

### Behavior Intervention Plan

Name: Angie	Date:	Date of Birth:	
School:	Grade:	Projected review date:	
Reason for FBA: <input type="checkbox"/> Initial <input checked="" type="checkbox"/> Revision <input type="checkbox"/> Discipline <input type="checkbox"/> Initial eligibility <input type="checkbox"/> ED <input checked="" type="checkbox"/> ASD <input type="checkbox"/> OHI			

Team Members (include name and position)	
Parent	Teacher of Record
General Education Teacher	Administrator
School Counselor	Student

**1. Hypothesis (from FBA):**  
 Angie becomes self-abusive (poking her eyes, scratching or hitting herself) when she hasn't mastered a skill, is told "no" or is directed to do something "move your chair closer". These behaviors appear reactive occurring when she is overwhelmed. This behavior occurs across settings and activities, or presence of certain people. This behavior is appears to be an expression of self.

**2. Prevention (action taken before behavior occurs).**  
**Identify antecedent manipulations ( e.g. changes to environment, instruction, adult and peer interactions) necessary to make the replacement behaviors more likely to occur and to contribute to the student's long term success.**  
 Use social stories about challenging tasks before APE, work 1:1 on challenging tasks before in a small group, continue to build self-talk strategies. Be aware of and manage access to unstructured settings; establish a Gatekeeper at beginning of day;

**3. Replacement Behavior(s):**  
 Use of a personal fidget object for manipulating as self-expression; regular access to sensory objects or area;

**4. Teaching (to address skill and/or performance deficits)**  
**List the instructional strategies / materials that will be used to teach the replacement behavior(s). Specify successive teaching steps needed for student to learn the replacement behavior(s).**

Teaching of social stories (everyone has times and situations when they struggle, are overwhelmed, etc.); teaching self-regulating strategies and use of fidget object; continue to use learned self-talk strategies and social scripts;

1. Assist student in identifying appropriate fidget object
2. Appropriate times and means of using the fidget object
3. Helping student self-identify emotions and physiological cues of frustration, being overwhelmed,
4. Prompts and practice

Have a discussion on the consequences of self-injurious behaviors;

1. Identify appropriate staff member for discussion
2. Have the discussion
3. Share common vocabulary and specific prompts with **key staff members**
4. Reinforce with student (reviewing steps 2 and 3 for understanding and generalization)

**5. Positive reinforcements for replacement behaviors.**

**Identify steps to follow when replacement behavior(s) occur.**

Complete a Student Reinforcement survey or interview to determine appropriate reinforcers for Angie.  
 Identified behavior to reinforce- use of fidget object or approximation of use instead of poking self in eye, scratching or hitting herself;  
 Provide the identified reinforcers-  
 Personal verbal praise from supervisory adult “Angie I am glad you are taking care of yourself ...”  
 10 min of computer time with peer at break or recess time

**6. Problem behavior reducing strategies.**

**Identify steps to follow if problematic behavior(s) occur.**

Staff members avoid emotional responses to Angie’s self-injurious behaviors  
 In calm manner, prompt Angie to use self-talk and social scripts;  
 When Gatekeeper observes a difficult morning arrival remains with Gatekeeper and not on to class directly

**7. Crisis management plan.**

Is the student likely to require crisis interventions due to concerns for the safety of self/others?

no     if yes, attach a crisis plan to the BIP

**8. Behavior Goal (to be included on the IEP).**

**(e.g. Based on data collected, student will increase replacement behavior over a 9 week period):**

1. When Angie becomes overwhelmed with a task or situation she will use of her personal fidget object without prompting.
2. Using learned strategies for identifying her emotions of frustration or being overwhelmed, Angie will self-select a strategy to avoid self-injurious behavior in 7 of 10 situations over 2 months.

**9. Progress Monitoring/Data Collection**

Identify data collection method(s) to be used (how, when, where, frequency and by whom behavior change will be measured and recorded:

Type	Location	Daily	Weekly	Quarterly	Staff responsible
<input checked="" type="checkbox"/> communication log	APE class	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TOR/APE staff
<input type="checkbox"/> tally sheets		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> student mgnt sys		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> checklist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**10. Follow Up**

The BIP will be reviewed monthly (at minimum) and mutually agreed upon during the case conference committee meeting. Every two weeks

Person(s) responsible for implementing BIP (staff title): Mr. Downey, TOR

Person(s) responsible for reconvening team (staff title): Mrs. Stovall, Assistant Principal

Implementation date:

<b>Review Date:</b>	<b>Type of contact</b>	<b>Recommendation</b>
	<input type="checkbox"/> Case conference	<input type="checkbox"/> Continue BIP as written
	<input type="checkbox"/> E-mail	<input type="checkbox"/> Continue BIP with revisions
	<input type="checkbox"/> Phone call	<input type="checkbox"/> Discontinue BIP (case conference necessary)
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