

BEHAVIOR INTERVENTION PLAN (BIP)

Name: Jane Smith

School: ABC Academy

Date of Birth: 04/03/2013

Date of Admission: 08/22/2021

Date of Report: 10/01/2021

Responsible Clinician(s): John Doe, Behavior Specialist.

The following report outlines the behavior intervention plan for Jane Smith. The recommendations summarized in the report are based on the results of an individualized Practical Functional Assessment completed on 09/15/2021.

Target Behaviors and Baseline Measures:

Physical Aggression is defined as Jane biting, scratching, kicking, and forcing her chin into staff's body.

- Frequency: During baseline, Jane engaged in physical aggression a total of 46 instances (with a daily average of 9.2 and a daily range of 4-9 instances).
- Duration: Jane's duration of aggression ranged from 45-seconds to 30-minutes during baseline.

Tantrums are defined as Jane throwing herself to the ground screaming and crying while throwing her arms and legs around.

- Frequency: During baseline, Jane engaged in her challenging behavior of tantrums a total of 10 instances (with a daily average of 1 and a daily range of 1-3 instances).
- Duration: Jane's duration of tantrums ranged from one minute to 30 minutes during baseline.

These are the precursor behaviors (R2) that were identified from the Open-Ended Interview and the Practical Functional Assessment:

- Rocking, loud vocalizations, grinding teeth, teary eyed/ crying, grabbing items from others.

Hypothesis:

Jane will typically engage in physical aggression and tantrums as a way of communicating her need/want to escape from a situation and to gain access to a desired activity or item or attention.

Measurable Goals:

Jane will cooperate with up to 15 minutes of 1:1 instruction in academic work at a shared or independent workspace in the classroom, while tolerating teacher corrections, throughout the day in 90% of opportunities presented across two weeks, with at least two different adults.

Given a variety of developmentally appropriate closed-ended play activities, Jane will cooperate with prompts to engage in leisure activities for periods of up to 10-minutes, at a shared workspace in the classroom, while tolerating varied sequences of completion, in 90% of opportunities presented across two weeks, with at least two peers.

Replacement Behaviors:

1. When presented with events previously shown to reliably evoke problem behavior, Jane will obtain emit a functional communication response (e.g. press Big Mac button) independently and in the absence of problem behaviors across 3 consecutive opportunities presented during a 1:1 instructional session.
2. When requests for student-led time are denied, Jane will emit a tolerance response (e.g., high five) independently and in the absence of problem behaviors across 3 consecutive opportunities presented during a 1:1 instructional session.
3. When presented with an adult direction, Jane will stop engaging in an ongoing activity, relinquish all positive reinforcers, transition to an alternative area, and emit two readiness responses (e.g. take a seat and get in a ready position) independently and in the absence of problem behaviors across 3 consecutive opportunities presented during a 1:1 instructional session.

Proactive / Preventative Strategies:

1. Show Continuous Positive Regard and Empathy

- respond to all communication attempts, make all reasonable attempts to satisfy requests
- ensure attention is readily available at all times and avoid diverting your attention

2. Enrich the Environment

- provide multiple choices options for preferred activities
- provide meaningful attention and interactions, including being on her level, using a calm tone of voice, imitate her actions in play, and avoid asking questions during play.

3. Follow Jane's lead to the extent possible by allowing her to explore the environment.

4. Invite Jane to participate in leisure activities and allow her to opt out when she chooses.

5. Limit all non-essential demands and non-essential denial of requests.

6. Provide Choices in the following situations:

During snack time, at the start of each change in the daily schedule (choice to participate or opt out), during transitions into the classroom at the start of the day (choice to start in the classroom or in the hang out space).

7. Modify instructions as follows:

Where possible, use non-directive, non-vocal prompting, including gestures and modelling.

Where possible, present visual cues that represent the materials for the activity to allow Jane a choice about opting in or out.

Response to Precursor Behavior:

Precursor Behavior -

- Rocking, loud vocalizations, grinding teeth, teary eyed/ crying, grabbing items from others.

In response to precursors:

1. Provide empathy in the form of a soothing tone, and an acknowledgement of the problem (e.g., 'I know this is hard').
2. Adjust the expectation to a level that Jane can be supported to complete

Response to Target Behavior:

1. Provide empathy in the form of a soothing tone, and an acknowledgement of the problem (e.g., 'I know this is hard').
2. Remove the demand and return all suspected reinforcers immediately.
3. Modify Jane's Universal Protocol and/or SBT plan to make any adjustments necessary.

Progress Monitoring:

Progress during Skill-Based Treatment (SBT) will be monitored using the trial-by-trial data collection sheets and graphs. Progress through the SBT steps will be monitored daily.

Progress during the remainder of the school day, outside SBT sessions, will be monitored using the Daily Behavior Rating Scale. Progress with the scale will be monitored weekly.

Responsible Clinician:

John Doe, BA

Behavior Specialist