

Game Plan for BIPs

Malinda Garrett- Title 1 Behavior Interventionist
Erinne Snyder- MTSS Behavior Interventionist
Steph McDonald - MTSS Behavior Interventionist

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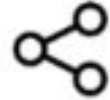
P

PARTICIPATE POSITIVELY



L

LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT



N

NAVIGATE LEARNING
WITH A GROWTH MINDSET



I

IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK



S

SET GOALS AND PLAN NEXT STEPS



D

DEMONSTRATE PROFESSIONALISM



Behavior Goals

- **Escalated Behavior**

- Major behaviors that are seen in the educational setting that interfere with the learning environment.

- **Typical Interfering Behavior**

- Minor behaviors that are seen in the educational setting that interfere with the learning environment.

- **Alternative Behavior**

- Typically two behavior objects to help student achieve desired behavior goal.

- **Desired Behavior**

- Ultimate goal that we want the student to achieve.

Each goal will identify the function of the behavior.

What it looks like in the BIP...

1. **Behavior Goal** (*Desired behavior goal*): STUDENT will use functional communication to request his wants/needs and tolerate delayed or denied access by choosing an approved alternative.

Description of Target Behavior: *Operational definition and function of behavior(s) targeted for change*
These behaviors function as a means to gain access to desired items/activities/attention.

1. *Escalated behavior*

- a. Physical Aggression: Any instance in which STUDENT touches others or attempts to touch others without permission that will cause potential injury, damage, or discomfort (i.e., pushing, hitting, grabbing, kicking, spitting, scratching). Non-examples include appropriate physical contact (e.g., high fives, hand-over-hand prompting), and accidental contact during transitions or play.
- b. Object Aggression: Any occurrence or attempted occurrence in which STUDENT uses his hands and/or feet to hit, kick, throw, or destroy property and may or may not cause damage. Non-examples include accidentally dropping objects or engaging in appropriate use of classroom or leisure materials.

2. *Typical interfering behavior*

- a. Inappropriate Verbal outbursts: Any occurrence of STUDENT engaging in vocalizations louder than a conversational level (typically during a time when quiet voices are expected) can include language that is not appropriate for the setting or verbal threats (e.g. saying "I hate you" or "I'm going to throw this at you"). Non-examples include expressing frustration at an appropriate volume or brief increases in volume that are socially appropriate (e.g., responding when called from a far distance).

Description of Alternative Behavior (*Functionally equivalent replacement behavior(s)*):

3. STUDENT will use functional communication (i.e., appropriate tone and voice level) to request his wants and needs.
4. STUDENT will use functional communication to request his wants and needs AND tolerate delayed access up to 10 minutes by following his daily schedule.

What it looks like in Emergent Tree...

Goal Name	5 (Desired)	4 (Improved)	3 (Alternative)	2 (Interfering)	1 (Escalated)
Access	█████ will raise her hand in her area, wait to be called on, and use an age appropriate voice to share.	█████ will raise her hand, stay in her assigned area and express comments or questions that are on topic after waiting to be called on.	█████ will raise her hand, stay in her assigned area and express comments or questions that are off topic without waiting to be called on.	Noncompliance: Any instance where █████ is given a mastered instruction and fails to initiate task completion within 3 minutes and/or ignores the instruction while engaging in other non-instructed behaviors.	Any instance of non-contextual and sudden vocalizations emitted at louder than normal conversational volume, such as (but not limited to) yelling, screaming, making noises, talking out, verbal refusal, or shouting that is unrelated to classroom instruction, and occurs in a way that disrupts the learning environment.
Escape	█████ engages in the task or requests a break after the completion of an assigned task in the allotted timeframe	█████ requests a change to the assignment he has been given (e.g.-a different material to use, a different location to complete assignment, a certain number of problems to complete, etc.) using visuals or verbally stating what she needs.	█████ uses a visual to request a break for a specified time before starting the tasks (can be in the classroom or in alternate location).	Elopement: Any instance or blocked attempt where █████ moves more than 5 feet away from the designated/expected area without permission. Eloping can be leaving a designated area in the classroom, leaving a designated spot in line during transitions, and/or leaving the classroom. Noncompliance: Any instance where █████ is given a mastered instruction and fails to initiate task completion within 3 minutes and/or ignores the instruction while engaging in other non-instructed behaviors.	Physical Aggression: Any instance where █████ makes physical contact with another person (peer or adult) with apparent intent to cause harm, or discomfort. This includes, but is not limited to -hitting, pushing, grabbing, kicking, etc. Object Aggression: Any instance where █████ uses items/objects with sufficient force to cause damage or create the threat of damage.. This includes, but is not limited to: throwing items, hitting items against another object, shoving/pushing items, ripping up items etc.

Setting Event Strategies

A setting event is a **condition that occurs** prior to behavior starting. It can occur hours prior to us seeing the behavior.

Setting events can be **physical** or **social/environmental**.

Some examples of physical setting events are: hunger, pain, medication (additional, changes, or forgotten), poor sleep.

Examples of social/environmental are: change in morning routines, argument prior to class, guest educator, changes in home life.

Setting event interventions are **proactive strategies** that allow us to modify the environment prior to the behavior to prompt the desired behavior and reduce the occurrence of the challenging behavior. They are more general supports.

What it looks like in the BIP...

Setting Event Strategies

Intended to increase the likelihood of desired behavior.

- Provide student with a quiet, non-threatening, non-stimulating place in order to regain control when needed (a safe area).
- Provide visual and/or verbal cues of social strategies.
- Provide frequent check ins
- Increase proactive attention (non-contingent reinforcement) by providing frequent, scheduled positive attention throughout the day before challenging behaviors occur.
 - Use social praise, physical proximity, nonverbal praise, and engagement to prevent excessive attention-seeking.
- Rapport Building: Rapport building creates a positive and trusting relationship between the student and teacher, which is essential for effective learning opportunities and optimal behavioral changes.

Antecedent Strategies

An antecedent is an **event that happened** directly prior to the behavior. It can be **internal** or **external**.

Internal examples can include: thoughts/anxiety, pain

External examples can include: loud sounds, transitions/clean up time, paper assignments

Antecedent interventions are **proactive strategies** that allow us to modify the environment prior to the behavior to prompt the desired behavior and reduce the occurrence of the challenging behavior.

What it looks like in the BIP...

Antecedent Strategies

Strategies that prevent the interfering behavior and prompt the replacement behaviors that function as a means to gain access to attention.

- Prior to transitioning to the work area, establish what he is working for
- Prior to transitioning explain what is about to happen
- Prior to a change, give as much advanced warning as possible
- Set clear expectations of the task.
- Give warnings before transitions (e.g., “Two more minutes, then break.”).
- Offer choice when available to allow for a sense of control
- Provide strong reinforcement for engaging in appropriate ways to gain attention.
- Allow time for social attention after completion of a portion of his task.
- Prompt communication to request a break, help, and/or coping strategies at the start of precursor behaviors.
- Use visual/verbal cues to prompt correct social strategies
- When he re-enters the class (after going to another class), explain what the class is currently doing

Teaching Strategies

Teaching strategies apply to the **teaching** the student **replacement behaviors and skills**.

This will typically be initiated in a **social skills/resource** type setting. Then **generalized** to every setting - using similar vocabulary, strategies, and visuals to help students become successful with replacement behaviors.

These strategies are appropriate to teach when the student is **regulated** and able to appropriately engage in the lessons.

What it looks like in the BIP...

Teaching Strategies

Plan for teaching the student replacement behaviors & skills.

Methods for Instruction:

Role-play waiting during times STUDENT is regulated

Prompting

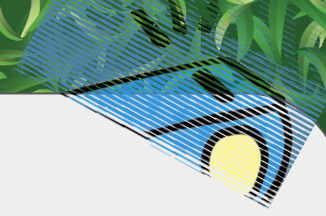
Direct instruction

Shaping using positive reinforcement

Topics for Instruction:

During times that STUDENT is regulated and not in crisis, teach delay tolerance by:

- Practice waiting 1 minute → 5 minutes → 15 minutes
- Reinforce calm waiting heavily
- Use visual “waiting card
- Reinforce flexible thinking language (“Okay,” “I can wait.”)



Consequence Strategies

Consequence strategies are strategies that are **used to respond** to and decrease challenging behaviors.

Consequence strategies will not be successful in isolation.

Strategies should be done **consistently** and with **fidelity** across settings.

What it looks like in the BIP...

Consequence Strategies

Strategies to respond to and decrease challenging behavior that function as a means to gain access to desired items/activities/attention.

Low/ Moderate Intensity Challenging Behaviors (i.e., verbal outbursts):

- Reduce attention to the challenging behavior and provide a short and firm directive.
 - Avoid power-struggle phrasing
 - Do not comment on the behavior directly.
- Offer controlled choices
- Give brief time for self correction.
- Remind him of the expectations with the use of visuals.
- Limit access to attention or preferred items/locations when engaged in challenging behaviors.
- If needed, guide STUDENT to a quiet area away from peers until he has stopped engaging in verbal outbursts.

High Intensity Challenging Behaviors (i.e., physical aggression & object aggression):

- Reduce attention to the challenging behavior and provide a short and firm directive.
 - Avoid power-struggle phrasing
 - Do not comment on the behavior directly.
- Limit access to attention or preferred items/locations when engaged in challenging behaviors.
- If necessary, relocate him to a safe and quiet area away from others.
 - Remind him of the expectations with the use of visuals.
 - Wait until compliance with break area expectations occur.
 - Once he has returned to a calm state, return to steps above for “low/moderate intensity challenging behaviors”.

Reinforcement Strategies

Reinforcement strategies are focused on **reinforcing** the desired behavior by immediately providing or scheduling reinforcement for the student engaging in the specific behavior.

Students will typically have a specific type of reinforcement system set up to ensure success.

Strategies should be done consistently and with fidelity across settings.

What it looks like in the BIP...

Reinforcement Strategies

Strategies to respond to and increase the replacement/desired behavior.

Continuous Schedule of Reinforcement- To start, utilize verbal praise, smile, thumbs up, and behavior specific praise and grant more time or provide a positive reinforcer each time STUDENT transitions appropriately or utilizes functional communication an item/activity.

Intermittent Reinforcement- Once STUDENT is consistently requesting appropriately in the absence of disruptive and challenging behavior, you can delay or deny the request until it is naturally available.

- Always provide social praise to acknowledge functional requests even if it is not available.
- Provide high levels of social praise and reinforcement for engaging in coping skills when denied or delayed access.



Questions?



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