

CONFIDENTIAL
Behavioral Intervention Plan for NAME
Last updated: DATE

A. Student Strengths

What are the student's positive qualities and skills? What does the student do well, both behaviorally and academically? Interests and talents? Family and/or social supports? Co-curricular involvement and activities? Etc.

B. Target Problem Behaviors

Specifically describe the most significant problem behaviors, and how these behaviors interfere with student progress or classroom functioning.

- 1.
- 2.

C. Identified Functions of Problem Behavior (from FBA)

Identify and describe the function of student's interfering or problem behaviors, as noted in Functional Behavioral Assessment.

- Escape and avoidance?
- Attention?
- Sensory stimulation/communication?
- Power and control?

D. Background Information

Relevant psychosocial information impacting student's behavioral and academic performance. Previous preventative and intervention strategies used?

E. Prosocial Replacement Behaviors

Define and describe the replacement behaviors that will represent prosocial alternatives to the student's targeted problem behaviors, while still meeting the student's need(s) implied by the problem behavior (as described in the FBA).

- 1.

F. Goals

Statement of 2-3 specifically defined, measurable behavioral goals, which are aligned with the student's IEP goals (if applicable), and with data collection measures. Include descriptions of what behavioral changes are expected, and what progress does and does not look like for each behavior.

- 1.

G. Team Interventions

Describe what measures, steps, resources, and responses staff will utilize to support student's behavioral progress and goal attainment. Include preventative strategies (environmental and/or proactive accommodations) that will promote student's replacement behaviors and decrease the student's targeted problem behaviors. Specifically describe, in a Student Behavior → Staff Response format, potential student behaviors (both replacement and problematic) and staff's prescribed response (words and actions) to each. Staff responses should be formulated and listed in order of least to most restrictive.

Example:

IF (Student's Behavior)...	... THEN (Staff Response)
Transitions with peers to his designated location appropriately...	...Give token and specific verbal praise
Refuses to transition with peers when instructed...	...Use planned ignoring until peers leave. Provide verbal re-direction, giving 2 choices. Allow 5 minutes for student to comply with transition instruction.

H. Data Collection and Progress Monitoring

Identify specific data collection procedures, criteria, and forms that will be used to track student's behavioral progress. Specify timeline and persons(s) responsible for data collection, review, and analysis. Include schedule for team review of student's progress and formative evaluation of BIP.

Examples:

- Data collection form (to align with BIP and IEP goals)
- Time-out or Safe Room log
- Token reinforcement/reward log
- Communication(s) with student's parents (i.e. notes or emails to home)
- Narrative or qualitative data describing student's behaviors or other significant incidents that do not directly relate to student's targeted problem behaviors. May include date, time, antecedent, behavior, staff intervention, student response/outcome, and duration. This is to assist in capturing changes in student's behavioral patterns, identifying future behavioral goals for student, and detecting successful intervention strategies that can be incorporated into student's overall BIP.

I. Responsibilities/Timeline

Identify individuals implementing the behavioral intervention plan (i.e. classroom teachers, specialists—art, media, P.E., Music, etc., para educators, counselor, psychologist, principal, parents, etc.).

Include measures and persons responsible for on-going communication with student's significant social supports (i.e. parents), who are a crucial part of promoting student's behavioral and academic progress at school.

Review and sign-off on finalized BIP (and all updated versions) within context of team problem-solving meetings.