

BEHAVIOR INTERVENTION PLAN

DATE DEVELOPED:

DATE IMPLEMENTED:

STUDENT NAME:

DOB:

SCHOOL:

GRADE:

TARGET BEHAVIOR

General Definition: (Example: Joe throws tantrums.)

Operational Definition: (operational means to define the target behavior in a way that is clearly defined and measurable. All staff should be able to recognize the behavior. For example, during non-preferred activities, Joe throws himself on the floor, kicks and screams, for more than 30 seconds.)

Function of the Target Behavior as determined by the Functional Behavior Assessment: (For example, The function of Joe's behavior is to avoid tasks that he perceives to be too difficult for him.)

Replacement Behavior (What behavior do we want the student to exhibit instead of the target behavior? For example, When Joe is presented with a non-preferred activity, he will put his head down and count to 30.)

Method of Teaching the Replacement Behavior (How will the replacement behavior be taught and who will teach it? Check all that apply.)

- Direct instruction, taught by:
- Role-playing, taught by:
- Social skills training, taught by:
- Modeling, taught by:
- Decision making lessons, taught by:
- Anger management, taught by:
- Stress management, taught by:
- Providing cues, taught by:
- Use of mentors, set up by:
- Behavior contract, created by:
- Other:

Accommodations, Interventions, and Person(s) Responsible for Them (What is needed to support the success of the student? May be more than one person responsible. Check all that apply.)

- Clear, concise directions - person responsible:
- Review rules and expectations - person responsible:
- Specifically defined limits - person responsible:
- Provide highly – structured setting - person responsible:
- Frequent reminders/prompts - person responsible:
- Predictable, routine schedule - person responsible:
- Provide visual schedule - person responsible:
- Provide a tangible, individual schedule (E. G., Schedule for student on his or her desk.) - person responsible:

- Frequent breaks - person responsible:
- Vary activities - person responsible:
- Teacher/staff proximity - person responsible:
- Redirect/reprimand privately - person responsible:
- Avoid strong criticism - person responsible:
- Avoid power struggles - person responsible:
- Avoid physical contact - person responsible:
- Modify assignments - person responsible:
- Provide an alternate recess/free time - person responsible:
- Provide a cooling off period - person responsible:
- Supervise free time - person responsible:
- Specified study area - person responsible:
- Preferential seating - person responsible:
- Communicate regularly with parents - person responsible:
- Other:

Interventions, and who is responsible for implementation:

- 1.
- 2.

Progress Monitoring Method (How will we know if this BIP is working? Who is keeping track?)

Check all that apply.:

- Direct observation: who is documenting observations?
- Charting/graphing: who is completing the chart/graph?
- Daily behavior sheet: who is completing the behavior sheet?
Are behavior sheets sent home? YES NO
Are copies being kept? YES NO
Who is keeping the sheets/data?
- Self-monitoring: how is the student self-monitoring?

Who is collecting the data?

Weekly behavior sheet: who is completing the behavior sheet?
 Are behavior sheets being sent home? YES NO
 Are copies being kept? YES NO
 Who is keeping the sheets/data?

Number of discipline referrals

Other:

Positive Consequences for Appropriate Behavior: (What can the student earn? Review the student interview for student’s personal reinforcers. Check all that apply.)

<input type="checkbox"/> Verbal praise	<input type="checkbox"/> Computer time
<input type="checkbox"/> Immediate feedback	<input type="checkbox"/> Listen to music (earbuds)
<input type="checkbox"/> Earned privileges	<input type="checkbox"/> Positive call, email, text, or note home
<input type="checkbox"/> Earned tokens/points	<input type="checkbox"/> Positive visit to office
<input type="checkbox"/> Tangible rewards	<input type="checkbox"/> Time with preferred staff member
<input type="checkbox"/> Free time	<input type="checkbox"/> Other:

Negative Consequences for Inappropriate Behavior (What will happen if the student does not utilize the replacement behavior? Check all that apply.)

<input type="checkbox"/> Loss of privileges	<input type="checkbox"/> send to Office
<input type="checkbox"/> Loss of points/tokens	<input type="checkbox"/> In-school suspension
<input type="checkbox"/> Time out	<input type="checkbox"/> Out-of-school suspension
<input type="checkbox"/> Phone call, email, text, or note home	<input type="checkbox"/> Work detail (i.e. Clean-up chore at school). Discuss with parent prior to assigning.
<input type="checkbox"/> Escort to another area (another classroom, EAP, counselor, etc.) Where?	<input type="checkbox"/> Other:
<input type="checkbox"/> Detention	

LENGTH OF BEHAVIOR PLAN:

REVIEW DATE: