

Inclusive Incentives:

Incorporating School-wide Incentives

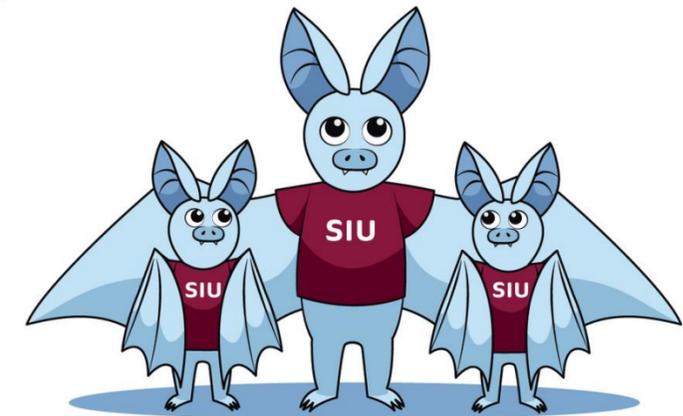
in Behavior Intervention Plans

Presenter:

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Agenda

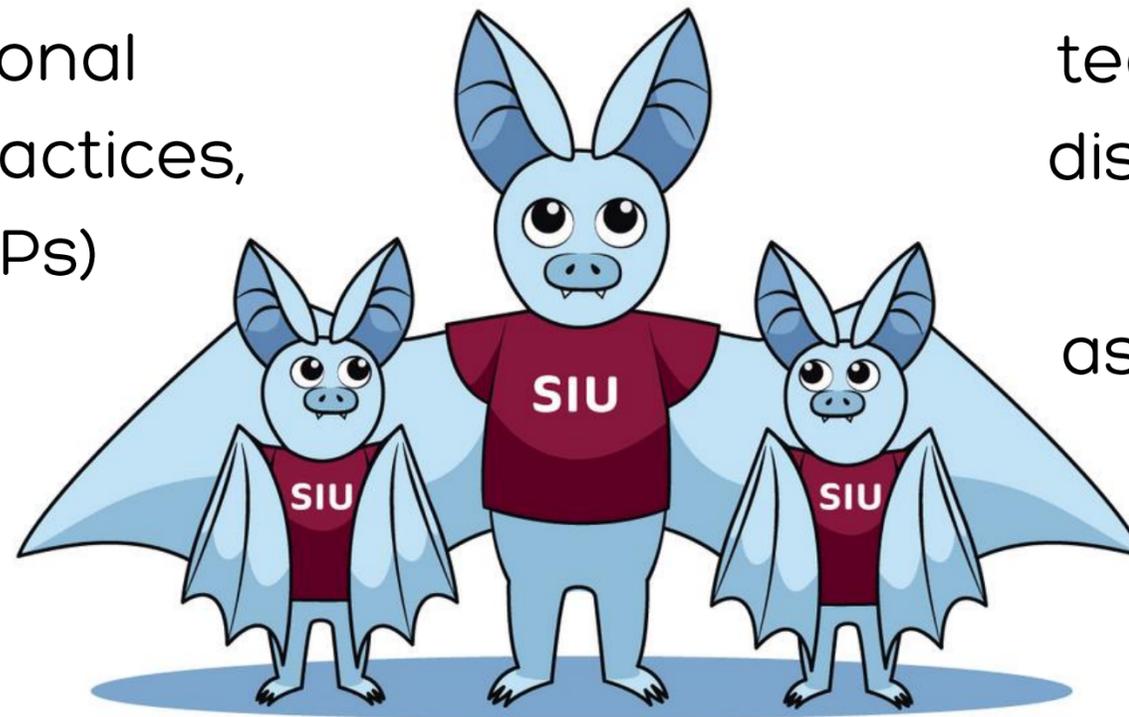
- Discuss ways students with BIPs can be consistently excluded from school-wide incentives.
- Discuss using school-wide incentives in the BIP.
- What do inclusive goals in a BIP look like?



Behavior Assessment Training (BAT) Project

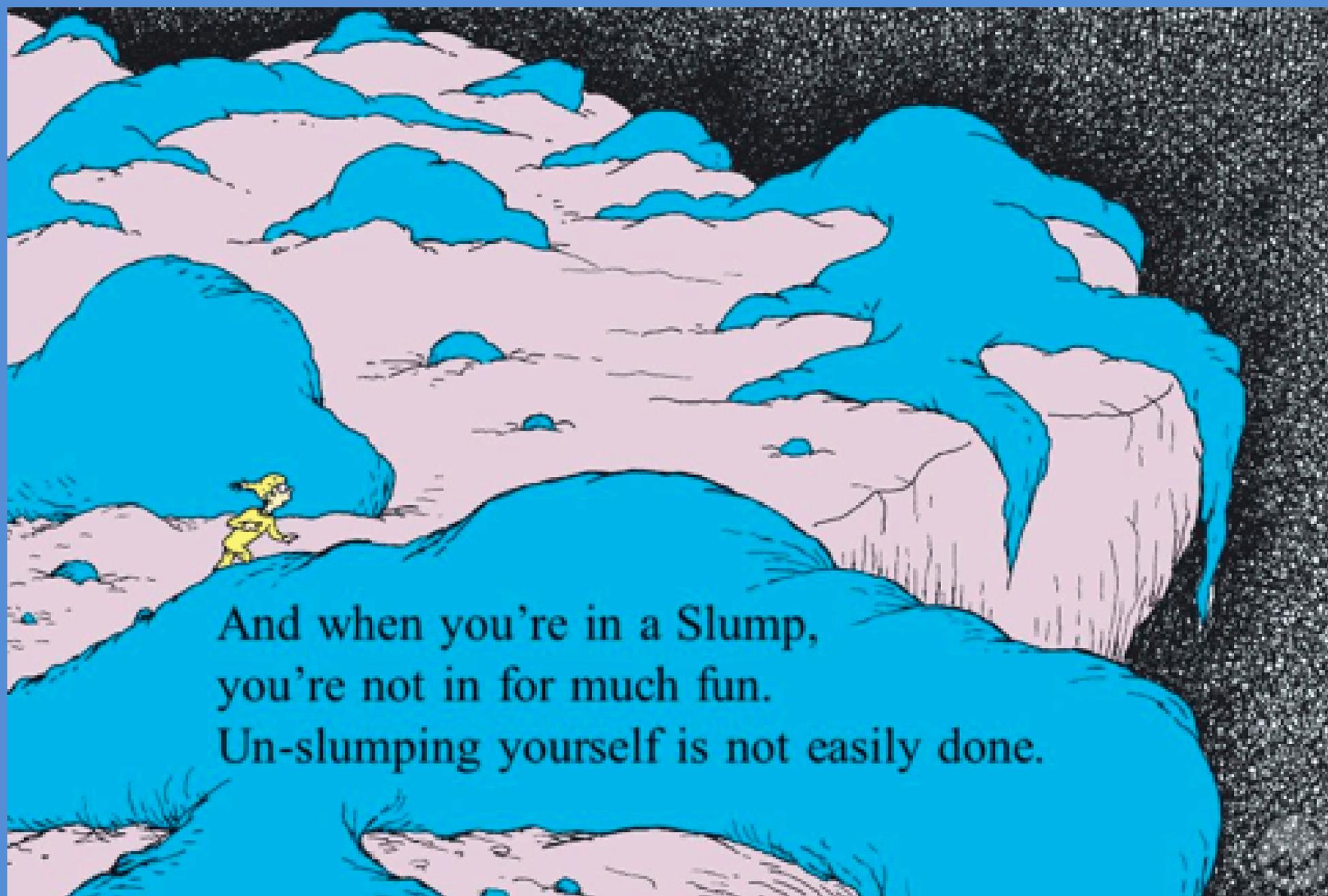
We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.

The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.



Excluding Students with BIPs from School-wide Incentives

- Have you ever received a list of “excluded” students for school-wide behavior incentives?
- Have you ever noticed any “frequent flyers” on these lists?
- Are your school’s “frequent flyers” often students with
BIPs?



Who are the “excluded” students?

Think about the “excluded” students on your school’s quarterly incentive list.

Who are these students?

Have they already received a consequence for a behavior that has excluded them from participation in the incentive?

How long ago was the consequence they received that excluded them from the incentive?

Who are the “excluded” students?

Have you seen a student become escalated when they find out that they are excluded from incentives?

Does the exclusion lead to escalation of behaviors addressed in the BIP?

~ Poll ~

Have you seen a student become escalated when they find out that they are excluded from incentives?

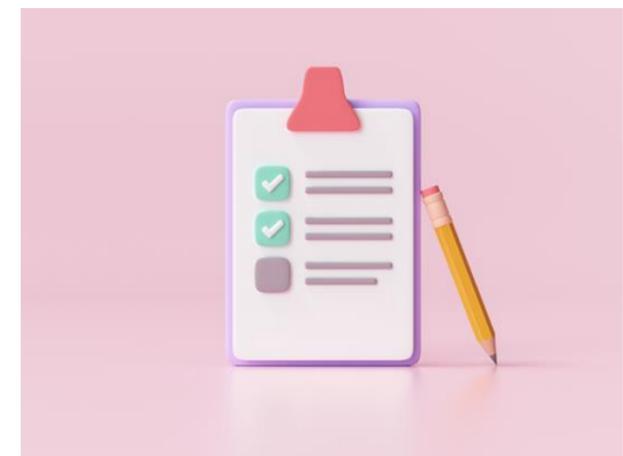
Yes / No



~ Poll ~

Have you ever seen an exclusion from an incentive activity lead to escalation of behaviors addressed in the BIP?

Yes / No



Who are the “excluded” students?





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**What if we
change our
mindset about
school-wide
incentives and
students with
Behavior
Intervention
Plans?**

Can we use School-wide Incentives to improve outcomes in Behavior Intervention Plans?



Achievable Goals for the Individual



Writing inclusive goals for students with Behavior Intervention Plans can help students avoid the “excluded” list for school-wide incentives.



What is an inclusive incentive goal?

An inclusive incentive goal provides a long-term goal as a motivator and/or reward that is measurable and achievable for the individual student to participate in the school-wide behavior incentive.

Progressive Goals

Short-range Goals - Reward Daily Progress



Out of the Box Thinking



Progressive Goals

Mid-Range Goals - Weekly Goals



Progressive Goals

Long-Range Goals - Monthly / Quarterly Incentives

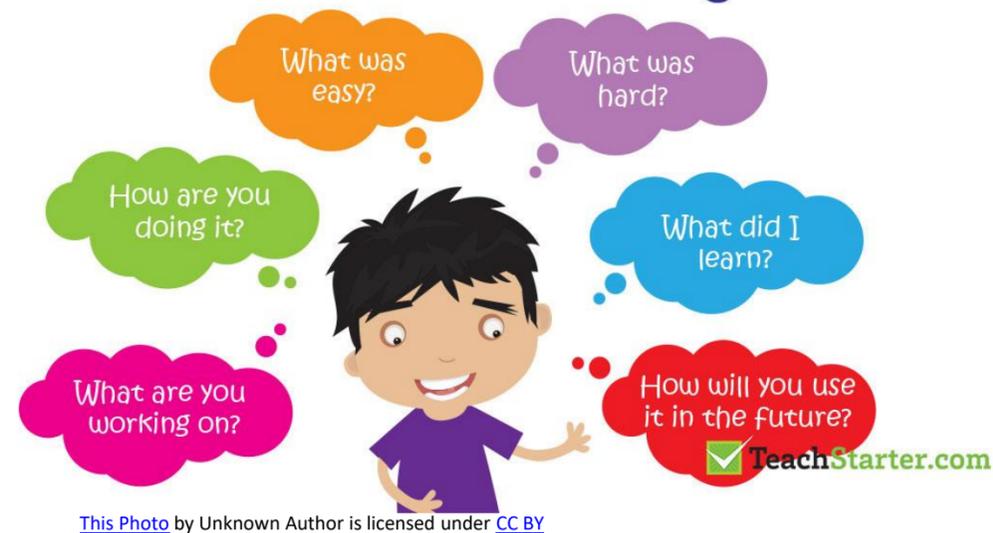


Reminders Along the Way



Reminders Along the Way

Reflective Thinking

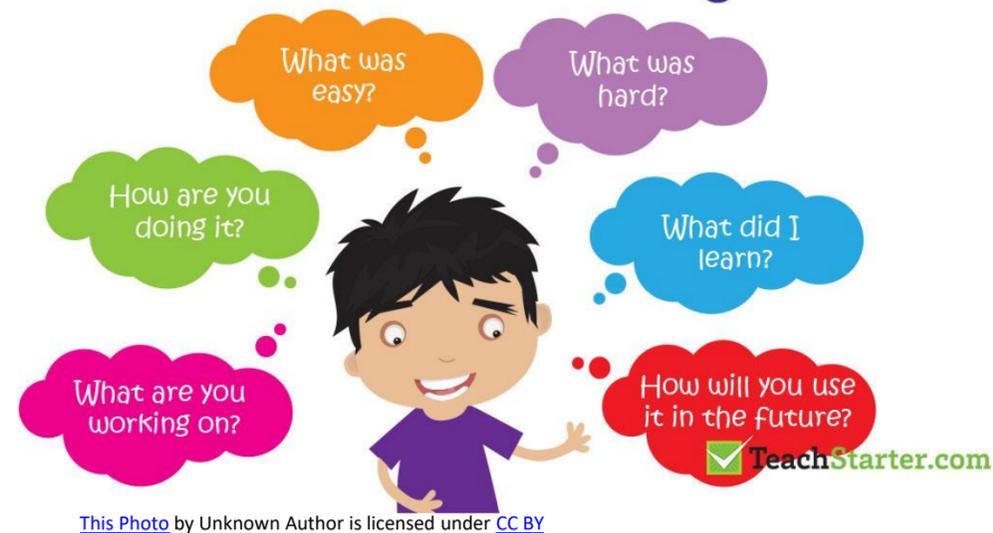


“Regular reflection helps students embrace mistakes as part of learning and recognize that reflecting on past experiences can improve future outcomes.”

Solomon, 2024

Reminders Along the Way

Reflective Thinking



Sample Positive Support Addition to Encourage Reflection:

“Weekly conference with (student) to reflect on weekly progress. Special Education Teacher will ask reflective thinking questions to address progress.”



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As you reflect on progress,
acknowledge and celebrate
the victories along the way!



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How do we develop short-range, mid-range, and long-range goals within the Behavior Intervention Plan?

Steps to Develop Short-Range and Long-Range Perception for Students

1. Use visuals

Allow student to help track their goals on the visual tool.



Steps to Develop Short-Range and Long-Range Perception for Students

- 2. Make a habit of discussing progress with students.

Morning check-ins
Afternoon check-outs
Resource check-ins



Steps to Develop Short-Range and Long-Range Perception for Students

3. Find opportunities throughout the day to encourage student progress. Remind them of how well they are doing in reaching their goals in both the Short-Range and Long-Range.



What do Inclusive Goals in a BIP look like?



Example Goal

Goal for Replacement Behavior language in the BIP -
"Chase will increase his use of appropriate coping strategies to refrain from verbal aggression toward peers and staff from an average of 50% to an average of 65% by December, 2024."

Connecting the Replacement Behavior Goal To the Motivators/Rewards of the BIP

Example

“Chase will choose 2-friends to participate in the quarterly incentive during lunch recess when he reaches his quarterly goal.”



Connecting the Replacement Behavior Goal To the Motivators/Rewards of the BIP

Motivators and rewards are individualized.
Let's reframe this section of the BIP to
prevent chronic exclusion from school-
wide incentives!



How can we connect the Replacement
Behavior Goal
to the Motivators/Rewards of the BIP?

Replacement Behaviors

Example:

“Cossette will use ‘box breathing’ technique when she becomes upset with a peer.”

Motivators & Rewards

Example of short-range motivator/reward:

“When Cossette uses the ‘box breathing’ technique when she becomes upset with a peer to decrease verbally aggressive incidents (percentage noted here) by the end of the week, she will earn a ‘free homework pass’ to use on one math assignment.”

Motivators & Rewards

Example of mid-range motivator/reward:

“When Cossette uses the ‘box breathing’ technique when she becomes upset with a peer to decrease verbally aggressive incidents (percentage noted here) by the end of November, she will choose between an interactive learning game or a card game with a peer from class during the last 10-minutes of resource class.”

Motivators & Rewards

Example of long-term motivator/reward:

“When Cossette uses the ‘box breathing’ technique when she becomes upset with a peer to decrease verbally aggressive incidents (percentage noted here) by the end of the first quarter, she will choose a friend to go to the quarterly incentive ‘dance party’ for twenty-minutes at the end of the day.”

Communication and Collaboration to Influence Student Progress



Who else is on your student's team?



Communicate Student Long-Term Goals to Other Staff and Parents



Collaborate with Staff and Parents to Encourage Student Progress



Let's Practice

10-minutes

Evie

Evie is a seventh grader diagnosed with ADHD and a recent diagnosis of anxiety disorder. Per teacher narrative, Evie is a quiet student who has difficulty engaging with other students. She falls asleep often, which leads to her falling behind in her classwork. Her grades have been dropping and, while she is not causing a disruption to instruction or exhibiting behaviors that harm herself or others, she has received office referrals 11-times in one month because of verbally aggressive language when she wakes up. She won't get up in class and is difficult to wake up after she falls asleep and tells staff to "f off" when they try to wake her up.

Let's Practice

10-minutes

“Blake”

“Blake” is a first grader whose BIP goal is reducing physical and verbal aggression toward peers. While he does well in your resource room, his outbursts can be explosive in nature and he has had three in-school suspensions in one month. He does not respond well to verbal praise, but does enjoy “Danny Go” videos. His recent percentages have been in the thirties and he has been falling behind in his academics.

Let's Practice

10-minutes

“Raelynn”

“Raelynn” is a freshman who has been diagnosed with anxiety. When she feels overwhelmed, she clears her desk of all materials, including her laptop, and sometimes dumps her desk over causing a disruption to the learning environment. She enjoys video games and has told you that she hopes to be a video game designer when she graduates.

Challenges





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Challenges





Questions



Resources

Solomon, C. (2024, December 23). *Fostering positive mindsets through reflection*. Medium.
<https://www.edutopia.org/article/build-growth-mindsets-classroom-reflection>

Please complete the exit survey.

More about the BAT Project



My contact information

