

FRESNO UNIFIED SCHOOL DISTRICT
BEHAVIOR INTERVENTION PLAN

Student Name: [REDACTED]

Birthdate: 5/15/2003

IEP Date: 4/25/2019

Date of BIP: [REDACTED]

This Behavior Intervention Plan is based on a Functional Behavior Assessment No Yes

If marked no, Behavior Intervention Plan is based on the following:

The problem behavior impeding learning is (describe what it looks like)

Frequency *5-7 a day*

Intensity *N/A*

Duration *N/A*

Reported By *Sped Aide*

and/or

Observed by *Sped Aide*

PREVENTION, PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

What are the antecedents for the problem behavior? (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.)
SETTINGS: Disruptive classroom behavior occur across all classrooms
PEOPLE: Disruptive classroom behaviors occur across multiple staff members (e.g. general education teachers at [REDACTED] High School)
ACTIVITIES: Disruptive classroom behaviors tend to occur most often when 1) prompted to initiate a non-preferred task/activity/work demands (e.g. academic task, quiz) or task is perceived as difficult, 2) when asked to stop engaging in a behavior (e.g. texting, talking to peers in close proximity and across the rooms, 3) corrected (e.g. when asked to move to his assigned seat, when asked to remove his headphones/ear buds, 4) when denied an item/actions (e.g. permission to use the restroom, talk to the counselor)
TIMES OF THE DAY: Disruptive classroom behaviors occur throughout the day

What environmental structure and supports are needed to reduce the problem behavior? (Provide specific examples)
1. Provide choices in non-preferred activities (e.g. notes/homework from different classes, notes or homework during the same class),
2. Provide optimal seating arrangement [ex. central location, away from highly reinforcing peers, more than five feet away from aide, accessible to teacher to provide discreet instruction (e.g. instruction given with away from reinforcing peers)]
3. Provide clear and concise directives, expectations, and directions (e.g. written or verbal)
4. Provide school expectations and classroom expectations
5. Provide correctional feedback away from reinforcing peers
6. Provide schedule or visual of daily tasks

ANALYSIS, PART II: FUNCTIONAL FACTORS

Team believes the behavior occurs because:
 Access:
 Avoid: *Escape: [REDACTED] avoids task demands, to escape from activities/tasks/work demands that he does not understand or that is difficult.*
 Automatic Reinforcement:
 Other: *Peer Attention*

FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

What team believes the student should do INSTEAD of the problem behavior? (Replacement behavior that meets the same identified function of problem behavior)
[REDACTED] will comply with school and class rules, routines, and procedures; increase cooperation with adults; increase problem solving, conflict resolution, and coping skills; increase independent and responsible decision making; assume responsibility for incidents and consequences; follow teacher and adult directives; decrease disruptive and delinquent behavior.

List teaching Strategies/Necessary Curriculum/Materials that are needed (List successive teaching steps for student to learn replacement behavior/s)

- Provide opportunities for [redacted] to develop plans to resolve his behavior
- When the student asks to leave to the restroom, [redacted] will be provided with the option of taking a less than five minute break or to use the restroom.
- Differential reinforcement of alternative behavior (DRA) to "catch" him engaging in desired behaviors. Student/teacher agreement that depicts when [redacted] self-records and receives check marks that can be exchanged for preferred activities/items (e.g. time on phone)
- o Teaching procedures: [redacted] will need to check-off questions that asks if he follows expectations and met criteria to earn checkmarks
- Provide organizational tools: checklists, schedules, homework routine task analysis, opportunities to organize binder/backpack,
- Provide [redacted] with alternative cues/signals for receiving assistance:
- o Meet with [redacted] and identify how they can communicate to receive assistance
- o Use simple cues/signals to minimize attention toward [redacted]
- Peer tutor/peer model: Teacher will provide [redacted] with a peer model/peer teacher to: create an environment that allows for [redacted] to ask questions in a least restrictive manner, create more learning opportunities, provide frequent and constant refocusing, and assist [redacted] in forming trusted relationships.
- Alternatives to suspension: Suspension does not decrease [redacted] problem behaviors and will increase school work burden. Alternatives to suspension will provide [redacted] with learning opportunities to correct his behavior.
- o In-school suspension, school service, parent supervision, behavior contract, loss of privileges (e.g. lunch break with peers)

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?

1. Reinforcers must be given contingently following the desired behavior.

Selection of reinforcer based on:

RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES

Student Behaviors	Staff Response
<p>Student early escalation behaviors may include: Precursor behaviors – engaging in noncompliance when presented with non-preferred tasks (e.g. task that he does understand how to do).</p>	<p>Staff response to early escalation behaviors may include: (e.g. prompting relaxation strategies, offering distractions) Provide discrete instruction to assist [redacted] in completing the task.</p>
<p>Student behaviors during problem behavior may include: [redacted] exhibiting any of the following behaviors within the classroom, during passing period, or break: raising his voice and talking back to school personnel, argumentative with school personnel, eloping from classroom, and delinquent behavior</p>	<p>Staff response during problem behavior may include: (e.g. monitor for safety, one step directions, neutral tone and affect) Staff will provide brief, to the point redirection and expectation in a calm and neutral tone.</p>
<p>Student behaviors during de-escalation may include: [redacted] exhibiting any of the following behaviors: speaking in a calm and authoritative manner, bargaining, justifying his actions</p>	<p>Staff response to promote de-escalation may include: (e.g. model deep breathing, encouragement) Speaking to him outside of class</p>
<p>Student behaviors during post incident may include: [redacted] will actively participate in the classroom routine and expectations.</p>	<p>Post incident strategies may include: (e.g. offer choices, refrain from discussing consequences) Provide consequence training: in a calm manner, state what [redacted] did and provide consequence (ex. "Because you did not follow the teachers, instructions, you must complete a behavior reflection form)</p>

Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered: Goals 4,5,7,8