



**TURTLE MOUNTAIN
 SCHOOL DIVISION**



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BEHAVIOUR INTERVENTION PLAN

To effectively support students, school staff must understand the reasons why students behave as they do. When teachers understand the function of the behaviour, they can create appropriate plans to support positive behavioural changes. (Manitoba Education, 2001 }

"Kids do better when they can" Ross Green

School:

Date:

A. IDENTIFYING DATA

Name:	Funding Category:	Level:
M.E.T.#:	Funding Renewal Date:	
D.O.B.	Previously Funded: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Age:	Grade:	
Parent/Legal Guardian:		
Foster Parent:		
Address:		
Home Phone #:		
Cell # Mother:		
Cell # Father:		
Email:		
Transportation Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No		

B. Signature: The BIP has been interpreted and discussed with all members of the educational support team. Parent/guardian signatures indicates understanding of the BIP

Parent/Legal Guardian:

Date:

Classroom Teacher:

Date:

Student Services Teacher:

Date:

Administration:

Date:

Student:

Date:

C. SUPPORT SERVICES

Case Manager:	
Agency:	
Social Worker:	
Address:	
Phone #:	Cell #:
Email:	

Describe student strengths, or what a “good” day looks like:
1.
2.
3.

Describe up to 3 priority concerning behaviours including where, when and how often:

Behaviour	Where	When	How Often
1.			
2.			
3.			

What may be the underlying reasons for the behaviour? (See Appendix A)

Behaviour	Underlying Reason (function of the behaviour ie, attention, escape, avoidance, power/control, self-regulation/coping, play/developmentally inappropriate)
1.	
2.	
3.	

What are the 1 to 3 replacement behaviours you would like the student to demonstrate?

Behaviour	Programming Need (System, Social Learning, Personal/Emotional) (See Appendix B)
1.	
2.	
3.	

Strategies to Teach Appropriate Behaviours
1.
2.
3.

Proactive Strategies to address treatment needs and increase the likelihood of expected behaviour and **Reactive Strategies** to be used if problem behaviour(s) occur. (See Appendix C)

Proactive Strategies	
Structure	Process

Reactive Strategies	
Structure	Process

Evaluation how the student progress to be monitored?	How Often?	By Whom?
1.		
2.		
3.		

D. CASE MANAGER

Protocol for measuring student progress:

1. Monthly meeting (minimum)
2. Classroom observation data collection (weekly-minimum) See Appendix D
3. Ongoing consultation with staff involved with student (minimum once a week)

Protocol for BIP development:

1. Collect baseline data through classroom observation (Appendix D)
2. Develop a draft Behaviour Plan
3. Call team together to edit and revise draft
4. Contact parents for a meeting to solidify with their input
5. Finalize Behaviour Plan and implement

Protocol for monitoring and measuring student progress:

1. Monthly meetings (at a minimum)
2. Weekly (at a minimum consultations with staff working with students)
3. Weekly (minimum) classroom observation data collection (Appendix D- for progress monitoring template)
4. Monthly (minimum) parent contact.

APPENDIX A

Example 1:
 Functional Behavioural Assessment

When (antecedent)	(the student)	will (inappropriate behaviour)	For the purpose of	This is more likely if

Example 2:
 Functional Behavioural Assessment

Background History	
Strengths/Preferences	
Slow Triggers	Fast Triggers
Inappropriate Behaviour	Received Function
Consequences for the inappropriate behaviour	

Appendix B

Personal/Emotional Needs: Identify those needs that must be met in order for the student to function effectively and achieve healthy psychological development.

Social Learning Needs: Identify the skills that a student needs to develop in order to be more effective in the social/emotional and academic areas.

System Needs: Identify those needs that are required for the school system to operate effectively-i.e. that the school be a safe place and the classrooms be able to provide effective learning environments.

Appendix C

PROACTIVE

Structure

All staff will be made aware of triggers at the next school staff meeting.

Jim will meet with the educational assistant (EA) at the beginning of the class to go over work and any change in routines.

The counsellor, with the support of the psychologist and assistance of the EA, will help Jim develop more effective ways of dealing with personal and intrapersonal problems.

The resource teacher will

- set up a group writing process for Jim and some other students to further develop writing skills
- assist the teacher in developing an effective cross-age tutoring program

Process

The psychologist will present information the team has regarding effective strategies for working with Jim.

The time spent in this activity will usually be short but the EA can:

- increase the time if Jim is too upset to be in the classroom
- involve others for help if needed

The counsellor will assist the EA in helping Jim clarify basic problem events. Jim can share this information at scheduled times (after lunch on even days). The counsellor will:

- assist Jim in the re-entry process, when he has lost privileges, by helping him develop more effective ways of handling problems
- assist in mediation when there are major conflicts with other students

The writing program, involving seven students, will be highly structured and focus on positive rewards and encouragement. The program will occur on odd days after recess.

The cross-age tutoring will be carefully structured with students trained on where and how to give tokens for success. There will be support for giving accurate positive feedback.

REACTIVE

Structure

A graduated re-entry plan will be developed for those situations where Jim must remove himself from a class or outdoor activity.

Alternative workspace will be provided in either the sick room or the resource room. When administrators are present, Jim will use the sick room or the resource room.

A structured re-entry to the lunchtime games will be offered under the direction of the physical education teacher. Jim will be given the chance to referee games at this time.

Process

The counsellor and EA will explain the plan to Jim, and the principal will give formal direction and answer any questions. The focus will be on Jim developing self-control.

Jim, together with the EA and resource teacher, will develop a positive workspace in these places and be shown where assignments will be placed. The goal is to have a positive, predictable place where he can reduce stressors.

The physical education teacher will approach Jim and, if he is agreeable, make arrangements for him to be at school twice a week during lunch hours. The program will be initially implemented for two weeks.

