

BEHAVIOR INTERVENTION PLAN

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 4/20/2026

Date of BIP: 10/22/2026

This Behavior Intervention Plan is based on the following (check all that apply):

- ☐ Functional Behavior Assessment from report dated _____
- ☒ Data Collection (may include observations, interviews, records review, etc.)
- ☐ Social Emotional Assessment from report dated _____
- ☐ Other (describe): _____

The problem behavior impeding learning is (describe what it looks like) [REDACTED] *demonstrates difficulty transitioning from preferred to non-preferred classroom activities. When directed to discontinue a preferred activity, such as playing with toys or engaging in a preferred sensory activity, and begin a less preferred activity, such as circle time, tabletop work, or teacher-directed instruction, the student may engage in refusal behaviors, including crying, verbal protesting, dropping to the floor, walking away, or remaining engaged in the preferred activity despite adult prompting.*

Frequency *Daily*

Intensity *Severe*

Duration *10-20 minutes*

- ☒ **Reported By** *Special Education Teacher, Behavior Support Assistants (BSA) and classroom staff.* and/or ☒ **Observed by** *Special Education Teacher, Behavior Support Assistants (BSA) and classroom staff.*

PREVENTION, PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

What are the antecedents for the problem behavior? (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.)

The problem behavior is most likely to occur when [REDACTED] is directed to transition from a preferred activity, such as free play, sensory exploration, or engagement with preferred toys, to a non-preferred or teacher-directed activity, such as circle time, tabletop instruction, or structured classroom routines. Additional antecedents may include unexpected changes in the daily schedule, limited opportunities for choice, abrupt transitions without advance warning, and increased expectations for participation in structured activities. The behavior may also be more likely to occur when the student is required to independently discontinue a preferred activity, clean up materials, or follow adult-directed instructions.

What environmental structure and supports are needed to reduce the problem behavior? (Provide specific examples)

- 1. Visual Schedules: Provide an individualized picture schedule illustrating the sequence of daily classroom activities. Review the schedule with the student before transitions to increase predictability.*
- 2. First-Then Visual Supports: Use a first-then board to communicate expectations. For example, "First clean up toys, then snack" or "First circle time, then playground."*
- 3. Transition Warnings: Provide advance notice before ending preferred activities using verbal reminders, visual timers, or countdowns. For example, "Two more minutes of play, then clean up."*
- 4. Opportunities for Choice: Provide controlled choices during non-preferred activities to encourage participation. For example, "Would you like to use crayons or markers?" or "Would you like to sit on the carpet or in a chair?"*
- 5. Positive Reinforcement: Provide immediate, specific praise and individualized reinforcement when the student successfully transitions. For example, "Great job putting away the blocks and coming to circle time!"*
- 6. Adult Support and Prompting: Provide consistent verbal, visual, and gestural prompts during transitions. Gradually reduce adult assistance as the student develops greater independence.*

ANALYSIS, PART II: FUNCTIONAL FACTORS

- ☒ **Tangible:** [REDACTED] may engage in challenging behaviors to maintain access to a preferred toy, material, or activity that is being removed or discontinued
- ☒ **Escape:** [REDACTED] may engage in challenging behaviors to avoid, delay, or escape participation in a non-preferred activity or teacher-directed task
- ☐ **Sensory:**
- ☒ **Attention:** [REDACTED] may engage in challenging behaviors to obtain attention, assistance, or interaction from an adult during transitions and/or to elicit a response from the adult.

FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

What team believes the student should do INSTEAD of the problem behavior? (Replacement behavior that meets the same identified function of problem behavior)

The team would like the student to develop appropriate communication, self-regulation, and transition skills that allow the student to express their needs without engaging in challenging behaviors.

List teaching Strategies/Necessary Curriculum/Materials that are needed (List successive teaching steps for student to learn replacement behavior(s))

1. *Introduce Visual Supports: Teach [REDACTED] to recognize and use a first-then board and individualized visual schedule to understand classroom expectations and upcoming transitions.*

2. *Teach Functional Communication: Model and explicitly teach [REDACTED] to request "help," or "break" using words, gestures, or PECS/picture communication cards. Practice these requests during calm, structured learning opportunities.*

3. *Provide Transition Warnings: Use visual timers, countdowns, and verbal reminders to prepare [REDACTED] for the upcoming transition. For example, "Two more minutes of play, then circle time."*

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?

1. *Establishing the Replacement Behavior: Provide immediate, behavior-specific verbal praise when the student appropriately requests additional time, help, or a break.*

2. *Maintaining the Replacement Behavior: Gradually reduce additional rewards for successful transitions while maintaining meaningful responses to appropriate requests.*

3. *Generalizing the Replacement Behavior: Gradually introduce new transition situations while providing appropriate reinforcement.*

Selection of reinforcer based on:

Reinforcers will be selected based on the student's individual preferences, interests, motivation, and identified behavioral functions (Escape and Tangible).

RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES

Student Behaviors

Student early escalation behaviors may include:

1. *Whining, crying, or increased vocalizations.*
2. *Ignoring or not responding to adult directions.*
3. *Refusing to put away preferred toys or materials.*
4. *Displaying restlessness or increased physical agitation.*

Staff Response

Staff response to early escalation behaviors may include:
(e.g. prompting relaxation strategies, offering distractions)

When [REDACTED] demonstrates early signs of escalation during transitions from preferred to non-preferred activities, classroom staff may implement the following strategies:

1. *Use a calm, supportive tone of voice and avoid repeated verbal demands or confrontations.*
2. *Redirect the student to a first-then board, visual schedule, or visual timer to reinforce transition expectations.*
3. *Redirect the student's attention toward an engaging component of the upcoming activity.*
4. *Immediately acknowledge appropriate communication, attempts*

1. Crying, screaming, or yelling. 2. Verbal refusal or protesting when given directions. 3. Dropping to the floor or refusing to stand or move 4. Pushing away instructional materials. 5. Walking or running away from the designated activity area.	(e.g. monitor for safety, one step directions, neutral tone and affect) 1. <i>Monitor Safety: Ensure the safety of the student, peers, and staff. Remove potentially dangerous objects and provide appropriate physical space.</i> 2. <i>Maintain a Calm and Neutral Tone: Use a calm voice, neutral facial expressions, and supportive body language to avoid further escalation.</i> 3. <i>Provide One-Step Directions: Use brief, clear, and simple directions, allowing adequate processing time.</i> 4. <i>Minimize Verbal Interaction: Avoid repeated directions, lengthy explanations, arguments, or power struggles.</i> 5. <i>Provide Visual Supports: Use first-then boards, picture schedules, or transition cards to remind the student of classroom expectations.</i>
Student behaviors during de-escalation may include: 1. <i>Decreased crying, screaming, or verbal protesting.</i> 2. <i>Reduction in physical agitation or disruptive behaviors.</i> 3. <i>Demonstrating calmer body movements and a more relaxed posture.</i> 4. <i>Beginning to respond to simple verbal directions or visual prompts.</i>	Staff response to promote de-escalation may include: (e.g. model deep breathing, encouragement) 1. <i>Maintain a Calm Tone: Use a calm, reassuring voice and neutral body language.</i> 2. <i>Model Calming Strategies: Demonstrate deep breathing, counting, or other familiar self-regulation techniques.</i> 3. <i>Provide Encouragement: Offer brief, positive statements such as "You're doing a good job calming your body."</i> 4. <i>Allow Processing Time: Give the student adequate time and space to regain emotional regulation without excessive verbal prompting.</i> 5. <i>Use Visual Supports: Provide first-then boards, picture schedules, or visual transition cues when the student is receptive.</i> 6. <i>Provide Positive Reinforcement: Acknowledge attempts to communicate appropriately, use calming strategies, and reengage in classroom routines.</i>
Student behaviors during post incident may include: 1. <i>Returning to a calm and regulated emotional state.</i> 2. <i>Decreased crying, verbal protesting, or physical agitation.</i> 3. <i>Demonstrating relaxed body movements and appropriate classroom behavior.</i> 4. <i>Responding to simple verbal directions and visual prompts.</i> 5. <i>Reengaging in classroom routines and teacher-directed activities.</i>	Post incident strategies may include: (e.g. offer choices, refrain from discussing consequences) 1. <i>Offer Choices: Provide the student with simple, appropriate choices to encourage independence and participation.</i> 2. <i>Maintain a Calm and Supportive Environment: Use a neutral tone of voice and positive body language to promote a sense of safety and predictability.</i> 3. <i>Avoid Discussing Consequences: Refrain from discussing the incident, reprimanding the student, or emphasizing consequences immediately following the behavior.</i> 4. <i>Provide Positive Reinforcement: Acknowledge appropriate communication, cooperation, and successful reengagement in classroom activities.</i>

☒ Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered: *SAI #1: Following Directions, SAI #6 Transitions*