Behavior Intervention plan

student demographic information

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| --- |
| Date of Initial Plan: |
| Date of Current Plan: |
| Dates of Review: |

Student Name:       Teacher Name:

Age:       Grade:       Disability:       BIP Level:  2  3

Emergency Contact Information *(use TAB button to add rows)*

|  |  |  |
| --- | --- | --- |
| NAME | POSITION/RELATIONSHIP | PHONE NUMBER |
|  |  |  |
|  |  |  |

Behaviors of Concern *(use TAB button to add rows)*

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|  |

Crisis Plan Attached:  Yes  No

Names of Participants Developing Plan *(use TAB button to add rows)*

|  |  |
| --- | --- |
| PARTICIPANT’S NAME | POSITION/RELATIONSHIP |
|  |  |
|  |  |
|  |  |
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Requirements for Level II and Level III Behavior Intervention Plans

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| --- | --- |
| LEVEL II PLANS | LEVEL III PLANS |
| Administrative Consent | Administrative Consent  Parental Consent  Behavior Plan Committee Approval |

Student Name:

Summary Hypothesis Statement Regarding Target Behavior *(See Functional Behavioral Assessment)*

Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern:

|  |  |  |
| --- | --- | --- |
| When this occurs… | the student does… | to get or avoid… |
| Describe circumstances | Describe target behavior of concern | Describe function |
|  |  |  |
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|  |  |  |

behavior teaching

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| --- |
| What skill(s) does the student need in order to be successful? What data will we collect to determine if the student is being successful? What is our criterion for success? |

Behaviors *(use TAB button to add rows)*

|  |  |  |  |
| --- | --- | --- | --- |
| BEHAVIOR OF CONCERN | WHAT SKILLS WILL WE TEACH? | WHAT DATA WILL WE COLLECT? | CRITERION |
|  |  |  |  |

behavior intervention

*(Use TAB button to add rows. Only use the rows needed for number of strategies.)*

|  |  |  |
| --- | --- | --- |
| Behavior of Concern | Antecedent Strategy  *What can we do to prevent the problem behavior? How will the environment be set up to decrease problem behavior and increase the likelihood for using new skills?* | Consequence  How will we reinforce the target behavior?  How will we correct problem behaviors? |
| 1 | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |

crisis response

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| Identify the steps necessary to intervene if the student’s behavior becomes dangerous, destructive, and/or disruptive. If the plan calls for the use of physical restraint and/or seclusion, follow the guidelines for a Level III Behavior Intervention Plan. All Crisis Plans need to be put in Substitute Folders. |

*(Use TAB button to add rows. Only use the rows needed for the number of strategies.)*

|  |
| --- |
| 1. |
| 2. |
| 3. |

Student Name:

MCISD Functional Behavioral Assessment

*(Use TAB button to add rows. Only use the rows needed for number of behaviors)*

|  |  |  |  |
| --- | --- | --- | --- |
| Target Behavior Analysis  Step 1: List behaviors of concern in measurable and observable terms.  Step 2: Analyze the data for each behavior.  Step 3: Prioritize the behaviors based upon whether they are dangerous, destructive, or disruptive. | Data Analysis  (frequency, intensity, and duration) | Antecedents  Identify what happens before the problem behaviors occur (who, what, where and when). | Consequences  What happens after the problem behavior occurs? What have been our responses to the behavior? Rate the impact of the consequence: I=Increased Behavior, D=Decreased Behavior, N=No Impact |
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |

Positive Behavior Analysis

Describe with whom, where, and when positive behavior occurs:

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| --- |
| Consideration (Description of Who/Where/When) |
| 1. Adults: |
| 2. Peers: |
| 3. Activities: |
| 4. Settings: |
| 5. Time: |
| 6. Other: |

Target Behavior Function

Use the following key questions to describe the function served by the behavior or concerns:

|  |  |  |
| --- | --- | --- |
| Key Question | Internal Function/Purpose | External Function/Purpose |
| Access: What is test accessing or getting by engaging in the target behavior? |  |  |
| Avoid: What is test avoiding or escaping by engaging in the target behavior? |  |  |

Summary Hypothesis Statement Regarding Target Behavior

Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern:

|  |  |  |
| --- | --- | --- |
| When this occurs… | the student does… | to get or avoid… |
| Describe circumstances | Describe target behavior of concern | Describe function |
|  |  |  |
|  |  |  |
|  |  |  |
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1. Extended History

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| What else do we need to know that pertains specifically to the problem behavior?  *(Use TAB button to add rows. Only use the rows needed for number of strategies.)* |
| 1. |
| 2. |
| 3. |

1. Brainstorm

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| What do we need to do differently to decrease the antecedents and responses which are triggering the problem behavior?  Meeting Mechanics:   1. All ideas are good ideas 2. Do not over-explain, defend or convince 3. Professional role elimination 4. Focus on developing the best idea in the room   *(Use TAB button to add rows. Only use the rows needed for number of strategies.)* |
| 1. |
| 2. |
| 3. |

1. Discontinued Interventions:

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| --- | --- | --- | --- |
| If the student has an existing BIP, list all behavioral interventions that have been implemented then discontinued (if any). State the reason why the intervention was discontinued | | | |
| Intervention | Why | Date Discontinued | Notes |
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |

action plan

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| --- | --- | --- | --- |
| Who | Will do What | By When | Status |
|  |  |  |  |
|  |  |  |  |