|  |  |  |
| --- | --- | --- |
| Document Type | Development Date | Review / Revision Date |
| ISP  BIP |  |  |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | |

**Note: A progress monitoring report must be completed separately for each target behavior addressed by this student’s plan.**

**FIRST TARGET BEHAVIOR NAME:**

**Operational Definition:**

[**Visual Data Summary**](http://scsdbehaviormatters.weebly.com/progress-monitoring-spreadsheet.html) **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:**