

Behavior Intervention Plans

When needs are not met we increase:

- 1) Frequency
- 2) Duration
- 3) Intensity

Of the behavior until needs are met.

“The **purpose** of manipulative behavior is to get the safety and security your environment is not giving you.

All people will manipulate people, places, and/or things in their environments when their needs are not met.”

Problems with Punishment:

- May temporarily stop or suppress the problem behavior for 80-90% of students without chronic behavior problems but fails to teach replacement behavior, life skills, or develop personal responsibility.
- Child identifies the punishment with the punishers and setting where it happens - may start disliking educators and school in general.
- Some students are reinforced by the the reaction that often accompanies this approach.

Components of a Behavior Intervention Plan

- +**Hypothesized Function**
- +**Operational Definition**
- +**Replacement Behavior**
- +**Direct Instruction of the Replacement Behavior**
 - Who teaches, how, and where?
 - ”I do, we do, you do”
- +**Prevention Strategies**
 - Curricular
 - Environmental
 - Staff Changes
- +**Positive Reinforcement System**
 - Reinforcers
- +**Data Collection**
 - Method
 - Review
 - Fidelity
- +**Follow Up**

Triggers:

What happens immediately before?

At this stage data and observation are critical

- Homework
- Student Interaction
- Transition
- Subject
- Sensory
- Type of Request
- Change in Routine
- Conflict

Teach the Skill:

“I Do. We Do. You Do.”

Student won't listen?

- 1) Wait until after crisis cycle is over.
- 2) Make it visual

Student can tell me, but won't show the skill:

- 1) They need more practice and reinforcement, catch them doing good!
- 2) Make practice fun.

Reinforcement

What does the student get out of the positive behavior?

Make sure that the pay-off for the replacement behavior is the same.

Behavior Intervention Plans

Tips & Tricks from Love & Logic

- Always say what YOU are going to do and not what the CHILD is going to do.
- Preserve the relationship at all costs, make this about the problem behavior and not the child.

- Give Choices (make sure the choices are something that you are willing to live with...both of them!)
- Don't argue with kids, you won't win!

- Provide Empathy
- Focus on things you can control
- Focus on whose problem it is (Not your responsibility to fix everything)
- Choices. Overload Choices.
- Choices = Control
- Empathy and Consequences (Give Empathy - Reduce Pain. Don't rub it in. Don't become the "fault")

Consequences vs. Punishment

Consequences:

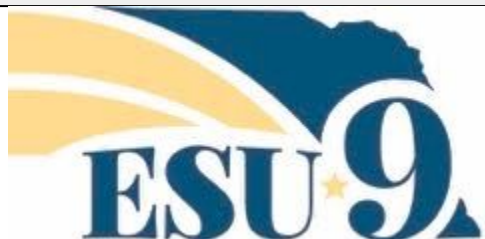
- when expressed with empathy will place a child in the thinking.decision-making mode and the problem will become the bad guy, not the teacher.

Punishment:

- Usually elicits an emotional response, a desire on the part of the child to become sneaky rather than more responsible, and the teacher becomes the bad guy, not the problem.

Contact

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inspire lifelong learners*