

Student Information	Name: Drew Age: 6 Grade: 1 st Setting: General Education Setting
BIP Report By:	Miss Krystal
Target Behavior	When it is time to transition to the next item listed on Drew's schedule, he becomes aggressive and frustrated. Drew will throw himself onto the floor while kicking his legs and swinging his arms around, he will hit or bit himself or his teachers. Drew will also start to raise his voice and tell his teachers "no" or "I do not want to" and often runs out of the classroom.
Function of Behavior	Through direct observation, interviews with Drew's mother, Drew, and classroom teachers (current and past), the Functional Analysis Screening Tool (FAST), and the Motivation Assessment Scale (MAS) completed by his classroom teacher and parents, Drew hypothetically engages in his target behavior (defined above) to receive attention and/or escape/avoid doing classroom work. Settings or situations in which the target behavior is more likely to occur include when asked to perform a difficult task, when homework is assigned, when a request is made of him, and during transitions. Based on observation, the maintaining consequences are adult attention and escaping work that he does not want to do.
Baseline of Target Behavior	(The baseline data was recorded for the duration of 1 week. This data is representative of the duration of Drew's upset episodes throughout each day in general education classroom.) Day 1 <ul style="list-style-type: none"> ● 9:15 – 9:25 = 10 minutes (Daily rotation started at 9:15) ● 9:45 – 9:50 = 5 minutes (Daily rotation started at 9:45) ● 10:30 – 10:39 = 9 minutes (Asked to put computer way at 10:30) ● 1:00 – 1:10 = 10 minutes (Group instruction started at 1:00) ● 2:15 - 2:28 = 13 minutes (Daily rotation started at 2:15) ● 2:50 – 3:00 = 4 minutes (Dismissal started at 2:50) Day 2 <ul style="list-style-type: none"> ● 9:00 - 9:10 = 10 minutes (Group instruction started at 9:00) ● 9:45 – 9:50 = 5 minutes (Daily rotation started at 9:45, stop recording when student left the room) ● 10:45 – 10:49 = 4 minutes (Clean-up started at 10:45) ● 1:30 – 1:41 = 11 minutes (Daily rotation started at 1:30) ● 2:15 – 2:20 = 5 minutes (Daily rotation stated at 2:15) Day 3 <ul style="list-style-type: none"> ● 9:00 – 9:05 = 5 minutes (Morning meeting started at 9:00) ● 9:45 – 9:52 = 7 minutes (Daily rotation started at 9:45) ● 10:30 – 10:46 = 16 minutes (Didn't want Daily rotation to end) ● 1:00 – 1:10 = 10 minutes (Group instruction started at 1:00) ● 2:30 – 2:33 = 3 minutes (Centers started at 2:30) Day 4 <ul style="list-style-type: none"> ● 9:30- 9:34 = 4 minutes (Group instruction started at 9:30) ● 10:45: 11:00 = 15 minutes (Didn't want to put computer away at 10:45)

	<ul style="list-style-type: none"> ● 1:15 – 1:20 = 5 minutes (Daily routine started at 1:15) ● 2:15 – 2:22 = 7 minutes (Didn't want to go to speech therapy) <p>Day 5</p> <ul style="list-style-type: none"> ● 9:00- 9:16 – 16 minutes (Morning meeting started at 9:00) ● 9:45 – 9:48 = 3 minutes (Group instruction started at 10:45) ● 10:45 – 10:55 = 10 minutes (Didn't want to clean up for lunch) ● 12:30 – 12:42 = 12 minutes (Didn't want to go to music) ● 1:30 – 1:35 = 5 minutes (Daily rotation started at 1:30) ● 2:30 – 2:37 = 7 minutes (Group instruction started at 2:30)
Replacement Behavior	<p>When it is time to transition Drew will have 30 seconds – 1 minutes (determined by the teacher) to take some deep breaths and finish the task at hand before transitioning to the next task. When he feels calm, he will return to his desk and ask the teacher for help on his work.</p>
Intervention Plan	<ul style="list-style-type: none"> ● Achieve the replacement behavior of taking 30 second – 1 minute to take some deep breaths and finish the task at hand before transitioning to the next task. ● At the beginning of each day I will give the student a cup of marbles and each time that Drew has an outburst he will have to put one of his marbles in the cup on the teacher's desk. Then at the end of the day the Drew and the teacher will count the remaining marbles in the student's cup and at the end of the week if the student had kept a certain amount of marbles in his cup, he will receive a treat. (amount of marbles and treat will be decided by the teacher) ● Differential reinforcement will be used to support the development of Drew's replacement behavior through using planned ignoring and negative punishment. ● Initiate breaks after assignment has been assigned, before Drew must transition to the next task, he can take a water break, bathroom break, or help the teacher. ● Have student go over the rules and procedure with teacher every morning and when behavior becomes aggressive with hitting, kicking, or biting for a daily reminder. ● Frequent communication between home and school.
Extreme Behavior Consequence	<p>Extreme Behavior Plan: In the event of an outburst on the verge of becoming or being violent with hitting, kicking, or biting, all the other students in the classroom will be moved to the safe area outside of the classroom. The teacher or teacher's aid will then go in the classroom and attempt to diffuse the situation by talking to Drew and using calm down strategies. In the event that the teacher is unable to calm the student down, the behavior response team may be called in for additional help. Since the Drew's behavior has never been threatening to other individuals, there is a minor chance this consequence will be needed.</p> <p>Minor Behavior Plan: In the event of Drew becoming frustrated, kicking his legs, and throwing his arms around, other students will be removed from Drew's vicinity, but will not have to leave the classroom. Drew will also be asked to pick up himself off the floor once he has calmed down.</p> <p>School Policy: All school policies will be followed to ensure all students (Drew and classmates) are safe and cared for in the event of extreme behavior.</p>

Data Collection Method	<p>Who: Data will be collected by the classroom teacher as well as other teachers Drew is with throughout the day (music teacher, physical education teacher, etc.). It will be collected using duration recording.</p> <p>Duration Recording: Duration recording will be used to observe how long Drew is upset. This data will be recorded from the moment Drew makes a first exclamation or action (raises voice, loud sigh, swinging arms, etc.) to the point where he either says he is calm, asks for help, or returns to his task. To record the duration of Drew’s upset episodes a stopwatch, pencil, and paper will be used. A stopwatch will be started from the onset of the first exclamation or action and stopped when Aaron states he is calm, asks for help, or returns to his task. The time and the cause behind the outburst will be recorded (ex. 10:00- 10:20- 20 minutes, group instruction started at 10:00).</p>
Graph of Data	<p>https://d.docs.live.net/b301ad444dccf4f7/EDU%20412%20-%20Cognitive%20Behavioral%20Strategies/Behavior%20Intervention%20Plan%20Graph.xlsx</p>
Recommendations for plan adjustment	<p>Progressing faster: If Drew is progressing faster than expected and he achieves the goal of being able to take time before transitioning to take deep breaths and finish what he was working on before moving to the next task. The next step would be to have Drew transition without having to take that extra time to finish his task at him and just counting to 10 before transitioning.</p> <p>No progress: If Drew is showing no progress or this plan is not producing the desired effect of Drew being able to effectively calm himself, additional steps will be taken to help Drew cope with his outbursts in an effective manner. The steps from the original plan will be broken down with more intensive focus on each step of implementation. Instead of teaching Drew to finish the task on hand in 30 second – 1 minute and taking deep breaths together, they will be taught separately for Drew to fully understand when and how to use them.</p> <p>Other adjustment ideas: Other ideas for adjustment if the current plan is not working are to generalize the behavior across his environments, promoting self-monitoring, and including Drew in the data collection. Generalizing the replacement behavior across all of Drew’s environments such as other school classrooms and home will ensure that Drew has repeated practice and assurance with the learning of calm down behaviors. Generalizing across all his environments will also help Drew learn to use calm down behaviors no matter what setting he is in. Promotion of self-monitoring will help Drew to be more in tune with himself and give him a part in the recording of his data. Self-monitoring will help Drew to recognize his feelings and learn when he angry or going to be upset. It will also help him to effectively carry out calm down strategies before or during and upset episode. Allowing Drew to take part in the recording of data will help him to recognize his feelings, what is causing them, and when they happen. Including Drew can also offer helpful insight as to the reasons behind his outbursts.</p>
Date for Review	<p>This plan will be implemented starting October 22nd, 2018 and is set for review 7 weeks after the start date. We will be reviewing the current plan on or around December 10th, 2018. During this time, we will be discussing the student’s progress with the interventions, the plan itself, as well as make any revisions needed based on implementation findings.</p>