The Honeymoon myth and other ways we prevent BIP success

Crossing the Threshold

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Overview

- School Structure

- Behavior Plan Basics

- Behavior Plan Complications

- Behavior Plan Opposition

- Behavior Plan Structure

- Behavior Plan Implementation

- Honeymoons and Fidelity

School Structure

- Public schools are inherently political

- Schools are steeped in tradition

- Some kids "don't belong"

Behavior Plans

- What is a behavior plan?
  - Purpose
  - Goal
- When do you need one?
- Who decides that you need one?

Addressing BIPs in 2-8 (let's pretend like they're all easy) steps

Step 1

* Decide what the school actually wants.

Step 2

- Validate.

- Why would a teacher not want to accept your help?

- Why is it easier for a teacher to think that the problem cannot be solved?

Step 2 continued

- Resistance needs to be resolved in this step

- Think of resistance to CBT, we need to resolve the primary concern
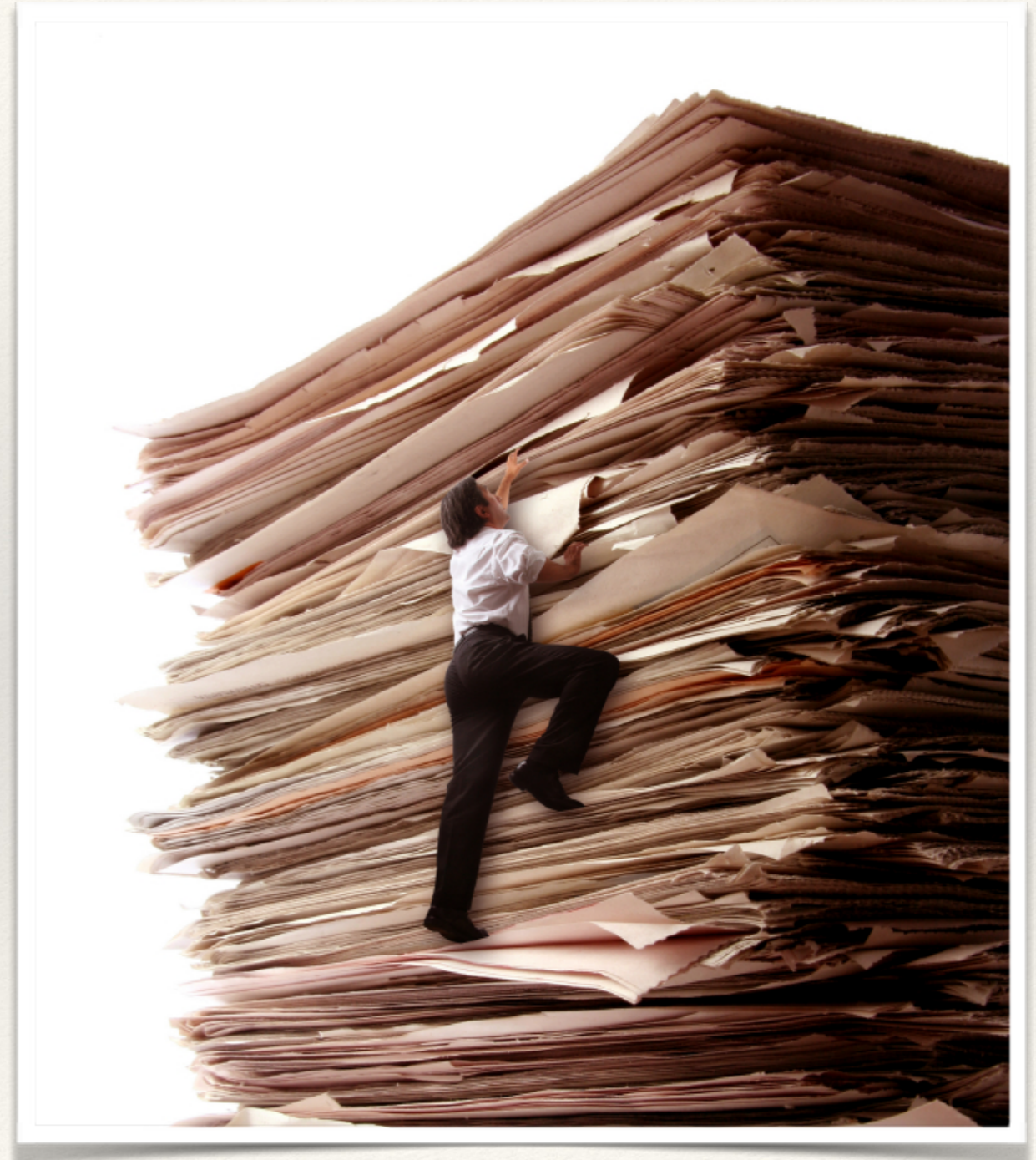
- Would you rather be right, or get what you want?

Step 3

- Identify the problem behavior.
  - What annoys you most?

Step 4

- Get a thorough background.
  - Look for possible triggers and causes.

Step 5

- Get dirty.

- Move beyond the theoretical if you want to be respected.

Step 6

❖ **Write it down.**

  ❖ Keep it brief

  ❖ Keep it direct

  ❖ <u>Don't check any boxes</u>

BEHAVIOR INTERVENTION PLAN

Student Information:	Name: School:		Date: Grade:
BIP Report By:			
Problem Behavior: *Inappropriate behavior(s)*			
Replacement Behavior: *What is expected of the student?*			

Method of *Teaching Replacement Behavior and By Whom:* *How will we teach the desired behavior and who will teach it?*

☐ direct instruction, by: _____ ☐ social skills training, by: _____
☐ anger management, by: _____ ☐ providing cues, by: _____
☐ role playing, by: _____ ☐ modeling, by: _____
☐ behavior contract, by: _____ ☐ stress management, by: _____
☐ decision-making lesson, by: _____ ☐ use of mentor(s), by: _____
☐ other _____, by: _____

Accommodations, Interventions, and Who's Responsible for Them: *What help will we give the student to help him/her succeed?*

It is VERY important that these accommodations and/or recommendations be followed consistently by teacher(s), aides, and school staff.

Accommodations to assist the student in displaying the replacement behavior:
☐ clear, concise directions ☐ supervise free time
☐ frequent reminders/prompts ☐ avoid strong criticism
☐ frequent breaks/vary activities ☐ predictable, routine schedule
☐ teacher/staff proximity ☐ specified study area
☐ reprimand the student privately ☐ preferential seating
☐ modify assignments ☐ avoid power struggles
☐ review rules & expectations ☐ specifically define limits
☐ provide alternate recess ☐ avoid physical contact
☐ provide cooling off period ☐ provide highly-structured setting
☐ communicate regularly with parents ☐ other _____

Interventions & Who's Responsible for Them:
1.
2.
3.
4.

Method of *Measuring* Progress: *How will we know if it's working or not?*
☐ direct observation ☐ daily behavior sheet ☐ weekly behavior sheet
☐ charting/graphing ☐ self-monitoring ☐ number of discipline referrals
☐ other: _____

Length of behavior plan
☐ one week ☐ two weeks ☐ other: _____

Positive Consequences for Appropriate Behavior *What can the student earn?*
☐ verbal praise ☐ immediate feedback ☐ computer time
☐ earned privileges ☐ earned tokens/points ☐ positive call or note home
☐ tangible rewards ☐ free time ☐ positive visit to office
☐ other _____

Negative Consequences for Inappropriate Behavior: *What happens if student does not behave?*
☐ loss of points/tokens ☐ loss of privileges ☐ time out
☐ phone call home ☐ work detail ☐ detention
☐ send to office ☐ in-school suspension ☐ out-of-school suspension
☐ escort to another area ☐ other _____

What Goes Inside

- ❖ Background

- ❖ Description of the Problem Behavior, clearly operationally defined

- ❖ Exact details of intervention broken into segments

- ❖ Method of data tracking

What Doesn't Go Inside

- ❖ "Hawthorne Effect"

- ❖ "Premack Principle"

- ❖ Titles of other interventions

- ❖ Check boxes and stock language

Step 7

* Present your behavior plan.

  * In person

  * Folded and stamped

  * Before the ARD

  * Model key parts

  * Make plans for any things that need to be made (visual schedules etc)

Step 8

- ❖ Make experts.
- ❖ Plan follow up
- ❖ Plan for fading

Review

❖ 1- What do they want?

❖ 2- Validate

❖ 3- Pick the behavior

❖ 4- Background

❖ 5- Get dirty

❖ 6- Write it

❖ 7- Present it

❖ 8- Create experts

Optional Steps

❖ Require data before getting involved.

❖ Require intervention attempts

Putting It Into Practice

❖ In a small group, write the intervention phase of a BIP for a student who needs:

 ❖ Positive Attention/Praise

 ❖ A Visual Schedule

 ❖ Visual Behavior Tracking Schedule (red, yellow, green; +/- on goals at intervals; etc)

The "Honeymoon"

- "It worked great for a week and now the honeymoon is over"

- "Well, he always does well with new things/people, it will wear off"