

Behavior Issues and Special Education

Behavior is complex. When children are struggling, there are often multiple reasons. Emotions and behavior can get in the way of learning. Learning problems can cause behavior and emotional problems. Behavior can be the result of how a student's brain works.

What is a behavior telling us? Behavior is a form of communication. Is the student trying to get something? Is he or she trying to protest, escape or avoid something? What should we do to help? What is the school's role in addressing behavior concerns that arise there?

This packet provides information on:

- understanding behavior
- difficult behaviors that might be seen at school
- additional resources available in print and online
- the connection between behavior, emotional issues, and Special Education

When a student has an Individual Education Plan (IEP) there are special requirements if behavior gets in the way of learning. When a behavior results in school discipline, there are specific ways discipline is handled for students in Special Education (see the Matrix information packet on School Discipline).

Parents are members of the IEP team, and parent input is needed and vital. While parents do not need to know how to write a behavior plan, it helps to know the parts of behavior plans and their requirements.

Important Note: *In July 2013, California did away with its more stringent requirements around managing behavior for students in Special Education. California Education code is now the same as Federal Education code. This information packet reflects those changes. Disability Rights California has more information www.disabilityrightsca.org.*



Matrix has Help! sheets on behavior topics along with other related information packets:

- ADHD/ADD
- Individual Education Plans (IEPs)
- Emotional Difficulties
- Learning Disabilities
- School Discipline
- Resolving Disagreements

The California Department of Education website Positive Environments, Network of Trainers or PENT (www.pent.ca.gov) has many helpful resources about behavior. Much of the information in this packet is from the work of Diana Browning Wright, an educator who has worked for PENT.

Note: Students with a 504 plan can have a behavior plan as part of the 504 plan.

Behavior and Schools Resources and Sources

Books

The Myth of Laziness (2002) – Mel Levine, MD

The Explosive Child (2010) – Ross Greene

From Emotions to Advocacy: The Special Education Survival Guide (2006) – Peter Wright, Esq. & Pamela Wright

The Complete Guide to Special Education: Expert Advice on Evaluations, IEPs and Helping Kids Succeed (2010) – Linda Wilmshurst, PhD, and Alan W. Brue

Skills Training for Children with Behavior Disorders (2005) – Michael Bloomquist

Special Education Rights and Responsibilities (2011) – CASE and Disability Rights California
www.disabilityrightsca.org/pubs/504001Ch11.pdf

Straight Talk About Your Child's Mental Health (2003) – Stephen Faraone, PhD

Taking Charge of ADHD (2000) – Russell Barkley, PhD

Responding to Problem Behavior in Schools (2010) – Deanne Crone, PhD

When Johnny Doesn't Behave: 20 Tips and Measurable BIPs (2003) – Barbara Bateman & Anne Mieke Golly

Your Defiant Child (1998) – Russell Barkley, PhD

No More Meltdowns: Positive Strategies for Managing and Preventing Out-of-Control Behavior (2008) – Jed Baker, PhD

Website Articles

"Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know,"
<https://www.osepideasthatwork.org/node/123>

["Special Factors in IEP Development"](#)

Websites

Office of Special Ed. Programs (OSEP) National Assistance Center on Positive Behavioral Interventions & Supports, www.pbis.org

Positive Environments Network of Trainers (Calif. Dept. of Ed), www.pent.ca.gov

California Department of Education, www.cde.ca.gov

Council for Children with Behavioral Disorders, www.ccbd.net

National Federation of Families for Children's Mental Health, www.ffcmh.org

National Alliance on Mental Illness, www.nami.org

Center for Parent Information and Resources, www.parentcenterhub.org/

Behavior and Special Education An Overview

When the behavior of a student with an IEP gets in the way of his or her learning or that of others, the IEP team must develop behavior goals, supports and services or a behavior plan. Behavior plans are not punitive. They are positive plans describing how the school will support positive behavior through instruction or changing the environment. Behavior plans also describe how often the behavior happens, how long it lasts, and how intense it is. Triggers for the behavior and the purpose the behavior serves also are described.

Examples of Behavior That May Get in the Way of Learning

- not completing assignments or turning in work
- outbursts (talking out of turn, screams, swearing), aggression (pushing, kicking)
- not being able to pay attention
- poor attendance
- leaving classroom/school without permission
- using materials dangerously (putting chairs on tables, eating crayons)



What Can Behavior Be Saying?

Understanding difficult behavior is challenging. Behaviors serve a purpose: to either avoid something or to get something. Because of disabilities, some students can't manage their environment without behavior issues. Challenges in the school environment may be academic work that is too hard or too easy, settings that are over-stimulating or under-stimulating, bullying, or peer pressure. Finding out what causes the behavior is key in deciding what skill instruction is needed to learn positive behaviors, or how the environment might be changed so the behavior is less likely to happen.

Levels of Support

The team may first develop an IEP goal for the behavior. If the behavior continues even with the goal, then a Behavior Intervention Plan (BIP) is written. If behavior is serious and is getting in the way of progress with IEP goals, and behavior strategies already in the IEP have not worked, more must be done. A timely and appropriate functional behavior assessment would be next and information from that used to revise the BIP.

Link to Home

When students are struggling with behavior at school, a coordinated plan for home/school communication is important. Provide incentives or ways at home to reinforce positive school days.

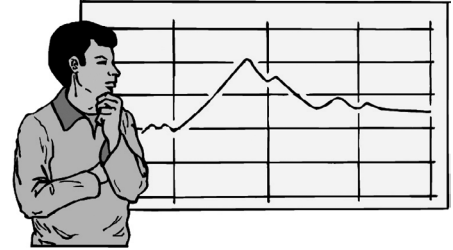
School Discipline

When behaviors result in school discipline, Special Education regulations describe when and how students can be disciplined for their difficult behaviors. Adding or reviewing an existing behavior plan is key.

NOTE: Special Education behavior plans are not behavior contracts, which are sometimes used in general ed; they tend to be punitive and put the responsibility on students to change their behavior on their own.

Levels of Special Education Behavior Support

Prior to July 2013, California Education Code had levels of behavior support which exceeded Federal Code. In July 2013, California Code was revised to match Federal Code. Instead of both a Behavior Support Plan and a Behavior Intervention Plan, a Behavior Intervention Plan now serves both purposes. The requirements for a Behavior Intervention Case Manager (BICM) and a functional analysis assessment (FAA) were removed.



IEP Goal

An IEP team may first add a goal related to the problem behavior to a student's IEP. As with any goal, there needs to be a baseline or present level of performance that describes the current skills. Both the present level and goal need to be specific and measurable and written in a way that anyone who reads the goal sees a picture in his or her mind. How progress on the goal will be measured should also be noted. The goal should include which school staff member is responsible to teach the skills in the goal. The student or parent should not be listed as people responsible for the goal.

If the student is making progress toward meeting the goal, that may be all that is needed to change the behavior. If the behavior is not getting better, the next step would be to add a Behavior Intervention Plan.

Behavior Intervention Plan (BIP)

A BIP is like a lesson plan. It is plan that includes a goal, information on why the behavior is happening, what the school thinks the student should do instead of the problem behavior, what the IEP Team is going to do to teach the behavior replacement, and how the environment will be changed to support positive behavior. Behavior plans in an IEP are not the same as a behavior contract. Behavior plans are positive plans for the staff to use when working with a student. Behavior contracts tend to be negative. They list what the student needs to do on his or her own and what negative discipline will happen if the student doesn't do what is expected.

Students with serious behavior problems should have a timely and appropriate assessment for use when writing or revising a BIP. This is called a Functional Behavior Assessment. As with any special education assessment, the school district has 60 calendar days from when you sign an assessment plan to hold the IEP meeting to discuss the results.

Note: Some students have several challenging behaviors. A behavior plan should focus on only one or two behaviors that, if improved, will make the biggest difference at school.

KEY POINT: Behavior plans are positive and list what the staff will do to support positive behavior.

Functional Behavior Assessment and a Positive Behavior Intervention Plan

One service that Special Education offers for a student with behavior challenges is a functional behavior assessment or FBA. This assessment gives in depth information about your child and the behavior such as when and where the behavior occurs, what triggers the behavior, how long the behavior lasts and the intensity and frequency of the behavior. The assessment should involve observing your student over multiple days and times of day. It should also involve a review of other assessments and interviews with key individuals.

A FBA is required when consideration is being given to removing a student from their placement due to violations of school code of conduct.

Anyone can request such an assessment. Assessment requests should be put in writing. Once a district receives an assessment request, the district has 15 calendar days to put in writing whether they will do the assessment or not.

If the district agrees to do the assessment, they will give you a written assessment plan. Once you sign this plan, the district can start the assessment. They can take no longer than 60 calendar days to complete the assessment and hold the IEP meeting to go over the results (this timeline excludes long school vacations). If the district says no to your assessment request, they must put their denial in a Prior Written Notice format (see our IEP packet). If you are in disagreement with their refusal to do an assessment, read the Matrix Resolving Disagreement packet for your options.



Ask for a copy of the FBA prior to the IEP meeting so that you can review the report ahead of the meeting and prepare any questions.

If you agree with the FBA, it then should be used to develop or revise the Behavior Intervention Plan and to decide what supports and services are needed in the IEP.

If you do not agree with the FBA, you can request an Independent Educational Evaluation (IEE) at Public Expense. Put this request in writing. The school district either must proceed with getting an IEE or must take you to Due Process to prove that their assessment is appropriate.

KEY POINT: *An appropriate assessment is the foundation upon which to develop appropriate supports and services, behavior goals and a Behavior Intervention Plan in the IEP.*

Emergency Behavior Interventions

Sometimes a behavior can occur that is spontaneous and unpredictable and poses a clear and present danger. This might be a danger to the student or others or something that results in serious property damage. When this happens, school staff may use emergency interventions. This may include trained staff using physical interventions. Staff who use these interventions must be properly trained. Numerous physical interventions may be used as a last resort including “child control position,” “transport position, and “prone containment.” Physical interventions are to be used only for the time needed to address the emergency. There are behavior interventions used by school staff other than physical restraint. If you have questions about the use of physical restraints, request an IEP meeting to discuss these other options, and what needs to be done to train staff in alternative interventions.

Behavior Interventions cannot

- Inflict pain or trauma, including emotional trauma
- Subject the student to verbal abuse, ridicule or humiliation
- Deny adequate sleep, food, water, shelter, bedding, comfort or access to bathroom facilities
- Involve release of toxic or unpleasant sprays near a student’s face
- Involve locked seclusion unless the facility is authorized by state law to use a locked room.
- Include any device that immobilizes all four extremities also is not allowed.

When there has been an emergency intervention or if serious property damage has occurred, the parent must be notified within one school day and a behavioral emergency report must be filed. Parents can request a copy of this report. If the student does not have a Behavior Intervention Plan (BIP), an IEP meeting must be scheduled within two days to review the Behavior Emergency Report and decide what next steps are needed. If the student has a BIP, the IEP Team must review and modify the BIP if the serious behavior is new or if existing behavior interventions have not worked.

If you feel you need assistance with a serious situation, the Matrix Helpline staff can assist and make referrals.

KEY POINT: Education code provides that emergency interventions shall not be used as a substitute for a Behavior Intervention Plan.

Parts of a Behavior Intervention Plan (BIP)

Before a BIP can be used with a student, a parent needs to sign in agreement. When giving input to a BIP and when reviewing the proposed plan before deciding whether to agree or not, it helps to know what should be in a plan. Effective plans focus on only one behavior, or sometimes two if the behaviors serve the same function. Besides including a behavior goal, BIPs also include:

Description of the current behavior that is specific — when reading the words, one can form a clear picture of what the student is doing. Descriptions include:

- Frequency – how often the behavior happens
- Duration – how long the behavior goes on
- Intensity – such as “screams are heard beyond the classroom”

Triggers – what happens right before the behavior happens?

Function or the purpose of the behavior – what is the student trying to get or trying to avoid when doing the behavior?

New Replacement behaviors – what positive behavior can the student use to meet the same need of either protesting or trying to get something? Examples:

- If a student is protesting work that is too hard by outbursts of swearing, teach the student how to say the work is too hard in a positive way.
- If a student is trying to get peer attention by poking and touching other students, teach the student how to use positive words to get attention.

Teaching methods, steps, or a curriculum for the student to learn the desired behavior, who will do this and how it will be monitored and how often.

- Curriculum such as “How Does My Engine Run” or “Thinking About You, Thinking About Me”
- Methods or steps, such as: Before recess, review social steps to get the attention of a peer, then at recess prompt student to ask the peer to play.

Environment – what is in the environment — or missing from the environment — that may be causing the behavior. Behavior plans are written for specific environments. A student’s behavior may be fine in one setting and not in another. Examples:

- Work that is above a student’s skill level
- Too much noise in assemblies
- Peers that tease in language arts when asked to read aloud

What should be changed in the environment:

- Give work at student’s skill level
- Provide noise-cancelling headphones
- Seat student next to positive peer role models



Reinforcement – what will reinforce the use of the positive behavior? It should be something the student values, such as positive praise, stickers, extra computer time, etc. It may need to be changed at times if the student loses interest in the item or action.

Communication – a plan on who, what, and how communications will take place about the student’s behavior. Will it be a weekly behavior chart sent by email to the parent and psychologist at the end of each week? Will it be a phone call to the parent and behaviorist for any behavior resulting in school discipline?

An Important Part of a Behavior Plan: The Function of Behavior

All behavior serves a purpose. A behavior is an effort to get a need met. Understanding the function or purpose of a behavior is key to an effective behavior plan, as the plan is to teach the student a positive way to get the same need met.

Behaviorists believe that behavior serves the purpose to either **get/obtain** something or to **protest/escape/avoid** something.

Examples of the need to get or obtain something include:

- › Getting attention for social status or to interact either with peers or adults
- › Objects
- › Self-stimulation
- › Sensory input (either more or less)
- › Fairness
- › Internal event (action that gets a brain chemical to be released)
- › More meaningful activities or instruction



Examples of the need to protest/escape or avoid something include:

- › A specific group of people or a person
- › Work that is too difficult or boring
- › Lack of fairness
- › Sensory input (too much, such as an over-stimulating classroom, bright lights)
- › Lack of choice
- › Internal event, e.g., upcoming migraine

The behavior plan must state the function of the behavior. Parents can give input on this and all parts of the behavior plan.

Once the function of the behavior is agreed upon, the team decides what positive behavior the student should learn so that the same function or need is met. Example: In an attempt to get attention, instead of acting silly in class and disrupting instruction, the student is taught to get attention by actions that will bring praise from the teacher.

Examples of Behavior Interventions

Changes to the Environment and/or Curriculum and Teaching

Interventions in the Behavior Plan can be changes to the environment, curriculum, or teaching methods. Changing the environment may remove the student's need for the problem behavior. Teaching new ways to respond helps the student build the skills to manage environments that may not be changeable.

Often...

Students with ADHD:

- need strategies to maintain attention to task; inhibit impulsive responding; organize time, space, and materials; avoid rushing through work
- need environmental structuring to aid weak goal-setting and flexible problem-solving
- are missing necessary social skills and need instruction
- are punished by peers and need adult structuring to elicit ongoing, appropriate peer interactions
- need frequent reinforcement for rule following
- need active, hands-on learning activities with tasks structured into small, manageable units

Students on the autism spectrum:

- need a functional communication system
- need task pacing and time schedule instruction
- need structure in the environment to modulate sensory arousal systems
- need physical activity mixed in with other activities
- need social story instruction or social scripts to understand the social world
- need "time away" and access to preferred activities throughout the day
- learn rules through visual prompts
- copy inappropriate behavior easily and need good models

Students with learning disabilities:

- need protection from humiliation
- need self-advocacy training
- need frequent reinforcement for real accomplishments
- need extensive curriculum accommodations to facilitate success
- need mentoring by other students, "circle of friends" to prevent social isolation
- need instruction on what is not impeding school success

Student with mental health challenges:

- need gradual exposure to stressful activities
- need instruction on ways to self-calm
- need frequent check-ins to avoid giving up easily and to anticipate success



Examples of Reinforcements and Communication Methods

Reinforcements must be meaningful to a student. Each student may respond to different ways to reinforce positive behavior. There are many options to reward or reinforce the behavior that is desired.

- Intrinsic: self-satisfaction
- Praise: verbal, high-five, name on board
- Social status and recognition: performing, visiting another class
- Privileges: being first in line, putting away materials, choosing activities
- Tangible items: reward box, stickers, erasers
- Primary needs: food, rocking, hugs

Sometimes the method of reinforcement works for a while and then loses effectiveness. That is the time to change the method. Involving students in what has meaning for them can be very effective. A student can review a list of possibilities. The PENT website has such a list called "Reinforcement Inventory." Also, having a way to reward and reinforce positive school behavior at home creates a team effort around the behavior.

Communication among key people adds to the success of a behavior plan. Key people may include:

- student
- parent
- classroom teacher
- Special Education teacher
- yard duty or lunch staff
- bus staff
- office staff
- psychologist
- any other person who has contact with the student

How often and what is communicated is decided when the IEP team writes the behavior plan. Sometimes a daily email or chart is needed. Other times this can be done on a weekly basis. Ongoing communication helps key people reinforce positive change and can alert the team that another IEP meeting might be needed to revise a behavior plan that is not getting the desired results.

As with most behaviors, when a new plan is put in place, it can take time to see results. Sometimes the behavior even gets worse before it gets better. Tracking change through effective communication methods is part of any behavior plan.



Behavior Intervention Plan

(Adapted from PENT)

Student Name _____ Today's Date _____ Next Review Date _____

The behavior impeding learning is (describe what it looks like):

It impedes learning because:

The need for a Behavior Intervention Plan:

early stage intervention moderate serious extreme

Frequency or intensity or duration of behavior: _____

Reported by and/or observed by: _____

PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

What are the predictors for the behavior? *(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)*

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?)*

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)*

Who will establish? Who will monitor? Frequency?

PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Team believes the behavior occurs because *(function of behavior in terms of getting, protest, or avoiding something):*

Accept a replacement behavior that meets same need

What does team believe the student should do *instead* of the problem behavior? *(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)*

What Teaching Strategies/Necessary Curriculum/Materials are needed? *(List successive teaching steps for student to learn replacement behavior/s)*

Who will establish? Who will monitor? Frequency?

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Selection of reinforcer based on:

By whom? Frequency?

Behavior Intervention Plan Continued

PART III: REACTIVE STRATEGIES

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

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?

PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when...who...will do X behavior...for the purpose of Y...instead of Z...under what conditions...at what level of proficiency...as measured by whom and how.

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 _____

PART V: COMMUNICATION PROVISIONS

Manner and content of communication

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

PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

Student _____

Parent/Guardian _____

Parent/Guardian _____

Educator and Title _____

Educator and Title _____

Educator and Title _____

Administrator _____

Other _____

Other _____

Reviewing and Monitoring Behavior

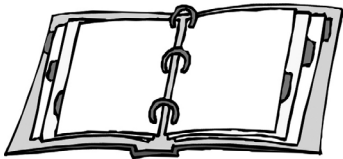
When reviewing a proposed behavior plan, use the Matrix Behavior Plan Checklist (*next page*) to see if:

- each of the required parts are included
- it is easy to read and understand
- it is easy for someone to know what to do

If you think anything needs to be changed, request an IEP meeting to discuss this with the IEP team. You might put your proposed changes in writing. Sometimes small changes can be done without having a full IEP meeting. Sometimes another meeting is needed to discuss your proposed changes. If you still disagree with the behavior plan, read our “Resolving Disagreements” packet to learn your rights when a disagreement occurs.

Different people may need to implement the plan: general education teacher, principal, lunch duty or recess personnel, bus drivers. Discuss how key personnel will be informed that the plan exists. It is important to include in the IEP whether certain staff will need training in order to do what is in the plan. For many students, it is important to have input into the plan and understand why it is needed.

Monitoring



Once you sign in agreement to the plan, find a system that works for you to track how the plan is going. If you receive weekly emails showing how your student did with key behaviors, put them in a binder. Decide how often you want to review the data to track improvement.

For some students with very difficult behaviors, scheduling a monthly IEP meeting is most helpful, as certain members of the team may need to discuss what is going on.

If after giving the plan some time to work, your student’s behavior still isn’t improving, ask for an IEP meeting (put that in writing) to review the plan. It may be that the plan is well-written yet the staff may need more training to implement the plan. It may be that more information is needed in the plan or something needs to be removed and something else added. Understanding behavior is difficult! It is not uncommon for behavior plans to be adjusted.

If suspensions are happening, scheduling an IEP meeting is very important. If your student has been suspended for more than 10 days in the school year, or has done something that may result in expulsion, a special IEP meeting called Manifestation Determination must be held. If your child has a BIP and is getting suspended, that may be an indicator that the BIP needs to be adjusted. *Learn more about this in the Matrix “School Discipline” packet and call us to talk through the situation.*

Checklist for Behavior Intervention Plans

WHAT A BEHAVIOR INTERVENTION PLAN SHOULD INCLUDE	QUESTIONS TO ASK YOURSELF AND THE IEP TEAM
<input type="checkbox"/> DESCRIPTION OF THE BEHAVIOR that is getting in the way of learning. [Note: if behavior considered serious or extreme — “assaultive, selfinjurious, or another pervasive maladaptive behavior” — it should be addressed through a Behavior Intervention Plan, which requires specifically trained staff.	<p>Is the behavior described in a non-judgmental way? When reading the description, can you “see” what the student is doing? Examples: tantrum — screaming, jumping up and down, and prolonged crying for longer than 2 min. Aggressive behaviors — kicking, pushing, or hitting with an open hand, either students or adults.</p>
<input type="checkbox"/> FREQUENCY, DURATION, AND INTENSITY How often, how long, and how intense is the behavior?	<p>Do the words tell the reader how often the behavior happens, how long it lasts and how exaggerated or severe it is? Example: 3-5 x/day for 10 min.</p>
<input type="checkbox"/> PREDICTORS Description of what may predict or trigger the behavior, including situations and environmental factors such as time, place, people, activity, subject, etc.	<p>What is it that triggers the behavior? Is the work too hard, does the assignment last too long, is the classroom too noisy, is it early or later in the day, does it occur just before or after a change or transition? Are the words describing the trigger specific and understandable?</p>
<input type="checkbox"/> FUNCTION Statement of what function the behavior serves for the student: 1) to get something he wants or 2) to get away from something she doesn't like or want.	<p>Is he attempting to get something such as an object; attention from peers or adults; an activity, self-stimulation, money, or desirable comments from other students? Is she attempting to avoid, escape, or protest something such as an assignment that is too long, too hard, too boring, not meaningful, or too easy? To get away from too much noise? Or to protest negative comments or interactions with students or teachers?</p>
<input type="checkbox"/> REPLACEMENT BEHAVIOR Statement of what the student should do instead of the problem behavior. How should the student escape/protest/avoid or get his need met in an acceptable way?	<p>What is a more appropriate way for the student to either get the desired attention, object or activity (example: ask for a break or use a “break card”) or to avoid the undesirable activity or situation (prompt to “use words” or walk away from a difficult peer)?</p>
<input type="checkbox"/> ENVIRONMENTAL CHANGES, SUPPORTS, AND TEACHING STRATEGIES needed to teach the replacement behavior. Include specifics: teaching steps involved, curriculum, and materials.	<p>How can lessons and materials be modified to reduce triggers? How will staff teach and re-direct student to use the more appropriate behavior? What changes are needed in the classroom set-up or schedule? Examples: use visual schedule, social stories, study buddy.</p>
<input type="checkbox"/> REINFORCERS specific to this student that will be used to reinforce the desired behavior and how they will be provided — when, how often, by whom, etc.	<p>What activities, objects, or food items are motivating for the student and appropriate to be used in school to reinforce the replacement behavior? Examples: token economy, special privileges, treasure chest.</p>
<input type="checkbox"/> STRATEGIES TO BE USED IF PROBLEM BEHAVIOR OCCURS AGAIN , after teaching and redirecting have been attempted. Interventions should be positive and not punitive.	<p>What prompts and reminders, verbal and visual, will be provided to help student use more appropriate behavior? What discussions or other feedback will be provided to help student learn the more appropriate behavior? What school-wide consequences will be used? Example: use Thinking About My Inappropriate Behavior form (www.pent.ca.gov).</p>
<input type="checkbox"/> DESCRIPTION OF HOW BIP WILL BE MONITORED including check-ins with staff, parents, and IEP meeting follow-up as needed.	<p>How will we know if the plan is working and being followed as written? Example: Track frequency of problem behavior. Change reinforcers as needed. Set date to review plan.</p>