

BEHAVIORAL INTERVENTION PLAN

Student: _____ Grade: _____ Date : _____

Date FBA completed: _____

[NOTE: A functional behavioral assessment (FBA) must be completed as the basis for this behavioral intervention plan (BIP). Make certain that the FBA Worksheet and FBA Competing Behavior Pathway are attached to this form.]

Participants' signatures:

Student: _____ Parent(s): _____

Teacher: _____ Teacher: _____

Teacher: _____ Teacher: _____

Administrator: _____ Other: _____

Other: _____ Other: _____

This BIP will be developed through (*check one*)

- Student support team
- 504 (ADA) committee
- IEP team

Projected dates to review this plan:

Present Levels of Performance: Given the (2) antecedent only or (2 & 4) antecedent and setting event, the student displays (1) problem behavior (rate/intensity/duration) to (3) get/avoid consequence.

Behavioral Goal: Given the (2) antecedent only or (2 & 4) antecedent and setting event, the student will (5) desired behavior to (6) get/avoid consequences. Remember that the desired behavior must be defined in terms that are measurable and observable.

Numbers in Present Levels of Performance and Behavior Goal refer to the steps on the FBA Competing Behavior Pathway.

FIRST PRIORITY: PREVENTION

Environmental Accommodations

From the "Antecedents" and "Setting Event" sections of the FBA, describe changes that could be made in the environment for the purpose of managing, diminishing, or eliminating the behavior of concern:

Who is responsible for implementing these changes? _____

How will progress be monitored (how often and by whom)? _____

SECOND PRIORITY: INSTRUCTION

Teaching strategies to achieve desired behavior must be taught through explicit instruction. Explicit instruction includes modeling the desired behavior through the use of examples and nonexamples, providing opportunities to practice within the context of where the behavior occurs, and monitoring progress.

Describe the replacement behavior (specific skills) to be taught: _____

Who will teach the replacement behavior? _____

How often and where will instruction be given? _____

What are the opportunities for practice? _____

How will progress be monitored (how often and by whom)? _____

Describe acknowledgements to be used when desired behavior is displayed: _____

CRISIS PLAN

When the problem behavior presents a **safety concern**, a crisis plan may be necessary. If the team determines that a crisis plan is necessary, describe the plan and who will implement:
