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Understanding and Addressing Challenging Behaviors: Expect Success

Webinar 12

Behavior Intervention Plan:
Safety, Implementation, and Data



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Safety Procedures

In this section of the BIP, your team will address safety procedures. Even if the individual is not currently exhibiting concerning behaviors with this target behavior, consider past behaviors and list procedures to handle those in case of reoccurrence.

Your team will determine:

- What steps to take if a behavior escalates to the level of an immediate risk of hurting self or others
- What can staff do to calm the situation, including considering body posture, eye contact, vocal volume, environmental changes, limiting verbal, using visual supports, etc.
- What staff needs to do to keep everyone in the environment safe
- Who would staff call for help if needed



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Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion Part 1

“Every effort should be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students...”



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Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion Part 2

“...Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth.”



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ODE PBIS Restraint and Seclusion Policy

If your team wants a refresher or has questions on Ohio’s PBIS and Restraint and Seclusion Policy, please visit their web resources

- [PBIS Resources](https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Ohio-Positive-Behavior-Interventions-Network-4) (https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Ohio-Positive-Behavior-Interventions-Network-4)
- [PBIS & Restraint and Seclusion Resources](https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Policy-Positive-Behavior-Interventions-and-Support) (https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Policy-Positive-Behavior-Interventions-and-Support)



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Safety Procedures: Molly

Data suggest that Molly primarily hits staff on the arms and kicks staff in the legs.

1. When possible, staff should stay out of reach while keeping other students at a safe distance and keeping Molly safe.
2. Do not discuss with Molly the hitting or kicking behavior.

3. Once she calms down, repeat the directive for “I need a break” switch as outlined above.

4. If she presses the switch or moves to the break area, praise her and give her the break.
5. If the behavior escalates to a point of harm, keep everyone back and wait for her to calm down enough to give the directive again.



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Safety Procedures: Joe

1. If Joe pushes books off the desk and/or starts kicking furniture, staff will move furniture and other students out of reach while keeping Joe safe.

2. If Joe bolts, staff will follow and stay with him while trying to direct him to home base using the pass and verbal directions. Teacher in classroom will alert administration to assist staff member with Joe.



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Safety Procedures: Rubin

1. If Rubin threatens a staff member:

- Staff will remain calm, maintain a non-threatening stance, and remind Rubin he can ask to take a break
- Staff will remind Rubin about his calming strategies choice board in his planner
- Staff will quietly remain nearby not interacting with Rubin while supporting the rest of the class to continue working
- Once Rubin calms, remind him of the help desk and model solving the original problem

2. If Rubin's behavior escalates to punching furniture/walls/lockers:

- One staff moves other students to a safe area while the other staff quietly stays near Rubin. All staff will remain calm and use no words or quick movements near Rubin.
- If Rubin calms down enough, point to the calming choice board
- Once Rubin calms down, remind him of the help desk and model solving the original problem
- Staff calls for administrative help if needed

Challenging Behavior Expect Success

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Behavior Steps Plan Chart: BIP Safety Procedures

Behavior Plan Steps Chart

When Complete	Challenging Behavior: Expect Success Process Complete Each Step	
	Select the target individual. Create the behavior team.	
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues	
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior	
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers	
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions	

Challenging Behavior Expect Success

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Your Team's Turn: Safety Procedures

FBA & BIP Form

12. Behavior Intervention Plan	(Use Guiding Questions Document)
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
Objective to Decrease Target Behavior (Based on baseline data)	
Objective to Increase Replacement Behavior	
Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8)	
Procedures in Response to Target Behavior (including reinforcement plan)	
Procedures to Teach Replacement Behavior (including reinforcement plan)	
Safety Procedures	

Guiding Questions Doc

Determine:

- If a behavior escalates to the level of an immediate risk of hurting self/others, what steps will be taken?
- What can staff do to calm the situation? (For example, consider body posture, eye contact, vocal volume, environmental changes, limiting verbal, using visual supports, etc.)
- What does staff need to do to keep everyone in the environment safe?
- Who does staff call for assistance if needed?

Challenging Behavior Expect Success

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Implementation & Monitoring of Plan

In this last section of the BIP, your team will address implementation and data:

- Staff training on all strategies and procedures, including implementation for your student
- Staff training on data procedures
- Team plan for communicating, meeting and making decisions about any needed changes to the BIP
- Team steps for what to do if there is a drastic change in behavior or if an unsafe behavior occurs

Challenging Behavior Expect Success

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Implementation & Monitoring of Plan: Molly

1. The school psychologist and teacher will train all staff on how to implement the interventions. Once the interventions are implemented, the school psychologist will observe at least once a week for 2 weeks. When the data show the staff are implementing the interventions with 90% accuracy, the observations will be once every 2 weeks.

2. The teacher and para will enter data into the computer daily and the school psychologist will graph the data at least once a week.
 3. The data and behavior plan will be reviewed by the team every week for the first month and then every 2 weeks to determine whether changes need to be made.
 4. If the behavior(s) are severe, the team will meet within 24 hours of an incident to review the situation and revise the plan as needed.



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Implementation & Monitoring of Plan: Joe

1. The intervention specialist (IS) will train all staff on home base, using the pass, and tracking for data. Once the strategy is implemented, the IS will observe at least weekly for the first 2 weeks. Once data shows staff are implementing procedures with at least 90% accuracy, the IS will observe every 2 weeks.

2. The teachers and aide will be responsible to enter the data daily while the IS will add it to the graph weekly.
 3. The data and behavior plan will be reviewed by the team every week for the first month and then every 2 weeks to determine whether changes need to be made.
 4. If the behavior(s) are severe, the team will meet within 24 hours of an incident to review the situation and revise the plan as needed.



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Implementation & Monitoring of Plan: Rubin

1. The ED teacher will train all staff on the help desk procedure and tracking the data. Once the strategy is implemented, the ED teacher will observe at least weekly for the first 2 weeks. Once data shows staff are implementing procedures as outlined in this plan with at least 90% accuracy, the ED teacher will observe every 2 weeks.

2. The teachers and aides will be responsible to enter the data daily while the ED teacher will add it to the graph weekly.
 3. The data and behavior plan will be reviewed by the team every week for the first month and then every 2 weeks to determine whether changes need to be made.
 4. If the behavior(s) are severe, the team will meet within 24 hours of an incident to review the situation and revise the plan as needed.



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Behavior Steps Plan Chart: BIP Implementation & Monitoring of Plan

Behavior Plan Steps Chart

When Complete	Challenging Behavior: Expect Success Process Complete Each Step	
	Select the target individual. Create the behavior team.	
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues	
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior	
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers	
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions	



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Your Team's Turn: Implementation & Monitoring of Plan

FBA & BIP Form

Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	Over-riding (necessary assessment)
Objective to Decrease Target Behavior (Based on baseline data)	[Leave Blank]
Objective to Increase Replacement Behavior	
Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8)	
Procedures in Response to Target Behavior (including reinforcement plan)	
Procedures to Teach Replacement Behavior (including reinforcement plan)	
Safety Procedures	

Implementation and Monitoring of Plan

Guiding Questions Doc

Determine:

- Who will train all staff on the behavior intervention plan's strategies and how the procedures will be implemented?
- How and when will the training take place?
- Who will collect implementation data?
- How/when/where will implementation data be collected?
- When will the data be shared with and reviewed by the team?
- How will decisions be made about changes to the plan?
- If there is a drastic change in behavior or if an unsafe behavior occurs, what steps will be taken?

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Data Tracking: Target Behavior & Replacement Behavior

- Your team will continue to track the target behavior
 - Graph the occurrence of the target behavior as you implement the intervention plans
 - Average the target behavior in the same way you averaged the baseline data
- Your team will track the occurrence of the replacement behavior
 - Graph the occurrence of the replacement behavior
 - Average the replacement behavior
- Your team can optionally track positive behaviors you hope to see increase (such as the smile example from day 1)

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Molly's Baseline Average

Target Behavior: Molly screams loudly enough to interrupt the teacher's instruction to class.
 Molly's baseline data/First 30 minutes of circle time since she is usually removed by then

- Monday 5 episodes avg. 3.4 minutes
- Tuesday 2 episodes avg. 3.5 minutes
- Wednesday 1 episode lasting 2 minutes
- Thursday 2 episodes avg. 2 minutes
- Friday 3 episodes avg. 3 minutes

Day	Number of Episodes	Length of Episodes (minutes)
Monday	5	3.4
Tuesday	2	3.5
Wednesday	1	2
Thursday	2	2
Friday	3	3

Baseline: 2.6 episodes lasting avg. 2.8 minutes

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Molly's Target Behavior Intervention Data

Day	Number of Episodes	Length of Episodes (minutes)
Monday	1	1.0
Tuesday	1	1.0
Wednesday	0	0
Thursday	0	0
Friday	1	1.0

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Molly's Intervention Data

Target Behavior: Molly Screams loudly enough to interrupt the teacher's instruction to class.

Although Molly is staying the full 45 minutes of circle time, her Intervention Data is limited to the first 30 minutes so numbers are equivalent.

- Monday 2 episodes avg. 1 minute 15 seconds
- Tuesday 1 episode 1 minute
- Wednesday 0 episodes
- Thursday 0 episodes
- Friday 1 episode 1 minute

Intervention Data .8 episodes lasting average of .7 minutes
Did she meet the objective of 1 episode lasting 30 seconds daily?

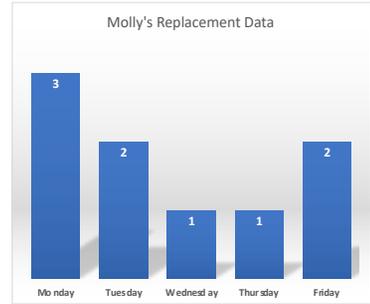


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Molly's Replacement Data

Replacement Behavior: Molly asks for a break to leave circle time before screaming.

Average use is 1.8 per circle time
Has she met the Objective of 4 out of 5 days for 2 consecutive weeks?



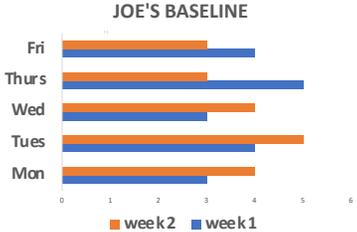

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Joe's Baseline Average

Target Behavior: Joe stands, looks away from teacher, pushes books off the desk, kicks furniture, and bolts down the hall.

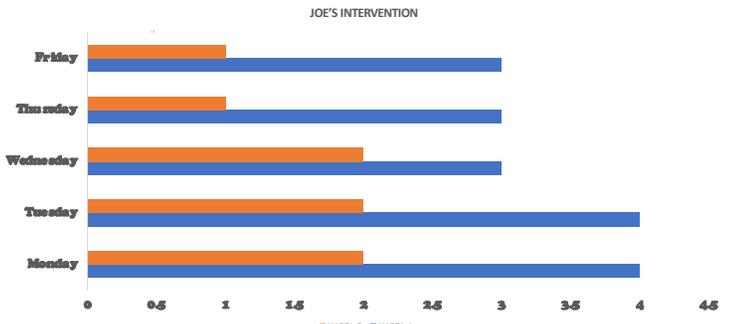
Joe's baseline for 2 weeks from all general education classes:

Week 1 avg. 3.8
 Week 2 avg. 3.8
 Daily Average 3.8




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Joe's Target Behavior Intervention Data




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Joe's Target Behavior Intervention Average

Target Behavior: Joe stands, looks away from teacher, pushes books off the desk, kicks furniture, and bolts down the hall.

Joe's Intervention Data for 2 weeks from all general education classes:

Week 1 avg. 3.4

Week 2 avg. 1.6

Daily average 2.5

Has he met the Objective of 1 time daily?



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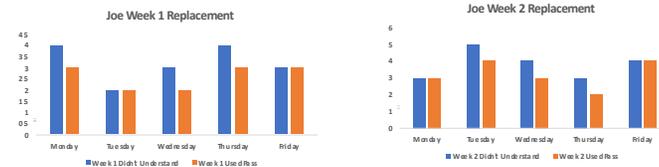
Joe's Replacement Data

Replacement Behavior:

When he doesn't understand the directions, Joe will be able to show a pass that allows him to go to home base and ask for clarification of directions while he calms down.

Week 1 Average 81%; Week 2 Average 84%

Has he met the objective of 75% for 2 consecutive weeks?



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Rubin's Baseline Data

Target Behavior: Rubin puts his head down on his desk and does not complete his assignments.

With about the same amount of time in general education classes as ED class, Rubin's baseline shows:

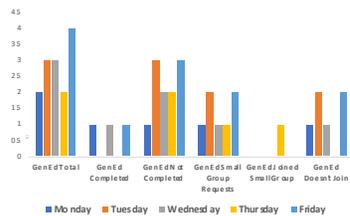
- 78% average in ED class over 5 days
- 79% average in gen ed classes over same 5 days

Target Behavior: Rubin puts his head down on his desk and does not join his assigned small group.

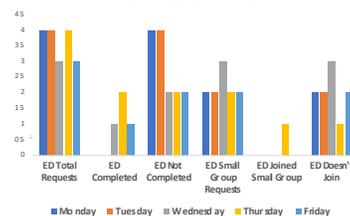
With about the same amount of time in general education classes as ED class, Rubin's baseline shows:

- 91% average in ED class over 5 days
- 86% average in gen ed classes over same 5 days

Rubin Gen Ed Baseline



Rubin ED Baseline



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Rubin's Intervention Data

Target Behavior: Rubin puts his head down on his desk and does not complete his assignments.

With the intervention starting in the ED class, Rubin's intervention data shows:

- 28% average in ED class over 5 days
- 50% average in gen ed classes over same 5 days

Has he met the objective of 20% for 2 consecutive weeks?

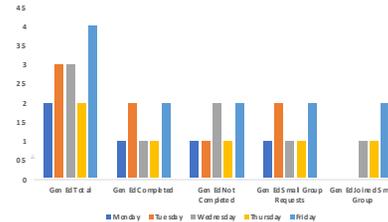
Target Behavior: Rubin puts his head down on his desk and does not join his assigned small group.

With about the same amount of time in general education classes as ED class, Rubin's baseline shows:

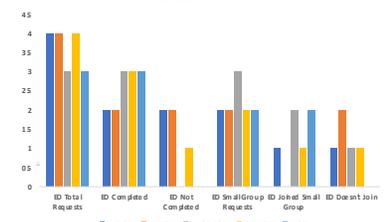
- 28% average in ED class over 5 days
- 45% average in gen ed classes over same 5 days

Has he met the objective of 30% for 2 consecutive weeks?

Rubin Gen Ed Intervention



Rubin ED Intervention



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Rubin's Replacement Data

Replacement Behavior: Rubin will go to the class help desk. Once at the help desk, he will get his choice work folder and participate in chosen assignments until staff can support him with difficult assignments, can help Rubin see the connection of the assignment to his future, and/or help him join and participate in a small group.

Replacement Data Assignments:
 Use of Help Desk 44% (with an 80% success rate)
Has he met the objective of 80% of occurrences?

Replacement Data Small Group:
 Use of Help Desk 18% (with a 100% success rate)
Has he met the objective of 70% of occurrences?

