

# Evaluating and Developing Quality Behavior Intervention Plans (BIPs)

Cassie McConkey, Ed.M., BCBA &  
Cheryl Light Shriner, Ph.D., BCBA-D

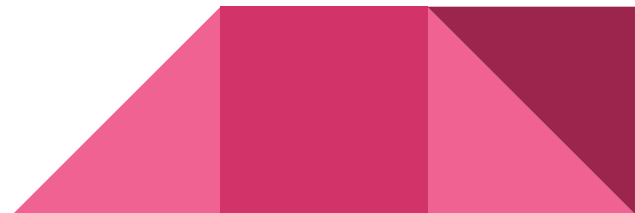
# Session Overview

During this session, the behavioral principle framework of a Behavior Intervention Plan (BIP) will be presented along with a BIP life cycle. Each component of the BIP will be explained and the BIP Quality Checklist will be introduced. The BIP Quality Checklist provides new teachers and other IEP team members with a guide for developing and writing the BIP. “Poor,” “Good,” and “Best” examples for each section of the BIP will be provided. Finally, the presenters will make a connection between a high quality BIP and better student outcomes.




# Agenda

- Brief introductions
- ABA Perspective and Principles that guide the BIP
- BIP Components, Quality Checklist, and Examples
  - Matching interventions to functions
- High Quality BIPs and Student Outcomes
- Life Cycle of a BIP
- Questions



# Brief Introductions

- Cassie McConkey, Ed.M, BCBA, Special Education Teacher working with students with social/emotional/behavioral disabilities, young elementary
  - Cheryl Light Shriner, Ph.D., BCBA-D, Department of Special Education, University of Illinois
  - Audience
- 

# ABA Perspective and Principles that Guide the BIP

- Behavior is learned. Behavior is a product of its environment.
- Behavior is strengthened/weakened by consequences that follow the behavior.
- Behavior occurs for a reason.
- Behaviors selected for change must be socially significant (the change will increase quality of life/positive outcomes for the individual.)
- Behavior ultimately responds better to positive consequences than negative consequences.



# ABA Perspective and Principles that Guide the BIP

- Functional Behavioral Assessment (FBA) leads to identifying the reasons that behavior occurs (functions of behavior).
- Teachers have control over the immediate environment.
  - Antecedents
  - Consequences
- Teachers are part of the environment.




# Applied Behavior Analysis

Applied Behavior Analysis Principles are not specific to individuals with Autism Spectrum Disorders (ASD). They can be applied to all people, all students, all individuals with or without disabilities.

The application of Applied Behavior Analysis Principles, assessment, and interventions requires knowledge, skills, and training for ethical and accurate implementation.



# BIP Components, Quality Checklist, and Examples

- An FBA must be completed (process and written page in the IEP) prior to developing a Behavior Intervention Plan (BIP).
  - Developing and writing a BIP involves collaboration with multiple team members.
  - Each component relates to the function(s) found in the FBA.
  - Developing a plan for:
    - Roles and responsibilities of the IEP team during implementation.
    - Ongoing monitoring of the BIP.
    - Criteria for discontinuing a formal BIP and/or fading supports if behavior is no longer occurring, and plans if behavior reoccurs.
- 



# BIP Quality Checklist

# BIP Form for State of Illinois

STUDENT NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_  
Complete when the team has determined a Behavioral Intervention Plan is needed.

Target Behavior: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_  
BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)  
BEHAVIORAL INTERVENTION STRATEGIES AND SUPPORTS  
How can the environment or circumstances that trigger the target behavior be adjusted?

Environment – How can the environment or circumstances that trigger the target behavior be adjusted?

Is this behavior a skill deficit?  
Performing Student: \_\_\_\_\_

Instruction and/or Curriculum – What changes in instructional strategies or curriculum would be helpful?

Positive Supports – Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

Hypothesis: \_\_\_\_\_  
Change(s) in \_\_\_\_\_

Motivators and/or Rewards – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

Restrictive Disciplinary Measures – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used. Include necessary documentation and timeline for evaluation.

Summary made, or \_\_\_\_\_

Crisis Plan – Describe how an emergency situation or behavior crisis will be handled.

Replacement desk to \_\_\_\_\_

Data Collection Procedures and Methods – Describe expected outcomes of the interventions, how data will be collected and measured, what the timelines are, and criteria to determine success or lack of success of the interventions.

Provisions for Coordination with Caregivers – Describe how the school will work with the caregivers to share information; provide training to caregivers, if needed, and how often this communication will take place.

ISBE 34-544

menting it.

Notes

is and success of the plan.

Notes

# BIP Components, Quality Checklist, and Examples

## Behavior Intervention Checklist for Reviewing BIPs

(McConkey & Light-Shriner, 2022 update)

***Instructions:*** For each item on the checklist, put a check ✓ in the box left of the listed item if the information provided in the BIP is present and complete for ALL (each) identified problem behavior.

★ If the item information is unclear, vague, or incomplete, do not check the box. Instead, add notes to indicate why this item did not meet expectations.

STUDENT NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_

### BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Complete when the team has determined a Behavioral Intervention Plan is needed.

Target Behavior

- 
- Target Behavior
  - Student Strengths
  - Hypothesis of Behavioral Function

# Target Behavior | Student Strengths | Hypothesis of Behavioral Function

**Hypothesis of Behavioral Function** – Include hypothesis developed through the Functional Behavioral Assessment. (Attach completed form.) What desired thing(s) is the student trying to **get**? OR What undesired thing(s) is the student trying to **avoid**?

## **Hypothesis of Behavioral Function - refer to FBA Checklist**

- |  |  |
|--|--|
|  | ⇒ There is a hypothesis of a behavioral function statement for each behavior.                                |
|  | ⇒ The hypothesis of the behavioral function statement is the same as presented in the FBA for each behavior. |

# Skill vs. Performance Deficit

# Skill vs. Performance Deficit

Is this behavior a  Skill Deficit or a  Performance Deficit?

Skill Deficit: The student does not know how to perform the desired behavior.

Performance Deficit: The student knows how to perform the desired behavior but does not consistently do so.

⇒ The team has determined whether the target behavior relates to a skill deficit or performance deficit.

**A skill deficit** relates to a student who has not yet received instruction for an alternative behavior or who has not adequately learned the skill. Example: A non-verbal student who had not yet learned or been taught to use an alternative method of communication.

**A performance deficit** relates to a student's lack of motivation, anxiety, recent experiences of trauma, or sensory sensitivities. Example: Student shows on-task behavior for the first 3 months of school, then suddenly begins showing off-task behavior after a traumatic experience at home.



# Summary of Previous Interventions Attempted

# Summary of Previous Interventions

**Summary of Previous Interventions Attempted** – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made, or replacement behaviors taught.

## Previous Interventions

	⇒ At least two previous interventions have been provided.
	⇒ Previous interventions that were effective or had some effectiveness are provided. <ul style="list-style-type: none"><li>● Tier 1 examples: Interventions provided to all students such as morning greetings, calming music in classroom, transitional cues used, 5:1 praise to correction</li><li>● Tier 2 examples: Small groups of students, CICO, CCE (check, connect, expect).</li><li>● Tier 3 examples: Behavioral contracting, individualized Prevent-Teach-Reinforce strategies, identify possible functions of problem behaviors for <u>individual</u> and generate function-based solutions.</li></ul>
	⇒ Previous interventions that were ineffective are provided. [Example: The classroom teacher attempted to provide proximity to the student but it appeared to make the problem behavior worse.]



# Summary of Previous Interventions

Poor	✓ ✓ Good	✓ ✓ ✓ Best
All previous interventions have been unsuccessful.	Pairing with neutral peer- effective. Positive written note during class- ineffective. Starting conversations with positives- ineffective. Prescheduled breaks- effective. Phone calls home (positive or negative)- ineffective.	Pairing with neutral peer- effective. Positive written note during class- ineffective. Starting conversations with positives- ineffective. Prescheduled breaks- effective. Check in/check out paper- ineffective. Phone calls home (positive or negative)- ineffective.

## **Previous Interventions**

⇒	At least two previous interventions have been provided.
⇒	Previous interventions that were effective or had some effectiveness are provided. <ul style="list-style-type: none"> <li>● Tier 1 examples: Interventions provided to all students such as morning greetings, calming music in classroom, transitional cues used, 5:1 praise to correction</li> <li>● Tier 2 examples: Small groups of students, CICO, CCE (check, connect, expect).</li> <li>● Tier 3 examples: Behavioral contracting, individualized Prevent-Teach-Reinforce strategies, identify possible functions of problem behaviors for <u>individual</u> and generate function-based solutions.</li> </ul>
⇒	Previous interventions that were ineffective are provided. [Example: The classroom teacher attempted to provide proximity to the student but it appeared to make the problem behavior worse.]

# Replacement Behaviors

# Replacement Behaviors

**Replacement Behaviors** – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g., student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

## Replacement Behaviors

⇒ A replacement behavior has been provided for each problem behavior defined.	Notes
⇒ Each replacement behavior serves the same function as the problem behavior.	
⇒ A plan for monitoring each replacement behavior has been provided. (Best practices incorporate each replacement behavior as an IEP goal.)	

### **Hypothesis Statement**

When [student doesn't eat breakfast](E) and [is presented a difficult math worksheet](A), student engages in [yelling](B) which results in the teacher removing the difficult math worksheet, or, [escape](C1) [of the math worksheet](C2).

### **Replacement Behavior Statement Example 1**

When [student doesn't eat breakfast](E) and [is presented a difficult math worksheet](A), instead of engaging in the target (problem) behavior, the student will [ask for a break](R) which results in [escape](C1) [of the difficult math worksheet](C2).

### **Replacement Behavior Statement Example 2**

When [student doesn't eat breakfast](E) and [is presented a difficult math worksheet](A), instead of engaging in the target (problem) behavior, the student will [ask for assistance](R) which results in [escape](C1) [of the difficulty of the math problems on the worksheet](C2).

*Refer to FBA Checklist for definitions of each component.*

# Replacement Behaviors

When [\_\_\_\_\_](E) and  
[\_\_\_\_\_](A),

instead of engaging in the target (problem) behavior,

the student will [\_\_\_\_\_](R)

which results in [\_\_\_\_\_](C1)

[\_\_\_\_\_](C2).

## Components of a Hypothesis Statement

E – Environmental Variable (if information is available and predictable)

A – Antecedent (immediately before)

B – Behavior

C1 – Consequences (immediately after) (delay/escape/avoid) OR (obtain/maintain)

C2 - Descriptor (attention, task demands/activities,  
tangibles/objects, sensory experience)

# Replacement Behaviors

Poor	✓ Good	✓✓✓ Best (Hypothesis #1)
<p>Use pre-scheduled breaks (4-5 minutes) to engage in activities that are typically not allowed in class (use/check phone, listen to music, watch YouTube).</p>	<p>Ask for a break. This will be taught by role play.</p>	<p>When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction](A), instead of engaging in the target (problem) behavior, the student will [ask for a break from the task or ask to complete the task at a different time](R), which results in [escape](C1) of [expected tasks](C2).</p> <p>This sentence is used as an IEP goal statement (with additional criteria) in a student's IEP.</p>

## Replacement Behaviors

	⇒ A replacement behavior has been provided for each problem behavior defined.
	⇒ Each replacement behavior serves the same function as the problem behavior.
	⇒ A plan for monitoring each replacement behavior has been provided. (Best practices incorporate each replacement behavior as an IEP goal.)

# Replacement Behaviors

✓✓✓ Best (Hypothesis #2)

When [hungry or when medication dose has been missed](E) and [given a task to complete with a peer or small group/during large group instruction](A), instead of engaging in the target (problem) behavior, the student will [ask to use their phone to work on the assignment](R) which results in [maintenance of access to](C1) [the phone (a preferred activity)](C2).

This sentence could be a second IEP goal statement (with additional criteria) in a student's IEP.

## **Replacement Behaviors**

	⇒ A replacement behavior has been provided for each problem behavior defined.
	⇒ Each replacement behavior serves the same function as the problem behavior.
	⇒ A plan for monitoring each replacement behavior has been provided. (Best practices incorporate each replacement behavior as an IEP goal.)



# Environment

# Environment

**Environment** – How can the environment or circumstances that trigger the target behavior be adjusted?

**Environment** (Informed by: Setting, Antecedents, Environmental Variables, and Hypothesis sections of the FBA)

**Changes to the environment are preventative interventions that mediate, alter, or eliminate the triggers of the behavior that have been identified in the FBA, such as:**

- Changing instruction times to alternative time of day.
- Changing level of independence during “independent” work time.
- Considering hunger/including snacks.
- Check-in about morning routine and medications.
- Seating location changes.
- Scheduling time to spend with students, giving quality attention.
- Increase monitoring and supervision.

**This is not a conclusive list of environmental interventions. [Click here for more function based environmental interventions.](#)**

⇒ Changes to the environment are described that will reduce the likelihood that the problem behavior(s) will occur in the future.	Notes
⇒ Changes to the environment are described that will increase the likelihood that the replacement behavior(s) will occur in the future.	
⇒ Changes to the environment are linked directly to the function of behavior(s).	



# Environment

Poor	✓ ✓ Good	✓ ✓ ✓ Best
<p>Pair the student with a partner that the student has a neutral relationship with when students work in pairs.</p>	<p>Time is scheduled for the student to check their phone.</p> <p>Pair the student with a partner that the student has a neutral relationship with when students work in pairs.</p> <p>Teacher checks in with student throughout work time approximately every 5 minutes and uses proximity.</p>	<p>Setting Events/Antecedents Morning check-in with teacher related to morning routine and medications. Call to parent if medication was not taken. Provide snack each class period. Consistent expectations throughout class periods.</p> <p>Obtain Preferred Item Phone will be placed in a small box/bag inside their desk when student is at their desk. Time is scheduled for the student to check their phone each class period across Math, History, and Science classes.</p> <p>Escape Group Tasks Pair the student with a partner that the student has a neutral relationship with when students work in pairs. Teacher checks in with student throughout work time approximately every 5 minutes and uses proximity.</p>

	⇒ Changes to the environment are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
	⇒ Changes to the environment are described that will increase the likelihood that the replacement behavior(s) will occur in the future.
	⇒ Changes to the environment are linked directly to the function of behavior(s).



# Instruction and/or Curriculum

# Instruction and/or Curriculum

## Instruction and/or Curriculum – What changes in instructional strategies or curriculum would be helpful?

**Instruction/Curriculum Changes/Modifications** (Informed by: Antecedents, Consequences, Hypothesis sections of the FBA)

**Changes to the instruction/curriculum are changes to what and how is being taught such as:**

Changing the difficulty of the task.

Changing how the task and instructions are presented.

Breaking task into smaller increments and allowing multiple methods for responding to demonstrate skills.

Embedding choice or preferences within the task.

Change in type of prompting to better fit student.



Consistency in prompting, error correction, and include precorrections.

Teach new skills such as asking for a break, asking for help, self monitor, self evaluation, etc.

**This is not a conclusive list of instructional/curriculum interventions. [Click here for more function based instructional/curriculum interventions.](#)**

⇒ Instruction/Curriculum changes/modifications are described that will reduce the likelihood that the problem behavior(s) will occur in the future.	Notes
⇒ Instruction/Curriculum changes/modifications are described that will increase the likelihood that the replacement behavior(s) will occur in the future.	
⇒ Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).	

# Instruction and/or Curriculum

Poor	 Good	 Best
<p>When possible, have a teacher the student has a positive relationship with give instruction (ie: when in a co-taught class, or in a class with a teacher and a TA, have the instructor with the best relationship with student give instruction- not possible in classes with only one adult/instructor).</p>	<p>Obtain Preferred Item Providing choice of using phone vs. computer vs. paper, etc.</p> <p>Escape Group Tasks Break up group instruction/work time into smaller pieces/shorter time periods.</p>	<p>Obtain Preferred Item Teach student to ask if they can complete assignment on phone. Embedding the use of phone/apps within the academic task. Providing choice of using phone vs. computer vs. paper, etc.</p> <p>Escape Group Tasks Break up group instruction/work time into smaller pieces/shorter time periods. Assign roles for group members and teach the responsibility for each role. Provide different levels of instructions and visual supports to communicate the roles and responsibilities. Student leaves group to check-in with teacher every 5 minutes. Teach student to request a break using a break pass.</p>

- |  |   |
|--|---|
|  | ⇒ Instruction/Curriculum changes/modifications are described that will reduce the likelihood that the problem behavior(s) will occur in the future.       |
|  | ⇒ Instruction/Curriculum changes/modifications are described that will increase the likelihood that the replacement behavior(s) will occur in the future. |
|  | ⇒ Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).  |

# Positive Supports

# Positive Supports

**Positive Supports** – Describe all additional services or supports needed to address the student’s identified needs that contribute to the target behavior.

**Positive Supports** (Informed by: Hypothesis sections of the FBA, previous successful interventions, student interview)

**Positive supports are things the teacher (or other adults) does to increase the student’s enjoyment of being in school settings, such as:**

- Deliver praise and specific feedback.
- Offer incentives or rewards.
- Communicate positive news to family.
- Positive “referrals”.
- Assign meaningful duty or a way for the student to help.
- Connect the student to an adult or peer mentor.
- Teacher attends events the student is participating in.

**This is not a conclusive list of positive support interventions. [Click here for more function based positive support interventions.](#)**

⇒ Positive supports are described that will reduce the likelihood that the problem behavior(s) will occur in the future.	Notes
⇒ Positive supports are described that will increase the likelihood that the replacement behavior(s) will occur in the future.	
⇒ Positive supports are linked directly to the function of behavior(s).	

# Positive Supports

Poor	✓ ✓ Good	✓ ✓ ✓ Best
<p>Positive written note during class. Starting conversations with positives.</p>	<p>In order to build positive relationships with adults, staff will engage in brief personal conversations with the student to build rapport and connection.</p>	<p>In order to build positive relationships with adults, staff will engage in brief personal conversations with the student to build rapport and connection.</p> <p>Obtain Preferred Item Allow student to teach class how to use phone apps for academic tasks.</p> <p>Escape Group Tasks Talk one-on-one instead of calling out in front of peers. Obtain student input on group assignments before assigned.</p>

	⇒ Positive supports are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
	⇒ Positive supports are described that will increase the likelihood that the replacement behavior(s) will occur in the future.
	⇒ Positive supports are linked directly to the function of behavior(s).



# Motivators and/or Rewards



# Motivators and/or Rewards

**Motivators and/or Rewards** – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

**Motivators/Rewards** (Informed by: Student/Parent Interview, Hypothesis sections of the FBA, or Preference Assessment)

**Motivators/Rewards are highly preferred items, interactions, and/or activities that when delivered systematically, maintain or increase the likelihood that the replacement behavior(s) will occur in the future.**

⇒ Motivators/Rewards are incorporated into a reinforcement intervention that will increase the likelihood that replacement and other desired behavior(s) will occur in the future.	Notes
⇒ Differential Reinforcement procedures are explicitly described. (delivering reinforcement for alternative or replacement behaviors while not delivering reinforcement to the problem behavior(s))	
⇒ Motivators/Rewards are linked directly to the function of behavior(s).	

# Motivators and/or Rewards

	⇒ Motivators/Rewards are incorporated into a reinforcement intervention that will increase the likelihood that replacement and other desired behavior(s) will occur in the future.
	⇒ Differential Reinforcement procedures are explicitly described. (delivering reinforcement for alternative or replacement behaviors while not delivering reinforcement to the problem behavior(s))
	⇒ Motivators/Rewards are linked directly to the function of behavior(s).

Poor	✓✓ Good	✓✓✓ Best
<p>Preferred items/reinforcers include: sports, access to phone, snacks (specifically chips), positive feedback to football coach, verbal praise (away from peers).</p>	<p>Preferred items/reinforcers include: sports, access to phone, snacks (specifically chips), positive feedback to football coach, verbal praise (away from peers).</p> <p>Reinforce replacement behaviors (asking to use phone and asking for break).</p>	<p>Preferred items/reinforcers include: sports, access to phone, snacks (specifically chips), positive feedback to football coach, verbal praise (away from peers).</p> <p>Obtain Preferred Item Reinforce replacement behavior (asking to use phone). Earning extra time with your phone for following the rules - DRO.</p> <p>Escape Group Tasks Reinforce replacement behavior (asking for break). Incentives for entire class for following rules. Reinforce student with points or token for every 10 minute he is on task during group assignment - DRA.</p> <p>Trade tokens for: more access to phone, food items, or activity passes (get out of activities/tasks).</p>



# Restrictive Disciplinary Measures

# Restrictive Disciplinary Measures

**Restrictive Disciplinary Measures** – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used. Include necessary documentation and timeline for evaluation.

## Restrictive Disciplinary Measures/Methods

**Restrictive disciplinary measures/methods are reactive strategies designed to decrease the problem behavior such as:**

- Ignore misbehavior.
- Reduce peer attention.
- Use gentle verbal reprimands or warnings.
- Assign time owed.
- Assign in- or out-of-class time out (send to office).
- Revoke a privilege.
- Extinction procedures.

**This is not a conclusive list of restrictive disciplinary interventions. [Click here for more function based restrictive disciplinary interventions.](#)**

⇒ Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described.	Notes
⇒ The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.	

# Restrictive Disciplinary Measures

Poor	✓ Good	✓✓ Best
<p>School wide policy- "Inappropriate or unauthorized use of PCDs may result in confiscation of the device, after-school detention, Tuesday Night School, removal of BYOT permission, Alternative Learning Center or Out-of-School Suspension depending on the severity of the infraction."</p>	<p>Grades that reflect the amount of work the student turns in/quality of work.</p> <p>After being redirected twice in 30 minute period, student will receive referral to office. After 3 referrals, student will be required to attend Tuesday Night School or lunch/after school detention to work on assignments.</p>	<p>Grades that reflect the amount of work the student turns in/quality of work. Loss of access to sports practice and competition due to grades or incomplete work.</p> <p>If phone in box/bag doesn't work, administration or parents will remove the phone immediately or for the following day.</p> <p>After being redirected twice in 30 minute period, student will receive referral to office. After 3 referrals, student will be required to attend Tuesday Night School or lunch/after school detention to work on assignments.</p>

⇒ Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described.

⇒ The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.

# Crisis Plan

# Crisis Plan

**Crisis Plan – Describe how an emergency situation or behavior crisis will be handled.**

## Crisis Plan

A Crisis Plan is designed to prepare staff to keep the student and others safe and to de-escalate crisis related behaviors. Components of a crisis plan could include:

- Including student in the crisis plan with practice and role play.
- Description of when the crisis begins, what does it look like?
- Move slowly and deliberately towards the problem situation.
- Remain calm, speak calmly and respectfully.
- Speak privately when possible.
- Minimize body language.
- Avoid pointing or staring at the student (and ensure that others aren't as well).
- Interactions should be brief and simple.
- Stay focused on the primary concern.
- Avoid power struggle.
- Determine when you should terminate interaction with the student.
- Designate when a CPI hold would be appropriate and when it would begin.

**This is not a conclusive list of crisis plan components.**

	Notes
⇒ A clear crisis plan is presented that keeps the student and others safe.	
⇒ A clear crisis plan is presented that explains how de-escalation techniques are used in a clear step by step way.	
⇒ A statement describing how the crisis plan (prior to any crisis) has been reviewed and discussed with the student is provided.	
⇒ Triggers, behaviors, and how the crisis begins is described.	
⇒ Roles and responsibilities are outlined for those involved in the crisis plan.	
⇒ Documentation procedures and methods are included.	
⇒ A procedure for debriefing and reintegration of the student is included.	
⇒ A description of how staff will be trained and monitored to implement the crisis plan is provided.	

# Crisis Plan

Poor	Good	Best
<p>The principal will be called if the student raises their voice at the teacher or another student.</p>	<ul style="list-style-type: none"><li>✓ Off task behavior (as defined above) will become a crisis situation if the student begins to yell or become aggressive. Triggers to this escalation could include attempting to take away phone or threatening the student with consequences.</li><li>✓ When escalation begins, TA/co-teacher should take over instruction, teacher will attend to student but give them at least space, refrain from verbal directions, give students two simple choices.</li><li>✓ Crisis has ended when the student is back in his seat and talking at a regular speaking volume.</li></ul>	<ul style="list-style-type: none"><li>✓ Off task behavior (as defined above) will become a crisis situation if the student begins to yell or become aggressive (getting close to the teacher, grabbing personal items that have been taken). Triggers to this escalation could include attempting to take away phone or threatening the student with consequences.</li><li>✓ When escalation begins, remind class of expectations and TA/co-teacher should take over instruction and direct others in the environment to stay at safe distance. Teacher will attend to student but give them at least 6ft. of space, at least 5 minutes without a verbal direction or talking, and then give the student a choice to sit in a preferred location in the classroom or go to the social worker's office to talk.</li><li>✓ Crisis has ended when the student is back in his seat and talking at a regular speaking volume. Crisis report will be completed and placed in case file, with date, time, and severity of incident, along with how it was resolved. A plan for restorative conversation and action plan will be included.</li><li>✓ This crisis plan has been discussed with student and parent(s) and input from the student has been incorporated into the plan. All staff will be provided training using role play until all are comfortable with procedures.</li></ul>





# Data Collection Procedures and Methods

# Data Collection Procedures and Methods

**Data Collection Procedures and Methods** – Describe expected outcomes of the interventions, how data will be collected and measured, what the timelines are, and criteria to determine success or lack of success of the interventions.

## Data Collection

**This section outlines a plan for monitoring progress and success of the plan and the fidelity of those implementing it.**

⇒ Baseline data is included (from the target behavior section).	Notes <input type="text"/>
⇒ Ongoing data collection systems are described for monitoring the behavior.	
⇒ Outline of intervention phases and criteria of success for each phase is described.	
⇒ Dates for reviewing data, monitoring progress, and making decisions are described.	

# Data Collection Procedures and Methods

Poor	✓✓ Good	✓✓✓✓ Best
<p>Teachers will provide weekly reports on off-task behavior.</p>	<p>Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. <u>Data</u> and <u>graph</u> have been attached.</p> <p>Momentary time sampling for one class period per week (Math, Science, and History) for at least 15 minutes during each class. Additionally, teachers in each class will take frequency data to match the student's self-monitoring data (requesting access to phone and requesting break).</p>	<p>Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. <u>Data</u> and <u>graph</u> have been attached.</p> <p>Momentary time sampling for one class period per week (Math, Science, and History) for at least 15 minutes during each class. Additionally, teachers in each class will take frequency data to match the student's self-monitoring data (requesting access to phone and requesting break).</p> <p>Phase 1 will be teaching the replacement behavior and implementing the positive supports and motivators/rewards. When the student is utilizing the replacement behavior(s) at least 40% of the time, phase 2 will begin.</p> <p>Phase 2 will be adding in environmental and instructional changes. When the student's off-task behavior is below 10% of intervals observed, fading of supports may begin.</p> <p>In Phase 1, data will be collected and analyzed by the caseworker/BCBA and emailed to the IEP team weekly. In Phase 2, data analysis will continue weekly but team emails will reduce to once per month.</p>

- |  |   |
|--|---|
|  | ⇒ Baseline data is included (from the target behavior section).                       |
|  | ⇒ Ongoing data collection systems are described for monitoring the behavior.          |
|  | ⇒ Outline of intervention phases and criteria of success for each phase is described. |
|  | ⇒ Dates for reviewing data, monitoring progress, and making decisions are described.  |

# BIP Data Collection Methods

## Continuous Data (Baseline)

- Frequency/Event
- Duration/Latency
- Intensity

## Discontinuous Data (Baseline)

- Partial Interval  
Recording/Percentage of Intervals
- Momentary Time  
Sampling/Percentage of intervals





# Provisions for Coordination with Caregivers

# Provision for Coordination with Caregivers

**Provisions for Coordination with Caregivers** – Describe how the school will work with the caregivers to share information; provide training to caregivers, if needed; and how often this communication will take place.

## **Provision for Coordination with Caregivers (and other IEP team members)**

**This section outlines a plan for communication with parents/guardians and IEP team members about the progress and success of the plan.**

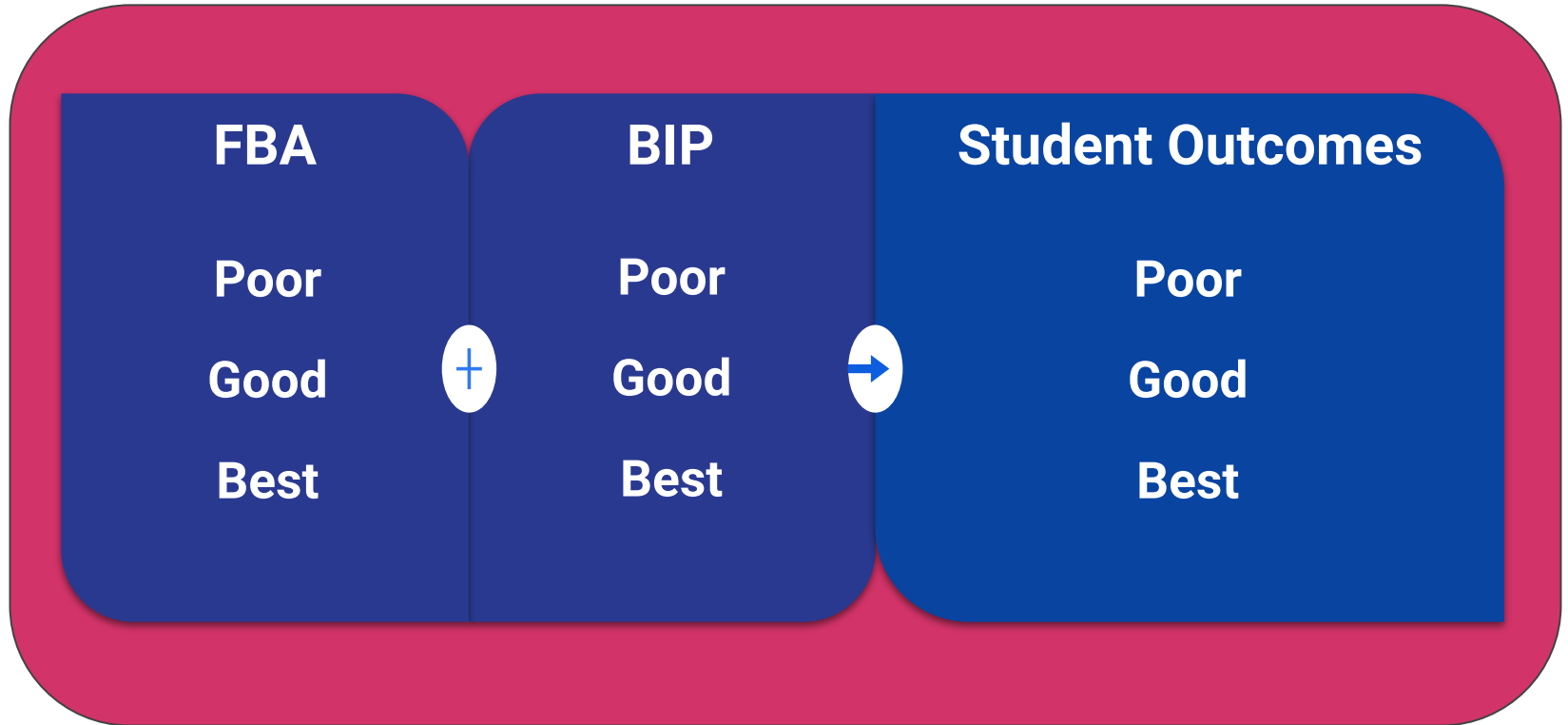
	Notes
⇒ The schedule and frequency of communication to parents/guardians about student behavior and the effectiveness of the plan are provided.	
⇒ The schedule and frequency of communication to other relevant staff about student behavior and the effectiveness of the plan are provided.	
⇒ Roles and responsibilities are outlined for those involved in the behavior intervention plan.	
⇒ A description of how staff will be trained and monitored to implement the data collection and behavior intervention plan are provided.	

# Provision for Coordination with Caregivers (Team)

Poor	✓ Good	✓✓✓✓ Best
<p>As one of the motivators, we have positive calls/texts to mom when the student is engaged in replacement behavior. This will be if the student is on task in all class periods throughout the entire day. In addition, if the student is off-task for more than 30 minutes in a single class period, the mother will be notified via text. An email should be sent to all team members if a) the student was on task the entire period, or, b) the student was off task for more than 30 minutes of the class period, to help prepare the other classroom teachers for what to expect, and so the case manager can contact home if necessary.</p>	<p>Parents/guardians and related staff will be contacted with the BIP update by the caseworker weekly during Phase 1 and monthly during Phase 2.</p> <p>Staff will be trained on how to implement plan.</p>	<p>Parents/guardians and related staff will be contacted with the BIP update by the caseworker weekly during Phase 1 and monthly during Phase 2.</p> <p>Data collection will be collected daily by student, teachers, and special educator/case manager/BCBA. Data analysis and graphing will be completed weekly by special educator/case manager/BCBA.</p> <p>Special educator/case manager/BCBA will train responsible staff (and student) on how to implement the phases and interventions. They will also be trained on how to take reliable data during class time and describe how/when it should be submitted.</p>

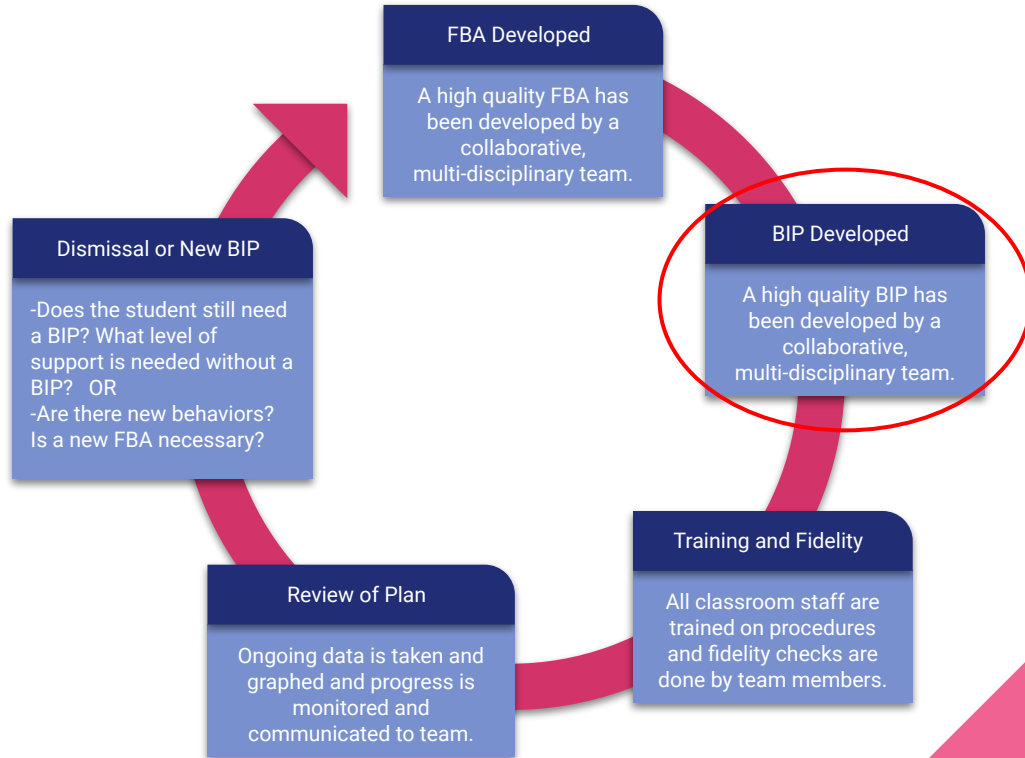
	⇒ The schedule and frequency of communication to parents/guardians about student behavior and the effectiveness of the plan are provided.
	⇒ The schedule and frequency of communication to other relevant staff about student behavior and the effectiveness of the plan are provided.
	⇒ Roles and responsibilities are outlined for those involved in the behavior intervention plan.
	⇒ A description of how staff will be trained and monitored to implement the data collection and behavior intervention plan are provided.

# Link between Quality of FBA, BIP, and Student Outcomes





# Life Cycle of a Behavior Intervention Plan



# Questions



# Sources of Information

Behavior intervention plan. (Updated January 2022). Retrieved from

<https://www.isbe.net/Documents/34-54K-and-L-BIP.pdf>

Borgmeier, C., Loman, S. L., & Strickland-Cohen, M. K. (2017). ABC tracker: Increasing teacher capacity for assessing student behavior. *Beyond Behavior, 26*(3), 113-123.

Bruhn, A. L., Balint-Langel, K., Troughton, L., Langan, S., Lodge, K., & Kortemeyer, S. (2015). Assessing and treating stereotypical behaviors in classrooms using a functional approach. *Behavior Disorders, 41*(1), 21-37.

Functional behavior assessment. (Updated January 2022). Retrieved from

<https://www.isbe.net/Documents/34-54J-FBA.pdf>

Hirsch, S. E., Bruhn, A. L., Lloyd, J. W., & Katsiyannis, A. (2017). FBAs and BIPs: Avoiding and addressing four common challenges related to fidelity. *Teaching Exceptional Children, 49*(6), 369-379.

# Sources of Information

Illinois State Board of Education. (2022). Positive behavioral interventions and supports. Retrieved on March 7, 2022 from

<https://www.isbe.net/Pages/Positive-Behavioral-Intervention.aspx>

Smith, J. (July 1, 2015). The four principles of human behavior. Retrieved from

<https://mylearning.stedi.org/the-four-principles-of-human-behavior/>

Sprick, R., Coughlin, C., Garrison, M., & Sprick, J. (2019). *Interventions: Support for individual students with behavior challenges*. Ancora Publishing.

Tatom, C. (June 14, 2021). What are the principles of applied behavior analysis (ABA)? *Autism Parenting Magazine*. Retrieved from

<https://www.autismparentingmagazine.com/aba-principles/>

Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis*, 18, 343-351.