



Behavior Intervention Plans

In many cases students enrolled at Chicago Education Project will have a Behavior Intervention Plan. This plan outlines specific proactive and reactive behavior management strategies that are not already embedded into the classroom management strategies being used by individual classroom teachers. Behaviors targeted for reduction include any behavior that is dangerous to the student, others or property, any behavior that limits the students' access to a wider range of reinforcers, and/or any behavior that interferes with skill acquisition.

Behavior plans proactively list a variety of replacement behaviors and other antecedent management strategies that would help increase the students' repertoire of skills making it possible for the student make better choices. Behavior plans also list reactive, or consequence management strategies, by function to make behaviors targeted for decrease irrelevant, inefficient, or ineffective.

Chicago Education Project favors proactive strategies such as expectation statements, replacement skill acquisition, communication training, discrimination training, etc. to teach students to make better choices before engaging maladaptive behaviors. When reactive strategies are necessary, Chicago Education Project chooses plans for which the scientific community has determined to be an effective strategy for that particular function and topography. Reactive strategies are also chosen in tandem with a proactive strategy to maximize the learning opportunity in each occurrence of maladaptive behavior. Reactive strategies can be found in their entirety in the Behavior Plans and Procedures manual.

Determination of Behavior Intervention Plan

The specific function for all behaviors targeted for decrease is determined for the individual student so that implemented strategies have a greater likelihood of succeeding with the least amount of modification. These plans are piloted in the classroom by Master's Level Board Certified Behavior Analysts before implementation information and training are disseminated to the classroom teacher and staff. Procedures in the pilot may include the following:

Minimally Restrictive Procedures

- **Non-exclusionary time-out** (five minutes or less): Following a behavior that is considered to be clinically undesirable, there is an interruption in the availability of ongoing reinforcement for the child without requiring that he or she leave the immediate environment. Thus, the child is not "excluded" from his or her surroundings.
- **Privilege restriction:** Staff takes away or withholds a privilege or activity in which the child was presently engaged or is scheduled to participate in at some future time. The privilege or activity is never a good or service to which the child is entitled as a basic human right (e.g., meals, clothing, companionship) or as a component of his/her IEP.
- **Response cost:** Following a behavior that is considered to be clinically undesirable, staff removes a secondary reinforcer (e.g., token, coin) that the child has earned or removes a secondary reinforcer that was given to the child at the start of an activity or time period.
- **Interruption/Response blocking:** Following a behavior that is considered to be clinically undesirable, staff stop the child from engaging in the behavior by blocking or physically preventing its completion.
- **Contingent effort** (five minutes or less): Following a behavior that is considered to be clinically undesirable, the child



is prompted to engage in *one* or more motor responses that require effort but are not resisted physically.

- **Corrective feedback/Social disapproval:** Following a behavior that is considered to be clinically undesirable, staff present a disapproving facial expression and a verbal statement such as, "No" or "Stop (description of the behavior)."

Mildly Restrictive Procedures

- **Exclusionary time-out** (15 minutes or less): Following a behavior that is considered to be clinically undesirable, there is an interruption in the availability of ongoing reinforcement for the child by requiring that he or she leave the immediate environment, for example, to sit outside of the classroom or to stand behind a partition in another area of the residence. Thus, the child is "excluded" from his or her surroundings.
- **Contingent effort** (15 minutes or less): Following a behavior that is considered to be undesirable, the child is prompted to engage in one or more motor responses that require effort.
- **Task requirement:** Following a behavior that is considered to be clinically undesirable, the child is requested or guided to complete a task that is unrelated to the ongoing activity.
- **Guided compliance:** Following a behavior that is considered to be clinically undesirable, the child is guided physically to engage in an alternative behavior. The alternative behavior is relevant to and does not interfere with ongoing instruction and learning.

Physical Interventions

- **Guided compliance** ("putting through"): Staff guide the child to engage in an ongoing appropriate behavior.
 - a. Example: Contingent on hitting staff during a laundry folding task, the child is guided to grasp a towel and fold it one time.
- **Escort:** Staff escort the child from one location to another.
 - a. Example: Contingent on hitting staff in the dining area, the child is escorted out of the dining area and into the hallway.
- **Hands down:** Staff grasp one or both hands of the child, guide the hand(s) to a stationary position, and maintain this position for a specified duration.
 - a. Example: Contingent on hitting staff during an instructional activity, the child's or adult's hands are held against the top of the table for a duration of 10 seconds.
- **Interruption/Response blocking:** Staff stop the child from engaging in a behavior by blocking and physically preventing its completion.
 - a. Example: Contingent on the child raising his or her hand to hit, staff grasp the individual's hand, stop forward motion, and then release the grasp.
- **Restitutive overcorrection:** Staff guide the child to restore, clean-up, or rearrange the environment
 - a. Example: Contingent on throwing food during a meal, the child is guided to wipe off the table top, pick up



food debris from the floor, and deposit soiled materials in the trash.

- **Positive practice overcorrection:** Staff guide the child to perform one or more appropriate alternatives to-the target behavior.
 - a. Example: Contingent on grabbing an object from a peer, the child is guided to return the object and to "practice" this behavior four more times.

- **Simple correction:** Staff guide the child to perform one corrective response.
 - a. Example: Contingent on tearing a napkin during a meal, the child is guided to pick up and retrieve another napkin.

- **Protective Holding Procedures:** Staff physically support the student using minimally invasive physical support or Crisis Prevention Institute approved holding procedures for children to keep the student or others safe. Any CPI approved intervention is accompanied by documentation that is provided to the parent with 1 school day of the incident.

- Example: Contingent on floor dropping, staff may physically support the student from behind to block from escaping his environment.