



Behavior Intervention Plan (BIP) Facilitation Workshop

Wednesday March 6, 2019
9:00am-3:00pm

Brian Yuretich - Executive Director for NLC
Jackie Skelly - Director of Special Education for IASC

Objectives for Today's Workshop



- Provide an opportunity to practice collaborating and problem solving difficult student behavior
- Your team will complete at least one Behavior Intervention Plan for a student that can be implemented ASAP.
- Your team will learn how to focus a student's team on productive and positive conversations.

Morning Agenda

- Growth Mindset
- Behavior Intervention Plans - what are they??
- Identify student strengths
- Identify target behaviors
- Identify replacement behaviors

Lunch - 11:30am-12:30pm





Conscious Discipline




**EVERY KID IS
ONE CARING
ADULT AWAY
FROM BEING
A SUCCESS
STORY.** —Josh Shipp



Goalcast

**I tried to kill myself
with a bottle of pills.**



**When you can't control
what's happening,
challenge yourself to
control the way you respond
to what's happening.
That's where your
power is.**



**“Life is 10%
what happens to me
and 90% how
I react to it.”**

~ Charles R. Swindoll



Mindset

Critical Component of BIP Planning

Staff Mindset

- Growth mindset among staff is crucial to have a strong and safe community for students to learn.
- Staff mindset directly impacts how they respond to student behavior.

Behavior Intervention Plans are about staff changing their behavior to be consistent and predictable. If one person on the team does not follow the plan, the plan will not work.

Growth Mindset

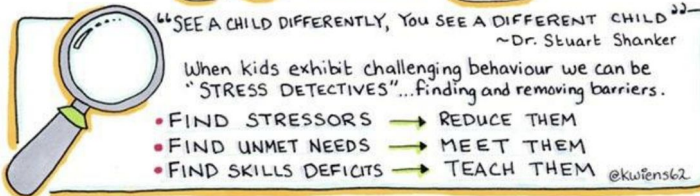
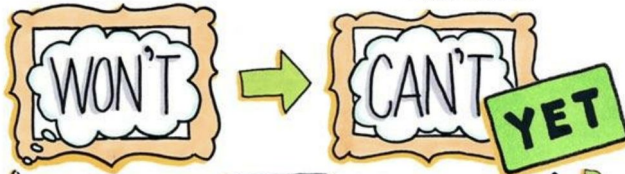
Performance
Mindsets
Consulting



REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"

~ROSS GREENE





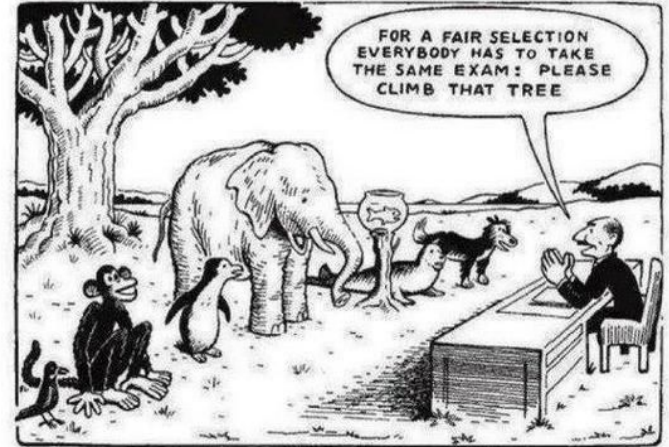
Behavior Intervention Plans

Behavior Intervention Plans are NOT: making a plan so staff can control the student or know when they can *punish* a student.

Behavior Intervention Plans ARE: making a plan so students needs are met in a more appropriate manner (scaffolding), getting staff to understand that they all need to respond in the same way and determining how replacement behaviors will be reinforced as well as how we will reteach if target behaviors are displayed

Key to BIPs: Focus on Student Strengths

- Come to the team with the mindset of developing solutions
- When barriers are presented, work to resolve them as opposed to letting them halt progress
- Data will help staff reduce emotional responses around student behavior. Have data!!
- Set students up to be successful! This means we need to start where **THEY** are, not where **WE** want them to be.



Our Education System

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!



Step 1 - Creating your BIP (Strengths)

Identify the student you will focus on discussing today. Take 5 minutes. Put the student's name or initials on the top of your paper.

Spend the next 10 minutes discussing your student's strengths.

Think about these things:

- When is your student happy??
- When are they proud??
- When is the student helpful??
- What does the student offer in relationships??
- Others??



Step 1 - Creating your BIP (Strengths)

Share out some student strengths.

Take 5 more minutes and discuss with your team things you didn't think about that you heard others mention about their students. Add more strengths to your list.



Step 2 - Creating your BIP (Target Behavior)

In your team, complete the ALSUP.

What skills are lagging??




Step 2 - Creating your BIP (Target Behavior)

Keys to Target Behavior:

- It must be observable
- It must be objective - everyone would label it the same
- You can identify multiple target behaviors, but a plan should be focused on only one.

Take 10 minutes to discuss a possible target behavior. You will share out.




Step 3 - Creating your BIP (Replacement Behaviors)

Replacement Behaviors (*expectations*) are behaviors you would like to see the student demonstrating instead of the target behaviors. These may not be perfect behaviors, but a scaffolding of expectations and skills that increase the likelihood of success. (Example: instead of swearing at the teacher and leaving the classroom, they may just leave the classroom)

Discuss with your team:

What are options of possible replacement behaviors?? What are the expectations?



Step 3 - Creating your BIP (Replacement Behaviors)

Share out Replacement Behaviors your team determined. How did you determine these behaviors were appropriate replacement behaviors??

How does this tie back to the lagging skills assessment???? How does this address the unsolved problem?

LUNCH!



Afternoon Agenda



- Data
- Interventions
- Accommodations and Modifications
- Resources

End by 3:00pm



Data

Before we can discuss and plan interventions, we need to be aware of what data systems we have in place other than our Office Discipline Referral system.

In your team, discuss:

What data system do you have in place other than ODRs??

Do you have a rubric to ensure everyone is completing the same?? How do you monitor the fidelity of the intervention?? Is it measuring the correct behavior??

Look in your google folder for examples of data collection options.

Interventions

Intervention: An intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).



Self-Regulation Coping Strategies

STUDENTS CAN USE AT SCHOOL

When I feel upset, sad, or unfocused at school I can:

BREATHE.
As I zoom my attention to my breathing, I will take extra long out-breaths.

Squeeze a stress ball or use another teacher-approved fidget.

Imagine a peaceful and calming place.

Roll my neck and shoulders.

Think of at least 3 things I am grateful for.

Tell my teacher I would like to help or take on a classroom responsibility.

Ask to deliver books to the library or another class.

Ask my teacher for help if I feel upset or overwhelmed.

Count to 10 and back in coordination with my breath.

Squeeze my fists together as hard as I can...hold...then relax my hands.

Invent a secret hand signal with my teacher that communicates I need help.

Push against the wall as hard as I can and then relax my body.

Use 3-statements to express how I am feeling, what I need, or what I hope for.

Move away from the distraction or person who is bothering me.

Write down my thoughts or questions if my teacher can't address them right away.

Doodle, draw, or color.

Ask to work with a buddy.

Place my hands over my ears and breathe slowly & deeply, listening to the sound that my breath makes.

Volunteer to help clean or organize the classroom.

Stretch.

Devise a secret code word or signal with my teacher that means time to get back on track.

Ask permission to take a short walk down the hallway or up & down the stairs. And then return.

Drink water.

Tell my teacher I need help with the assignment or lesson.

Rest my head on the desk for a moment or two.

Tell myself a positive affirmation or mantra.

Think of or write a list of 3 positive things my life.

Listen to calming music with headphones.

Visualize a person who supports me and cheers me on.

Read in a quiet spot.

Remind myself it's ok to make a mistake.

Zoom in on my senses: noticing 5 things I see, 4 things I feel, 3 things I hear, 2 things I smell & 1 thing I taste.

Visualize a person who supports me and cheers me on.

Ask if I can do my work standing up.

Help a classmate or my teacher.

Journal or write a letter.

Take a 3-5 minute break in the designated classroom peace corner.

Slowly trace my hand with my finger, breathing in, as I trace my fingers going up...breathing out, as I trace my fingers going down.

Ask permission to quietly jog in place for a minute or do 20 jumping jacks.

Give myself or a stuffed animal a great big hug.

Push my palms together.

Ask my teacher to break down the assignment into smaller chunks so it's not so overwhelming.

Use a break card to let my teacher know I need a break and then use a timer to remind me when to return.

Do an act of kindness.

Eat a healthy snack or tell my teacher I am hungry.

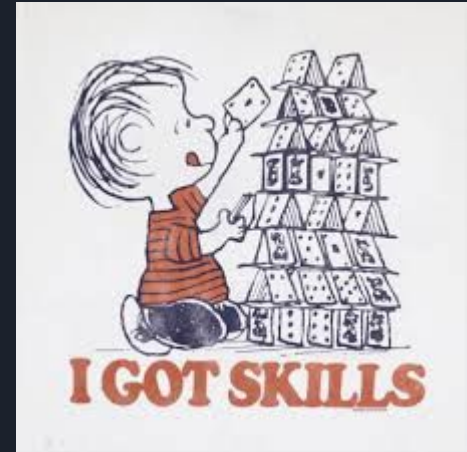
Rub or tap my temples.

Smile or laugh, even if I have to fake it.

Interventions

Discuss with your team, when are the needed skills going to be taught??

*Keep in mind, where a student learns the skill is often the only location they can demonstrate it in successfully. It is a difficult task for a student to learn a skill and transfer it.



Accommodations and Modifications



Accommodation: An accommodation is intended to help the student to fully access and participate in the general education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Accommodations and Modifications

Modification: A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards.





Accommodations and Modifications

What accommodation or modifications may be needed for the student to be taught the skill, practice the skill and have the skill reinforced??

Think about accommodations/modifications to:

- The environment
- Academic tasks
- Student schedule
- Other??



What is a “Hypothesis Statement”??

When _____ happens, _____ does _____ in order to _____ .
(Triggers) (Student Name) (Problem Behavior) (Perceived Function)

Once your BIP is complete, this statement should be an accurate reflection of why the team needed the BIP in place.



Resources:

- www.cast.org
- www.understood.org
- www.udlcenter.org
- www.socialthinking.com
- www.pbis.org
- www.myinfinitec.org
- www.livesinbalance.org
- www.pbisworld.com