

Behavior Intervention Manual

Second Edition

Goals, Objectives, and Intervention Strategies

Samm N. House

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| Number | |
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| 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 |
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| 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 |

B. Emotional or Physical Well-Being

Behavior

Number

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| | | |
|-----|--|------|
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| 66. | Exhibits physical problems related to eating. | .207 |
| 67. | Exhibits unwarranted self-blame or self-criticism | .209 |
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| 71. | Has experienced weight gain. | .217 |
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Behavior

Number

| | | |
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| 90. | Refuses to share possessions or materials or allow others to participate | .268 |
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Behavior

Number

| | | |
|-----|--|------|
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| | | |
|------|---|------|
| 97. | Appears restless | .290 |
| 98. | Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc. | .294 |
| 99. | Moves about while seated | .297 |
| 100. | Engages in nervous habits | .301 |
| 101. | Exhibits off-task behaviors. | .304 |
| 102. | Does not function appropriately in the presence of verbal and physical stimuli in the classroom. | .307 |
| 103. | Handles objects excessively | .309 |
| 104. | Has a short attention span unless the topic or task is interesting to him/her. | .311 |
| 105. | Has accidents which are a result of impulsive or careless behavior | .313 |
| 106. | Is distracted by other activities in the classroom, other students, the teacher, etc. | .317 |
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| 108. | Moves about unnecessarily | .326 |

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Behavior Number

| | | |
|------|---|------|
| 109. | Does not demonstrate appropriate behavior in the presence of a substitute authority figure | .331 |
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| 112. | Verbally or physically threatens other students or teachers | .340 |
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| 115. | Continues to engage in a behavior when it is no longer appropriate | .348 |
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| 117. | Does not behave in a manner appropriate for the situation | .352 |
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| 122. | Lies, denies, exaggerates, distorts the truth | .365 |
| 123. | Is unpredictable in behavior | .367 |
| 124. | Ignores consequences of his/her behavior | .370 |
| 125. | Does not demonstrate appropriate behavior | .374 |
| 126. | Needs immediate rewards, reinforcement, or gratification to demonstrate appropriate behavior | .378 |
| 127. | Does not demonstrate the ability to control temper | .380 |
| 128. | Throws temper tantrums | .384 |
| 129. | Fails to comply with teachers or other school personnel | .387 |
| 130. | Is preoccupied (as demonstrated with words or pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school | .391 |
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| 132. | Engages in inappropriate behaviors while seated | .395 |

| | |
|---|-----|
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| 136. Has forced a sexual encounter with another student or teacher | 406 |
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| 138. Is easily angered, annoyed, or upset | 410 |
| 139. Makes derogatory or critical remarks about self or other people | 416 |
| 140. Makes inappropriate noises | 420 |
| 141. Makes excessive noise | 423 |
| 142. Makes inappropriate comments or unnecessary noises in the classroom | 424 |
| 143. Moves slowly | 428 |
| 144. Performs obsessive or compulsive behaviors | 430 |
| 145. Perseverates - does the same thing over and over | 432 |
| 146. Purposely hurts or injures animals | 434 |
| 147. Seeks excessive physical attention from others | 436 |

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Behavior

Number

| | |
|---|-----|
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| 150. Has difficulty expressing opinions, feelings, and/or emotions. | 446 |
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| 152. Does not respond appropriately to environmental social cues | 452 |
| 153. Responds inappropriately to praise or recognition from other students or teachers | 455 |
| 154. Makes derogatory comments or inappropriate gestures to other students or teachers. | 457 |
| 155. Makes inappropriate comments to teachers | 461 |
| 156. Does not use verbal skills to maintain positive relationships with others | 464 |
| 157. Does not carry on conversations with peers and adults | 466 |
| 158. Does not use communication skills to initiate positive interpersonal relationships with others | 468 |
| 159. Does not use communication skills to maintain positive interpersonal relationships with authority figures. | 470 |
| 160. Responds inappropriately to constructive criticism or comments from others | 472 |
| 161. Agitates and provokes peers to a level of verbal or physical assault | 475 |
| 162. Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact | 477 |
| 163. Physically hurts other students or teachers. | 479 |
| 164. Does not make and keep friends | 483 |
| 165. Bothers others who are trying to work, listen, etc. | 486 |
| 166. Does not demonstrate loyalty to friends and organized groups | 491 |
| 167. Does not demonstrate the ability to resolve conflict situations | 494 |
| 168. Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc. | 496 |
| 169. "Gets back" at others when he/she feels that someone has wronged him/her | 499 |
| 170. Is not accepted by other students. | 502 |

| | | |
|------|--|------|
| 171. | Makes inappropriate comments to other students | .505 |
| 172. | Makes unnecessary physical contact with others | .509 |
| 173. | Does not respond appropriately to friendly teasing | .511 |
| 174. | Does not respond appropriately to the feelings of others | .513 |
| 175. | Responds inappropriately to typical physical exchanges with peers | .515 |
| 176. | Tries to interact with other students but is not accepted by them due to his/her behavior. | .517 |

G. Listening

Behavior

Number

| | | |
|------|---|------|
| 177. | Does not attend successfully unless close to the source of sound | .520 |
| 178. | Does not direct attention or fails to maintain attention to important sounds in the immediate environment | .524 |
| 179. | Needs verbal questions and directions frequently repeated | .527 |
| 180. | Does not listen to or follow verbal directions | .532 |
| 181. | Does not listen to what other students are saying | .537 |
| 182. | Is unsuccessful in activities requiring listening | .540 |
| 183. | Requires eye contact to listen successfully | .545 |

H. Motivation

Behavior

Number

| | | |
|------|---|------|
| 184. | Does not demonstrate initiative in the absence of directions | .549 |
| 185. | Tries to avoid situations, assignments, responsibilities | .552 |
| 186. | Is not willing to try new leisure time activities | .555 |
| 187. | Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc. | .557 |
| 188. | Is not motivated by rewards | .559 |
| 189. | Is not persistent in seeking success | .560 |
| 190. | Is not willing to assume extra responsibilities, tasks, etc. | .563 |
| 191. | Sleeps during school time | .566 |

I. Organization

Behavior

Number

| | | |
|------|---|------|
| 192. | Does not take appropriate care of personal property. | .570 |
| 193. | Demonstrates confusion | .573 |
| 194. | Does not organize responsibilities | .575 |
| 195. | Does not prepare for assigned activities or daily routines | .578 |
| 196. | Fails to demonstrate organization | .583 |
| 197. | Fails to follow necessary steps in tasks | .586 |
| 198. | Fails to make appropriate use of study time | .588 |
| 199. | Is disorganized to the point of not having necessary materials, losing materials, failing to find materials, etc. | .593 |
| 200. | Does not make appropriate use of free time | .598 |
| 201. | Does not use time outside of class appropriately | .601 |

J. Personal Hygiene

Behavior

Number

| | | |
|------|---|------|
| 202. | Does not care for personal appearance. | .604 |
| 203. | Does not demonstrate appropriate grooming habits | .607 |
| 204. | Does not demonstrate appropriate hygiene | .609 |
| 205. | Does not demonstrate appropriate mealtime behavior. | .611 |
| 206. | Does not take care of toileting needs. | .613 |

K. Rules and Expectations

Behavior

Number

| | | |
|------|--|------|
| 207. | Absent or tardy without legitimate reason (i.e., unexcused). | .616 |
| 208. | Brings inappropriate or illegal materials to school | .619 |
| 209. | Does not come to or is not ready for an activity at the specified time. | .622 |
| 210. | Does not conform to the requirements of various situations. | .625 |
| 211. | Deliberately sets fires | .628 |
| 212. | Destroys school, teachers', or other students' property | .631 |
| 213. | Does not demonstrate appropriate care and handling of others' property | .634 |
| 214. | Does not demonstrate appropriate use of school-related materials | .637 |
| 215. | Is not honest | .640 |
| 216. | Is not truthful. | .644 |
| 217. | Does not consider the consequences of his/her behavior | .646 |
| 218. | Does not follow classroom rules. | .648 |
| 219. | Does not follow the rules of games | .650 |
| 220. | Does not follow rules | .654 |
| 221. | Does not play or work quietly | .657 |
| 222. | Does not stay in an assigned area for the specified time period | .660 |
| 223. | Steals or forcibly takes things from other students, teachers, the school building, etc. | .663 |
| 224. | Steals by deceit. | .666 |
| 225. | Has been arrested for breaking and entering into a house, building, or car | .670 |
| 226. | Leaves seat or assigned area without permission | .674 |
| 227. | Has used a weapon during a fight | .677 |
| 228. | Is not dependable. | .680 |
| 229. | Does not take care of personal property | .683 |
| 230. | Stays out at night despite parental prohibitions | .686 |
| 231. | Does not take responsibility for his/her own actions | .689 |
| 232. | Uses obscene or profane language | .691 |
| 233. | Does not use supplies or operate equipment and machinery safely | .695 |

L. Social Interaction

Behavior

Number

| | | |
|------|---|------|
| 234. | Does not participate in extracurricular activities. | .699 |
| 235. | Interrupts others | .702 |

| | | |
|------|--|------|
| 236. | Disturbs others | .705 |
| 237. | Does not interact appropriately with one other person. | .707 |
| 238. | Intrudes on others | .710 |
| 239. | Has little or no interaction with peers | .714 |
| 240. | Does not display the appropriate social interaction with strangers, acquaintances, close friends, family, etc.. | .717 |
| 241. | Has little or no interaction with teachers. | .720 |
| 242. | Does not adjust or has difficulty adjusting behavior to the expectations of different situations | .723 |
| 243. | Does not adjust behavior to the expectations of community situations | .728 |
| 244. | Does not adjust his/her behavior to the demands of the social situation. | .731 |
| 245. | Makes up excuses to avoid social situations or activities that are new or different for him/her | .734 |
| 246. | Does not interact appropriately with a peer(s) in nonacademic situations. | .736 |
| 247. | Does not demonstrate the ability to determine the appropriate duration of interaction for the situation. | .738 |
| 248. | Does not engage in a variety of leisure and recreational interests | .740 |
| 249. | Fails to demonstrate a sense of humor when appropriate | .743 |
| 250. | Does not find necessary locations in the community | .745 |
| 251. | Does not initiate activities appropriate for the situation | .747 |
| 252. | Does not respond appropriately to redirection in social situations | .750 |

M. Reciprocal Social Interactions & Communication

Behavior Number

| | | |
|------|---|------|
| 253. | Appears not to hear others' social initiations | .753 |
| 254. | Does not socially interact/reciprocate with others | .758 |
| 255. | Prefers to play alone | .766 |
| 256. | Remains fixated on personal topics of interest in conversation with others | .771 |
| 257. | Does not exhibit awareness of social "codes of conduct" or does not learn appropriate behavior from observing such behaviors | .775 |
| 258. | Does not realize how his/her actions affect others | .781 |
| 259. | Does not use other's emotional responses to guide behavior | .788 |
| 260. | Does not respond to others' communication initiations | .793 |
| 261. | Is unable to participate in conversational turn taking | .797 |

III. Appendix803

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.