



NV Instruction

Make Life Better by Doing What Matters

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Individual's Name:

Describe the behavior that interferes with the effective and efficient implementation of the individual's service plan.

Identify the Frequency, Intensity, and Duration of this Behavior.

Behavior 1

Frequency (How often?)

Per

Minute Hour Day Week Month Year

Intensity (How severe)

Mild (the behavior is bothersome to others)

Moderate (the behavior is disruptive to the life of the individual or others)

Severe (the behavior may be harmful or dangerous to self and/or others)

Duration (How long?)

Seconds Minutes Hours

Additional Information

Identify the Frequency, Intensity, and Duration of this Behavior.

Behavior 2

Frequency (How often?)

Per

Minute Hour Day Week Month Year

Intensity (How severe)

Mild (the behavior is bothersome to others)

Moderate (the behavior is disruptive to the life of the individual or others)

Severe (the behavior may be harmful or dangerous to self and/or others)

Duration (How long?)

Seconds Minutes Hours

Additional Information

Goals for Replacement Behaviors

	Goals
1	

Caregiver and Other Service Provider Goals to Support the Acquisition of Replacement Behaviors

	Goals
1	

Antecedent/Environmental Changes (What antecedent manipulations need to be made to reduce the likelihood that the interfering behavior will occur or increase the likelihood that the replacement behavior will occur? Examples include non-contingent reinforcement, providing a schedule, changing the schedule, increasing opportunities to respond, enriching the environment, varying the times of activities, using different materials, changing activities, or changing people in the environment).

Instructional Intervention: Individualized Instruction

Set up opportunities to teach the replacement behaviors using a Teaching Interaction Procedure.

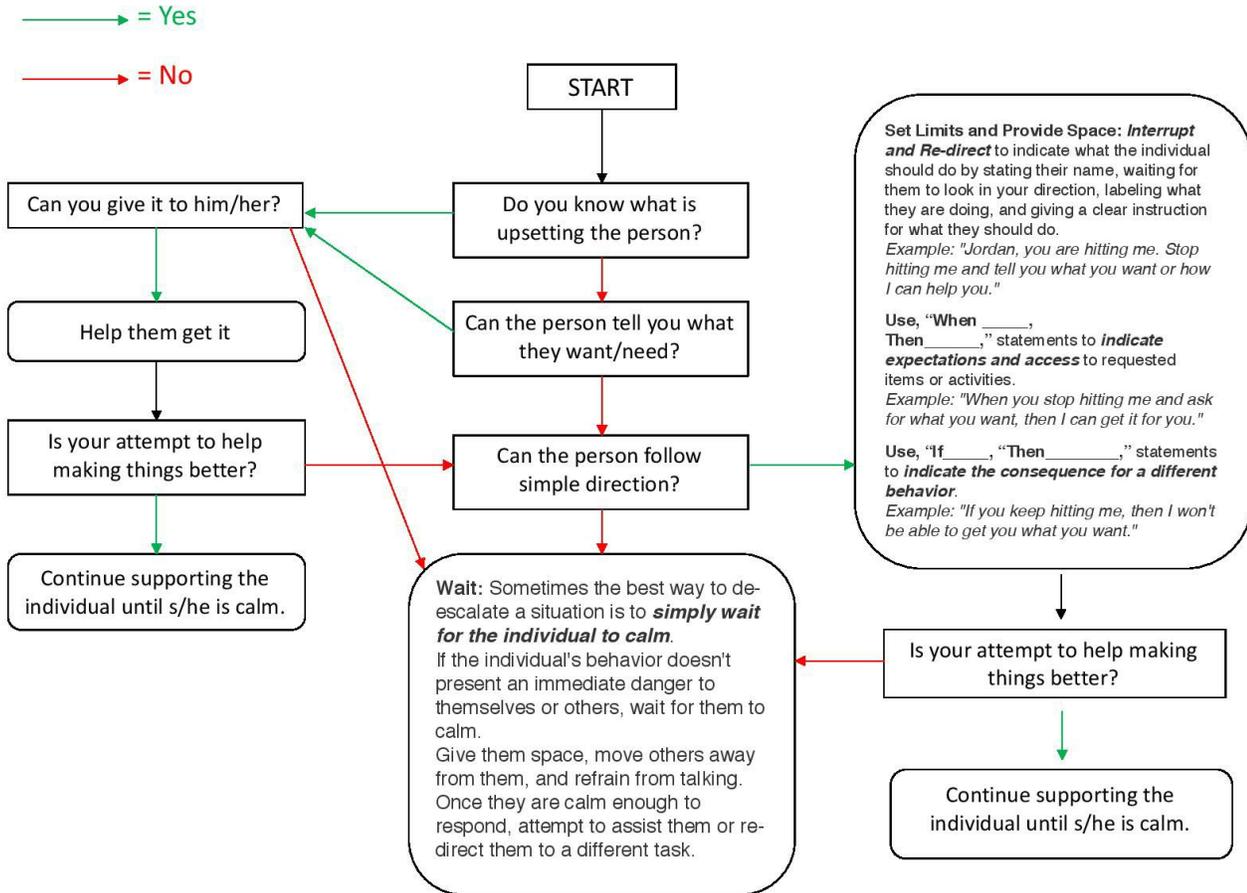
A Teaching Interaction Procedure Includes 6 Steps:

1. Label and identify the skill to be learned
2. Provide a meaningful rationale
3. Break down the skill into small steps and have the individual state each step (if possible - use a visual schedule if needed).
4. Provide a correct and incorrect response, have the individual identify why each is correct or incorrect (if possible - use video modeling if necessary).
5. Have the individual role-play the skill until 100% correct.
6. Provide feedback and reinforcement for correct responding. Pre-teach before beginning activities or encountering environments where interfering behaviors may occur.

Replacement Behaviors to Teach

Response Interventions for Replacement Behaviors (What is the system of reinforcement to be used when the individual exhibits the replacement behavior?)

DE-ESCALATION FLOWCHART



Implementation: Who is responsible for implementing this Behavior Intervention Plan

Data Collection

Who will be responsible for creating data collection systems?

Who will be responsible for collecting data?

How often will data be collected?

Who will be responsible for analyzing data?

How often will data be analyzed?

Risks and Benefits Associated with the Behavior Intervention Plan

Risks of Implementing the Behavior Intervention Plan:

1. Initial increase in dangerous or disruptive behaviors
2. Target replacement behaviors may decrease in other settings where the behavior support plan is not being implemented.
3. Increased tasks for caregivers and other service providers.

Benefits of Implementing the Behavior Intervention Plan:

1. Effective and efficient implementation of the individual's Plan of Care.
2. Increased access to community and residential activities

Risks of Not Implementing the Behavior Intervention Plan:

1. Ineffective or inefficient implementation of the individual's Plan of Care.
2. Denied access to community activities, including group home participation.
3. Harm to the individual or others.

Benefits of Not Implementing the Behavior Intervention Plan:

1. No increased tasks or expectations for caregivers or other service providers.

Discharge Criteria

Discharge, including transition to a lower level of services, should occur when one of the following applies:

- A. No meaningful or measurable improvement has been documented in the individual's behavior(s), despite receiving services according to the treatment plan, indicating a need for more intensive services or referral to an alternative intervention; there is reasonable expectation that the family and/or caregivers are adequately trained and able to implement the behavior plan and maintain the skills acquired; and termination of the current level of services would not result in further deterioration or the recurrence of the signs and symptoms that necessitated treatment.
- B. Treatment is making the symptoms persistently worse or individual is not medically stable for behavioral therapy to be effective.
- C. The individual has achieved adequate stabilization of the challenging behavior and less intrusive modes of therapy are appropriate, or the individual has mastered the treatment goals.
- D. The individual demonstrates an inability to maintain long term gains from the proposed plan of treatment.
- E. The family and/or caregiver refuses or is unable to participate meaningfully in the behavior plan.

Consultant Signature

Signature