

SECTION 1:

INTRODUCTION

A Teacher's Revelation

*"I've come to the frightening conclusion
that I am the decisive element in the classroom.
It's my personal approach that creates the climate.
It's my daily mood that makes the weather.
As a teacher I possess a tremendous power
to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether
a crisis will be escalated or de-escalated,
and a child humanized or dehumanized."*

Haim Ginott
Child Psychologist

The School Team's Revelation

"A Behavior Intervention Plan is the specification of what the adults will do to address challenging behavior impeding the learning of a student or his/her peers." Three key points will be addressed in a team-developed behavior intervention plan:

- *Understanding how this behavior is related to the context in which it occurs*
- *Understanding how this behavior serves a purpose or function for the student: how something is either gained, or something is avoided or protested with this behavior*
- *Taking this analysis and specifying in this behavior plan how we will seek to teach a new behavior that serves the same purpose or function—but one we can accept; AND specifying how this behavior plan will seek to remove, alter or add variables that remove the need for this student to use challenging problem behavior"*

Diana Browning Wright
PENT Director
Behavior Analyst/School Psychologist/Teacher

Acknowledgments

This desk reference incorporates and expands a previous manual, “Tools to Develop, Implement and Score a Behavior Intervention Plan. Feedback from the California Department of Education, Diagnostic Center-South’s statewide behavioral initiative was received and incorporated in this new guide. This initiative, the Positive Environments, Network of Trainers (PENT) includes 250 local Cadre members striving to improve the quality of behavior plans and outcomes for all students. Following an analysis of common errors and problems on over 600 behavior plans throughout California, revisions to introduce language and reorganize the plan contents have now been made. This desk reference now includes the revised behavior scoring guide: Behavior Intervention Plan Quality Evaluation Scoring Guide-II by Diana Browning Wright and G. Roy Mayer, PENT leaders, Cadre members and PENT Research Associates.

The original manual’s contents began as a guide drafted by Suzy Johns and John Oliveri with input from Elaine Prado Lavine and Keith Drieberg of San Bernardino Schools, California. Their reorganization of materials from the PENT Director’s trainings on developing adequate behavior plans was the beginning of the process to develop a guide for school teams in writing adequate behavior plans.

The current authors, Diana Browning Wright and Gail Cafferata, are especially grateful to Deborah Holt, Director of the California Department of Education, Diagnostic Center, South and PENT Project Manager, for her support and leadership. We also wish to acknowledge the support of Frank Terstegge, Butte County SELPA Director who graciously facilitated the meetings necessary to complete this revision. In addition, without the formatting wizardry of Lizette Edrosa, PENT Communications Coordinator, this manual revision would never have been completed. Thank you, Debbie, Frank, and Lizette!

The California PENT leadership team and PENT Cadre hope that you too will make this work your own, improving outcomes for your students. In the spirit of collaboration, we offer it to you for your personal non-commercial use. If you find materials that would be helpful for future inclusion in this manual, please share your expertise with us:

pent@dcs-cde.ca.gov

Positive Environments, Network of Trainers

See www.pent.ca.gov for additional information and downloadable forms

“None of us is as skilled as all of us”

Diana Browning Wright, M.S.
PENT Director

Gail Cafferata
PENT Leader

Purpose of Manual

This manual was designed to be a hands-on, user friendly document to assist administrators, teachers, instructional support teams, 504 plan teams and IEP teams in developing Behavior Intervention Plans (BIP) that can monitor student progress and guide staff in appropriate intervention to remove behavioral barriers to academic success.

This manual will guide the reader—item by item and section by section—through the development of a Behavior Intervention Plan. A Behavior Intervention Plan is based on an understanding of applied behavior analysis in educational settings and is in alignment with federal and state regulations.

The “Big Idea” of each necessary component is described and is followed by definition of terms and numerous examples to aid the reader in producing a plan in alignment with the six key concepts in behavior analysis.

For further information, please contact:

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BEHAVIOR INTERVENTION PLAN

Populations Receiving Behavior Intervention Plans May Include:

English Language Learners (ELL) with English Language Development Services (ELD) and new emigrants

English learners are those students with less than fluent English proficiency skills. They are entitled to English Language Development (ELD) services.

- Students with difficulty adjusting to a new language and/or country may exhibit behavior which impede their learning and will benefit from BIP assistance.

Students with 504 (Section 504 of the Rehabilitation Act of 1973) Plans

In 1973, Congress passed Section 504 of the Rehabilitation Act. This legislation is principally civil rights legislation prohibiting discrimination against persons with disabilities. Although it originally focused on employment and architectural access issues, Section 504 was interpreted to include school issues in the late 70s. Section 504 prohibits discrimination against any student, students' families, and employees who may be eligible for protections and services under the act. Those who may need 504 accommodations include students "with a physical or mental impairment that results in a substantial limitation to a major life activity." Both the identification of 504 eligibility and the implementation of 504 plans are monitored by regular education personnel.

- Behavior Intervention Plans are often the essence of a student's 504 plan if the mental impairment is Attention Deficit/Hyperactivity Disorder. ADHD can result in limited alertness which impacts the major life activity of learning. A BIP specifies how to overcome the problem, supporting better attending skills.
- However, an accommodation plan may also be required or required instead of a BIP. See <http://www.pent.ca.gov/accom.htm>

Students with IEPs have met one of the 13 Special Education Categories of Eligibility AND have demonstrated that they require "Specialized Instruction," i.e., Special Education Categories Include: Intellectual Disabilities, Speech or Language Impairment, Visual Impairment, Emotional Disturbance, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Deafness, Hard of Hearing, Deaf-Blindness, Multiple Disabilities, Orthopedically Impaired, Autism, and Traumatic Brain Injury.

Any student with special education eligibility in any category is entitled to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) with all necessary supplementary aids and supports. The IEP document describes the team's consensus on what constitutes FAPE in the LRE and which supplementary aids and supports are necessary to maintain the placement.

A behavior intervention plan is a supplementary support. If a particular support is needed, the IEP must contain a description of that support and all necessary staff must be informed of their specific responsibility. Many of our special education eligible students are likely to also exhibit behavior impeding learning and therefore require a behavior plan to maintain placement in the LRE.

Other Students

If a student exhibits problem behavior(s) suggesting possibility of emotional disability (ED), a BIP may be determined by the school team to be an intervention to progress monitor and determine the need for possible additional assessment

Any student for whom a teacher believes a specific individualized behavior plan is necessary. (e.g., beyond routine classroom management or other interventions such as home-school daily reports, behavior contracts, etc.)

What is a Behavior Intervention Plan (BIP)?

A Behavior Intervention Plan can be used as a “proactive action plan to address behavior(s) that are impeding learning of the student or others.” It is assumed that lesser interventions at Tier I and Tier II have not been successful. BIPs are appropriate for all students. If developed for a student with an IEP or 504 plan, this becomes a part of those documents. This BIP includes “positive behavioral interventions, strategies and supports.” “Behavior Intervention Plans should focus on understanding ‘why’ the behavior occurred (i.e. ‘the function’ or ‘communicative intent’) then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.”—all of which will be explained and outlined in this manual. (Diana Browning Wright, Behavior/Discipline Trainings, 2006)

Why Do I Have to Write One?

Every student is entitled to make yearly academic growth. No Child Left Behind (NCLB) and Individuals with Disabilities Education Act Reauthorization 2004 (termed either IDEA or IDEIA) are in alignment.

The educational experience of the student must address the instructional strategies and curriculum and tasks that will allow this student to progress. Consequently, any behaviors that interfere with the learning process need to be addressed for the benefit of the student, his or her peers and to enhance the general learning environment for all.

Furthermore, when all implementers (teachers, paraprofessionals, administrators, support providers, etc.) have participated as a team in developing a plan, each member is able to address the problem in a consistent way. When parents, and where possible, the student, have also participated, home-school communication systems can be more effective.

Who Should Be on a Behavior Intervention Team?

The members of the Behavior Intervention Team will depend upon the specific needs of the student in question. In some cases the team may consist of regular education teachers, an administrator and a counselor. In other cases the Student Study Team, 504 team or IEP team may form the Behavior Intervention Team.

Successful Behavior Plan Phases

Each phase of the behavior planning process needs to be accomplished in order to facilitate success of the plan.

Addressing the Problem Behavior

- Teacher/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns and brainstorm possible solutions
- Classroom interventions are implemented and data collection on outcomes begins
- If classroom interventions are unsuccessful, teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers



Understanding the Problem Behavior

- Teacher may consult with other professionals (counselor, administrator, psychologist, program specialist, language/speech specialist, nurse, etc) to understand the cause of the misbehavior and brainstorm solutions
 - Teacher collected data is evaluated: checklists, observations, event records



Developing a Behavior Intervention Plan

- The Behavior Intervention Plan Team meets to formally discuss and strategize on:
 - 1) contributing environmental factors,
 - 2) functional factors (**why** the student is misbehaving)
(If the student has an IEP, this is an IEP team function.)
- A formal plan of action, the BIP, is developed with behavior goals are developed.
- Roles/responsibilities are assigned. Many people can be designated on the BIP.
- A system of communication between the involved parties is formalized



Implementing the Behavior Intervention Plan

- The environment and/or curriculum is changed to support both functionally equivalent replacement behavior (FERB) AND general positive behaviors
- New appropriate behaviors and FERB is taught and reinforced
 - Goal(s) acquisition is continuously monitored as specified
- Four reactive strategy phases are outlined and followed
- The communication plan to progress monitor the interventions is followed



Monitoring/Evaluating the Plan

- Team members monitor the success of the plan and document progress
- The team re-convenes to review progress, as appropriate
 - If unsuccessful, team plans next steps (revise, redo, assess, etc.)

Note: Numbers correspond with the scoring system on the BIP Quality Evaluation Guide

Not for Display - For Teacher/Staff Use Only

BEHAVIOR INTERVENTION PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BIP attaches to: IEP date: 504 plan date: Team meeting date:

Student Name Today's Date Next Review Date

- 1. The behavior impeding learning is (describe what it looks like)
- 2. It impedes learning because
- 3. The need for a Behavior Intervention Plan early stage intervention moderate serious extreme
- 4. Frequency or intensity or duration of behavior
 reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>5. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p>6. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p>
Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p>Who will establish? Who will monitor? Frequency?</p>

(See www.pent.ca.gov/frm/BIPtype-in.doc for an online form that expands as you type.)

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12. 1. Prompt student to switch to the replacement behavior

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what contingent conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:

Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: yes no
- Are environmental supports/changes necessary? yes no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
- Are both teaching of new replacement behavior AND reinforcement needed? yes no
- This BIP to be coordinated with other agency's service plans? yes no
- Person responsible for contact between agencies yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

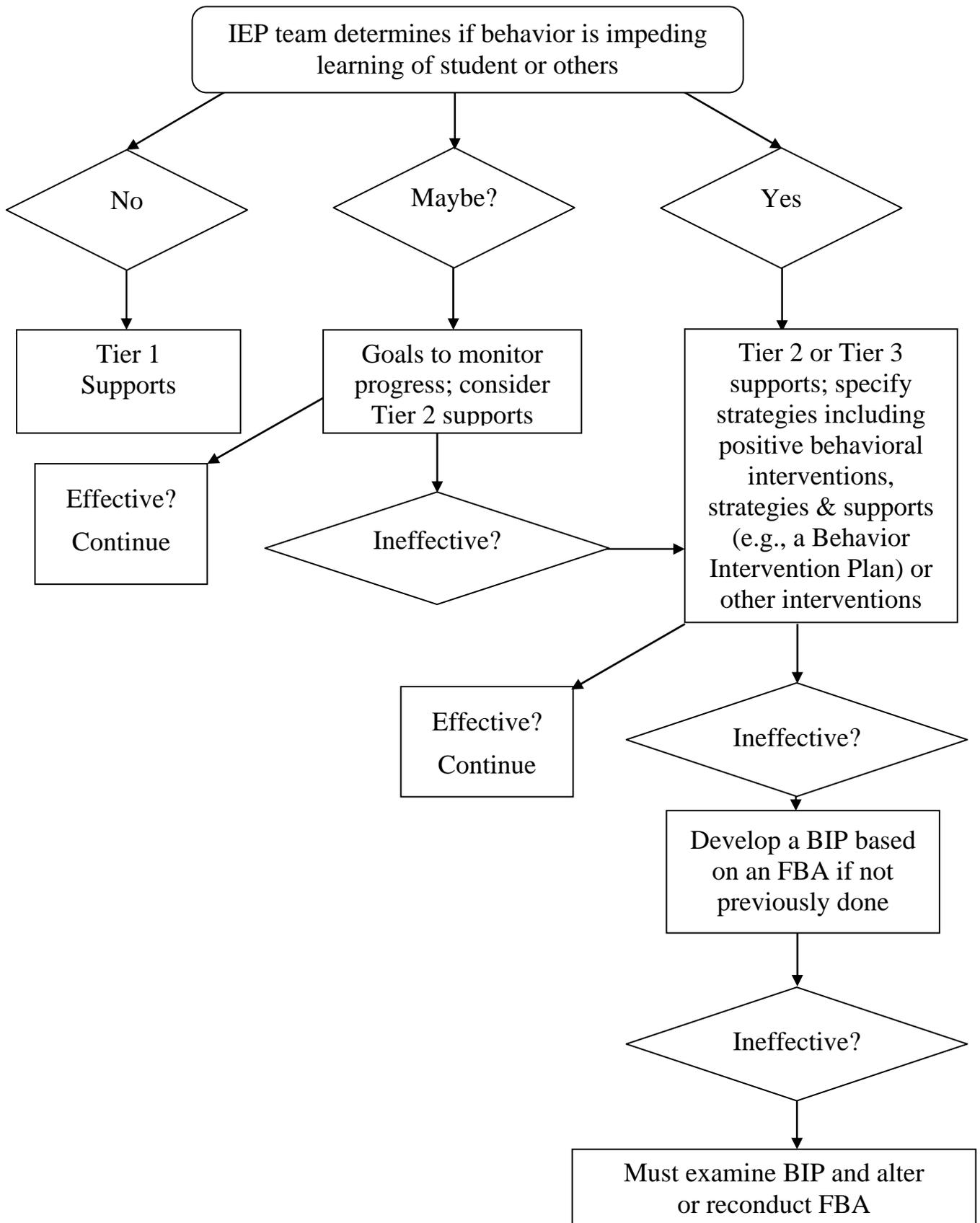
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PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other

BEHAVIOR PLANS FOR STUDENTS WITH IEPs



Three-Tiered RtI Model for Behavior and Social/Emotional Support

