

# **SECTION 4:**

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## **DEFINING BEHAVIOR**

# DEFINING THE PROBLEM BEHAVIOR

## Lines 1, 2, 3, 4

### The Big Idea

- Define the problem behavior in clearly observable terms so you can measure progress and determine why this is a problem for the student or his/her peers.

***Line 1. The behavior impeding learning is...***

***Line 2. It impedes learning because...***

- Determine the need for a Behavior Intervention Plan and be aware of other service needs.
- Consider whether the student requires an accommodation plan to enable the student to learn the academic material and demonstrate mastery during an assessment.

(See: [www.pent.ca.gov/accom.htm](http://www.pent.ca.gov/accom.htm))

***Line 3. The need for a Behavior Intervention Plan is: early stage, moderate, serious, extreme***

- Specify frequency, intensity, or duration of problem behavior. This establishes the “present level of performance,” the baseline.

***Line 4. Frequency or intensity or duration of behavior is...***

## BEHAVIOR INTERVENTION PLAN

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

### Line 1. The behavior impeding learning is *(describe what it looks like)*:

*Describe non-judgementally in observable, measurable terms*

#### Examples of Behavior(s) That May Interfere with Learning:

Description should be observable, e.g., what it looks like to a camera, and therefore measurable for progress monitoring. If the team describes a category or label for the behavior, follow that with a description of exactly what the student is doing.

| <i>If Category or Label given...</i>         | <i>Add Measurable Description</i>  |
|--|--|
| Off task:                                    | crawls on the floor; plays with objects in desk; attempts play with others   |
| Poor organization and planning:              | rushes to complete assignment without planning each phase; waits until the final work period to begin a long-term assignment.  |
| Disrupts Other Students' Learning:           | tapping neighbors on shoulders; grabbing their materials; argumentative verbal interactions during collaborative work groups.  |
| Escalating Aggression Pattern:               | does not follow group consensus during playground disputes over game rules; initiates physical fights and/or swearing and verbally challenging peers and adults when personal desires are not met. |
| Outbursts/Rage/Explosive Reactions/Tantrums: | student throws materials; student crawls under the desk and screams with high volume.  |
| Verbal Threats to Harm Peers:                | "I'll get you after school for this!"  |
| Profanity:                                   | words referencing deity, toileting or sex  |
| Upset with Changes to the Routine:.          | moans, throws things; goes to previous anticipated activity and refuses to leave   |
| Self-Stimulatory Behaviors:                  | twirling string; repeatedly rocking back and forth in chair; flicking fingers in front of eyes   |
| Inappropriate Sexual Behaviors:              | hands in pants; touching genitals; using words; touching others' breasts, buttocks or genitals   |





# BEHAVIOR INTERVENTION PLAN QUALITY EVALUATION

## SCORING GUIDE II

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| Components to Evaluate   | Scoring   | Examples:<br>All examples below relate to the same student and same behavior  | Key Concepts  |
|--|---|---|---|
| <p><b>A. PROBLEM BEHAVIOR (line 1) Problem behavior(s) in observable and measurable terms</b></p> <ul style="list-style-type: none"> <li>“Behavior impeding learning is...”</li> </ul> <p>NOTE: It is best to limit a behavior plan to one or two distinct, separately-occurring behaviors (See bullet three in key concepts column for clarification.) However, if multiple behaviors occur in rapid sequence, all with the same function, they can be adequately addressed in one plan.</p> <p>In the process of developing a behavior plan, the team may decide to list multiple behaviors, but then proceed to address only one or a few. It can be helpful, then, to bracket the behaviors not covered, with a note stating : (Other problem behaviors not addressed in this plan include: xxx, xxx) For the purpose of scoring, it can be helpful to bracket behaviors identified on line 1 that are not covered later in the plan if that has not already been done by the writers.</p> | <p>2 = All identified problem behavior(s) are observable and measurable. If a behavioral category is listed, e.g., aggression, it is subsequently defined in observable, measurable terms.</p> <p>1 = Some of the identified problem behavior(s) are not observable and measurable.</p> <p>0 = No problem behavior is stated in observable and /measurable terms, e.g., The student’s inner attributes are hypothesized instead of a description of behavior.</p> | <p>2 = “Defiance: Billy ignores teacher requests to independently complete a written assignment and continues self-selected activity” (this includes observable/measurable examples) Defiance sequence: Billy continues with a self selected activity, ignoring teacher requests to complete an assignment; when prompted, he shrugs his shoulders and does not comply, if prompted again, he swears and continues with his activity. (This sequence is in observable/ measurable terms)</p> <p>1 = “Billy ignores teacher requests to independently complete a written assignment and continues with self-selected activity” is listed, but an additional behavior, “Aggressive behavior” is listed (but no further description is given)</p> <p>0 = “Billy is defiant” (but no further description; therefore this is not observable or measurable); “Billy has a low self concept and he dislikes the subject” (attributes rather than behaviors are given).</p> | <ul style="list-style-type: none"> <li>Define the problem behavior clearly so you can measure progress.</li> <li>If you use general behavioral category terms such as “defiance”, give examples of what the student actually does so everyone understands what the problem looks like when it occurs.</li> <li>If you are addressing more than one behavior, number each behavior to correlate with matched functions, matched interventions and reactive strategies later in the plan. It can be difficult to address more than two behaviors per each BIP form because the plan will become confusing and difficult to implement. However, if the behaviors form an escalation pattern that occurs in sequence (e.g., student swears under his/her breath, then rocks in chair, then tears paper, then pushes over the chair) they can be readily addressed in the plan.</li> </ul> |

## BEHAVIOR INTERVENTION PLAN

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

### Line 2. It impedes learning because:

***Consider the impact on students' achievement.*** Are there less academic or social skills learned by this student or others because of the problem behavior? Does this behavior raise safety or welfare concerns?

### Examples of How Behavior May Interfere with Learning:

- Unavailable for Instruction
- Reduced Skills Learning
- Reduced Productivity
- Lack of Work Production Negatively Impacts Progress/Grades
- Disrupts Other Students' Opportunity to Learn
- Requires Activities/Class Instruction to Stop
- Instructional Time is Lost for Disciplinary Proceedings
- Requires Full Adult Attention During the Problem Behavior
- Negative Interaction with Peers (creates fear and an environment where peers are hypervigilant about this student, which interferes with peers learning)

*Note: Numbers correspond with the scoring system on the BIP Quality Evaluation Guide (See Appendix)*

**BEHAVIOR INTERVENTION PLAN**  
*for Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

**Line 3. The need for a Behavior Intervention Plan:**

- early stage intervention**       **moderate**  
 **serious**       **extreme**

**Early Stage:**

**The student's teacher(s) take the lead role in developing an early stage intervention. The BIP is a part of the IEP/504 or, if general education only, can attach to Instructional Support Team meeting notes.**

*General Principle: Behavior is not yet significantly impacting learning of student or classroom functioning but could escalate if not addressed. It is assumed that general classroom management techniques are not sufficient, or that the unique nature of the behavior or the stakeholders on the team are requiring a formal, individual plan.*

Examples of behaviors potentially fulfilling the criteria "early stage":

- Behavior has not generalized to more than one specific situation
- Behavior has only occurred recently, less than 3-4 times

**Moderate:**

**The student's teacher(s) or others may take the lead role in developing a BIP when moderate need is show. The BIP is a part of the IEP/504 or, if general education only, can attach to Instructional Support Team meeting notes.**

*General Principle: Behavior is beginning to significantly impact classroom functioning or student learning.*

Examples of behaviors potentially fulfilling the criteria "moderate":

- Behavior has generalized to multiple settings
- Behavior has been repeatedly occurring (e.g, daily, weekly)
- Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher's need to address this behavior
- Student is not mastering core curriculum at anticipated rate nor (if the student has an IEP) progressing in IEP goals and objectives

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*Further clarifications on key concepts are found in the BIP QE at the end of this manual.*  
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## BEHAVIOR INTERVENTION PLAN

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### Line 3. The need for a Behavior Intervention Plan:

- early stage intervention       moderate  
 **serious**       **extreme**

**Serious or Extreme:** If the student has an IEP/504 team - include additional district team member(s) designated by the district.

- If student does not have an IEP/504 plan and the behavior is “serious” or “extreme” as defined below, assessment to determine if student has a “suspected disability” may or may not be necessary. Consult with special education staff before proceeding.

**Serious Designation:** *General Principle: Student's behavior may require systematic observations and data collection and analysis procedures.*

*Best Practice examples of serious behavior which require expertise to adequately address the problem:*

- **Assaultive:** Physical assaults that require staff to manage the problem safely to protect this student and/or staff or peers. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all.)
- **Self Injurious:** Physically harming self (e.g., repeatedly hits self on head; continuous skin-picking resulting in health issues. (Note: “cutting” by adolescents, a self-mutilation behavior, is often a demonstration of a need for mental health treatment. Appropriate referrals and mental health assessment are essential. A BIP may or may not be required, depending on whether the cutting is occurring in school, or the student is revealing his or her cuts in school.)
- **Other:** Serious behaviors that interfere with quality of life, and or IEP goal mastery (i.e., maladaptive behaviors) and/or occurring in multiple environments. For example, throws clothing off in class or on bus; projectile vomiting in response to requests to perform tasks; Refusals to attend school, or fear of school (school phobia) and/or severe anxiety over performance. (Note: school refusals and school phobia may or may not be indicative of underlying unaddressed mental health needs. Consider cognitive behavior therapy and mental health assessment.

**Extreme Designation:** *General Principle: Student poses a safety issue to others or to self. Student's behavior may require systematic observations and data collection and analysis procedures. Consider Optional Data Collection Documentation Form ([www.pent.ca.gov/frm/datacollectiondocform.doc](http://www.pent.ca.gov/frm/datacollectiondocform.doc)) and Optional Data Collection during BIP Implementation ([www.pent.ca.gov/frm/bipdatacollectform.doc](http://www.pent.ca.gov/frm/bipdatacollectform.doc)).*

*Examples of serious behavior which require an expanded team to adequately address the problem:*

- Student has made a very serious substantive threat to harm self or others, e.g., threatens to kill self or others. The student does not typically have moderate to severe disability and often has no eligibility to date. Appropriate services/interventions/referrals have been arranged and determination of need for special education assessment to rule out disability has been initiated (i.e., a BIP alone is not sufficient). Additionally, a mental health assessment may have been requested due to uncovered potential mental illness. See: Guidelines for Responding to Student Threats of Violence, [www.SoprisWest.com](http://www.SoprisWest.com) . The student is in an appropriate placement, but requires close follow-up monitoring now. Remember, the behavior intervention plan is a supplementary aid and support to maintain the placement.
- Severe self-injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g., hits self hard enough to break skin; leaves large bruises, damages organs) The student typically has moderate to severe disability.

## **BEHAVIOR INTERVENTION PLAN** *for Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

### **Line 4. Frequency or Intensity or Duration of Behavior:**

*Specify one or more: frequency, duration, or intensity. This is to convey to the reader the extent to which this behavior is significant.*

Data collection can be composed of:

- General teacher impressions on the frequency, intensity or duration of the problem behavior
- Review of records
- Interviews with staff and other stakeholders (e.g., parents, agency service providers, etc.) on extent of problem behavior
- Objective data sheets collected by implementers or others to reveal the extent of the problem behavior
- Direct observations of the behavior by more than one person
- Systematic, frequent and on-going data collection often with external observers establishing inter-rater reliability on the extent of the problem behavior (i.e., it is established that two or more raters agree on the extent of the problem behavior)

See: [http://www.pent.ca.gov/beh/fa/datacollection\\_dk.pdf](http://www.pent.ca.gov/beh/fa/datacollection_dk.pdf): "Fast Facts on Data Collection via Direct Measurement of Behavior", Denise Keller

The selected data collection method will depend on the severity of the problem behavior. If the behavior is an early stage intervention, less intensive data collection methods may be employed. However, for serious or extreme behavior, data accuracy must be at the highest level, and therefore requires selection of more formal data collection methods.

#### **Frequency: How often the behavior happens**

- Every ten seconds
- Three times per week
- Periodically during the month, see behavior logs: averages 2 x per month
- One time in 1999, 6 times in 2004, 0 in 2005, 10 times in 2006

#### **Intensity: A description of the heightened impact of the behavior, e.g., the depth, the force, the strength, the vigor or extreme level of the behavior**

- (Screams) loud enough to be heard in adjacent classrooms
- (Hits with retracted fist) hard enough to leave bruises on person(s) hit
- (Bites) hard enough to leave marks, but has not yet broken skin

#### **Duration: How long the behavior lasts**

- (After Lunch--5th and 6th Periods), Entire Period with no stopping
- Continuous for 20 minutes