**BEHAVIORAL INTERVENTION PLAN (BIP)**

**STUDENT BACKGROUND INFORMATION**

|  |  |
| --- | --- |
| **Name:** Click here to enter text. | **Date of BIP:** Click here to enter a date.**Date of Revision:** Click here to enter a date. |
| **DOB:** Click here to enter a date. | **Age:** Click here to enter text. |
| **School:** Choose an item. | **Grade:** Choose an item. |
| **504 Plan:** [ ]  **Yes** [ ]  **No****Special Education:**  | **Disability (if applicable):** Choose an item.**If “Other,” please specify:** Click here to enter text. |
| [ ]  **Yes, currently has an IEP**[ ]  **No, does not have an IEP**[ ]  **In process, Special Education Referral initiated:** Click here to enter a date. |

**Current Placement:** [ ]  **General education**

[ ]  **General education plus pull out Special Education services**

[ ]  **Self-contained Special Education class**

[ ]  **Nonpublic**

**TO BE COMPLETED BY THE TEAM:** Using the Functional Behavior Assessment (FBA), develop appropriate behavioral goals, interventions to prevent and respond to the problem behavior, and strategies to teach replacement or alternative behavior. This plan **must** address the function or purpose of the student’s behavior and incorporate input from the student and parent(s)/guardian(s).

**BEHAVIOR 1:**

**SUMMARY STATEMENT** (taken directly from the FBA)

Behaviors identified must be observable and measurable.

**The student is likely to (*Behavior 1*):** Click here to enter text.

**When (*trigger events*):** Click here to enter text.

**In order to (*function/purpose*):** Click here to enter text.

**This is more likely to occur (*influencing conditions*):** Click here to enter text.

**PREVENTION STRATEGIES**

Based on the functions/purposes of the behavior identified in the FBA process, what can be done to support the student and meet these needs before the problem behavior occurs (e.g. seating, schedule changes, reinforcement of appropriate behavior, etc.)?

Check the purposes (taken directly from the FBA) served by the problem behavior. **Then list prevention strategies that allow the student to obtain the same purpose in a more desirable/acceptable manner.**

|  |  |
| --- | --- |
| **Obtain/Gain** | **Prevention Strategy** |
|[ ]  **Adult Attention** |  |
|[ ]  **Peer Attention** |  |
|[ ]  **Access to/use an activity, object, event:**Click here to enter text. |  |
|[ ]  **Sensory input:** Click here to enter text. |  |
|[ ]  **Other:** Click here to enter text. |  |

|  |  |
| --- | --- |
| **Avoid or Escape** | **Prevention Strategy** |
|[ ]  **Adult Attention** |  |
|[ ]  **Peer Attention** |  |
|[ ]  **Participating in/using an activity, object, event:**Click here to enter text. |  |
|[ ]  **Sensory input:** Click here to enter text. |  |
|[ ]  **Other:** Click here to enter text. |  |

**TEACHING STRATEGIES**

Identify the methods for teaching the student alternative/replacement behavior to use instead of the problem behavior. These include prompts, supports, verbal and nonverbal instructions, reinforcement schedule for using the alternative/replacement behavior, etc.

Click here to enter text.

**RESPONSE STRATEGIES**

When the problem behavior occurs, what ways will staff and students be expected to respond to minimize the reinforcing value of the behavior? Provide a step-by-step list of strategies to address the problem behavior, from least intrusive to most intrusive.

Click here to enter text.

**DATA COLLECTION**

Identify HOW data will be collected.

|  |  |  |
| --- | --- | --- |
| **Current Rate** | **4-6 Week Goal** | **Long Term Goal** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
|[ ]  **Frequency data** Click here to enter text. |
|[ ]  **Interval/class recording** Click here to enter text. |
|[ ]  **Time sampling** Click here to enter text. |
|[ ]  **Permanent products (e.g., behavior chart, work sample)** Click here to enter text. |
|[ ]  **Other:** Click here to enter text. |
|[ ]  **Other:** Click here to enter text. |
| **By Whom:** Click here to enter text. |
| **When :** Click here to enter text. |
| **How Often:** Click here to enter text. |

**BEHAVIOR 2:**

**SUMMARY STATEMENT** (taken directly from the FBA)

Behaviors identified must be observable and measurable.

**The student is likely to (*Behavior 2*):** Click here to enter text.

**When (*trigger events*):** Click here to enter text.

**In order to (*function/purpose*):** Click here to enter text.

**This is more likely to occur (*influencing conditions*):** Click here to enter text.

**PREVENTION STRATEGIES**

Based on the functions/purposes of the behavior identified in the FBA process, what can be done to support the student and meet these needs before the problem behavior occurs (e.g. seating, schedule changes, reinforcement of appropriate behavior, etc.)?

Check the purposes (taken directly from the FBA) served by the problem behavior. **Then list prevention strategies that allow the student to obtain the same purpose in a more desirable/acceptable manner.**

|  |  |
| --- | --- |
| **Obtain/Gain** | **Prevention Strategy** |
|[ ]  **Adult Attention** |  |
|[ ]  **Peer Attention** |  |
|[ ]  **Access to/use an activity, object, event:**Click here to enter text. |  |
|[ ]  **Sensory input:** Click here to enter text. |  |
|[ ]  **Other:** Click here to enter text. |  |

|  |  |
| --- | --- |
| **Avoid or Escape** | **Prevention Strategy** |
|[ ]  **Adult Attention** |  |
|[ ]  **Peer Attention** |  |
|[ ]  **Participating in/using an activity, object, event:**Click here to enter text. |  |
|[ ]  **Sensory input:** Click here to enter text. |  |
|[ ]  **Other:** Click here to enter text. |  |

**TEACHING STRATEGIES**

Identify the methods for teaching the student alternative/replacement behavior to use instead of the problem behavior. These include prompts, supports, verbal and nonverbal instructions, reinforcement schedule for using the alternative/replacement behavior, etc.

Click here to enter text.

**RESPONSE STRATEGIES**

When the problem behavior occurs, what ways will staff and students be expected to respond to minimize the reinforcing value of the behavior? Provide a step-by-step list of strategies to address the problem behavior, from least intrusive to most intrusive.

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**DATA COLLECTION**

Identify HOW data will be collected.

|  |  |  |
| --- | --- | --- |
| **Current Rate** | **4-6 Week Goal** | **Long Term Goal** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
|[ ]  **Frequency data** Click here to enter text. |
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|[ ]  **Other:** Click here to enter text. |
|[ ]  **Other:** Click here to enter text. |
| **By Whom:** Click here to enter text. |
| **When :** Click here to enter text. |
| **How Often:** Click here to enter text. |

**BEHAVIOR 3:**

**SUMMARY STATEMENT** (taken directly from the FBA)

Behaviors identified must be observable and measurable.

**The student is likely to (*Behavior 3*):** Click here to enter text.

**When (*trigger events*):** Click here to enter text.

**In order to (*function/purpose*):** Click here to enter text.

**This is more likely to occur (*influencing conditions*):** Click here to enter text.

**PREVENTION STRATEGIES**

Based on the functions/purposes of the behavior identified in the FBA process, what can be done to support the student and meet these needs before the problem behavior occurs (e.g. seating, schedule changes, reinforcement of appropriate behavior, etc.)?

Check the purposes (taken directly from the FBA) served by the problem behavior. **Then list prevention strategies that allow the student to obtain the same purpose in a more desirable/acceptable manner.**

|  |  |
| --- | --- |
| **Obtain/Gain** | **Prevention Strategy** |
|[ ]  **Adult Attention** |  |
|[ ]  **Peer Attention** |  |
|[ ]  **Access to/use an activity, object, event:**Click here to enter text. |  |
|[ ]  **Sensory input:** Click here to enter text. |  |
|[ ]  **Other:** Click here to enter text. |  |

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| **Avoid or Escape** | **Prevention Strategy** |
|[ ]  **Adult Attention** |  |
|[ ]  **Peer Attention** |  |
|[ ]  **Participating in/using an activity, object, event:**Click here to enter text. |  |
|[ ]  **Sensory input:** Click here to enter text. |  |
|[ ]  **Other:** Click here to enter text. |  |

**TEACHING STRATEGIES**

Identify the methods for teaching the student alternative/replacement behavior to use instead of the problem behavior. These include prompts, supports, verbal and nonverbal instructions, reinforcement schedule for using the alternative/replacement behavior, etc.

Click here to enter text.

**RESPONSE STRATEGIES**

When the problem behavior occurs, what ways will staff and students be expected to respond to minimize the reinforcing value of the behavior? Provide a step-by-step list of strategies to address the problem behavior, from least intrusive to most intrusive.

Click here to enter text.

**DATA COLLECTION**

Identify HOW data will be collected.

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| **Current Rate** | **4-6 Week Goal** | **Long Term Goal** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
|[ ]  **Frequency data** Click here to enter text. |
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|[ ]  **Other:** Click here to enter text. |
| **By Whom:** Click here to enter text. |
| **When :** Click here to enter text. |
| **How Often:** Click here to enter text. |

**IMPLEMENTATION AND EVALUATION**

1. What **Supports** do STAFF need in order to implement the BIP? (e.g., training, materials)

Click here to enter text.

1. List staff member (by position/title) of WHO is responsible for:

Implementing the BIP: Click here to enter text.

Monitoring Progress: Click here to enter text.

Developing Progress Reports: Click here to enter text.

1. How will the student’s **parent(s)/guardian(s)** be involved?

Click here to enter text.

1. Date for review and evaluation of the effectiveness of the BIP: Click here to enter a date.

**Additional Notes:**

Click here to enter text.

**TEAM members contributing to this Behavioral Intervention Plan (BIP)**

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| Name | Title  | Signature |
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