BEHAVIORAL INTERVENTION PLAN (BIP)

Part 1: STUDENT BACKGROUND INFORMATION

Date: _____ LEA number: _____

Residence School: _____ Grade: _____

Service County: _____

Service School: _____

Student Name: _____ Local Student ID: _____

DOB: _____ SASID: _____

Special Education: ☐ Yes ☐ No ☐ Referral initiated

Disability:

Current Placement: _____

504 Plan: ☐ Yes ☑ No

TO BE COMPLETED BY THE TEAM: *Using the Functional Behavior Assessment (FBA), develop appropriate behavioral goals, interventions to prevent and respond to the problem behavior, and strategies to teach replacement or alternative behavior. This plan must address the function or purpose of the student's behavior and incorporate input from the student and parent(s)/guardian(s).*

Part 2: SUMMARY STATEMENT(S)

Behaviors identified must be observable and measurable.

When (trigger conditions):
The student is likely to (Behavior 1):
In order to (function):
This is more likely to occur when (influencing conditions or setting events):

When (trigger conditions):
The student is likely to (Behavior 2):
In order to (function):
This is more likely to occur when (influencing conditions or setting events):

When (trigger conditions):
The student is likely to (Behavior 3):
In order to (function):
This is more likely to occur when (influencing conditions or setting events):

Part 3: PREVENTION STRATEGIES

Based on the functions of behavior, identified in the FBA process, as indicated below, what are the strategies that can be put in place to support the student and meet these needs before the problem behavior occurs?

Check the functions (all that apply bellow) served by the problem behavior.
Functions: Check all that apply

Obtain/Gain		Avoid or Escape	
☐	Adult Attention	☐	Adult Attention
☐	Peer Attention	☐	Peer Attention
☐	Access to/use an activity, object, event	☐	Participating in/using an activity, object, event

| ☐ | Sensory input | ☐ | Sensory input |

Then list the prevention strategies that match the function(s) and provide the student with choices, increased autonomy, and opportunities to have needs met.

List strategies by function:

Part 4: TEACHING STRATEGIES

Identify the methods for teaching the student alternative/replacement behavior to use instead of the problem behavior. These include prompts, supports, verbal and nonverbal instructions, reinforcement schedule for using the alternative/replacement behavior, etc.

When (trigger conditions):
The student will (Replacement Behavior):
In order to (function):
Criterion for success:
Teaching Strategies:

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Part 5: RESPONSE STRATEGIES

When the problem behavior occurs, what ways will staff and students be expected to respond to minimize the reinforcing value of the behavior?

Response to Behavior 1:
Response to Behavior 2:
Response to Behavior 3:

Part 6: DATA COLLECTION

Identify HOW data will be collected. Complete a chart for each problem behavior, each replacement behavior, and each desired

behavior to be addressed by this BIP.

Problem Behavior Defined:		
Current Rate:	**4-6 Week Goal:**	**Long Term Goal:**
☐ Frequency Data ☐ Interval/class recording ☐ Time sampling ☐ Permanent products (e.g., behavior chart, work sample) ☐ Other		
By Whom:		
When:		
How Often:		

Replacement Behavior Defined:		
Current Rate:	**4-6 Week Goal:**	**Long Term Goal:**
☐ Frequency Data ☐ Interval/class recording ☐ Time sampling ☐ Permanent products (e.g., behavior chart, work sample) ☐ Other		
By Whom:		
When:		
How Often:		

Desired Behavior Defined:		
Current Rate:	**4-6 Week Goal:**	**Long Term Goal:**
☐ Frequency Data ☐ Interval/class recording ☐ Time sampling ☐ Permanent products (e.g., behavior chart, work sample) ☐ Other		
By Whom:		
When:		
How Often:		

Part 7: IMPLEMENTATION AND EVALUATION

A. What **Supports** do STAFF need in order to implement the BIP? (e.g., training, materials)

B. **List names of WHO is responsible** for:

Implementing the BIP:

Name	Title

Monitoring progess:

Name	Title

Developing progress reports:

Name	Title

C. How will the student's **parent(s)/guardian(s)** be involved?

D. Date for initial review and revision of the BIP:

E. Date for review and evaluation of the effectiveness of the BIP:

TEAM members contributing to this Behavioral Intervention Plan (BIP)

Name	Title

This document was developed collaboratively by the MSDE, DSE/EIS and the MCIE.