

# Behavior Intervention Plan

For behavior interfering with the student's learning or the learning of his/her peers.  
Complete a Behavior Intervention Plan for each target behavior identified.

Student: XX

Date: 2021

Date of Birth:

Age: 13

School District:

## IDENTIFICATION

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1. The behaviors impeding learning are:  
(Description of what the behavior looks like)

**Aggression:** hitting or slapping (with open or closed hands), pinching, and/or kicking.

**Bolting:** leaving the designated supervised environment without first requesting the want or need to his direct care staff

**Non-Compliance:** behaviors lasting longer than ~30 seconds: (verbal) stating "no" when given an instruction/direction; (non-verbal) shaking head "no" when given an instruction/direction; refusing to "stop" when directed to; refusing to transition; refusing to make or maintain eye-contact; physically refusing to transition to/from an environment or to/from an activity; refusing to engage and/or maintain participation in given academic social, or community based learning opportunities

**Vocal Outburst/Screaming:** screaming, yelling, crying, or making loud or repetitive vocalizations.

**Inappropriate Self-Touch:** any instance of XX touching his privates (over or under his clothes) while in a public space or while in the presence of others (Does not include using the bathroom in the bathroom)

**Public Disrobing:** any instance or attempt by XX to remove his clothing that would reveal his privates or underwear while in a public setting or in the presence of others. Excluding changing in an appropriate location with assistance (locker room, bathroom, changing area)

2. It impedes learning because:

XX misses out on the work and social tasks/activities when he is engaged in targeted behaviors and de-escalating. His Physical Aggression could damage XX's relationship with peers and staff. When XX is engaged in Vocal Outbursts/Screaming he causes disruptions to his class room and peers programs. Inappropriate self-touch and Public disrobing causes disruptions and can lead to serious consequences as XX gets older.

3. The need for a Behavior Support Plan is:  Early Intervention  Moderate  Serious  Extreme

4. Frequency or intensity or duration of behavior

Over the past year XX has been attending through distance learning only. While attending classes from home, behavior frequency data was collected through zoom observations. The distance education environment is vastly different from the school environment and presents different variables.

**Aggression:** anecdotal reports from teacher/staff, as well as direct observation and ABC frequency data indicate the behavior can last from 1 second and up to 5 seconds. Over the past year through distance education only this behavior occurred, on average, **0.4 x per day**. Historically and currently, this behavior is mild.

Baseline average from 2020 BIP: **1.9 x per day (9.5 x per week)**

Baseline average from 2019 BIP: **2.2 x per week**

**Bolting:** anecdotal reports from teacher/staff, as well as direct observation and ABC frequency data indicate the behavior can last from 5 seconds and up to 30 seconds. Over the past year through distance education only this behavior occurred, on average, **0.3 x per day**. Historically and currently, this behavior is mild.

Baseline average from 2020 BIP: **2.7 x per day (13.5 x per week)**

Baseline average from 2019 BIP: **3.3 x per week**

**Non-Compliance:** anecdotal reports from teacher/staff, as well as direct observation and ABC frequency data indicate the behavior can last from ~30 seconds and up to 10 minutes. Over the past year through distance education only this behavior occurred, on average, **2.2 x per day**. Historically and currently, this behavior is mild.

Baseline average from 2020 BIP: **3 x per day (15 x per week)**

Baseline average from 2019 BIP: **4.1 x per week**

**Vocal Outburst:** anecdotal reports from teacher/staff, as well as direct observation and ABC frequency data indicate the behavior can last from 1 second and up to 30 seconds (with multiple verbal outburst occurring consecutively can last up to 20 minutes). Over the past year through distance education only this behavior occurred, on average, **3.4 x per day**. Historically and currently, this behavior is mild to serious.

Baseline average from 2020 BIP: **31 x per day**

Baseline average from May 2019 BIP: **4.8 x per day**

**Inappropriate Self-Touch:** anecdotal reports from teacher/staff, as well as direct observation and ABC frequency data indicate the behavior can last from 1 second and up to a 1 minute. Over the past year through distance education only this behavior has not occurred while XX was on Zoom. From his his brief in person observations XX averaged **1 x per day**. Historically and currently, this behavior is mild to serious.

Baseline average from 2020 BIP: **Not previously tracked**

**Public Disrobing:** anecdotal reports from teacher/staff, as well as direct observation and ABC frequency data indicate the behavior can last from 2 second and up to a 3 minutes. Over the past year through distance education only this behavior has not occurred while XX was on Zoom. From his his brief in person observations XX averaged **1 x per day**. Historically and currently, this behavior is mild to serious.

Baseline average from 2020 BIP: **Not previously tracked**

Reported by Teacher/Aides and/or  observed by Teacher/Aides/Behaviorist.

#### **PREVENTION: PART 1 - ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

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5. What are the predictors for the behavior?

(Situations in which the behavior is likely or unlikely to occur: people, time, place, subject, etc.)

Through data analysis, reports, and observation it was noted that there are specific times/activities that are **high and low-risk times** for XX's **target behavior of:**

**Physical Aggression:**

High Risk	Low Risk
When engaging in Non-compliance or vocal outbursts	When XX is participating
When XX is Hyper aroused	When he is engaged in a preferred activity
When told No or asked to wait	When XX is in a calm environment
When transitioning from a preferred activity/task	When XX is working for a highly preferred reward
When he is blocked or physically prompted	

**Bolting:**

High Risk	Low Risk
When engaging in vocal outbursts	When XX is participating
When XX is Hyper aroused	When he is engaged in a preferred activity
When told No or asked to wait	When XX is working with a preferred staff
When transitioning from a preferred activity/task	When staff maintains proximity control
When he is thirsty or hungry	When XX is working for a highly preferred reward
When the environment is loud and distracting	

**Non-Compliance:**

High Risk	Low Risk
When engaging in Verbal Outbursts	When XX is participating
When XX is Hyper aroused	When he is engaged in a preferred activity
When told No or asked to wait	When XX is working towards a preferred reward
When transitioning from a preferred activity/task	When XX is working with a preferred staff
When he is blocked or physically prompted	

**Verbal Outbursts:**

High Risk	Low Risk
When engaging in Non-compliance	When XX is participating
When XX is Hyper aroused	When he is engaged in a preferred activity
When told No or asked to wait	When the environment is calm
When transitioning from a preferred activity/task	
When he is thirsty or hungry	

**Inappropriate Self-Touch:**

High Risk	Low Risk
When engaging in Non-compliance	When XX is participating
When XX is Hyper aroused	When he is engaged in a preferred activity
When told No or asked to wait	When the environment is calm
When transitioning from a preferred activity/task	
When he is thirsty or hungry	

**Public Disrobing:**

High Risk	Low Risk
When engaging in Non-compliance	When XX is participating
When XX is Hyper aroused	When he is engaged in a preferred activity
When told No or asked to wait	When the environment is calm
When transitioning from a preferred activity/task	
When he is thirsty or hungry	

6. What supports the student using the problem behavior?

(What is missing in the environment/curriculum or what is the environment/curriculum that needs changing?)

- Lack of consistency in response to XX's targeted behaviors.
- Lack of visual supports that foster independent self-monitoring, initiating and sustaining engagement in tasks, and organizational skills, as well as self-advocacy and clarification skills.

- Lack of visual supports for de-escalation and redirection
- Lack of an appropriate alternative space to engage in vocal outburst appropriately
- Lack of sensory support items (Headphones, scream pillow, weighted blanket etc.)
- Lack of participation in a preferred activity during antecedent situations
- Lack of consistency in teaching WAIT skills with priming, rehearsal and scaffolding during low risks times throughout the day.

#### **Remove student's need to use the behavior**

7. What environmental changes, structures, and supports are needed to remove the student's need to use the behavior?  
(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)

- Proximity Control: Teacher/Aide stays close to XX while carrying on task or activity.
- Provide quiet/individualized areas for XX to work and slowly scaffold him into group work/environments.
- Redirection: using non-verbal visuals (alleviates constant verbal demands) cues (gestures, body proximity, eye gaze), First/Then cue card, and the visual picture that represents what XX is working for.
- Provide sensory regulating activities dispersed at least 2 x per hour (every 30 minutes)
- Have XX practice new expectations/review of expectations in quiet environment- use of MODELING as well as rehearsal
- Focus on behaviors that you want started instead of stopped
- Provide a consistent response to targeted behaviors

### **ALTERNATIVES: PART 2 - FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

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8. Team believes the behaviors occur because:  
(Function of behavior in terms of getting, protest, or avoiding something)

#### **Aggression**

Primary Function: to **escape or avoid** an aversive stimulus

#### **Bolting**

Primary Function: to **escape or avoid** an aversive stimulus

Secondary Function: to **gain or maintain** access to preferred stimuli

#### **Non-compliance**

Primary Function: to **escape or avoid** an aversive stimulus

#### **Verbal Outbursts**

Primary Function: **automatic reinforcement/ sensory**

#### **Inappropriate Self-Touch**

Primary Function: to **gain or maintain** attention

Secondary Functions: **To escape or avoid** an aversive stimulus and **automatic reinforcement/ sensory**

#### **Public Disrobing**

Primary Function: to **gain or maintain** attention

Secondary Function: To **escape or avoid** an aversive stimulus

#### **Accept a replacement behavior that meets same need**

9. What team believes 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?)

For XX to Escape/Avoid aversive stimuli:

- Utilize his multi modal functional communication system to request a break or to be all done (Point to "break" visual icon, and/or exchange "break" icon with communicative partner, and/or state "break"). If he takes a break, then returning to the task once the break is over.
- Take a temporary "break" or choose an alternative from tasks, demands, activities, environments, and/or social
- Increase tolerance to less-preferred tasks, demands, activities, environments, and or social situations

For XX to Gain/Maintain access to preferred stimuli

- Utilize his multi modal functional communication system to request access or more time (visual icons, actual items, photographs, AAC, etc.)
- Practice making requests by completing “I want \_\_\_” cloze sentences with visual icons or verbally stating
- Practice and Increase tolerance to waiting for access
- Premack: Complete non-preferred activities to gain access to preferred activities.

For XX to Gain/Maintain attention:

- Utilize function functional communication to request attention or more time.
- Increase tolerance in waiting for attention
- Increase tolerance in sharing attention
- Complete scheduled tasks to earn access to attention through positive reinforcement.

For XX to access Automatic reinforcement/Sensory

- Utilize functional communication to request an appropriate sensory activity or private time
- Discriminate between public and private behaviors and locations
- Increase tolerance to waiting for appropriate private locations
- Regularly practice and utilize self-regulating strategies, such as physical activity, extended gross-motor activities, access to manipulatives, tangibles, fidgets, and a variety of novel and mastered fine-motor tasks, joint-compression, brushing, weighted vests, etc.

10. What teaching strategies/necessary curriculum materials are needed?

(List successive teaching steps for student to learn replacement behavior(s) and/or curriculum materials needed)

- Provide training and opportunities for XX to practice and utilize his REPLACEMENT LANGUAGE during low-risk times
- Pre-Teach and practice identifying arousal level/feelings/mood with “Zones of Regulation” and individualized teaching and modeling of strategies to help self-regulate, and regulate with teacher/aide/therapist’s support
- Provide clearly defined “expectations” for voice-volume expectations for environments, and review and refer to them regularly throughout the day
- Provide Non-verbal intervention when redirecting XX.
- Provide access to visual expectations of “voice level” and “volume” (whisper, quiet voice, inside-voice, outside voice)
- Regularly review and reinforce expectations of “voice level” and “volume” throughout the day (at least hourly)
- Provide access to visual-timers paired with verbal count-down reminders
- Provide access to a variety of visual-icons, photographs, and visual aides
- Provide visuals and contingent access to alternative/appropriate sensory locations

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

- XX will be provided with immediate tangible rewards and specific verbal praise for engaging in replacement behaviors, and for displaying alternative positive social interactions with peers and staff
- XX will be provided systematic reinforcement for approximations of successful appropriate behaviors (e.g., XX yells briefly, and then stops and states “Inside voice”
- Specific reinforcers will be reserved for specific replacement behaviors (microphone only in the music room, etc.)
- XX will be provided rotating choices for reinforcement to prevent satiation

Selection of Reinforcement based on:

- Token economy
- Informal preference assessments and teacher/parent interviews
- Appropriateness of activities
- All reinforcers are paired with specific verbal praise

Reinforcer for using replacement behavior     reinforcer for general increase in positive behaviors

**EFFECTIVE REACTION: PART 3 – REACTIVE STRATEGIES**

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

For **Aggression, Bolting, and/or Non-Compliance** based in **ESCAPE/AVOID** non-preferred tasks, demands, activities, environments, and/or social attention

- Used planned ignoring or blocking for inappropriate attempts to gain escape, Staff can use proximity control and TRACE to support safety
- Prompt XX to use his multi-modal communication systems to request a temporary “break” (“break” visual icon, and/or exchange “break” icon with communicative partner, and/or state “break” (or approximation of “break”)
- If **the behavior STOPS**, immediately reinforce him by providing him with a temporary “break”, provided sensory tools, sensory strategies, a specific amount of time, a specific location, a visual timer, and count-down reminders
- If **the behavior CONTINUES**, use proximity control and TRACE to support safety, and hand-over-hand prompt XX to complete an approximation of taking a “break”
- If **the behavior STOPS**, immediately reinforce him by providing him with a temporary “break” from tasks, demands, activities, environments, and/or social situations, provided sensory tools, sensory strategies, a specific amount of time, a specific location, a visual timer, and count-down reminders
- If **the behavior Continues**, Secure the area, blocking social attention and escape. Wait for XX to be calm and comply with 2 simple directions (deep breaths, count down) then return to his program.

For **Bolting**, based in **GAINING/MAINTAINING ACCESS** to preferred tangibles, edibles, activities, or environments

- Staff can use proximity control and physical prompting to support safety/block
- Visually/Gesturally Prompt XX to use his multi modal communication system to make a request (visual icons, actual items, photographs, AAC, verbally, etc.); or prompt XX to complete “I want \_\_\_” cloze sentences.
- If the behavior **STOPS**, immediately reinforce him by providing him with access to his request or restate the contingencies (First \_\_\_, then \_\_\_)
- If **the behavior CONTINUES**, use proximity control and physical prompting to support safety, and model for XX to complete an approximation of requesting access.
- If **the behavior STOPS**, immediately reinforce him by providing him with a specific verbal praise and access to his request with clear expectations and a visual timer.
- If **the behavior Continues**, Secure the area, blocking social attention and escape. Wait for XX to be calm and comply with 2 simple directions (deep breaths, count down) then return to his program.

For **Verbal Outburst and inappropriate self-touch** based in **SENSORY/ AUTOMATIC REINFORCEMENT**

- Staff will use gestural or a visual prompt to redirect lower intensity behaviors
- Gesture or visually prompt sensory options for XX to make a request.
- If **the behavior STOPS**, immediately reinforce XX by providing him with specific verbal praise and access to his request
- If **the behavior CONTINUES**, staff will model prompt for XX to request sensory and an appropriate location.
- If **the behavior STOPS**, immediately reinforce him with access to his chosen sensory activity (walk, music room, scream pillow)
- If **the behavior CONTINUES**, staff will physically prompt XX to request an appropriate self-regulating activity (music room, scream walk, muffle pillow) and engage in the activity until XX is de-escalated/regulated then return to his program

For **Verbal Outburst and inappropriate self-touch** based in **Gaining/maintaining**

- Staff will use gestural or a visual prompt to redirect lower intensity behaviors
- Gesture or visually prompt sensory options for XX to make a request.
- If **the behavior STOPS**, immediately reinforce XX by providing him with specific verbal praise and access to his request
- If **the behavior CONTINUES**, staff will model prompt for XX to request sensory and an appropriate location.
- If **the behavior STOPS**, immediately reinforce him with access to his chosen sensory activity (walk, music room, scream pillow)
- If **the behavior CONTINUES**, staff will physically prompt XX to request an appropriate self-regulating activity (music room, scream walk, muffle pillow) and engage in the activity until XX is de-escalated/regulated then return to his program

For **Public Disrobing or Inappropriate Self-Touch** based in **gaining/maintaining attention**

- Give minimal attention while verbally redirecting the behavior and blocking line of sight to others, to reserve XX's privacy.
- Prompt XX to get dressed and request attention.
- If the behavior stops, grant XX attention for a set time and then resume his schedule
- If the behavior continues, continue blocking line of sight and request for assistance in transitioning XX to a private location or to assist him in getting dressed.

1. Prompt student to switch to the replacement behavior **Yes**

2. Describe how staff should handle the problem behavior if it occurs again **See section 12 above**

3. Positive discussion with student after behavior ends

Teacher/staff/behaviorist will share or review a social story/narrative about behavior of concern with student.

**OUTCOME: PART 4 – BEHAVIORAL GOALS**

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13. Behavioral Goal(s)

Functionally Equivalent Replacement (FERB) Goal

The behavioral goal(s) below are to:

Option 1: Increase General Positive Behavior

Option 2: Decrease Problem Behavior

Option 3: Develop new general skills that remove student's need to use the problem behavior

By April 21, 2022, provided pre-teaching, modeling, behavioral rehearsal, options of self-regulating strategies and token reinforcement, XX will choose and practice a self-regulating strategy at least 5 times a day, without the presence of targeted behaviors, in 8 out of 10 consecutive opportunities, based on teacher/aide observations of student performance and charted data collection.

Baseline: XX will engage in self-regulation strategies when provided specific directions and a model prompt but does not practice them regularly. XX engages in a self regulation activity on average 1 x per day

By April 21, 2022, provided integrated social stories, flash cards of private or public locations, corrective feed back and token reinforcement, XX will independently and correctly identify 10/10 public or private locations, without the presence of targeted behaviors, 4 out of 5 consecutive opportunities, based on teacher/aide observations of student performance and charted data collection.

Baseline: XX requires a verbal prompt to correctly identify private a public space.

By April 22, 2022, provided an increase in physical activity, differential reinforcement and implementation of his BIP, XX will reduce the 3-month average rate of engagement in Inappropriate self-touch and Public disrobing 50% or more, based on teacher/aide observations of student performance, and charted data collection.

Baseline: For few days that XX has been back in person he has engaged in inappropriate self-touch and public disrobing at a rate of 1 x per day

### Observation and Analysis Conclusions:

Are Curriculum accommodations or modifications also necessary? yes  no

Where described: Sections 1, 2, 3

Is reinforcement supports/changes necessary? yes  no

Is reinforcement of replacement behavior alone enough (no new teaching 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 Nate Yates, Cypress Director

### COMMUNICATION: PART 5 – COMMUNICATION PROVISIONS

Manner and content of communication

Who?	Under what conditions? (contingent/continuous)	Delivery method?	Expected Frequency?	Content?	How will this be a two-way communication?
Ed Specialist & Parents	Continuous	Phone call, in-person, email, text	Monthly	Review of procedures, successes, challenges, and effectiveness	Collaborative conversation regarding successes and challenges
Who?	Under what conditions? (contingent/continuous)	Delivery method?	Expected Frequency?	Content?	How will this be a two-way communication?
Ed Specialist Behavior Analyst,	Continuous	Phone call, in-person, email, text	Monthly	Review of procedures, successes, challenges, data, incident reports, and program effectiveness	Collaborative team discussion on progress of student's behavior goals; review, analysis, and discussion about procedures, successes, challenges; brainstorm additional supports
Who?	Under what conditions? (contingent/continuous)	Delivery method?	Expected Frequency?	Content?	How will this be a two-way communication?
Ed Specialist Behavior Analyst, SLP, OT	Continuous	Phone call, in-person, meeting, email	Quarterly	Review of procedures, successes, challenges, data, incident reports, and program effectiveness	Collaborative team discussion on progress of student's behavior goals and updating benchmarks/goals on SEIS; review, analysis, and discussion about procedures, successes, challenges; brainstorm additional supports

### PARTICIPATION: PART 6 – PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title , Education Specialist
- Other Behavior Analyst
- Other