

Behavior Intervention Plan -CONFIDENTIAL-			
Student Name: Adam D.		Date Of Birth: 9/14/2003	
School district: Your District Name Here		School: Test School2	
Gender: M		Assessment Dates: 1/6/14; 1/9/14; 1/14/14	
Report Date: 1/14/2014			
Grade: 05			
IEP Date: 10/8/2014			
Respondents/Contributors			
Ms. Silverman, Ms. Taylor, Mr. and Mrs. D			
Reason For Referral			
<p><i>North Union Middle School referred Adam for a functional behavior assessment (FBA) and behavior support plan (BIP) within his educational placements. Record review and staff interviews detail a history of interfering behaviors that have impeded Adam's ability to learn and access curriculum. These behaviors have included: disruptive behaviors and work refusal. Preventative recommendations and positive behavior supports are provided. The following report is based on direct observations over three days, clinical interviews, record review, and other functional behavior assessments.</i></p>			
Target Behavior		Operational Definition	
Work Refusal		Not following teacher instructions, ignoring teacher instructions and re-directions, failure to initiate and complete tasks, verbal protest or refusal, increased voice volume, tearing materials, disrupting others during tasks	
Prevention Strategies			
Setting Event Interventions		Details	
<ul style="list-style-type: none"> • Help family secure community supports • Increase home-school communications 		Support Mrs. D with establishing a regular bedtime routine and consider a release of information with the supervising psychiatrist to support consistent medication management.	
Responsible Party	Role	When	Where
Sarah Anderson	Counselor	Weekly	Phone or email
Positive Behavior and Instructional Supports			
General		Details	
<ul style="list-style-type: none"> • 5:1 ratio of positive to negative feedback • Intervene early in the behavior chain 		<p>5:1: Significantly increase the rates of positive social praise (e.g., verbal praise, thumbs up, smiles, etc.) for Adam's task initiation, on-task, and task completion behaviors.</p> <p>Intervene early: If Adam shows signs of frustration or stops working, especially during reading and writing tasks, then intervene early and remind him of his choices, replacement behaviors, and incentive system.</p>	
Responsible Party	Role	When	Where
Brent Stanger	Teacher	Especially during reading and writing tasks	Classroom

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Escape		Details	
<ul style="list-style-type: none"> Incorporate student interests into curriculum or task Motivation system to reward task initiation, on-task, and task completion behaviors 		Motivation system: Utilize Class Dojo to reward positive on task and task completion behaviors.	
Responsible Party	Role	When	Where
Brent Stanger	Teacher	Especially during reading and writing tasks	Classroom
Replacement Behavior Strategies			
Functionally Equivalent(s)			
<ul style="list-style-type: none"> Teach how to request a break Teach how to request help 			
Alternative Behavior(s)			
<ul style="list-style-type: none"> Learn missing academic skills Teach student how to try even when work is difficult (work ethic) 			
Teaching & Prompting Replacement Behaviors			
Strategies To Teach Replacement Behaviors	Prompting Replacement Behaviors	Motivation To Practice Replacement Behaviors	
<ul style="list-style-type: none"> Explain how the visual timer works (e.g., time set, task expectations, and possible rewards) Role-play and practice opportunities 	<ul style="list-style-type: none"> Visual Timer Visual schedules and task analyses Gesture 	<ul style="list-style-type: none"> Popcorn Praise effort Recess, imaginary play with peers 	
Details			
<ol style="list-style-type: none"> 1. Create small visual reminders to raise a hand, ask for a break, ask for help 2. Discuss, model, and role-play with Adam when and how to use his replacement behaviors 3. Prompt Adam to appropriately request a break or help using gesture and visual supports 4. Immediately reinforce Adam with Class Dojo points for work completion, a short break for requesting a break, or instructional support for requesting help 			
Response Strategies			
De-escalation		Details	
<ul style="list-style-type: none"> Calmly remind of available choices 		If Adam stops working, becomes disruptive, and does not follow gesture/visual prompts; then calmly remind him of his choices to take a break or ask for help. Also, remind Adam of his ability to earn Class Dojo points and the incentives he can earn at school or home. Do not argue with Adam.	
Responsible Party	Role	When	Where
Brent Stanger	Teacher	Before escalation	Classroom or 1:1

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Extinction		Details	
<ul style="list-style-type: none"> Withhold reinforcement and privilege until replacement behaviors are observed 		Adam may not trade in Class Dojo points until unfinished work is complete. Unfinished work may be modified to facilitate reasonable completion.	
Responsible Party	Role	When	Where
Brent Stanger	Teacher	End of day or in collaboration with parents	TBD
Behavior Goal: Request a break			
Present Levels Of Performance			
Currently, Adam does not request a break or help during non-preferred tasks.			
<i>Antecedent</i>		<i>Behavior</i>	<i>Criteria</i>
During non-preferred academic activities,		Adam will verbally request a break or help with task instead of using problem behaviors,	80% of recorded instances.
Progress Monitoring			
Staff will use the Class Dojo system to record requests for break, requests for help, and off-task/disruptive behaviors.			