BEHAVIOR INTERVENTION PLAN

Student's Name	
School	
Date Developed	
Date to be Implemented	
Primary staff to implement plan	1) special education teacher 2) adult support workers (paraprofessional) 3) general education staff 4) administration

***Strengths of the student**:

***Possible rewards or motivators for the student**:

***Medical information**: (Include mental health diagnosis, medications & side affects, any recent changes in medication and any other medical information)

***Major life stressors**: (Include major changes in home, loss of family member, friend, pet, and any other "losses" student has experienced in the past 1-2 years.)

***Primary & secondary disabilities**:

1. **Description of target behavior(s); (Must be measurable and observable, and include base line data) Description of replacement behavior or skill to be taught:**

Examples:

a) **Refusals-** refuses to follow verbal direction given by an adult within 2 minutes, with 2 prompts to task. Baseline is refusal of 15of 28 directions by an adult over 5 day period. Data reflects refusals are more frequent in the PM.
   - **Skill:** Follow adult direction with one prompt, learn to observe what others are doing, and plan ahead.

b) **Reactive emotional responses**- crying, sobbing, pulling clothes over head, repeatedly asking to call parent, wrapping up in blanket in classroom. Data reflect, 3 times over 5 days of pulling clothes overhead and arms.
   - **Skill:** Learn to self-regulate/self monitor when upset using strategies such as deep breathing, leaving the situation, asking for help.

c) **Inappropriate classroom behavior**: crawling on the floor, making loud disruptive noises. Data show 3 times of loud noises during math class, was asked to stop and continued, 2 times of crawling on the floor going down the hallway over 5 day period.
   - **Skill:** Learn to use self- regulation strategies using sensory or other calming activities.

d) **Boundary violation** – touching/taking/ throwing peers or adults belongings such as papers, books, or other personal items. Base line data is 2 times with peers in 5 day period.
   - **Skill:** Learn to use visual cues such as visual schedule, and other visual reminders for boundaries of self or others.

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e) **Self- injurious behavior**- Biting or scratching self, pulling hair, stabbing self with object such as pencil, banging head or other body part against hard object. Data show 1 time banging head against wall, 2 times biting lower arm over 5 day period.

- **Skill:** Learn to use other visual and sensory items or objects to calm in place of self.

f) **Verbal Outbursts** - yelling and using threatening words toward peers and adults. Baseline is 7 times towards peers and 10 times towards adults over a 5 day period. Data reflects verbal outbursts are more frequent in the PM.

- **Skill:** Use visual social stories and other calming sensory activities when starting to feel upset or angry.

2. Describe the possible function or purpose of each target behavior

3. Determine Level 0, Level 1, Level 2 or Level 3 behavior for each targeted behavior

Level 0 behaviors are those behaviors that are typically displayed by others within the classroom, such as following adult directions, displaying appropriate use of materials, maintaining typical sound /noise level, maintaining on task behavior compared to peers.

Level 1 behaviors *(i.e. Boundary violation)* are those that necessitate teacher attention within the classroom in hope of stopping or redirecting the behavior. Examples might be loud noises, moving around the room, crawling on the floor, running out of the classroom, grabbing papers, refusal to do assigned or requested work.

Level 2 behaviors *(i.e. verbal outbursts)* are those that will necessitate individual removal to quiet space, keeping student or others out of the way or safe. Examples might be verbal threats, running out of the building, verbally threatening. Physical outburst towards objects etc

Level 3 behaviors (*i.e. physical aggression*) are those that will necessitate a request for parental involvement. Examples are physical aggression towards peers or adults.

4. Environmental interventions: *(This list should not be limited to these suggestions.)*

- Keep external noise to a minimum
- Preferential seating, with specified space for quiet or regrouping time
- If a noisy or difficult activity is coming up, use visual schedule and sensory activities to calm system
- Sensory menu and activities including "fidgets" available throughout the day
- Have separate work/office space in the classroom

5. Positive strategies and interventions: *(This list should not be limited to these suggestions.)*

- Use point reward system, with visual that is exchanged between home and school, daily
- Talk in quiet, calm voice at all times
- Frequent, immediate praise
- Opportunity to leave classroom for sensory activities
- Redirect appropriate behavior or direct to visual chart, offer appropriate behavior option
- Give choices
- Mix difficult work assignments with simple ones

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- Give time interval cues before changing tasks
- Whisper directions

6. Specific Daily Routine *(This list should not be limited to these suggestions.)*

_____ will be escorted from the bus to the resource room.
_____ will be prompted to look at visual schedule of what to do next.
_____ will be given choice of sensory activity
_____ will be given social story for any upcoming events with other peers, activities in the building
_____ will have specific work area/office to do school work or projects.
_____ will be escorted to bathroom

7. Positive Point chart

Point chart will include 0-1-2- 3- possible points for success
Points can earn specific things (available on visual chart)
Determine the frequency of ability to earn points *(i.e. every 10 minutes/ every activity/ every regrouping etc)*

Steps of intervention should be reflective of and address the functions of the behavior.

8. Steps of intervention for Level 1 behavior

1. Adults should make every effort to ignore and avoid verbally engaging. Instead use calm, few words to redirect to replacement skill (example – take deep breaths)
2. If unable to redirect, ask student to go to quiet space "to regroup" or engage in sensory activity
3. If student refuses, ask again, tell student if she refuses you will make the choice for her.
4. Escort to sensory activity,
5. Once sensory activity is completed, redirect to visual chart as to next activity.

9. Steps of intervention for Level 2 behaviors

1. Same as Level 1 steps 1-5
2. Review social story about not doing Level 2 behaviors and what should be done instead.

10. Steps of intervention for Level 3 behaviors

1. Keep everyone safe
2. Give student choice if she wants to call parent or should the teacher call.
3. Call parent and have parent pick up for the rest of the day
4. No further suspensions

If a manual restraint is used 2 times in one month (in an emergency), IEP team will meet, conduct a manifestation determination meeting, review behavior plan and modify if necessary.

11. Data to be collected:

Data will be collected on every incidence of targeted behavior. Data will be summarized and reviewed by school psychologist. Monthly, data summary reports will be shared with parents.

12. Staff training and supports:

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All staff involved in implementing this intervention plan will be CPI or similar curriculum trained and review intervention plan at least every two weeks.

13. **Review:**
Intervention plan and accompanying data will be reviewed once a quarter or more often if any team member requests.

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