

# ADD/ADHD/Disorganized BEHAVIORAL INTERVENTION PLAN (BIP)

Name:  
Parent:  
D.O.B.  
Telephone:

Date:  
School:  
Teacher:  
Support Staff:

## Target Problem Behaviors:

- Inattentive, unfocused, off task, and distractible
- Excessive movement, out of seat, fidgeting, not keeping hands to self, etc
- Poor organization, messy, and missing work
- Unprepared, no materials or books, etc
- Impulsive, blurts out, disruptive, etc
- Rushing through work, tasks, and directions
- Other:

## Intervention Plan:

### Objectives:

- Improve attention and focus on assignments, tasks, and instruction
- Reduce distractibility
- Maintain organized and neat work space, book bag, locker, folders, etc
- Come to class with necessary materials, books, and supplies
- Engage in extra movement in a non-disruptive and non-distracting manner
- Reduce disruptions to class by raising hand, waiting to be called on, thinking and pausing before doing, etc
- Take time and care with assignments, instructions, notes, etc
- Other:

### Preventative Strategies:

- Student seated away from distractions
- Teacher will utilize proximity control
- Teacher will give frequent verbal and physical (touch on arm or shoulder or tap on desk) redirection and refocusing
- Teacher will have student explain the directions and directives in their own words
- Reduce assignments, problems, questions, or workload
- Reduce number of items or text on a page and/or increase the font size and white space
- Give student frequent breaks or errands to run (go to bathroom, get drink, take note to office, etc.)
- Student will utilize sensory aides, like work corral, seat cushion, rocking chair, yoga ball seat, weighted object on lap or shoulders, tight fitting vest, sound blocking earphones, music, nature sounds, or white noise in earphones, VELCRO® brand hook and loop fasteners under desk or other textures, fidget toys, etc.
- Provide student with materials (pencil, paper, book, etc)
- Student will be offered alternative ways to complete assignments when possible (verbal responses, computer, hands-on, act out, record responses on audio or video, draw, etc)
- Student will be allowed to move around (stand, walk, etc) within their area or work standing up (perhaps at podium)
- Student will keep all materials in a crate by their desk or near the teacher (to keep desk empty and materials more organized and accounted for) and their desk opening will be turned around away from them
- Assignments and discussions will be related to the student's interests when possible
- Teacher will help student begin assignments by completing the first several items or problems with the student
- Teacher will ignore minor disruptions, outbursts, etc from the student
- Teacher will structure the student's day, routine, and schedule more strictly, giving student frequent reminders of how much time is left, what task is next, etc
- Other:

### Teaching Alternative Behaviors:

- Student will daily or weekly organize desk, crate, or locker, putting assignments into color coded folders with a "to do" side and a "done" side.
- Student will maintain a planner or organizer with daily assignments and homework
- Teacher will pause before giving directions
- Teacher will remind student when they are off task



- Student will use a visual schedule or checklist
- Student will use a timer with assignments
- Student will utilize a self management system, like a tracking chart or checklist
- Student will ask to take a break or get up and move around when needed
- Student will pause and count to 10 after instructions or directions and before beginning assignment or task
- Student will self administer small breaks in their seat every couple problems or items completed to help pace themselves and prevent rushing through work
- Student will go back and check their work before handing in assignments or putting them away
- Other:

**Positive Reinforcement:**

- Verbal praise from teacher (use clinically supported ratio of at least 4 positive to 1 correction)
- Rewards at school for attending, organization, work completion, etc
- Rewards at home for attending, organization, work completion, etc
- Increased adult attention
- Positive note or call home
- Stickers, check on behavior chart, star, etc.
- Play or free time with a peer of the student's choosing
- Food or edible treats
- Send to office for praise and/or treat
- Give break to get a drink
- Allow extra recess or free time
- Allow student to be a helper when their work or task is complete
- Other:

**Consequences for Non-Compliance:**

- Firm redirection and warning
- Classroom card flip system
- Office discipline referral
- Student Responsibility Center (SRC)
- Detention
- Holding student after school or at recess to finish work or task until completed
- Come in early the next day to complete unfinished tasks, receive missed instruction, or organize materials
- Complete a think sheet
- Note or call home
- Natural consequences
- Loss of privileges, incentives, and/or rewards in school
- Loss of privileges at home and must complete unfinished school task at home
- Time out
- Teacher will speak to student in hallway
- 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
- When teacher reports behavior and other incidents to parent/Guardian, they will discuss it with the student at home and take appropriate actions
- Parent/Guardian will daily or weekly assist student with organizing materials, backpack, and/or locker
- Parent/Guardian will follow through with rewards, incentives, and praise at home
- Parent/Guardian will follow through with consequences and discipline at home
- Parent/Guardian will establish a daily structured homework routine and assist student with work
- Parent/Guardian will establish a structured routine in the home (bed time, free time, wake time, breakfast, etc)
- Parent/Guardian will daily check student's planner, checklist, chart, or other tracking and monitoring forms, signing them as appropriate and relevant to the established plan
- Parent/Guardian will attend behavior and academic meetings and conferences
- Other: