Behavior Support Plan Summary Report for Student H

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SPED521: Positive Approaches to Behavior Management in Special Education

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Abstract

This report presents a comprehensive case study of the development, implementation, and evaluation of a Behavior Intervention Plan (BIP) for Student H, following a Functional Behavior Assessment (FBA). Student H demonstrated recurring behavioral patterns influenced by emotional dysregulation, attention-seeking, peer dynamics, and academic avoidance—particularly during math instruction. Interventions were selected and applied based on the behavioral functions identified through structured observation and contextual analysis. Despite challenges related to time constraints and the temporary role of the implementing teacher, the BIP demonstrated early signs of success and provided significant insights into behavior support strategies in an inclusive classroom setting. This report outlines the background, implementation strategies, outcomes, challenges, and future recommendations aimed at improving both academic engagement and emotional regulation for Student H.

Introduction

This report documents the full process of designing and partially implementing a Behavior Intervention Plan (BIP) for Student H, a student in an inclusive elementary classroom exhibiting persistent behaviors that interfered with learning and social participation. Following a significant behavioral incident on Valentine's Day, a Functional Behavior Assessment (FBA) was conducted to gather data on triggers, patterns, and functions of Student H's behaviors. The BIP that emerged from this assessment was shaped to support her social-emotional needs and to address academic engagement, especially during moments of high stress or transition such as the beginning of math instruction. The goals of the BIP were aligned with creating an inclusive and supportive classroom environment while ensuring Student H had access to strategies that helped her manage her emotions constructively (Sugai, Horner, & McIntyre, 2000).

Functional Behavior Assessment (FBA): Observations and Analysis

The FBA process began with a notable behavioral incident on Valentine's Day. During an afternoon class following a classroom party, Student H became disengaged when redirected by a peer, Student D. Rather than returning to her seat as requested, Student H withdrew, retreating to a corner and placing her head down. This moment reflected a recurring behavioral pattern and served as the catalyst for initiating the FBA (O'Neill, Horner, Albin, Storey, & Newton, 2015). Prior observations confirmed that Student H often exhibited avoidant behaviors when confronted with peer corrections or academic tasks perceived as difficult, particularly in math (Horner, Carr, & Haines, 1994).

Through repeated observations in the classroom, lunchroom, library, and during end-of-day transitions, three main behavioral functions were identified. The first was a strong desire for

adult attention; Student H often withdrew when she sensed disengagement or disapproval from the teacher. The second was a specific need for peer interaction, most notably with Student D, who seemed to play a key role in her emotional responses. The third function identified was academic avoidance. Student H frequently disengaged during math instruction, suggesting that academic demands triggered stress or a sense of overwhelm (Iwata, Dorsey, Slifer, Bauman, & Richman, 1994). These findings, while significant, were limited by time constraints and the inability to collect long-term baseline data due to delays in obtaining parental consent (O'Neill et al., 2015). Despite these limitations, the FBA provided a sufficient foundation for designing a behavior support plan centered on Student H's specific needs and context.

Behavior Intervention Plan (BIP): Development and Implementation

Following the insights gained from the FBA, a Behavior Intervention Plan was developed with function-based strategies targeting emotional regulation, peer interactions, and academic engagement. The interventions aimed to be realistic within a busy classroom, focusing on structured opportunities for Student H to self-regulate, strategies to reduce academic pressure during transitions, and methods for providing consistent but non-disruptive adult attention (Horner et al., 1994; Sailor, Dunlap, Sugai, & Horner, 2013).

One of the primary strategies involved allowing Student H time and space to calm down before being required to re-engage with academic tasks. Rather than forcing compliance immediately, the plan emphasized respectful and calm teacher interactions, allowing her to retain agency while gradually returning to the task at hand (Scott, Anderson, & Alter, 2005). A daily point card system was introduced to track behavioral data and implementation fidelity. The use of this structured tracking method helped to identify emerging patterns in engagement and to evaluate

the plan's effectiveness on a day-by-day basis (Simonsen, Fairbanks, Briesch, Sugai, & Myers, 2008).

Although the BIP was only partially implemented due to time and structural limitations, Student H showed modest but meaningful improvements. She began to engage more readily after periods of self-regulation, and the data reflected a slight upward trend in engagement. The point card system also proved beneficial in providing real-time feedback and guiding staff decisions around intervention adjustments (Sugai et al., 2000).

Strengths of the Implementation

Several components of the BIP implementation were particularly effective. The ability to observe Student H across multiple settings led to a more holistic understanding of her behavior, including the identification of consistent triggers such as peer interactions and specific academic subjects (Sailor et al., 2013). Collaborative planning and communication with classroom staff further enhanced the plan's effectiveness. The team maintained open dialogue around intervention techniques and classroom management alignment, which ensured consistency and improved Student H's response to the supports provided (Scott et al., 2005).

Student H responded positively to interventions that offered space and time for self-regulation. The decision to provide support without escalating the situation, such as calmly letting her know she could speak with the teacher when ready, was effective in preserving the classroom environment while attending to her needs. This respect for Student H's emotional experience proved to be a key strength of the BIP process (Horner et al., 1994).

Challenges and Limitations

Despite positive indicators, the BIP process was not without its challenges. The most significant obstacle was the limited timeframe for both assessment and implementation. The substitute status of the teacher leading the process, combined with delays in parent consent, reduced the amount of baseline data that could be collected (O'Neill et al., 2015). As a result, the initial design of the BIP may not have been as thoroughly informed as desired.

Another challenge was balancing Student H's individual needs with the demands of a classroom of 21 other students. Providing one-on-one attention often meant that the rest of the class had to function more independently, which was not always feasible. Peer involvement, particularly from Student D, also presented difficulties. While his involvement sometimes helped redirect Student H, at other times it escalated her withdrawal. These dynamics underscored the importance of carefully managing peer interactions within behavior plans (Sailor et al., 2013).

Additionally, the lack of involvement from specialists, such as special education staff or school counselors, limited the broader understanding of Student H's needs. More extensive collaboration with these professionals could have added depth to the interventions and helped address external or underlying issues contributing to the behavior (Simonsen et al., 2008).

Data-Driven Decision Making

Throughout the implementation period, data collection remained a central focus. The daily point card provided measurable insights into Student H's engagement and emotional regulation. By comparing point totals across days with varying levels of support, the team was able to identify trends and make timely adjustments. For instance, lower engagement on emotionally difficult days indicated a need for increased flexibility, while consistent upward trends suggested which strategies were effective (Horner et al., 1994; Scott et al., 2005).

This data-driven approach not only enhanced the precision of interventions but also supported staff communication. The ability to reference objective data helped align team members on progress and needs. Additionally, the visual graphs created using the Excel BIP tracking template allowed for clearer communication and documentation of behavioral progress over time (Simonsen et al., 2008).

Professional Reflection and Growth

This process offered a valuable opportunity for professional development and reflection. Engaging in the FBA and BIP processes underscored the importance of intentional observation, function-based intervention, and the need for flexibility in real classroom settings (Sugai et al., 2000). As a substitute teacher, the challenge of managing a full class while implementing individualized supports highlighted the necessity of strategic planning and the value of staff collaboration.

It also became clear that successful behavior interventions rely on early and active engagement with caregivers. The delays in consent limited the depth of assessment and implementation (O'Neill et al., 2015). Future practice would benefit from a more structured approach to securing parental buy-in at the earliest stages. Similarly, establishing a team that includes specialists would likely lead to more comprehensive and sustainable outcomes (Simonsen et al., 2008).

Recommendations for Future Practice

Several key recommendations have emerged from this experience. First, future FBA and BIP processes should allow for extended baseline data collection to ensure that interventions are well-targeted (Sailor et al., 2013). Second, securing parental involvement early in the process is

critical to timely and comprehensive planning (O'Neill et al., 2015). Third, collaboration with special educators, counselors, and related service providers should be prioritized to gain deeper insights and access a broader array of strategies. Lastly, interventions must be designed with built-in flexibility to account for daily variability in emotional regulation, particularly for students like Student H who display significant emotional sensitivity (Sugai et al., 2000).

Conclusion

The development and partial implementation of a Behavior Intervention Plan for Student H has provided a meaningful case study in the application of behavior analysis and support strategies within an inclusive educational setting. While limited in duration and scope, the plan revealed important insights into Student H's behavioral functions and provided evidence of progress when interventions were applied consistently. Despite structural challenges, the experience affirmed the value of data-informed, flexible, and collaborative approaches to behavioral support. Moving forward, continued refinement of the BIP, grounded in expanded data collection and team collaboration, will be essential in supporting Student H's academic and social-emotional success in the classroom (Horner et al., 1994; Sugai et al., 2000).

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