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| IRIS Center logo. | **Outline** |

**Behavioral Intervention Plans (Secondary)**:

Developing a Plan to Address Student Behavior

Module Home

* Module Description: This module explores the steps for developing a behavioral intervention plan. It includes identifying appropriate behaviors to replace the interfering behavior, selecting and implementing interventions that address the function of the behavior, monitoring students’ responses to the interventions, and making adjustments based on the data (est. completion time: 2 hours).

Challenge

* Video: Tasha is a quiet tenth grader who primarily keeps to herself, except in band class where she is the first-chair violinist.

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Initial Thoughts

* How can educators modify a student’s behavior?
* How can educators know if interventions are effective?

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Perspectives & Resources

* Module Objectives
* Recognize the essential components and the benefits of a behavioral intervention plan
* State the four primary functions of behavior
* Identify a replacement behavior that serves the same function as the target behavior
* Choose a function-based intervention that addresses the student’s individualized needs and the function of the target behavior
* Explain considerations for implementing behavioral interventions and different ways to monitor student progress
* Examine progress monitoring data to determine whether an intervention should be continued with or without adjustments

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* Page 1: Behavioral Intervention Plans
* When a student exhibits severe or chronic interfering behaviors—those that interrupt instruction and have a negative impact on the learning environment—educators need to intervene intentionally and systematically.
* Link: functional behavioral assessment (FBA) [definition]
* Link: function [definition]
* Known as a behavioral intervention plan (BIP) or behavioral support plan (BSP), this formal written plan is designed to address the [function](https://iris.peabody.vanderbilt.edu/module/bip-elem/cresource/q1/p01/javascript_required.html) of a student’s interfering behavior by outlining individualized strategies and procedures for both prevention and intervention. [bullet points]
  + Link: target behavior [definition]
  + Link: replacement behavior [definition]
  + Link: progress monitoring [definition]
* Did You Know?
* A thoughtfully designed and implemented BIP offers numerous benefits, including… [bullet points]
* Tiered Systems
  + Link: multi-tiered system of supports (MTSS) [definition]
  + Link: Positive Behavioral Interventions and Supports (PBIS) [definition]
* High-Leverage Practices for Students with Disabilities
  + Link: High-Leverage Practices in Special Education [PDF]
* Returning to the Challenge (Secondary)
  + Link: Review a summary of information collected for each step of Tasha’s FBA analysis. [drop-down menu]
  + Link: Review a summary of information collected for each step of Isaiah’s FBA analysis. [drop-down menu]

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* Page 2: Addressing the Function of a Behavior
* It is critical that the interventions included in a BIP address the underlying purpose, or function, of an interfering behavior.
* Link: antecedents [definition]
* Link: consequences [definition]
* Function/Description [table]
  + Link: behavior analysts [definition]
  + Link: occupational therapists [definition]
* Audios: Johanna Staubitz discusses how teams can use their understanding of a behavior’s function—in particular, attention, access to items or activities, and escape—to address student needs.
* Research Shows
* Audio: Bettie Ray Butler discusses the benefits of function-based interventions.
* Returning to the Challenge

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* Page 3: Replacement Behaviors
* During the FBA process, educators focus on measuring the behavior they want the student to engage in less often (i.e., target behavior).
* Link: reinforcement [definition]
* Function/Possible Replacement Behaviors [table]
* In addition to being functionally equivalent, a replacement behavior should… [bullet points]
  + Link: cultural norms [definition]
* Returning to the Challenge (Secondary)
  + Link: school psychologist [definition]
* Activity

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* Page 4: Intervention Types
* Once a replacement behavior is identified, the BIP team must develop a plan for effectively teaching and reinforcing this new skill in the student’s learning environment.
* BIP teams can consider three categories of function-based interventions (which are often used in combination)… [bullet points]
* Intervention Type/Goal/Description [table]
* When considering interventions, teams should first examine the student’s current abilities to determine whether the student cannot or will not do the behavior. This distinction results in the identification of one or both of the following…
  + Skill deficit
    - Link: executive function [definition]
  + Performance deficit or motivation deficit
* Regardless of type, teams should ensure that all selected interventions are… [bullet points]
  + Link: evidence-based practices [definition]
* For Your Information
* Audio: Michael Bruebach discusses how the student and the family can contribute to the development of a BIP.
* Audio: Johanna Staubitz shares tips on how to balance the feasibility of implementing interventions and available resources.
* For Your Information
* Returning to the Challenge

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* Page 5: Skill-Based Interventions
* As mentioned earlier, there are times when a student is unable to perform the replacement behavior due to a skill deficit.
* Link: explicit instruction [definition]
* Link: behavioral skills training (BST) [definition]
* Educators can explicitly teach replacement behaviors using the following procedure. [bullet points]
  + Link: generalization [definition]
* Research Shows
* Link: social narrative [definition]
* Link: video modeling [definition]
* High-Leverage Practices for Students with Disabilities
  + Link: High-Leverage Practices for Students with Disabilities [PDF]
* Returning to the Challenge
* Activity

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* Page 6: Antecedent-Based Interventions
* Remember that the goal of antecedent-based interventions is to make the target behavior irrelevant by changing the environment.
* Modify the physical space [drop-down menu]
* Deliver prompts [drop-down menu]
* Adapt academic tasks [drop-down menu]
  + For Your Information
  + To address the underlying need, educators might consider adapting academic tasks by… [bullet points]
    - Link: speech-to-text [definition]
* Offer choice [drop-down menu]
  + For Your Information
  + Educators may offer students choice in terms of… [bullet points]
  + Link: Choice Making [IRIS Fundamental Skill Sheet]
* Provide space for self-regulation [drop-down menu]
  + Link: self-regulation [drop-down menu]
  + In this area, a student might… [bullet points]
  + Keep in Mind
* Schedule noncontingent reinforcement [drop-down menu]
  + Educators can use noncontingent reinforcement in a variety of ways, such as… [bullet points]
  + Audio: Michael Bruebach explains how he implements noncontingent reinforcement in the classroom.
* For Your Information
* Returning to the Challenge
* Activity

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* Page 7: Reinforcement-Based Interventions
* A critical component of every BIP is a reinforcement-based intervention because reinforcement, compared to other types of consequence, is more likely to result in meaningful behavioral change.
* DRA entails five steps [bullet points]
* Decide on Reinforcers and a Reinforcement Schedule
  + Types of Reinforcers [drop-down menu]
    - Additionally, educators should keep the following considerations in mind… [bullet points]
    - Keep in Mind
    - Audio: Bettie Ray Butler discusses how educators can involve their students in the BIP process through the co-construction of a reward, or reinforcement, system.
  + Reinforcement Schedules [drop-down menu]
    - Type of Schedule/When to Use/How to Use [table]
    - For Your Information
* Reinforce the Replacement Behavior
  + Link: behavior-specific praise [definition]
  + For Your Information
    - Link: Behavior-Specific Praise [IRIS Fundamental Skill Sheet]
* Did You Know?
  + Link: Token Board [PDF]
  + Link: Punch Card [PDF]
  + Link: Behavior Points Card [Word doc]
* Returning to the Challenge

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| NOTES |  |

* Page 8: Implementation and Progress Monitoring
* Developing a BIP is a critical step in promoting positive behavior change, but such change requires much more than just a written plan.
* Implementing the BIP
  + As educators implement the interventions outlined in the plan, they should keep several things in mind. [bullet points]
* Monitoring Student Progress
  + To facilitate consistent and accurate data collection, the behavior being monitored must be defined in terms that are… [bullet points]
  + Link: baseline data [definition]
  + Did You Know?
  + Direct Behavior Rating [drop-down menu]
    - Link: Direct Behavior Rating (DBR) Recording Form [Word doc]
  + Scatterplot Recording [drop-down menu]
    - Link: Sample Scatterplot Recording Form [Word doc]
  + Systematic Direct Observation [drop-down menu]
    - Link: Sample Frequency Recording Form [Word doc]
    - Link: Sample Interval Recording Form [Word doc]
    - Link: Sample Latency Recording Form [Word doc]
  + For Your Information
  + Audio: Michael Bruebach shares tips on how to easily collect progress monitoring data.
* Returning to the Challenge
  + Link: Tasha’s Behavioral Intervention Plan [Word doc]
  + Link: Tasha’s Direct Behavior Rating (DBR) Recording Form [Word doc]
  + Link: Isaiah’s Behavioral Intervention Plan [Word doc]
  + Link: Isaiah’s Sample Scatterplot Recording Form [Word doc]

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* Page 9: Reviewing and Adjusting the BIP
* An effective BIP is not a static document.
* If…/Then… [table]
* Activity

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* Page 10: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Credits

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Wrap Up

* Summary of the module
* Intervention Type/Description [table]
* The team can use the following decision-making rules when analyzing student data. [bullet points]
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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