>Make Reinforcement Contingent: Be sure to make reinforcement contingent on performing the appropriate behaviors. In other words, the student should be praised and reinforced ONLY after performing the target behavior. Having various staff who work with the student involved with the behavior plan will be important to apply reinforcement consistently and contingently.</p> <p>Use Attainable Criteria: When setting the criteria a student needs to reach in order to earn the reinforcement, make sure to set the criteria at an attainable level even if this level is significantly below your expectations. While the team may identify a long-term goal (e.g., 0-1 occurrences of inappropriate behavior) the initial criteria for the behavior plan should be attainable for the student. The student needs to be “hooked” into this plan by being successful in the beginning. Students become more motivated to engage in appropriate behavior when they experience positive results (i.e., reinforcement). When the student regularly meets the criteria, the criteria can be set to a higher standard to eventually shape the behavior to meet the long-term goal.</p>

Intervention Components	Strategies That Will Be Used
<p style="text-align: center;">Responding to Occurrences of Unwanted Behavior</p> <p>How will staff act when unwanted behaviors occur? Consider:</p> <ul style="list-style-type: none"> - What are strategies that can be used when the student first starts to get agitated (i.e. those behaviors that are typically redirectable and are precursor behaviors)? - What are strategies that can be used for behaviors that occur repeatedly? - What are strategies that should be used for unmanageable behaviors? 	<p>When considering how adults and school staff will respond to unwanted behavior remember to consider the intensity of the behavior (i.e., redirectable/precursor, repeated, unmanageable).</p> <p>Redirectable/precursor behaviors:</p> <ul style="list-style-type: none"> • Utilize strategies that will allow you to redirect the student’s behavior and/or prevent the behavior from escalating. For example, consider: <ul style="list-style-type: none"> ○ Prompting and guiding use of appropriate skills (e.g., social skills, relaxation strategies, problem solving skills) ○ Providing choice within the task ○ Providing assistance with task ○ “Praising around”—praise other students for following expectations ○ Cuing/signaling student if this has already been established with student <p>Behaviors occurring repeatedly</p> <ul style="list-style-type: none"> • Interrupt the behavior by removing the student from the situation (e.g., ask him to run an errand, direct toward “cool down” area) • State expectation calmly, provide choice of following expectation or receiving consequence or, • Use an If, then warning <p>Unmanageable behaviors</p> <ul style="list-style-type: none"> • It is important to avoid engaging in a power struggle with the student. Doing so provides the student with attention they may be seeking, control of the situation or avoidance of some event. In other words, by engaging the student in “back-and-forth” you are reinforcing the student’s inappropriate behavior! <ul style="list-style-type: none"> ○ Use a neutral tone ○ Limit conversation and keep your responses brief ○ Give the student physical space ○ If necessary, escort the student to a quiet place to cool down. ○ After the student has calmed down, talk with the student about the situation and help to identify more appropriate solutions for the future.

Evaluation Plan

- How will data on problem behavior be collected? * attach the data collection tool
 - Decide what kind of data will be collected on the problem behavior (i.e., frequency, interval).
 - Frequency data is best for behaviors that are discrete with clear beginning and end points (e.g., single hitting)
 - Interval data is best for continuous behaviors such as humming and tapping.
 - Be sure that you have baseline data (pre-intervention data) to which you can compare intervention data. This will allow you to examine the question, “Has the problem behavior decreased since implementation of the intervention?” In other words, “Is the intervention effective?” Often the data collected during the FBA process can serve as baseline data but be sure you can compare pre-intervention to intervention data!
- How often will data on problem behavior be collected?
 - Data should be collected as frequently as possible to provide the team with the most accurate measure of students’ progress.
 - Also, consider for how long the data will be collected (during the whole day, one class period, 15 minutes/daily)?
 - Data should be collected in settings when the intervention is in place and during times the behavior has been most problematic.
- Who will collect data on problem behavior?
 - Will the classroom teacher(s) collect the data? Or will someone come into the classroom and collect the data?
- When will plan be reviewed and evaluated? Indicate review date: _____
 - The team should reconvene about two weeks after the implementation of the behavior plan to examine the student’s progress.
 - If the student is regularly experiencing success with the plan and the problem behavior is decreasing, the team may want to consider increasing the criteria for earning the reinforcement. For example, if a student’s initial goal is to earn 50% of his points daily on his behavior chart and he does so regularly then increase the criteria. However, be sure that the new criterion is attainable for the student. If the student is reaching his long-term goal (e.g., 90% of points on behavior chart), the plan may be modified. The team should consider a maintenance plan to facilitate continued success for the student. The maintenance plan may modify or adapt the current behavior plan so that less resources and/or staff is needed while still providing some support to the student.
 - If the student is not making progress toward the behavior goal, the team should examine whether the behavior plan has been implemented as intended. If the plan has not been implemented with fidelity, the team should consider the obstacles in implementing the intervention and problem-solve around them. Changes may be needed to make the plan more feasible or more supports such as additional training on how to carry out the intervention may be needed to those implementing the plan. If the behavior plan has been implemented with fidelity, consistently, and monitored carefully the team should think about reexamining the assessment data to reconsider the function of the behavior and make changes to the behavior plan to reflect a better match to the function.

Task List Consider what materials need to be developed for intervention, who is responsible for carrying intervention, teaching skills, collecting data	Who Is Responsible?	By When?