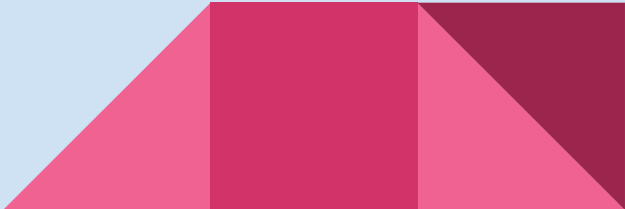


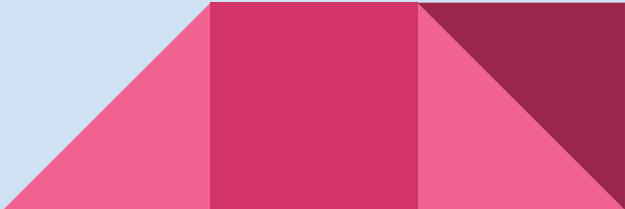
# Developing Quality Behavior Intervention Plans (BIPs) using the iBIC Tool

Cassie McConkey, Ed.M., BCBA &  
Cheryl Light Shriner, Ph.D., BCBA-D

# Session Overview

- Brief introductions
  - ABA Perspective and Principles that guide the BIP
  - Life Cycle of a BIP
  - BIP Components, Quality Checklist, and Examples
  - Matching interventions to functions
  - High Quality BIPs and Student Outcomes
  - Questions
- 

# Session Objectives

1. Participants will learn to identify the parts of a Behavior Intervention Plan that is included within an Individualized Education Program for students with disabilities.
  2. Participants will learn to evaluate the completeness and quality of an example Behavior Intervention Plan using the “Behavior Intervention Checklist (BIC)” that was developed by the presenters.
  3. Participants will learn the importance of a strong correspondence between a high quality Functional Behavioral Assessment and a high quality Behavior Intervention Plan.
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# Introductions

Cassie McConkey, Ed.M, BCBA  
District BCBA  
Rantoul City Schools #137

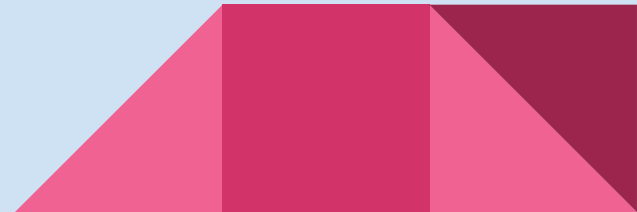
Cheryl Light Shriner, Ph.D., BCBA-D,  
Department of Special Education  
University of Illinois

Audience



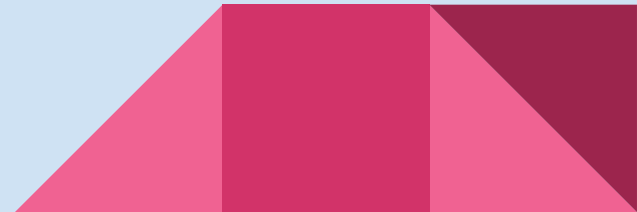
# ABA Perspective and Principles that Guide the BIP

- Behavior is learned.
- Behavior is strengthened/weakened by consequences.
- Behavior occurs for a reason.
- Behaviors selected for change must be socially significant. Changing behavior will increase quality of life/positive outcomes for the individual.
- Behavior ultimately responds better to positive supports than aversive consequences.



# ABA Perspective and Principles that Guide the BIP

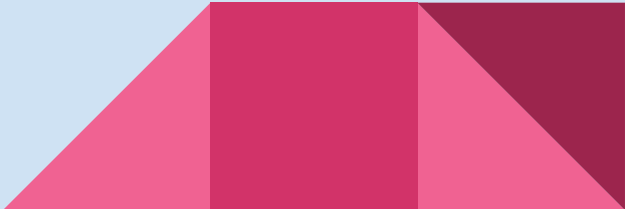
- Functional Behavioral Assessment (FBA) leads to identifying the reasons that behavior occurs (functions of behavior).
- Teachers have control over the immediate environment.
  - Antecedents
  - Consequences
- Teachers are part of the environment.



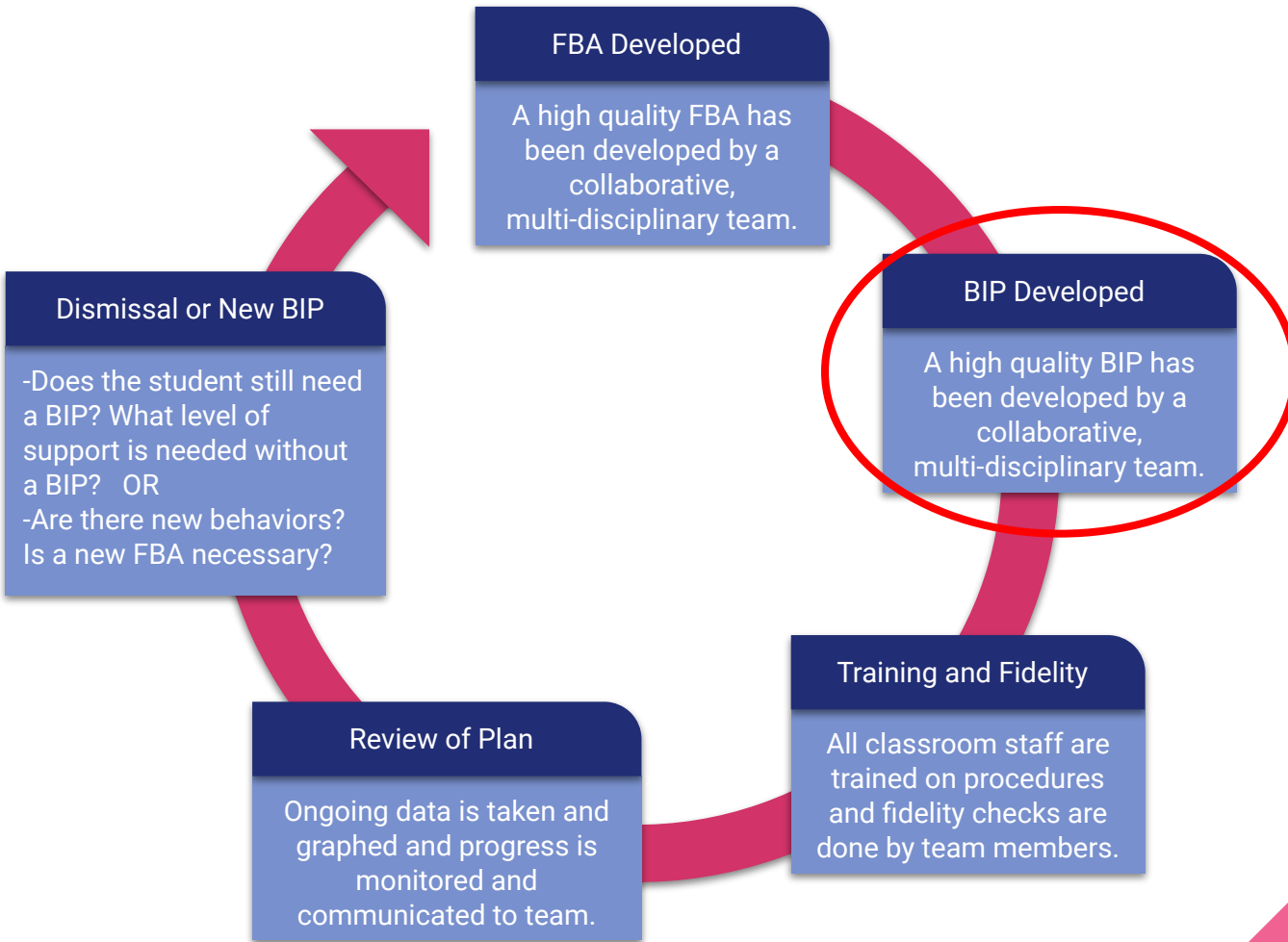
# Applied Behavior Analysis

Applied Behavior Analysis Principles can be applied to all people, students, individuals with or without disabilities.

The application of Applied Behavior Analysis Principles, assessment, and interventions requires the following for ethical and accurate implementation.

- Knowledge
  - Skill
  - Training
- 

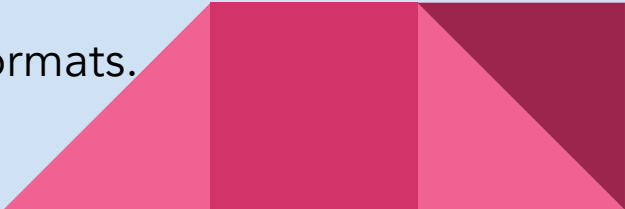
# Life Cycle of a Behavior Intervention Plan







# Refining the iBIC

- We wanted a tool that could easily guide school IEP team members with limited training in the FBA/BIP process.
    - Introduced the tool to school professionals with no instruction and asked them to evaluate a BIP.
    - Provided training including behavioral principles and terminology and how to utilize the tools to evaluate quality.
    - Obtained narrative feedback from the school professionals on usefulness of tool.
    - Introduced tool and training to preservice teacher candidates in special education on how to use the tool to evaluate BIPs
  - Checklist evolved from multi-page design to two page design with links that provide scaffolded support for user (taking into account a range of training and experience).
  - Currently exploring easy ways to adapt across state formats.
- 

# Illinois Behavior Intervention Checklist (iBIC)

Positive  
 Instruction  
 Motivation  
 Resistant  
 Crisis  
 Student Skills  
 Hypothesis  
 Previous Interventions  
 Data  
 Provisions  
 Environment  
 Instruction/Communication

**Complete when the team has determined Target Behavior**  
 Is this behavior a  Skill Deficit or a  Performance Deficit? The student does not know  The student knows the skill but does not perform it correctly.  
**Student's Strengths** – Describe the student's strengths.  
**Hypothesis of Behavioral Function** – If this thing(s) is the student trying to get? OR  
**Summary of Previous Interventions Attempted** – Describe previous interventions made, or replacement behaviors taught.  
**Replacement Behaviors** – Describe which behavior(s) to replace striking out at others. Include a description of the replacement behavior(s).  
**Instruction/Communication**  
 Instruction/Communication  
 Instruction/Communication  
 Instruction/Communication

STUDENT NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_

**BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)**

**BEHAVIORAL INTERVENTION STRATEGIES AND SUPPORTS**

**Environment** – How can the environment or circumstances that trigger the target behavior be adjusted?

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**Instruction and/or Curriculum** – What changes in instructional strategies or curriculum would be helpful?

---

**Positive Supports** – Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

---

**Motivators and/or Rewards** – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

---

**Restrictive Disciplinary Measures** – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used. Include necessary documentation and timeline for evaluation.

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**Crisis Plan** – Describe how an emergency situation or behavior crisis will be handled.

---

**Data Collection Procedures and Methods** – Describe expected outcomes of the interventions, how data will be collected and measured, what the timelines are, and criteria to determine success or lack of success of the interventions.

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**Provisions for Coordination with Caregivers** – Describe how the school will work with the caregivers to share information; provide training to caregivers, if needed; and how often this communication will take place.

BIP Form  
for State  
of Illinois



# Getting Started

## **Illinois Behavior Intervention Checklist (iBIC)**

(McConkey & Light-Shriner, 2023 update)

*Instructions:* For each item on the checklist, put a check ✓ in the box left of the listed item if the information provided in the BIP is present and complete for ALL (each) identified problem behavior. If the item information is unclear, vague, or incomplete, do not check the box. For more information and guidance about each section, click on the heading.

### **Getting Started**

- This BIP is being developed within 60 days of the completion of the FBA.
- The FBA that informs this BIP was rated high quality using the iFAB checklist.
- The FBA is available for reference.
- The IEP Goal Page is available for reference.

# Target Behavior

# Target Behavior

## Target Behavior

- A clear targeted problem behavior, operational definition of each of the targeted problem behaviors, and the designation of skill or performance deficit are identical to that in the FBA.
- Each behavior is addressed and numbered throughout each section of the BIP document. (Example: 1. Hitting 2. Yelling)

Off-task includes several behaviors such as using his phone (e.g. listening to music, playing games, etc.) or walking around the room without permission or without a clear purpose during large group instruction and during small group work time with peers.

Use of phone for calculator, search internet for academic purpose, or to check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic.

Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. Data and graph have been attached. Off Task: includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic.

# Student Strengths

# Student Strengths

**Student's Strengths – Describe the student's behavioral strengths.**

## **Student Strengths**

The summary of student strengths is identical to strengths identified in the FBA.

Martin verbally expresses a desire to change his behavior ("I think I can do better in math, if I get a little help.") frequently with teachers. He also engages peers and adults in conversations about things he enjoys (sports, eating, playing video games), daily. Teachers report that he asks them to send his mom messages about his performance in school when he is doing well at least weekly. Martin frequently (at least weekly) shows empathy and concern for peers who are upset. Teachers report that he can work independently for 15 minutes and/or with peers who he has a neutral (Not best friends or worst enemies) relationship with and can achieve a desired outcome. Martin is able to read most fourth grade level reading materials consistently and is able to write short paragraphs with advanced organizer support.





# Hypothesis of Behavioral Function

# Hypothesis of Behavioral Function

**Hypothesis of Behavioral Function** – Include hypothesis developed through the Functional Behavioral Assessment. (Attach completed form.) What desired thing(s) is the student trying to **get**? OR What undesired thing(s) is the student trying to **avoid**?

## **Hypothesis of Behavioral Function**

- The hypothesis of the behavioral function statement is identical to that which was presented in the FBA for each behavior.

When hungry or when medication dose has been missed and/or when given a task to complete with a peer or small group/during large group instruction, Martin engages in off-task behavior as defined which results in escape from expected tasks.



# Summary of Previous Interventions Attempted

# Summary of Previous Interventions

**Summary of Previous Interventions Attempted** – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made, or replacement behaviors taught.

## **Previous Interventions**

- Previous intervention(s) that were effective or had some effectiveness are provided.
- Previous intervention(s) that were ineffective are provided.

# Summary of Previous Interventions

## Previous Interventions

- Previous intervention(s) that were effective or had some effectiveness are provided.
- Previous intervention(s) that were ineffective are provided.

Poor	Minimal	✓ Best
All previous interventions have been unsuccessful.	<ul style="list-style-type: none"><li>● Prescheduled breaks seem to help.</li><li>● Phone calls home sometimes have an effect and sometimes not.</li></ul>	<ul style="list-style-type: none"><li>● Pairing with neutral peer has improved time on task over the last few weeks.</li><li>● Prescheduled breaks with an adult have helped Martin build relationships with school staff.</li><li>● Check in/check out papers and positive written notes seem to trigger the student during class sessions.</li><li>● Starting conversations with positives such as praising the student for getting started on his task have not resulted in change of off-task behavior.</li><li>● Phone calls home last school year and this school year (positive or negative) have not made a consistent impact on his off-task behavior the following day.</li></ul>

# Replacement Behaviors

# Replacement Behaviors

**Replacement Behaviors** – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g., student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

## **Replacement Behaviors**

- A replacement behavior has been provided for each problem behavior defined.
- Each replacement behavior serves the same function as the problem behavior.
- Each replacement behavior is written as a goal statement in the BIP.
- This goal is copied to a goal page in the IEP with a plan for monitoring progress.
- A description of how the replacement skill will be taught, by whom, and when this instruction will take place is provided.

# Replacement Behaviors

When [\_\_\_\_\_](E) and  
[\_\_\_\_\_](A),

instead of engaging in the target (problem) behavior,  
the student will [\_\_\_\_\_](R)

which results in [\_\_\_\_\_](C1)  
[\_\_\_\_\_](C2).

## Hypothesis of Behavioral Function

Use this Hypothesis of Behavioral Function Statement Form to create and/or evaluate a high quality hypothesis statement for EACH of the targeted problem behaviors with the information from the previous sections (if the information was not provided, leave that section blank).


When [hungry or when medication dose has been missed](E)  
and [given a task to complete with a peer or small group/during large group instruction](A),  
student engages in [off-task behavior as defined](B)  
which results in [escape] from (C1)  
[expected tasks](C2).



# Replacement Behaviors

## Replacement Behaviors

- A replacement behavior has been provided for each problem behavior defined.
- Each replacement behavior serves the same function as the problem behavior.
- Each replacement behavior is written as a goal statement in the BIP.
- This goal is copied to a goal page in the IEP with a plan for monitoring progress.
- A description of how the replacement skill will be taught, by whom, and when this instruction will take place is provided.

Poor	Minimal	 Best
<p>Use pre-scheduled breaks (4-5 minutes) to engage in activities that are typically not allowed in class (use/check phone, listen to music, watch YouTube).</p>	<p>Ask for a break. This will be taught by role play.</p>	<p>Since the function of behavior has been determined to be escape from expected task, then a replacement behavior that the student can demonstrate is "requesting a short break from the task" or "requesting the opportunity to complete the task at a different time."</p> <div style="border: 2px solid red; padding: 10px;"> <p><b>IEP Goal Statement for Replacement Behavior:</b> When given a task or during a task, student will independently request the opportunity to complete the task at a different time or request a short break from the task that he is already participating in using a verbal message or break pass (e.g., ticket or written message) for 80% of daily opportunities for two consecutive weeks. <del>(Copy to Goal Page).</del> Systematic instruction of this goal will be taught weekly during social work sessions, daily during check-in sessions with the special education teacher, and also implemented by the classroom teacher in the general education classroom.</p> </div>



# Environment

# Environment

**Environment** – How can the environment or circumstances that trigger the target behavior be adjusted?

## **Environment**

- Changes to the environment are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
- Changes to the environment are linked directly to the function of behavior(s).

# Environment

## Environment

- Changes to the environment are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
- Changes to the environment are linked directly to the function of behavior(s).

Poor	Minimal	✓ Best
Teacher checks in with student throughout work time approximately every 5 minutes and uses proximity.	<ul style="list-style-type: none"><li>● Pair the student with a neutral partner when students work in pairs.</li><li>● Teacher checks in with student partners throughout work time (approximately every 5 minutes) to monitor progress on task.</li></ul>	<ul style="list-style-type: none"><li>● Setting Events/Antecedents Morning check-in with teacher related to morning routine and medications. Call to parent if medication was not taken. Provide snack each class period. Consistent expectations throughout class periods. Seating arrangement was modified and Martin sits closer to the teacher's desk. Small groups are arranged closer to the teacher for closer monitoring of task completion.</li><li>● Escape Group Tasks Scheduled break once each class period. Pair the student with a neutral partner instead of "best buddy" or "enemy" when students work in pairs.</li></ul>

**Remember**, the function is to *escape from expected tasks* when working with peers!



# Instruction and/or Curriculum

# Instruction and/or Curriculum

**Instruction and/or Curriculum** – What changes in instructional strategies or curriculum would be helpful?

## **Instruction/Curriculum Changes/Modifications**

- Instruction/Curriculum changes/modifications are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
- Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).

# Instruction and Curriculum

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- Instruction/Curriculum changes/modifications are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
- Instruction/Curriculum changes/modifications are linked directly to the function of behavior(s).

Poor	Minimal	✓ Best
When possible, have a teacher the student has a positive relationship with give instruction (ie: when in a co-taught class, or in a class with a teacher and a TA, have the instructor with the best relationship with student give instruction-not possible in classes with only one adult/instructor).	Break up group instruction/work time into smaller pieces/shorter time periods.	<ul style="list-style-type: none"><li>● Escape Group Tasks<ul style="list-style-type: none"><li>○ Break up group instruction/work time into smaller pieces/shorter time periods.</li><li>○ Assign roles for group members and teach the responsibility for each role. Provide different levels of instructions and visual supports to communicate the roles and responsibilities.</li><li>○ Student will be taught to show their work to the teacher approximately every 15 minutes to briefly escape group projects.</li></ul></li><li>● Systematic instruction of the replacement behavior will be taught weekly during social work sessions, daily during check-in sessions with the special education teacher, and also implemented by the classroom teacher in the general education classroom.</li></ul>

**Remember**, the function is to *escape from expected tasks* when working with peers!

# Positive Supports



# Positive Supports

**Positive Supports** – Describe all additional services or supports needed to address the student’s identified needs that contribute to the target behavior.

## **Positive Supports**

- Positive supports are described that will reduce the likelihood that the problem behavior(s) will occur in the future.
- Positive supports are linked directly to the function of behavior(s).

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- Positive supports are linked directly to the function of behavior(s).

Poor	Minimal	✓ Best
Provide TA support during large group instruction.	<ul style="list-style-type: none"><li>● Positive written note during class from the teacher.</li><li>● Talk one-on-one instead of calling out in front of peers.</li></ul>	<ul style="list-style-type: none"><li>● Escape Group Tasks<ul style="list-style-type: none"><li>○ Provide daily opportunity to engage in small and large group goal oriented collaborative game to develop shared positive relationships with peers.</li><li>○ Obtain student input on group assignments (e.g., what role does he want to have in the group, how he would like to demonstrate group product) before assigned.</li></ul></li><li>● In order to build positive relationships with adults, staff will engage in brief personal conversations with the student to build rapport and connection.</li><li>● Talk one-on-one instead of calling out in front of peers.</li></ul>

**Remember**, the function is to *escape from expected tasks* when working with peers!



# Motivators and/or Rewards

# Motivators and/or Rewards

**Motivators and/or Rewards** – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

## **Motivators/Rewards**

- Motivators/Rewards are incorporated into a reinforcement intervention that will increase the likelihood that replacement and other desired behavior(s) will occur in the future.
- Differential Reinforcement procedures are explicitly described (delivering reinforcement for alternative or replacement behaviors while not delivering reinforcement to the problem behavior(s)).
- Motivators/Rewards are linked directly to the function of behavior(s).

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- Differential Reinforcement procedures are explicitly described (delivering reinforcement for alternative or replacement behaviors while not delivering reinforcement to the problem behavior(s)).
- Motivators/Rewards are linked directly to the function of behavior(s).

Poor	Minimal	✓ Best
<p>Preferred items/reinforcers include: sports, access to phone, snacks (specifically chips), positive feedback to football coach, Xbox.</p>	<ul style="list-style-type: none"> <li>● Preferred items/reinforcers include: sports, access to phone, snacks (specifically chips), positive feedback to football coach.</li> <li>● Reinforce replacement behaviors (asking for break, delay).</li> </ul>	<ul style="list-style-type: none"> <li>● Escape Group Tasks with peers               <ul style="list-style-type: none"> <li>○ Use Differential Reinforcement of an Alternative Behavior (DRA) by reinforcing break requests and task delay requests with a break or task delay.</li> <li>○ Earn activity passes (get out of activities/tasks) by demonstrating cooperative skills with peers during large and small group instruction/activities.</li> </ul> </li> </ul>

**Remember**, the function is to *escape from expected tasks* when working with peers!



# Restrictive Disciplinary Measures

# Restrictive Disciplinary Measures

**Restrictive Disciplinary Measures** – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used. Include necessary documentation and timeline for evaluation.

## **Restrictive Disciplinary Measures/Methods**

- Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in
- this plan are described. (e.g., extinction only, removing privileges, office reports, in school suspensions, detention, etc.)
  - The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.
  - The plan includes procedures for documenting restrictive discipline measures and a timeline for evaluation.

# Restrictive Disciplinary Measures

## Restrictive Disciplinary Measures/Methods

- Restrictive Disciplinary Measures/Methods that respond to occurrences of problem behavior(s) defined in this plan are described. (e.g., extinction only, removing privileges, office reports, in school suspensions, detention, etc.)
- The restrictive methods are consistent with the hypothesis statement and/or do not result in the same outcome that reinforces the problem behavior.
  - The plan includes procedures for documenting restrictive discipline measures and a timeline for evaluation.

Poor	Minimal	✓ Best
<p>District wide policy - "Violating the district's code of conduct may result in after-school detention, Tuesday Night School, or Out-of-School Suspension depending on the severity of the infraction."</p>	<ul style="list-style-type: none"> <li>● He will receive failing grades on assignments when he doesn't complete work.</li> <li>● After being redirected five times in 30 minute period to be on-task, teacher will tell Martin that a report is being sent to the principal. After 3 reports, student will be required to attend lunch/after school detention to work on assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher or teacher assistant physical proximity will be increased if off-task behavior continues after 3 prompts or redirections. (e.g., adult will remain within 3-4 feet and provide direction to student and peers for the duration of the learning activity.)</li> <li>● Direct and immediate feedback/correction will be given when student is off-task for longer than 10 minutes and will be documented.</li> <li>● At the end of each class period, instances of off-task will be discussed and a note will be prepared to send to parent related to off-task.</li> <li>● Loss of access to sports practice and competition due to grades or incomplete work.</li> </ul>



# Crisis Plan

# Crisis Plan

**Crisis Plan** – Describe how an emergency situation or behavior crisis will be handled.

## **Crisis Plan**

- A description of behavior that indicates there is a crisis, is provided.
- The plan includes procedures for keeping the student and others safe.
- The plan explains how to remove triggers and engage in de-escalation techniques that are used in a clear step by step way.
- A statement describing how the crisis plan (prior to any crisis) has been reviewed and discussed with the students is provided.
- Roles and responsibilities are outlined for those involved in the crisis plan.
- Documentation procedures and methods are included.
- A procedure for debriefing and reintegration of the student is included.
- A description of how staff will be trained and monitored to implement the crisis plan is provided.

# Crisis Plan

Poor	Minimal	✓ Best
<p>The principal will be called if the student raises their voice at the teacher or another student.</p>	<ul style="list-style-type: none"><li>• When escalation begins, TA/co-teacher should take over instruction, teacher will attend to student but give them at least space, refrain from verbal directions, give students two simple choices.</li><li>• Crisis has ended when the student is back in his seat and talking at a regular speaking volume.</li></ul>	<ul style="list-style-type: none"><li>• Off task behavior (as defined above) will become a crisis situation if the student begins to yell or become aggressive (getting close to the teacher, grabbing personal items that have been taken). Triggers to this escalation could include adults being too close in proximity of student for extended periods of time or placing excessive demands (more than 5 per 10 minutes) on the student.</li><li>• When escalation begins, remind class of expectations and TA/co-teacher should take over instruction and direct others in the environment to stay at safe distance. Teacher will attend to student but give them at least 6ft. of space, at least 5 minutes without a verbal direction or talking, and then give the student a choice to sit in a preferred location in the classroom or go to the social worker's office to talk.</li><li>• Crisis has ended when the student is back in his seat and talking at a regular speaking volume. Crisis report will be completed and placed in case file, with date, time, and severity of incident, along with how it was resolved. A plan for restorative conversation and action plan will be included.</li><li>• This crisis plan has been discussed with student and parent(s) at least quarterly in non-crisis times and input from the student has been incorporated into the plan. All staff will be provided training using role play until all are comfortable with procedures.</li></ul>



# Data Collection Procedures and Methods

# Data Collection Procedures and Methods

**Data Collection Procedures and Methods** – Describe expected outcomes of the interventions, how data will be collected and measured, what the timelines are, and criteria to determine success or lack of success of the interventions.


## **Data Collection Procedures and Methods**

- A description of how staff will be trained to collect data is described.
- Ongoing data collection systems and procedures are described for monitoring the replacement behavior and each target behavior listed.
- Dates for checking fidelity of implementation, reviewing data, monitoring progress, and making decisions are described.
- Timelines and criteria to determine success are included.

# Data Collection Procedures and Methods

## Data Collection Procedures and Methods

- A description of how staff will be trained to collect data is described.
- Ongoing data collection systems and procedures are described for monitoring the replacement behavior and each target behavior listed.
- Dates for checking fidelity of implementation, reviewing data, monitoring progress, and making decisions are described.
- Timelines and criteria to determine success are included.

Poor	Minimal	 Best
<p>Teachers will provide weekly reports on off-task behavior.</p>	<p>Momentary time sampling and fidelity check observations during one class period per week (Math, Science, and History) will be done by another member of the IEP team. Additionally, teachers in each class will take frequency on student break requests and asking to delay task.</p>	<p>Momentary time sampling and fidelity check observations during one class period per week (Math, Science, and History) will be done by another member of the IEP team. Additionally, teachers in each class will take frequency on student break requests and asking to delay task. Data analysis and graphing will be completed weekly by special educator with guidance from the BCBA. All IEP team members will be trained on how to take reliable data and will submit data daily/weekly to a shared spreadsheet.</p> <p>In Phase 1 the student will receive 1 scheduled break per period and can request unlimited breaks. 2 opportunities to change the time of a task will be allowed daily. Phase 1 will continue until the student is utilizing the request for a break at least 3 times per day and off-task behavior is decreased to 40% of intervals observed over 4 observations.</p> <p>In Phase 2 the student will receive 4 scheduled breaks per day and can request 4 breaks per day. 1 opportunities to change the time of a task will be allowed daily. Phase 2 will continue until the student is utilizing the request for a break 4 times per day and off-task behavior is decreased to 20% of intervals observed over 4 observations. When the student meets this criteria, fading of supports will be determined by the IEP team.</p> <p>In Phase 1, data will be collected and analyzed by the special educator with support from the BCBA and emailed to the IEP team weekly. Before beginning Phase 2, the IEP team will meet to discuss progress and data. In Phase 2, data analysis will continue weekly but team emails will reduce to once per month.</p>



# Provisions for Coordination with Caregivers

# Provision for Coordination with Caregivers

**Provisions for Coordination with Caregivers** – Describe how the school will work with the caregivers to share information; provide training to caregivers, if needed; and how often this communication will take place.

## **Provision for Coordination with Caregivers (and other IEP team members)**

- The schedule and frequency of communication to parents/guardians about student behavior and the effectiveness of the plan are provided.
- The schedule and frequency of communication to other relevant staff about student behavior and the effectiveness of the plan are provided.
- Roles and responsibilities are outlined for those involved in the behavior intervention plan.
- A description of how staff will be trained and monitored to implement the plan are provided.



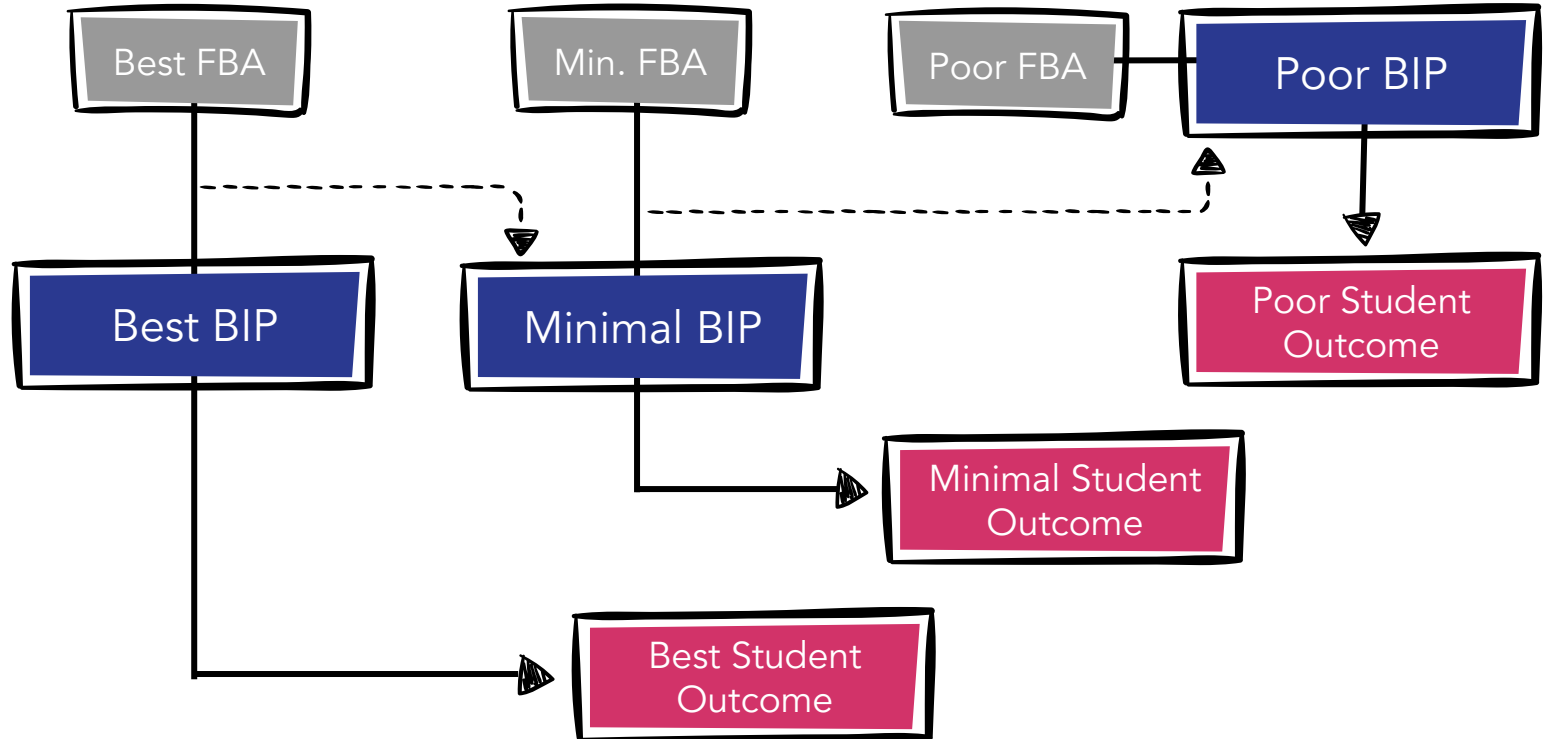
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- Roles and responsibilities are outlined for those involved in the behavior intervention plan.
- A description of how staff will be trained and monitored to implement the plan are provided.

Poor	Minimal	✓ Best
<p>We have positive calls/texts to mom each week. In addition, if the student is off-task to often, student’s mom will be called to report. An email will be sent to the IEP team with updates quarterly.</p>	<p>Parents/guardians and related staff will be contacted by the case manager with a progress update on the BIP update weekly.</p> <p>Staff will be trained on how to implement plan through modeling by the BCBA. BCBA will observe implementation of the intervention plan once a month.</p>	<p>Behavior data and progress note from the classroom teacher will be sent home with the student daily. Parents/guardians and related staff will be contacted with the BIP update by the caseworker weekly during Phase 1 and monthly during Phase 2. BIP strategies and recommendations for extending to home environment will be shared if requested by parent.</p> <p>School team will be trained to implement each component of the BIP to mastery and fidelity checks will be conducted monthly by the BCBA.</p>

# Student Outcomes



# Illinois Behavior Intervention Checklist (iBIC)

<i>Inst</i> <input type="checkbox"/> <i>pr</i> <input type="checkbox"/> <i>unc</i> <input type="checkbox"/> <i>on</i> <input type="checkbox"/> <i>t</i> <input type="checkbox"/>  <i>Ge</i> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <i>Tar</i> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <i>Stu</i> <input checked="" type="checkbox"/>  <i>Hy</i> <input checked="" type="checkbox"/>  <i>Pro</i> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <i>Re</i> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <i>En</i> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <i>In</i> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>P</i> <input type="checkbox"/>  <i>M</i> <input type="checkbox"/>  <i>R</i> <input type="checkbox"/>  <i>C</i> <input type="checkbox"/>  <i>C</i> <input type="checkbox"/>  <i>P</i> <input type="checkbox"/>  <i>P</i> <input type="checkbox"/>	Student Name: Martin Date of Meeting: 10/8/2021  Student Name: Martin Date of Meeting: 10/8/2021  Student Name: Martin Date of Meeting: 10/8/2021  Student Name: Martin Date of Meeting: 10/8/2021  Student Name: Martin Date of Meeting: 10/8/2021	Student Name: Martin Date of Meeting: 10/8/2021  <p style="text-align: center;"><b>BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)</b></p> <hr/> Complete when the team has determined a Behavioral Intervention Plan is needed. <hr/> Target Behavior: <u>Off-Task</u> <hr/> Off-task includes several behaviors such as using his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Off-task may also include walking around the room without permission or without a clear purpose during seatwork times.  Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic.  Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. <u>Data</u> and <u>graph</u> have been attached. Off Task: includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic.  Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. <u>Data</u> and <u>graph</u> have been attached.  Is this behavior a <input checked="" type="checkbox"/> Skill Deficit or a <input type="checkbox"/> Performance Deficit <i>Skill Deficit:</i> The student does not know how to perform the desired behavior. <i>Performance Deficit:</i> The student knows how to perform the desired behavior but does not consistently do so. <hr/> Student's Strengths – Describe student's behavioral strengths. Martin verbally expresses a desire to change his behavior ("I think I can do better in math. If I get a little help.") frequently with teachers. He also engages peers and adults in conversations about things he enjoys (sports, eating, playing video games), daily. Teachers report that he asks them to send his mom messages about his performance in school when he is doing well at least weekly. Martin frequently (at least weekly) shows empathy and concern for peers who are upset. Teachers report that he can work independently for 15 minutes and/or with peers who he has a neutral (Not best friends or worst enemies) relationship with and can achieve a desired outcome. Martin is able to read most fourth grade level reading materials consistently and is able to write short paragraphs with advanced organizer support. <hr/> Hypothesis of Behavioral Function – Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to <u>get</u> ? OR What undesired thing(s) is the student trying to <u>avoid</u> ? When hungry or when medication dose has been missed and/or when given a task to complete with a peer or small group/during large group instruction, Martin engages in off-task behavior as defined which results in escape from expected tasks. <hr/> Summary of Previous Interventions Attempted – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught. <ul style="list-style-type: none"> <li>Pairing Martin with a neutral peer during work tasks has been found to <b>be effective</b> in increasing the likelihood of Martin and peer completing the task. <b>Effective</b></li> <li>Teacher providing a written positive note to Martin as he is working on a task (e.g., "Great working, Martin!") was found to be an ineffective strategy and <b>did not change his off-task behaviors substantially. Not Effective</b></li> <li>Teacher starting conversations with Martin and identifying a positive during a work task was found to be <b>ineffective</b> in changing his off-task behavior. <b>Not Effective</b></li> </ul>
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## Example BIP QR Code



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