## **Dothan City Schools Behavior Intervention Plan**

Student Name Sch		School Year	Plan Type (RTI / 504 / IEP)		
Problem Behaviors (inappropriate behaviors)		Replacement Behavior	,		
1. (mapping the first transfer to the first transfer transfer to the first transfer t	priate beliaviors,	1.	(What is expected of the stadent.)		
2.		2.			
3.		3.			
		·			
Methods of Teaching Replacement Behaviors					
·····		ch the desired behavior?	0.0		
Problem Behavior 1	Proble	em Behavior 2	Problem Behavior 3		
☐ Direct Instruction	☐ Direct Instru	ction	☐ Direct Instruction		
☐ Anger Management	☐ Anger Management		☐ Anger Management		
☐ Role Playing/Modeling	☐ Role Playing/Modeling		☐ Role Playing/Modeling		
☐ Decision-Making Lesson	☐ Decision-Making Lesson		☐ Decision-Making Lesson		
☐ Social Skills Training	☐ Social Skills Training		☐ Social Skills Training		
☐ Use of a mentor	☐ Use of a mentor		☐ Use of a mentor		
☐ Other	☐ Other		☐ Other		
		ons and Interventions			
		e student to help him/her suc			
		ementation of these accommo			
☐ Clear, concise directions	☐ Clear, concise		☐ Clear, concise directions		
☐ Frequent reminders/prompts	☐ Frequent reminders/prompts		☐ Frequent reminders/prompts		
☐ Frequent breaks/varied activities	☐ Frequent breaks/varied activities		☐ Frequent breaks/varied activities		
☐ Teacher/Staff proximity and	☐ Teacher/Staff proximity and		☐ Teacher/Staff proximity and		
☐ Private reprimand	☐ Private reprimand		☐ Private reprimand		
☐ Review rules and expectations	☐ Review rules and expectations		☐ Review rules and expectations		
☐ Provide a cooling-off period	☐ Provide a cooling-off period		☐ Provide a cooling-off period		
☐ Communicate regularly with parents	☐ Communicate regularly with parents		☐ Communicate regularly with parents		
☐ Avoid strong criticism	☐ Avoid strong criticism		☐ Avoid strong criticism		
☐ Preferential seating	☐ Preferential seating		☐ Preferential seating		
☐ Avoid power struggles	☐ Avoid power struggles		☐ Avoid power struggles		
☐ Provide a highly-structured setting	☐ Provide a highly-structured setting		☐ Provide a highly-structured setting		
and predictable, routine schedule	•	e, routine schedule	and predictable, routine schedule		
Other	Other	Assauring Dusaussa	□ Other		
Method of Measuring Progress  How will we know if it is working or not?					
☐ Behavior Chart	☐ Behavior Cha		☐ Behavior Chart		
☐ Weekly Report	☐ Weekly Repo		☐ Weekly Report		
☐ Daily Report	☐ Daily Report		☐ Daily Report		
☐ Check-In/Out Notes	☐ Check-In/Out Notes		☐ Check-In/Out Notes		
☐ Anecdotal Record	☐ Anecdotal Record		☐ Anecdotal Record		
□ Success Sheet	☐ Success Sheet		□ Success Sheet		
☐ Intervention Success Log	☐ Intervention Success Log		☐ Intervention Success Log		
☐ Other ☐ Other		~	□ Other		

Desitive Consequences for Annual vieto Debouieur				
Positive Consequences for Appropriate Behaviors  What can the student earn?				
☐ Verbal Praise/Immediate Feedback	☐ Verbal Praise/Immediate Feedback	☐ Verbal Praise/Immediate Feedback		
☐ Computer Time	☐ Computer Time	☐ Computer Time		
□ Earned Privileges	□ Earned Privileges	□ Earned Privileges		
☐ Earned Tokens/Points Toward	☐ Earned Tokens/Points Toward	☐ Earned Tokens/Points Toward		
Success Sheet	Success Sheet	Success Sheet		
☐ Positive Call/Note Home	☐ Positive Call/Note Home	☐ Positive Call/Note Home		
☐ Tangible Reward	☐ Tangible Reward	☐ Tangible Reward		
☐ Free Time	☐ Free Time	☐ Free Time		
☐ Positive Visit to the Principal	☐ Positive Visit to the Principal	☐ Positive Visit to the Principal		
☐ Other	☐ Other	☐ Other		
Consequences for Inappropriate Behavior:				
What happens if the student does not behave?				
☐ Escort to Another Area	☐ Escort to Another Area	☐ Escort to Another Area		
☐ In-School Suspension	☐ In-School Suspension	☐ In-School Suspension		
☐ Out-of-School Suspension	☐ Out-of-School Suspension	☐ Out-of-School Suspension		
☐ Phone Call Home	☐ Phone Call Home	☐ Phone Call Home		
☐ Work Detail	☐ Work Detail	☐ Work Detail		
☐ Time Out	☐ Time Out	☐ Time Out		
☐ Free Time	☐ Free Time	☐ Free Time		
☐ Loss of Privilege	☐ Loss of Privilege	☐ Loss of Privilege		
☐ Other	☐ Other	☐ Other		
Signatures of all Persons Responsible for the Development of the Behavior Intervention Plan				
Parent	LEA Representative	General Education Teacher		
Student	Person Who Can Interpret Data	Other		
ESS Teacher	Other	Other		

I participated in the meeting but do not agree with the plan \_\_\_\_\_

