BEHAVIOR INTERVENTION PLAN

Student: High School Student
School: Any High School
Date Developed: 1/04/2011
Date Implemented: 1/05/2011
Grade: 11

Target Behavior/ Description of the Behavior:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Behavior Defined</th>
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<tbody>
<tr>
<td>Noncompliance</td>
<td>HSS will refuse to do what the adult has asked of him. In this instance, he refused to go to ISS. He has also refused to get off the bus and to participate in the AHSGE. He curses during these times.</td>
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Baseline Data Results: There have been five major instances of this behavior within the first five months of school. Several more minor instances have occurred, which have been ignored.

Hypothesis Statement (based on FBA): HSS will refuse to do what an adult has asked him to do in order to avoid going into a situation that makes him uncomfortable or to avoid participating in an undesirable activity.

Desired Replacement Behavior/Intervention Goal: HSS will follow the adult directive within 15 seconds without arguing or using profanity.

Positive Behavior Supports:
- Speak to HSS in a calm, respectful voice
- Allow HSS time to respond before repeating the request
- If HSS feels himself becoming angry or upset, allow him to excuse himself from the room to a designated cool down area (counselor’s office, resource room, school administrator’s office, other designated area). He will need a pass from the teacher with the date and time he is excused.
- Be consistent with rules, expectations.
- Call mom or EAMH if he becomes agitated
- Consider home-schooling on a temporary basis if he “cycles”.

Strategies to Teach New Behavior:
- HSS will receive small group or individual counseling on conflict resolution/anger management from the school counselor for a minimum of six weeks.
- Provide HSS with discreet or non-verbal cues when you first notice him about to lose control. He can also be called up to the teacher’s desk.
- Communicate with his mental health counselor/case manager for additional strategies to employ
on an as-needed basis.

Possible Reinforcers:
- Feedback to HSS on how he is doing
- Make good eye contact, smiles, other discreet positive non-verbal gestures

Consequences for Inappropriate Behavior:
- Block detention using resource room or ISS
- Saturday detention
- Reconvene IEP team if behavior is consistently disruptive to consider a change in LRE or to modify BIP.

How to Determine Effectiveness: Case manager will collect data from each of HSS’s teachers weekly on number of “major” non-compliant instances.

Signatures/dates: