

BEHAVIOR INTERVENTION PLAN (BIP)

10) CORRECTION PROCEDURES:

Create a hierarchy of consequences to be used when the student engages in the **TARGET BEHAVIOR**. The hierarchy should start with teacher procedures used in the classroom and increase in severity of loss/restriction for the student. It is recommended that the initial consequence be the loss of a positive incentive that could have been earned had the student engaged in the **REPLACEMENT BEHAVIOR**. The hierarchy should increase in small increments of severity. The administrative procedures should also be listed as a hierarchy of consequences that build in small increments of severity.

CLASSROOM PROCEDURES:

1. NO SPIN
2. warning
3. loss of PE time
4. stay in for lunch
5. _____

ADMINISTRATIVE PROCEDURES:

1. lunch w/ teacher to talk about behavior
2. no spin wheel
3. _____
4. _____
5. _____

11) LEAST RESTRICTIVE BEHAVIORAL INTERVENTIONS (LRBI):

Check any of the following Level III and IV interventions that will be used in implementing this **BIP**. These interventions should be used according to the guidelines specified in the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines*. The potential side-effects of each intervention are presented in the LRBI Guidelines and should be discussed with parents. The LRBI Guidelines outline the use of Level III and IV interventions on a limited basis in the event of an emergency situation. Interventions specified on the **BIP**, as well as other interventions in the LRBI Guidelines, can be used in an emergency situation.

Not Applicable

- Forceful Physical Guidance:**
Student is physically guided through the proper motions despite his/her resistance.
 - Seclusionary Time-Out:**
Student is placed in a supervised setting for a specific period of time.
 - Manual Restraint:**
The minimum amount of force necessary is used to hold/restrain a student only as long as the student is a danger to him/herself, others, or property.
 - Other: _____
- Possible Side Effects: _____

DATA COLLECTION METHOD:

- Not Applicable
- Time-out Room Logs and Graphs
- Manual Restraint Logs and Graphs

- Other: _____
- Other: _____
- Other: _____

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7) PREVENTATIVE STRATEGIES:

List strategies or teaching techniques that can be used or environmental changes that can be made to prevent the **TARGET BEHAVIOR** from occurring. Review the **FUNCTIONAL ASSESSMENT** for people, places, times, locations, and events that are **ANTECEDENTS** for the behavior.

teacher sit right next to student/stand
 teacher stay involved with student
 make sure student is actively involved
 remind student to raise hand to speak

8) INSTRUCTIONAL STRATEGIES:

List the skills the student will need to learn/practice in order to perform the **REPLACEMENT BEHAVIOR** when needed. Identify who will teach the skills, when they will be taught, and how rehearsal/practice will occur.

SKILLS TO BE TAUGHT:

1. raising hand
2. patting
3. waiting turn
- 4.

WHO TEACHES THE SKILLS:

1. Taylor (me)
2. Beth
3. Cami
- 4.

WHEN/WHERE SKILLS TAUGHT:

1. small group
2. large group
- 3.
- 4.

PRACTICE PROCEDURES: Briefly describe how skills will be taught, practiced, reinforced, and corrected.

Kaden knows and understand that raising your hand when wanting to talk is encouraged/required. I will tell Kaden before small group instruction that if he keeps his talkouts under 3 times during the certain time then I will let him have an extra spin on the mystery motivator wheel.

9) POSITIVE INCENTIVES:

List incentives the student can earn for increasing use of the **REPLACEMENT BEHAVIOR**. Consider primary reinforcers, preferred activities, privileges, social activities and other personalized incentives. Review the **FUNCTIONAL ASSESSMENT** to make sure that the student is receiving the same **PAYOFF** that she was getting from the **TARGET BEHAVIOR**.

wheel spin
 youtube time
 sticker

