

Behavioral Intervention Planning Form

Michael Hunne

Name of Student

4/15/98

Date of Meeting

4/12/84 14

Student's Date of Birth / Age

Emotional Disturbance / Other Health

Student's Disability (ies)

Impairment (ADHD)

This procedure is designed to assess this student's behavior, determine the relationship between the behavior and the disability, and provide options for interventions. The information obtained can be used for any of the following:

- Special Education IEP
- Academic Deficiency Student Learning Plan
- Prereferral Intervention
- Section 504 Plans
- Change of Placement
- Suspension-Expulsion

I. Reason for Conducting Behavioral Intervention Planning

1. This procedure was initiated because the student:

- Demonstrates a pattern of behavior problems that interferes with his or her learning
- Demonstrates a pattern of behavior problems that interferes with others' learning
- Has repeatedly been removed from class due to misbehavior
- Has a pattern of significant difficulty understanding or following school rules
- Has carried/brought a weapon to school or a school function

Indicate date(s) and circumstances:

- Has knowingly possessed or used illegal drugs or controlled substances at school or a school function

Indicate date(s) and circumstances:

- Other: _____

2. Has the school ordered a change in placement as a consequence of the student's behavior?

Yes No

Has a hearing officer ordered a change in placement of the student based on risk of injury to the student or to others?

Yes No

If *yes*, to which placement has the student been moved?

Alternative Education Setting

Describe: _____

Non-Educational Setting

Describe: _____

Suspension

If *yes*, for how many days? _____

II. Sources of Background Information

The committee has reviewed the following background information (fill out all that apply):

- Parent information (e.g., interviews, notes) Attached? Yes No
Brief summary of parent information: Interview
Chronic problems; acting-out at home—defiant; feels ADHD a major factor
- Behavior checklists or rating scales Attached? Yes No
Names of instruments: Scales for Predicting Successful Inclusion (SPSI) Dates of administration: 3/98

Brief summary of results: Low scores on coping/emotional maturity
- Observations Attached? Yes No
Names of observers: Janice Brown—Behavioral Specialist Dates of observation: 1/98
Dr. Harris—Psychologist 2/98

Brief summary of results: Student disrupted class by talking out, arguing,
defying teacher; refused to work on an independent assignment
- Discipline records Attached? Yes No
Brief summary of results: Referred to office 5 times for disrespect & defiance
in several classes
- Psychological evaluation Attached? Yes No
Brief summary of evaluation information: Student classified SED—dysthymia & oppositional
defiant; also has ADHD
- Evaluation information provided by other agencies/sources Attached? Yes No
Brief summary of information: _____
- Descriptions of previous interventions Attached? Yes No
Brief summary of previous interventions attempted: Have tried: time out, cooling off, removal
from class, & referral to office
- Prior functional behavioral assessment Attached? Yes No
Brief summary of its results: _____
- Prior behavioral intervention plan(s) Attached? Yes No
Brief summary of prior BIP(s): Contract, positive reinforcement, restatement of rules, calls
to parents
- Other: _____ Attached? Yes No
Brief summary of information: _____

III. Functional Behavioral Assessment (FBA)

The FBA addresses the relationship among precipitating conditions, the behavior, its consequences, and the function of the behavior. The FBA also reflects a consideration of all relevant data gathered, both as background information and by using specific assessment techniques. Refer to the Functional Behavioral Discussion Guide (found in the second section of the *Behavioral Intervention Planning* manual) for assistance in completing this form.

Behavior # 1	<i>Defies teacher's authority/refuses to follow directions</i>		
Precipitating Conditions (Setting, time, or other situations typically occurring <i>before</i> the behavior)	Specific Behavior (Exactly what the student does or does not do)	Consequences (Events that typically <i>follow</i> the behavior)	Function of the Behavior (<i>Hypothesized purpose[s]</i> the behavior serves)
<input type="checkbox"/> unstructured time in <input checked="" type="checkbox"/> academic instruction in <i>language arts/social studies</i> <input checked="" type="checkbox"/> when given a directive to <i>read aloud/write papers</i> <input type="checkbox"/> when close to <input type="checkbox"/> when provoked by <input checked="" type="checkbox"/> when unable to <i>complete assignments</i> <input type="checkbox"/> other <input type="checkbox"/> none observed	When given a directive to read aloud or to complete independent written assignments, Michael yells at his teachers and refuses to follow instructions.	<input checked="" type="checkbox"/> teacher attention <input checked="" type="checkbox"/> peer attention <input type="checkbox"/> verbal warning/reprimand <input type="checkbox"/> loss of privilege (what kind?) <input checked="" type="checkbox"/> time out (where/how long?) <i>office—10 minutes</i> <input type="checkbox"/> detention (how long?) <input checked="" type="checkbox"/> removal from class <input type="checkbox"/> in-school suspension (how long?) <input type="checkbox"/> other	<input checked="" type="checkbox"/> escape/avoidance <input type="checkbox"/> gaining attention <input type="checkbox"/> expression of anger <input checked="" type="checkbox"/> frustration <i>w/ written or independent work</i> <input type="checkbox"/> vengeance <input type="checkbox"/> seeking of power/control <input type="checkbox"/> intimidation <input type="checkbox"/> sensory stimulation <input type="checkbox"/> relief of fear/anxiety <input type="checkbox"/> other
Specific Assessment Techniques Used To Analyze This Behavior			
<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Behavior Checklist/Rating Scale <input checked="" type="checkbox"/> Student Interview <input type="checkbox"/> Video/Audio Taping			
Related Information/Considerations			
Academic: <i>Poor organizational skills; low skills in reading & writing; problems working independently</i>			
Social/Peer: <i>Has lots of friends; seems to get embarrassed</i>			
Family: <i>Michael has also been defiant at home (refuses to follow directions). Michael acknowledges his frustration with independent tasks.</i> Other: <i>Can be very friendly; good at basketball; enjoys socializing with friends</i>			
<input checked="" type="checkbox"/> Administrator Interview <input checked="" type="checkbox"/> Teacher Interview <input checked="" type="checkbox"/> Parent Interview <input type="checkbox"/> Other			

IV. Results and Interpretation of FBA/Current Data: Manifestation Determination

The following violations of the school district's code of conduct have occurred. Based on current information, one can determine whether each behavior is a manifestation of the student's disability. In determining whether the student's behaviors are a manifestation of his or her disability, refer to the Manifestation Determination Discussion Guide (found in the second section of the *Behavioral Intervention Planning* manual).

Is the behavior considered to be related to the student's disability?		Behavioral category	Is the behavior addressed in this BIP?	
Yes	No		Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	Fighting	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Threats or aggression toward others	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Destruction of school property	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Inappropriate sexual behavior	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Disrespect/defiance of authority	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Violation of class rules	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Unexcused lateness/leaving class	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Truancy	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Inappropriate language	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Leaving class or campus	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Stealing	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Disruption of others' learning	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

The committee has determined the following:

Yes No

The student is capable of *understanding* the school rules as outlined in the local district's disciplinary policies.

(If *no*, develop, review, and/or modify the BIP by using Section V of this form.)

Yes No

The student is capable of *following* the school rules as outlined in the district's disciplinary policies.

(If *no*, develop, review, and/or modify the BIP by using Section V of this form.)

Yes No

The student's behavior interferes with learning.

(If *yes*, develop, review, and/or modify the BIP by using Section V of this form.)

For behavior(s) *not* related to disability:

Yes No

The student will be subject to the local school district's existing disciplinary policies.

V. Behavioral Intervention Plan (BIP)

This plan provides strategies for improving the student's behavior.

Specific Goal(s)	Proposed Intervention(s)	Person(s) Responsible	Evaluation	
			Schedule	Methods
When Michael is given directions to read aloud or to complete written work independently, he will: 1. say "okay" 2. begin the assignment 3. ask for help if he needs it.	—Reduce number of teacher directives —Provide advance organizers —Model correct response —Positive verbal praise when he demonstrates the appropriate behaviors	} Teacher	4/30/98 5/15/98	—Tally sheets —Contract forms —Discipline referrals
	—Home-school contract for privileges (basketball games; time with friends) —Cool off in office		Parents-Teacher-Student Principal-Student	
	These goals were developed with consideration of the following information: <input checked="" type="checkbox"/> Parent concerns regarding special circumstances: <u>Prefers positive approaches</u> <input checked="" type="checkbox"/> Teacher/administrator concerns regarding special circumstances: <u>Would like parent & student to agree to a contract</u> <input type="checkbox"/> Outside agency/professional concerns regarding special circumstances: _____			

VI. Assurance and Approval

The committee's approval of the BIP and assurance that procedural safeguards have been followed are reflected in this section.

- The committee assures that the requirements of statutory and constitutional due process and due process under the Individuals with Disabilities Education Act (IDEA) have been met.
 Yes No
- My signature indicates that I was present at the meeting, participated in the discussion, and understand what was discussed. I have indicated my agreement or disagreement with the decision of the committee.

	Signature	Position	Agree	Disagree	Date
Members	<i>Lee Anne Landry</i>	Administrator	✓		4/15/98
	<i>Dolly Jackson</i>	Teacher-Sp Ed	✓		4/15/98
	<i>Thomas Barkley</i>	Teacher-Reg Ed	✓		4/15/98
	<i>Suzi Hunne</i>	Parent	✓		4/15/98
	<i>John Cooper</i>	School Psychologist	✓		4/15/98
	<i>Michael Hunne</i>	Student	✓		4/15/98
Others					

- Check one of the two boxes below:
 - The committee mutually agreed to implement the BIP developed by this committee.
 - The committee has not reached agreement and will recess for not more than 10 school days. During the recess the members agree to gather additional information, obtain additional resources or professional assistance, and/or consider alternative approaches. This recess does not apply if the student presents a danger of physical harm to himself/herself or others, or if the student has committed an expellable offense.

If a recess is agreed upon, the committee will reconvene at _____ on _____.

Time Date