

Behavior Intervention Manual

Second Edition

Goals, Objectives, and Intervention Strategies

Samm N. House

© 2020 by Hawthorne Educational Services, Inc.

All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the
United States of America.
05/20



HAWTHORNE

**Educational Services, Inc.
800 Gray Oak Drive
Columbia, MO 65201
Phone: (573) 874-1710
Fax: (800) 442-9509
www.hawthorne-ed.com**

I. *Behavior Intervention Manual-Second Edition*

The *Behavior Intervention Manual-Second Edition (BIM-2)* is a compilation of goals, objectives, and intervention strategies for 261 behaviors grouped by categories. It is designed to respond to the most typical behavior problems exhibited by students in educational settings. The interventions are appropriate for any student engaging in the selected behaviors. The student need not be identified as behaviorally disordered/emotionally disturbed or disabled in anyway. The appropriateness of the interventions relates directly to the behavior problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and have been shown to contribute to student success in the educational environment. All interventions included have been found to be successful by administrators, teachers, paraprofessionals, counselors, parents, and other persons intent on helping students.

The interventions included in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., noise, movement, another student, etc.) which may stimulate problem behavior. Reactive interventions “teach” the student more appropriate ways to deal with his/her behavior. These strategies include increased self-control, problem-solving skills, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

Professional judgment should guide the choice of interventions for any particular student. The student’s age, gender, grade level, local community standards, and abilities are all to be considered in selecting appropriate intervention strategies.

For any behavior problem exhibited by students, it will be of value to assess the extent to

which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to problem behavior. As a first step in improving unsuccessful or inappropriate behavior, institutional variables that could be contributing factors should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student behavior problems should be identified and considered when choosing appropriate interventions to facilitate a student’s success. In order to not overlook any historical or contemporary determinants of behavior, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. The interventions have been found appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student increases the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves to creating continuity across all the educational settings in which the student functions.

II. Goals, Objectives, and Interventions

A. Academic Performance/Functional Academics

Behavior Number

1. Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently	12
2. Fails to perform tasks or assignments independently	15
3. Does not demonstrate the ability to follow a routine	19
4. Does not demonstrate appropriate behavior in an academic group setting	23
5. Is reluctant to attempt new assignments or tasks	26
6. Begins an assignment or activity before receiving or reading complete directions or instructions or fails to follow directions or instructions	29
7. Blurts out answers without being called on	34
8. Cheats	37
9. Does not complete assignments or tasks during the time provided	39
10. Does not complete assignments with at least minimal accuracy	45
11. Rushes through activities or assignments with little or no regard to accuracy, quality, or neatness	48
12. Does not complete assignments within a specified time period	53
13. Demonstrates difficulty or reluctance in beginning tasks	56
14. Does not follow directions, written or verbal, related to academic tasks	60
15. Does not remain on task for the required length of time	64
16. Fails to complete homework assignments and return them to school	70
17. Refuses or fails to complete class assignments or homework	75
18. Does not wait appropriately for assistance from an instructor	79
19. Performs classroom tests, quizzes, or tasks at a failing level	81
20. Performs daily academic tasks or homework at a failing level	83
21. Does not make the most appropriate decisions or choices based on information available and a consideration of probable outcomes	87
22. Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc.	91
23. Forgets	96
24. Has difficulty concentrating	98
25. Is overly critical of self in school-related performance, abilities, personal appearance, etc.	103
26. Does not make realistic decisions regarding the spending of money	105
27. Does not respond appropriately to redirection in academic situations	108
28. Responds too quickly and impulsively to questions about academic material	110

1 Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently

Goal:

1. The student will ask for assistance when appropriate.

Objectives:

1. The student will determine when assistance is required in ____ out of ____ trials.
2. The student will ask questions to obtain additional information during structured classroom activities in ____ out of ____ trials.
3. The student will ask questions to obtain additional information during everyday activities in ____ out of ____ trials.
4. The student will demonstrate the ability to determine if the answer he/she received to a question is adequate with ____% accuracy.
5. The student will demonstrate the ability to ask a question on ____ out of ____ trials.
6. The student will ask for assistance during structured classroom time ____ out of ____ trials.
7. The student will ask for assistance during everyday activities on ____ out of ____ trials.
8. The student will ask for assistance only when necessary when performing tasks on ____ out of ____ trials.

Interventions:

1. Reinforce the student for seeking assistance rather than remaining inactive: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, fist bump, smile, etc.).

2. Reinforce the student for performing assignments independently.

3. Speak to the student to explain (a) what he/she is doing wrong (e.g., sitting and waiting, doing nothing, etc.) and (b) what he/she should be doing (e.g., beginning an activity, asking for assistance if necessary, etc.).

- 4.** Establish classroom rules:
- Concentrate while working.
 - Work quietly.
 - Request assistance when needed.
 - Remain in your seat.
 - Finish task.
 - Meet task expectations.

Review rules often. Reinforce students for following the rules.

5. Reinforce those students in the classroom who find things to do, remain active, ask for assistance, etc.

6. Reinforce the student for seeking assistance when appropriate based on the number of times he/she can be successful. As the student demonstrates success, gradually increase the number of times required for reinforcement.

7. Write a contract with the student specifying what behavior is expected (e.g., seeking assistance when needed, etc.) and what reinforcement will be made available when the terms of the contract have been met.

8. Communicate with the parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for remaining active and seeking assistance at school.

9. Choose a peer to model seeking assistance when appropriate for the student.

10. Encourage the student to question any directions, explanations or instructions he/she does not understand.

11. Be a model for seeking assistance in the community (e.g., asking for directions, asking for help in a department store, etc.).

12. Offer the student assistance frequently throughout the day.