

## Behavior Intervention Plan

Student Name: Suzy

Action Team Members: Teacher, Counselor, Parent, Admin

Date of Meeting:

### COMPETING BEHAVIOR PATHWAY

Combined for webinar to say:  
Independent work time with peers nearby.

<p><b>Desired Replacement</b> (Long Term Objective)</p> <p>Work on task, raise hand or ask to work with teacher or peers, socialize at breaks</p>	<p><b>Reinforcing Consequences for Desired Replacement</b></p> <p>Suzy will experience academic success and enjoy positive interaction with adults and peers</p>
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<p><b>Setting Event</b> When certain friends or peers are present</p>	<p><b>Triggering Antecedent</b> Suzy is asked to work independently</p>	<p><b>Problem Behavior</b> Suzy interrupts, talks out, and jokes</p>	<p><b>Maintaining Consequences</b> Peers laugh or respond, teacher attention</p>	<p><b>Function</b> To get attention</p>
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<p><b>Alternative Replacement Behavior</b> (Short-term Replacement)</p> <p>Work with peer or earn peer interaction by completing parts of assignments</p>
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INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies to Reinforce Appropriate Behavior
<p>Arrange seating so Suzy's work area is free of distraction, and set up for working with a peer</p>	<p>Teacher will clarify expectations for independent work and provide pre-corrects</p>	<p>Teacher will clarify each step of working independently, and focus on role playing and providing feedback for Suzy in using strategies to ask to work with peers or get help from the teacher</p>	<p>Respond immediately when Suzy uses desired social skills, provide praise for working quietly</p>

CONSEQUENCE STRATEGIES

*(Response strategies &/or environmental manipulations that make consequences for problem behavior ineffective)*

Use planned ignoring for identified problem behavior (interrupting, talking out, joking). Provide praise to other students exhibiting desired behavior. Provide quick, simple corrective feedback, then walk away.

IMPLEMENTATION PLAN

Person responsible for training school personnel how to implement each part of the BIP: School counselor

Deadline for completing the training: Within 2 weeks of plan development

Tasks to Complete & Resources Needed	Person Responsible for Implementing	Person Responsible for Training	Timeline
Arrange classroom seating to minimize distraction	Classroom Teacher	N/A	By end of week 1
Meet with Suzy to clarify expectations for independent work time, and provide Suzy with a checklist of steps for working independently	Classroom Teacher	N/A	Beginning of week 2
Direct instruction and role playing of expected behaviors during independent work time, providing practice and feedback	Counselor, Classroom Teacher	Counselor	Beginning of week 2
Increase use of behavior specific feedback and provide recognition when Suzy uses expected behavior Develop and provide a system for working with peers	Classroom Teacher	N/A	Begin week 1
Use planned ignoring and provide increased positive feedback to peers performing expected behavior	Classroom Teacher	N/A	Begin week 1

MONITORING & EVALUATION PLAN

Behavioral Objective (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision • Monitor • Modify • Discontinue
Suzy will complete small parts of independent tasks and check work with a peer 3 out of 5 days each week	Daily checklist outlining independent tasks assigned, amount completed and opportunities for peer interaction	Classroom teacher and student, if applicable  Daily during reading, writing, and math	Every 3 weeks  *List dates when intervention begins	
Data to be Collected		Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation)  Is Plan Making a Difference?  Student View  Teacher View	BIP Fidelity Monitoring Form	Classroom Teacher Building Principal	Self-report weekly Monitor every 2 weeks	

GENERALIZATION & MAINTENANCE

Generalization Strategies	Person Responsible & Timeline
<p>Other teachers and staff will provide additional feedback and positive recognition to Suzy consistent with the teacher's feedback in schoolwide and non-classroom areas (PE, music, cafeteria, playground)</p>	<p>Counselor will communicate to other teachers and staff</p> <p>Within 2 weeks</p>
Maintenance Strategies	Person Responsible & Timeline
<p>Suzy will earn recognition with each reporting period (extra note from teacher on behavior success, certificate of self-monitoring)</p> <p>Suzy may choose 2 peers for lunch with administrator in conference room at each reporting period</p> <p>Suzy may be selected to act as a mentor to younger students in reading</p>	<p>Classroom teacher (every 9 weeks)</p> <p>Administrator (every 9 weeks)</p> <p>Admin, Classroom Teacher, 1<sup>st</sup> Grade Teacher (after the first successful reporting period)</p>

Notes: