

## **BIP Practice Case Study\***

Tommy Wright is a 13-year-old 7<sup>th</sup> grade student. He often makes detrimental statements in math class (e.g. “I’m too dumb to get this.” “I am going to fail, why do you even make me try.” “I’m stupid and can’t do math.”). Tommy is in general education classes for most of the day. He transitions from class to class with the other students. While the problem behavior is occurs in science and Career and Technology Education (CTE; wood working), it is particularly evident in Ms. Hamilton’s math class. Tommy sees the resource special education teacher, Mr. Smith, twice a week for 30 minutes to receive mathematics assistance. Mr. Smith also consults with the math teacher several times a week about how to support Tommy in the general education classroom.

The comments Tommy makes are usually said in isolation, or when he’s working by himself. Although he makes these statements, he does not demonstrate physical aggression towards teachers or peers. Ms. Hamilton shares with Mr. Smith that if she ignores the comments, Tommy will turn to students around him and engage them in a conversation about how he doesn’t belong in *real classes*. He tells them that he should be back in the *dummy classes*. Occasionally, Tommy will begin to tear up. When this happens, the other boys in class begin to laugh at him.

The team is unaware of any events outside of school that may be contributing to the problem. Tommy’s time in resource service was cut back in his IEP meeting last spring. At that time, he was receiving 45 minutes of pull-out service a day with a particular emphasis on math. The service was cut back because his achievement had progressed. The team decided, because he was now achieving at grade level, to provide Tommy with accommodations in the math general education classroom and provide resource room services two times a week.

### **As an IEP team, discuss what evidence you need to move forward.**

*How will you collect the data?*

*Where and when does the behavior occur and not occur?*

*What data collection tools will you use?*

*When, where, and who will collect which type of data?*

*Fill out an ABC chart, Event recording, and complete a student interview.*

### **Based on the information you and your team discover, use this information to develop a hypothesis.**

*Based on the information, what conclusions are you making about the antecedent, behavior, and consequence?*

*Based on the information, what conclusions are you making about the function of the behavior?*

\*Adapted from Center for Effective Collaboration and Practice

*What are the consequences when the behavior is observed? Are the consequences reinforcing the behavior?*

**Develop a hypothesis.**

*What is a possible replacement behavior that can serve the same function?*

**Develop a follow up plan.**

*What is your follow up plan for collecting data? (who, what type, where, and when)*

*Who will collect the data?*

*What type of data will be collected?*

*Where, which classes, will the student be observed?*

*When will the data be collected?*

**Write new IEP goals and objectives and make a plan.**

*What are the goals of the BIP?*

*How will it be implemented? In what setting? Who is the personnel?*

*What strategies or interventions may be needed?*