



## BEHAVIOR INTERVENTION PLAN

Student Name: EXAMPLE

DOB: EXAMPLE

FBA completed: DATE

### SOURCES OF INFORMATION:

List sources of information used in FBA, both formal and informal, to develop this plan.

For example: Teacher interview, parent interview, student interview, classroom observations, progress monitoring data

### STRENGTH BASED PROFILE:

Identify skills and interests, positive relationships, pro-social behaviors, family and community supports, and other protective factors.

This can come from the FBA or IEP present levels section.

### FUNCTIONAL BEHAVIOR ASSESSMENT SUMMARY STATEMENT:

Describe specific problem behavior and summary/hypothesis statement from FBA.

These come from the FBA. They should be specific and observable (e.g. "hitting" and "screaming" are better than "tantruming." The hypothesis should state the function of the behavior (what the student gets out of it). Examples include avoiding work, gaining access to preferred items, etc.

### BIP STRATEGIES/OUTCOMES WORKSHEET:

Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

<b>Setting Event Strategies</b> (Reduce impact of setting events)	<b>Antecedent Strategies</b> (Decrease likelihood that behavior will occur)	<b>Behavior/Teaching Strategies</b> <b>[Alternative Behaviors]</b> (Increase the likelihood that appropriate replacement behaviors will occur through instruction)	<b>Reinforcement Strategies</b> <b>[Consequences]</b> (When student demonstrates the desired behavior, the need behind the behavior is met –e.g. obtain or avoid)
This box addresses global strategies that help address internal or external factors that affect the student all the time. How will you set the child up for success each day? Examples include: morning check-ins, scheduled breaks,	This box addresses what you will do to support the student in specific situations where they are likely to struggle. For example, if the student avoids academic work, what strategies will you use to support him/her when it is time	This box is about the INSTRUCTION the student will get to improve their behavior. Examples include: specific social skills training, direct time with the social worker, explicit modeling of	This box is about how you will reinforce positive behaviors. Examples include: social rewards like "high 5s", access to computer time, tangible rewards, homework passes, edible rewards.

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<p>structured settings, regular communication between home and school, visual schedules.</p>	<p>to work? If they struggle in social situations, what will you do for them to support positive social interactions? If the behavior comes from not being able to communicate, how will you help them communicate appropriately in the moment? Examples include: point sheet to track behavior, increased chances to make choices within activities, specific language to use when the student is struggling, first/then language or visuals, ignoring low level negative behaviors, use of a communication device or a picture exchange system.</p>	<p>appropriate behavior, participation in "friendship" or other targeted groups.</p>	
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### CRISIS INTERVENTION PLAN:

Describe the Crisis Plan developed to address the student's behavior that has the potential to produce harm to self or others.

If STUDENT demonstrates anxiety by [how do you know they're anxious? What are the early, observable signs? Examples: pacing, putting head down, clenched fists], staff will be supportive by [how should staff intervene at the earliest signs of distress? Examples: give space, discuss the concern privately, prompt a break].

If STUDENT demonstrates defensive behavior by [what does the next level look like? Examples: verbal refusal, yelling, pushing work off the desk], staff will be directive by [how do you intervene now? Examples: repeat the original directive rather than directly addressing the behavior, use as few words as possible, use when/then language].

If STUDENT'S behavior poses a serious, probable, imminent threat of harm to self or others, staff will first attempt to remove other students. Staff may utilize non-violent physical crisis intervention as a last resort to ensure the safety of STUDENT and others. [here is where you can also put specifics. Should certain restraints be avoided? Anything else that needs to happen in a crisis situation?]



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When STUDENT demonstrates tension reduction by [how do you know they are calming down? Examples: sitting down, crying, apologizing], staff will establish therapeutic rapport by [what do you do when the storm has passes? Examples: providing reassurance, processing the situation, returning to the original task].

### EVALUATION:

Indicate how the plan will be measured and by whom. Identify the desired performance level for either increasing the occurrence of the identified alternative behavior(s) or decreasing the occurrence of the behavior of greatest concern (criterion for success).

**Continuous Progress Monitoring Method:** Usually classroom data. Could be a point sheet, or observational data.

**Person Responsible:** Case Manager

**The desired performance level is:** (choose one or both)

- Increasing the occurrence of the identified alternative behaviors.  
 Decreasing the occurrence of the behavior of greatest concern.

**Criterion for Success:** How will you know if your plan was successful? Ideally you would tie this to an IEP goal. You can use this language: "Success of this plan will be determined based on STUDENT'S attainment of the following IEP goal: [paste goal here]."

**Date for follow-up meeting:** Usually the next annual review.

### CONTEXTUAL FIT:

Supports, resources and training needed for personnel to implement this plan in the current educational environment:

Is there any special training needed to implement this plan? One example of that would be for students who use a device to communicate (and where the behavior is connected to communication challenges), all staff who work with the student will be trained in the use of the communication program and device. If the plan doesn't include anything like that, you can use this language: "All staff who work with STUDENT will be provided with a copy of this plan. No additional training is needed."

### COMMUNICATING THE BEHAVIOR INTERVENTION PLAN:

The plan will be communicated to the following people (i.e. bus driver, clinic aid, school resource officer, etc.)

Person to be contacted	How will the contact be made	Person responsible for contact	Date/Frequency of Contact
General education teachers Bus drivers (usually only for students with special	In person? Email? Phone?	Case manager	Weekly? Daily? (be realistic!) You can say: "Initial provision of this plan, then weekly."



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transportation) Parents			
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**TEAM MEMBERS:**

Parent:

Student:

Others (please list names and titles):