

Gogebic-Ontonagon Intermediate School District

Guidelines for Functional Behavioral Assessments & Behavior Intervention Plans

General Education Strategy Ideas
FBA Overview
FBA Form
Positive Behavior Supports/Proactive Techniques
BIP Overview
BIP Level Two Form
BIP Level Three Form
Monitoring Report/Behavior Plan Review Form
Appendix

November 2011

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General Education Intervention Strategy Ideas

Fearful / Anxious / Escape

- Preventative Strategies
 - Verbal/nonverbal reminders
 - "Check in" in the AM, "Check out" in the PM with designated staff person
 - Be responsive to physical needs (food/water/restroom, etc.)
 - Review upcoming changes in schedule, routine, expectations environment
- Premack Principle
 - First this, then that
- Providing Choices
 - Every other problem or question, etc. on an assignment
 - ½ assignment on own, ½ with partner
 - State directives as choice statements "you can choose to do this now or you can choose to do it ..."
- Environmental Supports
 - Agenda/organizer/visual schedule
 - Verbal reminders
 - Break card
 - Safe place/cool down location
 - 1 on 1 assistance
 - Increased engagement time
 - Preferential seating
- Curricular Modification
 - Shortened assignment
 - Alternative assignment
 - Alternate method of instruction
- Peer Supports
 - Tutor/mentor/buddy system
 - Positive peer reporting
- Transition Supports
 - Retraining (i.e. teach skills, modeling)
 - Reminders
 - Posted Expectations/visual supports
 - Giving jobs
 - Give 5 minute warning before transition
- Problem-Solving Strategies
 - Replacement Behavior
 - Stop and Think
 - Breathing
- Brain storm alternative solutions

- Self-Management/Monitoring
 - Use student led tools (i.e. anger thermometer, 5 point scale, tally marks, self awareness scale, fidgets, breaks, etc.)
 - Physical activities (walk, clay, theraputty, etc.)
- Set up Reinforcement Schedule/Program
 - Behavior Contract
 - Reward/Token System
 - Home-School Reinforcement System

Defiance/Attention Seeking

- Preventative Modifications
 - Class/line leader
 - 1 on 1 reminder
 - Check for understanding
 - Give student time to comply with request
 - Use defusing language (i.e. " I can see you are angry, I need you to use words to solve the problem.")
 - State directives as choice statements ("You can choose to do this now or you can choose to do it ...")
- Environmental Supports
 - Planned ignoring
 - Proximity control
 - Teacher response time
 - Visual schedule
 - Private discipline/discussion
 - Provide cool down opportunity for student and staff
- Peer Supports
 - Tutor/mentor
 - Peer partner
- Transition Supports
 - 1 on 1 assistance
 - Hallway 'buddy'
 - Review/remind expectations
 - Five minute warning before transition
- Set up Reinforcement Schedule/Program
 - Leadership role
 - Reinforce replacement behavior
 - Requesting a break
 - Raising hand
 - Catch them being good
 - Increase ratio of positive to negative responses
 - Home-School reinforcement system
 - Student involvement

Sensory/Calming

- Preventative Modifications
 - Change of seating
 - Change schedule
 - Use of auditory signal to gain attention

- Providing Choices
 - Seat in front or seat in back
 - Pencil or pen
 - Offer seat choice, wobble seat, ball, wedge
 - Allow to stand and do work

- Environmental Supports
 - Music
 - Stress ball/fidgets/clay
 - Adjust lighting
 - Allow headphones
 - Reduce visual distractions in the classroom
 - Use of visual timer

- Curricular Modification
 - Type assignment
 - Keyboarding, word processing
 - Oral dictation

- Transition Supports
 - Manipulative (carry manipulative, carry something heavy)
 - Hallway buddy

- Set up Reinforcement Schedule/Program
 - Reinforce replacement behavior
 - Home-School reinforcement system

Functional Behavior Assessment

Overview

A Functional Behavioral Assessment (FBA) should be conducted with the people that know and are impacted by a student's behavior. This FBA team should include teachers, parents, guardians, counselors, administrators and the student, as well as other professionals from the Educational Support Team. It is a continuous process that a team should go through together and should be considered a working document.

An FBA is a step-by-step problem-solving process intended to study in-depth the main behaviors interfering with a student's success; it looks beyond the behavior itself. The focus when conducting an FBA is on identifying significant, student-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviors. This broader perspective offers a better understanding of the function or purpose behind student behavior. The FBA helps answer the questions "Why is the student acting like this here and now?" and "What need are they trying to meet?" The FBA process then helps identify and select intervention strategies to directly address the student's identified needs in a more positive and proactive approach.

The Gogebic-Ontonagon Intermediate recommends that the FBA process include the following steps:

- Identify student's strengths
- Identify target behaviors (the 2-3 most challenging behaviors that impede the student's development, relationships, and/or academic performance)
- Gather data on target behavior including:
 - frequency (how often behavior occurs)
 - intensity (how impacting is the behavior)
 - duration (how long does behavior/episode impact student)
 - early signs student displays prior to engaging in target behavior
 - positive behavior supports specific to the student
 - intervention strategies specific to the student and the outcome, including consequence for behavior, effectiveness of consequence, student response
- Develop hypothesis regarding behavior
 - describe function of behavior (describe what you think student gets from displaying targeted behavior)
 - identify possible reinforcers (why does the student continue the behavior)
- Brainstorm ideas for supports and interventions

It is recommended that the above information is addressed throughout the FBA process and included in the documentation. The following FBA template will help guide the process, ensuring the necessary information is gathered and considered.

(School Name / District Name)

Functional Behavioral Assessment Team Attendance Sheet

(Student Name)

The Functional Behavioral Assessment (FBA) for the above named student took place on ___/___/____. The following FBA Team Members attended the meeting and contributed to the FBA process:

Parent/Guardian Signature: _____ Date: ___/___/___

Parent/Guardian Signature: _____ Date: ___/___/___

School Staff & Outside Agency Members:

Teacher Signature: _____ Date: ___/___/___

Teacher Signature: _____ Date: ___/___/___

Special Educator Signature: _____ Date: ___/___/___

Administrator Signature: _____ Date: ___/___/___

Other Title: _____ Signature: _____ Date: ___/___/___

Other Title: _____ Signature: _____ Date: ___/___/___

Other Title: _____ Signature: _____ Date: ___/___/___

Other Title: _____ Signature: _____ Date: ___/___/___

Other Title: _____ Signature: _____ Date: ___/___/___

Other Title: _____ Signature: _____ Date: ___/___/___

(School Name)

Functional Behavior Assessment Form

Student: _____
Birth Date: _____
Grade: _____
IEP Date/Program/Eligibility (optional): _____
FBA Facilitator: _____
Date of FBA: _____

Participants in FBA process: See attached Signature Sheet
(Multiple participants are required)

Referral Date, Source and Reason

Retentions Yes No If yes, what grade levels? _____

Attendance: Is there a pattern of absences? Yes No

If yes, why? _____

Methods/Tools used for the FBA:

- | | |
|---|---|
| <input type="checkbox"/> Observation Completed | <input type="checkbox"/> Student Interview Completed |
| <input type="checkbox"/> File Review Completed | <input type="checkbox"/> Teacher Interviews Completed |
| <input type="checkbox"/> Parent Interview Completed | |

Data Included:

- | | | |
|---|--|---|
| <input type="checkbox"/> ABC Forms | <input type="checkbox"/> Time Out Logs | <input type="checkbox"/> Anecdotal Notes |
| <input type="checkbox"/> Behavior Incident Reports | | <input type="checkbox"/> Scatter Plot Forms |
| <input type="checkbox"/> Daily Behavior Report Logs | | <input type="checkbox"/> Other: _____ |

Continue with the FBA/BIP Process if One or More Apply:

- The behavior is impeding the student's learning
- The behavior is impeding the learning of others
- The behavior poses a safety concern
- The behavior has resulted in destruction of property

Describe the student, include strengths/interests:

Behavior 3 _____

Frequency [how often target behavior occur]

continuously hourly daily weekly monthly other:

Intensity of target behavior (how impacting is the behavior)

Use likert scale to rate intensity of the behavior.

1 2 3 4 5 6 7 8 9 10
Mild Moderate Severe

Describe the *duration* of the targeted behavior.

How long does target behavior interfere with student accessing their curriculum?

What are the *early signs* the student displays prior to engaging in the target behaviors?

Are there any *events, circumstances or other variables* (in or outside of school) that affect the student's behavior?

Positive behavior supports that have been implemented to address the targeted behavior, individualized for the student to prevent the behaviors.
(See attached list of Positive Behavior Supports [PBS])

In the chart below, describe the Positive Behavior Supports (PBS) used to address each behavior:

Behaviors	PBS used to Prevent Behavior	Effectiveness of PBS	Student Response to PBS
Behavior 1	_____	_____	_____
Behavior 2	_____	_____	_____
Behavior 3	_____	_____	_____

In the chart below, describe the consequences or disciplinary action the school has used to address each behavior:

Behaviors	Typical Consequence for Behavior	Effectiveness of Consequence	Student Response to Consequence
Behavior 1	_____	_____	_____
Behavior 2	_____	_____	_____
Behavior 3	_____	_____	_____

Are there any known *consequences/strategies that have been ineffective* (possible triggers)?

Hypothesis

Describe what you think the student gets from the behavior, what is reinforcing the behavior (e.g. gain/avoid attention, increase/decrease stimulation, work avoidance)?

Behavior 1: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 2: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 3: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Brainstorm ideas for supports and interventions

Positive Behavior Supports / Proactive Techniques

Frequent breaks
Visual schedule
Social stories
Preferential seating
Modified assignments
Private discipline
Buddy system
Teaching social skills
Sticker chart
Cool down opportunity
Head phone
Sensory diet
Line leader
Special jobs
Movement breaks
Teaching expectations
Role playing
Listen to music
Earned free time / earned preferred activity
Break cards
Scheduled time with a preferred adult

Silent, withdrawn, sad:

- Allow student to pass on answering questions in class
- Pre-planned group participation for student (i.e. predetermine what text to read aloud, question to answer, etc)
- Arrange special projects to do with teacher or with other student
- Send student on errands he/she can handle
- Give verbal rewards for being on time, handing in work, getting work in on time
- Encourage small group oral language activities
- Review daily schedule or changes in schedule

Nervous, worrisome, complains of illness:

- Have student sit near teacher
- Have rules posted in room
- Have schedule posted in room
- Solve problems with student privately
- If the student has a physical problem and, if possible, set specific times for him to use the washroom, see nurse, etc.
- Monitor the student's work; ask him/her to show you what he/she has done when ½ completed and have him explain what he/she is doing.
- Utilize a peer to support student's work or to help explain
- Adjust the assignment directions to him/her
- Use visual aids
- Shorten assignments; allow student to do every other problem
- Use short, complete sentences, pause after the delivery of each idea

Angry, frustrated, irritable:

- Preferential seating
- Cool down in class room
- Provide sensory strategies
- Give the student a special project
- Use humor (not sarcasm)
- Maintain calm and professional demeanor
- Be consistent
- Solve problem with student privately
- Use relaxation methods (deep breathing, counting to 10, visualizations)
- Use 123 Magic, Conscience Discipline, Love and Logic (or other supportive discipline systems)

Daydreaming, distracted, inattentive:

- Monitor work, ask to show what is done when ½ complete and have student explain what he/she is doing
- Monitor student's progress
- Frequent re-direction
- Remind student to remain on topic
- Shortened version of class project
- Have student repeat directions to check for understanding
- Show student how to organize his/her work; provide organization system; model appropriate organizational system
- Use student name or code word/signal/physical prompt to increase attention or focus
- Use physical proximity while teaching to maintain focus
- Time the student in getting started ("10 seconds to get your name on the paper")
- Use succinct communication when giving directions or instructions

Fidgety, energetic, impulsive:

- Verbal rewards for on time, handing in neat work, getting work in on time
- Send positive notes home when the child's behavior is appropriate/improving
- Ignore disruptive behavior if possible; planned ignoring
- Praise the student when appropriate
- Be consistent
- Have child repeat directions to check for understanding
- Use School Moves, or other sensory/physical techniques
- Use fidget or manipulatives

Behavior Intervention Plans

Overview

Behavior Intervention Plans (BIPS) are typically developed to address behaviors that interfere with a student's ability to access the general education curriculum. Behavior Intervention Plans come in three levels, one being least restrictive and three being the most restrictive as outlined in the following discussion:

Level One Plans - Proactive techniques only. Interventions are based on already existing classroom/school-wide management techniques

Level Two Plans - Both proactive and reactive

Level Three Plans - Proactive, reactive, and includes Exclusionary Time Out (ETO), seclusion and Crisis Prevention Intervention (CPI) techniques

DEFINITIONS

Proactive Technique: Any positive and/or preventative intervention provided to a student (or group of students) to shape behavior and reduce target behavior(s).

Reactive Technique: Any technique or intervention that occurs after the student (or group of students) engages in the target behavior to shape and reduce target behavior(s).

Target Behavior: Main behavior(s) of concern as identified in the Functional Behavior Assessment (FBA)

Level One Techniques:

Level One Techniques are purely proactive in nature.

These techniques may be used for the following:

- Minor classroom disruptions
- Minor off task behaviors
- Work completion issues

Level One interventions are those that focus mainly on changing challenging behaviors through the use of classroom routines and management procedures that can be used for every student. The plan may include the following:

- 1) Positive reinforcement for appropriate behaviors such as:
 - praise or acknowledgement for appropriate behavior
 - material rewards (stickers, food, tokens, pass for free time)

- 2) Techniques that attempt to change student's behavior from negative to positive.
- 3) Techniques that teach the student what the behaviors look like. These may include:
 - modeling
 - role playing
 - frequent re-teaching of expectations and skills
- 4) Techniques that change or manipulate the environment such as:
 - changing seating
 - lowering lights
 - visual classroom schedule
 - visual behavioral expectations

Level Two Techniques:

Level Two Techniques incorporate both proactive and reactive techniques.

These techniques may be used for the following:

- Behaviors that have not responded to Level 1 Techniques
- Behavior that limits a student's ability to move freely in the school
- Students whose behavior is not a safety issue, not seriously disruptive, does not result in a pattern of exclusion, or does not require searches

A Functional Behavior Assessment (FBA) is completed prior to writing a Level Two behavior plan. This plan is written specifically to address target behavior outlined in the FBA.

Types of interventions used in Level Two plans must include proactive techniques.

Types of interventions used in Level Two plans would include the following **reactive techniques:**

- Providing structure for limiting the student's movement by limiting areas student can be within the classroom/school/grounds
- Use of cool down area, study carrel, inclusionary timeout (occurs in the classroom)
- Restitution for inappropriate or destructive behavior
- Occasional student/teacher directed cool down outside of the classroom (if a pattern of use develops, consider a Level 3 BIP)

Level Three Techniques:

Level Three Techniques use proactive, reactive and restrictive techniques.

These techniques may be used for the following:

- Behaviors that represent a safety issue to self or others
- Behaviors that seriously disrupt the learning of the student or others
- Behaviors that result in a pattern of exclusion from student's ability to access their educational programming
- Behaviors that would eliminate a student's ability to move freely within the school without adult supervision
- Behaviors that require regular searches of student or student's possessions

A Functional Behavior Assessment (FBA) is completed prior to writing a Level Two behavior plan. This plan is written specifically to address target behavior outlined in the FBA.

Interventions used in Level Three plans include positive behavior supports/proactive techniques, reactive techniques, and **restrictive techniques** (listed below).

Types of Restrictive Techniques

- Consistent and regular use of exclusionary time out
- Consistent and regular use of inclusionary time out
- Use of seclusion
- Use of restraint devices on school buses (Occupant Positioning Device)
- Use of crisis management techniques (CPI) or non-violent crisis intervention (NVCII)
- Use of protective barrier (mats)
- Use of In-School Detention (ISD)
- Use of Out of School Suspension (OSS)
- After School Detention (only a Level Three technique if this is not routinely assigned to general population)
- Reduced Day

A Level Three Behavior Intervention Plan must have the following elements (the Level Three BIP template includes all these elements):

- Medical issues which contributes to the behavior
- Medical issues that may cause harm to the student with use of certain techniques (e.g. seizure disorder, hemophiliac, panic disorder or PTSD, reactive attachment disorder, etc)
- Less restrictive alternatives have been tried
- Target behavior has been described in observable and measurable terms (goals)
- The plan has data to reflect the current levels of behaviors
- A Functional Behavior Assessment (FBA) has been completed and documented in the plan
- List of Proactive Techniques
- List of Reactive Techniques
- Data collection method and levels required for plan achievement

(School Name / District Name)

Behavior Intervention Plan Level Two

Student Name: _____
DOB: _____
Date of Plan: _____
Prepared By: _____
Teacher(s): _____
Grade: _____

Medical Concerns

There **are/are not** known medical issues which may preclude the use of the techniques described within this plan. (If there are medical issues, please describe.)

Medication: _____ Purpose: _____

Functional Behavioral Assessment (information obtained from FBA already completed)

Student's strengths and interests:

Signs of increased difficulties include (before behaviors escalate):

Effective strategies (what has already been tried and was successful):

Ineffective strategies (what has already been tried and was not successful, possible triggers):

Function of behavior (hypothesis from FBA):

Behavior 1: _____

The available information suggests that when ____ (**antecedent/trigger**) the child ____ (**target behavior**) in order to ____ (**reason/function**).

Behavior 2: _____

The available information suggests that when ____ (**antecedent/trigger**) the child ____ (**target behavior**) in order to ____ (**reason/function**).

Behavior 3: _____

The available information suggests that when ____ (**antecedent/trigger**) the child ____ (**target behavior**) in order to ____ (**reason/function**).

Plan Description

Goals (These should be the targeted behaviors from the FBA, limit to 2-3 goals)

1. _____
2. _____
3. _____

Positive Behavior Supports (refer to PBS on page 29)

Proactive Technique: Any positive intervention provided to a student (or group of students) to shape behavior and reduce target behavior(s).

Reactive Techniques (see list on page 33)

Reactive Technique: Any technique or intervention that occurs after the student (or group of students) engages in the target behavior to shape and reduce target behavior(s).

Behavior 1: _____

Behavior 2: _____

Behavior 3: _____

Outline steps staff will take when student is engaging in target behaviors.

Plan Termination

Plan's success will be determined when student has achieved their goals at ____% for ____ amount of time.

Data Collection

Explain how data will be collected related to the specific target behaviors and interventions.

School Behavior Intervention Plan Coordinator's Responsibilities

Coordinator: _____

1. Assure everyone knows their role in the BIP as soon as possible. Use the BIP Action Plan and/or create a summary of the BIP elements for staff to follow. This will remedy the fact that it may take some time for the edited BIP form to get completed.
2. Assure all people involved initial their responsibilities on the action plan.
3. Once the GOISD forwards the edited BIP to the school, make copies of the current BIP.
4. Distribute the BIP to the following people, places: CA60, special education file, administration, parents
5. Schedule the BIP review & provide invites.
6. The next scheduled BIP review will be _____.
7. At the next review, have a copy of the current BIP ready for all Team Members.
8. At the next review, have a summary of the data collected (for the identified target behaviors & interventions) as specified in the BIP.
9. Assure all pertinent people are invited to the BIP review.

BIP Action Plan for _____ Date _____

BIP Member	Will Complete the Following Elements of the Behavior Intervention Plan	By When
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		

Positive Behavior Intervention Support Plan Consent Form

(School Name)

(Student Name)

Behavior Intervention Plan Date: ____/____/____

Parental Consent

I have read and understand the present plan that has been developed for my child and I agree to its implementation

I have read and understand the present plan that has been developed for my child and I disagree to its implementation

Parent/Guardian Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Student Agreement

I have read and understand this plan.
I agree to follow this plan.

Student Signature: _____ Date: ____/____/____

Additional BIP Team Members / Witnesses:

Teacher Signature: _____ Date: ____/____/____

Special Educator Signature: _____ Date: ____/____/____

Administrator Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

(School Name / District Name)

**Behavior Intervention Plan
Level Three**

Student Name: _____
DOB: _____
Date of Plan: _____
Facilitated by: _____
Teacher: _____
Grade: _____

Medical Concerns

There **are/are not** known medical issues which may preclude the use of the techniques described within this plan. (If there are medical issues, please describe.)

Medication: _____ Purpose: _____

Description of the Presenting Problem/History

Goals (these should be the targeted behaviors from the FBA)

1. Goal # 1
2. Goal # 2
3. Goal # 3

Functional Behavioral Assessment (information obtained from FBA already completed)

Student's strengths and interests:

Signs of increased difficulties include (before behaviors escalate):

Effective strategies (what has already been tried and was successful):

Ineffective strategies (what has already been tried and was not successful, possible triggers):

Function of Behavior (hypothesis from FBA):

Behavior 1: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 2: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 3: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Current Levels of Behavior

(frequency, intensity and duration of target behaviors)

Behavior 1: _____

- Frequency
- Intensity
- Duration

Behavior 2; _____

- Frequency
- Intensity
- Duration

Behavior 3: _____

- Frequency
- Intensity
- Duration

Plan Description

Positive Behavior Supports

Reactive Techniques

Outline steps staff will take when student is engaging in target behaviors.

Behavior 1: _____

Behavior 2: _____

Behavior 3: _____

Intervention Steps (see Appendix for sample intervention steps)

Level-III (Restrictive Techniques) Techniques to be used in this plan
(see appendix)

Plan Termination

Plan's success will be determined when student has achieved their goals at _____ %
for _____ amount of time.

Data Collection

Explain how data will be collected related to the specific target behaviors and interventions.

School Behavior Intervention Plan Coordinator's Responsibilities:

Coordinator: _____

10. Assure everyone knows their role in the BIP as soon as possible. Use the BIP Action Plan and/or create a summary of the BIP elements for staff to follow. This will remedy the fact that it may take some time for the edited BIP form to get completed.
11. Assure all people involved initial their responsibilities on the action plan.
12. Once the GOISD forwards the edited BIP to the school, make copies of the current BIP.
13. Distribute the BIP to the following people, places: CA60, special education file, administration, parents
14. Schedule the BIP review & provide invites.
15. The next scheduled BIP review will be _____.
16. At the next review, have a copy of the current BIP ready for all Team Members.
17. At the next review, have a summary of the data collected (for the identified target behaviors & interventions) as specified in the BIP.
18. Assure all pertinent people are invited to the BIP review.

BIP Action Plan for _____ Date _____

BIP Member	Will take the following action to assure the BIP is being implemented with integrity:	By When
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		

Positive Behavior Intervention Support Plan Consent Form

(School Name)

(Student Name)

Behavior Intervention Plan Date: ____/____/____

Parental Consent

I have read and understand the present plan that has been developed for my child and I agree to its implementation

I have read and understand the present plan that has been developed for my child and I disagree to its implementation

Parent/Guardian Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Student Agreement

I have read and understand this plan.
I agree to follow this plan.

Student Signature: _____ Date: ____/____/____

Additional BIP Team Members / Witnesses:

Teacher Signature: _____ Date: ____/____/____

Special Educator Signature: _____ Date: ____/____/____

Administrator Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Monitoring Report / Behavior Intervention Plan Review

Student Name: _____
DOB: _____
Original Date of Behavior Support Plan _____
Date of Review: _____
Next Review Date: _____
Facilitated By: _____
Teacher: _____
Grade: _____

Function of behavior (hypothesis from FBA):

Behavior 1: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 2: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 3: _____

The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Current Levels of Behavior

(Frequency, intensity and duration of target behaviors)

Behavior 1:

1. Frequency
2. Intensity
3. Duration

Behavior 2:

1. Frequency
2. Intensity
3. Duration

Behavior 3:

1. Frequency
2. Intensity
3. Duration

Review Plan:

Revised Procedures:

Factors with interfere with development/implementation of plan (i.e. medical reports, staffing, student absences):

School Behavior Intervention Plan Coordinator’s Responsibilities:

Coordinator: _____

- 19. Before the edited BIP is forwarded to the school from the GOISD, use the BIP Action Plan and/or create a summary of the BIP elements to get the plan in action as soon as possible.
- 20. Assure all people involved initial their responsibilities on the action plan.
- 21. Once the GOISD forwards the edited BIP to the school, make copies of the current BIP.
- 22. Distribute the BIP to the following people, places: CA60, special education file, administration, parents
- 23. Schedule the BIP review & provide invites.
- 24. The next scheduled BIP review will be _____.
- 25. At the next review, have a copy of the current BIP ready for all Team Members.
- 26. At the next review, have a summary of the data collected (for the identified target behaviors & interventions) as specified in the BIP.
- 27. Assure all pertinent people are invited to the BIP review.

BIP Action Plan for _____ Date _____

BIP Member	Will Complete the Following Elements of the Behavior Intervention Plan	By When
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		
Initials _____		

Behavior Intervention Plan Review Consent

(School Name)

(Student Name)

Behavior Intervention Plan Review Date: ____/____/____

Parental Consent

I have read and understand the present plan that has been developed for my child and I agree to its implementation

I have read and understand the present plan that has been developed for my child and I disagree to its implementation

Parent/Guardian Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Student Agreement

I have read and understand this plan.
I agree to follow this plan.

Student Signature: _____ Date: ____/____/____

Additional BIP Team Members / Witnesses:

Teacher Signature: _____ Date: ____/____/____

Special Educator Signature: _____ Date: ____/____/____

Administrator Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

Other Title: _____ Signature: _____ Date: ____/____/____

APPENDIX

Intervention Steps: (This language can be used and modified to utilize in plan.)

- 1. Warning:** _____ should be given a verbal or visual warning to alert her/him of the need for a behavioral change.
 - Get _____'s attention in a non-challenging way.
 - Use verbal or visual supports including check sheets and daily schedules to get _____ back on track.
 - Minimal verbalizations and use a soft, non-challenging tone of voice.
 - Modeling and re-teaching activities as appropriate to help achieve the expected behaviors.

- 2. Cool Down (Inclusionary Time Out):**
 - If _____ feels that s/he is becoming frustrated or is in danger of losing control, s/he may choose to voluntarily go to cool down area for a period of approximately 3-10 minutes.
 - If staff feels _____ is becoming frustrated or is in danger of losing control, they may direct _____ to a cool down. _____ will be given a verbal or visual indication that s/he needs to go for a "cool down". If _____ is not causing a disruption or safety issue s/he should be given time and space to refocus with minimal attention or direction, or a period of approximately 3-10 minutes.
 - Upon leaving the "cool down" area, _____ should complete any unfinished school work that was missed during the cool down period.

- 3. Exclusionary Time Out (ETO):**
 - If _____'s behavior becomes excessively disruptive to the classroom, or the cool down was ineffective, s/he will be asked to go to a Time Out which is located outside of the class room and is supervised by school personnel.

- 4. In School Detention (ISD):**

- 5. After School Detention (ASD):**

- 6. Out of School Suspension (OSS):**

Should _____'s behavior be judged as being a significant threat to property or the care, safety and welfare of herself/himself or others, s/he may, at the discretion of the building administrator, be suspended.

- 7. Reduced Day, Day Termination**

LEVEL-III (RESTRICTIVE TECHNIQUES) TECHNIQUES TO BE USED IN THIS PLAN

- In School Detention (ISD)
- After School Detention (ASD)
- Exclusionary Time Out (ETO)
- Nonviolent Physical Crisis Intervention (NVCI)

NONVIOLENT PHYSICAL CRISIS INTERVENTION (NVCI):

The use of NVCI should be considered only if _____'s behavior escalates to the point where it is judged to be a crisis situation that threatens the care, safety, or welfare of her or others. All staff using NVCI should be certified in CPI*

***In emergency situations, where staff trained in CPI techniques are not available, reasonable force should be used in accordance with Public Act 451, section 1312 of 1976 and Public Act 521, section 380.1312 of 1988, by a person employed by a local or intermediate school board to prevent a pupil from inflicting harm upon herself/himself or to quell a disturbance that threatens physical injury to any person. The use of Reasonable Force is beyond the mandate of the Behavior Support Committee and as such, the BSC neither approves nor disapproves of any specific action(s) taken by school personnel in this regard. It is the responsibility of the local educational agency however, to provide for the care, safety and welfare of their students.**

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