

BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: _____ **Referred by:** _____ **Date:** _____

Hypothesis statement: Describe problem behavior in concrete terms and provide baseline measure, including frequency, duration, and intensity/latency across activities, settings, people, and times of day, as well as the global or specific hypothesis as to why the problem behavior occurs. Fill in blanks below to complete an accurate statement for this youth.

When (setting event) and (antecedent), (student) does (problem behavior for how long, how many times, at what intensity) to achieve (function).

Brainstorm possible elements of behavior support; select strategies that are contextually appropriate for final plan, and list them below. Provide 1 or more strategies for each section. Multiple stakeholders should be included in providing these supports. *Remember to reference the corresponding sections of the FBA to ensure alignment.

Setting Event Strategies	Antecedent Strategies Behavior	Teaching Strategies	Consequence Strategies
<p><i>*List strategies that can be used or environmental changes that can be made to prevent the target behavior from occurring.</i></p>	<p><i>*List strategies that can be used or changes that can be made to prevent the target behavior from occurring.</i></p>	<p><i>*List the strategies that will be used to teach the student the replacement & desired behaviors.</i></p>	<p><i>*List the strategies that will be used after the student uses the replacement & desired behaviors (positive reinforcement). * List the strategies that will be used after the student engages in problem behavior (mild negative consequences)</i></p>

Student Name: _____ I.D. # _____ Date: _____

Implementation period _____ to _____
(planned period of intervention before next review)

Scheduled intervals to measure effectiveness _____
(as appropriate to behavior/intervention strategies; i.e. daily, weekly etc.)

Target Goal for Student use of Alternative Acceptable Behavior and/or Reduction of Problem Behavior: Specify the goal for student use of alternative acceptable behavior and/or reduction in problem behavior including frequency, duration and intensity. Fill in blanks below to complete an accurate statement for this youth.

By (date), instead of (problem behavior), to achieve (function), (student) will do (alternative acceptable behavior), under (what conditions), at (what level of proficiency), as measured by (whom) and by (what means).

1. How will the **fidelity** of intervention **strategies** be measured?

- What information will be collected:
- By whom:
- How summarized:
- Scheduled intervals for measuring the fidelity of the intervention strategies:

2. Performance criteria to evaluate intervention **effectiveness**

a. If the plan is implemented accurately and there is no increase in the **Alternative Acceptable Behavior** or no reduction in the **Problem Behavior** in _____ (days/weeks), the plan will be reviewed and adjusted.

b. If the student meets the goal for use of the **Alternative Acceptable Behavior** or the **reduction in Problem Behavior** for a period of _____ (days/weeks/months), the plan will be reviewed and adjusted for higher rates of improvement.

c. When the student is performing the **Alternative Acceptable Behavior** or **demonstrating a reduction in the Problem Behavior** at a _____ level and the student maintains that level for _____ (days/weeks/months), the plan will be reviewed and adjusted to include fading the **BIP**.

Quarterly Progress Monitoring Report

To the Parent/Guardian of: _____ I.D. # _____ BIP Start Date _____

Student Name

Teacher(s) _____ School _____ School Year _____

Hypothesis statement:

When (setting event) and (antecedent), (student) does (problem behavior for how long, how many times, at what intensity) to achieve (function).

Target Goal for Student:

By (date), instead of (problem behavior), to achieve (function), (student) will do (alternative acceptable behavior), under (what conditions), at (what level of proficiency), as measured by (whom) and by (what means).

Data supporting student performance of measurable skills or alternative acceptable behaviors taught to meet the target goal. *Student progress may indicate the need to adjust the current BIP. You will be notified when this is necessary. Data must be shared with parents/guardians at least quarterly along with IEP progress updates.

Report on all data below that directly relates to problem behavior and/or target behavior including frequency, duration, intensity and latency.	Baseline Data: (copy from FBA)	1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period
Record Review: ◇ Office Discipline Referrals (ODRs) ◇ Suspensions (ISS & OSS) ◇ % Attendance ◇ Tardies ◇ Grades/literacy scores ◇ Other:					
Observation: ◇ % Daily Progress Report points (DPR) ◇ Scatter plot ◇ A-B-C Chart ◇ Other:					
Interviews: ◇ FACTS (Teachers/staff) ◇ Student interview ◇ Family interview ◇ Other:					
Other:					