

# Understanding and Evaluating Components of a BIP

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## Introduction

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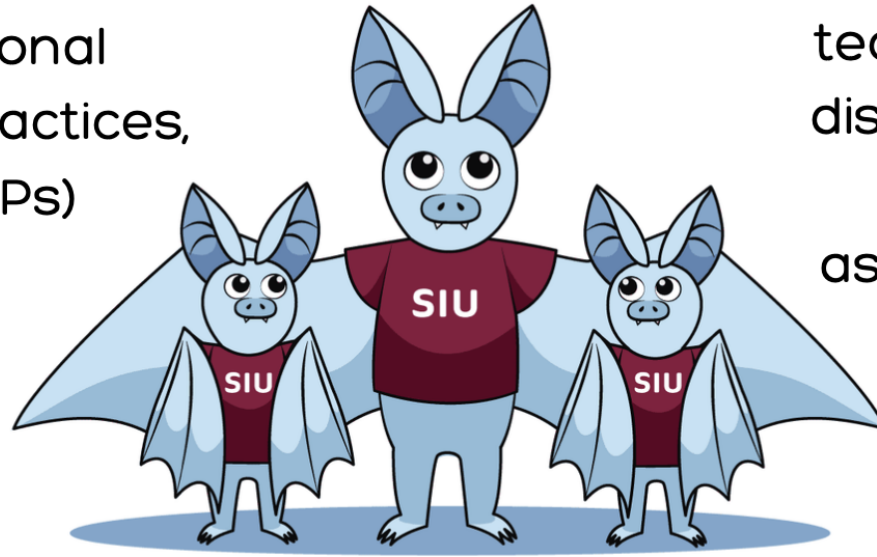
# More about you...

- Poll #1



# Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.



The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.



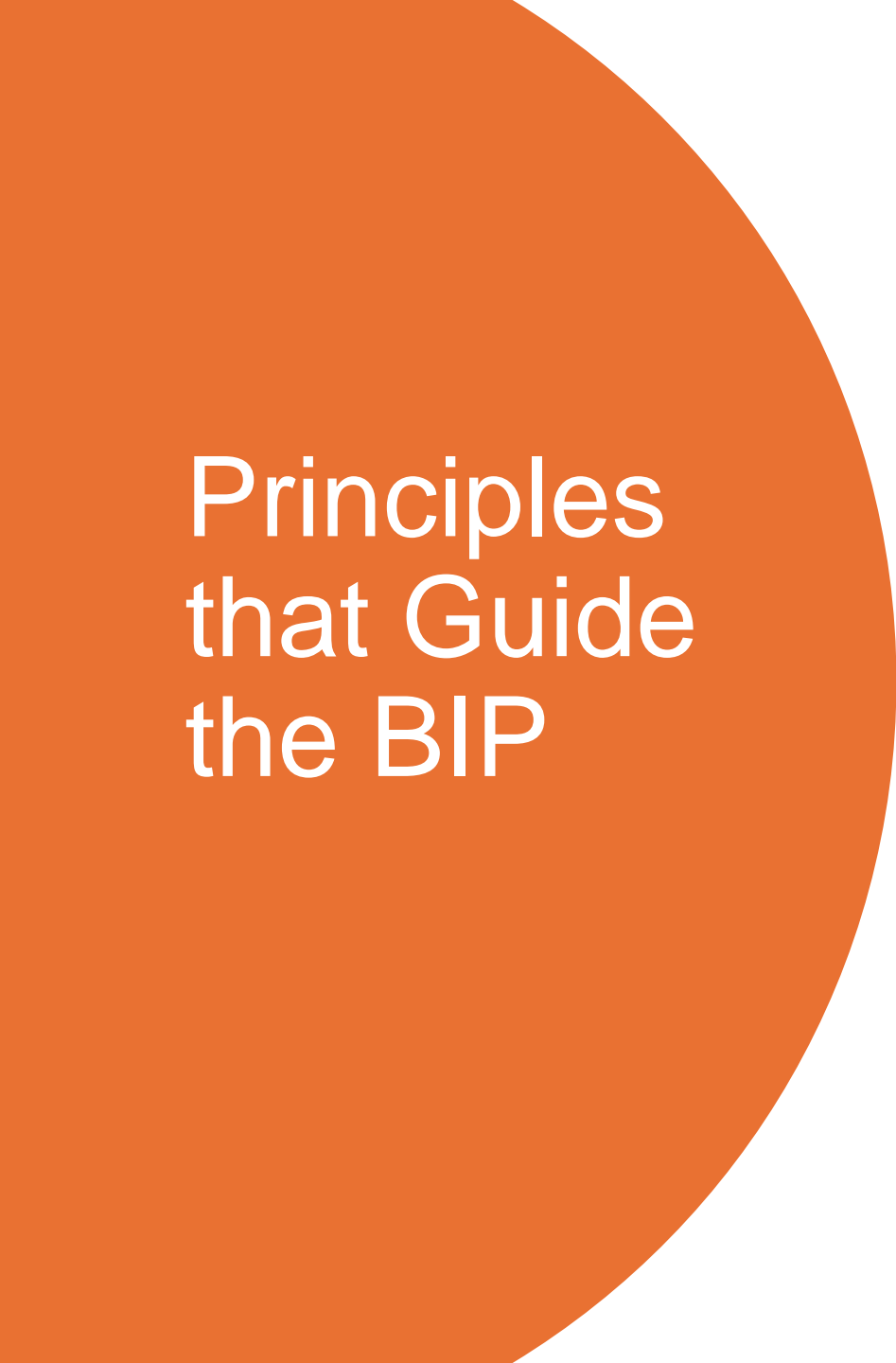
# Agenda

ABA Perspective, Principles  
that Guide the FBA

Components of the BIP

High Quality BIPs and  
Student Outcomes

Questions

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# Principles that Guide the BIP

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Behavior is learned.

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Behavior is a product of its environment.

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We are part of that environment.

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Behavior is strengthened/weakened by  
consequences that  
follow the behavior.

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Behavior continues because it's effective...it  
works!

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If we change the environment, we change the  
behavior.

# Behavior is Learned

- ❑ **Operant conditioning** -learning to perform a behavior more or
- ❑ Learned behaviors are acquired through interactions with the environment and by watching others. For example, a child might learn to share toys by observing other children do so.
- ❑ Behaviors can also be learned through conditioning, where a stimulus and a response become associated. Operant conditioning involves learning through positive or negative reinforcement.



## Principles that Guide the BIP

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.

# What is a BIP?

- The main purpose of conducting an FBA is to increase the effectiveness and efficiency of behavior intervention plans.
- BIP stands for Behavior Intervention Plan
- Behavior plans describe the behavior of the plan implementers
- Plans are focused on instruction, prevention, and reinforcement
- Plans should make problem behaviors irrelevant, inefficient, and ineffective
- Plans should fit the setting where they will be implemented

O'Neill et al. (2015)

Sugai (1999)

# What is a BIP?

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

**BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)**

**BEHAVIORAL INTERVENTION STRATEGIES AND SUPPORTS**

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

\_\_\_\_\_

\_\_\_\_\_

**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.

\_\_\_\_\_

\_\_\_\_\_

**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.

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**Data Collection Procedures and Methods** – Describe expected outcomes of the interventions, how data will be collected and measured, what the 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 and how often this communication will take place.

\_\_\_\_\_

\_\_\_\_\_

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

**BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)**

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

**Target Behavior**

\_\_\_\_\_

\_\_\_\_\_

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.

**Student's Strengths** – Describe the student's behavioral strengths.

\_\_\_\_\_

\_\_\_\_\_

**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?

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**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.

\_\_\_\_\_

\_\_\_\_\_

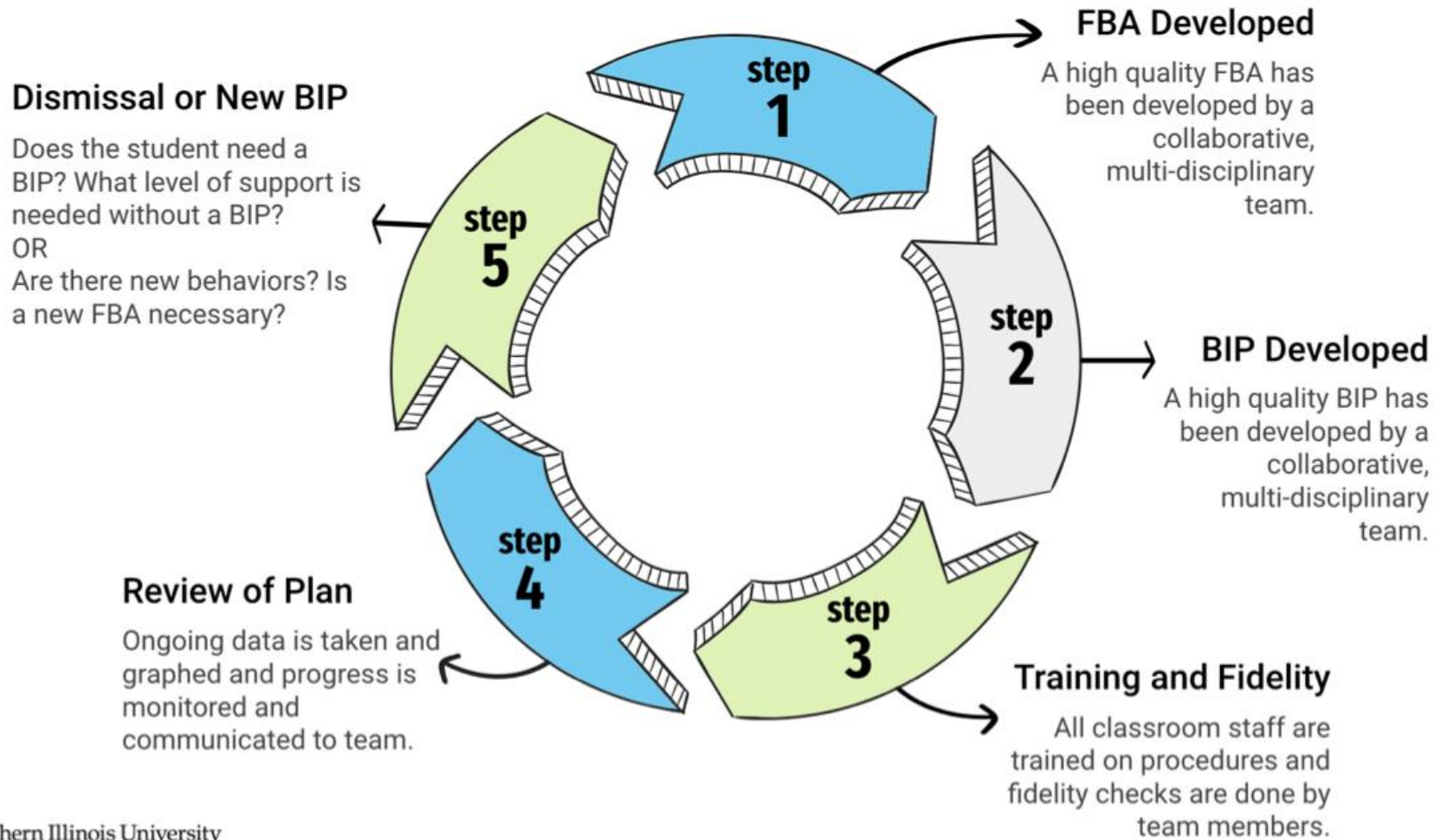
ISBE 34-54K (1/22) Illinois State Board of Education, Special Education Department, 100 North First Street, Springfield, Illinois 62777



# Poll #2

Your experience...

# BIP Process



# Components of a Good Behavior Management Plan

1. Identify the target behavior(s)
2. Gather the data
3. Implement preventive strategies (setting events & setting structure) Analyze how the setting's environment, routines, and interactions might contribute to or exacerbate the problem behavior.
4. Teach the replacement skill/behavior (must be based on function of behavior)
5. Use positive reinforcement
6. Monitor regularly
7. Adjust the plan as needed



# Implement Preventive Strategies

## Modify

Antecedent Interventions: Modify the environment or situation to prevent the problem behavior from occurring.

## Use

Visual Supports: Use visual schedules, timers, or other visual aids to help individuals understand expectations and routines.

## Ensure

Clear Communication: Ensure clear and consistent communication about expectations and routines.

## Utilize

Utilize available resources within the setting, such as staff training, materials, and support systems.

# Teach the Replacement Skill/Behavior

01

Identify appropriate replacement behaviors:  
Teach alternative behaviors that serve the same function as the problem behavior.

02

Instruction and Practice: Provide explicit instruction and opportunities for practice.

03

Positive Reinforcement:  
Reinforce the use of the replacement behaviors.


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# Consequence Strategies

- Develop clear and consistent consequences for both problem and desired behaviors.







# Positive Reinforcement (motivators, rewards)

01

Focus on Desired Behaviors: Reward and praise desired behaviors to increase their frequency.

02

Use a Variety of Reinforcers: Find what motivates the individual, whether it's praise, privileges, or tangible rewards.

03

Consistency: Apply reinforcement consistently and reliably.

# Examples of Positive Reinforcement

(motivator,  
rewards)

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Behavior Specific Praise: Instead of generic "good job," praise specific behaviors or efforts, like "Thank you for raising your hand to answer" or "I appreciate how hard you worked on that"

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Non-Verbal Cues: Use thumbs up, smiles, nods, or clapping to acknowledge positive behavior.

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Social Interaction: Encourage peer interaction and positive feedback, like having students clap for a classmate or offering a high five. •

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Written Feedback: Provide positive comments on assignments or projects. &

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Access to Preferred Activities: Allow students to engage in activities they enjoy, such as extra recess time, listening to music, or playing a game.

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Lead Activities: Give students opportunities to lead activities, like leading the school pledge or helping with classroom tasks.

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Tangible Reinforcers (Low-Cost): Stickers or Small Tokens: These can be used to reward specific behaviors and can be exchanged for larger prizes or privileges.

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Free Time: Allow students a few minutes of free time for completing tasks or showing good behavior.

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Privileges: Grant special privileges, such as being the first in line, choosing the music, or helping with a task.

## Monitoring and Adjustment

**Regular Data Collection:**  
Continuously collect data to track progress and identify areas for improvement.

**Review and Adjustment:**  
Regularly review the plan and make adjustments as needed based on data and progress.

# Communication

***This is -CRUCIAL***

We must maintain open communication with all stakeholders, including the individual, family, and other professionals.



# Involve Relevant Stakeholders

- Collaborate with Staff: Work closely with teachers, caregivers, and other staff members to ensure consistent implementation of the plan.
- Involve the Individual: Engage the individual in the planning process, it appropriate, to gain their input and ensure buy-in.
- Communicate with Families: Keep families informed about the plan and their role in supporting it.
- Consider Cultural Context: Be mindful of the individual's and the setting's cultural context and values.



# Implement and Evaluate

- 
- Consistent Implementation: Ensure that the plan is implemented consistently by all staff members.
  - Data Collection: Regularly collect data on the effectiveness of the plan and make adjustments as needed.
  - Ongoing Evaluation: Continuously evaluate the plan's effectiveness and make revisions based on data and feedback.
  - Flexibility: Be prepared to adapt the plan as the individual's needs and the setting's circumstances change.

# What is a BIP checklist?

- Lists all elements of a high-quality BIP.
- Can be utilized by education professionals to determine all elements are included in their BIP
- Utilizing a checklist can:
  - increase your knowledge of important elements
  - increase your ability to review an existing BIP
  - increases your ability to conduct and write an BIP
- Can be used by those with minimal behavioral training
- iBIC checklist was created to match with the Illinois BIP document

# What is a BIP checklist?

## Illinois Behavior Intervention Checklist (iBIC) (McConkey & Light-Shriner, 2023 update)

Instructions: For each item on the checklist, put a check ✓ in the box left of the listed item if provided in the BIP is present and complete for ALL (each) identified problem behavior. If the unclear, vague, or incomplete, do not check the box. For more information and guidance about the heading.

### Getting Started

- ☐ This BIP is being developed within 60 days of the completion of the FBA.
- ☐ The FBA that informs this BIP was rated high quality using the iFAB checklist.
- ☐ The FBA is available for reference.
- ☐ The IEP Goal Page(s) is/are available for reference.

### Target Behavior

- ☐ A clear targeted problem behavior, operational definition of each of the targeted problem behavior designation of skill or performance deficit are identical to that in the FBA.
- ☐ Each behavior is addressed and numbered throughout each section of the BIP document. (E.g., Hitting 2, Yelling)

### Skill or Performance Deficit

- ☐ A skill deficit is identified and the behavior plan contains skill based instruction and strategies.
- ☐ A performance deficit is identified and the behavior plan contains motivational strategies.

### Student Strengths

- ☐ The summary of student strengths is identical to strengths identified in the FBA.

### Hypothesis of Behavioral Function

- ☐ The hypothesis of the behavioral function statement is identical to that which was presented in the FBA for each behavior.

### Previous Interventions

- ☐ Previous intervention(s) that were effective or had some effectiveness are provided.
- ☐ Previous intervention(s) that were ineffective are provided.

### Replacement Behaviors

- ☐ A replacement behavior has been provided for each problem behavior defined.
- ☐ Each replacement behavior serves the same function as the problem behavior.
- ☐ Each replacement behavior is written as a goal statement in the BIP.
- ☐ This goal is copied to a goal page in the IEP with a plan for monitoring progress.
- ☐ A description of how the replacement skill will be taught, by whom, and when this instruction takes place is provided.

### Environment

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

### Instruction/Curriculum Changes/Modifications

- ☐ Instruction/Curriculum changes/modifications are described that will reduce the likelihood

- ☐ behavior(s) will occur in the future.
- ☐ Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).

### Positive Supports

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

### Motivators/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).

### Restrictive Disciplinary Measures/Methods

- ☐ Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described. (e.g., extinction only, removing privileges, office reports, in school suspensions, detention, etc.)
- ☐ The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.
- ☐ The plan includes procedures for documenting restrictive discipline measures and a timeline for evaluation.

### Crisis Plan

- ☐ A description of behavior that indicates there is a crisis, is provided.
- ☐ The plan includes procedures for keeping the student and others safe.
- ☐ The plan explains how to remove triggers and engage in de-escalation techniques that 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.
- ☐ 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.

### Data Collection Procedures and Methods

- ☐ A description of how staff will be trained to collect data is described.
- ☐ Ongoing data collection systems and procedures are described for monitoring the replacement behavior and each target behavior listed.
- ☐ Dates for checking fidelity of implementation, reviewing data, monitoring progress, and making decisions are described.
- ☐ Timelines and criteria to determine success are included.

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

- ☐ 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 plan are provided.



# iFAB created by Light-Shriner and McConkey

Next, we will learn the components of a BIP while at the same time analyzing the completeness and quality of the document.

To achieve this, we will use the Illinois BIP form as well as the iBIC (Illinois Behavior Intervention Checklist).

# From the FBA



Target Behavior and  
Operational Definition



Student Strengths



Hypothesis of  
Behavioral Function

# Summary of Previous Interventions Attempted

- Behavioral approaches should have already been attempted before a student reaches the need for an FBA/BIP (in special education)
- Documentation of previous strategies attempted is used to avoid repeating ineffective approaches
- Label any attempted strategies as “effective/ineffective”, you should not put any ineffective approaches in the BIP

# Summary of Previous Interventions Attempted

## Where will you get this information?

- School Staff Interview
- Documented Informal Conversations
- Meeting Notes
- Tiered Support Documentation



# Summary of Previous Interventions Attempted Checklist

- Previous intervention(s) that were effective or had some effectiveness are provided.
- Previous intervention(s) that were ineffective are provided.

# Summary of Previous Interventions Attempted Non-Example

- Pairing with neutral peer
- Prescheduled breaks with an adult
- Check in/check out
- Conversations
- Phone calls home

# Summary of Previous Interventions Attempted

## Improved Example

- Pairing with neutral peer **has improved time on task** over the last few weeks.
- Prescheduled breaks with an adult **have helped Martin** build relationships with school staff.
- Check in/check out papers and positive written notes **seem to trigger** the student during class sessions.
- **Starting conversations** with positives such as praising the student for getting started on his task **have not resulted in change** of off-task behavior.
- Phone calls home last school year and this school year (positive or negative) **have not made a consistent impact** on his off-task behavior the following day.

# Replacement Behavior

- A more socially appropriate behavior to utilize in place of the problem behavior
- Utilize a Competing Behavior Path to develop an individualized and function-based replacement behavior
- Should translate into IEP goal
- One for each hypothesis statement

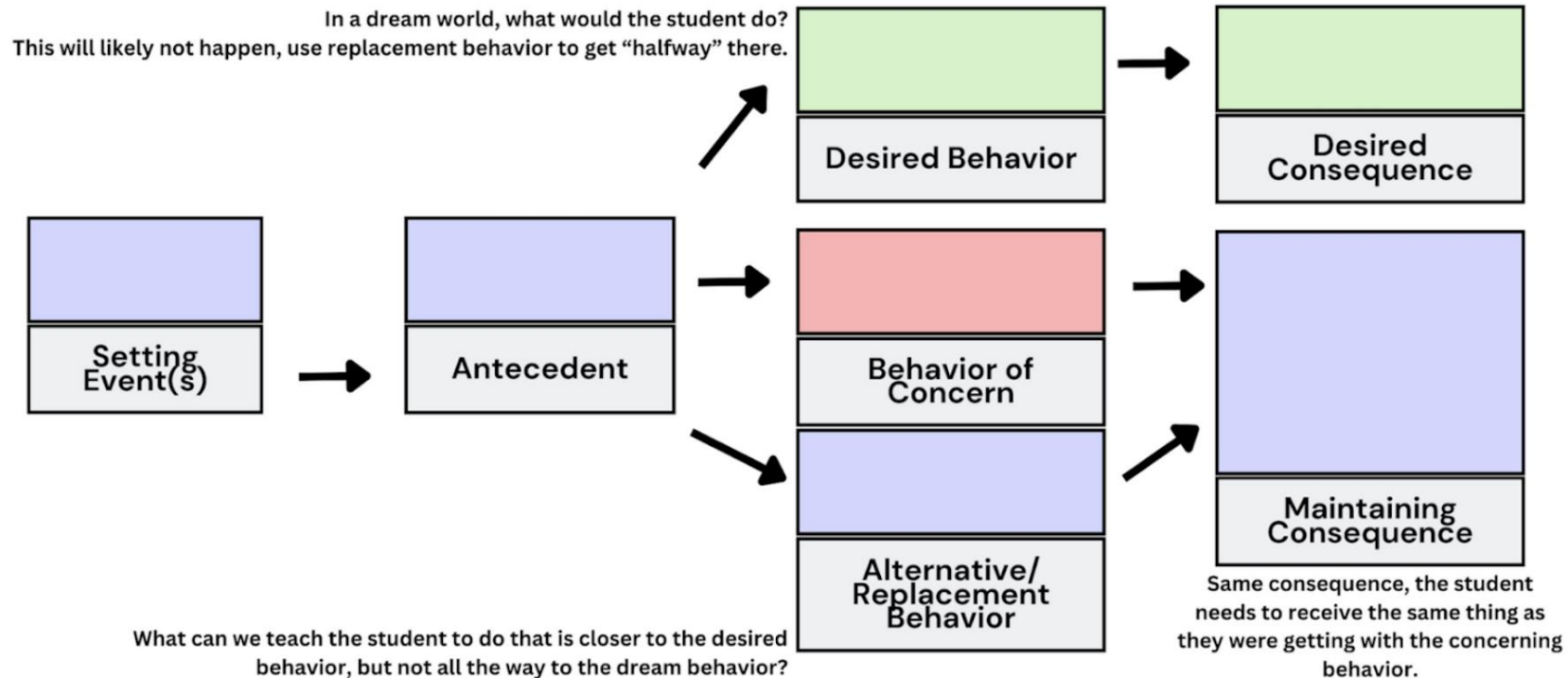


## Very Important!!

Replacement Behavior **must** meet the Function of the Behavior

- Attention Seeking
- Escape/Avoidance
- Tangibles
- Sensory/Automatic

# Replacement Behavior



# Replacement Behavior

**Where will you get ideas?**

- Competing Behavior Model
- Hypothesis Statement
- Student Strengths / PLAFFP
- Goal Pages (to assess an existing BIP)



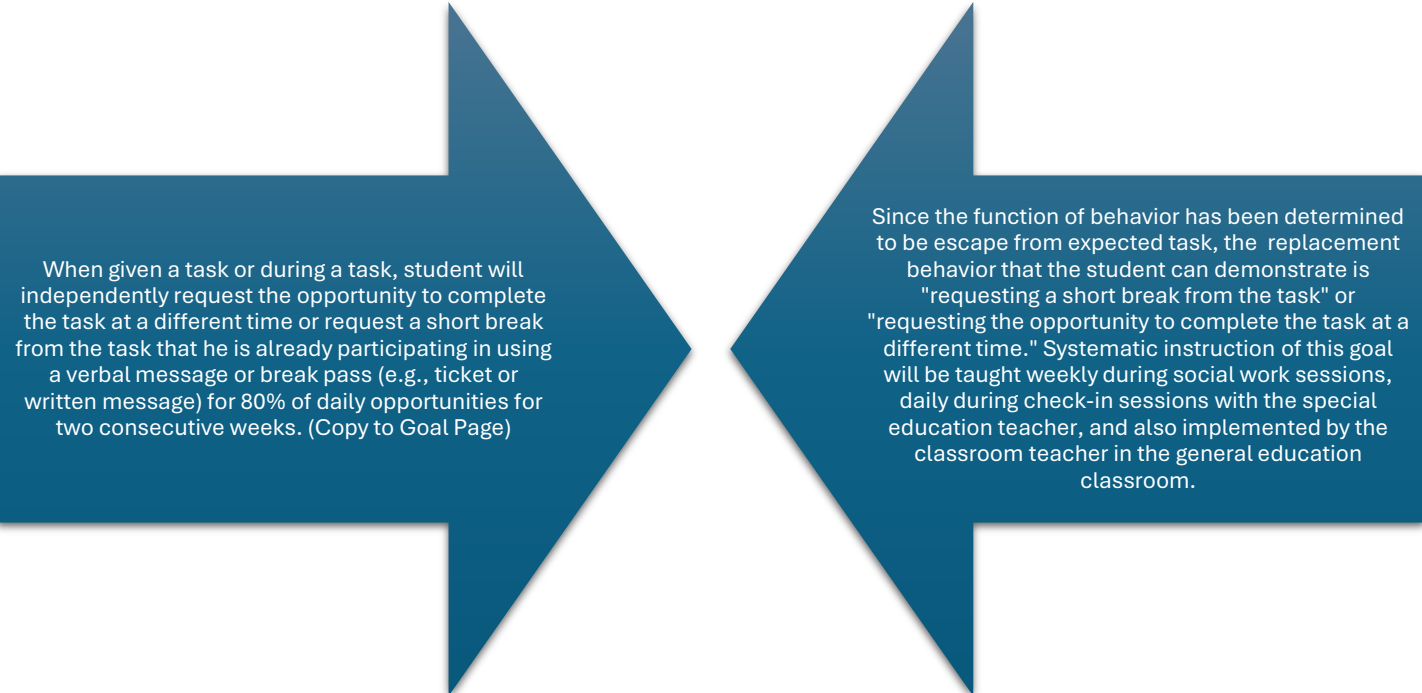
# Replacement Behavior Checklist

- ☐ A replacement behavior has been provided for each problem behavior defined.
- ☐ Each replacement behavior serves the same function as the problem behavior.
- ☐ Each replacement behavior is written as a goal statement in the BIP.
- ☐ This goal is copied to a goal page in the IEP with a plan for monitoring progress.
- ☐ A description of how the replacement skill will be taught, by whom, and when this instruction will take place is provided.

# Replacement Behavior Non-Example

- Student will raise his hand and ask for help, then get back on task. He will be reinforced by a punch on his BARK card that he can use for tangible items at the school store when he stays on task.

# Replacement Behavior Improved Example



When given a task or during a task, student will independently request the opportunity to complete the task at a different time or request a short break from the task that he is already participating in using a verbal message or break pass (e.g., ticket or written message) for 80% of daily opportunities for two consecutive weeks. (Copy to Goal Page)

Since the function of behavior has been determined to be escape from expected task, the replacement behavior that the student can demonstrate is "requesting a short break from the task" or "requesting the opportunity to complete the task at a different time." Systematic instruction of this goal will be taught weekly during social work sessions, daily during check-in sessions with the special education teacher, and also implemented by the classroom teacher in the general education classroom.



# Connection to Function

Poll #3

# Environment

- Modifying the physical surroundings or routine
- Altering the stimuli that trigger certain responses
- Promoting independence through these changes

Where will you get ideas?	Examples
<ul style="list-style-type: none"> <li>• Scatterplot</li> <li>• What is PRESENT in the environment that leads to the problem behavior?</li> <li>• What is MISSING in the environment that leads to the problem behavior?</li> </ul>	<ul style="list-style-type: none"> <li>• Seating changes or physical room rearrangement</li> <li>• Minimize sensory distractions (lights, sound)</li> <li>• Do desired items need to be put out of reach?</li> <li>• Do transitions need to be established or adjusted?</li> <li>• Do certain materials or information need to be posted in the classroom?</li> <li>• Class size, teacher proximity, schedule needs (consistency, etc.)</li> <li>• Furniture types</li> </ul> <p><b>This is NOT an exhaustive list and examples should only be used if they fit your student's individual needs and relate to</b></p>

# Environment

# Environment Checklist

- ☐ 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 linked directly to the function of behavior(s).





# Environment Non-Example

- Seating arrangement, sits closer to the teacher's desk
- Scheduled breaks
- Schedule posted on classroom wall

# Environment Improved Example

## 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.
- Seating arrangement was modified and Martin sits closer to the teacher's desk.
- Small groups are arranged closer to the teacher for closer monitoring of task completion.

## Escape Group Tasks

- Scheduled break once each class period.
- Pair the student with a neutral partner instead of "best buddy" or "enemy" when students work in pairs.

# Instruction and/or Curriculum

- Modifications made to the way a student is taught in the classroom
- List of skills that will be taught (refer to replacement behavior section)
- Utilize present levels of academic achievement and functional performance, (PLAAFP). Are there academic reasons for behavior, address those deficits that can be adjusted to improve behavior.

# Instruction and/or Curriculum

Where will you get ideas?	Examples
<ul style="list-style-type: none"><li>• PLAFFP</li><li>• Evaluation Results</li><li>• Content Experts (Gen. Ed)</li><li>• Learning Experts (SPED)</li></ul>	<ul style="list-style-type: none"><li>• List the skills you will teach, who and when they will be taught</li><li>• Adjusting task difficulty, determining whether modification of the curriculum is necessary</li><li>• Adjusting pacing, presentation of instruction, time to respond, etc.</li><li>• Adjusting the way the student shows their knowledge of standards</li><li>• Use of timers, work breaks, chunking, simplify language, etc.</li><li>• Including interests/preferences in instruction/curriculum</li><li>• Choice/options of order or type of assignment</li></ul> <p><b>This is NOT an exhaustive list and examples should only be used if they fit your student's individual needs and relate to your student's function.</b></p>

# Instruction and/or Curriculum Checklist

- 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 linked directly to the function of behavior(s).

# Instruction and/or Curriculum Non-Example

- Break up instruction/work into smaller pieces
- Student will not be required to work in groups
- The social worker will teach him to take a break during weekly social work sessions

# Instruction and/or Curriculum

## Improved Example

- 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 will be taught to show their work to the teacher approximately every 15 minutes to briefly escape group projects.
- Systematic instruction of requesting a break will be taught weekly during social work sessions, daily during check-in sessions with the special education teacher, and also implemented by the classroom teacher in the general education classroom.



# Positive Supports

- This can be a confusing section, what does positive supports mean?
- From ISBE: all additional services or supports needed to address the student's identified needs that contribute to the target behavior.
- Positive - addition, adding something to the environment
- Coordinate with accommodations section of the IEP

# Positive Supports

Where will you get ideas?	Examples
<ul style="list-style-type: none"><li>• Think accommodations</li><li>• Services and supports (who else will be involved)</li><li>• Items needed that will be presented to student</li></ul>	<ul style="list-style-type: none"><li>• Visuals (be specific about what they are and what they're for, list all type of visuals needed)</li><li>• Necessary schedules, routines</li><li>• Outline use of breaks (scheduled, contingent, non-contingent)</li><li>• Alerts, reminders, review expectations before transitions</li><li>• Ability to engage in sensory experiences that soothe the student</li><li>• Devices needed (AAC)</li><li>• List any consult services the team will receive</li><li>• You can list the accommodations in their IEP (and put some of these on your accommodations list if it makes sense to do so)</li></ul> <p><b>This is NOT an exhaustive list and examples should only be used if they fit your student's individual needs and relate to your student's function.</b></p>

# Positive Supports Non-Example

- Visual schedule
- Spend time with preferred adults
- Break card
- Private corrections

# Positive Supports Improved Example

- Provide daily opportunity to engage in small and large group goal oriented collaborative game to develop shared positive relationships with peers.
- Obtain student input on group assignments before assigned.
- In order to build positive relationships with adults, staff will engage in brief personal conversations with the student to build rapport and connection.
- Talk one-on-one instead of calling out in front of peers.

# Motivators and/or Rewards

Previously known items, topics, or activities that the student seemed interested in or motivated by.

Reinforcement plans and systems.

But remember, in one particular moment, on one particular day, these may not be reinforcing.

# Motivators and/or Rewards

Where will you get ideas?	Examples
<ul style="list-style-type: none"><li>• Preference assessments</li><li>• Parent/Student interviews</li><li>• Observed preferences</li></ul>	<ul style="list-style-type: none"><li>• List of preferred topics/items</li><li>• Explanation of motivators found in the FBA process (consequences), what was maintaining the behavior during the FBA</li><li>• How token systems will be put in place</li><li>• How rewards/reinforcements should be utilized, when they should be passed out, when they shouldn't be</li></ul>

# Motivators and/or Rewards Checklist

- ☐ 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).



Motivators  
and/or Rewards  
Non-Example

Student will earn breaks

Free time on Chromebook

Visiting preferred staff

# Motivators and/or Rewards Example

Based on an interview with the student, the following may be incorporated into a systematic reinforcement plan:

- Assignment passes (get out of an assignment/task)
- Using Chromebook for games
- Time spent with social worker or other preferred adult
- Reading or coloring (enjoys Manga)

Use Differential Reinforcement of an Alternative Behavior (DRA) by reinforcing break requests and task delay requests. Student will earn tokens for using replacement behavior while working independently and cooperation/social skills while working in groups which can be traded for preferred items/activities listed above.

# Restrictive Disciplinary Measures

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This is the first section where we discuss a response to the behavior already happening

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Plans are focused on instruction, prevention, and reinforcement

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These interventions significantly limit a student's freedom or access to activities

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Typically used as a last resort in emergency situations when less restrictive methods haven't worked

# Reactive (restrictive measures) *Caveat*

## ***Focus on Punishment, Not Prevention:***

- Reactive strategies often involve punishment or negative consequences for misbehavior, rather than addressing the underlying causes or teaching desired behaviors.

## ***Short-Term Solutions, Long-Term Problems:***

- Reactive strategies may temporarily address a behavior, but they don't teach individuals how to behave appropriately in the future or address the root cause of the problem. &

## ***Escalation of Problems:***

- Using punishment or restrictive measures can sometimes lead to increased frustration, resentment, and further negative behaviors. •

## ***Damage to Relationships:***

- Reactive strategies can damage relationships between individuals, particularly when they are perceived as unfair, inconsistent, or punitive.

# Links to Articles on Positive Punishment

- The meaning of positive punishment with examples.

Source: PositivePsychology.com

<https://search.app/pzE7tKVKgzwsha9z6>

- <https://search.app/6K9Au2dTtoBnMtSt8>

- Exploring Behavioral Modification Techniques: Punishment in ABA

[https://search.app/?link=https%3A%2F%2Fwww%2Emastermindbehavior%2Ecom%2Fpost%2Funderstanding%2Dthe%2Drole%2Dof%2Dpunishment%2Din%2Daba%2Dtherapy&utm\\_campaign=57165%2Dor%2Digacx%2Dweb%2Dshrbtn%2Diga%2Dsharing&utm\\_source=igadl%2Cigatpdl%2Csh%2Ffx%2Fgs%2Fm2%2F5](https://search.app/?link=https%3A%2F%2Fwww%2Emastermindbehavior%2Ecom%2Fpost%2Funderstanding%2Dthe%2Drole%2Dof%2Dpunishment%2Din%2Daba%2Dtherapy&utm_campaign=57165%2Dor%2Digacx%2Dweb%2Dshrbtn%2Diga%2Dsharing&utm_source=igadl%2Cigatpdl%2Csh%2Ffx%2Fgs%2Fm2%2F5)

# Reactive Strategies

Poll #4

# Restrictive Disciplinary Measures

Where will you get ideas?	Examples
<ul style="list-style-type: none"><li>• School policies and procedures or handbook</li><li>• Refer to crisis plan (or vice versa)</li><li>• Consider safety of others</li></ul>	<ul style="list-style-type: none"><li>• Increased physical proximity</li><li>• Corrective feedback</li><li>• Parent note or phone call home with information on target behaviors</li><li>• Loss of privileges</li><li>• Removal from class or group</li><li>• Conference with teacher and/or principal</li><li>• Social probation (middle school)</li><li>• Detention, Suspension, Expulsion</li></ul> <p>This is NOT an exhaustive list and examples should only be used if they fit your student's individual needs.</p>

# Restrictive Disciplinary Measures Checklist

- Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described. (e.g., extinction only, removing privileges, office reports, in school suspensions, detention, etc.)
- The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.
- The plan includes procedures for documenting restrictive discipline measures and a timeline for evaluation.



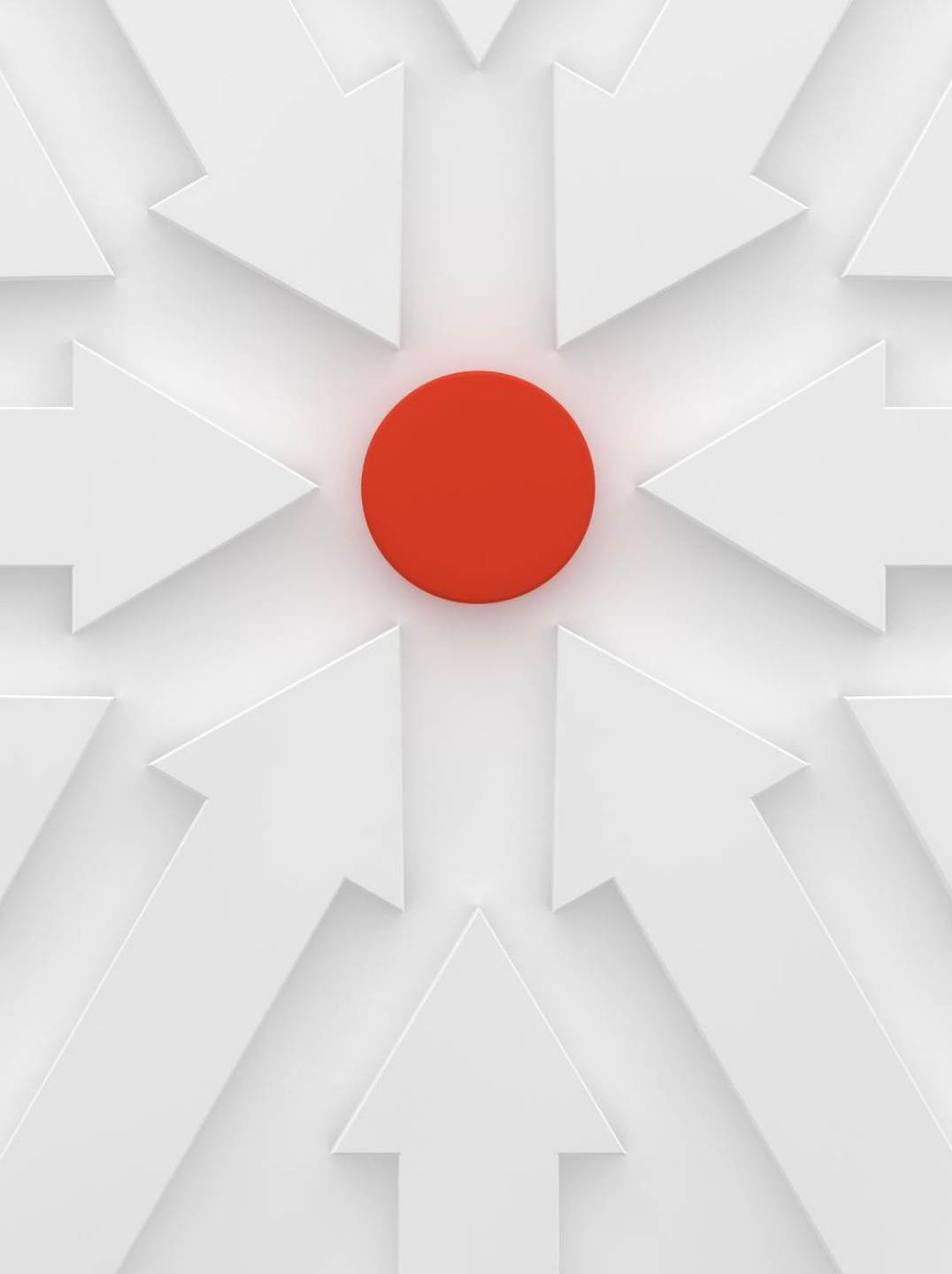
# Restrictive Disciplinary Measures Non-Example

- Detention
- Suspension
- Expulsion

# Restrictive Disciplinary Measures

## Improved Example

- Teacher or teacher assistant physical proximity will be increased if off-task behavior continues after 3 prompts or redirections. (e.g., adult will remain within 3-4 feet and provide direction to student and peers for the duration of the learning activity.)
- Direct and immediate feedback/correction will be given when student is off-task for longer than 10 minutes and report will be submitted.
- At the end of each class period, instances of off-task will be discussed and a note will be prepared to send to parent related to off-task.
- Loss of access to sports practice and competition due to grades or incomplete work.



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# Crisis Plan

- A specific set of actions designed to be used when a person is exhibiting severe or dangerous behaviors that pose a risk of harm to themselves or others
- Picks up where the restrictive disciplinary measures end
- There should be a clear starting point that all staff understand
- Some BIP strategies may be paused at this time, the only goal is to de-escalate the student



# How to create a Crisis Plan



## 1. Identify Potential Crises and Risks:

- *Risk Assessment:* Conduct a thorough risk assessment to identify potential crises that could impact your organization or individual. Consider internal and external factors, such as natural disasters, security breaches, public health emergencies, or economic downturns.
- *Scenario Planning:* Develop scenarios for each identified crisis, outlining potential impacts and timelines.


## 2. Establish a Crisis Management Team:

- *Team Composition:* Assemble a crisis management team with diverse expertise and clear roles and responsibilities.
- *Leadership:* Designate a clear leader who will be responsible for coordinating the response.
- *Communication:* Establish clear communication channels within the team and with external stakeholders.

## 3. Develop Response Procedures and Protocols:

- *Activation Protocol:* Define the conditions under which the crisis plan will be activated.
- *Response Procedures:* Outline specific actions to be taken during a crisis, including communication strategies, resource allocation, and decision-making processes.
- *Communication Plan:* Develop a comprehensive communication plan to inform stakeholders, including employees, customers, and the public. Identify backup plans and resources in case the primary response plan fails.

## 4. Training and Exercises:

- *Team Training:* Train the crisis management team on their roles and responsibilities, as well as the crisis plan itself.
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# Crisis Plan

Where will you get ideas?	Examples
<ul style="list-style-type: none"> <li>• Previous experiences with this particular student</li> <li>• Reflection and debriefing on what the team would change about previous crisis responses</li> <li>• Considerations in keeping others in the environment safe</li> </ul>	<p>[student] will learn about their crisis plan (and what a crisis is) with _____ during _____ by _____.</p> <p>[student] is in crisis when <b>[describe what it looks like when your student is in crisis mode]</b>. Triggers to this escalation might include <b>[include behaviors or scenarios that could push the student into a crisis situation]</b>.</p> <p>Step 1: The classroom staff will...</p> <p>Step 2:</p> <p>Step 3:</p> <p>Step <b>[optional]</b>: Describe restraint procedures (imminent danger, note taking, timing, etc.) only if there is a history of this need or the behavior is severe enough to warrant this. If not, do not include this.</p> <p>Step 4: The crisis has ended when...</p> <p>Step 5: The crisis will be documented by the student's caseworker outlining the date, time, severity of incident, and how it was resolved. If restraint was used it will be documented and processed according to ISBE and RCS requirements.</p>

# Crisis Plan Checklist

- ☐ A description of behavior that indicates there is a crisis, is provided.
- ☐ The plan includes procedures for keeping the student and others safe.
- ☐ The plan explains how to remove triggers and engage in de-escalation techniques that 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.
- ☐ 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 Non- Example

The teacher will call administration if the student is in crisis. Administration will remove the student from the classroom and allow them to take a break in the office. The student will return to class at the beginning of the next class period if they are ready to return to class.



# Crisis Plan Improved Example

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 adults being too close in proximity of student for extended periods of time or placing excessive demands (more than 5 per 10 minutes) on the student.

Step 1: 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.

Step 2: Teacher will attend to student but give them at least 6 ft. 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.

Step 3: Crisis has ended when the student is back in his seat and talking at a regular speaking volume.

Step 4: 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.

This crisis plan has been discussed with student and parent(s) at least quarterly in non-crisis times 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.



# Data Collection Procedures and Methods

- Daily tracking of the child's progress and collecting data is essential to assess the effectiveness of the BIP
- Data collection methods may include;
  - behavior observation
  - checklists
  - incident reports
  - frequency and severity of specific behaviors
- Fidelity checks should be implemented to see if the BIP is in place as the team agreed it would be (as written)

# Data Collection Procedures and Methods

Where will you get ideas?	Examples
<ul style="list-style-type: none"><li>• How did you take baseline of the behavior (it should stay the same)</li><li>• Refer to target behavior section of the FBA/BIP</li><li>• What makes sense for the environment</li></ul>	<ul style="list-style-type: none"><li>• Who will take data?</li><li>• When will they take it?</li><li>• What type of data will they take?</li></ul> <p><i>These may have multiple answers</i></p> <ul style="list-style-type: none"><li>• What criteria should be met to know if the BIP is initially working?</li><li>• What criteria should be met to stop having ongoing meetings?</li><li>• What is the plan for monitoring if the plan is in place?</li></ul>

# Data Collection Procedures and Methods Checklist

A description of how staff will be trained to collect data is described.

Ongoing data collection systems and procedures are described for monitoring the replacement behavior and each target behavior listed.

Dates for checking fidelity of implementation, reviewing data, monitoring progress, and making decisions are described.

Timelines and criteria to determine success are included.

# Data Collection Procedures and Methods

## Non-Example

Data will be taken on the student's behaviors, weekly by the caseworker.

# Data Collection Procedures and Methods

## Improved Example

Classroom teachers (general education teachers) will record a tally each time the student requests a break or to delay the task (replacement behavior). Non-classroom IEP team members (social worker, admin, OT, other staff as assigned) will engage in momentary time sampling of on/off task behaviors at least once per week in Math, Science or History class, a fidelity check should also be conducted at the same time. The same team member should also plan to observe a group work time and record anecdotal data on cooperation and participation with peers.

All IEP team members will be trained on how to take reliable data and will submit data daily/weekly to a shared spreadsheet. Data analysis and graphing will be completed weekly by special educator who will share this analysis with the IEP team weekly (including parents) via email.

The team will hold an IEP meeting every 3 months until momentary time samples indicate that the student is off task less than 50% of the observation. At that point, data emails sent by the special education will continue but IEP meetings will not be necessary. If off-task behavior increases to above 50% during three consecutive observations, and IEP meeting should be held to determine if the BIP needs to be adjusted.

# Provisions for Coordination with Caregivers

- Actively involving and collaborating with the individual's primary caregivers (like parents, guardians, or other significant adults)
- Plans for regular communication with the primary caregivers
- Plans for regular communication with the other members of the IEP team to monitor progress and address any concerns
- Creating a consistent approach across all environments

# Provisions for Coordination with Caregivers

Where will you get ideas?	Examples
<ul style="list-style-type: none"><li>• Parent preference</li><li>• School norms</li><li>• Communication will start frequently and reduce as problem behavior reduces</li></ul>	<p>How often will you communicate with parents, and through what means?</p> <ul style="list-style-type: none"><li>• Daily, weekly, monthly</li><li>• Email, phone calls, text</li><li>• Conferences, progress reports</li></ul> <p>How often will you communicate with school team members, and through what means?</p> <ul style="list-style-type: none"><li>• Daily, weekly, monthly</li><li>• Email, meetings</li><li>• Monitoring fidelity, training</li></ul>

# Provisions for Coordination with Caregivers Checklist

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 plan are provided.



# Provisions for Coordination with Caregivers Non-Example

The student's teachers will call his parents as needed. They will also meet with parents during parent teacher conferences.

# Provisions for Coordination with Caregivers

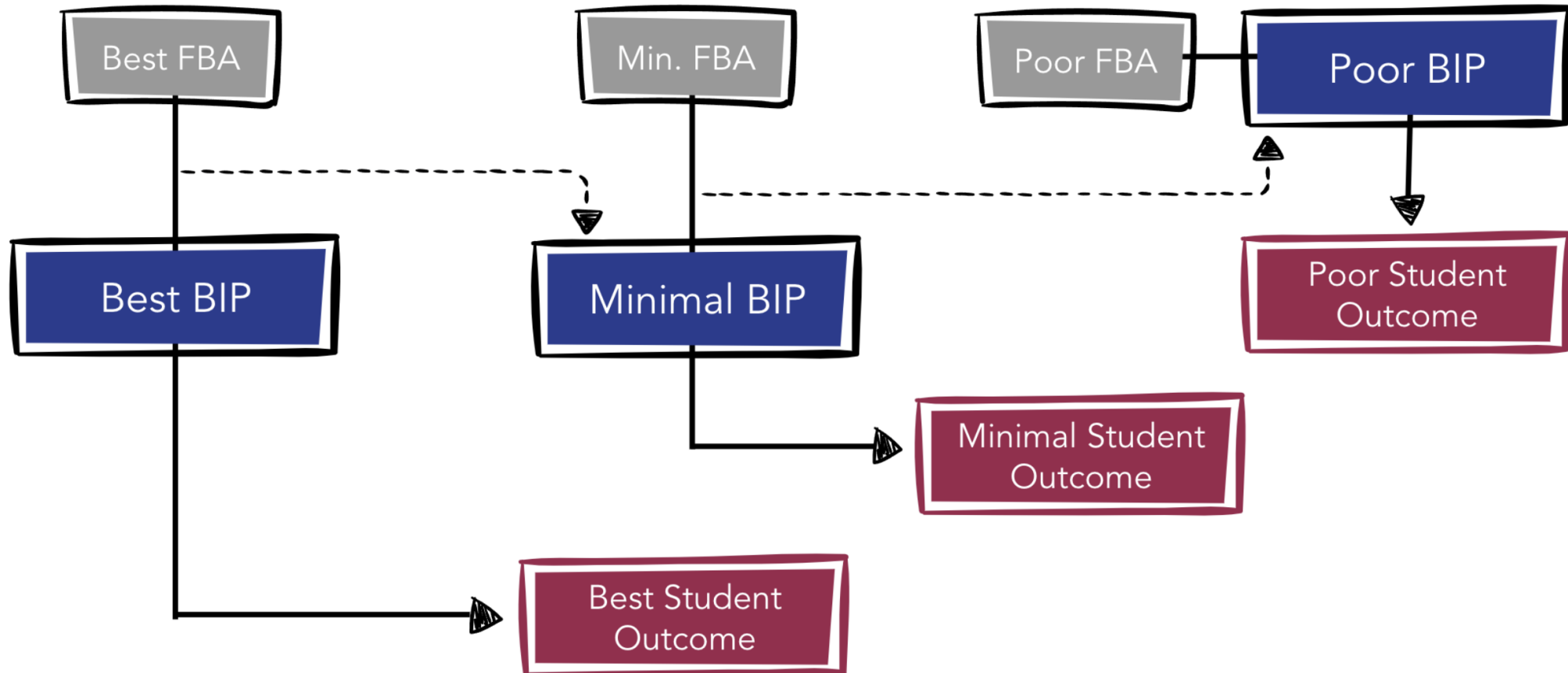
## Improved Example

Analysis of the data collected will be sent to parents (and school team members) by the special education teacher weekly by email. Classroom teachers are encouraged to stay in touch with parents to report difficulties as well as positive updates.

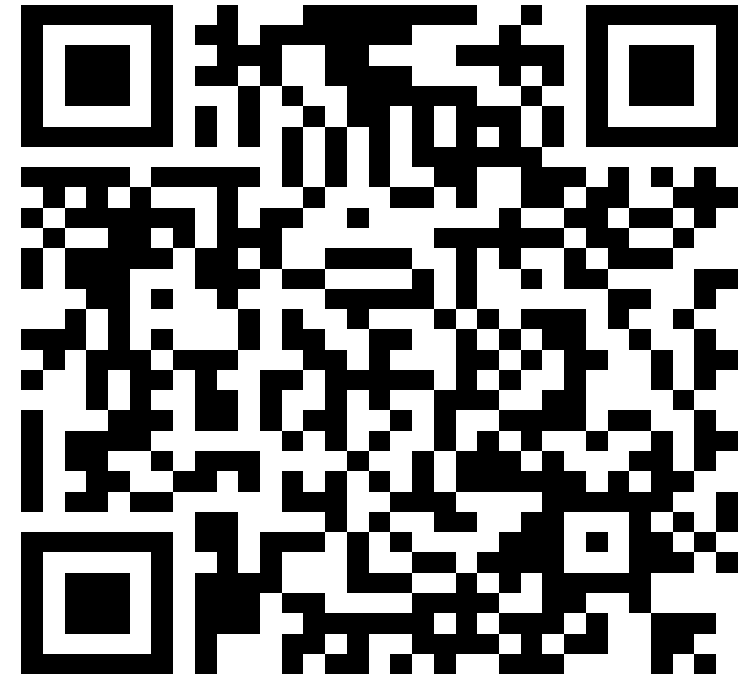
Analysis of the data collected will also be sent weekly to the school team by email as well. Additionally, the school team will be trained to implement each component of the BIP to mastery and fidelity on the implementation of interventions will be monitored weekly.

IEP Meetings will be held as defined in the data collection section.

# Outcomes



Please complete  
the exit survey.



# References

- O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., Sprague, J. R. (2015). Functional assessment and program development for problem behavior: A practical handbook. Cengage Learning.
- [https://pbissmissouri.org/wp-content/uploads/2018/08/Tier-3-2018\\_Ch.-6.pdf](https://pbissmissouri.org/wp-content/uploads/2018/08/Tier-3-2018_Ch.-6.pdf)