**ISP-B Glossary / BIP Companion Document**

1. **Demographics:** Copy and paste from FBA document or complete the information in the boxes. Please remove any team members not participating in the development of this document and add any team members not already mentioned.

**NOTE:**

Sections one through seven should be copied and pasted directly from the FBA in order to maintain continuity.

1. **Student Strengths:** Include personal and academic skills and interests.
2. **First Target behavior:** Copy and paste from the FBA document or name the behavior (e.g., Leaving Supervision, Physical Aggression, Non-Compliance with adult directives, etc.). In the box immediately following “First Target Behavior,” operationalize the behavior (i.e., if physical aggression is the target behavior, an operationalization of the behavior could be “biting, hitting, kicking, punching, or throwing things at others with intent”).
3. **Intensity:** Copy from the FBA document.
4. **Frequency:** Count how many times the behavior occurs during a given interval (e.g., 2x/hour, 3x/day). Ideally, baseline data should be collected for 4-6 weeks; however, at minimum, teams should have at least 10 data points collected over a period of at least two weeks).
5. **Duration:** State how long the target behavior lasts (e.g., 5-10 minutes) throughout the baseline period of data collection. Ideally, baseline data should be collected for 4-6 weeks; however, at minimum, teams should have at least 10 data points collected over a period of at least two weeks).
6. **Latency:** State the length of time elapsed, on average, between the identified antecedent and target behavior. For example, the teacher gives a non-preferred directive and 10 minutes later the student walks out of class. If the target behavior is “leaving supervision,” the latency would be equal to 10 minutes (if this is what the data reflects on average). Note that the student may be exhibiting other behaviors in between the antecedent and the target behavior (i.e., disruptive noise, inappropriate gestures, non-compliance). Here you are identifying the latency period for the *target behavior* the team has chosen.
7. **Function(s) of Behavior:** Name the hypothesized function of the behavior identified in the FBA. The function should be chosen from among the following: Sensory, Escape, Attention, and Tangible (SEAT acronym). Refer to the FBA Companion Document for additional details on each behavioral function.
8. **Hypothesis statement:** Copy the hypothesis statement developed for this target behavior in the FBA.
9. **Identify replacement behaviors:** Replacement behaviors are more desirable, short-term alternatives to the target behavior which address the same behavioral function. Examples:
	1. Escape: Instead of throwing materials across the room, the student will communicate by saying “I need a break.”
	2. Attention: Instead of teasing his peers, the student will ask them if they would like to join him in play to get their attention.

1. **Identify Long-term outcomes:** Identify the ultimate goal of the plan. Examples:
	1. Escape: Student will use learned coping strategies to reduce anxiety, ask for help, refocus on, and complete the task.
	2. Attention: Student will use learned strategies to engage and communicate with his peers appropriately, and to problem solve for improved conflict resolution.
2. **Setting Events:** Copy and paste from FBA document.
3. **Identify setting strategies and supports:** Identify strategies that will be used to decrease the impact of setting events, the person responsible, and the timeline in which strategies will be taught and implemented (e.g., in order to decrease homework tension, the teacher and parent will share a communication log daily). Link strategies to functional hypothesis.

One item is included in the BIP template by default, and reads: “Review and address confidential contextual factors summarized in FBA, as applicable.” The School Social Worker or School Psychologist should take responsibility for addressing such issues, as they sometimes don’t fall neatly into another BIP category, but clearly do need to be addressed (e.g., follow up with Child Protective Services).

**Example:**

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| **Strategy or Support Offered** | **Person(s) Responsible (and Timeline)** |
| Communication log between home and school indicating homework and possible strategies for helping (e.g., a website or a completed math example). | ParentsClassroom Teacher (Daily) |
| Increased teacher check-ins during whole group lessons. | Classroom Teacher or Instructional paraprofessional (At least three times during math instruction & during independent seat work for math). |

1. **Antecedents:** Copy and paste from FBA document.
2. **Preventative/ Antecedent strategies and supports:** Identify how environmental factors/ individual triggers that seem to be associated with the target behavior will be modified. Link strategies to functional hypothesis.

**Example:**

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| **Strategy/ Skill/ Environmental Modification** | **Person(s) Responsible (and Timeline)** |
| Modify the work by having the student complete only the even or odd numbered problems. | Classroom Teacher (for each task assigned) |
| Check for understanding by having the student restate directions. | Classroom Teacher (each time a student is demonstrating frustration). |

Please consider the identified function of the behavior when considering strategies and interventions that will support the student in engaging in more adaptive behavioral functioning.

Preventative strategies are considered preventative because they represent approaches or environmental modifications that can be put in place before students enter your classroom.  Preventative strategies reduce the likelihood that challenging behaviors will occur in the first place.

Consider the following preventative and intervention strategies with your student, keeping the suspected function of their behavior, in mind.  Which of these strategies may be beneficial for your entire class, not just the student who is struggling?  Which of these strategies might you frame as a realistic replacement behavior for the student to do instead of engaging in the current maladaptive behavior?  Which ideas represent ways in which you’d like all supporting adults to respond to this student after they’ve engaged in the target behavior?

Examples of Preventative and Intervention Strategies for Target Behaviors, by Function:

*Sensory:*
First, determine if a student requires more or less sensory input, then consider the following strategies:

* Increase Sensory Input
	+ Turn on the lights
	+ Give the class a brief (30 sec.) stretch/ movement break between each scheduled activity/ work demand.
	+ Allow the student to listen to music through earbuds during independent work
	+ Allow the student to sit on an exercise ball or give the student tension bands
	+ Consider using energizing scents such as mint
	+ Allow the student to chew gum
* Decrease Sensory Input
	+ Dim or turn off the lights
	+ Consider whether clothing textures are uncomfortable for a student
	+ Allow the student to wear earplugs during independent work
	+ Allow the student to sit in a quiet area of the room (e.g. retreating to a pop-up tent in the corner of the classroom)
	+ Build in time for quiet activities (e.g., jigsaw puzzles, scramble word worksheets, rhebus puzzles, coloring/ art)
	+ Consider blocking out distractions using a study carrel or standing folders
	+ Consider using calming scents such as lavender

*Escape:*

* Limit length of activities (consider student’s developmental capacity for attending)
* Provide choice of tasks during each activity (e.g., allow the student to choose from two or three different activities pre-selected by the classroom teacher)
* Prevent lag time between activities and provide opportunities to practice transitional routines
* Reduce or eliminate competitive activities and ensure that you are building in opportunities for academic success (to reduce potentially uncomfortable feelings of low self-efficacy or low self-esteem)
* Provide high-interest tasks
* Reinforce student as he or she is getting work done and participating in activities
* Reduce potentially perceived threats that could be resulting in student “flight” response

*Attention:*

* Interact frequently to the student while he or she is meeting expectations in the classroom
* Provide lots of attention/ fun activity opportunities to every student who is meeting specific behavioral expectations
* Ensure that all supporting adults avoid providing undue positive attention for undesirable behavior
* Remind student of next turn to be in leadership role
* Provide opportunities for student to spend fun time with preferred adults (built into schedule / earned)

*Tangible:*

* Allow student to work for frequent, time-limited opportunities to engage in a preferred activity or to earn a desired item (engaging in an art activity with preferred adult, playing basketball with a lunch group).
* Establish specific times for access to preferred items
* Consider whether hunger is a motivator for the student’s challenging behavior, and if so:
	+ provide food items sought and/ or
	+ allow students to bring or purchase needed food item and return/bring to class
* Consider engaging students in fun movement activities in the classroom (e.g., running in place, dancing, playing musical chairs or hot potato).
1. **Lagging Skills/ Unmet Needs to be addressed:** Copy and paste from FBA document.
2. **Intervention Strategies/ Teaching Replacement Behaviors:** Identify what behaviors or skills will be taught to meet the student’s need in a more acceptable way, and identify who will teach these skills and strategies, and when. Link strategies to functional hypothesis and contextual information.

The intention of an intervention strategy is to teach.  Just as academic teaching strategies help build competence and applied problem-solving strategies, behavioral intervention strategies help build a student’s lagging social-emotional skills and improve their problem-solving skills when it comes to regulating their feelings and behavior (Greene, 2017).  When educators identify a replacement behavior that addresses the suspected function of elopement behavior and is realistic (i.e., within reach, given the student’s current skillset), they can teach the student about how and when to use it, and how to expect that adults will respond.  In a nutshell, intervention strategies aim to:

1. increase a student’s skills, and
2. increase the likelihood that a student will engage in a more appropriate alternative to the current maladaptive behavior.

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| **Strategy/ Skill to be Taught** | **Person(s) Responsible (and Timeline)** |
| Taking deep breaths to reduce anxiety associated with student’s lack of confidence in his or her ability. | Social Worker ( 6 brief counseling sessions, 1x30) |
| Student will learn how to ask for help. | Classroom Teacher (Whenever student begins to demonstrate frustration (e.g., facial expressions, disruptive noise, etc.) |
| Social Worker (6 brief counseling sessions, 1x30). |
| Parents & Teachers (When student appears to be frustrated) |

1. **Response to Replacement Behaviors:** Identify clear and consistent ways in which adults should respond then student uses desired replacement behavior (identified earlier in the BIP document). How will the appropriate replacement behavior be reinforced (i.e., how will adults increase the likelihood of it occurring again in the future?). How will the student be rewarded for displaying appropriate replacement behaviors? Refer to FBA and/ or use forced choice menu to determine what this student finds motivating, especially if a tangible function of behavior is identified. Link strategies to functional hypothesis.

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| **Replacement Behavior** | **Adult Response** |
| Student asks to take a break. | 1. Teacher will give immediate praise and honor student request (e.g., “Great job asking to take a break. Absolutely! I’m looking forward to working with you when you get back.”)
2. Upon return from break, teacher will thank student for making the choice to take a break and will support their re-integration into the task at hand.
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1. **Maintaining Consequences:** Copy and paste from FBA document.
2. **Response/ Consequence strategies and supports:** Identify clear and consistent ways in which adults should respond when a student does display the target behavior. Response strategies should address the maintaining consequences identified in the FBA and offer any additional suggestions for preventing further escalation of the target behavior. Link strategies to functional hypothesis.

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| **Response to Target Behavior/ Environmental Modification/ De-escalation Response** | **Person Responsible** |
| 1. Adult will validate the student’s feelings (e.g., “I can understand why you’re feeling frustrated!”)
2. Adult will ask the student if he needs a break.
3. Adult will attempt to redirect student to another positive activity (e.g., “Would you prefer to read this section quietly and I will help you with math during lunch?”)
4. Adult will give the student a choice of working with the teacher or working with a peer (selected by the teacher) to complete the assignment after the student has de-escalated/ taken a break.
5. Adult will prompt the student to use strategies learned in counseling (e.g., take deep breaths).
 | Supervising adult. |

1. **Emergency Procedures:** If this section is applicable because of a safety concern, attach and refer the reader to the student’s Individual Crisis Management Plan (template on shared drive). Otherwise, delete this heading from the BIP.
2. **Data Collection Plan:** Identify tools for data collection (for monitoring the occurrence of both the target behavior and the replacement behavior identified in the FBA), frequency of collection, and the person who will be responsible for collecting data. Attach data tracking sheets to be used for progress monitoring/ tracking target behavior(s). Plan should include a way to graph data in order to improve analysis and response to intervention.

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| **Data Collection Tool** | **Frequency of Data Collection**  | **Person Responsible** |
| Daily Behavior Chart to track frequency of: 1. Throwing materials
2. Asking to take a break
 | Daily, During Math and Science instruction | Classroom Teacher  |

1. **Date of Review:** Schedule a date for the FBA/ BIP Development team to reconvene to analyze progress monitoring data (for target behavior and replacement behavior), implementation fidelity, and effectiveness of interventions. Copy and paste this section of the plan for future review dates to document periodic consideration of plan effectiveness.
2. **Outcome & team comments on implementation fidelity & effectiveness:** Describe any changes noted in the frequency of target behaviors and replacement behaviors. Review outcome of the intervention cycle. Attach progress monitoring data & graph. Reflect any warranted changes within the original BIP document and save as a new document prior to uploading update to IEP Direct.