Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student Name_____   Date of Birth _____   IEP Date: _____

This BIP attaches to   ☐ IEP   Date __/__/_____
                         ☐ 504 plan   Date __/__/_____
                         ☐ Team Meeting   Date __/__/_____

Today's Date __/__/_____   Next Review Date __/__/_____

1.   The behavior impeding learning is (describe what it looks like)
     _____

2.   It impedes learning because
     _____

3.   The need for a Behavior Support Plan ☐early stage intervention ☐moderate ☐serious ☐extreme

4.   Frequency or intensity or duration of behavior
     _____

     ☐ Reported by_____   and/or   ☐ Observed by _____

PREVENTION - PART I - ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observations and Analysis

5.   What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)
     _____

6.   What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)
     _____

Intervention

Remove student's need to use the problem behavior

7.   What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (*Changes in Time/Space/Materials/Interactions to remove likelihood of behavior*)
     _____

     Who will
     establish?_____
     Who will
     monitor?_____
     Frequency?_____

ALTERNATIVES - PART II - FUNCTIONAL FACTORS AND NEW BEHAVIOR TO TEACH AND SUPPORT

Observations and Analysis

8. Team believes the behavior occurs because (Function of behavior in terms of getting, protest, or avoiding something)

Accept a replacement behavior that meets same need

9. What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)
_____

10. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)
_____

    Who will establish?_____

    Who will monitor?_____

    Frequency?_____

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?
_____

    Selection of reinforcer based on _____
    ☐ reinforcer for using replacement behavior   ☐ reinforcer for general increase in positive behaviors

    By whom?_____
    Frequency?_____

EFFECTIVE REACTION - PART III - REACTIVE STRATEGIES

12. What strategies will be employed if the problem behavior occurs again?

    1. Prompt student to switch to the replacement behavior
        _____

    2. Describe how staff should handle the problem behavior if it occurs again
        _____

    3. Positive discussion with student after behavior ends
        _____

    Optional:

    4. Any necessary further classroom or school consequences
        _____

        Personnel?
        _____

OUTCOME - PART IV - BEHAVIORAL GOALS

13.   Required Functionally Equivalent Replacement Behavior (FERB) Goal

By when _____

Who _____

Will do X behavior _____

For the purpose of y_____

Under what conditional conditions _____

At what level of proficiency _____

As measured by whom and how _____

Option 1 Increase General Positive or Decrease Problem Behavior

By when _____

Who _____

Will do what, or will NOT do what _____

At what level of proficiency _____

Under what conditions _____

Measured by whom and how _____

Option 2 Increase General Positive or Decrease Problem Behavior

By when _____

Who _____

Will do what, or will NOT do what _____

At what level of proficiency _____

Under what conditions _____

Measured by whom and how _____

The above behavioral goal(s) are to

☐ Increase use of replacement behavior and may also include

☐ Reduce frequency of problem behavior

☐ Develop new general skills that remove student's need to use the problem behavior

OBSERVATION AND ANALYSIS CONCLUSION

Are curriculum accommodations or modifications also necessary? Where described: _____ ☐ yes ☐ no

Are environmental supports/changes necessary? ☐ yes ☐ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ☐ yes ☐ no

Are both teaching of new replacement behavior AND reinforcement needed? ☐ yes ☐ no

This BIP to be coordinated with other agency's service plans? ☐ yes ☐ no

Person responsible for contact between agencies _____ ☐ yes ☐ no

COMMUNICATION - PART V - COMMUNICATION PROVISIONS

14. Manner and content of communication

1. Who? _____

2. Under what condition(s) (Contingent? Continuous?) _____

3. Delivery Manner _____

4. Expected Frequency? _____

5. Content? _____

6. How will this be two-way communication _____

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2. Under what condition(s) (Contingent? Continuous?) _____

3. Delivery Manner _____

4. Expected Frequency? _____

5. Content? _____

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2. Under what condition(s) (Contingent? Continuous?) _____

3. Delivery Manner _____

4. Expected Frequency? _____

5. Content? _____

6. How will this be two-way communication _____

PARTICIPATION - PART VI - PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student _____

☐ Parent/Guardian _____

☐ Parent/Guardian _____

☐ Educator and Title _____

☐ Educator and Title _____

☐ Educator and Title _____

☐ Administrator _____

☐ Other _____

☐ Other _____