**Behavior Intervention Plan**

**Confidential Student Information**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Original BIP Date:** |  | **Revision Date(s):** |  | **Date of Next Review:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name (and ID):** |  | **Parent/ Guardian(s):** | |  |
| **Date of Birth (and Age):** |  | **Primary Phone Number:** | |  |
| **Teacher:** |  | **Date FBA was completed:** | |  |
| **School:** |  |
| **Grade:** |  | | | |
| **Special Education Program:** |  | | | |
| [**FBA/ BIP Team Members**](http://scsdbehaviormatters.weebly.com/development-checklists.html) | | | | |
| *Dates of Involvement & Meeting Attendance* | *Name* | | *Title/ Relationship to Student* | |
|  |  | | Parent/ Legal Guardian | |
|  |  | | Student | |
|  |  | | Principal/ Administrator | |
|  |  | | Special Education Teacher | |
|  |  | | Classroom Teacher | |
|  |  | | School Social Worker | |
|  |  | | School Psychologist | |
|  |  | | School Counselor | |
|  |  | | Behavioral Health Consultant | |

**STUDENT STRENGTHS**

**FIRST TARGET BEHAVIOR NAME:**

**Operational Definition:**

Baseline Data

Intensity: Mild (disruptive but not dangerous to self or others)

\_\_\_Moderate (verbal/physical threats and/or destruction to physical environment); or

\_\_\_Severe (poses physical danger to self or others)

Frequency:

Duration:

Latency:

**Function(s) of the Behavior:**

**Hypothesis Statement:**

[**Setting Events**](http://scsdbehaviormatters.weebly.com/glossary-companion-document.html)



**SETTING EVENT STRATEGIES**

|  |  |
| --- | --- |
| **Strategy or Support Offered** | **Person(s) Responsible**  **(and Timeline/ Frequency)** |
| Review and address confidential contextual factors summarized in Functional Behavior Assessment (FBA), as applicable. | School Psychologist or Social Worker (as needed). |
|  |  |
|  |  |

**Antecedent Events**

**PREVENTATIVE/ ANTECEDENT STRATEGIES**

|  |  |
| --- | --- |
| **Strategy/ Environmental Modification** | **Person(s) Responsible**  **(and Timeline/ Frequency)** |
|  |  |
|  |  |
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**Lagging Skills/ Unmet Needs to be Addressed**

**INTERVENTION STRATEGIES/ WAYS TO TEACH REPLACEMENT BEHAVIOR(S)**

|  |  |
| --- | --- |
| **Strategy/ Skill to be Taught** | **Person(s) Responsible**  **(and Timeline/ Frequency)** |
|  |  |
|  |  |
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**DESIRED REPLACEMENT BEHAVIOR(S)**

|  |  |
| --- | --- |
| **Description of Replacement Behavior(s)**  (to meet identified function of target behavior(s)) | **Adult Response to Student’s Use of Replacement Behavior (and Timeline/ Frequency)** |
|  |  |
|  |  |

**DESIRED LONG-TERM OUTCOME(S):**

**Maintaining Consequences:**

**DE-ESCALATION/ RESPONSE STRATEGIES**

|  |  |
| --- | --- |
| **Response to Target Behavior/ Environmental Modification/**  **De-Escalation Response** | **Person(s) Responsible** |
|  |  |
|  |  |
|  |  |

**Emergency Procedures (check if applicable):**

This student has an [Individual Crisis Management Plan (ICMP)](http://scsdbehaviormatters.weebly.com/icmp-template.html) in the following location:

This student may require use of a [Time Out Room](file:///I:\PPS%20Toolbox\Procedure%20%20Policies\Time%20out%20Room%20-%20Policy%20.docx), for a maximum of minutes at a time (not to exceed 30 minutes). Time Out Room use will only occur after less restrictive approaches have been attempted and failed (e.g., de-escalation strategies listed above, active listening, behavior support techniques, co-regulation/de-escalation techniques). Time Out Rooms will never be used for seclusion or as a disciplinary consequence.

**Plan for home-school collaboration & communication:**

**Progress Monitoring\* Plan:** *List & attach data tracking sheets to be used for tracking target behavior(s), replacement behavior(s), and interventions.*

|  |  |
| --- | --- |
| **Data Collection Tool** | **Person(s) Responsible**  **(and Frequency of Data Collection)** |
|  |  |
|  |  |

*\**[*Progress monitoring data summaries*](http://scsdbehaviormatters.weebly.com/progress-monitoring-spreadsheet.html) *should be reviewed and BIPs should be revised, as indicated, within 4-6 weeks after implementation and in regular 4-6 week intervals after that using the district’s* [*Progress Monitoring Report*](http://scsdbehaviormatters.weebly.com/progress-monitoring-report.html)*. Each quarter, Progress Monitoring Reports must be reviewed with parents/guardians, uploaded to the IEP Direct Document Repository, and e-mailed to the district PPS secretary.*