

Sample #1

Behavior Intervention Plan

Name: [REDACTED]

School: COMPASS (WAM)

Grade: 3rd

Date: 3/8/2022

Review Existing Data: Describe setting events, antecedents or reinforcing consequences that are promoting target behaviors.

[REDACTED] attended COMPASS from September 2020 to February 2021. His School in New York reported significant behavioral issues including intense aggression toward adults that resulted in police involvement. During his brief time at COMPASS he did not demonstrate those behaviors and data indicated that he was meeting his behavioral goals almost every day. In February 2021 [REDACTED] moved to [REDACTED] County. He did not enroll in school until mid March and at the time he was placed at a regular school with heavy resource support. His behavior increased and due to COVID he was receiving a combination of virtual and face to face instruction which was not providing the support he needed. According to the information from his school in [REDACTED] County he did not return to school until the end of September when he returned from New York after a dog bite incident that required recovery time. According to the narrative information his behavior was inconsistent and there was little participation either virtually or face to face. [REDACTED] behaviors became so significant that the decision to move [REDACTED] to Day Treatment was made in the Spring of 2021 and he remained there until he transferred back to COMPASS Academy at the end of January 2022. Since that transition he has not demonstrated any aggression toward staff, he has been compliant and has interacted appropriately with peers. Over the last 2 weeks [REDACTED] has not had medication but has still been able to maintain his emotional regulation. He does have significant inattention and lack of focus but is easily redirected and has continued to meet his point goal all 24 days that he has been at school. Based on the daily data taken he has earned 98% of his points for actively participating in group activities and lessons, 99% of his points for engaging appropriately with his peers and 93% of his points for following directions to complete a task for an overall average of 97% of his points. [REDACTED] does demonstrate significant inattention issues and lacks the focus to complete even simple routine tasks and lacks the maturity of his same age peers. He does not attempt to complete any tasks on his own- he waits for step by step direction and is happy to just sit. He does not seek out help when he needs it and he avoids work that he perceives as difficult. These behaviors and his diagnosis of ADHD impacts his ability to complete work and to work with the same independence and stamina as his same age peers and requires significant support for him to access the general curriculum.

Target Behaviors: Define behavior in observable terms.

1. [REDACTED] avoids work/routines by not following directions, sitting quietly at his desk and not responding when staff question him.
2. [REDACTED] does not complete work without staff assistance
3. [REDACTED] does not accept responsibility when redirected or corrected- he will blame someone else or talk back to staff to avoid the responsibility.

Replacement Behaviors: Define the new or replacement behaviors.

1. [REDACTED] will follow staff directions to complete a task within the given amount of time.

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2. [REDACTED] will actively and appropriately engage in group activities with peers and staff throughout the school setting.
3. [REDACTED] will accept correction/redirection and correct the assignment or behavior without talking back or arguing.

Antecedent Strategies: Environmental and instructional strategies to reduce likelihood of target behaviors and increase the likelihood of replacement behaviors.

1. Provide a visual schedule of [REDACTED] daily expectations. Provide transition warnings and provide expectations when moving from one place to another.
2. Front load behavior expectations to help remind [REDACTED] of what he needs to do.
3. Use social stories and visuals to teach [REDACTED] what is expected throughout the school day. Use the social stories when he is calm to help him learn skills to use when he is upset.
4. Break tasks into smaller, manageable chunks to prevent frustration.. Give lots of verbal praise!
5. Offer [REDACTED] choices when he becomes oppositional. Offer the choices and allow him think-time to choose.
6. Model the appropriate way to interact with others, how to complete assignments and how to follow routines.
7. Maintain consistent expectations and follow through with consequences so [REDACTED] knows what is expected of him.
8. Set up work in "task boxes" so that when he is finished he can put it away
9. When giving directions, have [REDACTED] repeat the directions to ensure he understands the task.
10. Repeat the direction again and walk away giving him think- time to get started.
11. Provide choices as much as possible so that [REDACTED] feels he has control over the assignment

Monitoring/Evaluation Plan: Describe the procedures to evaluate effectiveness of the plan. May include daily/weekly documentation sheet, token system, point system, etc.

- a. Describe how, when, where and how often the problem behaviors will be measured.

Target behaviors will be tracked through a daily data sheet that is shared with parents

- b. Explain how reinforcers or rewards will be earned and when they will be given to the student.

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██████ will be given the opportunity to earn a reward at the end of each day if he has met his overall point goal of 85%. He will also be given the opportunity to earn punch cards for expected behaviors. The punch cards can be used at the end of the week to earn club time.

c. Specify who is responsible for implementation of plan and who will provide reinforcers/rewards to the student.

The staff at COMPASS will be responsible for implementing and monitoring the behaviors and providing rewards.

Reinforcers/Rewards: Must align with the student's interests/likes.

Rewards can include prize box, iPad time, playground time, candy, sit with a friend at lunch, or any other activity/item that ██████ shows an interest in.

Reactive Strategy/Consequences: To use if target behaviors occur instead of replacement behaviors.

1. Allow natural consequences to follow repeated inappropriate behaviors such as having to use a crayon when he has broken all of his pencils, having to stand or sit on the floor when he has flipped his chair or is being unsafe with the chair.
2. When ██████ "gets stuck", repeat the directions, make sure he has the appropriate materials and then set the timer for 5 minutes and allow him to think about his choice. Then if he continues to just sit/refuse then follow through with the consequence.
3. If ██████ continues to refuse adult directives or refuses to use any of the strategies listed above, he will be asked to take a break at the cubby outside of the classroom. After a short time-out (5 to 10 minutes), an adult will process his choices/behavior with him and will return him to class.
4. If behaviors become aggressive or unsafe, ask ██████ to walk with a staff member to the time-out room. If he agrees, the team should walk with him to the time-out room. If he refuses, he will be escorted to the time-out room. Once ██████ is in the time-out room, give simple directions to sit down and get quiet. Isolation (door open) should be tried first. If his behaviors are aggressive or if he tries to leave the time-out room, seclusion (door shut with adult on outside of room preventing student from leaving) will be used until he has calmed down enough to return to isolation. Limited attention should be given to ██████ while in time-out. Do not talk to him until the timer has gone off and he is compliant. Once he has complied with the procedures to leave the time-out room (sit quietly for 5 minutes), a member of the crisis team will process why he was in time-out and what he could have done to prevent the need for time-out. ██████ will then be walked back to his classroom. He will be responsible for any work missed while in time-out. He will also need to "pay" one punch card to his teacher for having to go to the time-out room.
5. Time-out log should be completed to show the time in isolation and seclusion. If ██████ remains in seclusion longer than 10 consecutive minutes, parents will be notified on the daily reward sheet.

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6. To prevent injury to himself or others, CPI physical intervention methods may be used to keep [REDACTED] safe. These will be used as a last resort. Parent will be notified of any physical intervention on the CCS Report of Physical Intervention form.

7. Administration will decide upon discipline procedures for any incident which violates the CCS Student Code of Conduct.