

ECHO IDAHO

**K12 Behavioral Health
in the Classroom**

Unpacking Behavior Intervention Plans (BIP) Part II

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Diana Morgan, BCBA, SESTA Coordinator

Center for Disability and Human Development, University of Idaho

&

Joy Jansen, PhD, Director of Special Services

Lake Pend Oreille School District

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University of Idaho
School of Health and Medical Professions
College of Education, Health and
Human Sciences



K12 Behavioral Health in the Classroom

- Schoolwide Behavioral Strategies
- Preventative Approaches
- Clarifying Roles and Responsibilities
- Competing Behavior Pathway
- Social Media and Mental Health
- FBA: Educator's Role
- Common Mental Health Diagnosis
- Behavior Intervention Plans (BIP)
- Caregiver Involvement and Collaboration
- Crisis Plan Development
- Law and Safety
- Accommodations: IEP or 504 Plan
- Medication Side Effects



Learning Objectives

- Increase knowledge and understanding specific to:
 - Writing a behavior goal and developing a plan to teach
 - Strategies and resources to train staff to implement a BIP
 - Monitoring student progress toward behavior/social/emotional goals and success of a BIP

Competing Behavior Pathway

		5. Desired Behavior Waits until an appropriate time to gain peer attention.	6. Consequence Less frequent and consistent peer attention and minimal teacher attention or praise.
3. Setting Event When Tim's dad is out of town for work.	2. Antecedent When given an instruction to begin independent work or staff provides redirection for talking to peers at inappropriate times.	1. Problem Behavior Refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B****), leaving the room without permission, and/or physical aggression (pushing, hitting, or throwing an object directed at a person).	4. Reinforcing Consequence Peers watching Tim as he engages in the behavior and often laughing, gasping, or commenting on what he has done.
		7. Replacement Behavior Tim will offer help to others who are not yet done with the assignment.	8. Reinforcing Consequence* He will access peer attention through helping others with their unfinished assignments.
			<i>*Input should match box 4 function</i>

BIP AT A GLANCE

Preventative Strategies

Daily communication log with parents. On mornings where parents note a concern, more frequent adult check-ins and peer engagement will be provided. Check-ins will be used to prompt previously taught strategies and remind Tim what he is working toward.

Increase engaging instruction through active student responding.
Allow Tim to access peer attention by leading a mini-lesson or telling the class some jokes.
Proactively provide opportunities for peer engagement prior to whole class instruction and independent work time.

Replacement Behavior

First the teacher will use instruction and modeling by providing clear instructions on how to offer help in a respectful manner. Then the teacher will model appropriate language and behavior for him to use when offering assistance to peers. The teacher will also role play with Tim so he can practice. During class, the teacher will proactively prompt Tim, with an expectant look or quiet

As soon as Tim is done with his assignment he will be allowed to help peers. This will allow him to access reinforcement through getting peer attention in a more positive manner.

Response to Problem Behavior and Other Reinforcement

Ask Tim if he has completed his assignment. If so, teacher can ask, would you like to help a few friends who are not done with their assignment yet? If Tim says yes, he will be allowed to help but for less time. If Tim says no, he will be reminded of classroom rules and expectations. Peers will be taught to limit responses to Tim's behavior.

The classroom teacher will use a token system and will deliver a token following each academic period throughout the day if he engages in the replacement behavior and/or engages in appropriate behavior. He can exchange 3 tokens for 5 minutes of free time with a peer.

BIP at a Glance

Behavior Goal Planning

https://idahotc.com/Portals/0/ResourceFiles/410/Behavior_Goal_Planning_Form_Fillable.pdf



Behavior Goal Planning Form

Student Name: TW

Part 1: Goal Components

Target Skill/Behavior
Complete assignment, raise hand, wait to be called on, then ask to help peers that are still working
Condition (circumstances present):
Setting/Location in the classroom
Prompting/Supports
Material/Content Independent assignment
Criteria (rate, frequency, accuracy):
What (e.g., percentage, frequency) frequency - percentage of opportunities
Across Time (e.g., how many days, weeks) across 2 consecutive weeks
Procedure & Schedule (manner progress is measured):
Data Collection (e.g., trial-based/per opportunity, interval, permanent product) Task analysis
Frequency (e.g., daily, weekly) daily
Who (teacher, para, BI, related service provider) Classroom teacher or paraprofessional

Part 2: Annual Goal

Given:

an independent assignment in the classroom

Student will:

complete his assignment and wait appropriately until further instruction is provided by the teacher

Criteria:

90% of opportunities across two consecutive weeks

By:

2/5/2026

Objective/Benchmark 1

Given:

an independent assignment in the classroom and verbal reminder from the teacher of the option to help others when he is finished

Student will:

complete his assignment, then raise hand, wait to be called on, and ask to help others

Criteria:

completes 100% (4/4) of steps independently across 8 out of 10 days

by:

6/1/2025

Objective/Benchmark 2

Given:

an independent assignment in the classroom

Student will:

complete his assignment, wait 5 minutes, then raise hand, wait to be called on, and ask to help others

Criteria:

completes 100% (5/5) of steps independently across 8 out of 10 days

by:

11/1/2025

Part 3: Plan to teach Systematic Instruction

How

This skill will be taught using Naturalistic Intervention that includes the use of visual supports, prompting, and reinforcement.

Steps/Phases

Phase 1

- Step 1: Teacher will meet with the student individually and present the new expectation and icon that will be on the desk as a reminder. The teacher will provide instruction specific to the expectations, model what that looks like, and provide opportunity for the student to practice.
- Step 2: Teacher will give instruction related to the assignment and signal to begin the independent assignment. When class transitions to independent work time, teacher will approach student and remind him that he can help other students when he is done with his assignment.
- Step 3: Teacher will reinforce appropriate engagement in all steps by providing verbal praise and Class Dojo points.

Phase 2 & Phase 3

*See Behavior Skills Training Planning form for additional information

Materials

given assignment

Who

Teacher

Where

In the classroom

When

Throughout the day during independent work times

How Often

Daily - as opportunities are provided

Part 4: Plan to Evaluate

Fidelity - Is the goal being taught as designed across staff/day

How will fidelity be measured? (e.g., implementation checklist)

Implementation Checklist to be developed by the student-level Tier 3 team

Who is going to monitor?

Consulting Teacher or Counselor

When and how often will these checks be completed?

Every two weeks until 100% of steps completed correctly, then once per quarter

Is the student making progress? Is behavior change taking place?

How often will data be reviewed?

Every two weeks

Who will review the data?

Teacher and Counselor

Plan to review and revise teaching/plan if needed (e.g., criteria or timeline)

After four weeks of limited to no progress (e.g., decreasing trend in scores, variability of scores, or no upward trend), team will review teaching plan.

Behavior Skills Training

<https://idahotc.com/Portals/0/Resources/1046/Behavior%20Skills%20Training%20Planning%20Template.d>

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BEHAVIOR SKILLS TRAINING (BST) PLANNING FORM

Student: **Example #1**

Date: **2/5/2025**

1. Instructions

- Goal: Given an independent assignment in the classroom, the student will complete his assignment and wait appropriately until further instruction is provided by the teacher in 90% of opportunities across 2 consecutive weeks, as measured by daily teacher observation using per opportunity data sheet.
- Rationale: To teach the student an appropriate way to access attention from peers, during times of the day when peer interaction and attention is limited. By assisting peers after his assignment is completed, the student can access peer attention while also engaging in the task at hand. This will build his skills and capacity to wait until natural opportunities during the day to engage with peers.

• Plan to Teach: Phase 1

How	This skill will be taught using Naturalistic Intervention that includes the use of visual supports, prompting, and reinforcement.
Steps/Phases	<ul style="list-style-type: none"> • Step 1: Teacher will meet with the student individually and present the new expectation and icon that will be on the desk as a reminder. The teacher will provide instruction specific to the expectations, model what that looks like, and provide opportunity for the student to practice. • Step 2: Teacher will give instruction related to the assignment and signal to begin the independent assignment. When class transitions to independent work time, teacher will approach student and remind him that he can help other students when he is done with his assignment. • Step 3: Teacher will reinforce appropriate engagement in all steps by providing verbal praise and Class Dojo points and will also deliver a token at the end of each academic period if the replacement behavior was used or for engaging in appropriate behavior after completing the assignment(s).
Materials	Independent assignment
Who	Teacher will give instruction and prompt as needed
Where	General education classroom
When	Throughout the day during independent work time
How Often	Daily – as opportunities are provided as part of the class routine

• Plan to Teach: Phase 2

How	This skill will be taught using Naturalistic Intervention that includes the use of visual supports, prompting, and reinforcement.
Steps/Phases	<ul style="list-style-type: none"> *Begin when student completes Phase 1 at 100% (4/4) of steps across 8/10 days. • Step 1: Teacher will meet with the student individually, let him know that he now needs to wait 5 minutes after completing his assignment before helping other students. Teacher will remind of things he can do while he is waiting. • Step 2: Teacher will give instruction related to the assignment and signal to begin the independent assignment. • Step 3: Teacher will reinforce appropriate engagement in all steps by providing verbal praise and Class Dojo points and will also deliver a token at the end of each academic period if the replacement behavior was used or for engaging in appropriate behavior after completing the assignment(s).
Materials	Independent assignment
Who	Teacher will give instruction and prompt as needed
Where	General education classroom
When	Throughout the day during independent work time
How Often	Daily – as opportunities are provided as part of the class routine

BEHAVIOR SKILLS TRAINING (BST) PLANNING FORM

Student: **Example #1**

Date: **2/5/2025**

• Plan to Generalize: Phase 3

How	This skill will be taught using Naturalistic Intervention that includes the use of visual supports, prompting, and reinforcement.
Steps/Phases	<ul style="list-style-type: none"> *Begin when student completes Phase 2 100% (5/5) of steps across 8/10 days. • Step 1: Teacher will meet with the student individually, let him know that his goal now is to wait appropriately until the teacher provides instruction for what to do next. Teacher will remind of things he can do while he is waiting. Teacher will also remind him of the token system to earn time to engage in a preferred activity with a peer at the end of the day. • Step 2: Teacher will give instruction related to the assignment and signal to begin the independent assignment. • Step 3: Teacher will reinforce appropriate waiting after his assignment is finished by providing verbal praise and Class Dojo points and will also deliver a token at the end of each academic period for engaging in appropriate behavior after completing the assignment(s).
Materials	Independent assignment
Who	Teacher will give instruction and prompt as needed
Where	General education classroom
When	Throughout the day during independent work time
How Often	Daily – as opportunities are provided as part of the class routine

• Data Collection for Progress Monitoring: Phases 1-2

Data Collection Type	Task Analysis
How Often	Daily
Who	Teacher

• Data Collection for Progress Monitoring: Phase 3

Data Collection Type	Per Opportunity
How Often	Daily
Who	Teacher

- Implementation checklist: YES NO
- Mastery Criteria for Implementation: Every two weeks until 100% of steps are completed correctly, then checks once per quarter to ensure consistency over time

2. Modeling

3. Rehearsal

4. Feedback

Implementation Checklist

https://idahotc.com/Portals/0/ResourceFiles/786/Implementation_Checklist_Template_Fillable.pdf

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Implementation Checklist

Student Name: TW

Date: 2/6/25

Observer:

Implementer:

Goal:

Objective 1: Given an independent assignment in the classroom, the student will complete his assignment, then raise hand, wait to be called on, and ask to help others at 100% of steps independently across 8/10 days

Step	Activity/Adult Behavior	Yes or No
1	Teacher has individual meeting to review expectation, model, practice, and provide feedback.	<input type="checkbox"/>
2	Teacher will remind student at the beginning of each day - contingency for engaging in replacement behavior/waiting appropriately after completing assignment	<input type="checkbox"/>
3	Teacher will give instruction related to an assignment to be completed individually.	<input type="checkbox"/>
4	Teacher will provide signal to begin the assignment.	<input type="checkbox"/>
5	When class transitions to independent work time, teacher will approach student and remind him that he can help other students when he is done with his assignment.	<input type="checkbox"/>
6	If student completes all steps of replacement behavior, the teacher will immediately grant permission, provide behavior specific praise, and give Class Dojo points.	<input type="checkbox"/>
7	Teacher will give a token at the end of the academic period if the student used replacement behavior or waited appropriately after completing assignments.	<input type="checkbox"/>
8	If he does not follow steps for replacement behavior, the teacher will ask the student if he would like to help other students who are not finished.	<input type="checkbox"/>
9	If the student responds to the prompt or chooses to wait appropriately, teacher will provide praise, Dojo points, and give a token at the end of the academic period.	<input type="checkbox"/>
10	Records data on Task Analysis data sheet.	<input type="checkbox"/>

Monitor Student Progress

TASK ANALYSIS DATA SHEET

Student Example #1 Date 1/31 – 2/21

Deliver the specified instruction/cue for the student to engage in the task/behavior chain. Take data on the student's engagement in each step listed below. Record a plus (+) if the student independently engages the target behavior listed for a given step. Record a letter P (P) if the student engages in the target behavior listed for a given step following a prompt. Record a minus (-) if the student does not engage in the target behavior listed for a given step.

Instruction/cue: Instruction for independent assignment and signal to begin

Materials & set-up: Independent work time

Prompt type/procedure: 1. verbal prompt – remind him that he can help other students when he is done with his assignment.

2. model raising hand, verbal model of request

The target behavior is asking to help others when finished with his assignment defined as: completes his assignment, then raises hand, waits to be called on, and asks to help others

Date	Observer	1/31	2/2	2/3	Phase I	2/14	2/15	2/16	2/17	2/18	2/21
		DM	DM	AK		DM	AK	AK	DM	DM	AK
Steps	Baseline										
raise hand		-	-	-	P	P	+	+	+	+	
wait to be called on		-	-	-	+	P	P	P	+	+	
request to work with a friend		-	-	-	P	+	+	+	+	+	
engage in the assignment as instructed		-	-	-	P	+	P	+	P	+	
# total steps		4	4	4		4	4	4	4	4	4
# steps independent (+)		0	0	0		1	2	2	3	3	4
# steps prompted (P)		0	0	0		3	2	2	1	1	0
# steps incorrect/ not completed (-)		0	0	0		0	0	0	0	0	0
% steps completed independent		0%	0%	0%		25%	50%	50%	75%	75%	100%

- % of steps completed independently: # of steps completed independently divided by total # of steps, multiply by 100.

ABC Chart - Student: _____

Year: _____

Setting Events (Environmental changes that may increase the likelihood that behavior may occur.)				Antecedent (What occurred in the environment immediately before the behavior occurred.)	Behavior (Describe the behavior, ensure it is observable and measurable.)	Consequence (What changed in the environment immediately following the behavior.)	Comments
Date & Staff Initials	Start/End Time	Location	Activity/ Other Relevant Information				

https://idahotc.com/Portals/0/ResourceFiles/342/ABC_Chart_Anecdotal.pdf

Key Points

- Writing a behavior goal and developing a plan to teach
- Strategies and resources to train staff to implement a BIP
- Monitoring student progress toward behavior/social/emotional goals and success of a BIP

Resources

- Resources available on the Idaho Training Clearinghouse
 - [BIP State Form](https://idahotc.com/Resources/View/ID/1070) <https://idahotc.com/Resources/View/ID/1070>
 - Behavior Progress Monitoring Module Series
 - [Progress Monitoring Part 1: Assess and Identify Areas of Need](#)
 - [Progress Monitoring Part 2: Develop Objective, Measurable Goals](#)
 - [Progress Monitoring: Part 3: Determine Interventions and Plan to Teach](#)
 - [Progress Monitoring Part 4: Evaluate Fidelity & Student Progress](#)
 - [Progress Monitoring Part 5: Analyze Data & Make Data-Based Decisions](#)
 - Behavior Goal Planning Form <https://idahotc.com/Resources/File/RFFID/17742>
 - Behavior Skills Training (BST) Planning Form <https://idahotc.com/Download/Name/Behavior%20Skills%20Training%20Planning>
 - Implementation Checklist <https://idahotc.com/Resources/File/RFFID/17744>
 - Data Sheet Templates <https://idahotc.com/Resources/View/RID/410>