Behavior Intervention Plans

Things To Think About
Welcome!

When we only look at behavior, we stop seeing the child and only look with an intent to judge whether we need to reward or punish.

When we look behind the behavior, we see that little struggling human, our little human, who needs our help with something.

-Rebecca Eanes
Kids are not going to walk up to you and say, “I’m really struggling with some tough emotions right now and I’m not sure how to cope and self regulate.”

They may act out and behave in challenging ways.

It means the same thing...
A Child’s Behavior is an Iceberg

What you see:

Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)
Student Priorities

1 – Social Emotional Learning
2 – Behavior Skills
3 – Academics

1 + 2 = 3

Helping Students is Simple Math
There is **ONLY** one “Expert” or “Specialist”
When Should We Consider a BIP

• When a student exhibits consistent and significant behavior(s) that interfere with their learning and/or others in the educational environment
A Basic Definition

• A behavior intervention plan refers to the assistance that is provided for students to develop and exhibit adaptive, socially appropriate behaviors and to diminish patterns of behavior that interfere with the learning process.

• Can be thought of as an individual plan to support the student in order to help him or her change behavior and provides more intensive intervention, support, and monitoring.
A Basic Definition

• It should incorporate a comprehensive set of procedures and support strategies that are selected on the basis of the individual student's needs, characteristics, and preferences.
A Basic Definition

• An effective behavior intervention plan will change undesirable patterns of behavior, while being respectful of the student's dignity. This plan should promote the student's capabilities and enhance both the short term and long term opportunities for the student.
Basic Components of a BIP
Target Behaviors

• Identification and description of the target behavior(s) in specific, observable terms must be included in such a way that others will recognize the target behavior(s) from the written description.

• When a student exhibits multiple behaviors, it will be necessary to prioritize 1-3 behaviors. It is not effective to try to change too many undesirable behaviors at one time.
Target Behaviors

• Look for those behaviors that interfere significantly with the learning process, behaviors that pose risk to the student or others, or for those behaviors that are pivotal (that if they were to change it would have a significant impact on the student's motivation and learning).

• Also include the current rate of non-occurrence and occurrence for the target behavior. This baseline will assist you in evaluating the effectiveness of the intervention and support strategies over time (data should be simple and effective...stop collecting data to just have data).
Hypothesis (The Educated Guess)

• Information is gathered that assists in describing the relationship between the target behavior(s) and events within the environment

• Describing when the behavior occurs and why it appears to occur is a necessary step in selecting effective interventions and support strategies

• The basic assumptions underlying behavior are: 1) behavior has a purpose; 2) behavior communicates; 3) behavior is connected; and 4) one behavior can have multiple purposes
WE INTERRUPT THIS PROGRAM FOR A COMMERCIAL BREAK
4 Basic Assumptions About Behavior

Behaviors may serve to seek:
- Control to gain preferred choices, objects, activities, etc.
- Attention from adults and/or peers
- Avoidance of demands, difficult tasks, non-preferred activities, etc.

Behavior communicates

Behavior is connected
- Behaviors are context related / do not occur randomly or in a vacuum
- Behavior is influenced by preceding events and the consequences that follow
- If the behavior gains what the student is seeking it will likely be used repeatedly

One behavior, multiple purposes
AND NOW BACK TO OUR REGULARLY SCHEDULED PROGRAMMING
Environmental Strategies

• Strategies that are being put in place to structure and manipulate the environment in order to promote the student's success

• Identifying the conditions in the environment (or setting) that contribute to the non-occurrence and occurrence of the behavior will assist you in determining what modifications and strategies are necessary to try

• Examining how the student should be supported in the school setting, routines, transitions and schedule is essential in any proactive plan
Positive Behavior Strategies
Extremely Important

• Interventions are designed to enhance the student's competencies and access to desirable environment, activities and social circumstances

• The first step is to identify an alternative appropriate behavior(s) for the target behavior that can serve the same function that is noted in the hypothesis

• To improve the probability that your interventions will be effective, you must give careful consideration in selecting the replacement behavior(s)
Positive Behavior Strategies

Extremely Important

• You will need to consider the abilities of the student, how can the same message be communicated, how much effort will be required to use the new behavior and how will the learning environment support this new response

• If the new alternative behavior requires too much effort or does not result in the same desired outcome with the same level of dependability, the student may not be motivated to make any behavioral change
Positive Behavior Strategies

Extremely Important

• Strategies that teach the student new skills that will enable him/her to be more effective in the learning environment need to be included

• Typically, student's with problem behaviors need support in increasing 
  communication skills, social skills, coping skills, and/or self-regulatory skills

• When the student's functional skills improve, there is greater likelihood that behavior change will be maintained over time and generalize to other settings or behaviors

• Remember that to teach these skills it may be necessary to use a variety of methods. Specify these procedures or methods in the Behavior Intervention Plan and provide a thorough explanation (Do not just “check the box”...)
Proactive Planning

• It is likely that the target behavior(s) will still occur occasionally while the student is learning the new alternative behavior as well as the other new skills being developed.

• Behavior is known to get worse before it gets better.

• It is important that the response or reaction to the behavior is dealt with calmly and in an appropriate manner.

• Developing a plan for staff to follow is vital to maintaining the effectiveness of the BIP and the dignity of all involved.
REMEMBER!!!

• The ability to implement the plan effectively is trust and relationship dependent

• The child must be willing to work with the adults who are implementing the plan and believe that they are trying to help him or her

• Remember that the assessment and monitoring of a student's behavior is ongoing and that the BIP will likely require modification, revisions, and updates...and sometimes we don’t get it right and may have to go back and redo the BIP (it happens)
I Hope This Was Helpful

• Discussing all aspects of a behavior intervention plan and functional behavior assessments is a very involved endeavor.

• The information I gave was to highlight the most important aspects of a behavior intervention plan that need to be addressed and discussed in depth.

• If you ever need anything, please feel free to email me!
WE INTERRUPT THIS PROGRAM FOR A COMMERCIAL BREAK
got questions?

1.855.773.3839

www.spedtex.org
WHATEVER YOU’RE DOING TODAY, DO IT WITH THE CONFIDENCE OF A 4 YEAR OLD IN A BATMAN T-SHIRT.
Thank you!

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