

Difficulty Getting Along/Fighting/Bullying BEHAVIORAL INTERVENTION PLAN (BIP)

Name:	Date:
Parent:	School:
D.O.B.	Teacher:
Telephone:	Support Staff:

Target Problem Behaviors:

- Difficulty getting along with others
- Fighting, bullying, intimidation, harassment, threatening
- Instigating, provoking, annoying, aggravating, etc
- Other:

Intervention Plan:

Objectives:

- Reduce/eliminate fighting
- Reduce/eliminate negative behaviors and actions toward others
- Reduce/eliminate disruptions
- Increase compliance with school rules, routines, and procedures
- Improve behavior in unstructured and/or structured settings
- Increase incidents of compromise and tolerance
- Increase coping skills
- Improve communication skills
- Increase conflict resolution skills
- Improve lunchroom and passing time behaviors and interactions
- Other:

Preventative Strategies:

- Student will wait until after passing time to change classes (fewer students in the halls decrease likelihood of conflicts)
- Student will eat lunch in alternate setting (for example in the in school suspension room, SRC, school office, etc)
- Student will be seated away from peers they have conflicts with and/or near the teacher
- Student will not be allowed to have recess or will be restricted to a certain section of the playground
- Student will only be allowed to engage in specified play, games, and only with specified peers on playground and indoor recess
- Student may not come to school early and wait at the school for the bell, rather, the student will be dropped off at the bell to minimize opportunities to engage in conflicts during unstructured and unsupervised time
- Student will remain in the school office for 10 minutes after school and then be released to go home (this will avoid the student engaging in fights and conflicts with other students during the unstructured and unsupervised time right after school lets out)
- Teacher will redirect student verbally or physically (touch on shoulder, tap on desk, etc) when off task, provoking others, instigating, etc
- Teacher will remind and review school rules, expectations, and consequences with student on a regular basis and when the student is beginning to engage in target behaviors
- Other:

Teaching Alternative Behaviors:

- Teacher will weekly discuss, teach, and role play conflict resolution and/or coping skills with student and/or class (for example, ignoring others, using words, "stop, walk, talk" strategy, counting to ten, deep breathing, relaxation techniques, telling an adult, removing self from situation or area, taking a break, asking to change seats, talking to the teacher or principle after school, waiting in class for a moment before going into hall during passing time,
- Student will ask to take a break when they feel a conflict will escalate out of control (break could be getting a drink, running an errand, going to a specific spot to sit and calm down, etc)
- Student will verbalize thoughts and feelings rather than acting them out
- Student will avoid peers and situations that are likely to result in conflicts, fighting, etc

- Student and teacher will develop a cue whereby when the teacher gives the cue to the student, they know to stop instigating, bothering, and annoying others
- Student will ask to speak with the administrator or school counselor
- Teacher will discuss cause/effect/consequences of behaviors with student and/or class
- Other:

Positive Reinforcement:

- Teacher will give positive praise and encouragement and emphasize student's strengths and positive traits (utilize clinically supported ratio of at least 4 positive to 1 correction)
- Teacher will send positive notes home, call parents to give positive feedback, or write positive notes on assignments and planner
- Teacher and parent will utilize rewards and incentives for utilizing coping and conflict resolution skills and remaining in control of emotions and feelings
- Teacher will provide positive feedback like high-fives, hand shakes, pats on the back, etc
- Administrator or teacher may have lunch with the student once a week
- Other:

Consequences for Non-Compliance:

- Student will be subject to the school and class discipline policies and procedures
- Student will be subject to natural consequences
- Student will be sent for a timeout, break, or cool down period when they cannot calm down or escalate a conflict
- Student will be sent home for the remainder of the day if multiple warnings are not heeded, the student cannot calm down, or the student gets into a fight
- Teacher will talk with the student in the hall
- Student will be sent to the office to speak with the administrator
- Teacher will move the student's seat
- Student will apologize to others they engage in name calling, threatening, and instigating with
- Student will complete a self-reflection sheet after engaging in target behaviors
- Other:

Home Intervention/Support:

- Parent/Guardian will monitor student's academics, behavior, and attendance on Parent Connect
- Parent/Guardian will maintain regular communication with teachers, administrator, and school
- Parent/Guardian will attend behavior meetings
- Parent/Guardian will drop student off at the beginning of the school day at the bell and will not bring the student early to wait with their peers (this will minimize the student's likelihood of getting into conflicts during unstructured and unsupervised time)
- When the student is sent home for the remainder of the day by the school, the parent/guardian will pick the student up within 30 minutes of being called
- Parent/Guardian will follow through with rewards and consequences at home
- Parent will discuss behavior incidents with student at home
- Parent/Guardian will implement and maintain a daily homework routine and assist the student with their homework when needed
- Parent/Guardian will maintain daily structured bedtime and morning routines
- Parent/Guardian will teach, reinforce, and role play conflict resolution and coping strategies and skills
- Parent/Guardian will daily pick the student up after school from the office
- Parent will discuss cause/effect/consequences of behaviors with student
- Other:

Program Review Schedule:

The Behavior team will meet to review, assess, and revise the BIP (if needed) on:

Signatures:

