**ISP-B Glossary / BIP Companion Document**

1. **Demographics:** Copy and paste from FBA document or complete the information in the boxes. Please remove any team members not participating in the development of this document and add any team members not already mentioned.

**NOTE:**

Sections one through seven should be copied and pasted directly from the FBA in order to maintain continuity.

1. **Student Strengths:** Include personal and academic skills and interests.
2. **First Target behavior:** Copy and paste from the FBA document or name the behavior (e.g., Leaving Supervision, Physical Aggression, Non-Compliance with adult directives, etc.). In the box immediately following “First Target Behavior,” operationalize the behavior (i.e., if physical aggression is the target behavior, an operationalization of the behavior could be “biting, hitting, kicking, punching, or throwing things at others with intent”).
3. **Intensity:** Copy from the FBA document.
4. **Frequency:** Count how many times the behavior occurs during a given interval (e.g., 2x/hour, 3x/day). Ideally, baseline data should be collected for 4-6 weeks; however, at minimum, teams should have at least 10 data points collected over a period of at least two weeks).
5. **Duration:** State how long the target behavior lasts (e.g., 5-10 minutes) throughout the baseline period of data collection. Ideally, baseline data should be collected for 4-6 weeks; however, at minimum, teams should have at least 10 data points collected over a period of at least two weeks).
6. **Latency:** State the length of time elapsed, on average, between the identified antecedent and target behavior. For example, the teacher gives a non-preferred directive and 10 minutes later the student walks out of class. If the target behavior is “leaving supervision,” the latency would be equal to 10 minutes (if this is what the data reflects on average). Note that the student may be exhibiting other behaviors in between the antecedent and the target behavior (i.e., disruptive noise, inappropriate gestures, non-compliance). Here you are identifying the latency period for the *target behavior* the team has chosen.
7. **Function(s) of Behavior:** Name the hypothesized function of the behavior identified in the FBA. The function should be chosen from among the following: Sensory, Escape, Attention, and Tangible (SEAT acronym).
8. **Hypothesis statement:** Copy the hypothesis statement developed for this target behavior in the FBA.
9. **Identify replacement behaviors:** Replacement behaviors are more desirable, short-term alternatives to the target behavior which address the same behavioral function. Examples:
   1. Escape: Instead of throwing materials across the room, the student will communicate by saying “I need a break.”
   2. Attention: Instead of teasing his peers, the student will ask them if they would like to join him in play to get their attention.

1. **Identify Long-term outcomes:** Identify the ultimate goal of the plan. Examples:
   1. Escape: Student will use learned coping strategies to reduce anxiety, ask for help, refocus on, and complete the task.
   2. Attention: Student will use learned strategies to engage and communicate with his peers appropriately, and to problem solve for improved conflict resolution.
2. **Setting Events:** Copy and paste from FBA document.
3. **Identify setting strategies and supports:** Identify strategies that will be used to decrease the impact of setting events, the person responsible, and the timeline in which strategies will be taught and implemented (e.g., in order to decrease homework tension, the teacher and parent will share a communication log daily). Link strategies to functional hypothesis.

One item is included in the BIP template by default, and reads: “Review and address confidential contextual factors summarized in FBA, as applicable.” The School Social Worker or School Psychologist should take responsibility for addressing such issues, as they sometimes don’t fall neatly into another BIP category, but clearly do need to be addressed (e.g., follow up with Child Protective Services).

**Example:**

|  |  |  |
| --- | --- | --- |
| **Strategy or Support Offered** | **Person(s) Responsible** | **Timeline** |
| Communication log between home and school indicating homework and possible strategies for helping (e.g., a website or a completed math example). | Parents  Classroom Teacher | Communication Log will be completed daily. |
| Increased teacher check-ins during whole group lessons. | Classroom Teacher or Instructional paraprofessional | At least three times during math instruction & during independent seat work for math. |

1. **Antecedents:** Copy and paste from FBA document.
2. **Preventative/ Antecedent strategies and supports:** Identify how environmental factors/ individual triggers that seem to be associated with the target behavior will be modified. Link strategies to functional hypothesis.

**Example:**

|  |  |  |
| --- | --- | --- |
| **Strategy/ Skill/ Environmental Modification** | **Person(s) Responsible** | **Timeline** |
| Modify the work by having the student complete only the even or odd numbered problems. | Classroom Teacher | For each task assigned. |
| Check for understanding by having the student restate directions. | Classroom Teacher | Each time student is demonstrating frustration. |

1. **Lagging Skills/ Unmet Needs to be addressed:** Copy and paste from FBA document.
2. **Intervention Strategies/ Teaching Replacement Behaviors:** Identify what behaviors or skills will be taught to meet the student’s need in a more acceptable way, and identify who will teach these skills and strategies, and when. Link strategies to functional hypothesis and contextual information.

|  |  |  |
| --- | --- | --- |
| **Strategy/ Skill to be Taught** | **Person(s) Responsible** | **Timeline** |
| Taking deep breaths to reduce anxiety associated with student’s lack of confidence in his or her ability. | Social Worker | Social worker will provide 6 brief counseling sessions (1x30). |
| Student will learn how to ask for help. | Classroom Teacher | Whenever student begins to demonstrate frustration (e.g., facial expressions, disruptive noise, etc.) |
| Social Worker | Social worker will provide 6 brief counseling sessions (1x30). |
| Parents &  Teachers | Parents and teachers will provide verbal and non-verbal reminders to the student to ask for help if he appears to be frustrated. |

1. **Response to Replacement Behaviors:** Identify clear and consistent ways in which adults should respond then student uses desired replacement behavior (identified earlier in the BIP document). How will the appropriate replacement behavior be reinforced (i.e., how will adults increase the likelihood of it occurring again in the future?). How will the student be rewarded for displaying appropriate replacement behaviors? Refer to FBA and/ or use forced choice menu to determine what this student finds motivating, especially if a tangible function of behavior is identified. Link strategies to functional hypothesis.

|  |  |
| --- | --- |
| **Replacement Behavior** | **Adult Response** |
| Student asks to take a break. | 1. Teacher will give immediate praise and honor student request (e.g., “Great job asking to take a break. Absolutely! I’m looking forward to working with you when you get back.”) 2. Upon return from break, teacher will thank student for making the choice to take a break and will support their re-integration into the task at hand. |

1. **Maintaining Consequences:** Copy and paste from FBA document.
2. **Response/ Consequence strategies and supports:** Identify clear and consistent ways in which adults should respond when a student does display the target behavior. Response strategies should address the maintaining consequences identified in the FBA and offer any additional suggestions for preventing further escalation of the target behavior. Link strategies to functional hypothesis.

|  |  |
| --- | --- |
| **Response to Target Behavior/ Environmental Modification/ De-escalation Response** | **Person Responsible** |
| 1. Adult will validate the student’s feelings (e.g., “I can understand why you’re feeling frustrated!”) 2. Adult will ask the student if he needs a break. 3. Adult will attempt to redirect student to another positive activity (e.g., “Would you prefer to read this section quietly and I will help you with math during lunch?”) 4. Adult will give the student a choice of working with the teacher or working with a peer (selected by the teacher) to complete the assignment after the student has de-escalated/ taken a break. 5. Adult will prompt the student to use strategies learned in counseling (e.g., take deep breaths). | Supervising adult. |

1. **Emergency Procedures:** If this section is applicable because of a safety concern, attach and refer the reader to the student’s Individual Crisis Management Plan (template on shared drive). Otherwise, delete this heading from the BIP.
2. **Data Collection Plan:** Identify tools for data collection (for monitoring the occurrence of both the target behavior and the replacement behavior identified in the FBA), frequency of collection, and the person who will be responsible for collecting data. Attach data tracking sheets to be used for progress monitoring/ tracking target behavior(s). Plan should include a way to graph data in order to improve analysis and response to intervention.

|  |  |  |
| --- | --- | --- |
| **Data Collection Tool** | **Frequency of Data Collection** | **Person Responsible** |
| Daily Behavior Chart to track frequency of:   1. Throwing materials 2. Asking to take a break | Daily, During Math and Science instruction | Classroom Teacher |

1. **Date of Review:** Schedule a date for the FBA/ BIP Development team to reconvene to analyze progress monitoring data (for target behavior and replacement behavior), implementation fidelity, and effectiveness of interventions. Copy and paste this section of the plan for future review dates to document periodic consideration of plan effectiveness.
2. **Outcome & team comments on implementation fidelity & effectiveness:** Describe any changes noted in the frequency of target behaviors and replacement behaviors. Review outcome of the intervention cycle. Attach progress monitoring data & graph. Reflect any warranted changes within the original BIP document and save as a new document prior to uploading update to IEP Direct.