**Sample BIP for 1st Grader**

**Scholar Name: Joey Garlic Grade: 1 Date: February 3, 2015**

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| **Challenging Behavior Statement:**  Joey exhibits tantrum behaviors (crying and kicking his feet on the floor) to communicate negative feelings such as impatience or frustration when he is unable to gain access to a desired activity. In the last five days, Joey has had eight tantrums, lasting an average of ten minutes. They happen more frequently after weekends and almost always happen when an activity is unstructured – most often during center time. When Joey is escalated during a tantrum, his is likely to hit, grab, or shove his peers. |

**Behavior Improvement Goals (and methods for assessment):**

* By April 1st, Joey will decrease the length and frequency of his tantrums to less than one tantrum lasting less than five minutes across three days. Number of and duration of tantrums will be recorded daily.

**Replacement Behaviors**

Attach the Skill Building Plan and Reinforcement tracker (STAR chart/points tracker) to this BIP (see attached)

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| **Targeted Challenging Behavior**  What does the behavior look like/sound like? | **Function**  What is the student trying to obtain or avoid? | **Replacement Behavior**  What do you want the student to do instead of the challenging behavior?  Also include how/when an adult with prompt the student to use. |
| Tantrum | To communicate negative feelings such as impatience or frustration when he is unable to gain access to a desired activity | Joey will use words to indicate what he wants, doesn’t want, and feels. The teacher will prompt Joey to use his words when he is not escalated, by signaling “stop and think” by showing a yellow card and transitioning to the “think” area. |
| Hit, grab, or shove peers | Joey will keep all parts of his body to himself. The teacher will prompt Joey to use his words when he is not escalated, by signaling “hands glued to sides.” |

**Proactive Teacher Moves to Manage Setting Events & Antecedents**

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| **Proactive Strategies to Prevent the Challenging Behavior**  What are moves that teachers can do that are low prep and high payoff to prevent the challenging behavior from happening? What should the teacher not do? | **Relationship Building Plan**  How can the teacher cultivate a strong teacher-student relationship so that the scholar perceives that the classroom is led by a fair, empathetic, and trustworthy adult? |
| The following strategies will be in place during unstructured activities, like center time:   * Joey and his teacher will have a quick check-in at the beginning of center-time to practice his replacement behaviors. * Joey will be paired with a preferred peer (Johanna, Carl, or Colin) with strong social skills who will remind him to use his replacement behavior. * The teacher will practice “hands glued to sides” with “light eyes” on Joey with the whole class before transitioning to an unstructured activity. His teacher will “catch him being good.”   The teacher should not ignore Joey’s behavior if they see him beginning to escalate. S/he should intervene immediately and cue a replacement behavior. | * Joey’s teachers will take turns attend his soccer games for the next four weeks on Thursdays afterschool. * Joey’s teachers will have four 2 minute 1:1 conversations with Cameron each day have lots of little conversations for the next 10 days unrelated to achievement or skills. * Mrs. Johnson will come to class 1-2x a day for Joey to call his mom and talk about his progress throughout the day. |

**Implementation**

Attach Implementation Checklist to this BIP (see attached)

Attach Safety Plan to this BIP if plan exists

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| **Modified Consequence Chain**  What will happen if the scholar’s behavior begins to escalate? | **At Home Incentives & Consequences**  How has the parent agreed to support the plan at home? |
| * Joey’s peers will be taught to kindly and calmly tell him that they don’t like it when he touches them. * When early signs of agitation are noticed, an adult will show Joey a yellow card to “stop and think” and encourage him to move to his “think” area in the classroom. * If Joey moves when asked, he’ll receive a star on his chart. * If Joey refuses to move, his peers will be moved out of his reach and view. He will spend the beginning of his next recess period practicing how to move to the “think” area. | * Mrs. Garlic will review Joey’s Superstar Board every night. If he has met his goal (of number of stars) they will play 15 minutes of Heads Up together. If Joey has not met his goal, they will choose one activity from his Kindness Packet to do together (write a poem about being a friend, draw a picture of friends being nice, write an apology letter to a hurt friend, etc.) |

**Plan Review Date**: April 1, 2015

**Signatures:**

I have read through and understand the above plan and agree to follow through on my components.

CST Owner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Social Worker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_