### Behavior Intervention Plan for

<table>
<thead>
<tr>
<th><strong>Target Behavior:</strong></th>
<th><strong>Preventative Strategies:</strong></th>
<th><strong>Replacement Behavior:</strong></th>
<th><strong>Instructional Strategies:</strong></th>
<th><strong>Positive Consequences:</strong></th>
<th><strong>Negative Consequences:</strong></th>
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| Running Away         | - Foreshadowing and preplanning with student about upcoming activities  
- Opportunities to talk about anxiety, anger, and frustration she is feeling  
- Breaks | - Give pre-established cue or pass to staff, go to identified “safe” space  
- Use journal to write about frustrations, concerns etc.  
- Speak to trusted staff about concerns, frustrations etc. | - Social skills / anger management coaching  
- Develop system of passes and/or nonverbal cues between teachers & student to communicate need for break  
- Teach student ways to use journal effectively | - Earning of points that can be used for other tangible rewards  
- Phone call home to share positives with mother  
- Verbal praise & feedback  
- Opportunities for more choices & freedom w/in school setting | - Loss of points  
- Increased adult supervision during the next 2 days  
- Possible in-school suspension  
- Possible police involvement if leaves school grounds |
| Person Responsible:  | Any staff working with student | Person Responsible: Special education staff | Person Responsible: Special Ed. Teacher & General Ed. Teacher | Person Responsible: Case manager, principal, school crisis team |

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| Aggression Towards Others: Fighting with peers and aggression towards staff | - Breaks  
- Opportunities to talk about anxiety, anger, and frustration she is feeling  
- Separation of student from peers (seating arrangement etc.)  
- Minimize verbal interactions (staff & peer) | - Give pre-established cue or pass to staff, go to identified “safe” space  
- Use journal to write about frustrations, concerns etc.  
- Speak to trusted staff about concerns, frustrations etc.  
- Participation in adult facilitated mediation with student & specific peer | - Social skills / anger management coaching  
- Develop system of passes and/or nonverbal cues between teachers & student to communicate need for break  
- Instruction / coaching on how to participate in mediation process | - Earning of points that can be used for other tangible rewards  
- Phone call home to share positives with mother  
- Verbal praise & feedback  
- Opportunities for more choices & freedom w/in school setting | - Loss of points  
- Increased adult supervision during the next 2 days  
- Possible suspension (in-school / out-of-school depending on severity)  
- Possible police involvement if student remains highly dangerous & out-of-control |
| Person Responsible:  | Any staff working with student | Person Responsible: Special education staff | Person Responsible: Special Ed. Teacher & General Ed. Teacher | Person Responsible: Case manager, principal, school crisis team |

**Crisis Plan:**

Are crisis management procedures needed to insure the safety and de-escalation of the student’s behavior in emergency situations?  
[ ] Yes  [ ] No

If yes, describe procedures, including who will be responsible for the implementation of each step.
Crisis Procedures:
Remove all students to alternate location
Remove non-essential staff to alternate location
Call principal, case manager & crisis team from safe location / Do not attempt to move student or restrain student alone!
Team, including case manager & principal will determine immediate action based on situation
Team will intervene to ensure student’s & staff safety, restraint & seclusion only used as last resort & only by trained staff!
If student demonstrates in-control behavior for minimum of twenty minutes, student will go to resource room to debrief, then proceed with day in resource room
If student continues to escalate or remains out-of-control for 30 minutes, parent will be contacted to inform of situation & if student continues to be dangerous to self or others, police may be called to assist
Principal will make determination as to whether or not in-school or out-of-school suspension is warranted

Person(s) responsible:
Case manager, Principal, Crisis Team