

BEHAVIOR INTERVENTION PLAN

Date(s):

Student's Full Name:		SSID:	
Date of Birth:		Grade:	
School:		Disability:	
Person(s) developing BIP:			

STUDENT INFORMATION

Guiding Questions	Student's strengths and/or preferences
1. What do the results of interviews, learning style inventories, reinforcement inventories; ILP, etc. tell you about the strengths, interest/s of the student?	
2. What does the student like to do or enjoy doing? What does the student like to talk about, read about, draw about, write about, play with?	
3. What are the student's learning preferences?	
4. Where, when, with whom is the student successful?	
5. Who are important people in the student's life in and out of school?	
6. Has anything happened at home that could impact the student in the school environment?	
7. What consequences (positive or negative) have worked to increase positive behavior (include length of time implemented)?	
8. What tangibles/rewards have been effectively used in the past to work with the student?	

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TARGET BEHAVIOR/BEHAVIOR OF CONCERN

Guiding Questions	Target Behavior/Behavior of concern
1. Define the target behavior/behavior of concern in measurable, observable, and objective terms.	
2. Under what circumstances is the behavior most likely/least likely to occur (e.g., changes in environment, availability of materials, time of day, clarity of expectations, interactions, type of activity/task, etc.)?	
3. What is the intensity level of the target behavior/behavior of concern?	
4. How often does the behavior occur?	
5. Where does the behavior occur (setting)?	
6. Where does the behavior <u>not</u> occur (setting)?	
7. What type of activity is the behavior more likely to occur (setting event)?	
8. Is there a pattern of what type of task the student is involved when the target behavior/behavior of concern occurs (content, level of difficulty for student [e.g., too difficult, too easy])?	

FUNCTION OF BEHAVIOR

Guiding Questions	Function of the Behavior
What is the function of the target behavior/behavior of concern?	<input type="checkbox"/> access or gain <input type="checkbox"/> escape or avoid

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REPLACEMENT BEHAVIOR

Guiding Questions	Replacement Behavior
Describe an acceptable behavior to replace the target behavior/behavior of concern. (Replacement behavior must meet the same function as the targeted behavior/behavior of concern.)	

NOTE: If the student has an IEP, ensure that there is an IEP goal connecting to this target behavior/behavior of concern.

INSTRUCTIONAL STRATEGIES FOR INCREASING APPROPRIATE BEHAVIOR

Guiding Questions	Structures/Supports Needed (Environment)
1. Does the student know what is expected of him/her throughout the day (e.g., schedules, agenda, and visual supports)?	
2. Is the physical structure of the classroom impacting behavior? What modifications (instructional/environmental) are needed?	
3. Are the daily instructional objectives and delivery of instruction appropriate for the student? Is the delivery of instruction at the student's instructional level or frustration level?	
4. Is the student's communication <i>system</i> (i.e., PECS, AAC, etc.) readily available and routinely used by the student and staff?	
5. What are the precorrection strategies and cues needed to remind the student not to exhibit target behavior?	

Monitored by: _____

SPECIFIC PLAN TO TEACH THE REPLACEMENT BEHAVIOR

Guiding Questions:				
1. What skills are needed for the student to demonstrate the replacement behavior (e.g., communication, anger management, self-management systems, social skills, conflict resolution, and generalization)?				
2. What direct instruction and practice opportunities are you providing to teach the replacement behavior?				
Who	Will teach what replacement behavior	Frequency	Instructional Minutes	Location

Monitored by: _____

Is social skills instruction documented in the IEP?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
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**REINFORCEMENT SYSTEM TO INCREASE REPLACEMENT BEHAVIOR AND
DECREASE THE TARGET BEHAVIOR/BEHAVIOR OF CONCERN:**

Guiding Questions	Reinforcement System Needed
1. What student reinforcement preference assessment, inventory, or interview was used and what were the results?	
2. What type of reinforcer (e.g., praise peer attention, adult attention tangibles) will be used?	
3. Does the reinforcer meet the needs of the student and match the function of the behavior?	
4. What type of delivery system will be used (e.g., token, points, tickets, stickers, sticks, money)?	
5. How often and by what criteria will the reinforcement be delivered (e.g., procedure, schedule)?	
6. What fading procedures will be used?	

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REACTIVE STRATEGIES TO USE WHEN TARGET BEHAVIORS OCCUR

Guiding Questions	Reactive Strategies
1. What correction procedures and/or consequences will be used when target behavior occurs?	
2. What feedback will be provided to remind the student to use replacement behavior?	
3. Is there a need for a Crisis Plan?	<input type="checkbox"/> NO <input type="checkbox"/> YES. Attach a copy of the plan.
4. Are there health concerns to be considered when implementing the crisis plan?	<input type="checkbox"/> NO <input type="checkbox"/> YES. Attach a copy of the plan.
5. What type of reflective instructional correction strategies will be used when the target behavior occurs?	

Implementers: _____

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COMMUNICATION PROVISIONS

Attach documentation to be used (e.g., daily checklist, point sheet, parent-o-gram, weekly note).

Guiding Questions	Communication Provisions
1. How will regular communication among staff take place to evaluate, and/or revise, including frequency?	
2. How will parents be consistently informed of progress?	
3. How will the student consistently be informed of progress?	

Monitored by: _____
Title Only

Target Behavior/ Behavior of concern:

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MONITORING OF BEHAVIOR IMPROVEMENT PLAN

Data:

Establish the baseline data for the target behavior/behavior of concern.

Maintain daily/weekly data and document on this graph or see attachment.

See Attached.

Staff member responsible for collecting and maintaining data:

Baseline

Progress Reports

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PROGRESS ANALYSIS

Based on the ongoing progress data above and attached summary data (e.g., graphs, behavior incidence log summaries, and/or data collection sheet scores), answer the following questions:

Review Dates:						
1. Is the problem behavior decreasing in frequency and intensity?						
2. Is the student using the replacement behavior regularly?						
3. Has the student generalized the use of the new behavior to various settings?						
4. Are there other positive effects (e.g., better grades, improved self-esteem, less stress)?						

If the instructional strategies and/or the reactive strategies on the Behavior Intervention Plan are not effective, revise or develop new strategies

BEHAVIOR INTERVENTION PLAN SUMMARY

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Person(s) developing BIP:			

<p>Target Behavior/Behavior of Concern 1:</p> <p>Replacement Behavior:</p> <p>Strategies to implement:</p> <p style="padding-left: 20px;">When Replacement behavior occurs:</p> <p style="padding-left: 20px;">When Problem behavior occurs:</p> <p>Data to collect:</p>	<p>Function of Behavior:</p>
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<p>Target Behavior/Behavior of Concern 2:</p> <p>Replacement Behavior:</p> <p>Strategies to implement:</p> <p style="padding-left: 20px;">When Replacement behavior occurs:</p> <p style="padding-left: 20px;">When Problem behavior occurs:</p> <p>Data to collect:</p>	<p>Function of Behavior:</p>
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<p>Target Behavior/Behavior of Concern 3:</p> <p>Replacement Behavior:</p> <p>Strategies to implement:</p> <p style="padding-left: 20px;">When Replacement behavior occurs:</p> <p style="padding-left: 20px;">When Problem behavior occurs:</p> <p>Data to collect:</p>	<p>Function of Behavior:</p>
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<u>Additional Considerations</u>
<p>Instructional Strategies to support success:</p> <p>Crisis plan:</p> <p>Person(s) to communicate progress to:</p> <p>Date(s) to review BIP:</p>