P-12 Student Learning Project

Behavioral Intervention Plan

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ELE 4400 - Student Teaching

Fall 2016
A. Introduction

This student learning project consisted of conducting a functional behavioral assessment and implementing a behavioral intervention plan for a student with diverse behavioral needs. The student receiving this behavioral intervention plan is a five-year-old kindergarten student who previously attended at least one preschool/daycare center before attending kindergarten this fall. For this project the child is referred to as Student D.

Student D soon began exhibiting behaviors of noncompliance at the beginning of the kindergarten year. The classroom teacher taught students the rules and expectations on the first day of school and was firm and consistent with implementing consequences for all unacceptable behaviors. These actions seemed to work successfully with all other students in the classroom, but Student D’s inappropriate behaviors continued to escalate from noncompliance to more extreme behaviors including refusal to work, tearing or crumpling his papers, damaging school property, hiding behind filing cabinets or in closets, throwing items, shouting out inappropriately and disruptively, and flipping his desk and chair. Eventually Student D began engaging in fits of violence including kicking and hitting teachers and aides who were working with him.

Recognizing the severity of the situation, my cooperating teacher, the school’s emotional support teacher, and myself began brainstorming about the proper course of action to help this student and to ensure the safety of the other students. This consisted of conducting a functional behavioral assessment (FBA) and then working with my cooperating teacher and emotional support teacher to develop and implement a behavioral intervention plan (BIP). Tier I levels of behavior management used by my cooperating teacher to manage the behavior of all students in the classroom was clearly not sufficient for Student D. He needed much more intensive levels of behavior management which could only be achieved at this time by the implementation of a
behavioral intervention plan specifically designed to manage the antecedents causing the behaviors and teach replacement behaviors for the current behaviors of concern (BOC). The current behavioral intervention plan is ongoing and will continue to be implemented as long as it is determined that it is needed. The objectives/goals of this behavioral intervention plan include:

- When given an explicit direction to complete a specified activity or task during instructional time in the general education classroom, Student D will complete the required task or direction promptly without engaging in any inappropriate actions (i.e. crumpling or tearing his paper, hiding from the teacher, damaging school property, shouting out inappropriately, tipping or flipping his desk or chair, or hitting or kicking the teacher or other students) for four consecutive school days.

- When given an explicit direction to complete a specified activity or task during instructional time in the general education classroom, Student D will complete the required task or direction promptly without engaging in any inappropriate actions (i.e. crumpling or tearing his paper, hiding from the teacher, damaging school property, shouting out inappropriately, tipping or flipping his desk or chair, or hitting or kicking the teacher or other students) for eight consecutive school days.

The behavioral intervention plan consists of two nearly identical goals. The difference between the goals is in regards to the timeframe for mastery. The first goal requires Student D to demonstrate the specified appropriate behaviors for at least four consecutive days. The second goal raises the level for mastery to eight consecutive days. The intention behind this is to gradually raise the overall mastery criteria for Student D to promote long-term success of the behavioral intervention plan. Considering the severity of Student D’s behaviors prior to the implementation of individualized behavior interventions, it would be premature to assume that
even after two or three days of consistently appropriate behavior Student D had overcome all of his behavior problems and would now be as well-behaved as any other student in the classroom for the foreseeable future. To promote long-term success of the behavioral intervention plan, the criteria for success must continue to be gradually raised. As Student D masters the initial short-term goal, he must then work to master more long-term goals which is the justification behind including both these goals.

We will objectively and conclusively know when these objectives have been met through the use of on-going progress monitoring of Student D’s behaviors on a daily basis along with continued graphing/charting of behaviors and analysis to provide objective and explicit data about Student D’s behavior and progress toward achieving goals.

B. Pre-Assessment

I conducted a functional behavioral assessment of Student D’s behavior over the course of three days for my pre-assessment (See Appendix A). This allowed me to establish a baseline of Student D’s levels of various behaviors of concern prior to the implementation of a behavioral intervention plan. I measured his overall compliance rate (number of directions followed/number of directions given) during morning instructional time through direct observation and recorded incidences of the different behaviors of concern throughout the day using a simple direct observation record form that I developed (See Appendix D). Both my cooperating teacher and myself worked together to record the data as accurately as we could by recording data as soon after-the-fact as possible, but due to the extenuating circumstances of trying to manage and teach a classroom of 21 students, the data is admittedly not entirely precise, but it is accurate enough to still provide a detailed picture of Student D’s behaviors of concern and compliance
rate from day-to-day. The behaviors of concern that were recorded included refusal to work, crumpling/tearing of paper/assignments, throwing items, flipping chair/desk, kicking/hitting teachers or aides, hiding (behind filing cabinet, under table, or in closet), damaging school property (such as violently kicking or hitting filing cabinet and destroying other school materials), and shouting out inappropriately or disruptively.

Student D’s compliance rate was recorded using a line graph to show his rates over time. Baseline data of his compliance rate shows a range of about 41% to 30% for a slightly downward negative trend. His other behaviors of concern (those listed above) were represented using a bar graph to show the number of incidences of each behavior on each day. Student D’s most commonly occurring behavior of concern during baseline assessment was refusal to work with nine incidences over the three-day period. Shouting out inappropriately is another commonly occurring behavior of concern and it occurred eight times during the baseline period. Incidences of hiding occurred five times during the baseline period. Crumpling or tearing paper/work, throwing items, and damaging school property each occurred three times during the baseline period. Kicking/hitting a teacher or aide and flipping a chair or desk are both noted behaviors of concern but did not occur during the baseline assessment period.

Direct observation revealed that possible antecedents to the behaviors of concern included directions or requests to complete assigned work, especially work involving the use of fine-motor skills such as worksheets or craft activities, and directions to participate in various undesired forms of academic instruction (such as math time or instruction with the Title One reading teacher). It was also noted that typically implemented consequences such as warnings, loss of privileges, and timeouts (used successfully with other students in classroom) tended to only escalate the intensity and severity of the behaviors of concern.
C. Instructional Unit/Behavioral Intervention Plan

The instructional unit consisted of a behavioral intervention plan designed specifically for Student D to address his individual behavioral and learning needs while he is in school (See Appendix B). It was developed through collaboration among myself (the student teacher), the general education classroom teacher, and the emotional/behavioral support teacher. The plan identifies the problem behavior and highlights the expected replacement behaviors as a result of the interventions: Student D is expected to follow all directions and school rules. Student D is expected to complete assigned work in a timely manner without crumpling or tearing his work or other papers/materials around him, without leaving his seat and running to hid under a table, in a closet, or behind a filing cabinet, and without damaging school property or hurting others.

The emotional/behavioral support teacher and the general education teacher will work together to teach Student D what and how to achieve the desired replacement behaviors. The emotional support teacher will work with Student D individually to teach him anger management tactics and stress management methods to help control his stress and anger levels and maintain his ability to control his emotions and actions. The emotional support teacher will also develop strategies and resources that Student D can use on his own, such as a stress toy, and with the help of the general education teacher to maintain his emotional levels throughout the day regardless of the activity or who he is working with. Additionally, instructional aides will work with Student D throughout the day to provide individualized support while completing tasks outside of the general education classroom in a less stressful environment and they will also help him to engage in deep-pressure stress reduction physical activities to control his stress levels and behavior.

The general education teacher and emotional support teacher will work together to teach Student D decision-making lessons to help him consider the consequences of his actions and
guide him in the right direction of making appropriate decisions related to work and behavior. This will occur through a small number of direct instruction lessons with the emotional support teacher and through mini-lessons as needed in the general education classroom.

Along with the decision-making lessons is a behavioral contract that was designed specifically for Student D and implemented by both the general education teacher and emotional support teacher along with any other instructional aides that may be working with Student D. This behavior contract consists of an “IF/Then” chart. The “IF” side refers to a required task that Student D must complete. This could include following directions, completing work, participating in a specified activity, or anything else deemed necessary by the teachers working with Student D. The “Then” side of the chart refers to the reward that Student D will earn if he completes the specified activity asked of him. This reward is typically a five-minute period during which time he can play with the materials in his break box in the back of the classroom, although other privileges can be earned if appropriate. The required activity and the possible reward is discussed with Student D for each application of the chart and the chart itself is posted near Student D’s seat for him to look at. It includes writing and pictures of the tasks and rewards.

In addition, the following accommodations will also be implemented by all individuals working with Student D to help manage his behavior and stress: clear and concise directions, frequent breaks and varying activities, providing a cooling off period if needed, reviewing rules and expectations along with specifically defining limits, reprimanding the student privately and avoiding strong criticism, providing a highly structured setting, and avoiding power struggles with Student D.
The behavioral intervention plan includes the use of the following positive consequences to promote the continued demonstration of appropriate behaviors: verbal praise and immediate feedback on work, earned privileges such as a special job that Student D really enjoys, five minutes with his break box, a positive visit to the office such as running an errand for the teacher, time to look at a student selected book, a positive call home, and a happy-face stamp on his behavior sheet for continued good behavior throughout the day. Negative consequences that will be implemented for inappropriate behaviors include: loss of privileges, a phone call home, removal from classroom/activity and escort to another area, and a write-up on his behavior sheet detailing the inappropriate behaviors of the day that must be signed each night by a parent.

Frequent communication with parents will be included regardless of what types of behavior Student D is exhibiting so that they are aware of and involved with their child’s progress including frequent phone calls, notes, and a synopsis of each day’s behaviors recorded on Student D’s daily behavior chart. (The behavior chart is part of a class-wide behavior management system used by my cooperating teacher and each student must have their behavior sheet signed each day by their parent/guardian.) The behavioral intervention plan is set to last eight weeks but it will continue to be implemented as long as it is determined that it is needed.

D. On-Going Assessment

On-going assessment for Student D’s behavioral intervention plan consisted of continuing to monitor and track his rates of compliance along with the frequency of each of the other behaviors of concern. Once again, both myself and my cooperating teacher worked together to record the data as accurately as possible by recording data as it happened or as soon after as possible without disrupting student instruction. Therefore, the data must be taken with a grain of salt, but
it does provide a detailed overall representation of Student D’s progress. As with the pre-assessment baseline data collection, compliancy rates were determined by the number of directions followed/number of directions given during direct observation periods in the morning hours. A running record of other inappropriate (or appropriate) behaviors was also conducted each day to determine the number of instances of each of the other behaviors of concern for Student D. This data was then compiled into various charts and graphs to provide an objective picture of Student D’s progress and the overall success of this behavioral intervention plan (See Appendix C).

E. Assessment Results

*Chart 1*
**Chart 2**

Student D - Following Directions
- Intervention -
During direct observations (mornings)

<table>
<thead>
<tr>
<th>Dates of Observation</th>
<th>Rate of Compliance - Baseline</th>
<th>Rate of Compliance - Intervention</th>
<th>Trendline - Baseline</th>
<th>Trendline - Intervention</th>
<th>Phase Change</th>
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<tr>
<td>14-Sep</td>
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<td>15-Sep</td>
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<td>16-Sep</td>
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<td>19-Sep</td>
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<td>21-Sep</td>
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<td>22-Sep</td>
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<td>30-Sep</td>
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**Chart 3**

Student D's Behaviors of Concern
- Baseline -

<table>
<thead>
<tr>
<th>Behaviors of Concern</th>
<th>Refusal to Work</th>
<th>Crumpled/Tore Paper</th>
<th>Threw Items</th>
<th>Flipped Chair/Desk</th>
<th>Kicked/Hit Teacher</th>
<th>Hiding</th>
<th>Damaged School Property</th>
<th>Shouting Out Inappropriately</th>
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<tr>
<td>14-Sep</td>
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<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
*Student D was absent on Friday, September 23.

** On Monday, September 26th, Student D’s parents had to be called to pick him up from school because of his extreme and violent behavior
Chart 6

Student D's Behaviors of Concern
- Average Daily Occurrences by Week -

![Bar chart showing behaviors of concern by week](chart6.png)

- Behaviors of Concern:
  - Refusal to Work
  - Crumpled/Tore Paper
  - Threw Items
  - Flipped Chair/Desk
  - Kicked/Hit Teacher
  - Hiding
  - Damaged School Property
  - Shouting Out Inappropriately

Chart 7

Student D's Behaviors of Concern
- Average Daily Occurrences by Week -

![Line graph showing behaviors of concern by week](chart7.png)
F. Results Analysis & Discussion

Based on the results of Student D’s behavioral intervention as demonstrated by the objective data collected and presented on Charts 1 – 7, I believe that Student D has made some progress towards achieving the goals of his behavioral intervention plan. He has not reached his goals yet, and I do believe it will take an extensive amount of time to reach both of them, but the data suggests a general trend in the right direction toward his goals.

Charts 1 and 2 represent data from direct observation during periods of morning instruction demonstrating Student D’s overall compliance rate. The rate was determined by recording the total number of directions given (both explicitly and implied – such as daily expectations for morning procedures) and the total number of directions followed by Student D in a timely manner (i.e. without Student D having to be addressed again to complete the same direction). The total number of directions followed was divided by the total number of directions given and this was converted to a percentage rate. The baseline data represented in Chart 1 shows that Student D’s compliance rate ranged from about 41% to approximately 30% and revealed a slightly downward, negative trend. Data was collected in an identical manner during the intervention phase and Chart 2 shows that, while varying a great deal from day-to-day, (a range of approximately 16% to 91% during the first two weeks of intervention), the overall trend for the data is an increasing, positive trend towards the ultimate goal of a 100% compliance rate.

Charts 3, 4, and 5 represent the total number of times each behavior of concern occurred each day. Chart 3 represents the baseline data collected while Chart 4 and Chart 5 each represent one week of intervention data. Based on the baseline data represented in Chart 3, we can see that at that time Student D’s most frequently occurring behaviors were refusal to work, crumpling/tearing his papers, hiding, and shouting out inappropriately.
Chart 4 represents data collected during the first week of intervention. It shows the first day of intervention as having zero incidences of Student D’s behaviors of concern. This is followed, however, by a significant spike in each of Student D’s behaviors of concern over the next three days that week. This includes more serious behaviors that had not been recorded during the baseline data collection such as kicking/hitting a teacher and damaging school property. This tells us that after one week of intervention, Student D had not made any real progress towards meeting his goals, but this is not surprising considering the motive of Student D’s behavior. We believe that much of the inappropriate behavior is caused by a power struggle that Student D initiates with us. His actions and words, both during baseline and throughout this first week of intervention, suggest that he is trying to prove that he is stronger than us and that he holds all the power in our interactions with him. He would taunt the teachers by calling them names and use phrases such as “You can’t get me,” “I’m stronger than you,” and “Wanna fight?” while raising his fists in the air like a boxer. With interventions in place, it has made it more difficult for Student D to obtain this power by exhibiting his typical behaviors of concern so he resorted to more extreme, and previously less frequent, behaviors such as aggression and violence toward teachers and aides and destruction of school property.

This power struggle reached a climax on the Monday of the following week as depicted on Chart 5 (Week Two of Intervention). When analyzing the data in Chart 5, one can see that the following Monday, September 26, includes significant levels of all behaviors of concern and especially high incidences of hitting/kicking a teacher and damaging school property. This particular day culminated in the principal getting directly involved in the situation and Student D’s parents being called to pick him up from school as he could not be sent home on the bus due to his extreme levels of inappropriate and dangerous behavior.
Following this day, the teachers continued to implement interventions for Student D extremely intensely with a focus on reducing and managing stress and frustration levels. The data represented by Chart 5 shows that beginning on Tuesday of Week Two of Intervention, Student D’s levels of inappropriate behavior were significantly reduced and each day following also showed much reduced instances of Student D’s behaviors of concern compared with Monday of that week and the last three days of the previous week. This suggests that Student D was beginning to make progress toward achieving the goals of his behavioral intervention.

Charts 6 and 7 both depict the same data but in different manners. These charts show the average number of incidences of each behavior of concern for each week – Baseline, Week 1 of Intervention, and Week 2 of Intervention. Chart 6 represents how incidences of nearly all behaviors of concern increased during the first week of intervention, especially the more extreme behaviors of hitting/kicking a teacher, damaging school property, and flipping his desk or chair. Chart 6 also shows how the number of incidences of each behavior decreased during Week 2 of intervention, further supporting the suggestion that Student D is making progress toward intervention plan goals. However, due to Monday’s high rates of behaviors of concern that week, Monday could be considered an outlier for the data, thus causing Chart 6 to fail to definitively show just how significant of an improvement Student D began to make during Week 2 of intervention. To help combat this, Chart 7 is included to provide a better picture of how the incidence rates of different behaviors vary by week. There remains the issue of the outlier in Week 2 of intervention influencing the data, but the chart still shows how overall the total incidences of inappropriate behaviors appear to be converging towards zero. Additionally, it shows an overall downward trend for five of the eight monitored behaviors of concern including refusal to work, crumpling/tearing paper, throwing items, hiding, and shouting out
inappropriately. If Monday’s outlier data were not included in Week 2 of intervention, the remaining three behaviors of concern would also show a downward trend towards the intervention plan goals of zero incidences of these behaviors.

Overall, the data collected at this point does suggest that Student D may be making progress toward achieving the goals of his behavioral intervention plan, but it is still very early in the process and continued implementation of interventions and progress monitoring will need to be conducted over the next several weeks or months to definitively show long-term student growth towards the goals of the behavioral intervention plan. It is important to note that I had intended to continue progress monitoring for another week of intervention before drawing conclusions but unforeseen circumstances related to Student D’s health resulted in an unplanned, extended absence from school which could have a significant impact on the progress Student D had been making when he returns to school.

I do believe, based on the data and our interactions with Student D, that the progress that he has made is a direct result of the interventions that we have implemented at school. Our attempts to communicate with parents have yielded what my cooperating teacher and I both feel is a rather apathetic attitude toward the situation. They have not been supportive or involved in our attempts to help their son despite our attempts to reach out to them, and, though I do not have solid evidence to prove my opinion, I do not believe they have really done anything at home to help improve his behavior while in school. Rather, I think a lot of his behavior is actually learned behavior from home. His incoming IEP indicated behavior problems previously and my cooperating teacher and I believe that a lack of structure and discipline has taught him to use his inappropriate, disruptive, or violent behaviors to avoid situations or tasks that he does not like.
Moving forward, it is the intention of myself, the general education teacher, and the emotional/behavioral support teacher to continue to implement the discussed interventions as long as it is determined that they are needed to help Student D achieve and maintain the goals of the behavioral intervention plan as well as his academic learning overall. We have also resolved to do whatever we can to make Student D understand that our classroom is a safe and stable environment for him and that we are not going to give up on him as we believe that most, if not all, of his behavior problems exhibited in school are a result of experiences and trauma that he may have experienced in his home life growing up.

**Conclusion**

Working with Student D has been an extremely valuable learning experience for me. It has been both interesting and at times frustrating to see the evolution of his behaviors. As his behaviors continued to escalate despite the implementation of my cooperating teacher’s typically successful behavior management strategies, we were at a loss as to what to do. My cooperating teacher even approached me and asked if I could think of anything to help him as she was aware of my special education background as well. I conducted a functional behavior assessment and together, along with the emotional/behavioral support teacher, we identified possible antecedents and causes of the problem behaviors and developed a fluid behavioral intervention plan to implement to help Student D learn replacement behaviors for his current behaviors of concern and to manage his stress and anger levels.

The initial implementation of the interventions quickly resulted in more intense and dangerous behaviors, not surprisingly as Student D remained committed to obtaining power over us and had to resort to more severe behaviors in order to do so, but we remained determined not
to give up and continued to implement interventions even more intensely and to modify our manner of doing so as needed. It is still early in this behavioral intervention plan, but the data collected during the first two weeks of intervention objectively suggests that after an initial spike in Student D’s behaviors of concern, he has started to make some progress towards the intervention plan goals for Student D as evidenced particularly by the data shown in Chart 2, Chart 4, and Chart 7.

Additionally, while not objectively depicted on a graph, our observations and interactions with Student D do suggest to us that he is making progress and learning how to manage his behaviors and emotions as a result of our instruction and interventions. He is “using his words” more and telling us when he is feeling frustrated or upset rather than automatically engaging in one of his problem behaviors. He is also more willing to “work with us” and will complete a requested task in return for some form of reward or positive consequence as determined through the use of the “IF/Then” chart.

The more we work with Student D the more we get to know him inside and out and we realize more about what things might be an antecedent trigger for him (such as learning he does not like it when other students in the classroom become loud) and about what types of things we can be using as a motivator such as learning that he likes looking at books about cars or that he actually does seem to like being very close to the general education teacher and receiving hugs from her or sitting on her lap while he works. We continue to take these new realizations and make modifications to our behavioral intervention plan by weaving them into our plan to improve Student D’s progress toward the goals of the intervention plan.

It is going to take a long time, and it may continue to be up and down for a while, but I do believe that Student D will eventually experience success and demonstrate the appropriate
behaviors that we are working towards. The data that I have collected does suggest that Student D was beginning to make progress toward his intervention plan goals, and while unforeseen circumstances may affect that progress (such as his health crisis and extended absence), I do think that eventually he will get where he needs to be. It is clear from the data that he can demonstrate (almost) all appropriate behaviors for an entire day and for multiple days as well, and I think that in time he will be just fine and may even thrive in the classroom as I know he can be successful academically as well.

Hopefully, our efforts with Student D right now will get him back on the right path and he will be able to achieve his own goal of someday becoming a police officer. I’ve already seen his great potential as a leader even at the young age of five, and I think he could have a bright future ahead of him if he is able to work through everything that he is struggling with right now, especially the internal trauma that we believe he is likely dealing with.

For myself, this whole experience was eye-opening for me, but I recognize just how valuable it actually was for me. It highlighted just how significant some of the behavior issues that our students may be struggling with are and it made me incredibly grateful that I had had a special education class specifically focused on behavior management. I would have been totally lost in my general education placement without my special education background. Furthermore, this experience has made me realize that one of the areas that I would likely benefit the most from in regards to continual learning and professional development would be classroom and behavior management. Moving forward, I hope to take advantage of as many opportunities to learn about and improve my behavior management skills such as through attending conferences or related workshops and training. In the more immediate future, my second student teaching placement is in a life skills special education classroom and I know that behavior problems are
going to be a persistent issue so I plan on taking every opportunity I can to improve my awareness and abilities to deal with these kinds of concerns. They are going to be present for the rest of my career so the more prepared I am to address them, the better my classroom will run, and as a result, all of my students will experience increased learning and success.
FBA SUMMARY

Completed By: Amanda Zeafla

History of interventions for Current Behavior of Concern

<table>
<thead>
<tr>
<th>Antecedent (prevention) strategies:</th>
<th>Consequence strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher explicitly defines expectations for behavior for all students.</td>
<td>- Student D is reprimanded for inappropriate actions.</td>
</tr>
<tr>
<td>- Teacher implements retraining activities for all students demonstrating inappropriate behaviors.</td>
<td>- Student D is required to spend free time retraining a specific behavior.</td>
</tr>
<tr>
<td>- Teacher limits the amount of attention given to Student D while he exhibits behaviors of concern. Teacher also strictly enforces rules for other students to avoid giving him attention.</td>
<td>- Student D’s inappropriate behaviors are ignored (if they are not violent or endangering others) so that he is not receiving any attention.</td>
</tr>
<tr>
<td>- Teacher uses positive reinforcement with all students including Student D when demonstrating appropriate behavior and making good choices.</td>
<td>- Student D is removed from the classroom by the emotional support teacher.</td>
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Direct Observation Summary (attach graphic representation of observation data collected)

1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs?

   Student D exhibits several different, but related, behaviors of concern (BOC). His overall compliance rate for following directions and rules is very low. Baseline data shows compliance rates established during direct observation periods ranging from 30% to 41% with a slightly downward negative trend over a three-day period.

   Student D exhibits refusal to work. He will not participate during instructional times and will not complete any form of work such as coloring, worksheets, art activities, or other forms of work resulting in a tangible product. Refusal to work was Student D’s most commonly occurring behavior of concern. During the three-day baseline period he exhibited this behavior nine times (four on Wednesday, two on Thursday, and three on Friday). Occasionally Student D can eventually be persuaded to complete his work but not often.

   Along with the refusal to work, Student D also often crumples or tears up his work papers and other items such as his take-home folder. It may occur during an activity as Student D appears to become frustrated or it may occur before Student D even attempts to complete the assignment. This behavior occurred three times during the baseline period.

   Student D also engages in throwing items, especially his shoes and socks, across the room when he appears to become frustrated and angry. This behavior occurred three times during the baseline period.

   Hiding is another frequently occurring BOC of Student D’s. He will often run to the back of the room where the coat closets are located and hide either in the closet or in a small space between a filing cabinet and the teacher’s closet. He may stay in these spots for several minutes at a time and may also come out periodically to observe what is going on in the classroom before returning to his hiding spot. This behavior occurred five times during the baseline period. Along with hiding is the BOC damaging school property. In particular, Student D spends a great deal of time aggressively kicking the filing cabinet that he is hiding behind. He has also been observed intentionally destroying other school materials as well. This BOC occurred three times during the baseline period.

   Another BOC is shouting out inappropriately. This may include vulgar words or phrases or just shouting excessively during totally inappropriate times and thus causing great disruption to the classroom. The behavior may be brief or may occur continuously for several minutes. It occurred eight times during the baseline period over the course of two days.

   Other behaviors of concern include hitting or kicking a teacher or flipping a chair or desk. These behaviors currently occur infrequently and were not observed during the baseline observation period.

2. Describe any patterns to the occurrence of the behavior of concern.

   The behaviors occur throughout the day. Refusal to work is the most frequent and consistently occurring BOC while other behaviors are more sporadic in their occurrence but seem to occur concurrently with refusal to work.
Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.

The behaviors of concern tend to happen when Student D is given directions to complete work-related assignments, especially assignments involving fine-motor skills. They tend to escalate when reprimanded or more firmly directed to complete the given activity or assignment. Some behaviors, such as shouting out inappropriately seem to intensify when the student is ignored as he attempts to gain the attention of the teacher and peers.

2. Describe the consequences that appear to be maintaining the behavior of concern.

The current consequence strategies have successfully enabled the student to avoid completing most of his work or at least enabled him to have one-on-one support to complete assignments. Current consequences have also led to the student being removed from the general education classroom and placed in the emotional support teacher’s resource room where the student has opportunities to “calm down” while playing with toys or games on the I-Pad.

Hypothesis Regarding Function of the Behavior of Concern

When given an assignment or activity to complete, especially those requiring fine-motor skills (antecedent to behavior of concern), Student D (student) refuses to follow directions or work and may crumple or tear his paper followed by hiding from the teacher and engaging in behaviors such as shouting inappropriately, damaging school property, and throwing items (behavior of concern) in order to escape completing the task, to gain attention of teacher and peers, and to gain power over the teacher(s) (perceived function of the behavior).
Baseline Data

Student D - Following Directions
- Baseline -
During direct observations (mornings)

<table>
<thead>
<tr>
<th>Dates of Observation</th>
<th>Rate of Compliance</th>
<th>Trendline</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-Sep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-Sep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-Sep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student D’s Behaviors of Concern
- Baseline -

<table>
<thead>
<tr>
<th>Behaviors of Concern</th>
<th>Number of Daily Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-Sep</td>
<td></td>
</tr>
<tr>
<td>15-Sep</td>
<td></td>
</tr>
<tr>
<td>16-Sep</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Refusal to Work
- Crumpled/Tore Paper
- Threw Items
- Flipped Chair/Desk
- Kicked/Hit Teacher
- Hiding
- Damaged School Property
- Shouting Out Inappropriately
## BEHAVIOR INTERVENTION PLAN

<table>
<thead>
<tr>
<th>Student Information:</th>
<th>Name: Student D</th>
<th>Date: 9/19/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: Kindergarten</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BIP Report By:
Amanda Zeafla

### Problem Behavior:
**Inappropriate behavior(s)**
Student D’s problem behaviors include behaviors of noncompliance (refusal to follow directions and school rules and refusal to complete assigned work). The student may simply refuse to work or may crumple or tear papers and hide under a table, in a closet, or behind a filing cabinet that he proceeds to kick violently.

### Replacement Behavior:
**What is expected of the student?**
Student D is expected to follow all directions and school rules. Student D is expected to complete assigned work in a timely manner without crumpling or tearing the work or other papers around him, without leaving his seat and running to hide under a table, in a closet, or behind a filing cabinet, and without damaging school property or hurting others.

### Method of Teaching Replacement Behavior and By Whom:
- **direct instruction**, by: 
- **social skills training**, by: 
- **anger management**, by: Emotional Support Teacher
- **providing cues**, by: 
- **role playing**, by: 
- **modeling**, by: 
- **behavior contract**, by: Gen. Ed. & E.S. Teacher
- **stress management**, by: Emotional Support Teacher
- **decision-making lesson**, by: Gen. Ed. & E.S Teacher
- **use of mentor(s)**, by: 
- **other**

### Accommodations, Interventions, and Who’s Responsible for Them:
- **clear, concise directions**
- **supervise free time**
- **frequent reminders/prompts**
- **avoid strong criticism**
- **frequent breaks/vary activities**
- **predictable, routine schedule**
- **teacher/staff proximity**
- **specified study area**
- **reprimand the student privately**
- **preferential seating**
- **modify assignments**
- **avoid power struggles**
- **review rules & expectations**
- **specifically define limits**
- **provide alternate recess**
- **avoid physical contact**
- **provide cooling off period**
- **provide highly-structured setting**
- **communicate regularly with parents**
- **other**

### Interventions & Who’s Responsible for Them:
1. Behavioral contract utilizing an "IF/Then" chart. If Student D completes the requirement listed on the "If" side, "Then" Student D may earn five minutes of free time with his break box. Implemented by General Education and Emotional Support Teacher.

2. Stress Management Materials and Activities – Student D will have access to objects that help him manage his stress and frustration level (ex. A stress toy), and will have opportunities to engage in deep-pressure stress reduction physical activities such as taking a walk to the office or doing various exercises under the supervision of a teacher or aide. Implemented by General Education and Emotional Support Teacher with assistance of a teacher’s aide.
Method of Measuring Progress: How will we know if it’s working or not?

- direct observation
- charting/graphing
- other: __________
- daily behavior sheet
- self-monitoring
- weekly behavior sheet
- number of discipline referrals

Length of behavior plan

- one week
- two weeks
- other: Eight Weeks or As Needed

Positive Consequences for Appropriate Behavior
What can the student earn?

- verbal praise
- earned privileges
- tangible rewards
- other: May earn time with a self-selected book to look at; may earn a happy-face stamp on behavior sheet for good behavior all day
- immediate feedback
- earned tokens/points
- free time (5 Min. Break box)
- other: positive visit to office
- computer time
- positive call or note home
- positive visit to office
- other: Eight Weeks or As Needed

Negative Consequences for Inappropriate Behavior: What happens if student does not behave?

- loss of points/tokens
- phone call home
- escort to another area
- other: Will receive a write-up on behavior sheet which parents must sign everyday
- loss of privileges
- work detail
- in-school suspension
- other: Eight Weeks or As Needed
- time out
- detention
- out-of-school suspension

BEHAVIOR INTERVENTION PLAN GOALS:

<table>
<thead>
<tr>
<th>MEASURABLE GOAL</th>
<th>Describe HOW the student’s progress toward meeting this goal will be measured</th>
<th>Describe WHEN periodic reports on progress will be provided to parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>When given an explicit direction to complete a specified activity or task during instructional time in the general education classroom, Student D will complete the required task or direction promptly without engaging in any inappropriate actions (i.e. crumpling or tearing his paper, hiding from the teacher, damaging school property, shouting out inappropriately, tipping or flipping his desk or chair, or hitting or kicking the teacher or other students) for four consecutive school days.</td>
<td>Behaviors will be monitored through direct observation and charting/graphing of behaviors of concern. A daily behavior sheet will be completed by the general education teacher recording the events and related behaviors for each day.</td>
<td>Parents will read and sign the behavior sheet each day and return it back to school with Student D each day. Phone calls home will be provided as needed for both positive and negative behavior occurrences.</td>
</tr>
<tr>
<td>When given an explicit direction to complete a specified activity or task during instructional time in the general education classroom, Student D will complete the required task or direction promptly without engaging in any inappropriate actions (i.e. crumpling or tearing his paper, hiding from the teacher, damaging school property, shouting out inappropriately, tipping or flipping his desk or chair, or hitting or kicking the teacher or other students) for eight consecutive school days.</td>
<td>Behaviors will be monitored through direct observation and charting/graphing of behaviors of concern. A daily behavior sheet will be completed by the general education teacher recording the events and related behaviors for each day.</td>
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</tbody>
</table>
Appendix C

Intervention Data

Student D - Following Directions
- Intervention -
During direct observations (mornings)

Student D's Behaviors of Concern
- Week 1 of Intervention -
**Student D's Behaviors of Concern**  
- Week 2 of Intervention -

![Bar chart showing daily occurrences of behaviors by week](chart1.png)

**Student D's Behaviors of Concern**  
- Average Daily Occurrences by Week -

![Line chart showing average daily occurrences by week](chart2.png)
## Direct Observation Recording

**Student:** ______________________________

**Time Period:** __________________________

**Date:** __________________________

### Following Directions

<table>
<thead>
<tr>
<th># of Directions Given</th>
<th># of Directions Followed</th>
<th>Rate of Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

### Notes/Behaviors:

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