

## Behavior Intervention Plan (4th Grade)

Note: No student name or identifying profile included.

1. Detailed description of the target behaviors
  - Difficulty with coping skills and self-regulation: becomes easily agitated when routines change, when asked to transition tasks, or when asked to complete written work.
  - Low response to redirection: accepts adult redirection approximately 3 out of 5 times (60%); on other occasions, ignores, escalates, or leaves the area.
  - Shouting out in class: calls out answers or comments without raising a hand, sometimes loudly enough to disrupt instruction.
  - Frequent verbal focus on home life stressors: frequently talks about family separation, expresses distress about being split from his father, and may monopolize conversations with these topics.
  - Bringing and carrying comfort items from home: brings objects (e.g., bucket, stuffed dinosaur) and insists on carrying them throughout the day; these items can be calming but may also distract from instruction.
  - Task avoidance specific to writing: performs at or above grade level academically in most areas but shows avoidance or melt-downs when asked to write.
2. Summary statement describing the function of the behaviors
  - Primary functions appear to be: access to attention (both peer and adult) and escape/avoidance of aversive academic demand (particularly writing tasks). Comfort items and talking about home may serve an emotion-regulation function (self-soothing) and to elicit comfort or attention from adults. Shouting out gains immediate social attention and may also be a strategy to avoid demand or delay task completion.
3. Interventions used to date and results
  - Redirection by adults: student redirects successfully about 60% of the time; on the remaining occasions, escalation or non-compliance occurs.
  - Allowance of comfort items: student has been permitted to bring items; these sometimes reduce agitation but also increase distractibility and peer attention.
  - Verbal reassurance when upset: temporary calming effects, but reliance on adult reassurance persists.
  - Preferential seating and proximity control: sometimes reduces shouting out and increases on-task behavior. Summary of effectiveness: Interventions yield partial success. Comfort items and adult attention provide short-term regulation but do not consistently generalize to independent coping during writing tasks. Redirection works inconsistently and needs reinforcement and clearer contingencies.
4. Behavioral goals (measurable, time-bound)
  - Short-term (4 weeks):

1. Student will accept adult redirection in 80% of observed opportunities (e.g., 8 of 10 redirects) during a school day as measured by staff observation.
  2. During whole-class instruction, the student will independently use a planned coping strategy (see Teaching Plan) instead of shouting out in 4 out of 5 opportunities.
  3. For writing tasks of short duration (5–10 minutes), students will remain seated and engaged for at least 80% of the task time across 4 out of 5 writing tasks.
- Long-term (8–12 weeks): 4. Student will complete grade-level writing assignments with accommodations (see supports) independently or with minimal adult prompting in 4 out of 5 opportunities. 5. Student will reduce the frequency of disruptive shouting-out episodes to fewer than 2 per school day on average, across 2 consecutive weeks.
5. Plan for teaching and supporting the new behaviors
    - A. Preventive classroom strategies (universal/contextual)
      - Structured routines and warning: give explicit, brief countdowns before transitions (e.g., “In 5 minutes we will clean up; in 1 minute we will line up”).
      - Predictability and visual schedule: maintain a daily visual schedule with icons; review the schedule at morning meeting and before transitions, highlighting when writing will occur.
      - Preferential seating: seat near the teacher or a trusted adult to allow quick, low-profile support.
      - Minimize public correction: use nonverbal cues (e.g., proximity, a gesture, or private signal) to prompt expected behavior.

#### B. Teaching coping and self-regulation skills (skill instruction)

- Short, explicit lessons (2–5 minutes) teaching 3 simple coping strategies:
  1. "Five-finger breathing" or deep belly breaths (model and practice).
  2. Use of a brief sensory break (2 minutes) with a defined menu: squeeze a stress ball, walk to a calming corner, or do 10 chair pushes.
  3. Use of a private signal to request a break (e.g., placing a hand on the chest and pointing to the wrist) to avoid shouting.
- Role-play and social stories: create a brief social story about using coping strategies when feeling upset about home life or when asked to write.
- Reinforce use of coping strategies: praise immediately and specifically when the student uses a strategy instead of shouting out.

#### C. Tiered supports and accommodations

- Safe/regulated object protocol: allow one agreed comfort item in class if it is small and not disruptive. Create rules: item stays on desk except during explicit calming breaks; item may be placed in a designated cubby during certain activities (e.g., assessments). Use a visual token to indicate when an item is allowed.
- Writing supports:
  - Offer alternative ways to express ideas (speech-to-text, scribe, or short oral responses) initially; gradually increase written portions using scaffolds.

- Start writing tasks with a short, low-pressure warm-up (2–3 minutes of drawing or listing ideas).
- Chunk writing tasks into small steps with clear success criteria and a visible checklist.
- Provide sentence starters and graphic organizers.
- Allow choice of location for writing (desk, small group table, or calming corner) for brief intervals.
- Breaks and reintegration:
  - Teach and use a "calming pass" system: the student may request 1–2 short regulated breaks per half-day (1–3 minutes) to a pre-specified calm area.
  - Use reintegration script: teacher briefly greets and prompts return with a neutral phrase and a clear next step.

#### D. Contingency system (reinforcement and correction)

- Positive reinforcement:
  - Daily points or token system for desired behaviors: accepting redirection, using coping strategies, remaining on task during writing, and raising a hand instead of shouting out.
  - Tiers: small, frequent reinforcement (verbal praise, 1–2 tokens) and larger rewards for meeting daily/weekly goals (extra choice time, special job, small tangible item aligned with school policy).
- Correction/response to problem behavior:
  - Use planned ignoring for attention-seeking shouting (when safe and appropriate) while providing redirection to expected behavior.
  - If escalation occurs, use a calm private prompt and offer a brief break or alternate task; avoid lengthy public reprimands.
  - If the student refuses to return after a break or escalates physically (if applicable), follow crisis intervention procedures below.

#### E. Crisis intervention plan (if needed)

- Prevention first: use de-escalation, predictable routines, and a calm environment.
- Low-level escalation:
  - Use a calm, neutral voice; offer choices (e.g., “Do you want to finish writing at your desk or at the quiet table?”).
  - Provide a brief sensory break or regulated space; the adult remains at a safe distance and offers support.
- High-level escalation (unsafe behaviors or refusal to return that significantly disrupts safety):
  - Follow school crisis protocols (notify appropriate staff, remove other students if needed, call an administrator or behavior support specialist).
  - Use least restrictive interventions; avoid physical restraint unless trained staff and district policy allow and only if necessary to ensure safety.
  - Document the incident immediately, record antecedent, behavior, interventions attempted, and outcome.

- Post-crisis: conduct a brief, restorative debrief with the student (when calm) to review triggers and plan for future prevention. Provide supportive check-ins with affected staff and classmates as appropriate.

## 6. Description of success (criteria and consequences)

- Criteria for success:
  - Accepting redirection in at least 80% of opportunities across 4 consecutive weeks.
  - Consistent use of taught coping strategies in 4 out of 5 observed opportunities.
  - Completion of grade-level writing tasks with accommodations and decreasing reliance on alternative means (goal: independent completion in 4 of 5 opportunities within 12 weeks).
  - Reduction of disruptive shouting episodes to fewer than 2 per day on average.
- Consequences and adjustments:
  - When criteria are met, increase opportunities for graduated independence (fewer prompts, more choices) and fade some accommodations (e.g., reduce frequency of adult prompting for writing) while monitoring.
  - If criteria are not met after the planned timeline, convene a team meeting to adjust supports (increase intensity, add specialized services, revise goals).

## 7. How the fidelity of the plan will be measured

- Data collection procedures:
  - Daily behavior log: classroom teacher (or assigned staff) records occurrences for key behaviors (redirection responses, shouting incidents, use of coping strategy, time on task during writing) using a simple checklist or frequency count.
  - Token/point tracking: record tokens earned per day and link to specific target behaviors.
  - Weekly summary: teacher compiles classroom data weekly and shares with the behavior team.
- Observation and fidelity checks:
  - A member of the support team (special educator or behavior specialist) will conduct brief weekly fidelity observations (5–15 minutes) to ensure staff implement redirections, teach coping strategies, and follow reinforcement procedures.
  - Use a fidelity checklist: visual schedule reviewed, prompts given as scripted, calming pass honored, and token system used correctly.
  - Monthly team review: the teacher, support staff, and a guardian representative meet monthly to review data, fidelity check results, and make adjustments.
- Progress monitoring:
  - Graph weekly data for each target behavior to visually monitor trends.
  - Use decision rules: if no improvement after 4–6 weeks, revise interventions or intensify supports.

## 8. Follow-up activities and communication

- Team meetings:
  - Weekly informal check-ins for the first month between the teacher and behavioral specialist to troubleshoot implementation.
  - Formal monthly meetings with the teacher, special educator/behavior specialist, school psychologist (if available), and family to review progress, data, and to adjust the plan.
- Family engagement:
  - Share the BIP summary with caregivers and invite input on effective calming strategies used at home.
  - Provide a simple home-school communication log for brief daily or weekly notes about progress and strategies used at home (positive interactions preferred).
  - Offer family resources/referrals if caregiver requests additional supports for addressing home stressors.
- Generalization and fading plan:
  - Intentionally practice coping strategies in multiple settings (recess, transitions, small groups).
  - Gradually fade adult prompts and increase student responsibility for monitoring use of strategies; replace prompts with self-monitoring checklists.
- Documentation:
  - Maintain records of incidents, interventions, family communications, and progress monitoring in the student support file.
  - At the end of the intervention period (e.g., 12 weeks), conduct a comprehensive review to determine whether to continue, fade, or intensify supports.

## 9. Additional recommendations

- Consider a brief functional behavioral assessment (FBA) if not already completed to confirm the hypothesized functions and refine interventions.
- Explore the availability of counseling or school-based mental health supports to address grief/separation issues and reduce classroom talk-through of traumatic topics.
- Coordinate with literacy specialists to design writing tasks that are motivating and low-threat (choice topics, interest-based prompts) to increase engagement.
- Train relevant staff on trauma-informed practices and the agreed BIP procedures to ensure consistent responses.

## 10. Notes for implementers

- Keep all interventions consistent, brief, and positively framed.
- Ensure confidentiality and sensitivity when discussing family circumstances; avoid asking the student to disclose more than they are comfortable sharing.
- Review and revise the plan collaboratively based on collected data and family input.