

Sample Behavior Intervention Plan Write-Up

Your name, credential
Your title
Your ext. 1234
@ your e-mail

mm/dd/yyyy
Behavior Plan for (Student)
-Confidential-

REASON FOR REFERRAL

(Use this section to briefly identify student and student concerns. A sample is provided below.)

Currently, *(student)* is qualified for special education services under the classification of *(classification)*. *(Student)*'s parents, faculty, and administration have requested a behavioral addendum to *(his/her)* IEP to help address behavioral concerns. *(Student)*'s behavioral concerns may best be described as:

(Below are sample descriptions of common behavioral concerns. Use them only if they apply.)

- I. Noncompliance
- II. Verbal defiance
- III. Physical aggression (e.g., scratching, biting, pinching)
- IV. Strange and/or unusual perseveration/preoccupation with staff, schedules, and food
- V. Coercive physical and verbal behavior (i.e., aggression with the intent of getting a specific, desired activity and/or item)

FUNCTIONAL BEHAVIORAL ASSESSMENT

(Functional behavioral assessments (FBAs) can be conducted in many ways. Simply take the time to complete an ABC worksheet. If you've identified an antecedent, defined the behavior, and determined the consequences, you've completed an FBA. A sample of the summary is below.)

A functional behavioral assessment (FBA) was conducted on *(mm/dd/yyyy)*. The FBA concluded that there *(is/are)* *(one, two, three, four)* plausible functions of *(student)*'s behaviors. The first function was observed to escape an undesired activity. The second function was observed to gain attention from both peers and teachers.

(Remember, there are only four possible functions of a behavior in an FBA. You will have determined this through your ABC worksheet.)

TARGET BEHAVIORS

(Use this section to define behavioral goals. Use measurable/quantifiable data (i.e., percentages, frequencies, etc.).)

1. 80% compliance to teacher commands (Current compliance at 75% as measured by teacher report)
2. 80% accuracy of using appropriate communication to request attention of peers and/or adults (Current accuracy at 50% as measured by teacher report and classroom observation)
3. Zero physical aggression toward peers, property, and adults (Currently, [student] averages 1.5 physical aggression incidents per school month.)

ANTECEDENT CONTROL (ENVIRONMENTAL SUPPORTS)

(A sample of how to complete this section is provided below. (Basically, what are you going to do in the environment to prevent a problem behavior?))

1. Over the past 15 school months, (student)'s antecedents or triggering events tended to be related to fluctuations in daily schedules (e.g., late bus, assembly schedules) and the presence or absence of particular staff members. It is safe to conclude that on days wherein there are few if any schedule changes and consistent staff, (student) exhibits very few problem behaviors.

While efforts have been made to minimize the impact of the triggering events, the events cannot be eliminated entirely from (his/her) experience in the school setting.

As such, it is recommended that (student)'s school team plan accordingly for these events and engage a protocol for days with schedule/staff fluctuations.

The protocol will include the following:

- a. Adjusted schedule and activities that limit (student)'s distance from trained staff, seat away, and the seclusionary timeout room
 - b. Inclusion of a physical and visual barrier to vulnerable students (i.e., students confined to wheelchairs, students with limited gross motor/evasive motor skills, students with limited and/or impaired coping/social skills, etc.)
 - c. Workspace located in close proximity to both "seat away" location as well as seclusionary timeout location
 - d. Limited plus supervised access to the lunchroom or other less-structured locations throughout the school
2. The protocol will be initiated only on days when there are noted changes in the daily school schedule, as well as noted changes in the presence and/or absence of staff.
 3. (Student) will continue to have access to the following positive behavior supports:
 - a. Positive reinforcement system (point system) for targeted positive replacement behaviors
 - b. Beep tape interval system
 - c. Highly motivating incentives
 - d. Posted visual schedule
 - e. Posted visual rules
 - f. Ongoing "zone" emotional regulation instruction
 4. (Student) will continue to have access to typical peers throughout the school day.

CONSEQUENCES

(Use this section to clearly identify what will happen when the target student engages in positive behaviors and negative behaviors.)

When (*student*) provides teachers with adequate-quality assignments and is compliant with teacher requests, (*he/she*) is to be rewarded with points that can earn (*him/her*) access to an incentive of (*his/her*) choice (i.e., free time, no homework, treat, etc.). **At home, swimming or whatever (*he/she*) is interested in.**

When (*student*) engages in fits or episodes of uncontrollable behavior, staff is to firmly provide (*him/her*) with precision requests to calm down and take a “seat away.”

If (*student*) refuses to respond to staff precision requests, measures to ensure (*his/her*) safety and the safety of other students must be taken.

For instance, enlist a “room clear” procedure. Teachers should have a code word in place that directs students to leave the area immediately and go directly to a predetermined location (e.g., library). In addition, remove any blunt and/or sharp objects from (*his/her*) immediate vicinity. Enlist (*school district*)’s ASPEN procedures to de-escalate (*student*)’s behavior.

Avoid physical assistance unless (*student*) is in immediate danger of hurting (*him/herself*) or others.

For questions and concerns, please contact (*your name, title*) at (*ext. 1234*), or e-mail at (*@ your e-mail*).

Team signatures:

Parent Date

Parent Date

Staff Date

Staff Date

Staff Date

Staff Date

Staff Date

Staff Date

Staff Date

Staff Date