**Intervention Support Plan for Behavior (ISP-B)** 

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name (and ID):** |  | **Parent/ Guardian(s):** |  |
| **Date of Birth (and Age):** |  | **Primary Phone Number:** |  |
| **Teacher:** |  |
| **School:** |  |
| **Grade:** |  |
| [**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 |

**SBST Referral Concern**

**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:

**Suspected Function(s) of the Behavior** (Sensory, Escape, Attention, Tangible)**:**

**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)**

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| --- | --- |
| **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:

 An ICMP will be developed by the following date: , and will be placed in the following location:

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

**ISP-B 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)** |
|  |  |
|  |  |

*\*Reviews of this ISP-B should be documented below within four to six weeks after ISP-B implementation and in regular 4-6 week intervals thereafter. A progress monitoring review should occur separately for each target behavior addressed by this student’s plan.*

**ISP-B Progress Monitoring Review Date:**

**Visual Data Summary of Progress Monitoring Data:**

**Team Action Plan after Reflection on Progress Monitoring Data**

 Discontinue Plan. Student has consistently demonstrated the desired long-term behavior(s) for at least twelve weeks.

 Continue plan as is. Target behavior has decreased and student has begun to engage in the desired long-term behavior but has not achieved consistency in demonstrating the desired long-term behaviors.

 Address factors below via plan revision(s) to improve effectiveness. Target behavior remains steady on average/ Replacement behavior is seen infrequently, if at all. Team suspects the following factors to be at play:

 Student has inconsistent attendance

 Interventions have not been delivered consistently for four consecutive school weeks

 Student has not been motivated by intervention

 Some interventions do not match suspected function

 Function of behavior is in question

 Barriers to school-home communication/ collaboration have interfered with plan effectiveness

**Additional Notes:**